Male voices in female bodies: The case of Chenjerai Hove's androcentrism

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Abstract

The article is an analysis of Chenjerai Hove's three novels in English namely Bones (1988), Shadows (1991) and Ancestors (1996). It argues that while Hove, to some extent, attempts to visibilize women in a predominantly male dominated society, he does not do much to suggest that women have the capacity to fully liberate themselves from patriarchal dominance. Hove is more of a pacifier who is not convincing in his quest for the emancipation of the African woman. This conclusion comes from a close analysis of Hove's depiction of female characters in the three novels mentioned above.

Keywords: androcentrism, phallocentrism, patriarchy, trope

The effects of HIV and AIDS on the academic performance of orphaned and vulnerable children from child headed families

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Abstract

The descriptive survey investigated the effects of HIV and AIDS on the academic performance of children from child headed families (CHF). Questionnaires and interviews were used as instruments of data collection. Members of the CHF, teachers and administrators formed a total sample of seventy five (75) participants. Data collected gave the opinions of the participants in as far as the academic performance of these children is concerned. Findings from the study revealed that members of the CHF perform poorly in academic circles due to the effects of HV and AIDS. It was discovered that the loss of adult figures in the family due to HIV and AIDS plunges children into educational dilemmas as they become heavily loaded with adult responsibilities in case of child heads. Besides, lack of resources also exacerbated their poor performance. However, due to resilience some members of the CHF were found to defy all the odds and perform extremely well. The researcher therefore recommends that National AIDS Council (NAC) and other stake holders should not concentrate only on the infected but should also channel funds to the affected children in order to improve their educational welfares. Also, further research is recommended on the topic in order to enable the nation to have a permanent solution to the problem.

Key Words: Child Headed Family, Academic Performance, Resources/materials, Potentials/Capabilities, Shortcomings, Resilience, Child.

Causes and rate of reservoir sedimentation due to changes in catchment management. A case of Marah dam in Masvingo Province of Zimbabwe

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ABSTRACT

The paper sought to analyse the rate of reservoir sedimentation due to changes in catchment management within the catchment area of Marah dam in Masvingo province of Zimbabwe. To do this, the study evaluated the current capacity of the dam based on current sedimentation rate as well as the lifespan of the dam under the current management practices. In order to obtain the rate of sedimentation, the formula (LTD/6) was used. The parameters T and D were measured using an Automatic level, Theodolite and staff. The depth of the reservoir was found to be 16m and the throwback was also found to be 840m. Calculations done pointed to an increase in the rate of sedimentation with a marked increase of 49.9% from 2000 to 2006, giving an average sedimentation rate of 8.3% per annum. The lifespan of the dam was also found to be about 12 years. This meant that the lifespan of the irrigation scheme dependant on the dam had a lifespan less than the 12 years. It was recommended that the Environ mental Management Agency be involved and also that the community formulate catchment management strategy so that there is continuity and sustainability of Marah irrigation scheme.

Keywords: Water availability; storage capacity; sedimentation; reservoir; catchment; land-use change.

Old people's homes: a borrowed culture; a dilemma for the black Zimbabwean. A case study of Mucheke old people's home

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ABSTRACT

The purpose of the study was to establish why the culture of sending the elderly to Old People's Homes has become very common to Zimbabweans when in the past the homes were meant for foreign destitutes. Seventeen inmates and two administrators from Mucheke Old People's Home were interviewed. Data was collected using in-depth interviews. The study has established that relatives and children are finding it difficult to look after their elderly in their own homes and have resorted to taking up a culture that is alien to them. The factors that were found to specifically promote the sending of the elderly to old people's homes are: the economic situation in the country, lack of concern by children and relatives who are not prepared to take on an extra 'burden', urbanization and westernization resulting in the young shunning the elderly in the rural areas which does not auger well with the African practices, and the HIV/AIDS pandemic which is claiming young people, leaving the elderly with no one to look after them. In general the study showed that the culture of sending the elderly to old people's homes is alien to Zimbabweans since most of those interviewed showed concern that they need to be in their homes, passing on the required norms and values to new generations. The results of the study suggest that there is need to re-educate the Zimbabweans on the need to take care of the elderly in their own homes rather than sending them to old people's homes. If possible the Government needs also to look closely at the welfare of the elderly to ease the burdens that befall children and relatives of the elderly. The Government could provide the elderly with a package at old age that would cater for their basic needs.

An analysis on how demotivated teachers affect pass rate

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Abstract

The purpose of this study was to assess the extent to which demotivated teachers contribute to the poor O- level pass rate. The researcher was alarmed by the failure rate recorded in the daily newspaper. The Herald of 6 February2013 highlighted that the poor academic performance of the pupils was blamed on the teachers. In a bid to ascertain this claim the researcher carried out the study to establish its authenticity. A descriptive survey was used as the research design. For triangulation purpose the data was collected through interviews, questionnaires and document analysis, focusing on six secondary schools in Harare. Interviews were conducted to school heads and twenty parents while the questionnaires were administered to twenty teachers. Document analysis of 'O' level results was done to ascertain the pass rate in schools. The results of the study have shown that most schools recorded low pass rate. Some teachers outlined that due to economic hardship they are resorting to some extra jobs in a bid to supplement their income which compromised the teaching and learning. However, they also shifted the blame to the parents whom they accused of not assisting their children with homework. They pointed out that parents are not fully supporting their children by giving them the resources to enhance effective learning. The paper makes a significant contribution to the field of education in that it brings to light the grievances from the teachers and parents. This has implications for policy makers who should address the plight of teachers in ways that enable them to maintain the dignity of their profession. It also enhances the teachers to execute their duties meticulously in order to improve the pass rate in schools.

Impacts of demonstration method in the teaching and children learning of hearing impaired children

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Abstract

The purpose of this research was to study the effectiveness of the demonstration teaching method in the teaching of the hearing impaired at a special school in Harare province in Zimbabwe. The research focus was on whether the demonstration should be augmented with other teaching methods. Focus was also on whether the teachers were knowledgeable about the demonstration method and if the resources were adequately channelled and used. A case study based on qualitative paradigm was used in this research. A sample of three teachers, ten pupils the school head and the head of department for technical subjects were used. For the purpose of triangulation, instruments used included interviews, observations, questionnaires and document analysis. The research findings revealed that the demonstration method was not effectively used. For lack of individualized Plan, the pupils did not benefit much from the lessons. The use of sign language was not properly implemented, yet there is need for collaborative use of both sign and oral language. The need for adequate resources for the hearing impaired, also featured prominently in the research findings in order for pupils to work at their own pace.

Keywords: Individualised Educational Plan, institutionalised: case study, impacts, demonstration, deaf,

A survey of opinions of major stakeholders regarding the feasibility and necessity for the hearing impaired child to speak

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Abstract

The study sought to find out the feasibility and necessity of the hearing impaired child to speak. The researchers after visiting one of the special schools in South Africa were amused to see the deaf children speaking. It is against this background that the researchers were prompted to carry out the study. A sample of twelve teachers from one special school in Zimbabwe was selected as a research study. The school head and fifteen students were also selected. A survey study was used. The research instruments used were document analysis, the questionnaires and the interview. Questionnaires were administered to twelve teachers and fifteen pupils. Face to face interview was carried out with one of the school heads. The study revealed that most teachers were not proficient in the use of the sign language so they welcomed the proposal of enhancing the deaf child to speak. Mixed sentiments were given by the deaf children. The idea of enabling the deaf child to speak was welcomed by most of the students. Some students furiously responded that they are not eager and will never bother themselves by trying to speak. The study recommended that both oral and sign language ought to be used so that the deaf child will not face communication challenges with their peers and the people at large. Teachers need to show a positive attitude and some dedication when dealing with the hearing impaired students. There is also need to have some workshops so that the teachers will learn the sign language since there is a recommendation to promote the learning of both oral and sign language. Parents for the deaf children should work hand in glove with the school to enhance their children to benefit from both ends, that is, the school and at home.

Keywords: cochlear implants, hearing impaired, assistive device, handicap, communication paradigm, cultural differences, discrimination, identity, deaf culture.

The effectiveness of primary teacher training programmes in meeting the needs of pupils with special needs in inclusive settings in Masvingo

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Abstract

A study was conducted to investigate the effectiveness of primary school teacher training colleges in Masvingo province of Zimbabwe in producing teachers with positive attitudes towards educating children with disabilities in the ordinary classroom. In the process, the effectiveness of the skills and competencies being used and problems being encountered by the student teachers were also investigated. A combination of qualitative and quantitative methodology was used. Data were gathered from a purposive randomly selected sample of a total of ninety second year students on teaching practice. These students were teaching pupils with disabilities in six schools in Masvingo district. The tools for gathering data were questionnaires, interviews, observation and document analysis. The findings indicated that students` attitudes were still largely negative. It was also revealed that skills and competencies used were not effective enough to make teaching and learning enjoyable and effective for both the student teachers and the pupils with special needs. The major areas of concern were; attitudes, curriculum adaptation, lack of suitable skills and methods, assessment and time management. In short, it was established that at present teacher training colleges were not preparing students adequately to handle inclusive classes. It is recommended that primary teacher training colleges put in place comprehensive syllabi which can equip students adequately with skills and competencies required for teaching inclusive classes.

Exploring the feasibility of school-based curriculum: A Zimbabwean perspective

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 Abstract
This paper explores the feasibility and desirability of school-based curriculum development in Zimbabwe. Data gathered from interviews with teachers, school heads and parents were used in this study. The sample constituted schools from the dominant educational contexts in Zimbabwe namely urban day and boarding schools, rural day schools, farm and resettlement schools, the differentiated contextual backgrounds of Zimbabwean schools and different levels of educational resources that the schools have, a curriculum that is context differentiated will be more desirable than the present centrally – based one. However, such factors as expertise in curriculum development among stakeholders and availability of resources are bound to militate against this.

Examinations on the school curriculum: A Zimbabwean perspective

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Abstract

This paper explores the effect of the Ordinary level examinations on the school curriculum. It takes cognizance of the fact that the area has been explored by many researchers but the paper situates the topic in a Zimbabwean context in which literature attest to the notion that very little has been written. Data gathered from document analysis and interviews conducted with teachers, pupils and various agencies were used to write this paper. The paper corroborates what has been established by researchers on the same issue albeit in other countries that while examinations may impact positively on other students, motivating them to read more, to some students, and on the school curriculum in general, the impact is negative. It therefore calls for the harmonisation of the two major bodies that is the one which defines what is to be learnt, the Curriculum Development Unit, (CDU) and the body that determines what is to be assessed and the format of assessment, The Zimbabwe Schools examination Council (ZIMSEC) as a way of alleviating the effects of examinations on the students and the school curriculum.

Keywords: Curriculum, Curriculum analysis, Hidden curriculum

Pre-natal to post-natal childcare within traditional and westernised parenting styles: a paradigm shift in Zimbabwe

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Abstract

This paper examines traditional African child rearing styles and Westernised parenting styles focusing on the impact this has on the psychosocial developments of a child's academic performance. In most African countries, during prenatal and postnatal periods, there are many rituals that are observed by the parents, especially the expectant mother. This has a bearing on the psychological and later cognitive development of the child. As a result, there is a paradigm shift taking place from a strictly traditional to a more modern oriented way of rearing children due to the influence of education, media and technology. The majority of families in Zimbabwe now find themselves somewhere along a continuum between the African and Western child rearing styles. In this study, the descriptive survey design was used with questionnaires and interviews as data collection instruments. Findings from this research revealed that, the Westernised parenting styles want independent, democratic and sometimes laissez-faire ways of raising children while African cultures prefer submissive children raised under an authoritarian style. Significant changes among African families have been noted leading to an adoption of an eclectic approach, where families use two or more parenting styles, considering the best features of each system in raising children. Knowledge of African child rearing practices is therefore of paramount importance since it makes teachers of African children sensitive to and aware of some values that have shaped them so as to enhance effective teaching and learning.

Keywords: Child-rearing styles, psychosocial development, traditional, westernized, authoritarian, authoritative and laissez-faire.

Dispelling myths and misconceptions about streaming: a case of Zimbabwe

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Abstract

This study examines the myths and misconceptions about streaming on pupils' academic performance in four Masvingo secondary schools. In Zimbabwe, and indeed many other countries in Southern Africa, streaming has been a much used and sometimes misused approach, in meeting the diverse needs of pupils. In this study, the qualitative survey design was adopted for use and data was collected using questionnaires, observation checklists and interviews. The study established that low ability pupils received low quality instructions, few text books, less attention from teachers and were also taught by negatively labelled teachers, temporary and student teachers. On the contrary, high ability classes were labelled positively, receiving maximum support from teachers and were taught by more experienced teachers. In some instances, mixed feelings on streaming were recorded. The initial differences between pupils in high ability and low ability classes were however exacerbated by streaming. Subsequently, in the way forward, the research study proposed that heterogeneous grouping be adopted, that schools allocate experienced and positively labelled teachers to low ability classes and that teachers use positive labels to stimulate interest among pupils at the same time building pupils' self-concepts.

Uncaging the Caged: Exploring the Impact of Poverty on the Academic Performance of Form Three Learners in Zimbabwe

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ABSTRACT

The relationship between poverty and academic performance of children is far from simple and direct. It is more complicated than just the effects of poverty alone. The Poverty Assessment Study Survey (PASS) conducted by the Government of Zimbabwe in 2006 revealed that AIDS and poverty have reversed progress towards millennium development goals. It is estimated that about seven out of ten families in Zimbabwe live in dire poverty because of political unrest, socio-economic instability, economic and political sanctions and HIV/AIDS, which exacerbates poverty among families. This article examines the impact of poverty on the academic performance of form three learners in two secondary schools in Masvingo Province, Zimbabwe. The study is informed by Urie Bronfenbrenners' ecological theory. A qualitative phenomenological design was used with focus group discussions, interviews and observations as data collection instruments for fifteen (15) children and ten (10) teachers in Masvingo Province. Findings from this study revealed that over seventy percent (70%) of the families in Zimbabwe do not have access to basic human needs (food and non-food items) which are necessary to sustain life thus adversely affecting children's health, intellectual capabilities, academic achievements, emotional, physical, moral and social development. This study recommends early intervention programmes for children, sustainable development of both rural and urban communities and the need to provide food hampers to the affected children.

Keywords: Ecological System, Phenomenological, Basic Human Needs

The impact of poverty on girl learners' cognitive capacity: A case of Zimbabwe

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Abstract

In this article the impact of poverty on the cognitive development of the girl child in Masvingo province, Zimbabwe, is examined. The majority of the people in Zimbabwe have endured adversity since 1990. In addition, the number of girl children living in poverty is continually escalating and is becoming a major issue due to scarcity of resources. This negatively impacts the schooling of many girl children in Zimbabwe. Even though the Millennium Development Goal number one (1) aims at eradicating poverty and hunger by 2015, girl children continue to be faced with many psycho-social challenges that are somehow perpetuated by the rising Total Consumption Poverty Line (TCPL) in Zimbabwe. A qualitative approach was used with focus group discussions, interviews and observations as data collection instruments for fifteen (15) girl children and six (6) teachers in Masvingo province. The study established that girls' cognitive development is affected by household chores/child labour, financial constraints, and early marriages, lack of food, health issues and sanitary wear, long distance to and from school, stigmatisation and marginalisation. This study recommends the sustainable development of both rural and urban communities. Collaborative work is also needed among Zimbabweans and stakeholders in revisiting the root causes of poverty.

Wither special needs education? An examination of the effectiveness of special needs education course at a tertiary institution in Masvingo, Zimbabwe

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Abstract

Emanating from the Nziramasanga Commission of Inquiry into the Education and Training of (1999), it is now mandatory for every educational institution in Zimbabwe to teach special needs education. The researchers have noted that in most schools there are pupils learning with some disabilities. This study sought to make a follow up at one tertiary institution to check on the readiness and ability of the teachers on training to teach special needs education. It sought to establish whether the trained teachers will be in a position to teach the disadvantaged so that they will benefit fully. A case study methodology was adopted. Interviews were done with the two college administrators. Questionnaires were administered to five (5) lecturers and twenty (20) student teachers. Qualitative and quantitative paradigms were used in the study. The researchers sought permission from the Ministry of Education to carry out the study. Much as they learnt some basics of special needs they are failing to implement the Individualized Educational Plan for the benefit of the disabled children. It was revealed that most of the student teachers were not in a position to read the Braille or use the sign language. This shows that whilst efforts are being done to implement the recommendations from the Commission of inquiry, the teachers that are being produced are half-baked. The researchers recommended that the lecturers for the special needs education program ought to be highly qualified or they have to be role models. There is also need for the lecturers concerned to have some workshops to enable them to read Braille and use sign language proficiently. The tertiary institutions should have a recruitment policy encouraging candidates from the disabled community to be trained.

University education for personhood through ubuntu philosophy

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ABSTRACT

The article is pioneering the possibility of infusing the philosophical aspects of Ubuntu in the Zimbabwean university curriculum so as to impart the correct values and norms in the graduates.

Keywords: Personhood, Ubuntu

Impact of epilepsy on children's academic performance

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Abstract

Most children living with epilepsy are typical learners who would, under normal conditions, perform well academically. This is not always the case with children exhibiting complex and more severe forms of epilepsy in which the epilepsy is associated with known or suspected brain abnormalities. For some children, frequent seizures and medical investigations may result in several days of missed school, consequently compromising learning. It is the intention of this study to examine the relationship between epilepsy and school performance. The authors shall regard epilepsy as seizure disorder resultant from an abnormal discharge of electric energy in the brain. It is our conviction that the results emanating from this study will generate debate leading to adoption of effective strategies for managing learners living with epilepsy within classroom situations. A sample of 20 children living with epilepsy was conveniently selected from 5 schools within an urban environment in Masvingo, Zimbabwe. The children will be interviewed to determine problems they encountered, which impacted on their learning. Ten teachers teaching these children were also interviewed to solicit their impressions and experiences regarding the impact of epileptic seizures on children's academic performance. The study revealed that mild epilepsy and frequent medication impacted on school performance. Epileptic seizures emanating from extensive brain abnormalities also resulted in specific learning difficulties and developmental delays. Appropriate strategies that encompass individual education programmes should developmental delays. Appropriate strategies that encompass individual education programmes should be employed to assist learners living with epilepsy.

HIV and AIDS awareness among children with mental retardation in Masvingo urban: A teacher's viewpoint

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Abstract

The study sought to establish the level of HIV and AIDS awareness among children with mental retardation in Masvingo urban of southern Zimbabwe. Openness to the subject of sexuality and HIV and AIDS is considered as taboo in many African cultures. To persons with disabilities, let alone individuals with mental retardation, sexuality and HIV are still areas of grave concern, which still require further study and investigation, hence the interest in the present study. A questionnaire was administered on twenty teachers of children with mental retardation in two institutions. Data was presented in tables and results analysed. The study revealed that teachers agreed that children with mental retardation were sensitized to problems relating to HIV and AIDS. The responses from teachers indicated that the HIV and AIDS sensitisation programme in the schools was an effective awareness tool. There is need for more school based awareness campaigns to sensitize the children with mental retardation on the effects of HIV and AIDS transmission and infection. The need for communal participation in the awareness programmes is also highlighted.

Moderating teaching practicum-related stress through religious coping strategy

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Abstract

The teaching profession is a very stressful profession. Student teachers who work in an environment laced with stress are also very vulnerable. They however, use strategies including religious coping to mediate against the stressful teaching practicum events. A quantitative self-administered Religious Coping Questionnaire (RCQ) was used to collect data from the participants. The objectives were to find out whether: student teachers used religious coping to ameliorate teaching practicum related stress; student teacher perceive religious coping as effective in reducing teaching practicum stress; religious coping strategy was gendered. The majority of the participants were religious and therefore used religious coping; the religious students perceived religious coping as an effective moderator of teaching practicum stress; statistically significant gender differences were found among student teachers in the use of religious coping strategies. In conjunction with previous research the findings indicate that religious coping is an effective moderator of perceived stress. It follows therefore that any intervention that may be rendered to student teachers to reduce teaching practicum should include religious coping.

Vygotsky's zone of proximal development theory: What are its implications for mathematical teaching?

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Abstract

This article focused on Vygotskian Zone of Proximal Development and its implications to the teaching of Mathematics in the schools. Literature has shown that underachievement and poor performance characterise the learning of Mathematics. Teaching Mathematics in the child's zone of proximal development is viewed as one way of improving performance in Mathematics. Literature argues that teaching in the Zone of Proximal Development where the child's learning is mediated and scaffolded by the teacher or expert adult or knowledgeable peer makes learning more meaningful, easier, manageable, effective and efficient. The major challenge that the theory presents to teachers is that it is difficult to identify every learner's zone of proximal development. Despite this limitation, the ZPD if appropriately applied could improve Mathematics teaching and learning in the schools.

Reflections on the media coverage of the Anglican Church management conflict in Zimbabwe

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Abstract

This paper explored the different views and dimensions that emerged during the conflict for leadership in the Anglican Church in Zimbabwe between the year 2000 and 2013. It is not disputed that the media act as a watchdog of the society, but in the Anglican conflict it is a mystery as to whose dog the media was as evidenced by a close analysis of the comments they wrote. While it is evident and undoubtedly clear that the religious conflicts for leadership dates back to the biblical days, it is still worthwhile to expound on whether the old motivations for leadership are the same as those obtaining in the Anglican conflict. An analysis is thus essential so as to draw parallels between the ancient church leadership squabbles and the contemporary Anglican crisis. Relying mainly on newspaper documentary evidence, this paper explored the media's neutrality and role in the Anglican management conflict. The results showed that the media are active agenda setters who frame issues in a certain manner while ignoring or censoring other dimensions. From the perspectives of the public it was noted that the congregation got aligned to different media organizations, which shared their views in the unfolding disagreements. The old theories of succession and the spirit of schism slid back into place in a very glaring way; with power, priestly preeminence and prophetic authority taking the centre stage in the conflict in an interesting way.

The use of free play in preschools: An analysis of the impact of stakeholder perceptions

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Abstract

In most parts of the world many early childhood practitioners recognise the importance of free play for children's development and emphasize play in their classrooms. This study analysed the impact of stakeholder perceptions on the use of free play in 10 preschools attached to primary schools in Masvingo district of Zimbabwe. The methodology employed in the study was largely qualitative, using the observation, interview and document analysis as data collection methods. Study participants included an Education Officer, ten school administrators, twenty preschool teachers, and twenty parents. From a detailed analysis and discussion of results, several findings were drawn. There were inconsistencies and inadequacies in the manner in which free play was conceptualised by the different stakeholders. Teaching in preschools was largely formal and free play opportunities were limited in the preschool daily schedule. Preschools were insufficiently equipped in terms of play resources because stakeholders had a limited understanding of the benefits of free play to children's development and learning. The study concluded that free play was not being sufficiently offered in preschool and this disadvantaged the children. Therefore, the study recommended that stakeholders recognise the value of free play and support the teachers in its implementation.

Key words: free play, preschool, stakeholder, early childhood development.

Language policy and linguistic rights in post-colonial Zimbabwe: The case of IsiNdebele

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Abstract

This article investigates and evaluates the position of IsiNdebele in post-colonial Zimbabwe as a subject in schools. It is the position of this article that language policy in Zimbabwe does not have a strong case for African languages in general and IsiNdebele in particular. The reliance on the Education Act of 1987 as a language policy document in the absence of a national language policy, leaves African languages open to neglect. African languages, particularly IsiNdebele which was born of unique circumstances, need a strong language policy which enunciates linguistic rights with the aim of protecting vulnerable languages. The article also argues that an abuse of linguistic rights is synonymous with abuse of human and cultural rights of speakers of a given language. The article will recommend the resuscitation of institutional bodies and organisations which once served as promoters of African languages. Government sponsorship for such institutions and organisations should be revived. The article also adds its voice to the call for the establishment of a National Language Council to be set up by an Act Parliament.

Assessment procedures used in art and design main study at teacher education level in Zimbabwe: Validity and reliability

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Abstract

An assessment of an assessment' is done here to ascertain validity and reliability of measuring the capabilities of Art and Design learner teachers in Zimbabwe. The study sought to evaluate the worthiness, quality and effectiveness of the assessment procedures being used for Art and Design as a Main Study subject at teacher education level. Participating teachers' colleges for the survey were drawn from Masvingo province. The sample population was chosen using stratified random procedure. Thirty (30) Art and Design main study students and nine (9) Art and Design lecturers participated. Inspirations from both qualitative and quantitative designs were employed in the collection and analysis of data. Interviews, Document analysis and questionnaires were the chief data collecting methods used. The study revealed that the assessment procedures used at the time of research had a propensity of bias, inconsistency and subjectivity. The assessment also lacks content validity. The study has therefore recommended in-service training of lecturers and adoption of other assessment strategies for this practical subject.

The interface between gender and discourse analysis in visual art at teacher education level

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Abstract

This qualitative study used discourse analysis as a semantic strategy to analyse the significance, relevance and influence of gender in symbolic interpretation and visual semantics. Whether the artist or viewer is man or woman, does it provide additional information that can certainly affect our understanding of works of art. The study in particular was aimed at discovering social, cultural, historical and biological implications related to the application of literary theory in deciphering content and symbolic meaning in visual texts. A total of 49 teacher education art students (24 females + 25 males) were selected for the study. Participants made individual interpretations to visual texts (paintings, drawings, installations, stone sculptures and public art structures-photographs). Interviews and observations were used to support and validate the interpretations written. Results indicated that females' interpretations were impregnated with feminine reactions with themes of motherhood, sympathetic, care and love emerging common. Contrary and interestingly the males reflected masculine interpretations of authority, dominance, protectiveness and non-sympathetic attitudes on the same paintings. The reactions were in some instances diverse in meaning because they were a reflection of other factors like socio- cultural backgrounds, levels of education, biographical circumstances and personality departing from specific objective contextual meaning imbedded in visual texts.

The role of language in the teaching of art and design to visually impaired pupils: a case study of Copota School for the blind in Masvingo district in Zimbabwe

Dziwa, D.D., Chindedza, W. & Mukandi, C.

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Abstract

Learners who are visually handicapped face unique challenges in the education system or precisely in the learning of art, particularly those who were born blind. Yet with more radical changes to teaching and medium of instruction, learners who are blind can perform to their maximum potential. This study focused on establishing how language as a medium of communication can enhance or impede the acquisition of art skills and content. It also aimed to establish which form and type of language is effective and to what extent. A qualitative research paradigm was adopted as suitable for this case study of Margreth Hugo School for the blind in Masvingo province in Zimbabwe. Purposive sampling was employed to select two teachers and their classes, that were observed teaching art and for the interviews. Therefore three data collection methods namely, observation, interviews and document analysis were used. Results among other things indicated that language, first or second, is critical in the teaching of art to the visually handicapped. Visually handicapped learners can learn and make some form of art regardless of their situation. Recommendations have been brought forward to develop a rich adjectival dictionary that can enhance description of art works and art skills to the visually handicapped.

Curriculum innovation or renovation: Feasibility in Zimbabwean secondary schools

Dziwa, D.D., Chindedza, W. & Mupondi, J.G.

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe

Abstract

Zimbabwe has for the past decade gone through sharp macroeconomic challenges which have left people concentrating on bread and butter issues only for survival. This economic situation is a hindrance to meaningful renovations and innovations that might be necessary in impacting vocational and technical education in Zimbabwean secondary schools. The education sector has therefore suffered stranded growth while the world over technology is improving every day in leaps and bounds. This is increasingly reducing marketability and employability of our vocational and technical secondary school products. Due to advancement in technology, the Zimbabwean school curriculum should go in line with what is happening elsewhere today. This qualitative study employed questionnaires, observation and document analysis as means to collect data. The research has established that curriculum renovation in Zimbabwe is an uphill struggle, given the Zimbabwean economic situation. Renovations and innovations have been very difficult in Zimbabwean schools. The study also established that the content in most subjects has not changed since the Nziramasanga commission except for a few non-technical subjects like History which have changed a little bit. The study has also revealed that some technical subjects are still using the syllabi that were used some twenty years ago. The study established that renovations might be difficult under the current Zimbabwean economy. The study recommends that the government looks into the curriculum and consider seriously infrastructure, material resources and human resources to prepare for the nation's future. Technocrats (local or foreign) should be employed to look into the curriculum for either innovations or renovations depending on what is feasible to Zimbabwean schools currently. The government should also take into consideration input of teachers since they are the policy implementers. Innovations by teachers are very possible aided by other stakeholders.

Integration of Information and Communication Technology (ICT) with pedagogy

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Abstract

The paper seeks to clarify the importance of integrating ICT in the learning and teaching processes. This includes the use of smart phones in schools where learners can research and send each other educational messages. Also importance of using computers in schools is highlighted and this promotes competence among school learners and with the outside world. The paper also looks at teacher competence in terms of using ICT. Advantages and limitations of using ICT in schools are discussed at the end of the paper before conclusion.

Keywords: Technology, pedagogy, e-learning, integration, communication

Rediscoursing ways of optimizing tests and assignment items in higher education

Ganga, E.

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Abstract

Zimbabwe's assessment methods are rooted in what she inherited as ideal assessment from her colonial masters. In other words, educational assessment in Zimbabwe can be understood in terms of colonial heritage of the country (Mpofu and Nyanungo, 1998, in Psych INFO, 2010). Her curricula are rather examination oriented where learners are tested at various levels until they finish university education. Many local universities follow a semester type of a curriculum where tasks need to be fully comprehended before a candidate sits for in the end of semester examinations/tests. This qualitative paper have analysed the ways in which lecturers can enhance effectiveness of tests or assignments at university level. Ten local lecturers (5 males and five females) were formally interviewed in a discursive format in an effort to find out how student assessment could be enhanced. The enquiry is informed by cognitivists`, psychoanalysts` and humanistic views on assessing students' achievements. Debuted for enhancing the effectiveness of assessment procedures were the issues related to ethics, test-planning, item analysis, validity, and reliability. Among the major issues raised, were the four ethical considerations covering test security, integrity, confidentiality and informed consent. Educators also concurred that the notion of item analysis was a qualitative and quantitative procedure that can help to scrutinise and improve test item quality. It was concluded that tests and assignments should not be abused if they are to give more objective than subjective outcomes in assessment of a student`s effort.

Latchkey children in Zimbabwe: the plight of children in the absence of their parents in Zimbabwe

Ganga, E. & Chinyoka, K.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

This article investigated trends within the latchkey system of childcare in both rural and urban Manicaland in Zimbabwe. Latchkey children are children who look after themselves when their parents or guardians are engaged mostly at work. The case study is hinged upon Bronfenbrenner's ecological systems theory, taking the latchkey child as part of a system that is dependent on other parts of the family and society. Ten purposefully selected latchkey children, five teachers and five parents made up the sample of twenty participants. Data were collected through observations and interviews during a focus group discussion in four conveniently selected schools. Despite the weaknesses of the latchkey system, some advantages were noted with regards to the socio-economic context in which we found latchkey children. The system has been found to address societal needs in situations of working parents and guardians, divorce, migrant workers, parents' daily routine and death of caregivers. The affected latchkey children participants faced problems of need deprivation mainly due to poverty, abuse, conflicts amongst siblings and some forms of neglect. On a positive note, it was established that through the system, children learn to be independent and responsible beings whilst the breadwinners save on paying house workers. Recommendations are presented for parents and other stakeholders, all in an effort to help the child.

Exploring the performance of Zimbabwean children on Piagetian formal operations tests

Ganga, E., Chinyoka K., Hlupo T., Denhere C. **& Kufakunesu, M.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

The case study was designed to examine the performance of 110 form 3 and 4 pupils who participated in a modified Piagetian Formal Operations Test (PFOT). Modification of the PFOT was necessary for more object familiarity on the part of the Zimbabwean learner. The PFOT was designed to find out how local learners would fare on selected cognitive tasks meant to test formal operations thinking. The mean score in the PFOT results was calculated at __ = 39% with a standard deviation of 12, 19. The study revealed that 40 (9%) of the participants obtained a score below the mean whilst 59 (1%) obtained a score above the mean. Test data collected reflected that 82% of local learners rarely reached formal operational criterion in cognitive performance. A number of respondents still operated within the concrete operations of the Piagetian developmental stages of cognition. A number of variables influencing cognition of learners were unveiled, for example, domestic violence, politics, cultural practices and noisy neighbourhoods. The study reminded parents that they are their children's first and foremost teachers and they should work in collaboration with the schools in order to enhance performance on cognitive tasks among learners.

Helping orphaned and vulnerable children to manage cognition and learning crises through policy: The case of Zimbabwe

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[2]University of South Africa, College of Education, Department of Curriculum and Instructional Studies, South Africa

Abstract

This qualitative enquiry tried to find out ways in which policy could further assist orphans and vulnerable children to manage their cognition and learning crises. It is based on the policy issues of the Zimbabwe National HIV and AIDS Strategic Plan (ZNASP, 2006-2010), the National Action Plan for Orphan and Vulnerable Children (NAP for OVC 2006-2010), the Zimbabwe Education Act (Chapter 25:04) and the Zimbabwe Millennium Development Goals (2004). The triangulated data were collected through participant observations, open-ended questionnaires, interviews and focus group discussions held at four secondary schools. The purposefully selected participants comprised 20 double orphans and vulnerable children, four headmasters, eight teachers, one Education Officer and one Social Welfare Officer, making a total sample of 34. The findings confirmed that even though some OVC reported occasional receipt of aid through donors and the government's facilities such as the Basic Education Assistance Module (BEAM), not all OVC were lucky enough to remain beneficiaries up to the end of their secondary schooling. Orphanhood was found to be a psychological deterrent to cognition and learning. Therefore the local community, education administrators, policy makers, and children's rights advocates together with the children's representatives should map out life lines ideal for enhancing the cognitive learning of double OVC residing in CHHs.

Cognitive learning: A life-line challenge for orphans and vulnerable children in child-headed households

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Abstract

Orphaned children suffer mental stresses and anxieties and these manifest in the manner they learn and socialise at school and in the community. The phenomenological descriptive case study investigated the learning limitations of orphans and vulnerable children (OVC) and how various stakeholders could mitigate and support the learning of these OVC living within child-headed households (CHHs) in the Chimanimani District of Zimbabwe. Observation and focus group discussion were used for data collection. Six heads of CHHs, two local community members, two teachers, a school headmaster and one childrens' rights advocate participated in the study. Data collected indicates that OVC lived under difficult physical and psychosocial circumstances, going through life without proper parental guidance. They encountered situations that militated against effective formal and informal cognitive learning. Orphanhood is a psychological deterrent to learning; the study therefore recommends that the local community, education administrators, policy makers and child advocates should map out life-lines ideal for enhancing the cognitive learning of OVC residing as "siblings" in CHHs.

Double orphanhood: A psychosocial barrier to assimilation of learning schemes in child-headed households

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Abstract

'Orphanhood' is among the many undesirable phenomena within developing countries which seem to be precipitated by escalating parental deaths mostly rooted in the devastating effects of HIV/AIDS and poverty. This case study investigated double orphanhood and its effects on the cognition and learning of orphans and vulnerable children (OVC) living within child-headed households (CHHs) in Zimbabwe. The qualitative enquiry is hinged on constructivist views in Erikson's psychosocial development theory. The triangulated data was collected through participant observations, an open-ended questionnaire, interviews, and focus group discussions held at four secondary schools. The purposefully selected participants comprised 20 double orphans and vulnerable children, four headmasters, eight teachers, one Education Officer and one Social Welfare officer, making a total sample of 34. The findings revealed that though most OVC try to remain resilient within their orphanhood predicament, they continue to suffer loneliness, inferiority complex, stresses, anxieties, low self-esteem, lack of concentration in class and more negativity that militates against effective assimilation and accommodation of learning materials within their environment. The phenomenon affected both sexes and was exacerbated by poverty, need deprivation and overwhelming household and parenting responsibilities. Older OVC were contemplating dropping out of school in order to work, earn and look after their siblings. Even though some OVC reported occasional receipt of aid through donors and the government's facilities such as the Basic Education Assistance Module (BEAM), not all OVC were lucky enough to remain beneficiaries up to the end of their secondary schooling. Orphanhood was found to be a psychological deterrent to cognition and learning.

Mobilizing Dance/Traumatizing Dance: *Kongonya* and the Politics of Zimbabwe

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Abstract

The article analyzes *kongonya* dance as it occurs in everyday Zimbabwean spaces. Tracing its origins, utility, and metamorphosis, I studied *kongonya* dance in its performed world; observed *kongonya* being danced at a pungwe, a gala, and a political function; and watched *kongonya* being performed on state television. Through participant-observations, respondent testimonies, and personal interviews of dancers and nondancers for all these contexts, pertinent data on *kongonya* were collected. The article contends that *kongonya* has both a human and inhuman face, having been transformed from a dance for the people into a dance against the people—a phenomenon at the mercy of political manipulators. Despite *kongonya* having creatively promoted the nationalist cause of the 1970s Zimbabwean liberation party, *kongonya* has been abused in the postcolonial state in an attempt to placate citizens, suppress dissension, and (also) in the hopes of reinvigorating the waning fortunes of the ruling party, ZANU PF. Initially, *kongonya* reflected an apparently more national outlook than an ethnic one, but lately it has revealed rather hegemonic traits. Regrettably, politicians sought to manipulate the malleability of dance and harness *kongonya*'s national character to an exclusionist political agenda.

African nationalist transformational leaders: Opportunities, possibilities and pitfalls in African fiction and politics

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Abstract

The paper studies selected African writers' dreams and fears, the way four novelists have been diversely excited by the topical issue of African leadership and discerns that artists dig into past history and tradition to reconstruct epic leaders, while fictionalising contemporary history and behaviour to critique modern African political leadership. The paper examines how African leaders have been portrayed in literary works of art, (Sundiata, Nehanda, Man of the People & Last of the Empire), how they have behaved on the ground and suggests theory for those kinds of behaviour. The purpose is to argue that the lack of transformational leadership is the bane of African politics. A cursory look at the relationship between the current crop of African political leaders and their nations' citizens prompts effective performance and good governance enthusiasts to question the apparent absence of important transformational leadership tenets among most African leaders. That relationship is often marked with a literal cordoning off of the masses from the person they made leader; the leader and the led seem not to share a vision, yet the leader professes to champion a national vision towards which he pulls the followers. The paper argues that Nkrumah and Nyerere's separate calls for African leaders to be weaned from foreign ideologies attest to the perennial lack of a home-grown vision in the African leaders by dint of their disregard for the needs and conditions of their followers. Hence, the conduct of national politics in post independent Africa has been fundamentally antithetical to the tenets of transformational leadership maybe because after independence most liberation movements either failed or refused to transform themselves into governing movements with all that goes with statecraft. To appreciate the behaviour of African leaders we turn to Mazrui's tribal theories of leadership: the elder, the warrior and the sage traditions. The research suggests that African politicians could benefit from borrowing leadership styles from Burns' (1978) and Bass' (1985) transformational models of leadership. It contends that Africa needs transformational political leaders able to personify, articulate and defend a national vision, and thus garner voluntary support from the diverse masses, but, instead, has lately been 'blest' with inconsistent leaders, those who rule by quid pro quo and, at worst, outright dictators.

Echoes of Poetry

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Abstract

Echoes of Poetry is an anthology which covers societal settings of life in general. The anthology is classified into five categories which mirror day to day life experiences. It highlights various themes such as love, war, education, politics, corruption & music. The anthology is also written in simple, but poetic language that helps the reader to understand the world from a different angle that has never been explored. The writer explored all the spheres which encloses the African cosmos and beyond. The anthology is explicitly and refreshingly written, and quiet pleasurable to the adult as well as the young reader.

Fighting child sexual abuse: Perspectives of pupils from a developing country

Gwirayi, P.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

This study investigated secondary school pupils' views on strategies that can be used to prevent child sexual abuse (CSA). A survey design was adopted as the operational framework for data gathering. Data were collected from three secondary schools, all in the Gweru district of Zimbabwe. The sample comprised 268 secondary pupils (50% female; M age = 15.42, SD = 1.376). Each participant was asked to write down three main strategies that can be used to fight CSA on a given questionnaire. The responses were then analyzed using the thematic content analysis technique. The study revealed that most pupils believed that CSA can be prevented through teaching them about it and also reporting to the police. Another significant finding was that pupils' responses tended to vary with gender and level of education. Whereas female respondents suggested that CSA can be fought by avoiding strangers, saying no to sexual advances, and having reliable friends, their male counterparts suggested teaching the community about CSA, forming new clubs, and enacting life imprisonment for perpetrators, among other suggestions. In terms of level of education, Form 2 participants suggested avoiding strangers, staying home at night, whereas their Form 4 counterparts suggested lessons for Guidance and Counseling, saying no to sexual advances, and having reliable friends. These findings unequivocally demonstrate the need to vigorously engage secondary school pupils in activities aimed at fighting CSA to safeguard their inalienable human rights.

The prevalence of child sexual abuse among secondary school pupils in Gweru, Zimbabwe

Gwirayi, P.

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Abstract

Child sexual abuse is a social and public health concern locally and worldwide because it is associated with numerous and serious short-and long-term devastating consequences. This study investigated the prevalence of child sexual abuse among day secondary school pupils in Gweru, Zimbabwe. The sample comprised 268 secondary pupils (50% female; mean age=15.42, standard deviation=1.376). Data were collected by administering the Child Abuse Screening Tool Children's Version (ICAST-C). The study found an overall prevalence rate of 56.3%, with no significant gender differences. Both non-contact and contact forms of sexual abuse were prevalent. Both adults and peers were reported as perpetrators. Perpetrators were reported to be familiar people, which is consistent with the observation that the home was reported as the major place where abuse was perpetrated. Compared to western studies, this study showed higher rates for the various forms of child sexual abuse.

Keywords: child sexual abuse, prevalence, secondary school pupils

Challenges faced by ECD centres at satellite schools in Mwenezi district, Zimbabwe

Hlupo, T., Kufakunesu, M., Denhere, C., **Chinyoka, K. & Ganga, E.**

Great Zimbabwe University, Faculty of Education, Masvingo, Zimbabwe

Abstract

The study sought to identify challenges bedeviling the successful implementation of an Early Childhood Development (ECD) curriculum at satellite schools in Mwenezi district, Zimbabwe. A descriptive survey was used as methodology. Data were collected using questionnaires, interviews and observation checklist. A sample of 10 pre-school teachers at the ten satellite schools under study was used (nine female, one male). Data was analysed using descriptive statistics. It was found that ECD centres at satellite schools faced serious challenges notably lack of suitable teaching and learning resources, understaffing, teacher-child ratio, inappropriate medium of instruction and responsiveness of the community. The study recommends that satellite ECD centres be declared 'priority' areas in terms of assistance and partnership from the government and other stakeholders.

Language policy for emancipation or subordination? The 2006 mother tongue policy in Zimbabwe

Kadodo, W.

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Abstract

This research sought to investigate the implementation of the 2006 Education Amended Policy on the use of the mother tongue as medium of instruction in Zimbabwe. In 2006 the Government of Zimbabwe amended its education policy which, until then, allowed the use of English Language only as medium of instruction beyond Grade Three level. Prior to this amendment, two indigenous languages (Shona and Ndebele) could be used as medium of instruction up to Grade Three. Beyond this level, the English Language was exclusively used as language of instruction in schools. The amendment liberalized the use of languages to allow the more commonly spoken language in an area to be used as medium of instruction prior to Form One. This research, therefore, evaluated the implementation of the said policy at two primary schools in Masvingo District, that is, Victoria and Dikwindi Primary Schools (where Shona is predominately spoken) and another two in Mwenezi Dictrict, that is, Chitanga and Rutenga Primary Schools (where Shangaan is predominately spoken). The research employed the survey research design with the questionnaire, interview and observation techniques employed to collect data. The population comprised 98 teachers, three hundred and eighty-one pupils (Grades 2 & 6 at the four schools), four school heads and two area Education Officers (EOs). The sample comprised of forty teachers, four school heads, two area EOs and eighty pupils all drawn from Victoria Junior (VJ), Dikwindi (DK), Chitanga (CT) and Rutenga (RT) Primary Schools. A total of sixteen lessons were observed in an effort to determine whether mother tongue education was being implemented.

Homework: An interface between home and school. Is it a myth or a reality in rural Zimbabwean primary schools?

Kadodo, W.

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe

Abstract

This research examines the functionality of homework in rural Zimbabwean primary schools. The research acknowledges that, whereas homework is intended to extend the learning from school to home for the benefit of learners, in reality, is this happening in rural schools where a number of parents and guardians are either lowly educated or economically disempowered? The intended collaborative effort between teachers and parents does not seem to be working out well in some of the schools. Where this partnership is dis-functional, what is the likely effect of homework on learners? This research, therefore, examines the functionality, or lack of it, and the net-effect of homework on both the learner and the teacher. Inherently, the research also looks at the attitudes of rural parents and guardians towards the perceived roles they are supposed to play in homework management. A parent in this research is defined as 'the biological parent or legal guardian; the person legally entitled to custody of a learner or any person who fulfils the obligation towards the learner's schooling.

Africa digests the west: A review of modernism and the influence of patrons-cum brokers on the style and form of southern eastern and central African art

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Abstract

Modern Africa Art did not appear from nowhere towards the end of the colonial era. It was a response to bombardment by foreign cultural forms. African art built itself through "bricolage" Modernism was designed to justify colonialism through the idea of progress, forcing the colonized to reject their past way of life. Vogel (1994) argues that because of Darwin's theory of evolution and avant-garde ideology which rejected academic formulas of representation, colonialists forced restructuring of existing artistic practice in Africa. They introduced informal trainings and workshops. The workshop patrons-cum brokers did not teach the conventions of art. Philosophically the workshops' purpose was to release the creative energies within Africans. This assumption was based on the Roseauian ideas integrated culture which is destroyed by the civilization process. Some workshop proponents discussed are Roman Desfosses, of colonial Belgian Congo, Skotness of Polly Street Johannesburg, McEwen National Art Gallery Salisbury and Bloemfield of Tengenenge. The entire workshop contributed to development of black art and the birth of genres like Township art, Zimbabwe stone sculpture and urban art etc. African art has the willingness to adopt new ideas and form; it has also long appreciation of innovation. As a result there is creation of entirely a new art form which hinges greatly on modernism and pre-colonial art.

Professional assessment or faulty finding? Attitudes of student teachers on teaching practice towards supervision in Masvingo Province.

Kufakunesu, M., Dekeza, C. and Dzingo J.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

The main thrust of this research study was to scrutinise the attitudes of student teachers towards the quality of the supervision which they received while on teaching practice in Masvingo Province, Zimbabwe. The humanistic theories of Carl Rogers and Abraham Maslow informed the study. The phenomenological research design was employed with interviews and open-ended questionnaires as data gathering instruments. A sample of 80 student teachers on teaching practice comprising 50females and 30 males was selected using the purposive sampling method. The research participants were selected from three primary teachers' colleges in Masvingo Province. Amid other findings, it was established that a significant number of student teachers at least had something to complain about in connection with the way they were supervised while on teaching practice. They generally expressed the sincere wish to be treated more kindly and more professionally by all those who assessed them. The researchers recommended that seminars and workshops involving student teachers, external assessors, lecturers and mentors be conducted so as to foster relatively healthy relationships among all the parties.

Reconciling black and white? The compatibility of Christianity and feminism in churches in Masvingo urban, Zimbabwe.

Kufakunesu, M., and Dekeza, C.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

The study was undertaken to establish the relationship between two ideologies that have gained momentum in recent years which are Christianity and Feminism. The researchers were motivated to carry out this study by a number of factors inter-alia the rising number of people turning to Christianity in Zimbabwe and the corresponding increase in gender advocacy spearheaded by governmental and non-governmental organisations. The two ideologies seem to represent conflicting principles. It was against this backdrop that the researchers undertook this study to establish the compatibility of the two ideologies. The liberal reformist feminist perspective informed the study. A sample of 120 Christians was purposively drawn from a population of 1200 respondents. Data was collected from the participants through semi-structured interviews, observations and documentary analysis. The researchers established that the majority of the respondents embraced feminist ideology in the public sphere except in the church. The study also revealed that men dominated in leadership positions in the church. Based on the findings of the study, the researchers recommended that gender advocacy groups should target churches and that women should be accorded the opportunity to take up leadership positions in churches.

Views and sentiments of teenage boys on male circumcision in the advent of HIV and AIDS in Masvingo south rural community in Zimbabwe.

Kufakunesu, M., and Dekeza, C.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

The article was an exploration of the views and sentiments of teenage boys in Masvingo South rural community on male circumcision as an HIV and AIDS transmission mitigation measure. The researchers got primed to undertake the research study by the fact that studies have established that male circumcision, among other benefits, is60% efficient in curbing the spread of HIV and AIDS. Theoretically, the study was informed by Vygotsky's socio-cultural theory and Bronfenbrenner's ecological systems theory. The descriptive survey research design was used with individual interviews as the key data gathering instruments. A sample of 80 teenage males in the15 – 19year age range was purposively chosen in Masvingo South rural community. The majority of the respondents expressed negative attitude towards undergoing male circumcision for medical reasons. The respondents' limited information, the imagined pain associated with male circumcision and some cultural. Considerations to some extent accounted for their negative sentiments. A small proportion of the respondents revealed attitudinal neutrality regarding the adoption of male circumcision for medical reason. The researchers arrived at the conclusion that there is need to continue devising ways of making people aware of the crucial role of male circumcision in mitigating the spread of HIV and AIDS. Male circumcision should not be viewed as a cultural or religious preserve of some tribal groups since it has now gained a new status as a lifesaving medical practice.

Viewed with skewed lenses? Adolescents' perceptions on the treatment they receive from parents and teachers in Masvingo urban, Zimbabwe

Kufakunesu, M., Ganga, E., Chinyoka, K., Hlupo, T., & Denhere, C.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstracts
This study endeavoured to explore the sentiments of secondary school adolescent learners regarding the way they are generally treated by significant others such as parents and teachers in Masvingo urban schools. The researchers were primed to embark on the study after realising that adolescence is a unique developmental stage in which the adolescents have unique emotional, physical, cognitive, social, spiritual and moral needs. The study was anchored on Erikson's psychosocial theory and Rogers' person-centred self-theory. The descriptive survey research design was employed with focus group discussions as the data gathering instruments. A sample of eighty (80) adolescents comprising 40 boys and 40 girls was selected using the stratified random sampling method. The data gathered through focus group discussions was subjected to thematic data analysis. The chi-squared test was also employed to explore the association between the level of adolescence and the adolescents' attitudes towards adult control and guidance. It was established that adolescents to a great extent harboured negative sentiments towards the manner in which their teachers and parents treated them at times. They pointed out that some of the norms and values emphasised by their parents and teachers were virtually outdated and anchored on stale information. The adolescents intimated that sometimes their teachers and parents deliberately prevented them from capitalising on the available technological innovations. The researchers recommended that teachers and parents should take their time to study the developmental needs of adolescents in a technologically dynamic world so as to sufficiently understand how best to help the adolescents.

To be or not to be an adult educator': attitudes of non-governmental organizations towards the Great Zimbabwe University adult and continuing education diploma

Mabuto, M.P. & Chipatiso, D.P.

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Abstract

The study sought to investigate the attitudes of Masvingo-based Non-Governmental Organizations (NGOs) towards the Diploma in Adult and Continuing Education Programme offered by Great Zimbabwe University following a noticeable decline in student enrolment from 2010.The study used the qualitative design. Ten management and twenty non-management employees from ten Masvingo- based NGOs participated in the survey. Data were obtained using structured questionnaires and interviews. The findings of the research were that the respondents positively indicated that the Diploma in Adult and Continuing Education programme was relevant for training adult educators. However, it needed to add on courses that addressed the current needs of the NGO sector. The research recommends that Great Zimbabwe University should engage the NGOs in stakeholder needs analysis in order to re-align the programme with current needs of the non-governmental sector and in the marketing of future programmes.

The farmer in the yoke- effects of humanitarian aid on rural farmers of Mberengwa ward 17 (2005-2007) in Zimbabwe

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Abstract

The study sought to investigate the effects of donor aid on rural farmers of Mberengwa Ward 17 who received agricultural inputs between 2005 and 2007and continue to depend on humanitarian aid. The research used a descriptive survey design on a purposive sample of 20 farmers and 5 donor agents. Data were collected using two different open ended interview schedules for the rural farmers and for the donor agents. .The data that were collected were presented using tables and were treated to qualitative analyses. The findings showed that the rural farmers had mixed perceptions of donors and aid. On one hand is a radical view that humanitarian aid is a form of compensation for the vices and plunder of resources by colonialists which is to be donated on a non-selective basis to all farmers. On the other hand, the perception is that only the deserving farmers must be assisted. Psychologically, the farmers have developed a dependency syndrome hence the 'farmer in the yoke' metaphor. Economically, the farmers are impoverished and vulnerable to food shortages. The research recommends that the donor community should conduct adult education programmes that accentuate the humanitarian face of donors and donor aid. It recommends that donor agents should bedrock such programmes in a 360 degrees- learner-involved cycle which should be conspicuous right from the concessionary discussion and planning stage, through to programme evaluation. By so doing, the programmes will heighten the farmers' ability to depend on themselves for problem solving and promote sustainability in food production. Consequently, the farmer will be 'unyoked' from donor dependency and hunger.

Keywords: donors, donor aid, perceptions, dependency, adult education, yoke.

Demystifying the image of philosophy of education in Zimbabwean teachers' colleges

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Abstract

This study explored the challenges that are encountered in the teaching and learning of Philosophy of Education in the institutions of higher education in Zimbabwe. The study established that 'philophobia' or the fear of philosophy emanates from a number of attributes. The manner in which lecturers introduce new philosophical concepts, subject matter, assessment procedures and lecturers' general attitude towards the subject have been cited as some of the major causes of the fear of Philosophy of Education. This paper, therefore, suggests the methods that lecturers may implement to demystify and transform the image of Philosophy of Education as well as reconsidering the methods of instruction for effective teaching and learning to be realized.

Utility of ordinary level examinations to self-employed school-leavers in the light of Zimbabwean economic distress

Madzivadondo, T. & Jonas, G.

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Abstract

This study is anchored on the notion that most school-leavers in Zimbabwe find it difficult to meaningfully utilise the skills which they were tested for at Ordinary Level in self-employment. In that light this paper explored into the relevance of Zimbabwe Schools Examinations Council Ordinary Level Examinations to the school-leavers who are engaged in self-employment for survival. The study is informed by the Pragmatist School of Thought being championed by John Dewey which believes that for any theory to be regarded as worthwhile to study, it must be proven in practice. The research was undertaken in the Masvingo Province of Zimbabwe whereby school-leavers with at least five Ordinary Level passes were purposely sampled for the study. The interview and questionnaire were used as research tools in this study and participants were asked questions with regards to the usefulness of Ordinary Level Studies in the acquisition of skills needed for survival in their respective self-jobs. The study revealed that the majority of school-leavers are engaged in various occupations some of which are totally divorced from the nature of knowledge tested in the public examinations. However a small number of the respondents indicated that some of the skills they use in self-jobs have relevance to the skills acquired at Ordinary Level. The research has illustrated that there is need for Ordinary Level studies to be crafted in a manner that promotes the development of essential skills for economic development. The study further stressed that public examinations should acquaint candidates with skills that are vital for self-reliance rather than over-relying on bookish information.

Keywords: utility, examination, school-leavers, distress

Stress and Adolescent Development

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Abstract

This study sort to investigate views of teachers and students on sources of adolescent stress, effects of stress and how stress can be managed. The descriptive survey design was used. Data collection was through questionnaires and interviews. A total of 300 people participated in the study. Research findings revealed that due to rapid growth of their bodies, adolescents experience incompatibility of their mental development with their physical changes or with the social environment and as a result they suffer from problems arising from inadequate adaptation. Stress can lead to depression, anxiety and other social emotional problems. The study suggested that with so much pressure in their lives teaching stress management helps prepare adolescents with tools needed to recognise and manage stress in an effective and positive manner.

The impact of modern technology on the educational attainment of adolescents

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Abstract
Today's youth have unprecedented access to modern technology and use them in expected and unexpected ways. Youth spend many hours a day using the technology, and the vast majority of them have access to Internet, cell phones, smart phone, video games and many more. Recent evidence raises concern about effects on academic performance. This chapter provides an overview of the impact of modern technology on the educational attainment of adolescents. The purpose was to examine the relationship between adolescent usage of computers and academic performance. Within the qualitative research the case study design was adopted. Interviews and focus group discussions were the primary tools used to gather data. The study found out that modern technology impacts learning both positively and negatively. Recommendations were made for parents, educationists, the media, and policy makers among others, for ways to increase the benefits and reduce the harm that technology can have for adolescents.

Experiencing and witnessing domestic violence on school aged children

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Abstract

Domestic violence is an important international social and health issue .Far less is known about the impact of children being subjected to domestic violence. In view of this, this article seeks to identify causes of domestic violence. Causes are examined from social, cultural and psychological standpoints. Ways by which children are exposed to domestic violence are highlighted. The paper seeks to establish the consequences school children encounter as they experience and witness violence in the family. Ways of preventing domestic violence are identified. The article prescribes ways of helping these school children.

The concept of free primary school education in Zimbabwe: myth or reality

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Abstract

The objective of this paper is to critically examine the perceptions of primary school teachers, and parents, to the concept of free primary school education in Zimbabwe and discuss to what extent this policy, adopted by the Government at independence in 1980, has been successful. While such a policy is considered quite noble as it sought to address the bottlenecks created by discriminative policies of colonial Rhodesia which marginalised the black majority, it is the researchers' contention that it has been fraught with its own challenges which resulted in the respondents and interviewees in this study having mixed feelings on it. The case study research design was adopted and data were collected using semi-structured interview guides with twenty parents and semi-structured questionnaire for twenty teachers, purposively sampled from five Masvingo District rural schools. This study established that some positive gains have been scored such as giving the poor and the marginalised blacks, especially in rural areas, access to the much-needed education in a technologically vibrant world. However, participants bemoaned that although the free education 'policy' remains in place, at least on paper, the parents are being asked to pay for their children's education in one way or the other through levies and incentives for teachers which prompted the research question on whether this policy is reality or myth. Furthermore, the policy resulted in ballooning enrolment figures at primary schools which compromised on quality. The paper recommends that developing countries such as Zimbabwe should not adopt free education policies which they will, by virtue of economic challenges, implement half-heartedly.

The art of attribution in academic writing at university level: A case study of Great Zimbabwe University

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Abstract
 The need for quality teaching and learning for sustainable development in higher education is an issue of sustained concern at all levels of students' academic pursuit. As a lecturer in Communication Studies/Skills and Business Communication at this university, the realisation of the importance of attributive verbs in communicating and acknowledging intellectual property has spurred the researcher to carry out an investigation into the frequency of the use and misuse of attributive verbs in 100 assignments from the 2012 and 2013 first year intakes. In this study, it is argued that academic writing is an art which can be perfected through practice. The paper has unearthed, through content analysis of the 100 assignments, that students have serious challenges in either over-using some attributive verbs, to the extent of monotony, while avoiding others, or not using any at all, showing serious failure to understand basic meanings of such and in what contexts they may be used correctly. In many instances, students failed to establish correct subject-verb agreement or completely failed to use the appropriate attributive terms. Such mistakes tended to compromise quality of work for tertiary assessment. The researcher recommends that, during the 60+ hours contact with students, the relevant lecturers need to focus and emphasise more on this important aspect of communication because it has far-reaching consequences as it impacts negatively on their other courses. There is dire need by students concerned to use dictionaries which help them understand the basic meanings of attributive verbs before employing them in their assignments. With increased Internet access, the researcher feels that access to Online Dictionary is quite possible when students are advised accordingly on the benefits of this endeavour.

A comparison of Zimbabwe's rural and urban primary school pupils' views about homework: A case of Masvingo District

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Abstract

The study sought to establish and compare the views of rural and urban primary school pupils on homework in Zimbabwe, using six purposively sampled Masvingo rural and urban primary schools. The inquiry employed a qualitative methodology in which data were gathered through semi-structured personal interviews and document analysis. A sample of thirty rural and thirty urban Grade Five pupils were interviewed. Forty-five homework exercise books were analyzed. The investigation established that while in both rural and urban schools, there are some pupils who like homework while others dislike it for various reasons; there are more pupils in urban areas who view homework in a positive light than those in rural schools. The paper unearthed home and school factors as the causes of rural and urban pupils' different views on homework. The paper makes several recommendations. Firstly, the government should endeavour to narrow the gap between the socio-economic statuses of the rural and urban populace in Zimbabwe as it is a major contributor to pupils' different views on homework. The paper further recommends that rural schools be improved in terms of the quality of teachers and teaching-learning resources. Also, parents in both settings need to be encouraged to take an interest in their children's homework. Moreover, teachers from both rural and urban schools need to take homework more seriously as their attitudes to homework influence pupils' views on it.

Vulnerability of mankind: An existentialist (philosophical) interpretation of Charles Mungoshi's selected literary works

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Abstract

The study sought to make an existentialist literary interpretation of Charles Mungoshi's selected works. Stories were selected on the basis of their concerns and subjected to content analysis. The analysis established that characters in the works exude general and all-pervasive pessimistic feelings which leave them anxious and despairing, in conformity with existentialism, where human beings are said to be free to make choices in an indifferent world and the decisions they make are not without stress, anxiety and anguish. The characters in most of Mungoshi's works reject the imprisonment imposed by society through social values and rules. They attempt to assert their own independent philosophies and approaches to life but are left vulnerable to the absurd world. The paper also unearths the gloomy side of life in Mungoshi's works which mirrors the general socio-economic malaise that the people, particularly in sub-Saharan Africa, suffer in a neo-colonial world dominated by Euro-Asia.

The plight of internally displaced children: A case of Zimbabwe

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Abstract

Internally Displaced Persons (IDPs) are some of the most neglected vulnerable populations in the world. They are often neglected because they are an internationally and legally unacknowledged group amongst the Moving and Vulnerable Peoples (MVPs) due to a lack of legislature pertaining to them. This study seeks to critically assess the educational opportunities available to internally displaced children in Zimbabwe who were affected by the farm invasions, illegal settlements and various government operations like "operation murambatsvina." The study also assesses the psycho social support afforded them as well as the economic and social issues arising due to their dilemma in Zimbabwe. In this study, a qualitative phenomenological design was used with focus group discussions, interviews and observations as data collection methods with eleven participants comprising of (4) four children, representing every ward in which they have been resettled, one traditional village leader, one ward councillor, two (2) school teachers, Chipinge district education officer, one YEP centre administrator and the education programme coordinator for the Norwegian Refugee Council. Findings from this study revealed that displaced persons face a high level of discrimination and ostracism from the host community arising from differences in culture and traditional beliefs. Jealousies also arise from the host community due to the somewhat elevated status of the resettled persons due to the assistance they receive from service providers which leads to feelings of inferiority in children and consequently affecting educational performance. The study also revealed that IDP children face a host of challenges from home ranging from economic to protection issues that may lead into them dropping out of school with no hope of ever recovering the lost time. The study highly recommends acknowledgement of the existence of IDPs such that they are afforded quick assistance within a legal framework for sustainability of livelihoods.

Exploring the effects of displacement on academic performance of unaccompanied girl children at a refugee camp in Zimbabwe.

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Abstract

This article examines the effects of displacement on the unaccompanied girl child at Tongogara Refugee Camp in Manicaland province of Zimbabwe. Displacement is a term that refers to the removal or separation of the children from their parents and immediate families or settings in which they have initially been reared. Displaced children include varying categories of children who experience separation from their families and social settings due to several varied reasons. In this study, a qualitative phenomenological design was used with focus group discussions, interviews and observations as data collection instruments to eight (8) girls, two (2) teachers and three (3) social workers based in the camp. Findings from this study revealed that over seventy percent of unaccompanied girl children suffer from trauma and stress, most of their psycho social needs have not been met due to a lack of qualified personnel as well as a lack of communication between them and the service providers .The study also revealed that this lack which is necessary in sustaining the very being of unaccompanied girl children has adversely affected their health, intellectual capabilities, academic achievements, emotional, physical, moral and social development. This study recommends early intervention programmes for these children, sustainable programmes for development of comfortable foster conditions as well as strong psycho social support with follow up for the affected children.

Keywords: Displacement, unaccompanied minor, psycho-social, refugee, phenomenological, girl children

Students' perceptions of the utility of pedagogical approaches used by lecturers in selected faculties at a Zimbabwean University

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Abstract

This study sought to establish students' perceptions of the usefulness of teaching approaches employed by lecturers in one university in Zimbabwe. The study was informed by the constructivist theory of learning. The study adopted a descriptive survey approach which utilized both qualitative and quantitative methodologies. Data were collected from students in five Faculties in the selected university. A random sample of one hundred and ten students, comprising of sixty-five male and forty-five female students participated in the study. A semi-structured questionnaire was used to collect both quantitative and qualitative data. Quantitative data were analysed with the aid of the SPSS statistical software package version 21. Qualitative data were analysed using content analysis method and presented through verbatim quotations of the respondents. The study found that students held different perceptions on what they deemed effective teaching approaches. The study concludes that exposure to traditional approaches to teaching made students view them as effective. Recommendations were made that a shift from traditional lecture approaches would ensure the use of more student-centred approaches.

Wither teaching in Zimbabwe? Teachers' and secondary school pupils' views on the teaching profession

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Abstract

This study sought the views of teachers and secondary school pupils on the current status of the teaching profession in Zimbabwe. The study was carried out on the backdrop of massive exodus of qualified personnel into the diaspora as well as endless industrial actions and resignations by teachers. The objectives of the inquiry were to unearth the underlying reasons for the views of teachers and pupils towards teaching, with a view to proffer recommendations to the government and other stakeholders, on how best the profession could best be improved. In depth interviews were used to gather data. A total of 40 teachers and 60 pupils were purposively sampled for interviewing. The inquiry established that teacher training colleges and universities are facing problems of recruiting trainee teachers as signalled by the falling enrolment figures. The study has thus concluded that while a few teachers and pupils still have confidence and hope in teaching as a career, the majority of them are disillusioned and view teaching as a profession to be shunned. The reasons proffered for the teaching profession's lack of appeal include poor remuneration, lack of respect from society, heavy workloads, poor/unavailability of teaching-learning resources and others. The study contends that if the current trend is not arrested, then, Zimbabwe runs a risk of one day having to import teachers from other countries. The study, thus, recommends concerted efforts from the government, politicians and society at large, directed at reviving this now seemingly unpopular but indispensable profession in Zimbabwe.

Primary school teachers' and pupils' attitudes towards homework: A case for selected Masvingo province urban primary schools

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Abstract

The inquiry sought to find out the attitudes of primary school pupils and teachers towards homework, using three purposively sampled primary schools in Masvingo urban as a case study. The study employed a qualitative research design in which data were gathered through semi-structured personal interviews with a sample of 45 pupils and 9 teachers. The findings show that generally pupils have a negative attitude towards homework owing to a number of reasons which are, inter alia, failure by teachers to mark it, the difficulty of the tasks set, lack of resources at home, lack of assistance from parents, and lack of time to do the homework because pupils are sent on errands after school. On the other hand, although teachers acknowledge the importance of homework, several factors inhibit them from taking it seriously, chief among them being lack of motivation spawned by poor remuneration, and the fact that they are saddled with very large classes and a bloated curriculum. The study recommends that teachers should link homework to classroom activities, make the homework task manageable in terms of difficulty, and desist from using homework as punishment. The study also recommends that schools should constantly engage parents on the importance of their involvement in their children's homework. Finally, the paper recommends that the government motivates teachers by improving their working conditions and reducing teacher-pupil ratios at primary school.

Towards a Fusion of Western and Traditional African Educational Systems in Zimbabwe's National School Curriculum

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Abstract

This paper argues for the fusion of worthwhile elements of Western and African Traditional concepts of education in Zimbabwe's National School Curriculum. First, the paper notes that the concept of education is notoriously difficult to define because it tends to mean different things to different people. Second, the paper posits a case for the existence of traditional African education even before the coming of white colonial settlers in Zimbabwe in 1890. Third, the paper seeks to explore the impact of Western Education on traditional African education. Fourth, the paper tries to establish the similarities and differences between the two concepts of education. Using philosophical analysis, it shows that there are no significant differences between the two systems of education that justified colonial settlers' resolve to replace indigenous systems of education with Western education. Finally, the paper proposes a fusion of worthwhile aspects of these educational systems in Zimbabwe's National School Curriculum. Such an exercise would help Zimbabwe's current National School Curriculum to reflect worthwhile aspects of traditional African education while at the same time ridding it of aspects of Western education that are not relevant to local needs and requirements.

Teaching practice and the quality dilemma: Lessons from experiences of student teachers in Masvingo Province

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Abstract

Teaching Practice is presumed to be key to professionalization of teachers, although very little research has been done on its effectiveness. This article seeks to show the views of stakeholders on the effectiveness of Teaching Practice in Zimbabwean primary schools. A case study which is largely qualitative was found appropriate. A sample of 84 participants comprising 40 student teachers, 20 mentors, four Teaching Practice co-coordinators and 20 school administrators was purposively drawn from Morgenster and Masvingo Teacher's colleges in Masvingo Province to help provide data on this issue. It emerged that Teaching Practice, though largely beneficial, was also detrimental to the grooming of an ideal teacher. From the findings, it was clear that the current thinking among stakeholders is from other institutions to allow for objectivity of the practice. It was recommended that, a revisit of the curriculum was necessary and the need for government to support Teaching Practice was also highlighted and that trainee teachers should be supervised by lecturers.

Reflections on emerging horse and rider relationship: Media relations between Zimbabwe and China

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Abstract

Colonialism and imperialism have several facets and in the global world systems which take into consideration political, economic and social domination, China is questioned for her quiet diplomacy and generosity in donating to the Zimbabwean media. The relationship between China and Zimbabwe has a long history which dates back to the liberation struggle when China rendered material and financial assistance. Upon the attainment of independence the relationship assumed a new dimension where China is striving to dominate the continent through manipulating the media. This paper seeks to explore strategies and techniques employed by China to control and influence media content in Zimbabwe. After being shunned by Western countries for its 'bad governance', Zimbabwe vigorously campaigned for a 'Look East' policy that ended up reviving and strengthening her ties with China. China donated critical broadcasting equipment, agricultural equipment and loans to revive the Zimbabwean economy which had seriously been ravaged by sanctions. Against this backdrop this paper therefore argues that the friendship between China and Zimbabwe is characterised by a horse and a rider relationship. Drawing examples from documentary evidence, the paper exposes the dominance of China in the media through training of personnel, exchange programs and donations.

The interface of verbal and nonverbal communication at Shona funeral milieu: Sociolinguistic implications

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Abstract

This study is an analysis of the speech acts or verbal utterances that accompany Shona funeral contexts, alongside the attendant nonverbal communication antics which go with verbalized actions. Through participant observation and interview, largely at funerals among the Karanga of Masvingo Province, the researcher noted that the general relational aspects between verbal and nonverbal communication [substituting; complementing; accentuating; conflicting] help to shape the funeral mood. The study also noted that traditional burial rites and rituals among the Shona have resisted the erosive power of both time and Western influence, reflecting the enigma of death among the Shona people: even the funeral houses have had to tailor-make their commercialization of death in keeping with traditional practices. Accordingly, the Shona funeral is a fountain of a rich diversity of Sociolinguistic nuances on Shona anthropology.

An assessment of the effects of local cultures on sports participation by disabled pupils in Masvingo urban primary schools in Zimbabwe

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Abstract

The study investigated the influence of local cultures or superstitions on pupils with physical disabilities' participation in sports and the Physical Education curriculum. The main purpose of the study was to determine the extent to which the invisible hand of culture impedes the implementation of the inclusive policy in primary schools in Zimbabwe. The data to address the research questions was collected by means of a descriptive survey and a literature review. More precisely, a questionnaire and a structured interview were the tools used in data collection. The sample consisted of thirty primary school pupils with disabilities, 20 primary school teachers and five school heads. The results of the study indicate that inclusive policy in respect of disabled pupils' participation in sport and the Physical Education (PE) curriculum is in the clutches of a group of local cultures which operate at community, institutional and personal levels. At community level, cultural myths and superstitions impede disabled pupils' participation in sport and the PE curriculum. These myths are expressed in the form of uncritical mindsets, out dated views and stereotypes about the dangers of involving disabled pupils in sport and PE activities. At the institutional or school levels, teacher cultures, sporting and academic traditions were discovered to be major barriers to disabled persons' involvement in sporting activities. The teachers view sports as competitive events in which a few talented pupils would naturally excel and through which pupils with disabilities are unlikely to do well. As a result, pupils with disabilities were discriminated against and denied access to sports on the basis of culturally based stereotypes. In addition, academic traditions in schools which stress on examinable aspects of the primary school curriculum were found to subvert the teaching of Physical Education in schools. As a result they did not strive to teach the subject in a creative and innovative way it was regarded as a low status subject. More specifically, teachers did not adapt equipment or rules to suit the therapeutic needs of pupils with disabilities. In view of the above, a significant number of pupils with disabilities appear to have accepted their marginalization and participation in both sports and the Physical Education curriculum. Lastly, the cumulative effects of societal and institutional cultures were found to have detrimental effects on disabled pupils' self-esteem and assertiveness. Disabled pupils have internalized and developed a defeatist culture whereby they accepted their discrimination and marginalization without question. In light of the above findings, this study recommends the development of a policy framework and the setting up of a national committee that will review, coordinate and devise meaningful strategies for engaging disabled pupils in sports and the Physical Education curriculum across all educational levels.

Disinfecting the African psyche – fighting the psychological residuum of linguistic imperialism

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Abstract

The Euro-centric tragic trilogy of slave trade, colonialism, and neo-colonialism has left an indelible imprint on the African psyche. Although the physical manifestations of the aforesaid trilogy have now been well documented, what often escapes public estimation is the psychological residuum of colonialism and its neo-colonial slough. It is intriguing to note that, half a century after colonial structures have been dismantled, it is not yet 'uhuru' for African cultures. African states have failed to shake off the vestiges of their colonial encounter. They have continued to blindly sacrifice their dignity, integrity, and identity on the altars of cultural universalism – a vacuous prescription from the west. The western civilisation, itself a by-product of the aforesaid trilogy has stealthily presented as normalised givens, the European languages and cultures to the extent that African nations have neglected their languages with reckless abandon in pursuit of the 'givens', thus becoming willing accomplices of their own victimisation. Arguments in support of the globalisation of European languages are slyly packaged and presented in 'masked' intrinsic nature and the functional utility of these languages which render them superior to African languages (what is). It is the contention of this paper that the most daunting task confronting us Africans is cleansing the post-colonial mindset en route to restoration of African agency, intrinsic tenacity and confidence in appreciating and developing their languages

An analysis of 'A' level Shona teachers' perceptions on the causes of depressed performance by candidates in 'A' level Shona examinations

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Abstract
The study set out to obtain 'A' level teachers' perceptions on the causes of the current depressed performance by candidates in the 'A' level Shona public examinations. A total of 24/30 'A' Level Shona teachers in Zaka District responded to a 15 item questionnaire that sought their reflections on the issue. Teachers' views were corroborated with interviews and 'A' level chief examiners' reports. It was found out that, although most teachers are 'qualified' to teach 'A' level Shona, very few of them are aware of the required examination techniques. A case for in-service workshops for 'A' level Shona teachers as well as reviewal and synchronisation of the universities Shona syllabuses to meet 'A' level examination requirements, inter-alia, is strongly recommended.

Instructional ideas teachers consider enhance young children's understanding of Mathematics in Masvingo urban ECD classes

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Abstract

The paper explores five key ideas in relation to the implementation of early childhood development (ECD) mathematics curriculum in Masvingo urban. An exploration was undertaken to analysis data from literature, research reports, and teacher practices in order to establish the state of affairs in the provision of the ECD mathematics curriculum to young children in relation to five key teaching ideas in early childhood mathematics classes. The data was analysed using theme identification methods to solicit emerging issues. Generally, it was found that in Masvingo urban the mathematics curriculum is being implemented in the ECD sub-sector basing on key instructional ideas namely: creating a conducive and investigative mathematics environment; effectively applying the art of questioning; knowing children's beliefs about mathematics; engaging children in problem solving; and applying authentic and creative assessment. The study established that there were challenges to effective execution of the five key instructional ideas due to faced challenges. The specific challenges included large ECD classes with a teacher-pupil ration of 1:60; lack of trained specialists with expertise in ECD mathematics education; shortage of equipment and material resources as well as lack of appropriate classrooms. The study also established that to some extent trained ECD specialist showed knowledge of the five key mathematics instructional ideas. The study recommends that there is need to staff develop ECD teachers to be well versed with the five instructional ideas in early childhood mathematics.

Teachers' understanding and conceptualisation of the HIV and AIDS policy: The case of secondary schools in Zimbabwe

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Abstract

This study examined secondary school teachers' understanding of the HIV and AIDS education policy and curriculum in Zimbabwe. The study was informed by the Concerns-Based Adoption Model. Twenty teachers, four school heads from the participating schools and two Ministry of Education officials from Masvingo provincial offices participated in the study. Data for the qualitative case study were collected via individual interviews, focus group interviews and open-ended questionnaires. The study found that teachers had mixed perceptions of the HIV and AIDS school policy. Few teachers had a clear understanding of the policy and curriculum innovation while most of them were uninformed, ignorant, frustrated or confused regarding this policy and the implementation thereof. Overall, there was a disjunction between policy, curriculum requirements and teacher understanding and conceptualisation of the subject area due to a lack of professional qualifications and the non-availability of policy and curriculum documents. It is recommended that the Ministry of Education should become proactive in developing teachers' knowledge and skills via significant and ongoing professional development and training for all teachers in HIV and AIDS education. School heads should provide support with regard to enhancing teachers' understanding of HIV and AIDS education for effective implementation of the subject area in schools.

Exploring the implementation of 'education for all' in Early Childhood Development in Zimbabwe: Successes and challenges

Mugweni, R.M. and Dakwa F.E.

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Abstract

The article sought to explore the provision of education for all (EFA) in relation to the implementation of early childhood education (ECE) in Zimbabwe. An exploration was undertaken to analysis data from literature, research reports, policies and practices in order to establish the state of affairs in the provision of ECE to all children including those with the special needs. The data was analysed using theme identification methods to solicit emerging issues from the data. Generally, it was found that in Zimbabwe, EFA is implemented in the ECD sub-sector with both successes and challenges. There are barriers to attaining EFA especially for children with special needs. The specific challenges include, lack of trained ECD specialists with expertise in special needs education (SNE); shortage of equipment and material resources as well as infrastructure. The study also established that regarding EFA in ECD in Zimbabwe, the implementation is biased towards policy for action and not in action. The study recommended that there is need for equal access to quality early childhood education, provision of infrastructure, ability and age appropriate resources, health and nutrition services especially for rural children with disabilities, equity in the provision of ECD programmes, eradicating exclusion of the girl child and children with disabilities and trained specialist ECD personnel with special needs education expertise.

Neither a borrower nor a lender be? Code-switching of first and second languages in mathematical discourse

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Abstract

The study seeks to investigate when and why primary school teachers (Grades 1 to 7) and their pupils code-switch between English and chiShona during mathematics lessons. It also focuses on the effects of such code-switching on learning outcomes. Ten primary school teachers in Masvingo city former group B schools were videotaped while teaching mathematics. The 10 teachers and 40 of their pupils were later interviewed. It was found that the teachers switch to the mother tongue to clarify concepts in their own minds and for the pupils. Pupils revert to the mother tongue whenever they cannot express themselves in the language of instruction. Such code-switching appears to be driven by the abrupt shift from first language (L1) to second language (L2) as medium of instruction in Grade 4. Code-switching appears to be caused and maintained by weak facility in the L2 and the unrealistic expectation that pupils will learn mathematical content through the L2 while at the same time learning that L2. The result has generally been an impoverished quality of communication which is counterproductive to the goal of accessing mathematical curricular content.

Teaching home management to the visually impaired: A case of Copota School for the blind Zimbabwe

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Abstract

This study examined the teaching of Home Management to visually impaired students. The purpose of the research was to find out how in the absence of sight, the visually impaired students studied Home Management. A qualitative case study of Copota School for the blind in Zimbabwe was used. A qualitative approach was used in order to study the phenomena in its natural setting. Purposive and convenience sampling procedures were used to collect data for the study. The participants were Home Economics teachers, the school administration and visually impaired students studying Home Management. Data was collected through interviews and observation. The findings revealed that teaching Home Management was negatively affected by inadequate resources such as stoves; port set readers, computers with voice, tape recorders. It was also noted that Home Economics teachers enrolled to teach had no training in handling the visually impaired. The teachers were qualified to teach Home Management but not to teach the visually impaired. The study recommended that teaching and learning should be supported by adequate resources for effective teaching and learning to occur. Teachers teaching the visually impaired students should, in addition to their Home Economics qualification, have special training in teaching the visually impaired.

Key words: Home Management, visually impaired, low vision, blind

Children's Homes: A Refuge for Vulnerable Children in Society: A Case Study of a Children's Home in Masvingo Province in Zimbabwe

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Abstract

The purpose of the study was to establish the extent to which children's homes serve as substitute homes for vulnerable children in society. The study was conducted at a children's home in Masvingo Province in Zimbabwe. The population comprised administrators, caregivers and the children. Data was collected using in-depth interviews and observations. The study established that children become vulnerable due to abandonment, neglect and juvenile delinquency. It was established that at the home, children are categorized into two groups. Those classified as being 'at a place of safety' are children who were kept there temporarily while the whereabouts of their relatives are being established, while the 'committed' are those who have no traceable backgrounds and would be kept until they attain the age of majority. The study also established that the home was run as a family, where there are mother figures in each family unit. The major challenge faced by the home is that of shortage of funding. Children need money for school fees and workers need monthly salaries. Generally, the study established that the children's home plays a crucial role in providing a nurturing environment for vulnerable children. The home provides the children with basic needs and equips them with essential survival skills needed in society. The study recommends total community participation and Government involvement at the home by providing emotional, financial, social, spiritual and material support.

An investigation into care-label knowledge on textile products by Chesvingo residents in Masvingo Zimbabwe

Mapfumira, I.M. & Jinga, N.

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Abstract

The study examined knowledge of consumers on the care labels found on textile products. A qualitative survey was conducted to collect data for the study from the residents of Chesvingo high density suburb in Masvingo, Zimbabwe. The population of the study comprised women in Chesvingo, retail shops and flea markets in the city of Masvingo. The participants were drawn using convenience and availability sampling. The study involved three retail shops, two flea markets and ten women from Chesvingo residential area. Data was collected through the interview, questionnaire and observation. It was established by the study that some clothing from both the retail shops and flea market did not have care information. It was also established that most of the women did not follow information on the care labels due to lack of knowledge on their meanings and application. The study recommends community based teaching programs on care labels, and that all textile products should have care labels to facilitate proper care of textiles.

Dress as a communicator: A case of Great Zimbabwe University students: Zimbabwe

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Abstract
Appearance is a critical dimension of communication which almost always precedes verbal transactions. Dress is a form of non-verbal communication. The purpose of the study was to establish whether students were aware of the role of dress as a language of communication in society. A qualitative case study approach was used. The population of the study comprised Bachelor of Education Undergraduate students. Stratified random sampling was used to come up with a sample of 20 respondents. The strata constituted male and female students. The questionnaire and interview methods were used to collect data from students on whether dress was a language of communication. The observation method was also used to collect data on the type of dress college students used when they are at campus. The data collected was presented in narrative form basing on the themes which emerged. The findings from the study were that to a great extent people dress for impression management, social acceptance is also an important factor. Students were generally aware that dress can act as a language of communication. Although the youth were aware that dress acts as communicator, their dress selection was affected to some extent by factors like mass media fashion trends, peer pressure. The findings also indicated that sometimes dress cues used by some students conveyed wrong messages, resulting in problems in communication. The study recommends that the youth be exposed to knowledge and skills in clothing selection for different occasions, roles and personality types, for informed clothing choices and effective communication.

An evaluation of the vocational technical approach to teaching of art and music education: The case of Masvingo district, Zimbabwe

Mupondi, J.G. & Munyaradzi, G.

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Abstract
The development of education in Zimbabwe has gone under many phases since the colonial era. The study looked at the reforms designed to eliminate in balances and inequalities in education. It addressed the problem of post 'o' level students who could not be absorbed into senior high school, colleges and the labour market .These post 'o' level students included those who did Art and Music. Data was collected from teachers, students and school administrators of selected schools in Masvingo district, through questionnaires, document analysis and interviews. The population sample comprised of two teachers per school, one administrator per school, ten students per school and five schools were selected in the district. It was found out that in some schools Art and Music do not have proper place on the school timetable. Schools do not have adequate resources. There is no dovetail between the Primary curriculum and secondary curriculum because many students who did Art and Music at Primary level fail to take the subject at secondary level, only to find it again in Colleges and Universities. The researchers recommend that all vocational technical education should be offered through curriculum designed by stakeholders that include commerce industry and relevant professional bodies.

Weya community art and its relevance to art education in Zimbabwe: a post-colonial perspective

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Abstract

The last century was marked by the availability to African artists of unprecedented range of media and patrons. This case study sought to investigate the philosophy, media, themes, and styles, of Weya art and its relevance to Art Education in Zimbabwe .Data was collected and analysed qualitatively. The study had a sample of 30 female artists .Unstructured interviews were used to gather data from artists trained by Noy. Semistructured interviews were used to gather data from 2_{nd} generation artists (artists trained after Noy's departure). Non-participant observations were done on the methods and techniques of Weya artists. Weya art is a result of post-colonial approaches. Post-colonial theory deals with cultural identities of the colonized people, critically looking at their dilemmas that relates to at attempts at developing national identities after the collapse of colonial rule. Hence Weya women chose to produce appliqué wall-hanging in pictorial compositions showing the women's experience as Africans in Africa. "The postcolonial theory is also about the colonized and formerly colonized announcing their presence and identity as well as reclaiming their past that was lost and distorted because of being othered by colonialism "(Mapara 2009,141).Themes of Weya art range from village scenes to changing roles of women .Recommendations about the relevance of Weya art to Art Education in Zimbabwe are made in light of finding from the study.

Student experiences with visualization of abstract entities in the learning of multivariable calculus

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Abstract

This paper focuses on undergraduate students taking Calculus course in a BEd degree programme offered at Great Zimbabwe University. The paper analyses student conceptions and misconceptions on the graph of surfaces. The results indicated that students conceptualise better through use of visuals and also that technology plays a key role in enhancing better understanding of calculus concepts.

Keywords: Visualisation, technology and surfaces

Influence of gender in choice of degree programes: A case study of students at Great Zimbabwe University

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Abstract

The choice of a college degree program can be one of the most important decisions a student can make. This paper investigated the influence of gender on the choice of degree programmes at Great Zimbabwe University. Data was collected from a sample of 37 students from 3 faculties through a questionnaire. We also used data from the graduands of the 6th Graduation Ceremony, October 2012 at Great Zimbabwe University. The analysis revealed that gender plays a part in the choice of degree programmes. This is attributed to a variety of factors which include the fact that society is patriarchal where women feel insecure to venture into challenging programmes. We recommend researchers to investigate further into this issue for the sake of generalisation.

Short-changing the system: putting young children's health on the blocks

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Abstract
This study set out to investigate whether preschools in one mining town in the Midlands Province of Zimbabwe are complying with the health and safety standards stipulated in the Zimbabwe Public Health Act 15:09(1996). A qualitative research paradigm was adopted for the study. Observation was opted for as the major data gathering method. The research study revealed that preschools did not have enough space, had few toilets in relation to children's enrolments and had hazardous playgrounds and equipment. The researcher concluded that although some preschools strived to offer services and maintain health and safety standards, the standards were far from being developmentally appropriate and led to low quality childcare. It is recommended that there should be a national audit of all preschools to ascertain levels of compliance and advise accordingly.

The hidden treasure: the role of darts in acquisition of mathematical concepts

Ndhlula, D. & Vurayai, S.

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Abstract

This study set out to explore the role of darts in acquisition of mathematical concepts. A case study was carried out in Mucheke Suburb, Masvingo Province, in Zimbabwe. Twenty participants (18 males and 2 females) from two teams in Masvingo District Darts Association were purposely selected to take part in the study. The researchers used interviews and participant observation to gather data since they also play for one of the teams studied. This study found out that darts are very useful in facilitating the acquisition of cognitive skills like addition, subtraction, multiplication and division. Players also acquire skills in carrying out combined operations and idiosyncratic algorithms. Besides acquiring cognitive skills, players also acquire psychomotor skills which improve their precision in target hitting. In the process of play, the researchers noted that individuals' emotional skills develop as evidenced by virtues of tolerance, cooperation and acceptance of criticism. Irrespective of these benefits, the researchers noted that darts still remain a hidden treasure since they are mostly played in pubs with limited access to children and most of those who do not take alcohol. Arising from the findings were recommendations that, women and children should be given access to play darts since they are useful in mathematics education as well as human development.

Keywords: darts, mathematics, cognitive development, psychomotor development, emotional development.

The heart's desire versus the dictates of reality: Exploring Zimbabwe and Africa's tongue aches

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Abstract

The following article is a reaction to a number of emotional ones which appear in various literatures bemoaning the continued marginalization of African languages even in independent countries. This paper argues that globally dominant languages especially English, French, Spanish and Arabic have ceased to be preserves of their original countries-they have become part of African culture and should be embraced. It would be foolhardy to throw away the said languages because of the way in which they found their way to Africa. Implementing language policies is an expensive undertaking that many African countries cannot afford. Expenses aside, there is also the question of feasibility and logistics. For instance out of the 220 African languages in the D.R.C. which one/s should be the official one/s? It is not a question of replacing a former colonizer's language with an African one because very few African countries are monolingual. Such decisions have far-reaching sociopolitico-economic implications and are very likely to be vehemently and violently resisted. A global village requires a global language, or a few languages, for wider communication. Reality dictates that not all languages can be used thus. Therefore some languages will be, in the eyes of society (and not intrinsically), more equal than others. It should be stressed again that this is a societal construct and may it be emphasized that this paper is not advocating the death of local languages. On the contrary these will continue to be indispensable for intranational and limited international communication. The educational satchel has limited space and cannot therefore carry everything our hearts desire. This may sound cruel, callous and unAfrican to some (who might even call for my tongue!) but it is reality not Utopian idealism.

Bridging courses: The doctor's prescription for dwindling student teacher enrolments at teacher education colleges in Zimbabwe?

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Abstract
This paper explores the perceptions of students and lecturers as regards the recently introduced bridging courses programme in teacher education in Zimbabwe. To gather data for this paper, the qualitative research paradigm was employed. A case study of teacher education colleges that have adopted and implemented the bridging courses concept was done. Interviews with the administrative authorities at the teachers' colleges, students and lecturers were done to ascertain their views about the programme. Observations of the situation on the ground were also done. The study brings up the rationale for the programme and illuminates the situation obtaining in teacher education colleges in relation to the way it operates and its difference from the mainstream teacher education programme. It establishes that although it is a way of boosting enrolments for teacher education programmes, it raises such issues as the probability that all the students will pass, what to do with the failing students, the amount of time spent pursuing one or two subjects at the same time masquerading as a teacher education student. Thus, these issues become grey areas which the responsible authorities need to clear to ensure viability of the programme. This paper therefore recommends the adoption of the conventional bridging course concept akin to the one in many worldwide universities whereby a student is assisted in handling the concepts in the bridged course.

Vuya uhodhe! Unpacking the form and content of informal traders' advertisements: a submission from the railway siding market expedition in Masvingo

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Abstract
This paper explores the linguistic repertoire of informal traders at the Railway Siding Market in Masvingo town, Zimbabwe. The researchers armed with notebooks, cell phones and video cameras recorded verbatim the advertisements on several days traversing the entire geography of the expansive market. The researchers did this in order to study the chosen phenomenon *in situ* observing the spirited advertising or the verbal gymnastics in the duel to bring bread and butter on the table. Interviews were also held with a few selected respondents. The paper argues that though the main activity engaged by the traders is a way to eke out a living and some may see their oral endeavours as nothing more than advertising, close scrutiny shows that those verbal efforts should be viewed as part of the rich African orature heritage adopting and adapting to a kaleidoscopic socio-politico-economic terrain. From the analysis of the linguistic data gathered one can witness a plethora of linguistic processes at play including borrowing, extension, narrowing, coinage, anti-language, among many. Also discernible from the code used and the material gathered and analyzed are the values, attitudes and stereotypes of the speech community which are discussed in this paper.

Conflict prevention and management: Lessons from the Shona proverb

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Abstract

This paper analyses selected Shona proverbs with the view to highlight their wisdom and relevance to issues of conflict prevention, management and resolution. This has been motivated by the conviction that the genesis of proverbs is careful and tested observation, experience and knowledge on how conflict was and should be amicably and effectively resolved at individual, community, national and international levels in all spheres of life. The paper posits the thesis that Shona proverbs are a carrier of age old crystallized capsules of wisdom that can and should inform present day conflict management at different levels in our societies.

The form and content of children's poetry and games on a kaleidoscopic cultural terrain

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Abstract

This research sought to look into the form and content of children's poetry and games in Shona. It was premised on the view that these aspects are part and parcel of the rich African heritage of orature and are an important component of Shona indigenous knowledge systems, hence these cannot be simply ignored more so when it comes to the process of socialization. The objective was to analyze critically these so-called play poems and games in terms of their form and content and see what is embedded in them. Data was gathered through observation as children went about their business of play. The research concluded that these poems and games cannot be simply treated as child's play as their content is 'loaded'. They are actually a silent but powerful vehicle for the inculcation of certain values and attitudes that influence the children's own lives later whether positively or negatively, at home or away from their comfort zones in the global village. As part of the African Indigenous Knowledge System, which has sustained us for centuries such intangible heritage should not be let to just spill from our cultural hands. The various forms they take also allow children to simulate real life situations and learn adult roles vicariously and thus prepare them for the challenges life proffers not as shadows of other people but as proud beings who can cast their own shadows on the kaleidoscopic cultural terrain.

Global Youth Culture

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Abstract

Every society has its own ways of living which are handed down from one generation to the other orally or behaviorally. These include folktales, traditional beliefs, practices, customs, values, proverbs, idioms, riddles, sayings, songs, dance stories, food and dressing. Globalization has brought with it a common culture which has become a popular culture among various nations of all ages. The Youth have their own culture unique to them. While oral performance produces good citizens with appreciated societal values, it is facing a lot of challenges from modern technology. During the colonial era, the colonizers imparted their own language and culture to the nationals making them lose their indigenous language and all forms of culture to adopt the colonizers'. When the states attained their independence, they vitalized their indigenous languages and culture. In schools, the curriculum was adjusted to suit their independence goals and values changed. As a result, the pre – independence and post – independence youths have a different character. The technological advances brought with them the use of electronic media in the likes of television, videos, computers, laptops, and cell phones accessible to everyone. Communication changed from the traditional letter writing, telegram and telephone to cell phone and internet. Globalization has brought about communication through internet. The youth have established their common Youth Culture which has become popular and unique from the preceding generations. It is the aim of this paper to highlight the impact of the Popular Culture, Youth Culture and Globalization on oral performance in Africa. The significance of this research is to show how globalization has affected the lives of the youth in general and how they have diverted from the traditional culture to that of their own making. Scholars and readers will be well-informed of how the youth across nations share common traits of behaviour learned through globalization and that they may be challenged to research on other similar areas of interest to them.

Raising the Status of African Languages

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Abstract

English has enjoyed dominance over all African Languages as it has been made the medium of instruction in education as well as an international language. The justification for this is that in multi-lingual societies English acts as (lingua franca) a neutral and unifying language to be used by all. Education and knowledge have been equated with English. However, some African countries like Tanzania have used her indigenous language (Kiswahili) as medium of instruction in the education system. Great Zimbabwe University (GZU) in particular, has Ndebele, Shona, Shangani and Tshivenda taught in their indigenous languages. Ndebele and Shona together with English have been made national as well as official languages. Efforts have been made in some African languages to promote the preservation of the peoples' identity and cultural values through the use of their indigenous languages in education to raise their status. The research was conducted through interviews carried out with students doing degrees in indigenous languages. The findings are that although there is an attempt to deflect from heavily relying on the use of English Language, it is difficult to do without it completely as most technological terminology originates from English. A coinage of terms or phonologisation of English terms takes place as well. African countries should come up with language policies that promote the use of African languages in education and public life.

Stakeholders' perceptions on the state of the education system in Zimbabwe's institutions of learning from 2007 to 2010

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[2]Midlands State University, Gweru, Zimbabwe

Abstract

The paper exposed stakeholders' perceptions on the state of the education system in Zimbabwe's institutions of learning as from 2007 up to 2010. The country experienced a lot of economic hardships. Inflation rose to alarming rates and workers could not be paid adequately. This in turn resulted in the collapse of the education system. The introduction of multiple currencies and foreign currency fees and examination fees created a lot of drop - outs from schools, colleges and universities. There was a high failure rate at Grade Seven,' O' and 'A' Levels. There was an exodus into the Diaspora of skilled manpower to various countries of the world in search of greener pastures. The remaining workers could not deliver quality services. They have not yet been paid adequate salaries. Educators should be paid adequate salaries and have improved working conditions as well as be provided with adequate resources so as to produce quality results.

Keywords: inflation, multiple currencies, drop-outs, exodus, Diaspora and greener pastures.

A New Cultural Perspective of Indigenous African Education: A case for Zimbabwe revisited

Siyakwazi, B.J.

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Abstract

One of the major problems in Zimbabwe's system of education is that it inherited a system of education that ignored the African culture. Therefore a topic on indigenous African Education offers an opportunity for arousing and sharpening awareness of our diverse cultural heritage. It is noted that this theme on indigenous African Education has recently captured the attention of many scholars. Their interests and desire is to know more about the nature of education in pre-colonial times. Indigenous African Education encompasses a broad range of activities such as incidental and deliberate learning. Whilst the education system in different societies differs in organisation and content, their purpose is to transmit knowledge and skills to the young. In this paper, schooling among the Lemba people of Mberengwa, characteristics of indigenous education and an analysis of the impact of the West on Zimbabwe is examined.

The validity of official crime statistics in Ndanga community

Vurayai, S. & Ndhlula, D.

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Abstract

This study set out to investigate the extent to which official crime statistics reflect the actual crimes committed. A survey was conducted in Ndanga community, Masvingo Province, Zimbabwe. From an estimated population of 600 people, 70 (11.67%) of which 30 were men and 40 were women were selected by convenience stratified sampling technique. Four (66.67%) of the police officers at the local sub-station were purposively selected to take part in the study. Interviews and focus group discussion were employed as data gathering instruments. The study found out a gap between the official crime statistics and the actual crimes committed in the studied area. What was found on the displayed police records was just a tip of the iceberg. A plethora of crimes were not recorded. These limitations of the official crime statistics were accounted for by factors like intimidation, corruption, ignorance, fear of police quizzing, poor road infrastructure, parallel judiciary system and police discretion. Arising from these findings were recommendations that all the police and the citizens should report all the crimes even if there are signs of intimidation. The local authority was recommended to improve the infrastructure of the area to facilitate more police patrols. Alternative ways of recording crimes like victim survey were also recommended since the official records were found to have some limitations.

A new cultural perspective of indigenous African education

Siyakwazi B.J.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

Abstract

One of the major problems in Zimbabwe's systems of education is that it inherited a system of education that ignored the African culture. Therefore a topic on indigenize African Education offers an opportunity for arousing and sharpening awareness of our diverse cultural heritage. It is noted that this theme on indigenous African Education has recently captured the attention of many scholars. Their interests and desire is to know more about the nature of education in pre-colonial times. Indigenous African Education encompasses a broad range of activities such as incidental and deliberate learning. Whilst the education system in different societies differs in organization and content, their purpose is to transmit knowledge and skills to the young. This paper, schooling among the Lemba people of Mberengwa, characteristics of indigenous education and an analysis of the impact of the West on Zimbabwe is examined.