



# University of HUDDERSFIELD

## University of Huddersfield Repository

Jeyacheya, Fungai

Teachers' attitudes to and the challenges of establishing an effective and fully-fledged community of practice: the experiences of six secondary schools in the East of Zimbabwe.

### Original Citation

Jeyacheya, Fungai (2015) Teachers' attitudes to and the challenges of establishing an effective and fully-fledged community of practice: the experiences of six secondary schools in the East of Zimbabwe. Doctoral thesis, University of Huddersfield.

This version is available at <http://eprints.hud.ac.uk/id/eprint/27843/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

**Teachers' attitudes to and the challenges of establishing an effective  
and fully-fledged community of practice: the experiences of six  
secondary schools in the East of Zimbabwe.**

**Fungai M. Jeyacheya**

**A thesis submitted to the University of Huddersfield in partial  
fulfilment of the requirements for the degree of Doctor of Education**

**University of Huddersfield**

**December 2015**

## **Acknowledgements/Dedications**

I want to thank the Zimbabwe Ministry of Education Sport Culture and Arts through the offices of the Permanent secretary of education, regional/district and headmasters at selected schools for giving me permission to contact research at the selected six secondary schools. Acknowledgment goes to all the teachers and members of staff who sacrificed their time and made this study possible. I would also like to thank all the stakeholders who took part and all those who supported me in various ways.

Thanks also go to the School of Education and Professional Development and the great motivational support and guidance from my supervisor Dr Rod Robertson and co-supervisor Alison Ryan. Thanks also goes to all the proof readers.

I also want to thank my family for their understanding, support and encouragement throughout the study.

It is with deep felt joy that I dedicate this to my late sister, Susan Jeyacheya whose commitment in teaching went beyond the classroom. Gratitude also goes to the entire family for placing significance on education and the great role played to ensure that each family member enjoyed the opportunity and right to education.

Dzidzo inhaka yedu

Imfundo yilifa lethu

Ikwele/thuto ilefa gwedu

Education is our Heritage

## Abstract

Before independence, in 1980, the education system of Zimbabwe was organised along racial lines. This organisation of education along racial lines disadvantaged Black Africans in the context of both access to and quality of education experience. The transition of the Black Africans from primary to secondary school appeared to be capped for both academic and non-academic vocational secondary school programmes. Upon attaining independence, the government of Zimbabwe embarked on educational reforms and rapid expansion of the education system. These reforms aimed at establishing equitable provision of education to the disadvantaged Black Africans. Reforms focused on the millennium development goals (MDG) whose aims were to provide (primary school) education for all by 2015. The economy of Zimbabwe, which experienced growth soon after independence, declined rapidly in the late 1990s and 2000 leading to the hyperinflation of 2008. This led to adverse effects on the provision of quality education and teacher demotivation. Some teachers in this study revealed a sense of a compromised professional identity; there was also a sense of a teaching community that included many ‘accidental’ teachers. It was also possible to detect many teachers having a sense of a lack of control; discontentment was high among the teacher respondents. There was also a reluctance to understand the need for accountability and commitment by a significant number of the teacher respondents.

**Key words:** equitable education in Zimbabwe, transition, reforms, expansion, discontentment, cognitive dissonance, lack of control, lack of resources, subdued teacher, compromised community of practice, professional identity, quality of teaching, accountability, commitment, effectiveness, teacher-centred and student-centred teaching

<b>CONTENTS</b>	Page
<b>Acknowledgements/Dedications</b>	ii
<b>Abstract</b>	iii
<b>Chapter 1</b>	
1 Introduction	1
1.1 Historical background, context and challenges after independence (1980)	1
1.1.1 Impact of the expansion of education after independence in 1980 and onwards	2
1.2 Title and aim of study	3
1.3 Why consider Zimbabwe secondary schools?	3
1.4 Secondary education	4
1.4.1 The assessment stages in the Zimbabwean education system	4
1.4.1.1 Commitment and accountability of teachers and school leaders	4
1.4.2 Education for all and funding	5
1.4.2.1 The economic down turn and education	5
1.4.3 Organisational learning and adaptation	6
1.4.3.1 Unemployment and the value of education	7
1.4.4 Curricula, needs of the country, industry and effectiveness of the curricula	7
1.4.4.1 Relevance of curricula	8
1.4.5 Utilisation of resources and their management	9
1.4.6 Financially self-sustaining schools	9
1.5 Theoretical Frameworks and the role of theories in education	10
1.5.1 Social identity theory or stereotyping	11
1.5.2 Theory of Constructive Alignment	11
1.5.3 Self-determination theory	12
1.6 Summary	13
<b>Chapter 2 Literature review</b>	
2.1 Introduction	14
2.1.1 The rationale for considering Zimbabwean secondary schools	14
2.2 Overview	16
2.3 Motivation to be educated	21
2.4 Resources	23
2.4.1 The need for and optimum use of resources	26
2.5 Achievement	27
2.6 Curriculum	30
2.7 Secondary School Education Sector Structure	34
2.8 Teacher training	36
2.9 Motivation to enter the teaching profession and teaching methods	39
2.10 Teacher welfare	44
2.11 Professionalism	46
2.12 Teacher effectiveness or efficacy	47
2.13 Quality education	48
2.14 Community of practice	52
2.15 Summary	54
<b>Chapter 3 Methodology</b>	
3.1 Introduction and aims of study	56
3.2 Context under which study was carried out	56
3.3 Case study	57

3.4 Research title	59
3.4.1 The purpose of the study	59
3.4.2 Some more specific questions (were)	60
3.5 Obtaining permission to carry out the study in Zimbabwe from gatekeepers	60
3.6 Pilot Study	61
3.6.1 Relevance of the Pilot Study - Validity and reliability of research instruments	61
3.7 Limitations of study	62
3.8 Requirements, researcher obligations and the British Education Research Association (BERA) guidelines	62
3.8.1 Ethics and voluntary consent in social research	62
3.9 Contacts at schools	64
3.10 Data collection	64
3.10.1 The Likert scale	64
3.10.1.1 The validity of the questionnaire	65
3.10.2 Data collection procedure/process	66
3.10.3 Semi-structured interviews	67
3.10.4 Observations	68
3.11 Qualitative research	69
3.12 Validity, reliability and triangulation	70
3.13 Transferability and generalisation of findings	71
3.14 Phenomenology	71
3.14.1 Conducting and interpreting phenomenological research	73
3.15 Limitations and benefits of Hermeneutic phenomenological research in this study	77
3.16 Analysis process	78
3.16.1 Reflexivity (in hermeneutic phenomenological research)	79
3.17 Summary	80
<b>Chapter 4 Analysis and discussion</b>	
4.1 Introduction	81
4.1.1 Accountability and monitoring (of students, teachers and leadership)	81
4.1.2 Dissonance between stakeholders and teachers on leadership qualities/attributes	84
4.1.3 A sense of achievement and contentment	86
4.1.4 Attitudes to resources and utilisation	89
4.1.5 Attitudes to change and developmental strategies	91
4.1.6 Collaboration (with other schools or stakeholders)	91
4.1.7 Commitment, passion and accountability	92
4.1.8 Summary to questionnaire responses	93
4.2 Analysis of interviews	93
4.2.1 Introduction	93
4.2.2 Motivation to enter profession	98
4.2.3 Gaining entry into teaching	102
4.2.4 Teacher (professional) identities through achievement and contributions	103
4.2.5 A sense of detachment and a lack of sense of ownership	109
4.2.6 A sense of discrimination and lack of inclusivity	110
4.2.7 A sense of self- aggrandisation or self-glorification or overstating	111
4.2.8 Frustrations, constraints and barriers	111
4.2.9 Resources and equipment	112
4.2.10 Concerns and a sense of discontentment and cognitive dissonance	114
4.2.11 Inability to reduce dissonance and unwillingness to embrace change	116

4.2.12 Failure to separate internal and external grievances	117
4.2.13 Teachers' sense of unfairness and lack of control on enrolment of students	118
4.2.14 A sense of lack of control	119
4.2.15 Imposition of decisions and a lack of involvement in decision making	120
4.2.16 A sense of a disaffected teacher, disengagement and detachment	120
4.2.17 A sense of subdued teachers/helplessness	123
4.2.18 Capacity building	125
4.2.19 Status of schools and school culture	127
4.2.20 Teacher (negative) attitudes to low ability students and professionalism or ethics	128
4.2.21 Compromised professionalism or professional identity	129
4.2.22 Reluctance to accept accountability and commitment	131
4.2.23 Commitment, monitoring and accountability	132
4.2.24 Appraisal and ineffective teacher professional development	133
4.2.25 Dissonance between teachers and stakeholders on accountability	133
4.2.26 Teacher Appraisal	134
4.2.27 Commitment and accountability of the school leaders	135
4.2.28 Relevance or quality of the curriculum	137
4.2.29 Leadership styles, performance and disciplinary issues	137
4.2.30 Deficiencies in the education examination board and the curriculum	138
4.2.31 Appropriate implementation of actions to improve a community of practice	139
4.2.32 Summary	139
4.3 Analysis of observations	140
4.3.1 Introduction	140
4.3.2 Themes from observations	141
4.3.3 Effective monitoring – teacher attendance	141
4.3.4 Teacher identities and teaching approaches, limited or lack of planning-Teacher-centred approach	142
4.3.5 Concentrating on teaching and ineffective superficial/surface learning	142
4.3.6 Teacher expertise – or a lack of it	143
4.3.7 An effective student-centred learning approach	144
4.3.7.1 ObSA5 (Home economics lesson School A-Form 3 class)	145
4.3.7.2 ObSB3 (Geography lesson at School B-Form 1 class)	146
4.3.7.3 ObSB4 (Science lesson at School B-Form 1 class)	147
4.3.8 Monitoring students and effective feedback	148
4.3.9 School culture(s), ethics and professionalism	148
4.3.10 Ineffectiveness/deficiencies or limited learning styles and failure to cater for low ability students	149
4.3.11 Resources	150
4.3.12 Interruptions	151
4.3.13 Summary	151
<b>Chapter 5 Conclusion and recommendations</b>	
5.1 Conclusion	152
5.1.1 Introduction	152
5.2 A sense of a compromised teaching community of practice and professionalism	153
5.2.1 Reluctance to understand the need for accountability and commitment	154
5.3 Concerns and a sense of discontentment and cognitive dissonance	156
5.3.1 Concerns and discontentment	156
5.3.2 Discontent beyond or within the teachers' control-Resources and decision-	156

making	
5.4 A sense of lack of control in the context of enrolment	157
5.5 Subdued teachers and helplessness	157
5.6 Summary	158
5.7 Recommendations/further research	159
5.7.1 Teacher accountability, competence, quality and quality of education	159
5.7.2 Professional identity	159
5.7.3 Development of a teaching community of practice	160
5.7.4 Teaching practice/processes and inclusive education	160

## **References** 161

## **Appendices** 186

### **List of Tables**

Table 2.1 'O' Level Cambridge exam results	18
Table 2.2 ZIMSEC 'O' Level exam results	18
Table 3.1 Types of schools in the study showing number of teachers and students on roll	60
Table 3.2 Questionnaire rates of response at the six schools	66
Table 4.1 Question 11 – Teachers' responses on qualities in a school leader	83
Table 4.2 Question 23 – Teachers' responses on qualities of a secondary school teacher	83
Table 4.3 Question 6 – Stakeholders' responses on qualities of a leader	84
Table 4.4 Question 6 – Stakeholders' responses on qualities of a secondary school teacher	84
Table 4.5 Responses to questionnaire for secondary school teachers and leadership/headteachers	87
Table 4.6 Responses to questionnaire for stakeholders on secondary schools	88
Table 4.7 Details of Schools Pass Rates	89

### **List of Figures**

Figure 2.1 Education expenditure showing an increase from 1980 to 1987	17
Figure 2.2 The structure of the observed learning outcome (SOLO's Taxonomy)	42
Figure 3.1 The Hermeneutic Circle	74
Figure 3.2 The hermeneutic circle of reviewing literature and techniques associated with different stages of the hermeneutic circle	75

### **List of Inserts**

Insert 1 from Working for Higher Achievement – Closing the Learning Achievement Gap Teachers' Manual	28
------------------------------------------------------------------------------------------------------	----

### **List of Theme Maps**

Theme Map 1-Reasons for entering the teaching profession	94
Theme Map 2-Roles in the teaching profession	95
Theme Map 3-Significant teacher contributions	96
Theme Map 4-Frustrations affecting/faced by teachers	97
Theme Map 5-Classroom observations	141

### **List of abbreviations**

ADEA-Association for the Development of Education in Africa
AfDB – Africa Development Bank

‘A’ level - Advanced Level  
 BBC – British Broadcasting Corporation  
 BEAM - Basic Education Assistance Module  
 BERA - British Education Research Association  
 CDU - Curriculum Development Unit  
 CIET – (Presidential) Commission of Inquiry into Education and Training  
 DFID – Department For International Development  
 DEO - District Education Officer  
 EO1 - Education Officer  
 EdQual – Education Quality  
 ESAP - Economic Structural Adjustment Programme  
 EFT - Education Transition Fund  
 EWP - Education With Production  
 EU and USA’s –European union; United States of America  
 FMSI - Marist International Solidarity Foundation  
 GCSE-General certificate of secondary education  
 GDP-Gross domestic product  
 GNU - Government of National Unity  
 HIV/AIDS-Human Immunodeficiency Virus infection / Acquired Immune-  
     Deficiency Syndrome  
 HoD-Head of Department  
 IMF-International Monetary Fund  
 MDC –Movement for Democratic Change  
 MDG –Millennium Development Goals  
 MoESAC - Ministry of Education Sport, Arts and Culture  
 MoESCHTE - The Ministry of Education Sport and Culture/Higher and Tertiary  
     Education  
 NGO - Non-Governmental Organisation  
 ObSA –Observation School A/B/C/F  
 OECD - Organisation for Economic Co-operation and Development  
 OSISA - Open Society Initiative for Southern Africa  
 ‘O’ Level – Ordinary Level  
 PKR - Performance Key Result  
 PLAP - Performance Lag Address Programme  
 PLC - Professional Learning Communities  
 RBM - Results Based Management appraisal system  
 SDC/SDA - School Development Committee/Association  
 SDF - Social Dimensions Fund  
 SOLO - Structure of the Observed Learning Outcome (or SOLO’ s taxonomy)  
 TAM2F - Teach A Man To Fish  
 UK – United Kingdom  
 UCLES - University of Cambridge Local Examinations Syndicate  
 UNDP- United Nations Development Programme  
 UNECA - United Nations Economic Commission for Africa  
 UNESCO - United Nations Education and Scientific Organisation  
 UNICEF - United Nations Children’s Education Fund  
 UN MDG - United nations millennium development goals  
 WOZA – Women Of Zimbabwe Arise  
 ZANU-PF - Zimbabwe African National Union-Patriotic Front  
 ZIDERA - Zimbabwe Democracy Economic Recovery Act  
 ZimFEP - Zimbabwe Foundation for Education with Production  
 ZGCE O-level - Zimbabwe General Certificate of Education Ordinary Level

ZJC - Zimbabwe Junior Certificate  
ZimPREST - Zimbabwe Programme for Economic and Social Transformation  
ZIMSEC - Zimbabwe School Examination Council

## List of Appendices

Appendix A.1 Letter to The Secretary for Education, Sport and Culture	186
Appendix A.1.1 Permission to carry out research from The Secretary for Education, Sport and Culture	187
Appendix A.2 Letter to the Regional Director	188
Appendix A.2.1 Permission granted by the Regional Director	189
Appendix A.3 Letters to the heads of school	190
Appendix A.3.1 Approval/permission to carry out research granted by the head of school	191
Appendix A.4 Letter to headteachers on administering of questionnaires and interviews	192
Appendix A.5 Participant Information sheet	193
Appendix A.6 Participant questionnaire consent form	194
Appendix A.6.1 Signed participant questionnaire consent form	195
Appendix A.7 Participant interview consent form	196
Appendix A.7.1 Signed participant interview consent form	197
Appendix A.8 Questionnaire for secondary school teachers and leadership/headteachers	198
Appendix A.9 Questionnaire for stakeholders on secondary schools	201
Appendix A.10 Interview schedule for secondary school teachers and leadership	203
Appendix A.11 Interview schedule for stakeholders on secondary schools	204
Appendix A.12 School details	205
Appendix B.1 Using the hermeneutic circle	206
Appendix C.1 Results from study-Teacher questionnaire responses at a school	209
Appendix C.2 Results from study-Stakeholder questionnaire responses	212
Appendix C.3-Interviews - Teacher 1A School A	214
Appendix C.4-Interviews-Teacher 2B School B	221
Appendix C.5-Interviews-Teacher 1C School C	225
Appendix C.6-Interviews-Teacher 6D School D	230
Appendix C.7-Interviews-Teacher 2E School E	236
Appendix C.8-Interviews-Teacher 2F School F	242
Appendix C.9-Interviews-Stakeholder S3 - Economic Development Practitioner	249
Appendix C.10-Interviews-Stakeholder S5 – Education officer (EO)	254
Appendix C.11-Initial lesson observations notes	259

# Chapter 1

## 1 Introduction

This chapter introduces the historical background, aims and rationale for carrying out the study. It also provides a brief outline of the education system including curricula, and some changes/reforms which were proposed to improve the delivery of quality education. This also includes challenges faced and impediments inhibiting the provision of a self-sustaining education system. Some theoretical aspects mainly on self-image and their impact to influence teachers' attitudes or approaches to teaching and learning are also included.

### 1.1 Historical background, context and challenges after independence (1980)

As a nation emerging from colonial rule, Zimbabwe faced many challenges in education. During the colonial era, before 1980, provision of education in Zimbabwe was on racial lines. Schools were categorised into Group A (for whites only), Group B (for Black Africans in high density urban areas) and Group C (for Black Africans in rural areas). The majority and marginalised Black Africans received limited access and inferior quality of education relative to that of the minority white population (Mashingaidze, 1997:5; UNESCO, 2001:4; WOZA, 2010:1-2; Kapungu, 2007:2; Shizha and Kariwo, 2011:26). Transition from primary to secondary school was also limited. Those who progressed to secondary school faced a system that only allowed 37.5% of the majority Black Africans to study in the non-academic vocational F2 type schools and 12.5% proceeding to the academic F1 type schools (Nziramasanga Commission Report, 1999:300; Technical Committee of the Education for all Campaign in Zimbabwe, 2005:4). The main challenge was that of provision of equitable education, where funding of a white child's education was claimed to be twenty (20) times that of a Black African child (UNESCO, 2001:4; Kanyongo, 2005:65-66; Technical Committee of the Education for all Campaign in Zimbabwe, 2005:4). This required a radical change to get rid of the racial categorisation of schools as a first step. At independence, (in 1980), the Zimbabwean government's focus was to get rid of inequalities by unifying the white and black education systems (Kapungu, 2007:2) based on a socialist principle (Mashingaidze, 1997:6) of "growth with equity" (Kanyongo, 2005:66). These reforms included the introduction of free primary education aimed at achieving education for all (Peresuh and Ndawi, 1998:214). This was in line with the Millennium Development Goal (MDG) 2 aimed at achieving universal primary school education by 2015, which

were almost unachievable (United Nations MDG Report, 2010:16; Marist International Solidarity Foundation (FMSI), 2011:1). The main intention was to reduce dropout rates of students at primary school level by those who could not afford to pay school fees. The MDG 2010 Goal 2 also identified that the number of new teachers required in the Sub-Saharan region between the time of the report and 2015 was equal to the teaching workforce during that period. In the developing regions, improvements from 83% to 90% between 2000 and 2012 in the percentage of children attending primary school were reported in the Millennium Development Goals report of 2014, which matches the estimated 91% net enrolment reported in the Millennium Development Goals Report of 2015 (United Nations MDG Report, 2015:4, 24-25). However, high dropout rates remained, with 58 million children consistently not attending school in 2012 (United Nations Millennium Development Goals Report, 2014). Now at the end of the year 2015, this means a failure to meet the target to achieve universal primary school education by 2015. Dropouts (in India and Brazil) also included some children who took up commitments such as finding work early in life (Kishore and Shaji, 2012; Tramontina et al., 2002:178). The priority was on provision of food (Kurebwa and Mabhandu, 2015:508). Tramontina et al. (2002) claimed dropping out of school retarded some aspects of the children's development. Zengeya (n.d.) suggested a need to reduce those factors that led to school dropout, but also, with an intention to meet the education and training needs of the dropouts. Within the framework of these reforms, the F1 and F2 two tier education system was abandoned (Nherera, 2000:348). The other major development was that of increasing the transition from primary to secondary school, which rose to at least 70% after 1980 (The Ministry of Education, Sport and Culture and Higher and Tertiary Education, 2004:5). This was achieved by embarking on a rapid expansion of the secondary school education provision. It was to cater for the increased demand for secondary schools after the introduction of free primary education. The focus of these reforms was to promote social mobility (Peresuh and Ndawi, 1998:209). However, these initiatives created their own challenges.

### **1.1.1 Impact of the expansion of education after independence in 1980 and onwards**

Increased access to education had its challenges. Available resources at that time such as infrastructure and teachers did not meet the demand. Double sessions (FMSI, 2011:4; Masuko, 2003:21; Kanyongo, 2005:66) were introduced in the high density urban areas. This also saw an increased engagement of (more) untrained or temporary teachers in the

education system (Kanyongo, 2005:66). Nevertheless, the free primary school education did not entirely stop children from dropping out of primary school during this period. It was claimed that some parents who did not have a positive attitude towards education, married off their daughters and some children spend time helping in the fields (Peresuh and Ndawi, 1998:218, 220; Masuko, 2003:21).

## **1.2 Title and aim of study**

Teachers' attitudes to and the challenges of establishing an effective and fully-fledged community of practice: the experiences of six secondary schools in the East of Zimbabwe.

The purpose of this study was to gain an understanding of the Zimbabwean secondary school education system through the following questions:

1. What were the teachers'/school leaders' and stakeholders' attitudes to teaching in both rural and urban secondary schools in the East of Zimbabwe?
2. How effective were teachers in the provision of quality educational experiences in six secondary schools in the East of Zimbabwe?

## **1.3 Why consider Zimbabwe secondary schools?**

There were reports of ensuing problems caused by the economic downturn that started around 1997 (Munangagwa, 2009:114). This worsened between 2000 and 2002, and was linked to a combination of drought and the land reform programme (AfDB/OECD, 2003:356). These factors were claimed to be the precursor to the deterioration of the education system and other services reliant on government funding. This appeared to confirm some reports about teacher demotivation which seemed to suggest and to be associated to the deterioration of the Zimbabwean secondary education system (Mufanechiya and Mufanechiya, 2011:100). Mhlanga and Nyakazeya of the Financial Times newspaper (2015) reported that the economic downturn was going to worsen given that over 4500 companies closed or collapsed between 2011 and 2014 in Zimbabwe. Between 2006 and 2008, the key issues identified in these reports centred on commitment, motivation and retention of teachers, the main resource in the secondary education sector. These issues were linked mainly to low salaries (Crothers et al., 2010:663-664; Mufanechiya and Mufanechiya, 2011:100). Subsequently, some teachers and other professionals left Zimbabwe to work in the Southern Africa region or abroad

(Nherera, 2000:358; Bloch 2006:74). This study uncovered some of the challenges faced by teachers in their efforts to efficiently operate and provide quality secondary school education and related services. These challenges led to changes in teachers' attitudes, the impact on teaching and teacher effectiveness. Such a background and context prompted the researcher to carry out this study.

## **1.4 Secondary education**

### **1.4.1 The assessment stages in the Zimbabwean education system**

Zimbabwe has a clear linear secondary school education system, which is pursued in schools or colleges. The first stage is a basic early childhood education and care, and primary education from Grade 0 to 7. Next, students proceed to Forms 1 to 4 ('O' level) over a period of four years in total and those who succeed at Form 4 have an option to go to 'A' level (Form 5 and 6) over two years or tertiary education or apprenticeships. 'O' and 'A' level exams are terminal. At each terminal stage students sit examinations. Students can enter tertiary education with 'O' or 'A' level qualifications. Some schools require prospective students to sit entry tests and selection is based on the candidates' performance. Examinations are part of the system's monitoring exercise and help provide guidance on career paths or specialisms (Nherera, 2000:344). There was, however, an imbalance in educational facilities and quality of education prior to 1980 along racial grounds in favour of the white community. This called for some reforms of the education system after 1980. Success in the education system could be brought about by improving the functioning of the schools (O'Day, 2002:294). And such success could be achieved and assessed by the benefits or contributions learners confer to the society (Ndawi and Peresuh, 2005:210, 213, 215). As schools produce more students who make contributions to the society, the more the secondary school education would be acknowledged. Teachers would also be taken seriously for their accountability and commitment towards their students' achievement in the classroom and terminal examinations.

#### **1.4.1.1 Commitment and accountability of teachers and school leaders**

While assessment was perceived to be an essential part of the learning cycle, there was a fear that excessive standardisation narrowed the content (Whitaker, 2004:267). This can be criticised further for its one-fits all approach. Standards, assessments, and accountability measures, however, have an important role of advancing the public's good. These were believed to be of benefit to the nation or everyone and considered a

wise expenditure of the scarce resources (Levinson, 2011:127-128). To accomplish and uphold standards in the education system, a relevant and comprehensive curriculum could help enhance the efforts of the committed teachers.

#### **1.4.2 Education for all and funding**

The loss of teachers and other professionals reported by Nherera (2000:358) and Bloch (2006:74; Nyanga et al., 2012:146) had a potential negative impact on the operations and performance of the education system and other sectors. Such a loss had implications in sustaining human capacity building and the developmental needs of the country (Nyanga et al., 2012:141-142, 146). This left Zimbabwe with shortages of professionals in most sectors of the economy, which defeated the primary objectives set up at independence to train (and retain) professionals to develop the country. The provision of education to all the citizens was a guiding principal from independence in 1980 (Technical Committee of the Education for all Campaign in Zimbabwe, 2005:4). Educating a nation's people was seen as a crucial developmental strategy to build on the capacity of the country's human resources. Reduced revenues from government as a result of the severe economic downturn that affected Zimbabwe from 2000 meant the funding of secondary schools would also be reduced. The reduced economic activities, budget deficit and reduced or lack of balance of payment from financial institutions, such as, the IMF and World Bank may have exacerbated the reduction in revenue collection (Gono, 2007; Coomer and Gstraunthaler, 2011:320, 326, 336). This could have had an impact on the funding and operation of the secondary schools and also on the remuneration of teachers. Some of the effects of reduced funding and remuneration of teachers could have acted as a catalyst to the reduced commitment and motivation to carry out duties by teachers (Mufanechiya and Mufanechiya, 2011:100). Subsequently, this may also have a significant effect on the learning of students. Effective teaching and learning of students was paramount if an education system was to be rated highly in terms of quality.

##### **1.4.2.1 The economic downturn and education**

After the year 2000, the economic situation in Zimbabwe had deteriorated significantly. There was a lack of foreign credit and the loss of international financial aid (Cooner and Gstraunthaler, 2011:320, 326, 336) could have also affected the funding of schools and other institutions in the country. Teachers' salaries were affected and this led to despondence among teachers. Some teachers left their jobs to find better employment

opportunities. There were similar trends in other fields such as nursing. Nurses (Chikanda, 2005:163) and other skilled professionals left Zimbabwe citing low salaries and the absence of incentives by government, lack of opportunities and a search for better working conditions elsewhere. Those prevailing unfavourable economic conditions led to low morale and reduced productivity (Chikanda, 2005:163), which was also evident among teachers (Mufanechiya and Mufanechiya, 2011:100).

### **1.4.3 Organisational learning and adaptation**

The government in conjunction with the Curriculum Development Unit (CDU) also wanted a state-led curriculum change that suited what was then termed ‘scientific socialism’ (Jansen, 1991:79, 85; Nherera, 2000:354) that promoted Education With Production (EWP). The idea of EWP, which was more vocationally oriented (Jansen, 1991:80), faced resistance from both white and black parents in some schools (Nherera, 2000:354-355) with no chance of EWP being adopted nationally (Jansen, 1991:81). The intention was to offer opportunities for skills training intended to make schools self-reliant (Mashingaidze, 1997:16, 18). This was similar to the self-sufficient schools proposed by Burt (2003, 2011). The EWP was however faced with resistance from some quarters of the population of Zimbabwe in favour of the traditional academic education system that was offered during colonialism (Mashingaidze, 1997:21-22). These included those in the Ministry of education after the departure of supportive officials, such as Dr Mutumbuka, the then Minister of education (Mashingaidze, 1997:21). The EWP programme expected all students to take at least one practical/technical subject leading to ‘O’ level examinations (McGrath, 1993:355). The most common practical subjects, with textbook and syllabi resources, were fashion and fabrics, agriculture and commerce (McGrath, 1993:25). The problem with the change to Zim-Science was also evident when students wanted to study science at ‘A’ Level. Schools offering ‘A’ level science preferred students with Biology, Chemistry and Physics to those who took the Zimbabwe extended science route (McGrath, 1993:13). At the time, teachers were said to be inadequately prepared and it was claimed this reduced the effectiveness of the curriculum innovations (McGrath, 1993:12-13). The problem of school leavers’ unemployment (Mashingaidze, 1997), was a factor which made education officials, parents and other stakeholders to start to question the value of the academic education on offer then. The Zimbabwe Foundation for Education with Production (ZimFEP/EWP) had a mixture of practical and academic subjects, and also entrepreneurial skills that were hoped would provide school leavers skills to start small

businesses (Mashingaidze, 1997:17). This programme also supported by the World Bank (Mashingaidze, 1997:23), but was however found to be expensive and government could not fund all schools as the tightening of budgetary allocations came into effect.

#### **1.4.3.1 Unemployment and the value of education**

The expansion of education, with more students receiving at least four years of secondary education, brought about its own problems, which included unemployment (Nherera, 2000:359). The significance of education was shown to be threatened by the unemployment problem faced by secondary school leavers. As the economy declined, the labour market in the formal sector shrunk (Nherera, 2000:358). This meant that most students were not put to the test to see if they could apply their knowledge, skills and values into practice. From this implementation stage, it could not be ascertained if students had actually learnt the materials expected of them and if they had acquired the abilities to apply knowledge in industry or to the other beneficiaries of the secondary education system.

#### **1.4.4 Curricula, needs of the country, industry and effectiveness of the curricula**

In a study by Shumba et al. (2008:50) there was an awareness of students' rights to contribute to decisions on curriculum matters on the premise that they would value and have ownership of these decisions or participated to make. It was established that students would have to choose what interested them (Shumba et al., 2008:50), which could improve the learners' sense of achievement. This concurred with Klotz et al. (2014:7) in their study of vocational education and students' career choices when they emphasised voluntary selection of careers. Involving students in this way was viewed as a means to uphold the rights of the learners and their right to education as stated in the 1948 Universal declaration of human rights, article 26 (United Nations, 1946; Shumba et al, 2008:49). This stipulated that everyone had a right to education irrespective of age, colour or creed. It was, however, debatable if this was feasible for Zimbabwean secondary school students to take such a responsibility since some teachers and heads in Shumba et al.'s (2008:59) study considered it their duty to decide because they viewed students as being immature. In general curriculum development by the Curricula Development Unit (CDU) involved a number of stakeholders and institutions in close consultation with the learners, parents, teachers and heads of schools (UNESCO,

2001:13, 21). It also involved education officers, the examination council, subject specialists, commerce and industry, teachers' colleges and universities.

Curricula development should not just specify the content, syllabi or subjects to be studied, but must provide a justification of its existence in terms of purpose and benefits to the recipients (Kelly, 2004:4) or nation. By exposing students to that curriculum the education system provides direction in which the development of the nation can take. According to Kelly (2004:5), this can also include the 'hidden curriculum' in which essential qualities such as social roles or personal growth or development of individuals (morally and attitudes to life) are deliberately or accidentally achieved in the process. This may also include the extra-curricular activities. In studies by Ellis (2004:45), it was noted that the curriculum also provided opportunities for development dependent on personal interests and abilities, which is also based on learner-centred approach to the curriculum. Another learner-centred approach identified by Ellis (2004:45) known as affective education was deemed effective as it provided an opportunity for the learners to "reflect on their own lives and find meaning" in what they do and subsequently achievement follows (Ellis, 2004:45). This approach "puts feelings, emotions, dreams and aspirations ahead of other considerations such as basic skills and knowledge" (Ellis, 2004:45).

#### **1.4.4.1 Relevance of curricula**

Ndawi and Peresuh (2005:210) stated that a relevant curriculum provided by professionally qualified teachers was expected to produce citizens who would meet the expectations of the society. The citizens would also have the right attitude to get into jobs or create jobs and participate in the socio-political activities of the country. This would be a major obligation and accountability to meet expectations of the education system and stakeholders. A clear management and monitoring of the system should be in place if government, schools, curriculum developers or teachers were to be held accountable since education was seen as a driving force towards the development of a nation. Expectations would be high for secondary schools to perform and yield the desired results that would resemble private business performances. A setting of appropriate goals stating how they would be measured is required. Acknowledging success and also the failures, was part of accountability (Ndawi and Peresuh, 2005:210). The education system of Zimbabwe could benefit from such practices, but it all depends on teachers', school leaders' and other stakeholders' attitudes to adopt and adapt. Other stakeholders could include the industry that directly benefits from the education system.

This could be inculcated in teacher training programmes and promoted on the job. Zimbabwean educators may require to be aware that change was inevitable as the global arena also kept changing in terms of its needs and the evolution of ideas as the resources continue to develop. Hoban (2005:1) highlighted the need for teachers to be “reflective, flexible, technology literate, knowledgeable, imaginative, resourceful, enthusiastic, team players” and be “conscious of student differences and ways of learning.” These are some of the elements of capacity building related to problem solving. It also entails having that ability to perform functions in an enabling environment by a capable human resource (Manyena, 2006:813).

#### **1.4.5 Utilisation of resources and their management**

Resources availability and their effective utilisation is a central part of any working environment to improve productivity (Chidiebere, 2011:119). In teaching, the teacher is an important resource that students rely upon. The teacher had a duty to engage and teach. Engaging the learner may also lead to effective facilitation of learning and effectively using the teacher as a human resource. This also includes those material resources available to the teachers and students or schools, which would in turn facilitate and promote student achievements. The provision of resources and type of education, however, determines the type of outcome of the secondary education system, whether it was academic or skills based. As a developing country, Zimbabwe could have benefited from self-reliance and entrepreneurship skills (UNESCO, 2001:12) to promote socio-economic development. It was hoped it would in turn produce “accountable, responsible, productive and self-sustaining citizens” (UNESCO, 2001:12). Effective utilisation of resources could only be made possible by committed and accountable teachers and school leaders, with a clear self-assessment criterion and that of their students.

#### **1.4.6 Financially self-sustaining schools**

It was acknowledged that good education provides a route out of poverty. Burt (2011) claimed that education in developing countries was neither good nor available. Generally, the available schools were mostly under-funded, under-resourced and staffed by teachers with inadequate training (Burt, 2011). Another concern was that of inadequacy of the education as it was perceived not to provide the relevant skills to enable school leavers to earn decent livelihoods. To address this problem, the Changemakers, (such as Burt), claimed to have developed a market-based

technical/vocational education model that made school leavers marketable and also become self-employed. The school itself would be financially self-sufficient by selling their own goods and services within their localities. Teach A Man To Fish (TAM2F) created in 2005, appeared to have accelerated the uptake of this initiative or model (Burt, 2003, 2011). The schools' focus was to provide the poor youth with hands-on, high-quality and affordable technical/vocational education without over reliance on government and/or long-term forms of external funding. This would stop relying on school fees, which also excluded those who could not afford to pay. It was envisaged that the earnings from goods and services rendered by the schools would cover school operating costs. This may be useful in Zimbabwean secondary schools given the poor funding and the lack or limited resourcing reported (Shizha and Kariwo, 2011:xi, 4; Marist International Solidarity Foundation (FMSI), 2011). Such a model appeared to be similar to the EWP/ZimFEP vocational type educational propositions of the 1980s that were shunned by some Zimbabwean stakeholders as reported by Mashingaidze (1997:21-22). The emphasis was based on learning by doing and earning. Students would be taught to add value, diversify their production and efficiently use available resources and make use of what was available. Such an initiative puts to question the resistance to a similar initiative, such as the Education with Production (EWP) or (ZimFEP) reported by Jansen (1991:80) and Mashingaidze (1997:1) that was implemented after independence (in 1980).

Given this background, the study sought to establish teachers', school leaders' and stakeholders' attitudes to teaching in secondary schools in Zimbabwe and the effectiveness of the schools. These can be reflected in the services rendered. It was hoped that approaches and strategies to continuously improve and sustain the education system could be generated in the process and to be adapted to the prevailing situations. An application of teaching and learning theories could also provide a range of diversified approaches to quality teaching/education in Zimbabwean secondary schools.

### **1.5 Theoretical Frameworks and the role of theories in education**

Teachers' self-image was perceived very important in the delivering of quality education and it would be beneficial if taken into account when designing teacher development programmes (UNESCO, 2006:11). Teacher identity and self-image could play an important part in the formation of teaching and learning theories. The Zimbabwean secondary education system could benefit from established teaching and

learning theories. There must be ways of applying or putting these theories to test and practical use in order to avoid compromised professionalism and teaching communities of practice. An integration of such theories may also help teachers to use what applies to their situation more appropriately for the provision of quality education. Teater found this useful in an effort to enhance student learning, creation of a student-led learning environment (Teater, 2011:580) and to enhance teaching practices. Teachers would be encouraged to be reflective and try to establish ways to achieve best practice.

### **1.5.1 Social identity theory or stereotyping**

Students have been reported to be less motivated because of the teachers' attitudes and reduced commitment (Mufanechiya, and Mufanechiya, 2011:100). This was in sharp contrast to the notion that students in Zimbabwe and the developing world usually liked to learn and to attend school. One of the reasons advanced to support this view included the idea that people in such parts of the world have the belief that education alone could provide them with a better life/livelihood (Burt, 2003, 2011). This can be attributed to the social identity theory. There are biases and prejudices associated with such comments as identified by Burford (2012:147). When Zimbabweans say they wanted to learn, was it because they wanted to raise the status of their social group or did they simply repeat what they hear or what was said about them? Whether this was true or false it was the economic hardships that propelled the people in the developing world to want to go through education with the hope that it would lift them out of poverty (Tilak, 2002:191, 198-199; Buarque, et al., 2006:221, 223; Wedgwood, 2007). The desire to learn requires a certain amount of motivation and engagement on the part of the individual. This could lead to a maximisation of the individuals' learning experience, which is a tenet of the theory of constructive alignment.

### **1.5.2 Theory of Constructive Alignment**

Constructive alignment is an approach to curriculum and course design that focuses on the quality of learning experience for all students across the whole system to achieve high level learning (Biggs, n.d.). It's more about what the teacher does as expressed by Biggs and Tang (2007:17) in their work on teaching at the university. The student who receives relevant learning activities in a conducive learning environment stands a better chance to construct meaning from relevant learning activities provided by the teacher (Biggs, n.d.). To maintain such an experience, consistency and use of aligned systems, the problem-based learning suggested by Biggs (n.d.), may provide that all important

good teaching environment. This could help and foster achievement of appropriate outcomes. Students construct meaning and learn by actively participating in learning activities (Teater, 2011:573). It avoids the scenario where teachers impose information on the students, but encourages students to create meaning and learning for themselves. This hinges on what the student does as being more important in determining what was learnt than what the educator does (Teater, 2011:573). The alignment concept focused on the creation of a conducive learning environment with clearly stated learning outcomes, which determines the teaching styles and activities to achieve desired outcomes. This entails an alignment of the assessment tasks to the learning methods and outcomes. The intention is to foster students' engagement in the activities designed to achieve the learning outcomes. In so doing an interest in students' learning is fostered.

### **1.5.3 Self-determination theory**

The self-determination theory sought to promote "students' interest in learning, growth in competencies, and well-being" (Ryan and Weinstein, 2009:225). In this context individuals would be perceived to have inherent and deeply evolved propensities to acquire knowledge and new skills and such tendencies could be supported or undermined by social contexts. The emphasis is a focus on the motivation and positive outcomes rather than the negative feedback. Negative feedback tends to become amotivational as it conveys incompetence and helplessness (Ryan and Weinstein, 2009:226). This affects the self-esteem of the students. Lack of self-esteem in turn could be revealed by an individual's reduced levels of confidence and lack of motivation to deal with challenges (Alpay, n.d.:3). This would signify an inability to work with a diversity of students considered to have learning disabilities or difficulties and Rouse, (n.d.:11) observed the need to motivate and prepare beginning teachers of this diversity. Motivation in this case breeds or brings about positive outcomes. Ryan and Weinstein (2009:225) reported positive outcomes that were a result of autonomous forms of extrinsic motivation in which activities were done for their (instrumental) value. Such outcomes include greater academic performance, creativity, and persistence, which augment learner wellness. However, some of the social contexts in Zimbabwe do have a negative impact on the ability of a student's learning. Dependent on the socio-economic background and the attitudes of the teachers at their schools, some students may not have the encouragement and support expected to make the students work to their (full) potential. Reflection on the part of the teachers could enable the students to assess what facilitates learning and approach their teaching based on students' cognitive

developmental needs. Effective teachers need to apply some of the education theories and reflect on their practice. In doing so teachers could help captivate and motivate students. At the same time, this could put these theories to test in accordance to the different contexts under which different schools operate. Some of these theories foster engagement and independent learning by providing conducive learning environments through motivation of the students. Continuous reflection could help improve students' learning and how the teachers perform their duties. This was apparent to the researcher from some former Zimbabwean teachers now resident in the UK when spoken to at the preparation stages of this study. Most suggested they would do some things differently if they were to teach again in Zimbabwe.

### **1.6 Summary**

From the research literature on Zimbabwe, the education system could benefit and function efficiently if it has a comprehensive curricula, adequate resources, and efficient utilisation and management of these resources. Appropriate government funding may also be required. Teacher commitment could be linked to the teaching and learning of students that uphold the standards and quality of the secondary school education of the nation. The study would establish if and to what extent teachers' and school leaders' attitudes impact on the education system. It would be beneficial too, to establish whether and how the attitudes have to change or adapted to influence and achieve positivity, which may sustain a robust education system with an effective teaching community of practice. The chapter that follows uncovers literature which may help illuminate attitudes of teachers and their effectiveness.

## **Chapter 2 Literature review**

### **2.1 Introduction**

Before independence the education system benefited a privileged minority white population. After independence the emphasis was on equity through the expansion of both primary and secondary education. As a result, there was a high increase in the transition of primary to secondary school education. The expansion had an impact on the funding of the education system. The economy of Zimbabwe experienced growth soon after independence and declined rapidly in the late 1990s and 2000 leading to an economic downturn/meltdown. The education system and teachers were adversely affected with some negative effects on the quality of education. There seemed to be issues with professionalism, accountability and commitment, which declined among teachers.

#### **2.1.1 The rationale for considering Zimbabwean secondary schools**

The study was conducted in six schools (6) in the East of Zimbabwe in 2012 at a time when the provision of textbooks in schools had recently improved. This was made possible through the Educational Transition Fund (ETF) (UNICEF Zimbabwe, 2011:5-7), launched in 2009. However, some reports suggested that the Zimbabwean secondary school education system had deteriorated and particularly exacerbated by the financial crisis experienced between 2006 and 2008 (Mambo, 2012; Chiketo, 2013; Nkoma, 2013:1). Key issues identified in these reports included commitment, motivation (Bennell, 2004:iv, Mufanechiya and Mufanechiya, 2011:100) and retention (Bennell, 2004:20-21) of teachers, a main resource in the secondary education sector. Throughout this financial crisis period, school days were riddled with teacher strikes over pay, working conditions and teacher absenteeism (Ncube, 2013:228) and most seemed not to care and unprepared to teach as captured in the statement “I will see when I get there” (Ncube, 2013:229). It reveals that teachers had reached a point where they did not consider student welfare and the effect of their actions to the teaching profession and the reputation and quality of the Zimbabwean education system. This appeared to be the height of teacher despondence, mainly linked to low salaries (Crothers et al., 2010:664). It also shows that a deeper underlying phenomenon was at play because teachers’ salaries have always been low, but not many such teacher reactions to this extent have been reported prior to the hyperinflation or economic down turn. An ensuing brain drain saw some teachers and other professionals leave to work in the Southern Africa region

or abroad (Nherera, 2000:358-359; Bloch, 2006:72-74; Kanyongo, 2009:72). During the 2008 election period it was claimed teachers also faced political violence and harassment (Amnesty International, 2009; Chakanyuka, 2009:42). Most of these issues appeared to have an impact on the teachers' welfare, which impacted on their attitudes towards their job. Also, more studies on the Zimbabwe education system appeared to focus on teachers' welfare as a result of the economic and political crisis after 2000 (Chakanyuka et al., 2009:42; WOZA, 2010:4-5; Mufanechiya and Mufanechiya, 2011:100-101). This painted a picture of gloom and doom for the secondary school education system. The study aimed to uncover, in particular, teacher attitudes and their impact on provision of quality education.

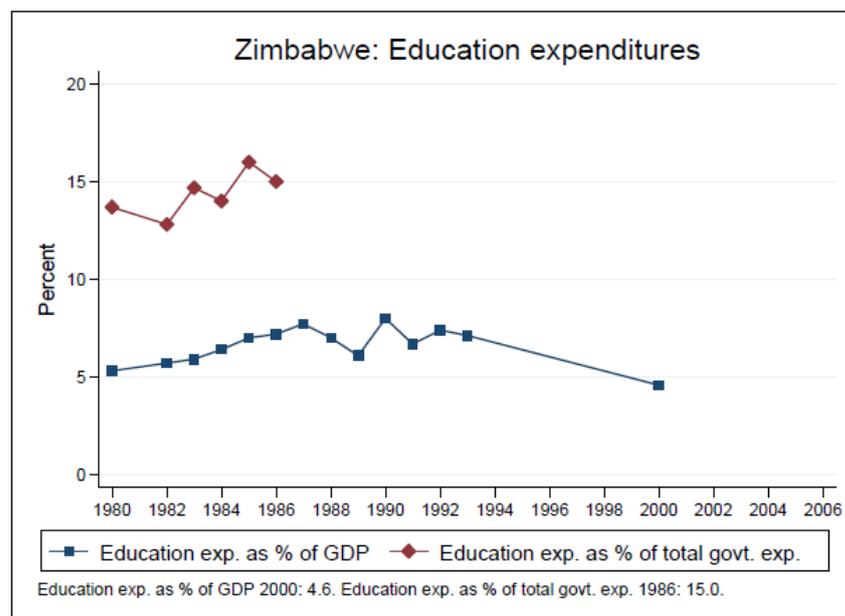
The literature review begins with an overview which outlines a brief history and background to the education system of Zimbabwe including key developments in the education sector. Issues on both material and human resources follow. Curriculum, the structure of the education system and teacher training will be followed by the motivation of candidates to enter the teaching profession. Teacher welfare and teachers' conduct appeared to be influenced by the prevailing economic situation in the country and this subsequently seemed to have an impact on teacher professionalism, their effectiveness and the quality of education. These developments include milestones and events that seemed to have and to cultivate a negative impact on teacher attitudes and the quality of the education system. They also appeared to be influenced by and related to the political and mainly the economic situation prevailing from the late 1990s towards 2010. The economic and political situation appeared to be at its worst between 2006 and 2008 (Mambo, 2012). This had an impact on the education system and a bearing on teacher attitudes and their conduct. It also seemed to shape teacher identity. Kurasha and Chiome (2013) identified the aspect of quality as one of the Zimbabwe education system's goals. They instead, dwelled on the general aspects to address motivational issues and resources without examining the teachers' role to provide quality education. There is no guarantee that providing teachers with financial incentives and resources could lead to improved quality of education. This study relied on information gathered mainly from textbooks, journals and some newspaper articles obtained from Summon and internet web searches.

## **2.2 Overview**

During the colonial era, provision of education to the Black Africans was inferior to that for whites, which did not offer opportunities for higher education (UNESCO, 1975:46). Incidentally, in studies in American schools inequities were cited in which minority children were regularly assigned less qualified or less experienced teachers than their white counterparts (Brown and Wynn, 2009:39). In Zimbabwe, education was limited to elementary knowledge and skills that rendered the Black Africans to be labourers in the agricultural, carpentry and building sectors. This was intended to stop the Africans from being in direct competition with whites (Kanyongo, 2005:65) and to facilitate them being underqualified and thus forced to work under their white counterparts. It also meant reduced funding of African schools. Inequalities were also reflected in the transition of African students from primary to secondary school. Pre-independence primary to secondary school transition of Black African students in Zimbabwe was reported at 12.5% to F1 (UNESCO, 1975:46) and 37.5% to F2 schools (Nziramanga Commission Report, 1999:300). The number of Africans continued to reduce at various stages of their secondary education owing to failure or inability to pay school fees. This was in contrast to the compulsory European education provision in which dropouts were rare and who also received better qualified teachers (UNESCO, 1975:48). Funding of white only students was reported at 20 times greater than that of the Black African students (Kanyongo, 2005:66). On attaining independence in 1980, the Zimbabwean government vowed to address these imbalances and inequalities leading to the unification of the separate white and black education systems based on a socialist principle of growth with equity (Kanyongo, 2005:66). The aim was to promote the social mobility of the disadvantaged Black African population (Peresuh and Ndawi, 1998:209, 212). The addressing of these imbalances and inequalities was also in tandem with the achievement of the UN Millennium Developmental Goals to provide basic education for all (Kanyongo, 2005:66; United Nations MDG Report, 2010:16-17). Free primary school education was made available after independence. There was also an expansion of the secondary education system. As a result the transition to secondary school increased to 86% by 1981 (Kariwo, 2007:47). This placed Zimbabwe among the countries with the highest transition rate to secondary school in the developing world (Nherera, 2000:352). The (adult) literacy levels also significantly improved (Kanyongo, 2005:70). This was reported to be 90.7% by Kanyongo (2005:70) and at 92% by Chisita (2011:2, 6). In the 2012 millennium development progress report, the UNDP-Zimbabwe (2012:25) reported a 99.6% literacy rate among the 15-24 year old age groups (male and

female) for the year 2011 rising from 85% in 1994. Improvements in the education levels of Black Zimbabweans continued for some time in various settings, which were mainly urban government and rural schools. The developments in education were expected to promote local languages and cultural values (Kanyongo, 2005:67). It was also meant to promote national unity to contribute to national development, particularly economic development through the supply of trained and skilled teachers and staff. These provisions or services however differed at the different types of schools operating in Zimbabwe.

A progressive increase in public education funding was reported between 1980 and 1987 (UNICEF, 2008:2, see Figure 2.1 below).



**Figure 2.1 Education expenditure showing an increase from 1980 to 1987 (UNICEF, 2008:2)**

This increase was followed by a fluctuation between 1987 and 1992 and a progressive decline after that. The expansion of the education system was reported to have rapidly strained the available resources. This included a shortage of qualified teachers (Kanyongo, 2005:66) and Chikoko, (2009:2) noted an unsustainable government expenditure on education. Some urban secondary schools resorted to double sessions or ‘hot sitting’. In the rural areas, children were to be within five kilometres of a primary school and provision for a secondary school for every five primary schools (Bregman, 2008:16). These reports, however, did not focus on the quality of the education itself (Nziramanga Commission Report, 1999:299) even though it was known that

Zimbabwean graduands were sought for in the regions and abroad (Nherera, 2000:358; Adepoju, 2008:9, 10). Whilst this expansion may have been necessary, it would have been essential to find more about how to improve the system and to make do with what was available.

A decline in the academic achievement of students was reported (Riddell and Nyagura, 1991:5). This was viewed as a decline in quality of teaching and learning measured by academic achievement rates in public examinations. In 1979 it was reported that 63% passed at least five subjects at Cambridge ‘O’ level public exams as compared to 13% in 1985 and 1989 (Riddell and Nyagura, 1991:5). This could be attributed to the enrolment of low ability students with no adjustments to the academically oriented curriculum after independence (Riddell and Nyagura, 1991:5). Most teachers found it difficult to effectively teach mixed ability classes (Mafa and Tarusikirwa, 2013:2482-2483). There were, however, similarities in the Cambridge (1985-1990) and ZIMSEC ‘O’ level % pass rates (see Table 2.1 (Chung, 2008:33 and 2.2 (Langa, 2013 February 9 Newsday). However, the 2014 O’ level results were reported at 30.85% (Weluzani, 2015), which was about 10 percentage points better than the 20.72% of November 2013.

Year	1985	1986	1987	1988	1989	1990
% Pass 5 or more subjects	13.1	11.5	11.9	12.5	13.5	13.2

**Table 2.1 Excerpt of ‘O’ Level Cambridge exam results -5 or more passed subjects (Chung, 2008:33)**

Year	2000	2001	2002	2003	2004	2005
% pass 5 or more subjects	13.18	13.99	13.75	13.0	10.2	12.2

**Table 2.2 ZIMSEC ‘O’ Level exam results (Langa, 2013 February 9 Newsday)**

Results may have been used as a measure of quality of education, but they may be influenced by various factors which do not necessarily have anything to do with the teachers or the school environment. Students may be distracted by the exam questions and found them difficult to answer. Also, students may not have the lighting required to use for night studying owing to the lack of provision of electricity attributed to (electricity) load shedding. The Bulawayo Bureau (2014 of The Herald-Zimbabwe)

reported that some parts of the country did not have electricity for up to 16 hours. Other areas had no electricity provision at all, especially in the rural areas. Another contributing factor could be a lack of textbooks and comprehensive notes from teachers. The notes could be inaccurately copied off the chalkboard. Family and welfare situations could also contribute negatively and in particular the lack of sufficient food and therefore a lack of energy on the part of students, which could impact on the student's ability to concentrate on their studies.

In 1999 the state president of Zimbabwe, Mr R.G. Mugabe, requested an audit of the education system. The commission of enquiry noted progress in provision and access to education. This was in conformity with the notion for education for all adopted at independence, but questioned the quality of education (Nziramasanga Commission, 1999:299). The aspect of education for all may however imply that all students may have the right to an education, but according to Kelly (2009:246) not necessarily equal education. WOZA (2011:1) reported a "severe decline in standards, an ineffective curriculum, the poor attitude of both teachers and pupils and the corruption and ineptitude of the people running the education system." Unfortunately, no action was implemented from the report. A similar audit of the curriculum in 1962 was critical of a purely academic curriculum and recommended a comprehensive type high school. This would offer academic as well as non-academic alternatives with some flexibility that allowed movement between courses for late developers (Nziramasanga Commission Report, 1999:299-300). The provision of the practical subjects may be put in place, but the main issue may not necessarily be that of the curriculum, but the unavailability of jobs afterwards because there are no industries to employ the school leavers or the unemployed on to the job market.

After 1999 the events and economic situation of the country had an impact on the general public and the education system. Zimbabwe experienced an economic crisis, which was pivotal to the effective running of the education system. This was blamed on the 2000 fast track land reform programme, the USA's 2001 Zimbabwe Democracy Economic Recovery Act (ZIDERA) (Mapuranga, 2009) and European Union guided economic sanctions led to (extreme) hyperinflation (Ndakaripa, n.d., Tungwarara, n.d.:110; Mapuranga, 2009). Under ZIDERA, Zimbabwe could not receive any credit, extension of loans, guarantees, cancellation or reduction of the debt owed by the government of Zimbabwe (Mapuranga, 2009). The lack of foreign credit also created

economic uncertainty (Coomer and Gstraunthaler, 2011:336). This was intended to make the Zimbabwean people to face economic hardships so as to revolt as a strategy to effect regime change in Zimbabwe (Mapuranga, 2009). By July 2008, a hyperinflation rate estimated figure of 231.1 million percent was reported (Makochekanwa, 2009:3). This rendered the Zimbabwean dollar worthless (Tungwarara, nd.:111) and marked the start of the introduction of multiple currencies such as the South African rand and United States of America dollar (Makochekanwa, 2009:5-6) and the Botswana pula. Although, the inflation data depended on estimates and by source, these figures were phenomenally high. This hyperinflation affected the whole nation with claims that seven out of ten families in Zimbabwe lived in dire poverty (Chinyoka and Naidu, 2013:271). Poverty may be perceived as an inability to attain minimum standards of living, which may also include low educational standards. Teachers and the general population of Zimbabwe experienced shortages of basic commodities, such as mealie-meal, cooking oil, and fuel (Makochekanwa, 2007:6). The rapidly shrinking unstable economy and the uncertainty following the 2000 fast track land reform programme, encouraged capital flight as investors transferred their money to external safe havens (Makochekanwa, n.d.:16). This also meant reduced government tax revenues, which entailed fewer funds for government projects/obligations including the Millennium Development Goals (MDGs). Owing to the high unemployment rate (reported at 80% by 2005), the majority of the labour force including teachers were reported to be engaged in informal trading including foreign currency exchange on the black market and cross-border trading to neighbouring countries (such as South Africa, Botswana, Malawi, Mozambique and Zambia) (Makochekanwa, n.d.:19; Chakanyuka et al., 2009:33, 35). By 2006, a survey by Masunungure et al. (2007:19) concluded that there was a sense of hopelessness among Zimbabweans overwhelmed by the rapidly deteriorating and shrinking economy.

According to Mufanechiya and Mufanechiya (2011:96-97, 100), the worsening economic situation reduced both teachers' and students' motivational levels. This negatively affected students' and teachers' attitudes towards learning and teaching, respectively. Teachers' status was also greatly reduced and Bennell (2004:iii, 11) claimed that people in the low income or developing countries were only joining the teaching profession as a last resort. This compromises the quality of education. There reports of students being left to "...their own devices..." (Mufanechiya and Mufanechiya, 2011:100) and school leavers were faced with the prospect of very high

unemployment rates, thereby threatening the value and reward of studying (Nherera, 2000:342-343; Alwang, 2002:47; Kapungu, 2007:3; Mufanechiya and Mufanechiya, 2011:97). However, parents and the wider communities remained committed to keep the education system operational (Chikoko, 2009:202).

### **2.3 Motivation to be educated**

Although, education was not compulsory in Zimbabwe, there was a general belief that academic qualifications were a prerequisite for a good profession. Because of the value put on education, that motivated the majority of parents to send their children to school (Nziramasanga Commission Report, 1999:303). These parents seemed to base their actions on the notion that education was the way out of poverty (DFID, 2006:54). This increased prospects of finding work and was a prediction that the individuals were to take care of their health. Education was also, perceived as the gateway to raise earnings in employment and the higher the level of education the higher the wage (Kapungu, 2007:3). This perception, however, seemed to have faded as unemployment levels increased during the economic crisis between 2006 and 2008. Findings on earnings revealed a correlation to education that people who had completed secondary school education and attained higher qualifications had an opportunity to earn higher than those with a primary school education only (Longley, n.d.; Appleton (in Uganda), 2001:2, 6; U.S. Census Bureau, 2002:2, 3). This correlation between earnings and education was also identified by Woodall (2004:36).

Most reports/studies identified the various challenges faced by teachers as poor salaries, lack of resources, poor working conditions and poor accommodation. They also included lack of respect, over-working, political harassment and the Human Immunodeficiency Virus Infection/Acquired ImmunoDeficiency Syndrome (HIV/AIDS) pandemic or health related challenges (Chireshe and Shumba, 2011:115-116). Teachers could not even afford the bus fare to go to work and were reported to be engaging in some form of “informal work-share arrangements whereby they work only two or three days a week” (Russell, 2007:1). Given a second chance, most teachers did not want to choose teaching as a profession because of a lack of future prospects (Chireshe and Shumba, 2011:116-117 see questionnaire Table 3 in that article). The majority of teachers also thought teachers were not sufficiently prepared for the classroom teaching roles. This could be a reflection of the inadequacies of the teacher

trainers themselves as they were demotivated in a similar way. Such levels of demotivation led to reduced teacher commitment on the job and subsequently negatively affected the standards of education resulting in poor pass rates (Chireshe and Shumba, 2011:116). The issue of sexual harassment of trainee teachers also revealed another aspect of trainers conducting themselves in an unprofessional way (Zireva and Makura, 2013:316-318). In so doing the trainers could be socialising the trainee teachers into these types of behaviours.

The deepening economic crisis in Zimbabwe's education system led to teacher strikes (in 2009) forcing schools to remain closed (Kwenda, 2009). The strikes also affected operations at the Zimbabwe Secondary Examination Council (ZIMSEC) as the examination board struggled to find teachers to mark examination papers. Kwenda (2009) envisaged a situation where the country will have "...a whole generation of uneducated and troublesome youths". The deterioration of the education system made UNICEF (2008a) to express fears of prospects of the education system to collapse. This also deprived students of their rights to education and detrimental to the government goals to meet the Millennium Development Goal of achieving universal access to primary school education by 2015. The political instability in combination with the economic melt-down that prevailed towards and during the 2008 harmonised elections also affected the education sector of the country. This was also worsened by the terrorisation of teachers reported during the ensuing political campaigns (Amnesty International, 2009; Chireshe and Shumba, 2011:116). It spelt disaster for underpaid teachers. They were branded Movement for Democratic Change (MDC) supporters, opposed to the ruling party and reports of harassment and beatings were recorded (Kwenda, 2009). The situation was worse in rural areas. Some teachers fled to urban areas and some neighbouring countries, mainly Botswana and South Africa. Many schools were reported to have been closed during the June 2008 presidential elections (Amnesty International, 2009). Initially, to address the learning/education gap caused by the disruption of teaching and learning activities at schools led to the practice of paid extra lessons. This was meant to make up for the learning time lost during teacher strikes and any disruptive event such as the political tensions that made some teachers to flee and stop teaching. Extra lessons, by their nature and the Zimbabwean context, would enhance the learning of school related material and expected to help students to achieve better examination results (Munikwa and Mutungwe, 2011:28). However, observations of this practice revealed an exploitative money making exercise. Teachers

seemed to have deliberately created a scenario where they could not complete syllabi during normal school time and charged a fee (of between \$5 to \$20 per subject per month) for extra lessons. This gave an impression that made extra lessons indispensable, which reflected on teacher professionalism and their ethical conduct too. It also meant that those who could not afford to pay were left behind (Antonio, 2013), which maintains the inequalities to access to education. This also disadvantaged some secondary school teachers, especially rural school teachers, who did not benefit financially from this practice (Antonio, 2013; The Zimbabwean, 2009). It also had implications on the pass rates where urban schools usually outperformed rural schools. The practice was however outlawed by the Minister of Primary and Secondary Education (Share, 2014) with effect from the 2014 Easter holidays.

## **2.4 Resources**

Limited resources were cited as a hindrance to the provision of quality education and the impact was more telling in the rural areas in general (Nyagura, 1993:25-26; Ncube and Tshabalala, 2014:2, 8), with rural schools underperforming well below the national average pass rate. Similar trends were however observed in the urban areas in the years after 2000. This was associated to a number of issues/events in the history of Zimbabwe since independence and also to budgetary allocations. The 1990s and early 2000s economic adjustment programmes were cited as some of the causes of underfunding of the education system (Shizha and Kariwo, 2011:xi, 4; FMSI, (2011). This included the 1991-1995 Economic Structural Adjustment Programme (ESAP) funded by IMF (Peresuh and Ndawi, 1998:216) and the 1998 Zimbabwe Programme for Economic and Social Transformation (ZimPREST). These were followed by the 2001 Millennium Economic Recovery Programme (MERP) (Shizha and Kariwo, 2011:8). The fast track land distribution programme of 2000 was also claimed to have affected the funding of the education sector (Shizha and Kariwo, 2011:xi). According to UNESCO (2001:4, 38), salaries took up to 90% of the education sector budget and 40% of the national budget went to the Ministry of Education Sport and Culture and the Ministry of Higher Education and Technology. This had an impact on the provision of resources to the secondary schools. The UNICEF (2008:2) data on total education government expenditure (as a percentage of Gross Domestic Product-GDP) revealed the expenditure above 5% until about 1999 when it started to go below 5% reaching 4.6% in 2000. During the educational budgets of 1993/94 and 1994/95 Peresuh and Ndawi (1998:216)

reported an educational budget of 30% increasing to 34% in the 1996/97 budget at \$5.46 billion (Zimbabwean dollars).

By 2008/2009 many teachers had left the service and the country. Those remaining were reportedly disengaged on their actual duty of teaching and on strike most of the time (WOZA, 2010:5). This led to a loss of teaching and learning time with notable consequences on student learning and their (cognitive) development in general. During the same period parents and the government could not afford to fund quality education and tens of thousands of students dropped out of school. With a rampant unemployment rate during this time, the dropouts instead engaged in income generating black market activities that included gold panning and cross-border trading (WOZA, 2010:1, 5). This showed that people were prepared to work when confronted with hardships of this magnitude. Limited financial measures were in place to provide assistance to help out deprived students who could not afford to pay school fees or levies thereby providing access to basic education. This started off as the Social Dimension Fund (SDF) followed by the Basic Education Assistance Module (BEAM) (Nziramanga Commission Report, 1999:304). The introduction of BEAM in 2001 (Nudelman, 2011) as a social support initiative to help disadvantaged pupils was not sufficient to cater for those in need (FMSI, 2011). Funding problems also arose after the introduction of the multi-currencies, when students with currencies other than the US dollar failed to attend school (Taruvunga, 2014). BEAM was reported to have collapsed in 2008 (Zimbabwe News Online, 2009) and only to be revitalised in late 2009 (UNICEF Zimbabwe, 2011:7) and to be revived in 2010 with the financial assistance from UNICEF. This, revitalisation of BEAM, coincided with the launch of the Education Transition Fund (ETF) in the same year (2009) (UNICEF Zimbabwe, 2011:5, 7). BEAM worked in conjunction with the ETF with a primary function of equipping and providing equitable access to improve the quality of education in schools (UNICEF Zimbabwe, 2011:7).

To promote quality of education in secondary schools, resourcing of the education system was also found to be important. ETF, with the provision of funds, acted as a complimentary initiative to help provide some resources like books, which it did in 2010 by providing textbooks to both primary and secondary schools (UNICEF Zimbabwe, 2011:5, 7). Through this initiative, secondary schools achieved a 1:1 pupil-textbook ratio in Mathematics, English, Environmental Science, History, Geography and a local language (Shona/Ndebele). ETF was jointly launched by the Government of

Zimbabwe, UNICEF and the international community in September 2009. During the Government of National Unity (GNU), the ETF was perceived as a source of funds that could revive the education sector. The ETF's aim was to support students to achieve equitable access to quality education through provision of resources to schools (UNDP-Zimbabwe, 2012:27). Through training of the School Development Committees/Associations (SDCs/SDAs) members, the ETF was also involved in the improvement of operations of schools at community level (UNDP-Zimbabwe, 2012:27). ETF also assisted the MoESAC on strengthening its ability to monitor educational services (UNDP-Zimbabwe, 2012:27) and intends to finance schools directly through the national School Improvements Grants Programme when implemented. This was expected to eliminate costs of schooling for the most vulnerable and neediest children and at the same time ensuring quality education.

During this expansion process or phase, achievement (or pass rates), staffing and class sizes were bound to be affected. In general, class sizes in secondary schools were reported to be large (Nziramasa Commission, 1999:310). Class-size was however not perceived "as a leading indicator of a good school" (MacBeath, 1999:47) with some arguing it was not cost effective (Blatchford et al, 2011). It, however, has an effect on the effectiveness of learning and teaching (MacBeath, 1999:47). Proponents of reduced class sizes (in the USA and UK) claimed beneficial effects on academic performance (Finn and Achilles, 1999:100-103; Konstantopoulos, 2008:278) and notably among low attaining students (Blatchford et al., 2011:723). An increase in student performance was noticeable when the student to teacher ratio got below 15 to 1 (Hanushek, 1997:152). Minority students and those attending inner-city schools seemed to benefit substantially from these small class sizes (Finn and Achilles, 1999:100). Bruhwiler and Blatchford (2011:104) observed stronger impact of class size on learning outcomes at primary school level than the 11-15 year secondary school level age groups. The effects of class size may be reflected in some studies conducted in Zimbabwe (Mafa, 2012:20; Mandina, 2012:771; Ndlovu and Mangwaya, 2013:457-458), which identified large class sizes as a factor negatively affecting teacher performance. Unlike the Zimbabwean studies that focused mostly on welfare, working conditions and inadequate resource issues, teachers in the MacBeath (1999:47) study appeared to be reflective about principles of good practice. This put the learning needs of children at the centre of their practice, whereas teachers in Zimbabwe were more focused on their welfare (Mufanechiya and Mufanechiya, 2011:100). Bourke's (1986:569) findings, from a study

of 5 to 6 year olds (in Australia), established a requirement to consider classroom practices and school factors such as school size and socio-economic status of the school catchment area. This link between student achievements to classroom processes/practices could be useful in professional development of teachers (Bruhwiler and Blatchford, 2011:105-106). And adaptive teachers have been found to be more effective irrespective of class size. These findings provide an opportunity to conscientise, that is, to educate (a person) about an issue or idea (Collins online dictionary, n.d.), and explore better classroom practices for Zimbabwean teachers to maximise achievement using limited resources.

#### **2.4.1 The need for and optimum use of resources**

The need to invest in optimal secondary school resources was expected to increase the chances of students to acquire useful skills (Lewin, 2007:64) and the sustainability of schools. Resources could be allocated as required and administered efficiently with appropriate provisions for maintenance. Unlike the majority of schools in the developed world, developing countries have limited resources that contribute towards school effectiveness at their disposal. Riddell (1998:285) reported that the bulk of donors to Third World countries mainly invested in textbooks, teachers' training and time on task. These were considered as the main factors to influence student achievement. Successful transformational leadership styles were renowned for their ability to change subordinates' perceptions of the work environment by providing sufficient resources and support (Cheung and Wong, 2011:661). This would help the schools achieve their goals through the commitment of the leader and the other team members (Parolini et al., 2009:274-275). The effective utilisation and management of human, equipment and other material resources is crucial for the survival and sustenance of Zimbabwean secondary schools. Schools however, currently have limited funding from central government. Most secondary schools suffer from shortages of qualified teachers due to the brain drain from various Zimbabwean professions (Nherera, 2000:358; Evans and Little, 2007:526) and that of textbooks. Cases of ten students sharing a textbook were common place in most secondary schools (UNICEF, 2011:5) with an estimated 15% of rural schools having no textbooks (Share, 2011). Mr David Coltart, the former Zimbabwean Minister of Education, Sport and Culture, hinted on the government's proposal and commitment to soon print textbooks to ease shortages in secondary schools (Herald Reporter, 2011). At the same time, Zimbabwean public libraries were also suffering from shortages and mainly had dated books (Nelson, 2008:427). The

student to teacher ratio was also an issue to consider. Smaller schools and low teacher-student ratios provide opportunities for more personalised learning (Newman et al., 2006:41) and reduced demand on resources. This could enable schools to adapt to the ever-changing needs of the country. A continuous audit or needs forecasts could be used to ensure that sufficient training of teachers meets the country's needs. For effective human resource management, Thompson and Kleiner (2005:44) reinforced the idea of using data based on a needs forecast with clear recruitment strategies and development of teachers. Teachers could be oriented to the goals and philosophies of the district and school.

## **2.5 Achievement**

There was a general concern over the poor pass rates, especially at O' level, which did not match the acclaim that Zimbabwe had one of the highest literacy rates in Africa (Ndlovu, 2013), a trend which happens to be continuing after this period (Mashonaland East Correspondent, 2015; Ncube, 2015). The degeneration and inadequate learning and teaching that prevailed during the period 2006 and 2008 had profound effects on students' performance (Nkoma, 2013:1-2). Some schools (both primary and secondary) recorded zero percent pass rates during this period (Nkoma, 2014:32). This led to the introduction of the Performance Lag Address Programme (PLAP), an initiative to overcome under performance of students. The PLAP programme was expected to develop teachers (Education Cluster Zimbabwe, 2012). It would also enable students to regain confidence and self-esteem and catch-up from where they were left behind in their education between 2006 and 2008. This was the period students lost on learning owing to the reduced funding and the political and socio-economic crises that affected Zimbabwean schools from the 2006 to 2009 academic years (Chiketo, 2013). 94% of rural schools were reported to be closed by 2009 and attendance plummeting from 80% to 20%. Students were "simply pushed to higher grades and forms regardless of their mastery of previous levels" (Chiketo, 2013). The Ministry of Education Sport, Arts and Culture (MoESAC) introduced PLAP to address this problem. PLAP was a programme designed to address learning anomalies and eradicate zero pass rates in schools. It identified students' last point of mastery with an aim to accelerate their understanding to the level that they should be (Shumba, 2013) see insert 1 (below, page 28) from the Teachers' Manual, created by Muzawazi and Nkoma (n.d:10).

## 6.2 Keeping the Learning Process Alive

Relevance of the learning context is very important for all pupils. Use familiar materials and topics for teaching and not relying on learners' imagination.

Mastery should be achieved frequently by anyone whose motivation to learn needs developing. Most children have well-established failure experiences hence care should be taken to ensure that learners see themselves succeeding regularly. To achieve this you have to test children. WRAT L1 and L2 for primary and secondary respectively in order to determine the last point of success. If you do not locate this point at which the child first began to fail, you will be giving learners tasks they do not have sufficient foundation on. This implies that the teacher fails too! Having established the starting point you need to plan very short term objectives e.g. learn to recognize 8 one syllable words with medial sound 'a' - so that it is clear for the learner and teacher when a goal has been achieved.

This will of course involve more frequent evaluation but since tasks are small, they should be manageable.

## 6.3 Providing Feedback/ Knowledge of results

Most children in our classes do not comprehend what is happening in the classroom even when they attempt to do something. What they know of their achievement are few crosses in their exercise book, 0/20 or a shake of the teacher's head accompanied by a look of frustration or scorn.

If learners are to progress with their learning, they need to know which aspects of their performance are acceptable and which are not. They also need to be told how to put right those parts of the task which are incorrect. Every time a child is given an assignment, they should be given feedback as to how they are doing. Praise need not be dependent on getting something perfect the first time. Praise should be generously given on any signs of change in a positive direction e.g. improved speed in a child who is usually laborious and slow in everything she/he does.

**Insert 1 from Working for Higher Achievement – Closing the Learning Achievement Gap Teachers' Manual (Muzawazi, P. and Nkoma, E., n.d.:10 Supported by: Plan International; Norwegian Refugee Council)**

This has aspects of differentiation (Kulik and Kulik, 1992:75; Dixon et al., 2014:113) that would be achieved through adjustments of the curriculum and pitching learning to the students' needs and learning preferences. Differentiation instruction in an inclusive learning environment (Dixon et al., 2014:125) provides students with an opportunity to understand and achieve learning through the various learning styles used by the teacher.

The incumbent Minister of Primary and Secondary Education (MoPSE), L. Dokora, was of the view that low pass rates at terminal points (Grade 7, 'O' level) could be traced to

some failures at primary level, hence the need to develop a strong foundation in education at primary school level (Ndlovu, 2013). However, Dambudzo (2013:512) seemed to question why other students passed so well under the same conditions and attributed low pass rate to school and out of school factors with a link to personality factors. PLAP assigned students to within-class ability groups after an assessment using a test (Nkoma, 2013:2, 2014:33). This mixed group approach could benefit low ability students better in that they also learnt from their peers.

The fact that the achievement or average pass rate at 'O' level had remained below 25% overall, between 1984/1995 and 2006 (Chakanyuka et al., 2009:55) and to date, reveals potential problems with the practice or teaching processes that had failed to achieve a higher national average pass rate. A peak average pass rate of 23% was recorded in 1995 (Chakanyuka et al., 2009:55). This was in contrast to the pass rates that were above 54% recorded between 1980 and 1983 (see Nyagura, 1993:29). This was a time before the first batches of the secondary school expansion programme that was characterised by large numbers of mixed ability students sat their 'O' level examinations. Other factors such as lack of resources, unqualified teachers in rural or remote rural areas, poor infrastructure and relevance of curriculum that have been cited in the literature could be directly or indirectly contributing to the low pass rates. Large class sizes presented behaviour management issues, crowded conditions, and inability to provide individual attention to pupils (Ndlovu and Mangwaya, 2013:457). This also entailed a negative impact on teacher workload and morale leading to subdued teacher performance. However, Ndlovu and Mangwaya (2013:462) seemed to suggest that the issue of (large) class sizes was going to be a permanent feature in the education systems of the developing countries like Zimbabwe. This was contrary to findings by Chakanyuka et al. (2009:45), which reveals lower average teacher-student ratios below the stipulated figures in both primary (1:40) and secondary (1:30) schools. In 2009 these were 1:36 and 1:24, respectively. It may be implied that by meeting the needs of the Zimbabwean teachers, those of the students may be met too including achievement of higher pass rates. Low pass rate, however, could not only be teacher related or attributed to students alone. Students may not be putting the necessary effort and time into mastering their areas of study. They may not be inclined to ask for clarification and understanding of the subject and hence their poor pass rate. The students could have lost the value of education when they see no career or job prospects for school leavers. Also, the curriculum may not be motivating or interesting to the students.

## 2.6 Curriculum

The curriculum can be perceived as a product or a process model. The product model places emphasis on the outcome of students' learning experience (Sheehan, 1986:672). This could include the work produced by the students and the achievement of the image of a student perceived to be an outcome of such a curriculum; as a result of the development process (Grundy, 1987:25, 54), whereas process models emphasise experiential learning, which develops a student's capacity to learn through experience of work and life (Sheehan, 1986:672) and also in a reflective manner. Stenhouse (1975:10) observed that curriculum appears to be shaped from outside the school with an intention to meet the needs and context of the particular community/country they have to serve. The students, in turn, should be able to make those connections that make them maintain the motivation to engage and identify how the acquired knowledge could be used. In this case, it entails that the students understand the value of their learning or knowledge and identify the curriculum's importance in both the short and long run. This could prepare students to take up future responsibilities. Dewey (1938:18) points out that this may pave the way for success in life as the students acquire the organised bodies of knowledge to acquire skills. With this notion of skills acquisition, the curriculum of Zimbabwe went through some changes. The two tier F1 (academic) type school and F2 (non-academic) type school operational before 1980 were dropped at independence. The Zimbabwe Foundation for Education with Production Programme (ZimFEP), which linked theory and practice, was introduced (Nzirasanga Commission Report, 1999:301). However, this initiative appeared to be unpopular with 'implementers' who seemed to favour the traditional academic style of education. The Zim-Science project was also introduced as a local initiative to fulfil the founding principles of development at independence (Nzirasanga Commission Report, 1999:398). There were further efforts to focus and make secondary schools link to industry so as to promote vocational education. It appeared as if attempts to offer non-academic alternative education were not fully supported in favour of the examination driven curriculum (Nzirasanga Commission Report, 1999:302). The Ministry of Education Sport and Culture stipulated Sciences, Mathematics, History, English, and one major local language (Shona/Ndebele) as core subjects (Kanyongo, 2005:68). To expose students to a wider range of skills, the two path way system also included computers, commercial subjects and technical/vocational subjects (Mandiudza et al., 2013:127). HIV/AIDS education was also included (MoESCHTE, 2004:4, 19-in tertiary education). The focus was on behaviour change. Participatory teaching and learning

methods were used as opposed to the “didactic and information-based approach”, which were deemed ineffective for effective attitudinal and behaviour change (O’Donoghue, 2002:388). New approaches would be required to engage individuals to understand such a sensitive topic because of the stigma attached to AIDS.

There were directives to implement the technical and vocational education in secondary schools under the two pathway structure recommended in the Nziramasanga Commission Report of 1999. The directives were circulated in 2001 and 2006. The two pathway system required each student to take up at least one technical/vocational subject in conjunction with some core subjects at Form 3. However, some school heads appeared to be unaware of such directives (Mandiudza et al., 2013:130). Between 1990 and 2001, Mupinga et al., (2005:77) reported technical education of a general nature and emphasised on Design Technology instead of the labour specific and skill oriented technical programmes. Not all educational professionals were retrained to implement these new programmes. This led to a lack of uniformity of the competencies to the detriment of the performance standards of the students (Mupinga et al., 2005:77).

Modifications/changes in curriculum also brought about changes in examination boards. The Zimbabwe government had started on a strategy to make examinations affordable for locals. ZIMSEC, a local examination authority, was formed to take over the management of the ‘O’ and ‘A’ level examinations from the UK based Cambridge examinations syndicate. Examination management by ZIMSEC started from June 1999 (‘O’ level) and November 2002 (‘A’ level) (Evans and Little, 2007:530). ZIMSEC was created through the Zimbabwe School Examinations Act of 1994 (Musarurwa and Chimhenga, 2011:174; Mashanyare and Chinamasa, 2014:48). Localisation of examinations was perceived as necessary to cater equitably for all students of Zimbabwe. ZIMSEC could also effectively cater for the local aspects of the curriculum (Abraham, 2003:76-mainly on reduction of costs and relevancy of examinations; Dziwa et al., 2013:316). This was in line with reforms to make the curricula relevant to the needs of the industry and related institutions (Nherera, 2000:353). Similar efforts (in Namibia) to provide an education system that equipped students with life-long skills was established. The emphasis was on outcomes that helped the learner later in their lives (Gonzales, 2000:106-107). The responsibility of ZIMSEC was to set, mark and administer Grade 7, Zimbabwe Junior Certificate (ZJC), Zimbabwe General Certificate of Education Ordinary Level (ZGCE ‘O’ level) and the Zimbabwe General Certificate

Advanced Level (ZGCE 'A' level) examinations (Kanyongo, 2005:67). An acting ZIMSEC public relations manager reminded stakeholders that the Ordinary Level was of an international standard. Examinations were benchmarked to other examination boards to uphold international standards (Zhangazha, 2014). Teachers were trained as markers (Kanyongo, 2005:68). There were suggestions to broaden the curriculum and the introduction of alternative assessment criteria appropriate for the assessment of the non-academically gifted students. However, some malpractices directly and indirectly perpetrated by ZIMSEC were reported and led to the loss of confidence in the provision of examinations at this establishment. Leakages of exam papers at schools or examination centres were reported (Staff Reporter - Bulawayo24, 2014). Some problems at ZIMSEC related to failure to issue results to candidates as reported by Jena (2013). Mashanyare and Chinamasa (2014:53) suggested that ZIMSEC provide a safe transportation system of examination papers by means of contracted transport providers to reduce the burden and responsibility of safe ferrying of papers by teachers or heads of school.

In an attempt to link theory to practice, there was a need to focus on vocational education. Recently, the President of Zimbabwe, Mr R.G. Mugabe reiterated the importance of practical subjects and claimed the government was working on re-introducing practical subjects in schools (Chipunza, 2014). Linking theory to practice seemed to be aligned to current trends that focus on acquisition of higher-order skills to meet requirements of the global knowledge-based economy (Tripneyl and Hombrados, 2013:2). Recent initiatives to link Zimbabwean secondary schools to factories were only successfully established at a few urban schools. This implied the initiative was not fully implemented (Nziramasanga Commission Report, 1999:301-302) and could be attributed to the prevailing poor economic situation (Richardson, 2005:542, 550-551). There were directives to heads of school to implement the vocational education and the two path-way structure in the curricula, which included the 2001, 2002 and 2006 circulars. The 2006 directive endorsed by the Permanent Secretary's Policy Circular number 77 of 2006 (UNDP, 2012:27; Mandiudza et al., 2013:128) categorically stated that:

All schools must implement the Two-Pathway Education Structure in Zimbabwe in line with the recommendations of the Presidential Commission of Inquiry into Education and Training (CIET) (Mandiudza et al., 2013:128).

This educational structure was expected to provide learners with a broad curriculum at Form 1 and 2. After that students would choose and follow different pathways according to their abilities and interests. These included Sciences, Mathematics, Humanities, Computers, Languages, Business/Commercial subjects and Technical/Vocational subjects (Mandiudza et al., 2013:127). This was expected to bring about quality and relevance of both the curricula and education of the country (Mandiudza et al., 2013:125) in line with the ever changing socio-economic environment. However, this structure appears to resemble the Year 9 (ages 13-14) options in England, where students choose the GCSE subjects to study at Key stage 4 (Years 10 to 11, ages 14-16) (BBC, n.d.; Jin et al., 2010:10). Students choose from the main entitlement areas of Arts (including Art and design, Music, Dance, Drama and Media arts; Design and Technology; Humanities (History and Geography); and Modern Foreign Languages. This was in addition to core or compulsory subjects: Maths, English and Science.

A study by Mandiudza et al., (2013:130) revealed that some heads of school were reluctant or not aware of the directives to follow the two pathway system. As a result many schools did not fully participate in the two pathway vocational programme. Dziwa et al. (2013:316) associated such reluctance to implement the directives to some conservative tendencies by some of the stakeholders. Munikwa (2011:33), in a study in Makonde, found out that those implementing the two path-way education structure were not consistent. The teachers were also not fully informed of how to implement the programme. This revealed a lack of support from the relevant authorities. Others however cited a lack of resources for the technical subjects and were left with no choice, but to focus on teaching the academic subjects. Alternatively, commercial/business skills based subjects, such as accounts and commerce, were found to be easier to implement as they could be classroom based, but with a practical application. Mandiudza et al. (2013:130) found out that both students and teachers seemed to acknowledge that students were instead channelled into specific subject areas, some of them, not of their choice. The selection was based on teacher recommendations that were also influenced mostly by (streamed) students' performance in Form 2 internal examination results in Mathematics, Science and English (Mandiudza et al., 2013:129). This appeared to maintain an academic approach to the selection process in violation of circular number 9 of 2007, which recommended continuous assessment to aid in the selection of appropriate options for students (Mandiudza et al., 2013:129).

Some students were channelled into unpopular vocational-technical/practical subject areas they did not like. This seemed to create resentment and made students to develop negative attitudes towards technical subjects. For example, some students found agriculture as a dirty option. This was a matter of attitude towards the subject that favoured white collar jobs and failure to acknowledge and appreciate initiatives that widen options and breadth of the curriculum. It was observed that enabling students to voluntarily select their pathways reveals their aspirations and could foster students' engagement to learn with a possibility of reaching their full potential (Klotz et al., 2014:7, 16-17). This may provide a sense of identity. Success of vocational education seemed to depend on teachers' perceptions of the economic values of the vocational/technical subjects (Mandiudza et al., 2013:130). There appeared to be an assumption that a positive attitude from teachers was bound to influence students' perceptions in a similar way. The economic values of (studying) the technical/vocational skills included their ability to impart productive skills and also claimed to influence attitudes. A change in teacher attitudes towards technical/vocational subjects was viewed as crucial in their role to help students to make their options (Mandiudza et al., 2013:130). Different people/stakeholders would be expected to view the curriculum differently and dependent on the individuals, some may view the curriculum as a way to assess achievement. The validity of the curriculum can be assessed on the benefits the curriculum provides to the students/school leavers or the industry (Kelly, 2009:160). Some would view curriculum as a way to assess resources and moreso to improve from the existing curriculum, which could lead to improved and facilitate students' learning.

## **2.7 Secondary School Education Sector Structure**

Zimbabwe has a clear linear secondary education system, which is pursued in schools or colleges. The first stage is a basic early childhood education and care, and primary education from Grade 0 to 7. The next stage, students proceed to Forms 1 to 4 ('O' level) and those who succeed at Form 4 have an option to go to 'A' level (Form 5 and 6) or tertiary education or apprenticeships. 'O' and 'A' level exams are terminal. The transition from primary to F1 and F2 secondary school before independence stood at 12.5% and 37.5% (Nziramasanga Commission Report, 1999:300). The F1 type school was academic, whilst the F2 type school was practically oriented. At independence, however, this two tier system was abandoned. During this time, transition to secondary school rose to (at least) 70% as the secondary school education expanded after 1980

(The Ministry of Education, Sport and Culture and Higher and Tertiary Education (MoESCHTE), 2004:5). At each terminal stage students sit examinations. Students can enter tertiary education with 'O' or 'A' level qualifications. Some schools require students to sit entry tests and selected students based on their performance. Examinations could be a part of the education system's monitoring exercise and that could help provide guidance on career paths or specialisms. There was however an imbalance in educational facilities and quality of education prior to 1980 along racial grounds in favour of the white community. This called for some reforms of the education system after 1980. Success in the education system could be brought about by improving the functioning of the schools. And such success could be achieved and assessed by the benefits or contributions learners confer to the society (Ndawi and Peresuh, 2005:210). As schools produce more students who make contributions to the society, the more the secondary school education would be acknowledged. Teachers would also be taken seriously for their accountability and commitment towards achievement of their students.

Zimbabwean schools are mainly divided into urban and rural, with the majority of the urban establishments being government schools. The rural schools tend to be community run schools. Across the rural-urban divide, there are considerable numbers of private schools. Most schools are predominantly day with some boarding schools. Within this mix, there are faith and largely non-faith schools. Schools are also subdivided into mostly co-education and some single gender establishments. The government of Zimbabwe, through the public/civil service commission, remains the main employer of teachers (Maposa, 2013:39). The education system of Zimbabwe has been organised centrally and there were attempts to decentralise the running of the education system. Advocates of decentralisation of management of schools suggested significant yields in the efficiency and accountability by the teachers as power is devolved to local settings (Raihani, 2007:175). This was based on the premise that local initiatives were more acceptable within their community (DFID, 2011) and has a better understanding of their needs. There were suggestions that decentralisation promoted responsive, participatory and effective local governance (Bland, 2011:341). This subsequently improves service delivery at grass roots level. A collaborative effort by government, schools, parents, communities and other stakeholders would help to establish efficient ways to use resources that results in good quality education. For decentralisation to work, all participants involved in the decision making process should

have the capabilities (Chikoko, 2008:4; Chikoko, 2009:210). Otherwise, the whole process becomes unproductive. This was observed in studies in Zimbabwe and Malawi in which stakeholders such as parents did not have the capacity or power in decision-making processes in curriculum matters. These were instead, left to the professionals, such as teachers and heads of school. This lack of capabilities (Chikoko, 2009:208), led to the withdrawal of teacher recruitment powers that had been vested to parents/community and schools by the Zimbabwean authorities. This paved way for a return to the centralisation of these powers to district/regional/provincial offices and central government. Chikoko (2009:205) cited corruption and the expensive nature of the process to job seekers who had to travel from school to school. However, Davies et al. (2003:142) observed the lack of an obvious link between decentralisation and the improvement of quality of education or services. Dunford et al., (2007:37-38) also came to similar conclusions, claiming it was not always the case that the decentralisation or low formalisation increased performance of workers. Instead, the use of both centralisation and decentralisation traits that were the best fit for the organisation were proposed.

Although parents maintained considerable interest in their schools, it was reported that they did not understand the functions of their School Development Committees/Associations (SDCs/SDAs) (Chakanyuka et al., 2009:108). It was also claimed they did not understand what represented a 'good' school. Parents could only judge a school to be good by the teachers' attendance rate. This could have been a response to the high frequency of absenteeism prevalent during that time. And in as much as the parents wanted such teachers removed, they seemed to be powerless over such key decisions concerning their schools (Chakanyuka et al., 2009:108). A degree of antagonism between parents and teachers existed in some of the schools. This could explain the role played by the Education Transition Fund (ETF) to train the SDCs/SDAs to work towards the improvement of operation of schools at community level (UNDP-Zimbabwe, 2012:27). An incidence that led to the attempted murder of a headmaster in Mashonaland East appeared to explain teachers' fears and apprehension of the politicisation of the school in question (Chakanyuka et al., 2009:108).

## **2.8 Teacher training**

In relation to the provision of (effective) teacher training, Kanyongo (2005:67) reported a focus on relevance and quality of education in the education reforms from 1990 to

2001. There was an increase of trained teachers from 48.1% in 1990 to 89% in 1996. The Zimbabwe Integrated National Teacher Course's (ZINTEC) four year primary school teacher training programme provided a model for teaching practice by trainee teachers (UNESCO, 2006:13). ZINTEC afforded trainee teachers five terms of teaching practice as compared to the three terms offered on the conventional three year teacher training programmes (Ngara et al., 2013). Kangai and Bukaliya (2011:126) reported that ZINTEC helped to alleviate the shortage of trained school teachers. In 2013, David Coltart, the then Minister of Education, Sport and Culture, proposed further reforms that required teachers to have a minimum university degree qualification (Staff Reporter-New Zimbabwe, 2013). There was also the need to phase out unqualified teachers in the next five years. Since 1980, the teacher training programmes appeared to have diversified and now range from diploma to degree level in both primary and secondary teacher training programmes. University providers of such programmes have also increased and the programmes range from first to post graduate degrees including the Doctor of Education. Most of the diploma courses are conducted at teachers' colleges apart from postgraduate teaching diplomas conducted at universities. The postgraduate teaching diplomas studied at the universities enables non-teaching (that is, other specialist) degree graduates to gain teaching status. This could be the conventional one year or block release part time graduate certificate of education. Candidates must have a first degree and a minimum of one year experience in any approved educational work that included teaching, curriculum work or educational administration (The Great Zimbabwe University, n.d.).

In recent years there has been an increase in the number of Zimbabwean universities offering teaching degree courses. For instance, at the Great Zimbabwe University, provision of teacher training, the conventional four year degree programme culminates into the Bachelor of Education pre-service qualification (see University website for entry qualifications). The in-service equivalent qualification is aimed at practicing teachers with a diploma teaching qualification. Distance education also seemed to have been pivotal in the provision of in-service training of teachers. However, Tukuruku (2013), of The Zimbabwean newspaper, reported claims of reduced entry requirements to teaching colleges, in which maths and English language would not be prerequisites despite maintaining the minimum entry qualifications of 5 'O' levels. Ncube (2013:232) also, reported that owing to the shortage of trainee teachers, teachers' colleges were introducing bridging courses to cater for those candidates with less than five 'O' level

passes. This could have a bearing on the quality of teachers produced through this route and some qualifications become questionable. This was in light of the Zimbabwe Open University's (ZOU) teaching diploma qualification that was disqualified and banned (Newzimbabwe Staff reporter, 2012). This qualification was however accredited and recognised (Nemukuyu, 2014), but there was no clear basis for this action apart from a statement to say that the university, ZOU, met the requirements of the accreditation set by the Zimbabwe Council of Higher Education (ZIMCHE) (NewsdzeZimbabwe, 2015). This leaves many questions as to how and why the training programme was given a go ahead to operate prior to the fulfilment of the requirements in the first place.

Overall, the increased provision of teacher training and in-service training was supportive of the government initiative to address the shortages of qualified teachers, but the aspect of a teaching qualification being identified as not meeting the accreditation requirements and yet the Zimbabwe Open University (ZOU) continued training students on that course leaves the aspect of quality in doubt. The fact that the ZOU teaching diploma qualification was later accepted as meeting the accreditation requirements, but without actually spelling out what had changed or the criteria used to come to this conclusion continues to cast doubt on the quality of this qualification and teacher training programme. However, it could also illustrate that the accreditation authorities were actually taking a central role in monitoring and addressing issues on quality. Other positive developments were the promotion student-centred teaching methods at the Bindura State University and the increased provision of in-service teacher training and distance part-time teacher education. This catered for more teachers wishing to upgrade their qualifications. However, training of special education needs teachers appeared to have been under represented with the United College of Education (UCE) reported to be the only teacher education college out of fourteen in Zimbabwe to be offering in-service training for special educational needs teachers (Musindo-VVOB Zimbabwe, 2013).

For quality assurance purposes in teacher education training, external examinations are administered and these are different for similar programmes. For example, Nielsen (1997:29) reported that the examinations for the conventional and distance education for the Zimbabwe's ZINTEC programme are different and also claims that those who set and review the examinations are also external to both the programme and the country (Zimbabwe) unlike those in Tanzania and Nigeria which are the same and internal. This

is a practice which the British Commonwealth countries used to assure that the quality standards are equivalent and intended to uphold the programme and its graduates to international norms. Student teachers however received very little supervision and when supervision visits/observations occurred, at these schools, Nielsen (1997:301) claimed that the focus was on checking lesson plans rather than on reinforcing “of concepts, skills and linking theory with practice.” In contrast to the period between 1980 and 1982 in which Trainee teachers were supervised in lessons, trainee teachers were now unsupervised and took full control of lessons (Ngara et al., 2013). This was to alleviate teacher shortages resulting from the expansion of secondary school education provision. This period, supervision of pre-service or teachers on teaching practice were delayed, far-spaced from each other, there was little or no dialogue and a lack of consensus among those supervisors involved in student teacher supervision. Ngara et al., (2013) pointed out the need for effective supervision of pre-service teachers on teaching practice to enhance the quality of student teacher training. There was mounting criticism of ineffective assessment of student teachers by college lecturers. In a study to compare the assessment of college lecturers and student peers, Nyaumwe and Mtetwa (2006:40) observed that both, college lecturers and student peers identified that the in-service student teachers appeared to have learnt new pedagogical skills and upgraded their content knowledge. The assessment and critique from college lecturers revealed both strengths and weaknesses, whilst the student peers excluded weaknesses of the lesson. It had also been reported that school-based assessments and lecturers’ assessments varied significantly. The assessment process, though guided by a framework of competencies may still provide challenges as the individual assessors may interpret the instructional actions of the student teachers differently. These could be guided or based on their different beliefs and values pertaining to teaching and learning.

## **2.9 Motivation to enter the teaching profession and teaching methods**

The reasons for joining the teaching profession may be contextual in terms of the prospective candidates’ perceived views of what teaching or teacher identity constitutes. Some reasons may or may not reveal candidates’ experiences as students. Others may simply provide desirable responses based on what they perceived to be an effective teacher professional identity. According to Gourneau (n.d.), responses to a typical pre-service candidate selection process question “Why do you want to become a teacher?” may range from:

I want to be able to make a positive difference in the lives of my students.  
...want to be an effective teacher who will be remembered fondly by their former students.

To: ...to have a chance to be a better teacher than the teachers they personally experienced.

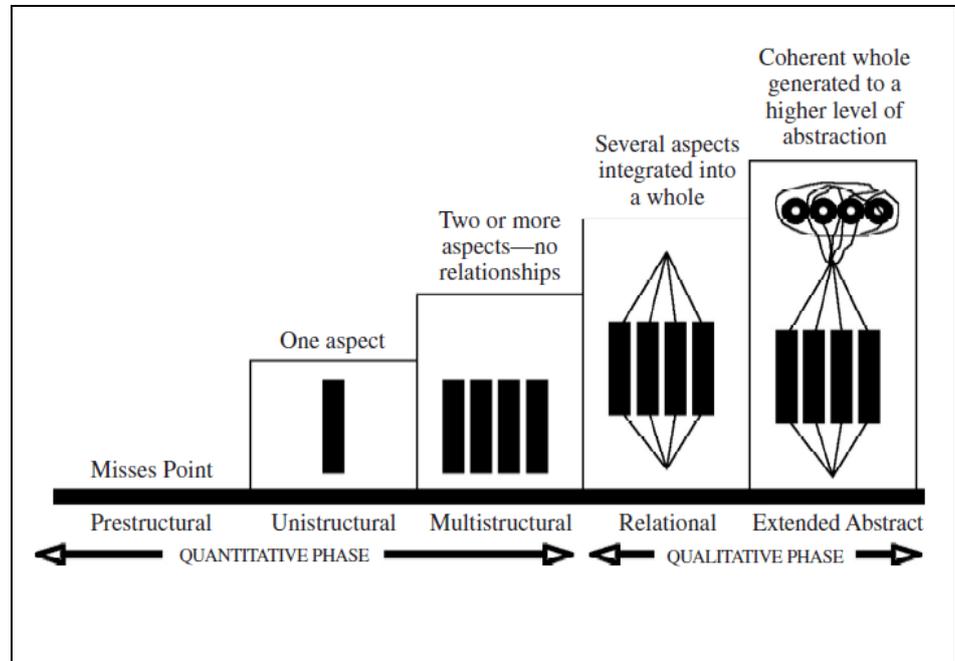
This demonstrates different traits and qualities expected of teachers. Some of the proposed attributes of teachers included caring and kindness, sensitivity to the students' diversity and having an ability to provide meaningful learning experiences for all students (Gourneau, n.d.). By entering into teaching it would then be perceived that candidates/teachers did so with a notion of serving first (Herman and Marlowe, 2005:175, 176; Stewart, 2012:234, 235, 236) guided by the principles of a teaching professional community (Grossman et al., 2001). This incorporates principles, values and common beliefs among all the members of the teaching profession. Based on the assumption that "...teachers usually teach in the way they were taught", Gourneau (n.d.) considered that it was important to gain some understanding into the candidates' experiences in education. These may reveal the effective and ineffective attitudes and actions of teachers experienced by these prospective candidates when they were students. And selection may be fairly or unfairly based on this assumption that those who may have had a good experience would most likely turn out to be the right candidates. Flores and Day (2006:224) also observed that personal experiences as a student had an impact on how the trainee teachers (or pre-service teachers) perceived teaching and themselves as teachers. They could also learn from their experience from their host teachers during their teaching practice in terms of instructional strategies, classroom management or student engagement techniques (Stewart, 2012:249).

The motivation to enter the teaching profession could be an expression of a commitment to serve on the principles of servant leadership that effectively focuses on the belief of serving others to achieve set goals (Herman and Marlowe, 2005:176; Washington et al., 2006:701, 710-711; Parolini et al., 2009:276, 278, 289). This innate will to serve first (Herman and Marlowe, 2005:176) could be the foremost driving force for the individuals to enter the profession instead of viewing it as an escape route from unemployment. Within this realm, a teacher takes the role of a servant first as they focus on effectively helping all students to achieve. This brings in that aspect of a caring professional as enshrined within the teaching community of practice that encompasses aspects of ethical and moral development. These incorporate caring, fairness and

empathy that enables working with all students including those with serious emotional disturbances (Herman and Marlowe, 2005:177) to achieve their full potential through a sense of community. However, one of the reasons for entering teaching was the need to make a difference to children's lives (Mackenzie, 2013:435). Towse et. al., (2002:646) found out that some only chose teaching as a last resort.

Teaching could be classified into traditional teacher-centred or student-centred. Teacher input by way of lecture and limited interaction between teacher and students is the predominant way of teaching (Heck et al., 2000:3444; Schwerdt and Wuppermann, 2011:367). This method involves memorisation of facts or rote learning without long-term retention and an inability to apply concepts. This was associated with superficial learning (Smith and Colby, 2007:206). Freire (1993:54) was however critical of education that suppressed students' creativity. Instead, students appeared to accept a passive role imposed on them by their teachers or the education system. However, Heck et al. (2000:3444) were of the view that some facets of traditional teaching cannot be abandoned completely as they remain applicable and just as important as the other methods of acquiring knowledge, such as the use of textbooks, but appeared to suggest that students will tend to work independently if they are provided with an opportunity to do so with the correct resources such as the web (Heck, et al., 2000:3448). . On the other hand, student-centred teaching methods associated with deep learning (Smith and Colby, 2007:206) may involve students working independently without over reliance on the teacher. This could involve group work, and students take responsibility of their own learning. Findings in a study by (Chinyoka et al., 2012:99) exposed limitations in mathematics fractions problem solving approaches. Teachers seemed to adhere to the use of worked examples and making students follow rule based procedures, which appeared to be surface/superficial learning. It could be beneficial if all members of the Zimbabwean teaching community of practice identify characteristics of surface/superficial and deep learning (Smith and Colby, 2007:206). A better understanding of progression from surface learning to deep learning could be expressed in the structure of the observed learning outcome (or SOLO' s taxonomy) see Figure 2.2. In the SOLO's taxonomy, those students learning outcomes representing surface learning identify information as discrete entities and this corresponds to the unistructural and multistructural levels, whilst for deep learning, students need to establish relationships between pieces of information and extend knowledge to the abstract level (Smith and Colby, 2007:206-207). This has been perceived as a relatively

reliable tool to analyse and interpret classroom lessons and students' work or outcomes. Deep learning could be associated with independent student-centred learning in which engagement of students would ensue and relational and extended abstract learning processes take effect at the higher levels.



**Figure 2.2 The structure of the observed learning outcome (SOLO's Taxonomy) (Smith and Colby, 2007:206)**

As a collective, the participants may promote continuous engagement on how to best achieve learning and achievement through continuous review of processes and dialogue among teachers/leaders. In so doing a culture and practice becomes established (Gilbert, n.d.:12) in which teachers may feel less threatened by the prospect of being held to account by all stakeholders. Within such a self-improving community of practice, sharing, critiquing and evaluation of activities/actions among colleagues or among networks of schools would be expected. Socialisation of employees into a high-performance culture tends to instil the high-performance values of the organisation by the leaders. This also tends to attract and encourage retention of motivated, high performing employees on the job (Bennett and Naumann, 2005:1171, 122-123). To achieve quality education, accountability of teachers is vital. This fosters the concept of a self-improving school/teacher, whereby everyone involved accounts for their actions or performance (Gilbert, n.d:10, 13). Accountability in this sense involves an evaluation of performance or actions taken against expected or established standards and benchmarks. On this basis teachers take responsibilities for students' achievements

(test/exam results) and also that of teaching and its impact on their learning. This could be summed up as the quality of their teaching and offers an opportunity for the need to focus on the teachers themselves. During the period 2006-2009, most Zimbabwean secondary schools could not meet the criterion of a basic functioning school described by Tikly and Barrett (2011:4). At such a school, the

...staff and students are able to be physically present in a school building with classrooms and minimum of furniture and they are physically, emotionally and mentally well enough to apply themselves to teaching and learning...p.4.

Because of the economic hardships (Nkoma et al., 2013:130; Chakanyuka et al., 2009:42), both teachers and students were reported to be hungry and teachers especially, were not prepared to go to school as they engaged in money making activities for their survival (Chakanyuka et al., 2009:42). Those who had experienced violence were not prepared to go back to those schools too (Chakanyuka et al., 2009:37). Berliner (2009:19) also cites impaired cognitive capacity for children in such circumstances. A teacher faced with such a prospect and state of mind may not be mentally prepared to carry out their duties and most likely lacks preparation and let alone check on students' progress (Ncube, 2013:229). They may, instead, tend to withhold effort on the job, which is an employee's intentional reduction of their conviction and contributions towards their obligations/duties (Kidwell and Robie, 2003:538). Kidwell and Valentine (2009:16) viewed lowering effort as an ethical issue. This is in line with Lawler's equity theory, where under-rewarded employees could resort to shirking, (which is holding back full effort on the job) that could be associated with the attitudes and actions of the Zimbabwean secondary school teachers. Another form of withholding effort that may be associated with the Zimbabwean teachers could be job neglect (withdrawal from job-related duties) as identified in studies by Judge and Chandler (1996:469, 471) and Bennett and Naumann (2005:120). Any deliberate individual actions to lower contributions result in reduced organisational, group and individual performance. Members with a commitment to team/group work have a tendency to emotionally bond together and as such do not want to let their group members down. This pushes them to exert full effort on the job. However, there are instances that withholding of effort may be due to unavailability of organisational support, such as, lack of training, direction, coordination. To stop shirking, payment of above labour market salaries have been recommended. This concurs with Vroom's expectancy theory, where employees tend to work harder on realisation that hard work gets rewarded (Bennett and Naumann,

2005:115). To deter withholding of effort requires close monitoring of the workers (Judge and Chandler, 1996) and also negative consequences (Bennett and Naumann, 2005:120).

Brown and Wynn (2009:49, 51-53, 58) highlighted the need for school leadership to provide conditions and resources that support collaborative working and shared goals. This provides a conducive working environment that supports colleagues, reduced teacher isolation and enhances chances of retaining teachers. On the contrary, difficult working conditions contribute to high turnover of teachers. Allen (2002:10) suggested that there was a likelihood to retain teachers when a school had learning success with satisfied teachers and students. On the other hand teachers in a demoralising environment with limited resources were not expected to perform meaningfully to the success of the school (Towse et al., 2002:649). This seemed to mirror the Zimbabwean situation, which was not just a matter of problems situated at schools, but encompassing the bigger picture of teacher welfare and susceptibility to violence and ill treatment at the hands of political activists. In a study in Tanzania, it was also noted that teachers would be more preoccupied with their socioeconomic needs rather than their core business of providing learning to students (Towse et al., 2002:649). Chakanyuka et al. (2009:42) and Mufanechiya and Mufanechiya (2011:100) reported similar behaviours in Zimbabwean schools. Teachers elected to put a certain amount of effort which they deemed was commensurate with what they earned. The work environment and job satisfaction also plays an important part in the performance and motivation of teachers. According to Taylor (2008:360) motivation:

...involves improving performance through the judicious design and redesign of jobs and of the work environment, and by generally seeking to make the experience of work as satisfying as possible. p.360.

Provision for opportunities for oneself and career development, a high degree of personal responsibility and some degree of autonomy, including positive feedback on performance, may also, contribute to motivation. These could help with the development of high trust relationships instilled from appropriate leadership styles.

## **2.10 Teacher welfare**

Because of the economy and the prevailing working environment teachers were faced with different stressors and among them the stress to meet family needs because of poor

salaries. Stress, subsequently reduces the quality of teaching (Kyriacou, 1987:147). Teachers were forced to embark on other money generating activities (Chakanyuka et al., 2009:42). This meant absconding from work in violation of their work obligations. Finding time for these activities and to plan, prepare, marking and recording school work can become. The result could be stress and burnout and subsequently reduced vigour on the job (Cinamon et al., 2007:252, 258). Eventually teachers ended up less engaged with their work in favour of their home obligations. Faced with such a scenario, Cinamon et al. (2007:258) reported the importance of social support from one's manager and colleagues. Such support could have been helpful to the Zimbabwean teachers, but welfare, resources and professionalism appeared to be central areas to improve if the teachers were to be more effective and to reduce the work-family conflict. Teachers seemed unable to cope well with the situation that confronted them. They resorted to strikes (Kwenda, 2009), which disrupted learning, but achieved very little to make their lives better.

Mambo (2012) of the Independent newspaper (Zimbabwe) claimed that students and the education system of "Zimbabwe lost the entire 2007 and part of 2008 academic years as teachers and lecturers concentrated on meeting basic needs through alternative means." During this period attendance was also reported to have fallen from 80% to 20% forcing some 94% of rural schools to close by 2009 (UNICEF, 2009). The hyperinflation led to reduced (or near zero) funding in educational institutions. It reduced availability of resources and led to unattractive working conditions. This also adversely affected the welfare of teachers and according to Tungwarara, (n.d.:112-113) and Mapuranga (2009) that of the whole/general population of the country. The resultant poor welfare of teachers had an impact on their attitudes and working life. Teachers resorted to strike action over low pay (Kwenda, 2009). This triggered the resultant wider brain drain in education and other professions to countries such as Botswana, South Africa and the UK (Nherera, 2000:354; Bennell, 2004:23; Evans and Little, 2007:526). The difficulty to replace the qualified teachers who left led to the employment of unqualified teachers. Bennell (2004:24) points out that the "small states with well-educated teaching forces were most vulnerable to teacher brain drain". Taylor (2008:13) acknowledged the need to use and manage resources within constraints. A clear understanding of effective management of both the human and materials resources within constraints was an important strategy required to keep the Zimbabwean secondary schools operational.

## **2.11 Professionalism**

Teacher professional identity could be defined (differently or in a similar way) by the individual teachers themselves, school leadership, the community or other stakeholders. This is what Sachs (2003:124) referred to as an imposition of shared attributes by those in the teaching profession or outsiders. In all cases the teacher may fit a certain mould (Ramya, 2010) that exhibits certain behaviour, characteristics, attitudes and conduct, which may form a teacher's attributes that are different from other professional groups (Sachs, 2003:124). The teacher could also be expected to help foster students' achievement to gain the best possible outcomes. A combination of the common attributes exhibited by teachers and other factors at different schools shape that school's culture. These different attributes or identities define a way of doing things at that school (Deal and Peterson, 1999:2-3), with different effects on school performance. These provide an understanding of the traditions, beliefs and behaviours, norms and expectations evident in everything about the school established over time. This may include teachers' feelings about the job, how people act or interact among themselves, dress, what they talk about or avoid talking about or whether colleagues work together or not. The school cultures may comprise of entrenched teaching practices and conduct of teachers among themselves or their students. Cultures may change with the changes in leadership and the arrival of new teachers or reactions to prevailing political or economic climate. This could be exemplified by the Zimbabwean teachers who seemed to have adopted different coping mechanisms to sustain themselves in the prevailing economic hardships that had reduced their status in society.

Teacher professional identity starts with its formation. This is a crucial stage when student teachers acquire certain characteristics or behaviours that will be associated with teachers or teaching. From this process, the teacher professional identity starts to manifest itself (Timostuk and Ugaste, 2010:1564). Professional identity does not only define who the professionals are, but also identifies whom they want to be (Beijaard et al., 2004:108). This (identity formation) may be explained in terms of a continuous learning process cultivated through experiential and mentorship at the teacher-studentship stage and as they gain further experience after qualifying. This is in accordance to Wenger's (1998:5) social learning concept of learning where identity is a result of learning, experiencing, doing and having that sense of belonging to the teaching community of practice. This seems to focus on the teacher as a person and also aspects of their morality, accountability and commitment to perform the job effectively.

Timostsuk and Ugaste (2010:1565) used this as an analytical tool to assess and/or ascertain acquisition of teacher identity at student teacher level, in which they found out that (the value of) experience, (in conjunction with relations with their pupils and supervisors), was viewed as a fundamental tenet linked to the formation of teacher identity by student teachers. These student teachers, however, felt disappointed when they found out that they were not readily accepted into this community of practice. The perceived full members seemed to lack faith in the student teachers (as new members) and would not entrust them to carry out the job to the full as they questioned their motives to enter this profession of low status in terms of salaries. Such encounters and other experiences including the student teachers' relationships with those around them and that of their students have an effect on teacher identity formation. The context aspect seemed to be significant in identity formation, which can also be applicable to the Zimbabwean context. The prevailing political and economic situation in Zimbabwe towards and after 2008 was volatile. This had a bearing on the way the teachers were treated and how they were perceived by the public. Any changes in any of the context at the workplace, such as classroom practice, school culture and leadership may also have a corresponding effect on the identity of the teacher (Flores and Day, 2006:230). Although teachers would be expected to think and behave professionally, the professional characteristics, knowledge or attitudes they adopted were not entirely prescribed (Beijaard et al., 2004:122). It should then be accepted that teachers place different personal values to these characteristics and hence deal with them accordingly. As such, they end up being associated with their own particular teaching culture (Beijaard et al., 2004:122).

## **2.12 Teacher effectiveness or efficacy**

Teacher effectiveness from a student's point of view may incorporate traits that promote the student to learn and understand their work. Such teacher traits include: well prepared, calm, tolerance and humour (Lupascu et al., 2014:538). Polk (2006:23) identified prior good academic performance, professionalism, communication skills, creativity, and pedagogical knowledge as the characteristics of an effective teacher. This may incorporate a teacher's ability to continuously evolve professionally as a life-long learner enabling the teacher to continuously develop as an instructor and continually improve student achievement. Such teachers may be self-improving (Gilbert, n.d.:10 referring to a self-improving school system they drive and own) and constantly reflective on their practice (Polk, 2006:24). Teachers would be expected to

communicate effectively, which entails clarity and information structured (Polk, 2006:25) in ways that are easily understood by students. Steele (2010:71) finds no clear answer on what makes an effective teacher and bases this on the different traits individual teachers bring to the profession. The three main traits Steele (2010:71) identified were high self-efficacy, nonverbal communication and strong leadership ability. Other characteristics include genuine excitement about their work, caring, supportive and concerned about the welfare of their students. An effective teacher should then possess any characteristics that contribute to effective teaching and learning.

Self-efficacy and relationships among workers plays an important role in the organisation/school in terms of motivation and work output. Dunham and Song'ony (2008:409) reported a high self-efficacy among Zimbabwean teachers. This was exhibited in the teachers' own confidence in their abilities to influence students' learning. Teachers may have to improvise when faced with shortages or few resources and use these creatively. They also require to manage resources effectively to meet the needs of the students. Self-efficacy refers to teachers' beliefs regarding their own abilities and competencies to influence behaviour that brings about meaningful educational outcomes regardless of outside influences or obstacles (Soodak and Podell, 1996:401-402; Steele, 2010:73; Stewart, 2012:239). This helps to shape student's knowledge, values and behaviour. The traits of servant leadership cited by Steele (2010:76) could be used by teachers and do what is best for the students. These could mould students to develop desirable attitudes, behaviours and skills by bringing to the fore those unformed interests within a student to fully engage in learning. This also means removing any barriers to learning. Teachers with a high sense of efficacy tend to be more enthusiastic about teaching. They are less likely to interact negatively with students (Tschannen-Moran and Hoy, 2001:784; Steele, 2010:76;) or to experience burn-out (Stewart, 2012:239).

### **2.13 Quality education**

The focus on quality education is something that seems to be lacking in most research studies on the Zimbabwean education. One of the hindrances to achieving quality education in schools was blamed on poor teacher training provision and also on poor leadership (Chakanyuka et al., 2009:44; Ncube, 2013:232). A shortage of teachers (UN MDG report, 2010:17) and other resources (Stewart, 1996:332) were also identified as

factors affecting the provision of quality education in Sub-Saharan Africa. UNICEF Zimbabwe (2011:3) reported that about 25% of the teachers did not meet the minimum teaching qualification requirements of the Ministry of Education, Sport, Arts and Culture. The expansion of the Zimbabwean education system resulted in reduced economic efficiency, pass rates and a decline in the provision of quality education (Riddell, 1998:278, 284). In their definition of quality education, Chakanyuka et al., (2009:41) incorporated the notions of meaningful and effective participation, personal development governed by a number of factors such as content and processes of education. Integral to this were the infrastructure, equipment and teaching-learning materials. This also included the learning achievements determined by examination results. The relevance of education was perceived equally important as a determinant or indicator for quality. With a reference to the Nziramasanga Commission Report, Zhangazha (2014) acknowledged and reiterated the report's findings which cited poor administration and irrelevant curricula. The recommendations included a vocational type/biased education, a change in teaching methods focused on skills and a reduced emphasis on examinations (Zhangazha, 2014).

Chakanyuka et al., (2009:41) coined a definition of quality education as one that "...prepares learners to participate meaningfully and effectively in the development of the nation as a whole." The quality of education was also associated with the personal development of the learner. The main indicators of quality education identified included committed and motivated teachers and parents, good academic leadership, curriculum linked to the developmental needs of the country, adequate resources, good results, infrastructure (water, toilets and shelter) and a friendly environment (Chakanyuka et al., 2009:41). Tikly (2011:3) identified the difference in priorities in education quality by level of national development. These were as follows: post-conflict/newly founded states (school system, curriculum), low-income (primary school), middle-income (secondary schools) and OECD countries (competencies, responsibility, lifelong learning). Post-colonial or newly founded states however were reported to have pursued developmental goals through higher education (Assie-Lumumba, 2004:71), which was not identified in Tikly's (2011:3) priorities. Zimbabwe's emphasis on education seemed to have incorporated some of the aspects of education found in most of the categories, (that is, school system and curriculum; primary school, secondary schools and lifelong learning). Quality was viewed as an issue in African countries (Tikly, 2011:3) including Zimbabwe (Nziramasanga Commission Report, 1999:299). Just like most studies on the

Zimbabwean education system, Kurasha and Chiome (2013) mentioned the need for quality, but with an emphasis on resources and improvement of teachers' welfare as main steps towards achieving quality education through motivation. Most teachers in public schools have been reported for their failure to monitor students' progress and lack of preparation as a case of "I will see when I get there" (Ncube, 2013:229). This was an indication of a need to address the quality of the teaching process/practice as one aspect that leads to improved student performance/achievement (Bourke, 1986:558-559 – with reference to class sizes). Also, the average 'O' level pass rate has remained below 25% since 1984. Surprisingly, the former minister of education praised ZIMSEC for setting 'O' levels at a very high standard at an anticipated pass rate of 24% (Zhangazha, 2014). Thus, insinuating low pass rate translates to quality. This appeared as if a low pass rate was synonymous with high standards. Since results were cited as an indicator for quality, this may not reflect good quality education provision across the country. However, the statistics of the 'O' level results do not incorporate the June results and the incumbent Primary and Secondary Education Minister (Cde Dokora) proposed collation of results that reflect annual results (Zindoga, 2014). The (public) rating of schools (or league tables) based on their performance on public examinations appeared to put teachers and school administrators under pressure to ensure improved performance in public examinations (Mufanechiya, 2013:326, 328-330). This made schools to focus on examination oriented teaching, which promoted rote learning that was viewed as a decline in teaching quality. The teaching was also claimed to be unreflective in nature.

Another pointer for quality was on resource provision. This was reported to be poor in terms of average textbook to pupil ratios at 1:15 and a phenomenal 90 students reported to be sharing one or two textbooks at Ndimimbili Primary school in Matabeleland North (Chakanyuka et al., 2009:107). There were differences in class sizes across the country. Generally most secondary schools' teacher-student ratios were at an average of 1:24, below the stipulated 1:30 (Chakanyuka et al., 2009:45). However, it was reported class sizes were a factor in the provision of quality education (MacBeath, 1999:47). Also, this had implications for lesson planning. Low morale (UNDP-Zimbabwe, 2012:27), lack of accommodation and shortages of teaching resources, and the poor welfare of teachers (Chakanyuka et al., 2009:42), poor working conditions and a lack of career or professional development were cited as obstacles to quality education and effective teaching (Mandina, 2012:770-771). Mhanyi (2008) reported a mass exodus of teachers

from schools because of the threat of violence and social problems. This was exacerbated by the meaningless teacher salaries owing to the hyperinflation reported at 900%, affecting the Zimbabwean economy at that time. An improvement of these factors would implicitly help improve the professional status of teachers and attract others into the profession. Some of the poor conditions at schools were however attributed to poor leadership at schools rather than funding alone (Chakanyuka et al., 2009:44).

The outcomes of good quality education should (be contextualised to) produce learners that develop capabilities and make them economically productive and achieve sustainable livelihoods (EdQual, n.d.:23; Lanzi, 2007:428). This was extended to the political or citizenship aspects that require a learner to contribute to peaceful and democratic societies in line with the life-skills proposed by Lanzi (2007:425-426) that mould a person to act and live among others in a socially acceptable way. Consideration of the context of the setting and that of the learners enables the implementers to tailor their education design models to suit particular learners in their environment/localities. The Department for International Development (DFID) (2011) found local educational initiatives to be more acceptable within the locality or community than those from central authorities. Besides better uptake, it's claimed such local educational initiatives often delivered higher levels of quality. An interdependency or interaction between policy, the school, and the home or community environment was associated with the creation of a good quality education. This could be similar to initiatives in Zimbabwean schools where the parents driven SDA/SDC thrive in their leadership of schools. Improved access to textbooks and written materials also plays an important role in improving the delivery of quality education. Such efforts were underway to work with textbook writers in Tanzania to be able to produce textbooks accessible to second language learners after finding that teaching or teachers were more effective in the local Kiswahili than in the English language (EdQual, nd.:13, 14). Policy may also intervene in terms of welfare issues such as the Basic Education Assistance Module (BEAM) and the Education Transition Fund (ETF) programmes in Zimbabwe whose focus was to enhance access to education by paying fees for the most disadvantaged children and provide resources to schools (UNICEF Zimbabwe, 2011:5-7; UNDP-Zimbabwe, 2012:27).

Another aspect that contributes to provision of quality education would require teachers to be reflective in their practice. School communities with an ability to use self-evaluation and self-improvement strategies stood a better chance to cultivate and maintain a good school (MacBeath, 1999:1). This could be achieved through the sharing of good practice and networking within and among schools on a collegial basis (MacBeath, 1999:1). This was in contrast to the over reliance on external bodies to monitor schools. In Zimbabwe it meant that during the 2006 to 2008 period, most schools did not have the opportunity to get any assessment and feedback from the external monitors (or education officers) because of lack of transport or fuel (Chakanyuka et al., 2009:44). The Zimbabwe school cluster system was promoted in 1993 under the Better Schools Programme (BSP) with the objective to improve the quality of education through better school management (UNESCO, 2001:233). Five to eight neighbouring primary and secondary schools formed the cluster that worked together to share experiences that included administration, supervision and staff development (UNESCO, 2001:233). These cluster activities, just like the self-evaluation exercises in England and Wales, did not replace, but complemented regional and district office supervisory activities (UNESCO, 2001:233). It was hoped this study would help bring the issues of quality of education to the fore, but with a focus on the teachers, their practice and the establishment/improvement of their community of practice.

#### **2.14 Community of practice**

A community of practice may be summed up in this brief definition as: "...groups of people informally bound together by shared expertise and passion for a joint enterprise..." (Wenger and Snyder, 2000:139). This could be done through the promotion of best practice, development of professional skills of the community and engagement in solving problems. This entails a process of continuous improvement characterised by transformation/changes in the development of both the participants and practice as outlined in a review of Lave and Wenger's 1991 book by Matusov et al. (1994:918). Achieving and maintaining such a community presents its challenges. This involves a realignment of experience based on participation levels and competence as the teachers use their abilities to negotiate new meanings (Wenger, 1998:226). These stages and levels of engagement are best defined/described by the concept of legitimate peripheral participation (Lave and Wenger, 1991:29, 36). Peripheral participation refers to newcomers' engagement in communities of practitioners who moves towards full participation as their mastery of knowledge and skill levels develop (Wenger, 1998:29).

Critiques of community of practice perceived communities of practice as centres where the participants were 'indoctrinated' (Hughes et al., 2007:38). Those who wielded power within these practices tend to determine direction, the building blocks and the values of the community of practice. They would impose their knowledge, ideas or innovations to the other employees.

The community of practice framework captures all the aspects of running an enterprise in its entirety, (in this case education or teaching and learning in six Zimbabwean secondary schools). This encompasses the aspects of effectiveness, efficacy and competence through meaningful engagement of members/participants. Simply put, "communities of practice are groups of people who share a concern or passion for something they do and learn to do it better as they interact regularly" (Wenger, n.d.:1). It entails that members of the communities have an identity and commitment bound by shared competences that are required in their enterprise. They also learn from each other and aim to improve the community of practice. Meaning is derived and moulded around learning and experiences of members whose objective is to sustain and also engage in necessary actions that may enable the community of practice to evolve (Wenger, 1998:3-5 and 125-126). Members should have a sense of belonging that captures and upholds their professional identity and related aspects of professional competence. This appeared to be a feature of the German initial vocational training system among apprentices who developed occupational ties and formed an identity aligned to the occupation instead of loyalties to the employer/company (Klotz et al., 2014).

Communities of practice offer a direct route to perceived outcomes and therefore provide tools to examine and analyse facets of teaching and learning that form the basis for this study. Knowledge about the community of practice enables a better understanding from which to base the analysis and assessment of the gathered data to determine if the necessary building blocks reflect a teaching community of practice. The building blocks bound by learning are guided by four main components of: meaning-learning as experience; practice-learning as doing; community-learning as belonging; identity-learning as becoming (Wenger, 1998:5). Based on the notion that learning and knowing was a result of teaching (Wenger, 1998:3), the study was expected to find the universality (in competencies) or otherwise, at the six Zimbabwean secondary schools, that reflect a teaching community of practice. It was expected that schools would show commonalities as well as differences or uniqueness of the practices as they all have

various characteristics that may shed light to why things work the way they do at these schools. Teachers were to be viewed as engaged and active participants who assume an engagement with significant others within the community and at the same time constructing an identity in relation to teaching (Wenger, 1998:4).

To be effective and achieve efficacy, the community should focus on fine tuning their practice and ensuring new generations of members to promote sustenance of the practice (Wenger, 1998:7). Effective socialisation and a speedy integration of beginning teachers may facilitate quick settling and make meaningful contributions (Mudzingwa and Magadu, 2013:39) in the community of practice. There should also be efforts to efficiently maintain and sustain working relationships between the school and related stakeholders, such as, the School Development Committee/Association (SDC/SDA) that help run the school. This is synonymous with Wenger's notion of "...sustaining the interconnected communities of practice through which an organisation knows what it knows..." This leads to the optimisation of operations in an organisation (Wenger, 1998:8) and maximising its relevance to the beneficiaries of services provided. There should be an awareness that these communities of practice change over the course of the participant's lives. Some of the indicators pointing to the existence of a community of practice include sustained mutual relationships, mutually defining identities, shared ways of engaging in doing things together and members' capabilities and significance (knowing what others know, what they can do, and how they can contribute to an enterprise), they also include the ability to assess the appropriateness of actions and products and certain styles recognised as displaying membership (Wenger, 1998:125-6). As such, participation shapes not only what members do, but also who the members are and how they interpret what they do. Tam (2014:13-14) found out that most of the teachers in the Chinese subject/department believed professional learning communities provided opportunities for teacher learning as a result of teacher interaction and sharing of ideas through interaction in that community in contrast to those in the English department (Tam, 2014:12) with a view that it can only cause problems.

## **2.15 Summary**

From the literature review the education system of Zimbabwe shows a relatively high increase in the transition of children from primary to secondary school education. The need to adapt the curriculum to suit the industrial needs of the country were explored and put in place, but seemed unsustainable. From the teacher's point of view, it was also

important that the immediate financial needs of the teachers and availability of resources were to be met to reduce the brain drain. Zimbabwean teachers' attitudes towards their work resonate with those expressed in other low income developing countries. However, there was not much emphasis on secondary school leadership and its influence on the efficient operation of schools. The Zimbabwean local examination system was also criticised, especially, on the conduct of the examiners and incidences of leaked exam papers at examination centres. The risky nature of transporting exam papers was also highlighted as an important factor. The politics and the shrinking economy were also contributing factors towards the attitudes of the teachers, but there is not much commitment on how to address these problems as a priority. To achieve quality secondary education, most research studies appeared to ignore the teachers' inputs and the teaching process as a necessary and priority component to be addressed to achieve effective and quality education. Issues on professionalism seemed not to receive much emphasis and this could confirm Tikly's (2011:3) claim that it is the developed countries that are mainly preoccupied with issues of competencies whilst developing countries are still working on access to education mainly the primary and secondary schooling phase. The Zimbabwean teaching community of practice seemed to be at its infancy and unstable. Its true nature may be revealed through questionnaires, interviews and classroom observations as the key data collection tools.

# Chapter 3 Methodology

## 3.1 Introduction and aims of study

The aim of the study was to establish teachers', school leaders and stakeholders' attitudes to teaching in both rural and urban secondary schools in the East of Zimbabwe. It also focused on the effectiveness of teachers in the provision of quality educational experiences and services in the six schools. The schools comprised five co-education and a single gender school. The schools fell into the urban-rural, day-boarding and faith-nonfaith categories. All had different characteristics and enrolled students from a mix of socio-economic backgrounds. There were: three urban schools, one peri-urban school and two rural schools (of which one was a boarding faith school).

## 3.2 Context under which the study was carried out

Zimbabwe had been faced with a deteriorating economy for at least ten years with industry shrinking by 50% between the year 2000 and 2006 (Masunungure et al., 2007:8). At the same time, economic sanctions by the European Union and the United States of America's enactment of the 2001 Zimbabwe Democracy Economic Recovery Act (ZIDERA) denied Zimbabwe access to loans from financial institutions (Tungwarara, n.d.:110; Mapuranga, 2009; Coomer and Gstraunthaler, 2011). According to Mapuranga (2009) the intended result was regime change:

The main thrust of ZIDERA is not to punish President Mugabe and his party, but to push the people of Zimbabwe to their lowest so that they revolt and do away with ZANU-PF. (Online newspaper article)

Tungwarara (nd.:111) also reported a similar view:

“...ZANU-PF asserts that sanctions are intended to turn Zimbabwean citizens against the government in order to effect regime change...” p.111.

Unavailability of financial support and other factors led to the shrinkage and closures of industry, which fuelled unemployment and an extreme hyperinflation that increased the poverty levels among Zimbabweans (Masunungure et al., 2007;8,12-13; Makochekanwa, 2009:3). This grossly reduced government tax revenue followed by a failure to meet government obligations, such as maintenance of infrastructure and services. This forced people into seeking other means of survival including selling fuel and foreign currency on the black market (Makochekanwa, nd.:15, 17), cross border trading, crime, prostitution and corruption (Masunungure et al., 2007:3, 5).

The reduced government funding and a collapsing economy might have had adverse repercussions on the overall organisation and operation of the Zimbabwean education system that affected most of the secondary schools. This background prompted the researcher to carry out this study. The aim was to understand and establish the scale and impact this had mainly on teacher's attitudes, delivery and the quality of secondary school education. A research study was perceived as one way to help enlighten and understand the teachers' circumstances and the state of provision of secondary school education. In turn, this could inform and identify issues that appeared to shape teacher identities and the teaching practices in the six Zimbabwean secondary schools. This is supported by Hammersley's assertion (2002:38) that research shapes practice through enlightenment. Subsequently, it may provide a deeper understanding and knowledge that can be used by policymakers and practitioners to inform their decisions and improvement of the secondary school education system. It was envisaged that the appropriate and useful findings would be put to good use after the study.

### **3.3 Case study**

The above scenario leaves more questions about what happened and how this affected the teachers and the education system of Zimbabwe. However, the situation appeared to be a nationwide phenomenon and not only isolated to one particular section/region of the country or one group of professionals in Zimbabwe. Although this study poses 'what' questions, the 'how' and 'why' questions provides a basis for choosing case study as a research method (as identified by Yin (2009:2) because the situation or period of this investigation uncovers a contemporary phenomenon situated within a real-life context. According to Yin (2009:4), case study research is one way of uncovering such complex real-life social phenomenon or events/phase and in this case phenomenon in the education system of Zimbabwe. To maintain/achieve rigour throughout the study, it was important to protect against any threats to the validity of the research (as identified by Yin (2009:3), which includes a thorough literature review, maintaining evidence and applying explicit procedures in the interpretation of data, which required reading, identifying individual or multiple parts and interpretation/re-interpretation of the data to help me to understand the whole. However, limitations of the case study research method reported by Yin (2009:6) arise when readers view case study research to be appropriate only at the exploratory stage of an investigation. Yin (2009:6), however, identified successful explanatory case studies. Similarly, this study does fit in within the hierarchical research stages of exploratory, descriptive and

explanatory, which are used in social science research. To uncover and obtain an in-depth description of some of the social phenomenon multiple sources of evidence were used which, according to Yin (2009:2) provides the opportunity to make data "...converge in a triangulating fashion." In this study however the 'what' question seemed to be predominant as I sought to understand what the teachers' attitudes were and their implications to the secondary school education system. This appears to leave the study at the explanatory phase. According to Yin (2009:11), the case study is suitable for investigating/examining contemporary events, which suits the situation in Zimbabwe and only if "... the relevant behaviours cannot be manipulated." The case study offers an opportunity to directly observe the events and also conduct interviews (Yin, 2009:11) and can involve a variety of evidence such as documents, artifacts, interviews and observations. In my study, interviews and observations were used. How and why questions most likely "...favour the use of the case studies..." (Yin, 2009:10). Although this study could be explanatory in nature as it provides the what, and why and then the 'how' on teachers' attitudes make an impact in schools and their effect on the education system of Zimbabwe, the study could potentially serve as a preliminary phase that could provide valuable insights and explanations as a basis to further investigate and find issues or solutions to the wider implications of the teachers' attitudes to the quality of the Zimbabwean secondary school education system. The reliability of the study suggests that the procedures such as data collection can be repeatable to obtain similar results, whereas external validity suggests that the findings can be generalised (Yin, 2009:40). Use of interviews in a case study means there is a focus on case study topics providing "perceived causal inferences and explanations", but should rely on well-articulated questions to avoid bias (Yin, 2009:102). Inaccuracies in data provided could also be due to poor recall and instances of interviewee providing information they believe the interviewer wants to hear. Although the classroom observations cover events in real time, this can be time consuming. As a single observer during the observations, I could be selective on the events, activities and interactions that I choose to include in the observations owing to the difficulty of a broad coverage of the classroom. To avoid limiting what I could observe I sat in a strategic position that gave me the full view of the events or activities in the room. The use of more observers could reduce this limitation to provide a broader coverage of interactions in the room. The use of digital audio recording, to those consenting to this, helped me to recall events and activities during the observations. Yin (2009:102) however, observed that the context of the case could be captured during this observation period. The main limitation cited by Yin

(2009:102) is that events may proceed in a different way when participants are under observation. Also, the outcomes could be biased towards the observer's or researcher's manipulation of events.

### **3.4 Research title**

The research title of this study is: Teachers' attitudes to and the challenges of establishing an effective and fully-fledged community of practice: the experiences of six secondary schools in the East of Zimbabwe. A number of titles were also considered:

1. An understanding of the effectiveness of the Zimbabwean secondary school education system's teaching community of practice
2. The problems facing the teaching community of practice of the Zimbabwean secondary school education system
3. Establishing attitudes and factors inhibiting achievement and sustenance of effective (or quality) secondary school education in six schools in the East of Zimbabwe.
4. Establishing the missing link to achieving an efficient and fully-fledged Zimbabwean secondary school education teaching community of practice.

This included the original title: Achieving sustained recovery and a robust sustainability of secondary schools in the education system of Zimbabwe. This was rejected because at this stage an understanding of the education system was initially required to establish the effectiveness of the secondary education system in the six schools and the aspect of sustenance in this title could be a focal point in subsequent studies to follow and as such making this a preliminary study.

#### **3.4.1 The purpose of the study**

The purpose of this study was to gain an understanding of the Zimbabwean secondary school education system through the following questions:

1. What were the teachers'/school leaders' and stakeholders' attitudes to teaching in both rural and urban secondary schools in the East of Zimbabwe?
2. How effective were teachers in the provision of quality educational experiences in six secondary schools in the East of Zimbabwe?

As the title and aims of investigation suggest, the research study sought to obtain insights into teachers' and stakeholders' attitudes that demonstrated presence or lack of a teaching community of practice. This could be observed through commitment, professionalism, accountability, quality and efficient provision of teaching experience by the secondary school education system of Zimbabwe. Its future direction was expected to emerge in the process.

### 3.4.2 Some more specific questions (were):

1. To what extent were teachers (including leaders) and stakeholders committed and accountable to the efficient provision of quality secondary school education?
2. What were the factors affecting the effective and efficient organisation of the secondary schools or education system?

### 3.5 Obtaining permission to carry out the study in Zimbabwe from gatekeepers

First, in June, 2012, permission was sought from the main gate keepers at the Ministry of Education Sport and Culture in Zimbabwe. These were the Permanent Secretary's office, the regional education offices, the district education offices and the school headteachers, respectively. Schools were purposively selected, but on the basis of the type of school and location (see Table 3.1 below).

**Table showing the types of schools in the study**

Name of school	School A	School B	School C	School D	School E	School F
Classification of school	Rural boarding Faith school	Peri-urban day school	Government Urban School	Day (Mission) Faith schools	Government Day school with 'hot seating'	Non-government Peri-urban day
Number of teachers	30-35	10-15	40-45	45-50	55-60	20-25
Number of students	800-900	200-300	900-1000	1100-1200	1300-1400	500-600

**Table 3.1 Types of schools in the study showing number of teachers and students on roll**

Letters and the appropriate documentation (see Appendices A.1 to A.4) were presented in person to the gatekeepers, (in June 2012). The gatekeepers were the people in positions of authority who granted permission for the study to be conducted in their area. Fortunately, all those approached granted their permission to conduct the study.

The documentation included an information sheet (Appendix A.5), questionnaire (Appendix A.6) and interview participant consent sheets (Appendix A.7), questionnaires (Appendices A.8.1 and A.9.1, which were revised from A.8 and A.9 used in the pilot study) and the interview schedule (see Appendices A.10 and A.11).

### **3.6 Pilot Study**

#### **3.6.1 Relevance of the Pilot Study - Validity and reliability of research instruments**

A pilot study was carried out in the UK. It was administered to former Zimbabwean secondary school teachers and stakeholders who completed their (secondary school) education in Zimbabwe. The majority of the participants were tracked down through individuals who knew former Zimbabwean secondary school teachers and these in turn knew other former secondary school teachers who taught in the urban and rural settings, day or boarding and faith or non-faith schools. Most of the former teachers seemed to be reflecting on their teaching practice or experience in the Zimbabwean secondary school education system and appeared to be comparing their experiences in Zimbabwe to what they perceived were the experiences of students in the UK. The purpose of the pilot study was to check for the feasibility and at the same time the validity and reliability of the research instruments used. Wilson and MacLean (2011:203) stated that this also provides the researcher an opportunity to know the type of data to anticipate and also to identify any problems that may arise in the data collection process. The feedback and data collected confirmed that the content of the Likert type questionnaire and interview schedule were relevant. Teachers' and stakeholders' concerns including matters affecting teachers' performance of their duties were highlighted. This also revealed their attitudes towards the secondary school education system. From a face validity point of view, the participants approved the layout of the questionnaire and content with a few changes (see Appendices A.8, A.8.1, A.9 and A.9.1). Difficulties were encountered in responding to statements requiring rank order. Most participants did not recognise they had to rank the options presented to them. Feedback on these statements/questions was used to improve their wording. The pilot study demonstrated that both instruments had content and criterion validity. The content validity determines whether the questionnaire or interview schedule covered the attitudes of the teachers with regard to resources, quality of the education system, leadership, monitoring and accountability and commitment. By consistently expressing relevant and accurate perceptions and information on their positions on issues raised in the questions and statements, the reliability of the instrument was demonstrated. The validity of this study

was high based on the sample size which, on average, exceeded 70% of participants at each of the six schools. The validity of the study was also evident because of the nature of the topic that covered a broad range of issues affecting the teachers and the quality of education. To ensure content/sampling validity, a broad range of areas/issues were covered in the questionnaire and interview questions. Apart from the wide range of concepts, the study also included participants from a wide range of subject expertise and hierarchy in the school structure. This provided responses/information on different perceptions and expectations from the groups of people at various levels in their teaching career.

### **3.7 Limitations of study**

The use of UK based former teachers who had been outside Zimbabwe for a long time may not provide accurate insights to what could be happening in the country at that time. Also, the small number of schools involved in the study meant the findings would not be generalised or transferable. The inequalities among the schools because of the difference in the schools' capacities and provision of education also meant the study compared unlike schools, but that appeared to mirror the realities of many schools across the country.

However, the responses from the former teachers who took part in the study were similar to the responses of the practicing teachers who participated in the study showing similarities in the issues affecting teachers prior and after 2011. The former teachers all seemed to have left Zimbabwe and arrived in the UK at about the same time around the year 2000. The similarities in responses to various issues demonstrated the validity of the study. One example is when teachers appeared to be overrating themselves on pass rate or sense of achievement. Other examples included an inability to provide appropriate remedies to the teachers who were deemed underperformers and yet this had an impact on the provision of quality education.

### **3.8 Requirements, researcher obligations and the British Education Research Association (BERA) guidelines**

#### **3.8.1 Ethics and voluntary consent in social research**

Throughout the study, the necessary steps were taken to gain access to the relevant gatekeepers to obtain permission to conduct the research. The study was approved and received ethical clearance, which was an indication that it satisfied the university or

school research and ethics panel (SREP) requirements. This included obtaining permission to use audio recording mainly for interviews and also during classroom observation to reduce the prospects of entirely losing and forgetting classroom activities and events. All teachers in the study consented to audio recording of interviews. Most teachers in this study also consented to the use of the audio recorder during the classroom observations, which made it easier to record, capture and recall events and classroom activities. Ethics in social science research is vital because the researcher has the obligation to conceal the identities and materials or information participants choose to provide to the researcher. The researcher must be aware of the potential harmful effects that may be encountered during the research and afterwards (ESRC, 2012:27, 28); Hammersley and Traianou, A. (2012); UNESCO, n.d.). For instance, revealing the identity of a participant who says something unfavourable to the school could be detrimental to the informant who provided/revealed such information. Consequently, that respondent/participant could receive punitive actions with negative repercussions to their career or stay at that school. Because of that, it was vital for me to safeguard and respect the anonymity of the respondents and uphold confidentiality of the information supplied by the participants. As the researcher and in accordance to the Data Protection Act of 1998 (BERA, 2011:7), I had the responsibility to safeguard the participants' privacy and respondents' rights to confidentiality and anonymity during and after the study. This also meant I had to ensure that no names were written on the questionnaire response sheets and all the collected data, including the audio interview recordings, was stored on a password secure laptop and data storage device. I was aware that any information that may reveal participants' identities or names and locations remains the researchers' responsibility during and after the research. This means that participants are assured that appropriate measures to securely store the collected data were in place. All gatekeepers received the necessary information prior to the data collection process. Consent forms and information sheets outlining the purpose of the study and the rights of the participants were prepared and used. Participants' rights included their rights to pull out of the research study or refuse some data collection methods as recommended in the BERA (2011) document (BERA, 2011:6; UNESCO, n.d.). These were issued on the day of data collection and were signed (see Appendices A.6 and A.7; signed one, A6.1 and A.7.1) and retained by both the researcher and participants. All participants fully consented and voluntarily took part in this study as recommended in the BERA document (2011:5); (Hammersley and Traianou, 2012). However, according to BERA (2011:8) and ESRC (2012:25), the researcher has the responsibility to disclose to the

authorities any information or illegal behaviour that may manifest during the research study. By observing these guidelines, the researcher upholds the standards of educational research.

### **3.9 Contacts at schools**

At each school I was assigned a contact person who facilitated and made the necessary arrangements to carry out the study. Headmasters at Schools D, E and F were the main contacts and at Schools A, B and C a deputy headmaster and senior teachers were elected as contacts, respectively. Contact was mainly by mobile phone and text messages to contacts at Schools A, B, C, E, and F, and by e-mail to the contact at School D. Communication was usually unidirectional. Apart from the e-mail contact, the rest never replied to the text messages. This could be attributed to the expensive telecommunication charges involved.

### **3.10 Data collection**

Three methods of data collection were used in this study. These included Likert attitude scales, semi-structured interviews and classroom observations, in that order.

#### **3.10.1 The Likert scale**

A Likert type questionnaire (see Appendix A.8.1 and A.9.1) was used to collect data on attitudes of participants. The attitude scale uses questions/statements intended to produce a score that indicates the intensity and direction (for or against) of a person's feelings to a given statement/question (Sommer and Sommer, 2002:162; Bell, 2005:218). The categories usually used include strongly agree, agree, undecided, disagree and strongly disagree. To avoid bias when using these scales, balanced scales are recommended. This forces the respondents away from the neutral response. Flaskerud (2012:131) suggested the need to be cautious when using Likert-type scale on respondents of non-Western origin. This was because of problems faced with immigrant participants in the Americas who found it hard to understand the questionnaire (Flaskerud, 2012:130). To guard against bias of the instrument, an evaluation of the clarity of the instrument can be done using cognitive interviews. This also eliminates or reduces a tendency of respondents to provide socially desirable responses, but provides data that is likely to reflect "the actual circumstances being examined" (Garcia, 2011:445). It was also appropriate to guard against acquiescence and also extreme response style, in which the respondents tend to select the extreme categories of

responses in Likert-type scales (Naemi et al., 2009:261; Roster et al., 2006:743). Extreme response style has been reported to have an effect on the interpretation and the accurate assessment of the differences or similarities in attitudes especially of data collected from people of diverse cultural backgrounds (Roster et al., 2006:754). Political alignments may also have the same effect. The majority of teachers in Zimbabwe come from black indigenous people, but exhibit social and cultural differences by region or on tribal grounds. Similar findings by Harzing et al., (2012:356, 360) and Shulruf et al., (2008:69-70) also highlighted cultural differences as a contributing factor in response styles. This diversity, however, appeared not to affect the reliability of the study in the six schools because of the commonalities in issues affecting teachers and the quality of education. The pilot study confirmed that Likert scales can be used to obtain significant amount of information in a short time. Data obtained was also relatively easy to analyse.

#### **3.10.1.1 The validity of the questionnaire**

Increasing the gradation of the Likert scale with a midpoint may reduce the mid-point response rate. Harzing et al. (2012:344) also suggested that finer gradations of the scales increases the chances of obtaining responses that reflect the participants' opinions, which avoid extreme responses. This increases the reliability of the scale as respondents select negative or positive responses close to the midpoint (Weijters et al., 2010:239). There is also the need to guard against bias in which participants tend to agree with a set of positively worded statements (Hodge and Gillespie, 2007:3-4). Statement reversals that contain the use of 'not' were recommended. Respondents needed to read instructions carefully to avoid provision of misleading results as there is a danger of wrongly assigning numbers on the scale based on the degree to which they agree or disagree with a statement. Most of the participants in both the pilot study and actual data collection process associated 1 (one) with strongly agree and 5 (five) with strongly disagree, which was the other way round in this study. In this sense 1 (one) was associated with excellence or positive things. The participants acknowledged that point and acknowledged that it forced them to read the statements more carefully. Preston and Colman (2000:13) observed that if time constraints play a major role, the five-point or three-point rating scales were more appropriate. These reduce the chances of frustrating and demotivating the respondents and are quick and easy to complete. On this basis, a five-point rating scale was selected and also it offered more options over the three-point scale.

### 3.10.2 Data collection procedure/process

Arrangements were made to administer 25 questionnaires at schools with at least 35 teachers and for every teacher at schools with less than 25 teachers. Questionnaires were distributed to teachers across the subject areas. Interviews were conducted with at least 3 teaching staff, which was to comprise school leaders, heads of department, senior teachers and some ordinary teachers. Eventually, the study relied on available participants. This purposive/convenience sampling method suited the prevailing circumstances and the time constraints involved. The snowball effect, although prone to bias, proved helpful in recruitment of participants on the data collection day. This could imply that those involved were interested in the topic or simply curious. I was aware that survey response rates of 70-80% have the credibility of producing meaningful inferences from collected data (see Table 3.2 for rates of response).

School	Number of teachers	Number of respondents	x100%	% Rates of response	Number of Interviewees
A	35	17 of 25	17/25	68.0%	4
B	12	11 of 12	11/12	91.7%	3
C	45	18 of 25	18/25	72.0%	6
D	48	20 of 25	20/25	80.0%	6
E	57	14 of 25	14/25	56.0%	4
F	24	17 of 24	17/24	70.8%	4
<b>Totals/average</b>	221	97 of 136	<b>97/136</b>	<b>71.3%</b>	27

**Table 3.2 Questionnaire rates of response at the six schools**

Bruce and Chambers (2002:1049) also stated that 50% response rate can also be credible and be published. In this study, the average rate of response was about 71%, which fell within the credible range expected to produce meaningful results. There were concerns of failing to achieve such response rates because teachers were busy marking the end of term examinations, recording and reports writing. However, more response rates could be possible if the issues covered affected the teachers and on one document. Cannon (2008:115) appeared to suggest that shorter questionnaires had prospects of improving response rates. Time is however viewed as an important factor in completion of questionnaires and Likert type questionnaires were identified to be less time consuming in an article by Carr (2003:171-172), hence, their use in this study.

Questionnaires were collected as soon as the participants completed them for a quick initial analysis to gauge the responses and what to expect or focus on during interviewing. Participants were encouraged to seek clarification on questionnaires and during interviewing to avoid misinterpretation of the research instruments and hence the interruptions during interviewing. Bloch (2006:69-70) noted the importance of using other data collection methods suitable to participants with a low level command of the English language. In this study the use of the vernacular language was common whenever it was necessary to clarify some points. Bloch (2006:70) also advocated the use of web-based questionnaires that provides a wider geographical spread, which does not require the researcher's presence. This was not feasible because of the limited and unavailability of internet facilities in Zimbabwe.

### **3.10.3 Semi-structured interviews**

Semi-structured interviews (see interview schedule Appendix A.10 and A.11) were also used to obtain qualitative data. Interviews provided an opportunity to gain in-depth insights into human experiences, opinions, feelings and emotions (Denscombe, 2010:173). A digital audio recorder was used to collect interview data. The collected data was saved on a password secured laptop and storage device. Names of the interviewees were not mentioned in the interviews for anonymity and confidentiality reasons. At least three interviewees were required per school to access the three main levels or sub-groups of participants comprising those in the school leadership team including heads of department and senior teachers, experienced classroom teachers and the less experienced ones in including student teachers, and in different subject areas. In total, 27 interviewees contributed to the data, which lies within the general guidelines of between 20 and 50 participants stated by Wilmot (n.d.:4). This avoided collection of data from only one sub-group and guarded against obtaining data biased towards that particular group. For example, data from the school leadership could be presented in a way that portrayed the school in good light. This ensured that the different subgroups in the school structure provided breadth (Wilmot, n.d.:3) and also 'depth' of the data collected as the school leadership team members, for instance, have a deeper insight into the activities of the school and how the school runs including the school's performance, expectations and school targets. On the other hand, the student and junior teachers would be included to see how involved they were in school matters and the support mechanisms available to them to meet their needs. Involvement of a heterogeneous sample, which included all the sub-groups, also, ensured that data

saturation could be reached at each level in the different sub-groups or hierarchy of participants at each school. The sub-groups tend to have some commonalities in their experiences, for instance heads of department have to plan for their departments' resources and may all face difficulties in funding. This would provide attitudes and perspectives from a range of teachers who had different experiences in provision of resources or popularity of subjects and availability of experienced teachers in the different subject areas. Some subjects such as science and mathematics were experiencing teacher shortages because of the 'brain drain' attributed to their demand in neighbouring countries such as South Africa and Botswana. Data was also collected from stakeholders of diverse standing in the community with various socio-economic backgrounds to obtain perspectives from a wider range of members of the community and establish if the stakeholders' views matched those of the teachers or understood the education system in the same light as the teachers. A few of the participants got involved because of snowballing, which can also build bias into the study because those participants inviting/recommending them may have the same attitudes or behaviours and may influence each other (Wilmot, n.d.:6). This appeared not to be the case as most participants put their views across based on their own experiences.

#### **3.10.4 Observations**

Observations were carried out at four schools (Schools A, B, C and F). At least five lessons were observed at each school. It was however not possible to observe all the teachers who took part in the interviews. Some teachers had left and others were busy organising national examination and other school related activities. These included invigilation, collection of examination question papers or submission of examination answer sheets to the respective examination offices. Observations were necessary to confirm or dispute the claims or findings from the questionnaires and the interviews. According to Malderez (2003:179), this provided an opportunity to understand the impact of the teaching processes and related activities to students' learning. Observations entailed capturing first-hand what actually goes on in and outside the school classrooms including any issues, spoken or unspoken, that may come to light. This could potentially reveal the teacher identities or school culture(s) in the form of teaching and learning practices/processes, and behaviours. Associated with this were the student-teacher or teacher-teacher relationships and interactions. Initially an observation schedule was thought to be a good way to document these interactions, real time, during classroom observations. The idea of writing down or filling in the observation schedule

during classroom observation was however discarded on the basis of its potential to distract (Kawulich, 2005), or discourage the participants to act like themselves and in a way interfere with the data collection process. Instead, observations guided by key words from the observation schedule and comparisons were quickly written down immediately at every opportunity after or between the observation sessions. The main observation schedule included checking on teacher preparedness, method(s) of teaching, interactions and engagement, relationships, sitting arrangements, interruptions and use of resources and impact of class sizes. This made it easy to make comparisons between teachers and their approaches to teaching and learning. The main problem associated with the use of this method alone is failure to recall sequences of events and what actually happened. This could be exacerbated when lesson observations were back to back. Very sketchy key points were noted during that transition between lessons (see Appendix C 18). The bulk of the recordings were carried out after the observations. Break and lunch times provided an opportunity to observe out of classroom interactions. Ideally, problems with accuracy and recall could be avoided by using real time recordings of interactions in an observation schedule. The participating teachers who consented to audio recordings of their lessons made it easy for me to accurately follow classroom proceedings to a high extent. This resolved issues with recall, but some of the non-verbal communication was not easy to recall, which could have a slight effect on the validity of the lesson observations.

### **3.11 Qualitative research**

The majority of the data collected during this study was qualitative through the semi-structured interviews and lesson observations. Qualitative research elicits rich data as noted by Wilson and MacLean (2011:199) and Willig (2008:8). It entails finding out about insights, understanding of participants' feelings and perceptions through the use of interviews (Roulston, 2010:16). According to Basit (2010:199) it is important to avoid pre-established interpretations of data. The study focused on what people experienced in their working environments as teachers or other stakeholders. The data should comprise of interpretation of experiences and the meaning that is attached to it (Wilson, and MacLean, 2011:188). This would bring to light some of the different aspects of a particular phenomenon (Wilson, and MacLean, 2011:188), whereas quantitative research relies on use of relationships between variables (Wilson, and MacLean, 2011:188). Data obtained from qualitative research is however criticised for its subjective nature. Rather than a weakness, some view this as a further source of

information with an element of reflexivity (Wilson, and MacLean, 2011:191). This reflection process also helps to provide an account of the researcher's role and impact in the study (Wilson, and MacLean, 2011:191). However, some of the richness of the data could be lost or reduced as it may not be possible to retain or convey all the features of the original interaction and the meanings it may communicate. Qualitative studies are mainly criticised for their failure to provide generalisation to a larger population (Cooper and Schindler, 2011:160).

### **3.12 Validity, reliability and triangulation**

Validity determines if the research instrument measures what it was intended to measure (Golafshani, 2003:599). The term validity is more associated with quantitative research methods and its strength is in its ability to generalise findings to wider populations. However qualitative researchers refer to quality, rigor, credibility or trustworthiness of the research (Golafshani, 2003:602, 604). This points to a high quality qualitative research. My research however used both quantitative and qualitative methods and both terms would be used accordingly. In this study a number of instruments were used which can be used to triangulate and check for validity (Creswell and Miller, 2000:126-127), where triangulation relies on convergence among multiple and different sources of data and in my case a questionnaire, semi-structured interviews and classroom observations were used and all brought out common themes. Reliability provides the same result which indicates repeatability or consistency of a measurement (Trochim, 2006). In this study the questionnaires and interviews revealed consistency in the participants' responses. The classroom observations also showed a consistency in terms of teaching styles by those teachers who relied on the teacher-centred or student-centred approaches. Qualitative researchers were more inclined to use dependability or trustworthiness of the research instead of reliability, which is more suited to the quantitative research methods (Golafshani, 2003:601). But, since I used the Likert scale and other data gathering approaches in this study, the idea of using reliability remains relevant. By using different data collection methods helped with validating findings. For instances, the responses from questionnaires, semi-structured interviews on aspects of secondary school education were further checked for their authenticity during lesson observations through the effectiveness of teaching and engagement of students with their teacher and the topic being studied. Data triangulation from the multiple sources of data about a phenomenon such as the quality of teachers/education was gauged across the six schools, for example, to check if teacher contributions actually portrayed quality,

professionalism or a compromised education system. Similar findings would provide corroboration, however, absence of similar findings does not necessarily constitute a refutation of the findings (Barbour, 2001:1117). Another approach to check for reliability was to use methodological triangulation. In this case I used multiple forms of data such as questionnaires, individual interviews and observations (Roulston, 2010:84).

### **3.13 Transferability and generalisation of findings**

Zimbabwe's prevailing economic situation at the time of establishing contact with participants and data collection in this research study (2011-2013), and its impact on the secondary and the school education system as a whole bore some differences to other countries. In this case transferability or generalisation may be difficult to apply in the various low income developing countries in Africa and around the world. Even some areas within Zimbabwe have their own unique circumstances and hence the need for me to use a sample that represented a wide range of school types at different settings with different experiences owing to various aspects to funding, location and a sense of academic achievement. There were however, some economic, political and education organisational structures that low income or developing countries have in common at various levels with similar settings and experiences to which findings from this study could be transferable and applicable. The aspect of low income or poverty synonymous with the majority of the Sub-Saharan African countries could provide such an opportunity and tailor the intervention, with modifications or adaptations, to that part of the setting. The contextual situatedness of the schools, teachers and pupils and their unique circumstances or their particular environment should be seriously considered as it helps to shape perspectives. At large, the suffering of teachers portrayed in the literature review appeared to express unpleasant teachers' lived experiences and a corresponding effect on the education system. This led to the consideration of phenomenology to provide a description of the teachers' experience in such a working environment.

### **3.14 Phenomenology**

The study tended to respect the phenomenological perspective tradition as it closely sought to elicit data by investigating teachers' lived experiences. This may also be used in the development of practices or policies based on the understanding of the phenomenon, which may include aspects of teacher professionalism (Creswell, 2007:60). The focus was to understand and extract the essence of these lived

experiences (Creswell, 2007:58), in which the human being is a situated individual in the lifeworld in question (Van Manen, 1990:18-19). From these, any common issues or their contexts would be revealed. These assist in formulating meanings and interpretations of the phenomena emanating from the attitudes revealed by the participants. Wojnar and Swanson (2007:174-with reference to phenomenology) stated that the researcher has to establish commonalities expressed by the different participants to understand and interpret the contextual aspects experienced at a setting. Detailed and in-depth data was obtained from open-ended questions which enabled participants to answer “in their own words” (Roulston, 2010:16). Approaching this study without any presuppositions or preconceptions and disregarding context was going to be hard to achieve because comparisons of the events and circumstances surrounding the education system were required to remind the researcher of the context under which events took place and the subsequent consequences, without impacting on the reliability and validity of the study. Context is a central part of hermeneutic phenomenology whereas it is viewed to be of peripheral importance in descriptive phenomenology (Wojnar and Swanson, 2007:174-175, 179; McConnell-Henry et al., 2009:8) and for this reason descriptive phenomenology was rejected in favour of the (interpretive) hermeneutic phenomenology. Descriptive phenomenology makes use of bracketing, which strives to separate presuppositions and whatever was known about the phenomenon from the actual findings (Shosha, n.d.:32). This process of bracketing was regarded as an impossibility by many phenomenologists (Allen-Collison, 2009:286; McConnell-Henry et al., 2009:10; Kafle, 2011:186-187). In interpretive phenomenology it is believed that it is impossible for the researcher to be entirely neutral in their interpretations of data (Laverty, 2003:9, 11, 14; Balls, 2009; Wojnar and Swanson, 2007:174; Kafle, 2011:186). Some argued that description itself was an interpretative process (Rapport and Wainwright, 2006:229, Kafle, 2011:187). There was more emphasis on the essences in descriptive phenomenology than in interpretive or hermeneutic phenomenology stance/concept (Sloan and Bowe, 2014:1295). Heidegger (was reported to have) placed emphasis on context, (that is, cultural, social and historical) at the heart of hermeneutic phenomenology’s ability to understand individuals’ lived experience (Wojnar and Swanson, 2007:174). The semi-structured interviews best helped participants to elicit and express their positions, but the lesson observations were very important in reminding the researcher of the nature and style of teaching and its effects to students’ engagement levels and preparedness to life after school. The teacher-centred methods of teaching encountered during lesson observations made students passive with very little

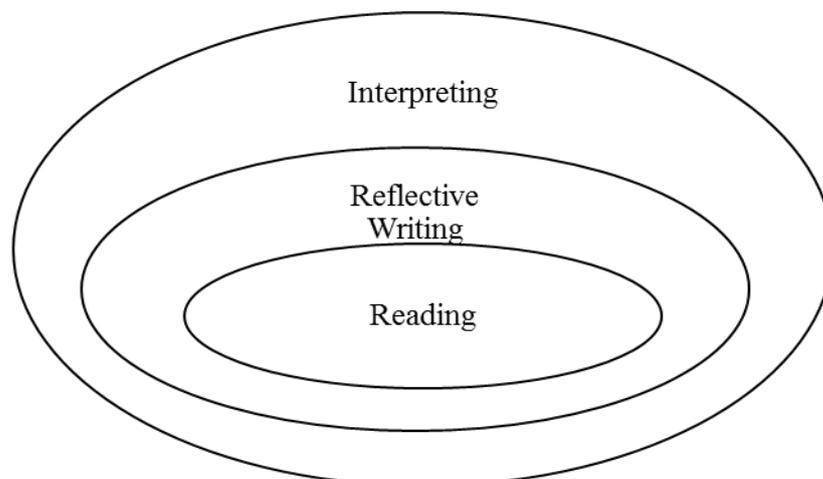
interaction between teacher and students. Besides its strength in using presuppositions of the researcher, interpretive (hermeneutic) phenomenology was also recommended to clarify phenomena in education (Van Manen, 1990:4; Henriksson and Friesen, 2012:1, 4; Creswell, 2007:58; Sloan and Bowe, 2014:1297). The Heideggerian phenomenology focused on the relationship between an individual and their lived world (Shosha, n.d.:32). It should be made “clear how interpretations and meanings have been placed on findings” and avoid the idea of the detached researcher (Lester, 1999:1). The researcher claimed some understanding of the Zimbabwean education structure and some attitudes and behaviours of the teachers. These experiences and the perceived understanding of attitudes and behaviours may not be entirely credible or valid now, as situations have since changed, but provides some guidance to work from. The researcher did not have any preconceived outcomes. But, the literature review on the Zimbabwean secondary school education revealed some direction this study could take. In particular, the various attitudes and behaviours of teachers that had an effect on their conduct and the quality of secondary school education. The pilot study administered to former Zimbabwean secondary school teachers also provided some insight into events and attitudes that prevailed during their time. Issues on remuneration, resources, and extra lessons all had their role on teacher attitudes, conduct and the quality of education. An understanding of such issues was expected to emerge at various stages of the study.

#### **3.14.1 Conducting and interpreting phenomenological research**

There appears to be mixed sentiments on how to conduct and interpret phenomenological research. Some researchers suggest step-wise procedures to follow when conducting and interpreting hermeneutic phenomenological research (Cresswell, 2007:60; Wojnar and Swanson, 2007:176-177). There was also a notion that the interpretive element/characteristic in phenomenological descriptions required a discovery-orientated approach (Van Manen, 1990:29; Van Derzalm and Bergum, 2000). This sought to establish the meaning of certain phenomenon and how it was experienced (Van Manen, 1990:29).

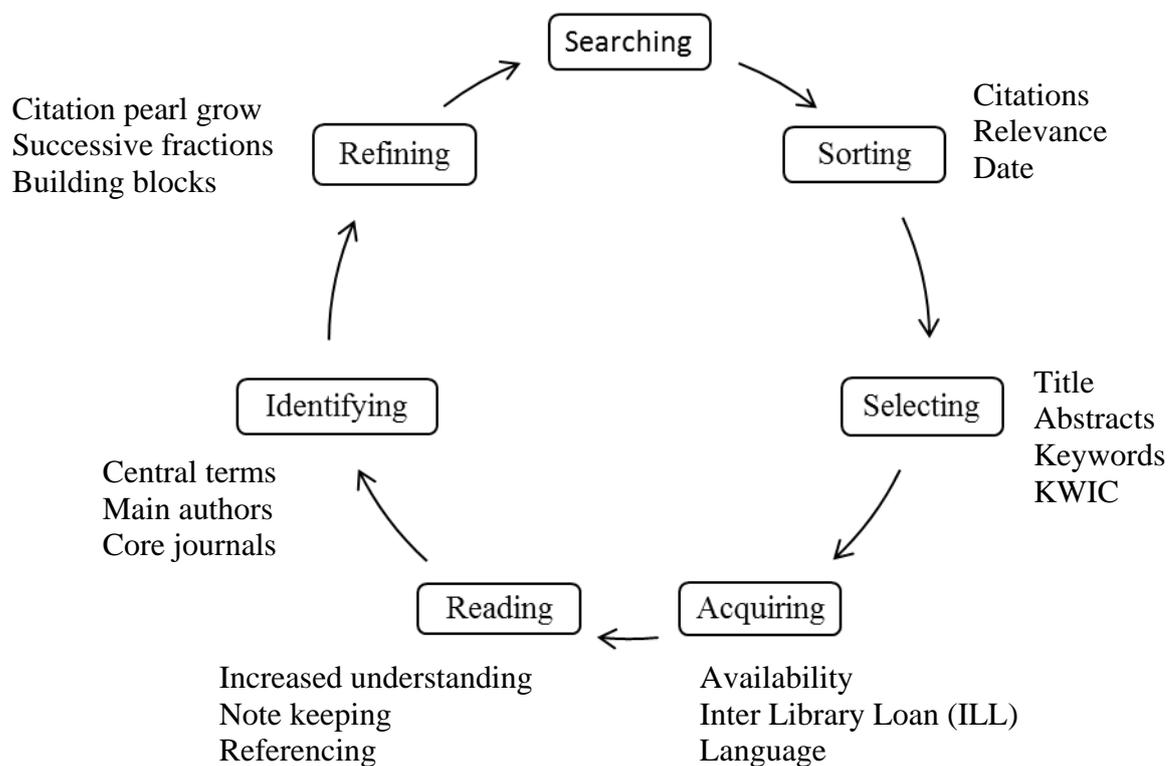
There was however a general agreement that after identifying/isolating phenomenal themes there was a rewriting of the theme and at the same time interpreting the meaning of the lived experience (Sloan and Bowe, 2014) (see Appendix B.1-showing highlighted text and re-writing of the responses and the initial analysis and thoughts of the researcher. To understand the data, the researcher initially read through responses from

participants at each school to have an insight of their views and identify any commonalities or patterns. The next stage was to put data from the same question and check for trends from responses from all participants to get a full picture of patterns or trends and identify emerging themes. This was followed by some interpretation and followed by starting the whole cycle again to try to identify deeper meaning. This explains the hermeneutic circle as shown in Figure 3.1, which, according to Heidegger entails “moving back-and-forth between the whole and its parts and between the investigator’s fore-structure of understanding what was learned through the investigation” (Wojnar and Swanson, 2007:175). This was also viewed as a spiral going deeper into the meanings (Motahari, 2008:106). The constant engagement with the themes leads to an understanding of the meaning of experience through constant interpretation and re-interpretation of the data and its meaning (Wojnar and Swanson, 2007:175, 177). Hermeneutic phenomenology, however, rejects “any research conclusions that are fixed once and for all” (Henriksson and Friesen, 2012:1). The interpretations could reveal a historical and cultural context that is understood by the participant and researcher (Henriksson and Friesen, 2012:1).



**Figure: 3.1 The Hermeneutic Circle (Kafle, 2011:195)**

Search operators (phrase; Boolean; brackets; truncations)  
Field search (year; subject; document type)  
Data base dependency



**Figure 3.2: The hermeneutic circle of reviewing literature and techniques associated with different stages of the hermeneutic circle (Boell and Cecez-Kecmanovic, 2010:134).**

Boell and Cecez-Kecmanovic (2010:134) also used the concept of hermeneutic cycle (see Figure 3.2) in the literature review which provided further steps in the process of refining literature searches. I applied this process during my initial and ongoing literature review, which gave me access to important literature. The stages used by Boell and Cecez-Kecmanovic (2010:134) were however more relevant to literature review searches and were critical of the limitations of systematic reviews, which they claimed limited literature searches to particular journals or databases and in most cases also limited to the key words provided and acceptable in the search. In this study it was significant to have a good understanding of the literature review from the outset, which was also used to understand the responses from the participants in this study. According to Boell and Cecez-Kecmanovic (2010:130), viewing literature as a hermeneutic process enables researchers or literature reviewers to constantly seek a deeper understanding of the relevant literature or publications by a constant re-interpretation of the literature. I found this process useful during literature review and also linked this to the analysis of the data. Acquiring of data can be made redundant in the sense of Boell and Cecez-Kecmanovic's model because the data has already been collected, but acquisition could also be used in the sense of getting a sense of meaning of the data

through reading followed by reflective writing as I identify the different themes in the data. In this sense, the acquiring and identifying stages can be combined and so can the selecting and sorting stages. This appears to condense Boell and Cecez-Kecmanovic's model into a simpler model that reflects Kafle's stages above and hence, the use of Kafle's model in this study. However, Boell and Cecez-Kecmanovic (2010:130) seemed to agree with Henriksson. and Friesen (2012:1) on the point that there is no final understanding of the relevant literature and in this case data collected during the study, but the constant interpretation and re-interpretation, which leads to a 'deeper and more comprehensive understanding' of either the publications or the data collected during the study. The interpretation and re-interpretation should however come to an end. The use of the hermeneutic circle to help understand the literature also, provided a moment to reflect on my experience as a student in Zimbabwe and that of other students in general. During classroom observation in this study, literature by Mitchell (1995:94) provided an example that enlightened and made me to become more aware of inefficiencies of teacher-centred learning, which promoted learner dependence to their teachers instead of students being empowered to be self-sufficient and independent learners. The teacher-centred approach however still remains an important approach and a mix of both approaches with a bias towards the student-centred approach could enable students to gain and/or take charge of their own learning. This could help foster a better understanding of the concepts from the students' own perspectives, but with the guidance from their teachers. By focusing on a part in the interpretation also enabled me to see how it connects to the whole data and analysis, which hinges on the quality of the education system and how the teachers play a major role to achieve this quality and the appropriate student products expected out of this system. As part of the whole, the setting up of School Development Associations or Committees (SDA/C) were found to be significant to work closely with teachers and school leadership within Zimbabwean secondary schools as they depicted a relationship that provided checks and balances through constant monitoring by parents and enforcing accountability by their sheer presence and/or contact with schools.

The fundamental question on the type of qualities to be "cultivated" into the students may remain in the Zimbabwean context for as long as there is limited or a lack in existence of a working, diverse economy and a supportive industry that props up the education system and that provides students' hope of employment. Absence of a viable economy appeared to make a huge difference to the way students perceived and

took/received secondary school education. To promote/foster independent and active learning among students teachers must make an effort to move away from the teacher dependence culture.

By reading and seeking to understand parts of the literature, more literature searches provided further reading of literature or text that is used to understand the whole (Boell and Kecmanovic, 2010:133). By applying the same procedure in the interpretation of data I had to read the individual and multiple parts of the data to build up to an understanding of the whole. This movement from parts to the whole provides an understanding and change of meaning of both the whole and its parts as the constant re-interpretation of the literature leads to an intended deeper and more comprehensive understanding of the relevant publication. I found it useful to read the literature and relate it to the study as demonstrated above. As such, the hermeneutic circle provides the researcher with opportunities to have a reflective analysis and interpretation of the data by linking the different parts to the whole, with each providing its own (situated) meaning. This implies meanings from the data interpretation may never be exhausted (Whitehead, 2004:513). The analysis process should, however, come to an end (Whitehead, 2004:513). However, changes in interpretation have been acknowledged if further analysis was to be carried out. This implies meanings from the data interpretation may never be exhausted and whatever (the best) a researcher settles for, remains as an approximation to/of the meaning (Whitehead, 2004:513). This seems to concur with McConnell-Henry et al., (2011) on decisions when to stop and when refuting the need for participant feedback.

### **3.15 Limitations and benefits of Hermeneutic phenomenological research in this study**

Phenomenological epistemology focuses on meaning instead of “arguing a point or developing abstract theory” (Van Derzalm and Bergum, 2000:212). It may not prescribe action (in clinical practice), but it influences and provides a platform for a reflective and attentive community of practice to benefit from its revelations of the meanings of human experience (Van Derzalm and Bergum, 2000:214). Phenomenological knowledge lacks predictive abilities, but has anticipatory or sensitising abilities that may become helpful if a similar situation confronts that person (Van Derzalm and Bergum, 2000:214) or that practice. It also differs from the other phenomenological and qualitative research approaches as it allows “literary and poetic qualities of language,

and encourage aesthetically sensitised writings as both a process and product of research” (Henriksson and Friesen, 2012:1).

The use of hermeneutic phenomenology brought to light experiences of teachers that allowed me to identify the essences of the phenomena of being a teacher and teaching in a climate of economic hardships. These may be expressed directly or indirectly by the teachers’ attitudes (in the questionnaire/interview), conduct and/or actions or what they actually do during classroom observations. This allowed me to interpret these phenomena to provide an understanding of their situation (or condition of schools) and the implications in terms of the provision of secondary school education, experiences or service in those schools by such teachers. For instance, one senior teacher avoided issuing maths textbooks that were provided through the Education Transition Fund (ETF) to his students because he feared the consequences of a situation where a student loses a textbook. There were to be regular audits of these textbooks and the teacher/school had the responsibility to maintain and replace any lost textbooks. Given the poor welfare of teachers, such a scenario left a teacher at cross-roads. As much as the senior teacher wanted to make the students take responsibility of their own learning he could not risk the prospect of using his own money to replace textbooks.

### **3.16 Analysis process**

The use of structured step-by-step analysis may involve reading each transcript as a case. Such steps could include: (a) the participants’ various experiences (or themes) noting any similarities or deep contrast. It was permissible to use the experience common to both the researcher and participant to establish what was most common, familiar and self-evident to the researcher (Sloan and Bowe, 2014:1298). As a novice researcher I thought it was necessary to follow step-wise procedures in data analysis. I identified sections that reflected experience in the data and selectively highlighted some words, phrases and some statements followed by rewriting with tentative descriptions and analysis of the text (see Appendix B.1-using the hermeneutic circle). Annotations were also presented in the margins of the interview transcripts as shown in Appendix C. Maps of emerging themes from interviews (from actual study) were as presented in Maps 1 to 4. The researcher needs to skilfully identify phenomenological themes, which express lived experience, which included a sense of achievement, detachment and compromised professionalism. This was followed by (b) re-reading and identifying repetitious themes and (c) identifying exemplary quotes to illustrate themes. It has been

suggested that there is the need for participant feedback to clarify interpretations of the data and ensuring the interpretations represent participants' lived experiences (Kafle, 2011:196). A return to the text allows a re-examination of the data and provides opportunities for further analysis. Giorgi (2006:359, 2008:6) seemed to be claiming more credibility of this member checking process if all the participants gave feedback. Advocates of member checking/participant feedback viewed this as the 'gold standard' to check for accuracy and credibility in qualitative research (Balls, 2009:33; Bradbury-Jones et al., 2010:30). However, data interpretation may differ each time texts are revisited. This was what Whitehead (2004:513) referred to as "bringing their [participants'] own horizons to the work" as they may not share the researcher's interpretation. This may differ from each participant and also dependent on the time, disposition (and space) of the researcher. This could also make it difficult to ascertain what constitutes the whole/real story and may govern the number of interviews required before that is reached. The quality of data could however be dependent on interview skills and not the number of participants or interviews involved.

### **3.16.1 Reflexivity (in hermeneutic phenomenological research)**

Reflexivity may allow the researcher's "own background, prior knowledge and experience of the research subject to influence the processes of data gathering and analysis of a research project of a hermeneutic phenomenology type" (Creswell, 2007:62). Reflexivity, which is the "person's reflection upon or examination of [a] situation or experience" was perceived helpful in interpretation of the meanings of data isolated in the data (Sloan and Bowe, 2014:1297). This alludes to the researchers' awareness of the impact their questions, methods and position on the subject may have on the data. In this study the researcher was aware of the influence of politics and predominantly, the economic issues affecting teachers. There were presuppositions of issues on curricula, poor teacher attendance behaviours, especially, in rural schools. These were not included in the questionnaire, but left it to the participants to reveal during the study. Since phenomenological reflection is retrospective (Sloan and Bowe, 2014:1297), such reflections may be biased as they may be true during the referred time, but not necessarily so at the time of the study. Things could have changed since then. However, this reflexivity may only be used if there were benefits of using it as it may or may not inform interpretation (Sloan and Bowe, 2014:1297).

### **3.17 Summary**

BERA guidelines on voluntary consent, anonymity, confidentiality and the right to withdraw from study should be observed. Gatekeepers were approached and appropriate arrangements taken to obtain permission to carry out study in the selected secondary schools. Prior to the data collection process consent forms were signed and both researcher and respondent keeping one each. The reliability and validity of research instruments was vital to the success of the study. These research instruments should be ready and informed by the feedback from the pilot study. The Likert scale, semi-structured interviews and classroom observations were selected as the research instruments. The Likert scales were selected on the strength of the ease to administer and their ability to obtain attitudes, which was the aim of the study. Semi-structured interviews were selected on their strength to elicit data with the opportunity to probe respondents to clarify points that they raised in the process. A digital recorder was used to collect interview data. All data was stored securely. The names of the schools and teachers have been anonymised, whilst contributions by the respondents would remain confidential.

# Chapter 4 Analysis and discussion

## 4.1 Introduction

Responses to questionnaires and semi-structured interviews provided evidence of varied attitudes on secondary schools from teachers at the six schools and the stakeholders who participated in this study. Observations revealed an insight into teaching and associated interactions at four of the schools. In this study all the school heads and deputy heads were male and were referred to as deputy/headmasters apart from one female deputy headmistress. Female heads would be referred to as headmistresses. Although the sample of schools is small, secondary schools in Zimbabwe are predominantly led by male heads and because of that the terms headmaster and headteacher have been used interchangeably in this study.

Analysis and discussion of both participating teachers' and stakeholders' responses to questionnaires were presented under the predominant common themes that reflected a sense of commitment, accountability, achievement, or detachment which all seemed to have an impact on the quality of education in the six schools. There were overlaps among some of the themes making some themes implicit in other themes. For example, accountability and monitoring could implicitly incorporate commitment and, qualities of leaders and teachers. However, there was a sense of dissonance among participating teachers and stakeholders on qualities/attributes of teachers and leadership. This presents questions on why teachers and stakeholders in this study differed in their experience and expectations in the secondary school education system. Based on the above background the analysis of the questionnaire follows and starts off with the theme accountability and monitoring which appeared to be key aspects in teachers' attributes and responsibilities at the six schools in this study. This will be followed by analysis and discussion on dissonance, aspects of the sense of achievement and contentment, and attitudes on resources and utilisation, collaboration and commitment.

### 4.1.1 Accountability and monitoring (of students, teachers and leadership)

Despite the knowledge and awareness of the importance of the monitoring exercises, teachers seemed not to like to be held to account by their heads of school as shown in their responses to statement/Question 11 response d: 'A school leader should hold teachers/team to account' (see Table 4.1, page 83). This was also reflected in teachers' very low ranking of the teacher quality (Question 23 response a): 'Very high

accountability', which they ranked least in terms of importance (see Table 4.2, page 84). This was in contrast to stakeholders who ranked teacher accountability very high in terms of importance (see Table 4.4, page 84). Inability to provide resources by school leaders (see Table 4.2 Question 11 response b: A school leader should prioritise obtaining resources for the teachers/team, page 83), appeared to be a justification for not accepting accountability by teachers. It appears irresponsible for teachers not to embrace the importance of accountability on their part. It illustrates that teachers had other reasons for taking such a stance and in a way seemed to have an excuse to justify this action or view point. Stakeholders however had expectations and would put a lot of trust on teachers to take responsibility of the welfare of students by providing quality education for their children. A lack of resources seemed to be one possible justification for teachers' dislike to be held accountable. Lack of resources appeared to be perceived as a hindrance to the teachers' performance. In contrast Stakeholders ranked the attribute of school leaders to provide resources of least importance. It should, however, be noted that to achieve quality education, availability of resources and accountability of teachers was vital. Armed with the appropriate resources and a sense of accountability could inculcate a sense of duty and foster the concept of self-improving teachers/schools advocated by Gilbert (n.d.:10, 13), whereby everyone involved takes the responsibility to account for their performance or actions. Instead, attitudes of most Zimbabwean teachers' appeared to ignore this notion of accountability. This may be a hint of perceived barriers or concerns that may have a negative impact on the effectiveness of teaching and learning. It also revealed discontentment and inadequacy among teachers, which seemed to be confirmed by teachers and stakeholders when they ranked 'positive role model' as the least important (and second lowest) quality of a teacher (see Table 4.2, page 83, Question 23 response d and Table 4.4, page 84, Question 15 response d). This may confirm reports of the poor welfare and low status of teachers (Bennell, 2004:11; Mufanechiya and Mufanechiya, 2011:96-97, 100; Chireshe and Shumba 2011:116-117; Mandina, 2012:770-771; UNDP-Zimbabwe, 2012:27). Low status and poor welfare seemed to be associated with a negative attitude and impact on teachers' performance and hence the justification not to be taken to account by school leaders.

Development of schools requires action at certain levels of responsibility and accountability. Gilbert (n.d.:8) suggested moral and professional accountabilities as a key starting point to provide an opportunity to create self-improving schools or teachers.

But with the negative attitudes towards accountability expressed by teachers in this study, this process could take a while to take root among these teachers.

<b>Teachers' responses to Question 11 on qualities of school leaders</b>					
		Total respondents from six schools	Cumulative totals	Average from six schools	Six schools' average rounded to 2 decimal places
b	A school leader should prioritise obtaining resources for the teachers/team	85 337	337	3.96	3.96
c	A school leader should share the school's vision with the teachers and all stakeholders	85 320	320	3.76	3.76
a	A school leader should support the professional development of teachers/team	85 310	310	3.65	3.65
f	A school leader should be committed to high achievement of students	85 304	304	3.58	3.58
e	A school leader should be a good motivator	85 283	283	3.33	3.33
d	A school leader should hold teachers/team to account	85 198	198	2.329	2.33

**Table 4.1 Question 11 – Teachers' responses on qualities in a school leader**

<b>Teachers' responses to Question 23 on qualities of secondary school teachers</b>					
		Total respondents from six schools	Cumulative totals	Average from six schools	Six schools' average rounded to 2 decimal places
c	Committed and passionate about teaching	78 284	284	3.65	3.65
e	Fully knowledgeable in their subject area	78 276	276	3.54	3.54
b	Pride in students' accomplishments	78 218	218	2.79	2.79
d	Positive role model	78 206	206	2.64	2.64
a	Very high accountability	78 183	183	2.35	2.35

**Table 4.2 Question 23- Teachers' responses on qualities of a secondary school teacher**

<b>Stakeholders' responses to Question 6 on qualities of school leaders</b>					
Rank 1-6/ responses a-f		Total respondents of stakeholders at schools	Cumulative totals at schools and those not in schools	Overall average responses of stakeholders at schools and not in schools	Overall average rounded to 2 decimal places
a	A school leader should support the professional development of teachers/team	24 95	95	3.96	3.96
e	A school leader should be a good motivator	24 93	93	3.88	3.88
f	A school leader should be committed to high achievement of students	24 92	92	3.83	3.83
c	A school leader should share the school's vision with the teachers and all stakeholders	24 85	85	3.54	3.54
d	A school leader should hold teachers/team to account	23 69	69	3	3.00
b	A school leader should prioritise obtaining resources for the teachers/team	24 71	71	2.96	2.96

**Table 4.3 Question 6 Stakeholders' responses on qualities of a school leader**

<b>Stakeholders' responses to Question 15 on qualities of secondary school teachers</b>					
Rank1-5 /responses a-e		Total respondents of stakeholders at schools	Cumulative totals at schools and those not in schools	Overall average responses of stakeholders at schools and not in schools	Overall average rounded to 2 decimal places
a	Very high accountability	24 82	82	3.42	3.42
b	Pride in students' accomplishments	24 73	73	3.04	3.04
e	Fully knowledgeable in their subject area	24 72	72	3.00	3.00
c	Committed and passionate about teaching	24 70	70	2.92	2.92
d	Positive role model	24 61	61	2.54	2.54

**Table 4.4 Question 15- Stakeholders' responses on qualities of a secondary school teacher**

#### **4.1.2 Dissonance between stakeholders and teachers on leadership qualities/attributes**

There appeared to be dissonance in the way stakeholders and teachers perceived leadership qualities. By ranking the statement/Question 6 (Table 4.3, page 84) response a: 'A school leader should support the professional development of teachers/team' highest in importance, stakeholders appeared to demonstrate the need for commitment

of leadership to some of the teachers' needs. However, teachers awarded this quality second lowest in importance (see Table 4.1, page 83, Question 11 response a). This could be expressing the appropriateness and adequacy in their teacher qualifications or professional requirements. Schools staffed with qualified teachers would be expected to provide quality education, but in this case appropriate teacher qualifications seemed to be immaterial as education standards appeared to be falling continuously. With the era of untrained teachers coming to an end what excuse would be used for not providing quality education by the Zimbabwean education authorities. It would be expected that teachers' performance improves to effectively cater for the students' needs with such improvement in teacher qualifications and in-service training. By awarding: 'a school leader should prioritise obtaining resources for the teachers/team' the least important attribute (see Table 4.3, page 84, Question 6 response b), what teachers' perceived as the top priority (see Table 4.1, page 83, Question 11 response b), could demonstrate that stakeholders were not fully informed of the teachers' needs. It goes to show that Stakeholders appeared to believe that the teachers were the main resources and could work around and make do with whatever little material resources that were available to them to provide acceptable or quality teaching and learning. Improvisation of resources by teachers could be implied in this sense. Monitoring progress (of students, teachers and school leaders) appeared to be a major tool to check and enforce teachers' or school leaders' accountability. However, Ncube reported a failure to monitor students' progress in most schools and the negative teacher attitudes towards planning which concurs with a respondent in Ncube's (2013:229) study who simply said: "I will see when I get there." This affirms the point that the provision of quality education remains an issue in Sub-Saharan Africa (Tikly, 2011:3) and in Zimbabwe (Nziramasa Commission, 1999:299; Chakanyuka et al., 2009:44; Kurasha and Chiome, 2013), and appears that this will persist for as long as resource provision was limited or non-existent. An inability to monitor teachers', students' and school leaders' progress could have been the norm at this point during this era of the Zimbabwean secondary school education system and hence the teachers seemed to be used to this practice and wanted to maintain this state of affairs. Lack of lesson planning seemed to illustrate the teacher's confidence that no one would turn-up into the lesson to check on the teacher's planning or preparedness to dutifully carryout teaching with meaningful learning. This all verifies and points to the lack of accountability expressed above.

### **4.1.3 A sense of achievement and contentment**

Teachers seemed to acknowledge a sense of (exaggerated) achievement in the secondary school education system as reflected in their responses to statement/Question 13: ‘The ‘O’ level examination pass rate is very high at my school’ (implying 5 or more subjects) (see Table 4.5, page 87). This was also implied in both stakeholders’ and teachers’ responses to Question 14 (see Table 4.6, page 88) and Question 22 (see Table 4.5, page 87), respectively: ‘My school continuously improves on gained success’. A sense of achievement referred to the ‘O’ and ‘A’ level pass rates, which were also perceived to be a measure of success. This concurred with what Chakanyuka et al. (2009:41) considered to be a measure of accountability and quality of education. A sense of achievement was also expressed in teachers’ responses to an open-ended statement (Question 21.1): ‘Please list performance indicators to measure success at your school’. Respondents appeared to list those things they felt their schools had achieved or were good at. Pass rate happened to be common among other milestones. The teachers’ sense of achievement included: instilling discipline among students (at Schools A, B, C and E); participation in other aspects of the school life including extra-curricular activities, such as, sport (at Schools A, C and E) and the development of infrastructure (at Schools A, C and F). This sense of achievement which related to pass rates appeared to be self-aggrandisement as the national average pass rates for 2011 indicated that some of the schools had low pass rates in comparison to the other schools in the study (see Table 4.7 page 89).

<b>Table showing Teachers' responses to the questionnaire</b>					
Question Number	Question/statement	Total number of respondents	Cumulative total	Average	Average rounded to 2 decimal places
8	An effective secondary school education system in Zimbabwe is important	97 439	439	4.53	4.53
17	I think the school leadership at my school is committed to the development of the school	97 363	363	3.74	3.74
22	My school continuously improves on gained success	97 360	360	3.71	3.71
19	My school always works in collaboration with outside agencies/schools and other stake holders	97 359	359	3.70	3.70
14	The resources at my school have improved over the past 10 years	97 349	349	3.60	3.60
21	My school has clear performance indicators to measure the success of the teachers, headteachers and the school	97 349	349	3.60	3.60
13	The 'O' level examination pass rate is very high at my school (i.e. those with 5 or more subjects including English and Maths)	97 331	331	3.41	3.41
20	I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country	97 330	330	3.40	3.40
18	Sufficient funding alone does not bring about improvements in the secondary education system	97 328	328	3.38	3.38
15	I think that the resources at my school are always used efficiently	97 323	323	3.33	3.33
9	I am happy in my present teaching post	97 305	305	3.14	3.14
24	I am aware of the school improvement plans/strategies at my school	97 298	298	3.07	3.07
12	The secondary school education standards have improved in Zimbabwe in the past 10 years	97 290	290	2.99	2.99
10	I would like to stay in teaching until I retire	97 253	263	2.61	2.61
16	My school has a shortage of qualified secondary school teachers	97 169	169	1.74	1.74

**Table 4.5 Responses to questionnaire for secondary school teachers and leadership/headteachers**

<b>Table showing Stakeholders' responses to the questionnaire</b>					
Question number	Question/statement	Total number of respondents	Cumulative total	Average	Average rounded to 2 decimal places
4	An effective secondary school education system in Zimbabwe is important	29 130	130	4.48	4.48
12	Schools always work in collaboration with outside agencies/schools and other stakeholders	29 111	111	3.83	3.83
13	I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country	29 111	111	3.83	3.83
10	I think the school leadership at schools is committed to the development of the school	29 108	108	3.72	3.72
11	Sufficient funding alone does not bring about improvements in the secondary education system	29 106	106	3.65	3.66
5	I am happy with the secondary school education system of Zimbabwe	29 105	105	3.62	3.62
14	Schools continuously improve on gained success	29 103	103	3.55	3.55
16	I am aware of the school improvement plans/strategies at local/in schools	29 101	101	3.48	3.48
8	The resources at schools have improved over the past 10 years	29 97	97	3.34	3.35
7	The secondary school education standards have improved in Zimbabwe in the past 10 years	29 96	96	3.31	3.31
9	I think that the resources at school are always used efficiently	29 87	87	3	3.00

**Table 4.6 Responses to questionnaire for stakeholders on secondary schools**

This means that the (high) pass rate optimism was not reflected in the 'O' level pass rates recorded at Schools B, C, E and F, which were all below the 40% average pass rate (November 2011 results – see Table 4.7, page 89). This sense of achievement appeared to be self-aggrandisement or over-inflated. In 2011, School B, for instance, had an 'O' level pass rate between the 10-15% range (see Table 4.7, page 89), which was also below the national average pass rate of 19.5% that year. Upholding and improvement of the gained sense of achievement required teacher commitment and accountability. As a performance indicator, pass rates put schools under pressure to improve their rating on public examinations. Mufanechiya (2013:326, 328-330) stated that pass rates were

blamed for focusing on examinations and the promotion of rote learning. This was viewed as unreflective and contributed to a decline in teaching quality.

<b>Table showing the 2011 national examination results of the six schools</b>						
Name of school	School A	School B	School C	School D	School E	School F
Classification of school	Rural boarding Faith school	Peri-urban day school	Government Urban School	Day (Mission) Faith schools	Government Day school with 'hot seating'	Non-government Peri-urban day
Number of teachers	30-35	10-15	40-45	45-50	55-60	20-25
Number of students	800-900	200-300	900-1000	1100-1200	1300-1400	500-600
'O' Level % pass rate	75-80%	10-15%	35-40%	75-80%	30-35%	20-25%
'A' Level % pass rate	95-100%	n/a	85-90%	95-100	85-90%	n/a

**Table 4.7 Details of Schools Pass Rates ('O' and 'A' level results – November 2011)**

Zhangazha (2014) observed that the national average examination pass rate appeared to be capped at 24% (or below 25%). The common examination provides a benchmark as a national measure of success for all students. With such a low national average pass rate, it puts those few students who achieved 5 or more subjects (including English and Mathematics) in a category of their own among the majority who did not achieve 5 or more subjects.

#### **4.1.4 Attitudes to resources and utilisation**

Teachers appeared to be aware that resources and their utilisation were central to the efficient operation of secondary schools. This could be viewed as a teaching and learning enabler or barrier depending on availability and how efficiently these resources were used to improve learning in schools. In many cases it appeared to be used as a scapegoat for teachers' failure to work to their full potential. This was expressed in teachers' responses to the open ended statement/Question 18.1: 'What could bring about improvements in the education system?' Many teachers seemed to suggest that there

was a shortage of material resources because most identified a need to provide resources. Schools appeared to have reasonable levels of qualified teachers, but teachers seemed to suggest a need to keep them happy and motivated by improving their remuneration and/or the improvement of conditions of service. Failure to improve on remuneration and improvement of the conditions of service implied a reduced sense of commitment and accountability. In their response to the same open ended statement/Question 11.1: ‘What could bring about improvement in the education system?’; many stakeholders appeared to be concerned by the teachers’ professionalism and commitment levels. This insinuated a reduced or a lack of accountability. For instance, stakeholders’ request for better supervision of examinations could have implied malpractices during administration of examinations. This lack of commitment/accountability concurs with findings by Mufanechiya and Mufanechiya (2011:100) where teachers only put effort they considered was commensurate with what they earned. Such an attitude, if left to prevail will not lead to any positive change as the issue of salaries was not going to dramatically improve as revealed in the recent salary negotiations where the government only approved pay increments below the poverty datum line (Staff reporter –NewZimbabwe, 2014; 2014a). This appeared to cultivate a sense of uncertainty among teachers, but also revealed a source for potential problems with the practice or teaching processes that appeared to have failed to achieve higher pass rates.

Most teachers seemed to have reiterated the need to improve the provision of resources. Most stakeholders and teachers seemed to agree on the need to improve remuneration and conditions of service. This was hoped could enable teachers to concentrate on their duties and also reduce the financial burden on parents who may already be struggling to pay for teachers’ incentives and their children’s school fees. A decline of the economy reported by Richardson (2005:542), Mufanechiya and Mufanechiya (2011:100) and the hyperinflation reported at 231.1 million percent by July 2008 (Makochekanwa, 2009:3, 4) could have exacerbated the parents’ financial hardships. However, an aspect of modernisation appeared to be a common suggestion among most teachers who wanted an introduction or an increasing use of computers leading to the use of e-learning. Although both stakeholders (Question-8, see Table 4.6, page 88) and teachers (Question-14, Table 4.5, page 87) seemed to believe that the resources had improved in the past 10 years, both were, however, not convinced the resources were being used

efficiently (stakeholders Question 9, Table 4.6, page 88 and teachers Question 15, Table 4.5, page 87).

#### **4.1.5 Attitudes to change and developmental strategies**

Responses reflected an agreement among most stakeholders (Question-11, see Table 4.6, page 88) and teachers (Question-18, see Table 4.5, page 87) that other factors besides funding were necessary to bring about improvements in secondary schools education system. There is evidence of a positive outlook on both teachers' and stakeholders' perceived understanding of school progress based on gained levels of success, collaboration with outside agencies, improvement of school and their beliefs that schools had high pass rates (Table 4.5, page 87 and Table 4.6, page 88). Also, both stakeholders (Question 13, see Table 4.6, page 88) and teachers (Question 20, see Table 4.5, page 87) seemed to be optimistic and implied some form of strategic development was in place. This was also reflected in their positive views of their perceived levels of school leaderships' commitment towards the development of the schools: stakeholders (Question 10, see Table 4.6, page 88) and teachers (Question 17, see Table 4.5, page 87). In response to an open statement/Question 20.1: 'Please list the development needs of the country'; most teachers listed computerisation, improved provision of ICT and the introduction of e-learning as the most predominant developmental requirements at their schools. Some teachers at Schools A, D and F, however identified the development (or resuscitation) of the economy, industry (including the agriculture sector) and the infrastructure at schools. However, meeting such developmental needs would be a challenge since the government of Zimbabwe was financially incapacitated by the EU and the USA's ZIDERA guided economic sanctions, which prohibited any financial institutions to advance credit or extension of loans or reduction of debt (Ndakaripa, n.d.; Tungwarara, n.d.:110; Mapuranga, 2009; Coomer and Gstraunthaler, 2011:336). The high inflation and deteriorated economy could have also resulted in a decline in revenue collection by government and appeared to have negatively affected the funding of schools.

#### **4.1.6 Collaboration (with other schools or stakeholders)**

In response to statement/Questions 19 (teachers, see Table 4.5, page 87) and 12 (stakeholders, see Table 4.6, page 88), collaboration, networking and cooperation between schools and other stakeholders were acknowledged as important engagements beneficial to the schools. This entailed teacher and school leadership effort and

commitment that ensured the successful organisation of such partnerships. Building healthy relationships between teachers and the community could lead to collaborative working partnerships. According to Gilbert (n.d.:11) quality collaborative communities of practice were most likely to be built by school leaders who pursued (individual) moral and professional accountability as a collective. The collective collaboration could promote continuous engagement to promote best ways for students' learning and achievement.

#### **4.1.7 Commitment, passion and accountability**

School leaders were perceived to be more committed in comparison to teachers and seemed to be focused on the development of their schools (see Question 17 (teachers, Table 4.5, page 87) and Question-10 (stakeholders, Table 4.6, page 88), respectively). This appeared to be in contrast to observations made by Chakanyuka et al. (2009:44), where poor leadership was a factor contributing to the poor quality of secondary schools/education. School leaders, however, would be required to remain dedicated to meet the needs of their teachers and allay the fears of uncertainty. The school leaders are expected to have an obligation and commitment to ensure smooth operation of their schools by providing the required materials and human resources. Commitment of leaders could be viewed in terms of their effort to retain committed and motivated teachers, provision of enough resources and a conducive working environment, maintenance of infrastructure and delivering a curriculum linked to the developmental needs of the country. The leaders could also make the appropriate choices for their schools by matching the resource availability at their schools. In so doing the school leaders would use and make the best of what they have, which could entail improvisation if needs be.

In response to open ended statements/Questions 17 (stakeholders) and 25 (teachers): 'Please write down any comments or additional information relevant to the study': Most stakeholders and teachers (from Schools A, C, D, E, F) listed remuneration and teacher motivation, which happened to be a reiteration of responses from Questions 11 (stakeholders) and 18.1 (teachers). This could be linked to Maslow's hierarchy of needs because teachers were finding it hard to cope with low salaries and failing to meet their basic needs of shelter and food. This was because of the extreme hyperinflation reported by Masunungure et al. (2007:3), Makochehanwa (2007:2) and Makochehanwa (2009:3, 4), which had rendered the teachers' salaries worthless by 2008. The provision and

management of resources was also nearly non-existent. Stakeholders, however, seemed to be expressing a wish to avoid payment of incentives so as to reduce the financial burden that included payment of teacher incentives in addition to other expenses that the stakeholders/parents were struggling to cope with, such as, school fees and their livelihood. On the other hand, most stakeholders appeared to suggest that by improving the salaries, teachers would be motivated in anticipation for improved education standards in return. This appeared to agree with Vroom's expectancy theory that encourages employees to work harder in anticipation of corresponding rewards (Bennett and Naumann, 2005:115). However, there would be no guarantees that enhanced teacher welfare by improving remuneration and conditions of service could foster commitment and accountability. Stakeholders wanted teachers to put their job first. A few stakeholders seemed to reinforce the need for accountability by suggesting close monitoring of both students and teachers and making teachers more accountable to school committees.

#### **4.1.8 Summary to questionnaire responses**

Both the (closed and open-ended) questionnaire responses revealed many similarities in the attitudes of teachers and stakeholders. There was evidence of dissonance on attributes of teachers and leadership on issues related to resources and accountability. These differences between teachers and stakeholders appeared to reveal concerns, discontentment, lack of control and issues linked to professionalism that may have an impact on the performance of the teacher and other attributes such as commitment and accountability. These issues were followed up during interviews.

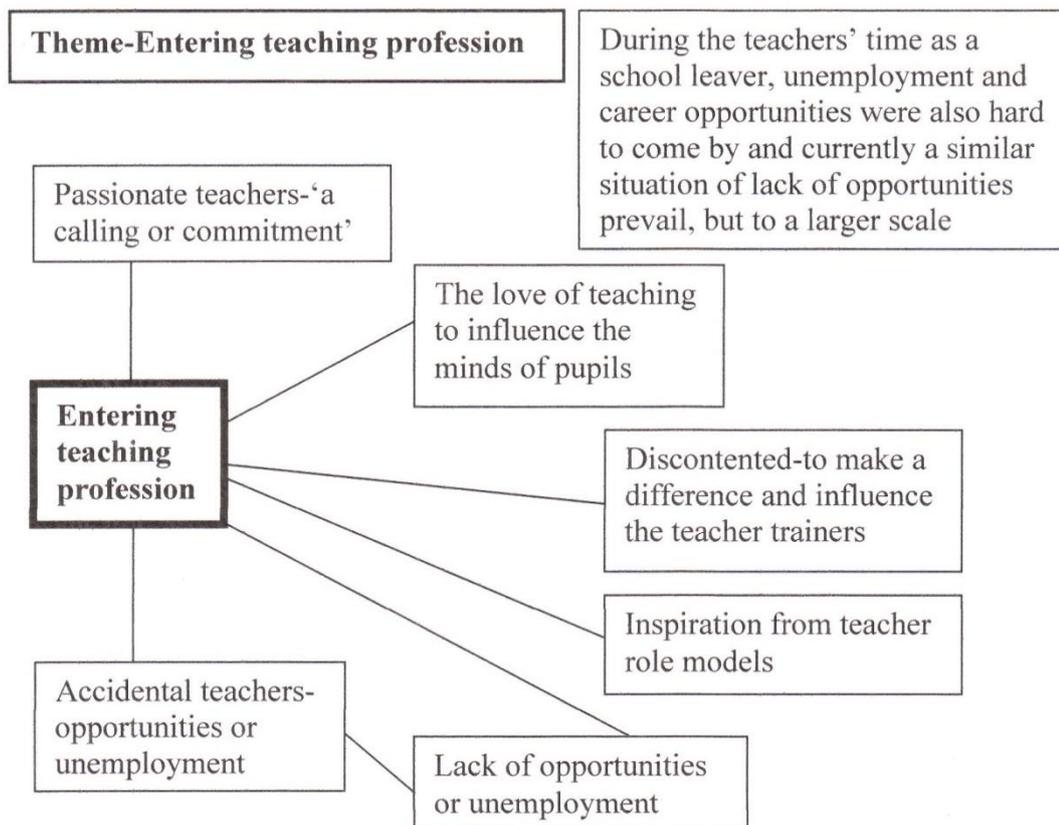
## **4.2 Analysis of interviews**

### **4.2.1 Introduction**

Responses from participating teachers and stakeholders appeared to be characterised by frustrations, revealing discontent that could influence teachers' attitudes towards commitment on the job, accountability and professional identity. Teacher interviewees comprised of teachers from various subject areas and at different levels in the teachers' careers, which included new entrants to those in leadership roles, such as deputy headteachers. Stakeholder interviewees included people from different career backgrounds including education inspectors/officers. Analysis identified the themes in Theme Map 1, Theme Map 2, Theme Map 3 and Theme Map 4 below. Emerging themes appeared to depend on teachers' attitudes towards issues that affected their

welfare and work. The teachers' hierarchy and levels of responsibility in the school also provided an insight into the different roles and attitudes towards teachers' contributions and commitment to the attainment of quality education and involvement of students in different school activities.

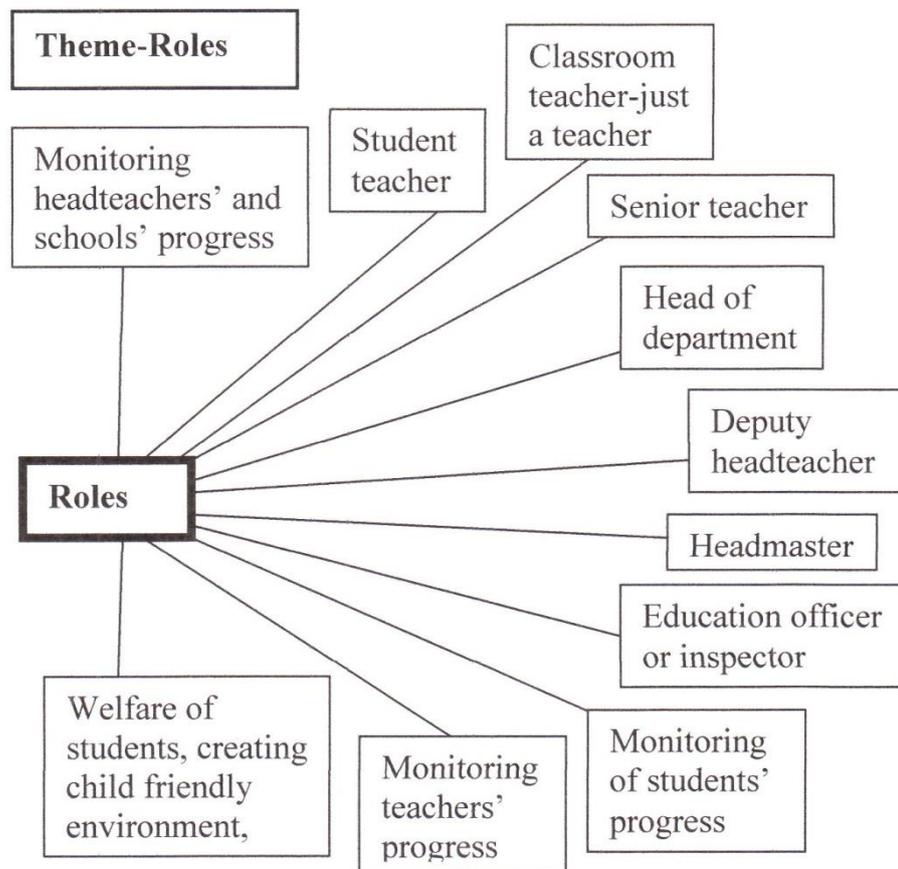
### Theme Map 1-Reasons for entering the teaching profession



#### Synopsis of Theme Map 1:

Most teachers included in this study seemed to enter the profession because of a lack of other career opportunities, which makes most teachers accidental or circumstantial teachers. A few, with passion, were inspired by the significant others in their lives and wanted to make a difference.

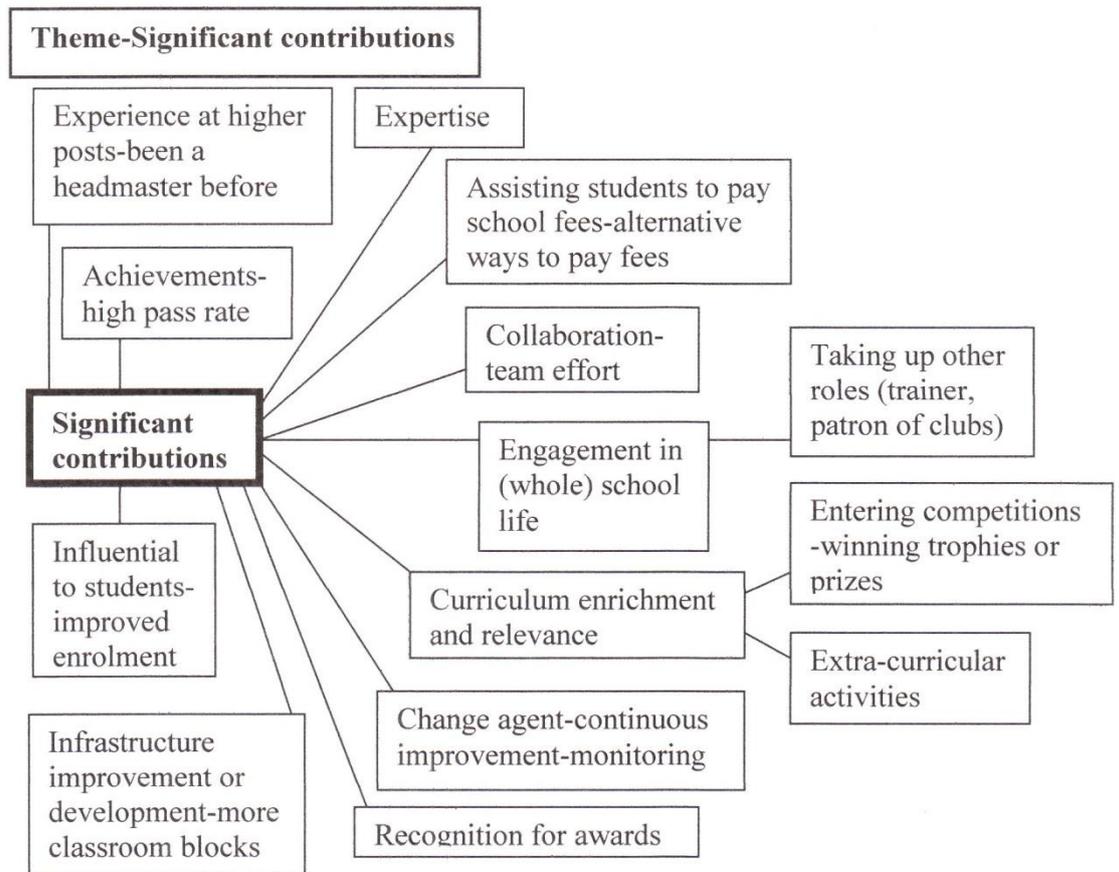
## Theme Map 2-Roles in the teaching profession



### Synopsis of Theme Map 2:

The different hierarchy and levels of responsibility were represented at each of the six schools including student teachers on teaching practice demonstrating a continuation of teacher training. Different accountability levels were assessed through monitoring processes through various levels of the school hierarchy. Monitoring of students was the responsibility of every teacher at all levels of teachers in the hierarchy.

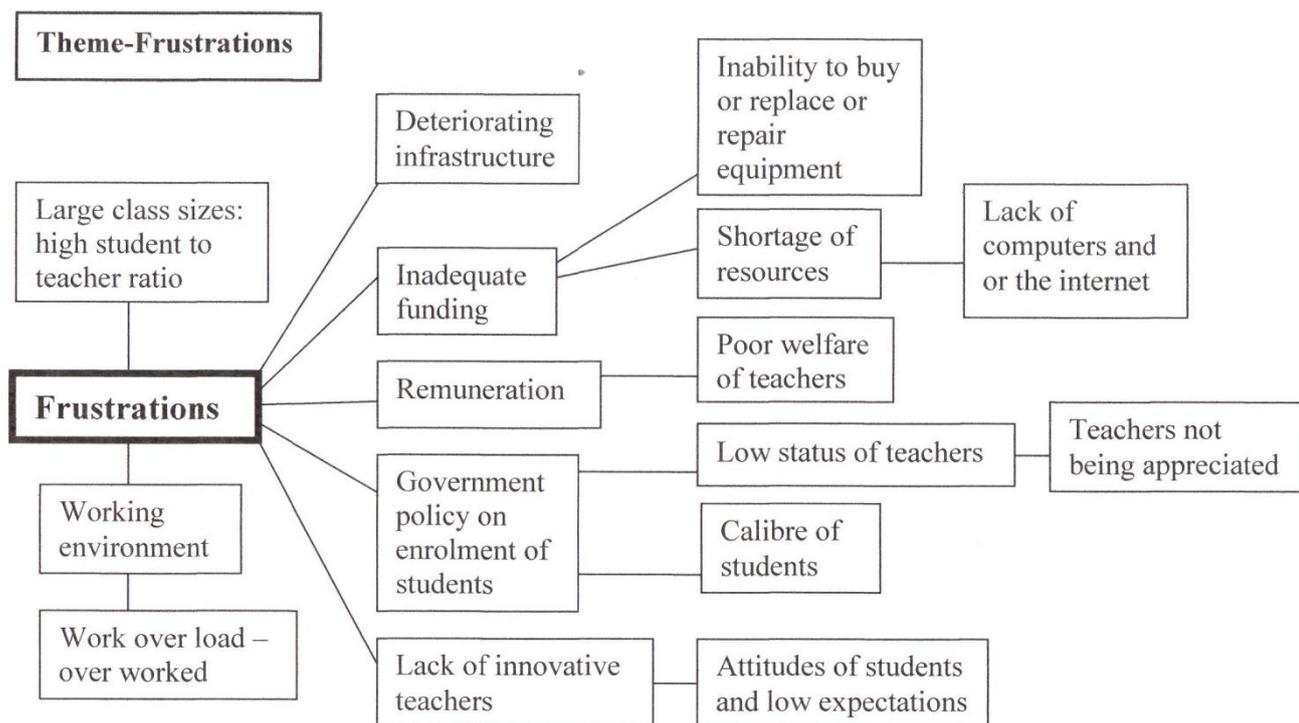
### Theme Map 3-Significant teacher contributions



#### Synopsis of Theme Map 3:

Most teachers appeared to have a sense of achievement, which also indicated a sense of accountability and commitment. Collaboration and a sense of shared vision also seemed to encourage that sense of teacher engagement in the life of the school including extra-curricular activities. Some teachers viewed themselves as resourceful change agents with an aim to continuously improve their schools.

## Theme Map 4-Frustrations affecting/faced by teachers



### Synopsis Theme Map 4:

Most teachers expressed a sense of discontentment over remuneration, lack of or limited resources, poor funding, large class sizes, the poor calibre of students and work overload which they claimed affected their performance. Some felt not appreciated and this reduced their commitment levels. Although these frustrations appear to be similar to those faced by teachers elsewhere in the world, the Zimbabwean situation was unique because of the prevailing economic and political environment which not only affected the teachers, but a whole population. An economic situation experiencing a record hyperinflation of over 231 million percent by 2008 reduced teachers to near destitutes and its impact brought instances of zero teaching and zero percent pass rate at schools.

The analysis begins with attitudes of teachers' motivation to enter into the profession. This sets the scene and builds up a picture of the structure of the teaching profession from entry point followed by teachers' perceived sense of identity through various attributes of teachers and their impact on the quality of the education system. This also uncovers the effects of the teachers' welfare and what is involved in the teaching profession including the attitudes and the conduct of the participating teachers.

#### **4.2.2 Motivation to enter profession**

Most of the teachers involved in this study entered the profession as accidental teachers and a few as inspired teachers. According to Olsen (2008:26), the reasons for entry into the teaching profession were perceived to have a bearing on the forms of teacher identities envisaged by the participants. The accidental teachers entered the profession because of the limited or lack of other career opportunities. Teaching appeared to be a last resort for the majority of the participating teachers in such a harsh economic climate, which concurred with Bennell (2004:iii, 11) with reference to low income developing countries. For instance, Teacher 2B (head of department-science (HoD) - see Appendix C.4) expressed her gratitude of getting this opportunity when she emphatically said:

...It was just an opportunity that came my way. I had to grab it. That is not what I wanted to do. I couldn't let it go. [I] wanted better in the medical field...

This was an indication of how hard it was to get career opportunities in Zimbabwe because of competition from an ever increasing population of jobless school leavers, college and university graduates.

Other entrants into teaching, such as Teacher 1A (HoD-see Appendix C.3), however, had altruistic motives: ...to influence the minds of the children. This seemed to be similar to the reasons stated by teachers in a study conducted in England by Moreau (2014:11) who viewed working with children and making a difference as a motivation to enter the teaching profession. Mockler (2011:524) states that this altruistic or moral motive may be lost owing to the practical realities or the way the individual teacher was socialised into the job. This is explained by some of the Zimbabwean teachers' experiences in this study, which included resource shortages, poor salaries and others who endured the sexual harassment reported by Zireva and Makura (2013:314). Inspired (or passionate) Teachers 5D (home economics teacher) and 1F (history teacher and senior teacher), for instance, claimed they were motivated by their model teachers or their relatives to join teaching. However, this does not necessarily mean accidental teachers can't be passionate and perform well on their job. For instance, Teacher 5D (home economics teacher), though inspired by her niece, felt one tends to love and develop a passion for teaching once one entered the profession. Teacher 5D said:

Well, I was inspired by my niece. When she trained to be a secondary school teacher we used to stay together and through the process I got inspired.

And when asked if she still had that inspiration up to the time of the interview, Teacher 5D said:

Ya, as you go on with your career you get to like it more than being inspired because you will be dealing [working] with the children directly and there you sort of feel like helping them other than having inspired.

This concurred with PR2 during the pilot interview who expressed the same sentiment when she said:

...once you get it [the teaching profession training position] you find your way in and you just become interested in it.

Bennett and Naumann (2005:122) suggested that the choice to enter into teaching and the recruitment process could be based on prospective teachers' perception levels of altruism and in the long run, cohesiveness, which could foster team work. Apart from being accidental or inspired, Teacher 6D (deputy headmaster at School D) had to choose teaching because of the prevailing political context whereby he (Teacher 6D) eventually opted for teaching because had he selected to take the electrical apprenticeship route he had to initially undergo military training which he was opposed to. This concurred with findings from Moreau's (2014) studies, which reflected that social, economic and political context influenced the French and English teachers to enter the teaching profession as a major employment destination. Teacher 6D (Appendix C.6) who has since remained in teaching for over 30 years expressed his dilemma as follows:

...we grew up during the war time and there were very few opportunities for us [black] Africans then. I wanted to do something different. I didn't think I will go into teaching. I wanted to do an apprenticeship. Something to do with electricity, but the condition was [that] you have to go under military training and then national service for six months. I got an apprenticeship position where I had to go under military training and then I also got an offer at [Named] Teachers' college. If you opted for the latter, for teaching, there was no military training. That is why I took teaching [to specialise in woodwork].

Such was the dilemma that Teacher 6D settled for teaching because of the undesirable preconditions attached to the apprenticeship training courses at that time of the liberation struggle of Zimbabwe.

Although some teachers claimed they eventually gained an interest in the job, it may imply that the profession may not be staffed by the right people in the first place. Even though the teachers entered with the appropriate entry qualification levels, some of the teachers were getting onto the job without the full knowledge of what it entailed, but would cling to the job irrespective of the prevailing poor salaries and other frustrations at the time. This was the only option available to earn a living. Among other teachers, Teacher 1D also joined teaching as an accidental teacher as he said:

...that was the immediate employment opportunity that I had....

Aware of the difficulties to find other careers, Teacher 1D still thought only a career change to something other than teaching would improve his situation when asked how he would improve his situation: ...I think by changing the profession...

This appeared to be the case with most teachers including Teacher 3E, who wanted to be an engineer, but could not afford the financial obligations on such a course; Teacher 3B was motivated by money because at that time she was an accounts clerk and earning less money than a student teacher:

(laughs)...I can say the time I trained as a teacher I was an accounts clerk at a teachers' college. When I compared the salary of a student teacher and an accounts clerk, student teachers earned more than accounts clerks. That is when I decided to become a teacher.

Teacher 2A joined the profession because for her love for children as a mother:

...it was because I am partially a mother and very close to kids starting from home, you teach children from birth as they grow. Furthermore, you tend to like the job of teaching naturally because of being a mother...

Teacher 5C joined the teaching profession because there was nothing else available at the time:

...it was more of I did not want to be a teacher. I wanted to be a nurse and would not just drop teaching now to get into nursing...

Teacher 6C entered teaching because:

...after university I thought I was going to make it into industry as a chemist but then opportunities were not as I thought, so I end[ed] up as a teacher.

These responses show different circumstances and contexts to enter the teaching profession, but involvement in any chosen career would be more meaningful if it was something one really wanted to be or do. The prospects of serious engagement in that career or profession would be higher in that case.

Being in the wrong career/profession and having that constant urge to leave the profession like Teacher 1D can make the person less committed and hence may apply themselves less than the inspired teachers and, hence, compromise the education system. Such teachers were bound to exhibit incompetency and teacher attributes that reflect poor teaching and learning styles. They may also choose to withhold their expertise and service to teach, or choose limited participation. On the other hand, it could be argued that just like Teacher 2B, a person in such a situation could equally apply themselves in the same manner as the passionate teachers. Teacher 2B seemed to display attributes that reflected dedication and accountability at a high level. With time, on the job, she (Teacher 2B) seemed to be committed/accountable, especially when she offered to teach Mathematics at a time when no one else at the school chose to do so. This also seemed to confirm claims by Teacher 5D, an inspired teacher that one tends to develop a liking for teaching once in it. That implied accidental teachers may also develop a liking for teaching and perform well once they settle on the job. Stakeholder S2 (a Librarian at School C) and Teacher 2B seemed to think that those teachers with a 'calling' may concentrate and exert themselves better to achieve desired outcomes and hence reducing the chances of compromising the secondary school education system. Inspired teachers like Teacher 1F (a senior teacher), seemed to enjoy and take up more responsibilities and appeared to care and have passion for the job. And on return to that school for classroom observations, a year later, Teacher 1F had been promoted to the post of deputy headmistress and became more active in performance management and other monitoring duties meant to improve and maintain the quality of education at her school. However, the lack of training of appraisers, in performance management, cited by Teacher 4F could lead to a compromised teacher appraisal and monitoring system as she said:

...ahh those ones [appraisals], they are some of the things that are implemented because that work that is done by a person who fills the form and at times they can't do it properly. They simply copy [from someone who has done it]. Some received money [salary increments] and some didn't. So there is a problem in the system. It is not functioning as intended...

[translated from...ahh those ones, ndiwo mamwe acho anongoimplementwa...because that is work inongoitwa nemunhu anongopiwa form angofilla ongozviita pamwe pachu haagoni kuzviita chaizvo...kungoita zvekungokopa zviya...but some received money but some did not...saka pane maproblems ari musystem...haasi kufamba zvakanakisisa...]

A poor appraisal system, compounded with the malpractice of protecting incompetent friends, mentioned by Teacher 4C, further reduces the credibility of this teaching community of practice with telling effects on professionalism and the quality of the outputs. It may imply feeding the other beneficiaries of the secondary school education system with compromised products or [half-baked] school leavers. Having such a large numbers of accidental teachers with such poor work ethic could continuously compromise the secondary school education system as such teachers could happily accommodate and maintain poor quality teaching practices. This means they may have a lot in common that limits their effective participation to benefit and maintain the standards of the teaching profession. It would be a lot easier to develop passionate teachers in this case.

#### **4.2.3 Gaining entry into teaching**

Given such a scenario where opportunities were limited, it meant that prospective teachers may have to understand and learn the recruitment benchmarks and context through which they would successfully enter the teaching profession. This entailed knowing some of the pre-requisite attributes expected in a teacher's identity. These attributes may include having children at heart and wanting to make a difference to the lives of children, which appeared to be aligned to the English context (Moreau, 2014:11). The French context was more on the subject expertise (Moreau, 2014:8). The identity of such teachers may not be solely guided by the aspects of their morality, accountability and commitment to perform the job effectively. It can be however argued that identity can be acquired through learning, experiencing and doing. That may subsequently cultivate and nurture a sense of belonging to the teaching community of practice as teachers acquire certain characteristics or behaviours associated with teachers or teaching (Wenger, 1998:5, 152; Timostsuk, and Ugaste, 2010:1564-1565). This reflects claims by Teacher 5D when asked if she felt the same way when she entered the career. Teacher 5D had this to say:

...as you go on with your career, you get to like it more than being inspired because you will be dealing with the children directly and there you sort of feel like helping them other than having inspired.

This shows that even for the inspired, inspiration alone was not enough until one actually got involved. A tendency to have a sense of belonging and the desire to actually help children appeared to bring about the idea of serving first as a trait of a servant leader (Herman and Marlowe, 2005:175-176; Stewart, 2012:234-236). A sense of obligation and passion seemed to have developed in the process and it appears to show how professional identity starts to form and manifest itself in the teacher's actions. Teacher 5D however seemed to express pride at the accomplishments she made, which seemed to convince some parents to develop an interest in the learning of their children when she said:

...and even some of the parents; they say my child is doing fashion and fabrics. I have bought a sewing machine. Please do much to make use of the knowledge to make garments [and] some of them say instead of my child doing this other subject, can you make him or her make use of the machine at home.

This showed how vocational type subjects had an appeal to parents as they noticed the potential to offer other opportunities that enabled children to apply their knowledge at home, an observation also made by PR4 in the pilot study. Parents appeared to have developed an interest and found it necessary to invest in the vocational subjects to further engage and develop their children's abilities or vocational skills as they put their skills to practice.

#### **4.2.4 Teacher (professional) identities through achievement and contributions**

Both teachers and stakeholders associated teacher success or (professional) identity to a teacher's ability to produce good pass rates, usually at national examinations. This corroborates observations that it was easier to measure or quantify what teachers do, (teacher roles), than what teachers are (professional identity) (Mockler, 2011:525). Pass rate was viewed as the most significant contribution by most teachers. This emerged to be the measure for success and competence in this particular teaching community of practice as stated by Teacher 3A, a deputy headmaster when he expressed dissatisfaction/frustration over teachers who take a casual approach on their job and said:

...it frustrates me when teachers have a casual approach [on their teaching duties] and has an effect of lowering our pass rates.

Other engagements in the life of the school, such as, extra-curricular activities and counselling of students, also, helped to mould the development of students. These activities were perceived to be valuable contributions that bolstered a teacher's identity. This may be supported by the notion of the ever-changing identity of teachers, which Beauchamp and Thomas (2009:175-176) viewed as a way to 'reinvent' themselves as the teachers participated in different activities to fulfil other aspects of education as expressed by Teacher 2C when commenting on her most significant contributions at her school and/or as a teacher:

...I have done quite a lot, like for example; there are so many clubs in the school which had faded with time. Take for instance the drama club; I have managed to resuscitate that and I have also; I have to take the drama club at a national level; I have gone with them to the British council competitions in Harare and I also managed to help students with social problems at home. I am the patron for [a] club [that carry out] clean out campaigns in the school [and] perform plays that teach people on how to stop or fight against vandalism of school furniture. I have also created a path between [go between] the students, the student board, and the teaching staff. Sometimes kids do not know which protocol to follow so I have managed to bridge that gap and I have also [taken over] a subject which no one wanted to do [teach]. When I came in since 2005 I have managed to maintain a pass rate of 100% up to now...

Teachers would reinvent themselves through the provision of other activities such as extra-curricular activities, self-evaluation and self-improvement in their teaching communities of practice as they evolve/develop from what Wenger (1998:29) termed peripheral participation to achieve full membership/participation. This (would) further enhance competencies through continuous improvement as the teachers change/improve the teachers' practices or teaching processes and also as they had the opportunity to see other attributes of their students in different activities. Through self-improvement activities (Gilbert, n.d.:10) teachers would self-evaluate and find better approaches, practices or processes to improve their teaching and learning techniques and styles to benefit all the students. This could be achieved through a culture of professional development and accountability, which may require learning from peers and targeted personal professional development. In the process, the teachers develop a professional identity and at the same time, according to Beijaard et al. (2004:108) define whom they want to be. Those in the leadership team, that is, (HoDs, senior teachers and deputy or

headteachers), seemed to have strong beliefs and ideas to promote education at their institutions. This also entailed enforcing accountability, commitment, and upholding professionalism among their subordinates as expressed by Teacher 2E an English HoD (Appendix C.7) on monitoring of teachers by heads of department (HoD):

Then there are also HoDs who move around to check [the] teaching process for teachers and things like were the teacher submit both their exercise books and notebooks to the HoD and then the HoD write a critique and comments. Because after all they [teachers] are employed to work so they have to. By the end of the day you still have to do your duty whether motivated or if you don't want then leave the post and give it to others who are willing to take up the post and prepared to work because they are many. At the end of the day it does not matter whether we are motivated or incentivised. We just work because we are employed to work. If you don't want it stay at home.

This also shows an aspect of how easily dispensable/replaceable teachers were because of the high unemployment or lack of other opportunities. The fact that Teacher 2E does not seem to place much value on the significance of motivation provides a clear guide as to the sense of duty expected/required of the teachers irrespective of whether motivated or demotivated and also disregarding the teacher's welfare. This is evident in Stakeholder S3, an Economic Development Practitioner's) statement that expresses teachers' commitment towards their work:

...I think, ahh, teachers in Zimbabwe just like any other worker in the country, they are also experiencing economic hardships, but for one thing that I actually respect them for is their diligence, they are committed in spite of the economic hardships they are experiencing. And that is one attribute, that's one attitude I like about teachers in the country, yah. They are giving their utmost best under very extreme difficult, you know, circumstances.

This was in agreement to stakeholders' expectations of teachers that wanted them to remain motivated and committed on the job.

Teacher 3A, (acting deputy headmaster), appeared to have a strong sense of professional identity, when he said:

...so I may look at the curriculum; exams; anything which has to do with the academic life of students. That is the main role at the school. So in other words, the academic standards control. That is what I am mainly involved in; the quality of the academic side of the school; look at exam[ination]s, the curriculum. I mainly work with the heads of department for the different subjects; so that is my main role.

Teacher 3A also revealed his role in monitoring and authenticating students' examination and progress reports to safeguard against cheating by some students when asked about his activity of stamping reports that morning:

I am checking the reports to make sure they go home because some of them [students] may cheat. I make sure that the scripts they [parents] will be shown by the students come from the school.

This monitoring appeared to be a stringent practice in a bid to check on their teachers to ensure that the teachers adhered to set standards. Teacher 3A said:

...That is what we do. We do a lot of supervision [monitoring] to make sure that teachers are working to the stipulated standard. Mainly, we monitor, talk to the teacher and use the HODs so that the teacher improves.

At School D, Teacher 6D (a deputy headmaster) explained how the school effectively used a monitoring criterion available to each teacher and Teacher 6D. The school expected consistency in the engagements of their members of the teaching community:

What we have, the subject teacher who teaches, we have a document, the minimum amounts of work written work and the quality of the work we expect; every teacher has a copy, right. So, we expect every teacher to abide by that. So at the end of every month we have what we call a monthly test, it can be cumulative, for example, say English can have a short test, composition, grammar; then these are added up to give us the monthly test result that are covered and then we look at these tests now to see how the student is doing whether he or she is making progress or the other way round. We encourage the teachers to talk. Take note of those students who will be declining [underperforming] and have some talk with them, but if it is serious the school will invite parents and ...we also have the consultation days. Parents come in to consult with teachers and exchange notes. So, we can also have parents coming in with issues concerning their children's performance saying I am not happy can you tell me what is happen now then we share. And, also we teachers send students to the office either here or the headmaster's office; junior school students, they are send here and senior students are send to the headmaster for a chart...

Teacher 3A put a lot of emphasis on ownership of what goes on at the school. He stated that:

...a leader is determined by the type of product which he or she produces. Leadership is not only about imposing of things. Each teacher's views are taken into consideration. And that you delegate, you make use of others to make you;

actually to become more successful because you are using others. You are giving them a chance; teachers contribute, students contribute and that makes everyone [to] own the results.

Teacher 3A appears to be promoting the idea of ownership, whereas most participating teachers at School F appeared to lack that sense of ownership as they saw everything as an imposition and tended to be detached from the activities or developments at the school. Teacher 3A appeared to suggest that ownership did not just stop with the teachers, but appeared to have been extended to students and parents too:

...To maintain the school you need the support. The education system is tripartite in nature. So, whenever you maintain the success of the school make sure that the parents are involved in whatever you do; make sure that students are involved in everything. They are an important stakeholder and also the teachers and the government...

At School D, Teacher 6D appeared to emphasise the need for collaboration, teamwork and oneness that expressed shared vision in a supportive environment:

I will say the first strategy is to create a family like environment for our teachers where we say we are a family and we have team work. It is more than team work that is why I say a family like set-up. It has helped us a lot. I believe we share one vision and we all work towards that.

The aspect of both teacher and student discipline seemed to be of paramount importance to the success of School D:

...we find that discipline [counts] and it is not just about good results. In some schools that have good results [they] are not successful, if you understand what I mean. That is only one aspect, order and discipline; the way the teachers conduct themselves, the way the students respond to various [things]; to the way they participate in class, the way they do their work, even in the absence of teachers, the way they [students] walk to and from the corners of the school; that will give you the picture of the successful school.

Teacher 6D identified being exemplary as a quality of leadership that breeds success and also shows that teachers may still have that 'role model' status in the society:

...you need to be exemplary. There is no point in talking about all these things if the leader does not do them himself or herself. You need to be responsive to the needs of both staff and students and respond were they got to meet their needs ehhe, you also need to be sensitive in every way to how you conduct yourself,

ehh, within and outside the school because they always look up for guidance and even the community looks up to you for guidance so I would say a successful leader should be dedicated, must be hard working you must be effective in whatever you do and you must lead by example.

Teacher 3A also viewed himself as an agent of modernisation when he expressed the need to keep up with trends in computer studies and widening the curriculum on offer at his school:

...like in the area of computer; modernise our school so that they don't remain old. Before I came a lot of the subjects were not being offered, computers, physics; we did not have this for 'A' level and economics at 'A' level. So when I came in I made sure [we offer them].

This could be viewed as enrichment or widening of the curriculum by increasing subjects studied at the school. In the process the school would be in a position to keep up with the trends in school or curriculum developments and in so doing matching developments in the world and meet the trends in day to day developments and uptake of technology. Teacher 6D also expressed an aspect of modernisation:

...I am teaching computer studies. Ahh we have just started...We started last year but one, but we are offering appreciation [familiarisation and some experience] to 'A' level students. Only then we decided it should be turned into an examinable subject. We started with Form ones, now we have Form ones and Form twos who are part of that project.

Teacher 3A appeared to have autonomy and made decisions too in most of the things he did at the school when he said:

...the head[master] does not give recipes most of the time. I am involved in decision making especially on the academic side.

Teacher 6D was involved in decision making as an individual or as a team. He felt to be very much a part of the decision making body at his school (D):

To a large extent ahh the major issues, decisions are done at administration level meetings, consultative meetings, regular meetings and so I have been part of [the] decision making machinery. I can't say that I have been left out in crucial decision making processes of the school, but here and there just like in any organisation some decisions are made in your absence. You might feel injured [hurt]. That is normal. By and large the major decisions are made; we do that as a team.

This appeared to be driven by the ‘moral purpose’ that typify the essence of being a teacher who exhibits expertise and ethical concerns to safeguard its clients, including the autonomy to regulate what goes in the teaching practice (Sachs, 2003:13). This was exemplified by Teacher 3A’s remarks (above), were a show of professionalism and accountability that put students at the heart of teaching and it was also evident when he considered himself as the: ...academic controller...

This suggests possession of qualities expected of those belonging to a teaching community of practice. Other members of the school leadership elsewhere displayed a similar attitude: deputy headteachers (Teachers 6D-male, 4E-female), senior teachers (Teacher 1F-female and 4C-male) and the headmaster at School F. This display of professionalism, commitment and accountability that put students at the heart of teaching was to be tested during observations. Teachers in this study however encountered various frustrations in the process as Teacher 3A expressed disappointment over teachers and students for not doing what they were meant to do. Teacher 6D appeared to show a sense of responsibility by reacting quickly to a situation and averting disaster early even at times when the education system was in disarray and when no learning was taking place:

The system had almost come to a halt in 2007, 2008, at the height of that confusion. There was no learning taking place even here we learn for about two terms, but we were lucky as a staff, there was no turnover; people going outside out of the country. We lost about, on the whole, about four teachers, but who were quickly replaced because being [School D-name provided] school, doing well, the problem was on the incentives to get teachers back into the classes. We acted quickly and so we did not have a serious problem like other schools, but out there things are not well.

This shows that School D had already created a good name and reputation for itself and seemed to be very easy to market the school to teachers and parents and/or students.

#### **4.2.5 A sense of detachment and a lack of a sense of ownership**

A sense of detachment was expressed by some teachers. Teacher 5C in particular portrayed that a sense of ownership could make her (Teacher 5C) perform in a more responsible or accountable manner. In her response to the question on strategies in place to cater for those with 4 to 36 units, Teacher 5C said:

There are plenty of strategies, this is not my school neither is it anyone's school. It is a government school, regulated by policy which comes from very much above. If it was my school I would have said let's do that and that.

Here Teacher 5C, however failed to provide the strategies and hence the ill-preparedness or unwillingness to fully engage in her teaching duties as this was only perceived to be a government thing that was imposed on them. Teacher 2F also expressed deep concerns with this lack of involvement into matters that directly involved and affected teachers when he said:

...Ehh, as I was saying, it is best we put our heads together. I thought maybe we have a team moving around schools and taking a sample of schools and ask what our concerns are and really addressing those concerns. As it is now, people are paying leap service, no one is really prepared to, uhh, getting into the system and see to its being revamping. What we are seeing-, just witnessing are people, as I said, coming up with theories. Theories which are not practical and we are saying lets come up with theories which are practical. Theories, which are practical, go to the ground and see where our problems are, mwaona [you see].

Teacher 2F seems to insinuate that the direct involvement of the teachers could help uncover and identify the real issues affecting teachers and their contributions could be more informed by what actually happens in practice, which could be more suitable and appropriate to meet the teachers' or the schools' needs. On one hand this could be motivational to the teachers as they are acknowledged and recognised to be a vital part of the solution. However, at times an outsider (such as researchers or government education officials) may also view the issues from a different perspective, which could have been informed by the events or observations of trends in the education system at large.

#### **4.2.6 A sense of discrimination and lack of inclusivity**

An elitist line of thinking was expressed by Teacher 5C and Teacher 3B, which tended to discriminate against the non-academic or less able students in preference to teaching academically gifted students alone or what Teachers 5C referred to as better students. This showed total disregard to the less academically gifted students by using metaphoric language providing an impossible scenario (of literally producing cows from a sheep) when she said:

...I would like this school to be the best in Zimbabwe in the East of Zimbabwe [named province removed] because [on] infrastructure we are the best, probably

in Zimbabwe... but now the calibre of students being a government school does not tally; good classrooms everything; I would have wanted probably to make the school into a very elite government school only for better students. In terms of academics, at least we should not take above 16 units, it is like you are given a sheep and expect us to produce a lot of cows. It is impossible...

Here it shows that Teacher 5C displays a lot of negativity and appeared to have given up on the less academic students insinuating that the low ability students cannot be helped to improve their performance in class or raise their pass rates or achievement levels. In this case the sheep appeared to represent the less academically gifted students whom she considered to be any students who achieved 17 to 36 units pass rate at their Grade 7 exams. As a head of department, Teacher 5C should have known better about inclusion and taken advantage of the Performance Lag Address Programme (PLAP), which appeared to be student-centred in its approach to teaching and learning.

#### **4.2.7 A sense of self- aggrandisement or self-glorification or overstating**

It appears most teachers tended to overstate or exaggerate the goodness or the condition of their school's infrastructure and also mostly their average examination pass rates. This could portray a false sense of achievement and status of affairs or things or issues. It was also a question of self-aggrandising of the school infrastructure by Teachers 2C, 3C and 5C because some of the school buildings had broken windows, broken floor tiles and (inside) walls, with broken furniture in the classrooms. The school infrastructure was in a bad state in comparison to when I attended the school almost thirty years ago. Teachers' high sense of achievement displays their positive and high sense of confidence and pride, but above all it was more a matter of nostalgia, which seemed to make most teachers overrate themselves as they seemed to reflect to the 'good old days'.

#### **4.2.8 Frustrations, constraints and barriers**

In this study, frustrations appeared to have an impact on teacher attitudes and that seemed to limit participation levels and teachers' performance. The frustrations included: teacher poor welfare, limited resources and poor infrastructure, work overload, discontentment and inequalities among school teachers. Stakeholder S5 (Appendix C.10) seemed to acknowledge the inequalities between two different urban schools in terms of the resource provision and infrastructure:

At the moment, ehm, because it is not free education, because the resources are not available to everyone, pupils are not given the opportunity to exercise their potential. If you look at-, you said you have been a student at School E. If you look at the resources at School E and you compare to the resources at School C; a student who would have gone to School C would fare better than the one at School E by virtue of the resources, by virtue of the place where you would be staying, the environment which [they stay] would have [had] an impact on the developmental aspect of these two students or on the other hand the one at School E has a goal [see he has] a poor background, but [says] I have the brains, let me explain that, [he] will do far better than the one at School C.

Stakeholder S5 (an Education Officer) pointed out the significance of the school background, catchment area and its impact on the learning environment. Stakeholder S5 seemed to be making an assumption that School C was better resourced than School E, hence putting the students at School C at an advantage over those at School E. On the other hand, Stakeholder S5 also observed that those from School E may have a motivation to come out of poverty and in a sense strive to perform better so as to give themselves better chances to perform well at school and in life. There was also an assumption that students attending School E did not have conducive learning environments at home in comparison to those attending School C who could be coming from affluent families with the means to provide conducive learning facilities/environment at home.

#### **4.2.9 Resources and equipment**

Besides receiving textbooks from UNICEF in six subject areas of Mathematics, English, History, Geography, Science and indigenous languages (UNICEF Zimbabwe, 2011; UNDP-Zimbabwe, 2012), concerns of sharing a textbook among ten students remained in the other subject areas not catered for by this programme. This meant the continuation of work overload in lesson preparation and during class work. Teacher 3A, however, seemed to hint on the need for teachers to use other resources besides being good at using them:

...the teacher should know how to use the resources, for example, I have talked about e-learning. In-service training and resources go hand in hand. Some teachers are being in-serviced when they are in the profession and a lot of staff development...

Professional development and in-service training appeared to be critical in the improvement of teachers' abilities or competencies. Teacher 1A (Appendix C.3)

appeared to be conscious of the fact that some teachers find it hard to make use of available resources when he said:

...Ehh nationally, I think what I noticed there is need to train a teacher who is innovative first of all. It is very very important. A teacher who is confident to try out new things, unlike what I think I see in most places where you find equipment though little in amount gathers dust on the shelves because the teacher does not have the confidence to handle it. Let alone to try completely new things. If that could be done it will go a long way to be quite a reasonable step towards improving our system of education then after that they should have a deliberate policy also to equip the schools because once you have the school you just have to bite the bullet face the consequence in terms of the cost; the cost of the education.

Teacher 1A and 3A seemed to have similar perceptions on utilisation of resources. They both seemed to suggest underutilisation of resources because of a lack of knowhow and creativity. Training, then, appeared to be important to provide the confidence that enable teachers to use the resources. Teacher 1A also encouraged improvisation of resources when he said:

...and some schools are running without any piece of equipment especially in the science departments. A point in question is one school I taught in 20XX down in [named location] where I was manning the science department without a single piece of apparatus and the nearest I got to carrying out an experiment was when I was using sticks and stones, grass and also string...Ya improvise, without that otherwise there was nothing, no thermometer.

By improvisation it meant the teacher went out of his way to provide and deliver lessons that could provide meaning to the learning and understanding of the subject being taught. Such an effort was also required in the PLAP (Performance Lag Address Programme) in which teachers had to identify the last point of mastery of students and then prepare several schemes of work and lesson plans that matched each of the affected students. This would bring about work overload to the teachers and delivering different lessons concurrently required skills some teachers may not possess. This could provide challenges of student indiscipline too. Teacher 3B identified indiscipline as a major concern at School B when she said:

...even discipline now is difficult because there is this child protection programme and this child abuse programme; it is difficult to discipline these children, but if you go to a school where there is proper disciplineka [discipline] you will be happy and the pupils, they really know what they will be doing. Not

these ones (a laugh). In rural schools, pupils are wild and even the parents, they do not even bother about their children.

By labelling students 'wild' Teacher 3B appeared to insinuate that the behaviour was uncontrollable and parents have reached a point beyond caring or being unable to control their children's behaviour or attitude towards school. Students' and to some extent teachers' indiscipline was a concern. Teachers 2E (HoD) and 1F (senior teacher) appeared to have faced challenges with teacher indiscipline as they mentioned disciplinary measures in their responses. However, reports of indiscipline appeared to be more prevalent in Schools (B, C, E and F) than in the faith Schools (A and D). Discipline among students at faith schools was also reported by Sibanda (2013). At School B, teachers (2B, 3B and 4B) felt they lacked the headmaster's support to deal with students' indiscipline. Indiscipline was blamed on the low calibre of students enrolled at the four non-faith schools to the extent that some parents were put off sending their children at this school, which led to a reduced enrolment at School B as stated by Teacher 2B (Appendix C.4) and also could lead to teacher demotivation and uncertainty:

...in terms of the pass rate; the pass rate is quite low, two, because of those weaknesses we have experienced a lot of pupils are transferring to other schools such that it has become a small school. Because when I came here, about seven years ago, it was a big school but right now it is a very very small school.

The issue of dealing with student indiscipline appeared to have overwhelmed most of the teachers participating in this study and it seemed as if they perceived student indiscipline to be a shared burden or that the head of school had to deal with the issue in his role as a headteacher.

#### **4.2.10 Concerns and a sense of discontentment and cognitive dissonance**

There was a sense of cognitive dissonance among teachers. They seemed to be at cross-roads between neglecting and competently performing their duties. Cognitive dissonance, where individuals hold two or more inconsistent beliefs or values, causes stress and discomfort. According to Festinger (1957:31), Oxoby (2004:729), Dechawatanapaisal and Siengthai (2006:44) the general reaction would be to reduce the cognitive dissonance so as to reach consonance. Teacher demotivation, however, seemed to have overwhelmed and forced some teachers to leave the profession for the diaspora (or other careers) as reported by Teacher 1C and Teacher 3A. The end of the

month was a constant reminder of the seriousness of the plight of teachers' welfare as Teacher 4C said:

...frustrations always come at the end of the month...but all along the month I don't get bogged by anything...a few days after that [month end] I come to enjoy my job.

This shows that the frustrations could be temporarily suspended until the end of the month, but the greater part of the month could be a period that could provide an opportunity for teachers to put effort and perform to an acceptable standard in their teaching. Teacher 4C also expressed no issues with the job when he said that the: ...social-economic aspect(s) rather than the job itself...was the main demotivator confronting teachers. Stakeholders appeared to be aware of this issue and seemed to have sympathised with the teachers, hence the intervention of the School Development Association or School Development Committee (SDA/SDC) to commit to the payment of incentives for teachers that supplemented teachers' monthly salaries. Stakeholder S3 (an Economic Development Practitioner) (see Appendix C.9), however, appeared to be unimpressed in what he perceived as 'arm twisting' parents to pay more on top of the school fees. This realisation shows the unfairness this practice had on the economically disadvantaged parents/family, but at the same time the parents realised that teachers will purposefully waste their children's time at school if the teachers remained unhappy because of their poor welfare. However, inequalities in incentive money persisted between urban and rural school teachers (Zvavahera, 2015) as expressed by Teacher 2B:

...the issue of incentives has produced much difference between the teachers; the urban teacher, the boarding teacher; they are so different from us. We live different lives. They would be working on \$US800 every month, whilst we are on very little.

The teachers seemed to have a sense of justification when they failed to put enough effort into effectively applying themselves to teach students as the teachers continued blaming their failure to effectively teach students due to the discontent and lack of job satisfaction. At the same time they appeared to view teaching students as their contractual duty to be executed at the best of their ability. This dilemma to withhold (back) a service was in conflict with most teachers' perceived belief and long standing teacher responsibility to provide this service unconditionally. Some teachers appeared to be aware of this conflict within them and to some extent they felt some form of

discomfort, stress and guilt, similar to Teacher 1C's (see Appendix C.5) predicament when he said:

...[I am] happy about my performance, but sometimes there are times when you feel that you are over using yourself. Sometimes you end up being demotivated to work, but there are some times when you wake up [saying] I think I am forgetting, then [you] start to teacher over again.

Teacher 1C seemed to contemplate leaving teaching because of the uncertainty and also as a form of protest, but a call of duty seemed to win over the downing of tools when he said:

...the passion is still there, but I don't know [in] two to three years, because things are hard.

It appears as if Teacher 1C's conscience seemed to get the better of him each time he decided not to work dutifully. Such a scenario shows that some teachers certainly have the students at heart and would work to the best of their abilities and interests of the students and try to meet the needs of their students in the most appropriate way possible. This shows that the dilemma to perform the teaching duty sometimes wins over the option to withhold effort.

#### **4.2.11 Inability to reduce dissonance and unwillingness to embrace change**

Some teachers, however did not seem to have a sense of control over workload, indiscipline and Performance Lag Address Programme (PLAP). For instance, most teachers viewed PLAP as extra work, preventing them from performing what they perceived as their 'actual job'. Teacher 2F however appeared to be unwilling to embrace change unless involved. Teacher 2F was also unconvinced about the PLAP programme, which he seemed to consider burdensome and confusing as teachers were required to be teaching different things to the same student when he stated:

Someone in form 4 is about to write [sit] their test [examination], you are supposed to teach them grade 4 [work]. Someone is in grade 5 teaching grade four staff, then you go in class, you teach 'O' level staff. You see what I am looking at. You see there are those who are coming up with their theories. ...They are really confusing us, this is what we are looking at. They don't come to the ground even the CDU [Curriculum Development Unit], when they develop the curriculum. It is best they move around and ask us our concerns; us as teachers on the ground, but they don't do that. I don't know where they get their information. All I am saying

is that we need an overhaul of the education system, a complete overhaul of the system.

Teacher 2F seemed to express why teachers would tend to concentrate their efforts to completion of syllabi, which could leave students without a firm foundation in knowledge/understanding to consolidate their intended or newly acquired knowledge.

#### **4.2.12 Failure to separate internal and external grievances**

The tenets in the resolution of cognitive dissonance are to reduce or avoid it (Scott-Kakures, 2009:81). Van Overwale and Jordens (2002:204-205) claimed that the resultant psychological discomfort emanating from this cognitive inconsistency could be reduced by a change in beliefs, attitudes and behaviour. When faced with so many frustrations, teachers may go against Festinger's outline that predicts actions that lead to dissonance reduction (Scott-Kakures, 2009:77). As such, teachers may maintain their position in fear that if they work efficiently, their problems may never be addressed. It means that teachers could change their attitudes upon removal of the external forces affecting them. However, when the issue is internal to that particular individual, (that is, a result of the individual himself/herself), the prospects for one to change their attitudes are higher. It will be helpful if teachers managed to identify and separate what is attributed to them (as teachers) and work out how they may change/improve. Issues to do with the teachers' professionalism and competence should be identified as internal to the teachers. These are issues that shape the teacher attributes and something a teacher has control over. Anything they do not have control over, such as, remuneration would be viewed as external to the teachers, (that is, not caused by the teacher). It may appear as if the external demands were overwhelming. As a result, teachers may remain in this state of cognitive dissonance and continue to compromise students' learning. Claims by Teacher 2E that teachers were now available to their students could signal gradual changes and improvements in the delivery of education. Although, the awarding of teachers' salaries below the poverty datum line was better than nothing, it was still not sufficient to meet the teachers' needs. Inequalities in the six different schools studied were also made apparent. Teachers at School A, a boarding school, did not worry about accommodation and transport whereas those teachers at the five other schools had to spend more of their money on accommodation and transport. At the time of going for the classroom observations two teachers, (at School A), who had participated in the

interview process had also bought cars within a twelve month period, which may show a sign of improvement in those teachers' welfare.

#### **4.2.13 Teachers' sense of unfairness and lack of control on enrolment of students**

Most teachers at the four non-faith schools raised concerns over their lack of control over enrolment of students. They felt the government's enrolment policy that prohibited government schools from selecting students was unfair. This entailed enrolment of a wide spectrum of mixed ability students. It meant some students had the lowest possible attainment level of 36 units from the four examinable subjects sat at Grade 7. Disappointment was evident when Teacher 5C said:

...you are expected to perform wonders at the end of the season...when you are not even given the quality of the students...[we] recruit from 4 units to 36 units...[we] are not supposed to turn away any students...I am just given students...to teach...but I don't put an input on how they are recruited [selected]...

This sentiment was also expressed by Teachers 1B, 2B, 3B, 2C, 3C, 1E, 3E, 1F, 4F among others and was compounded by the fact that all schools were compared on attainment without due consideration of the make up or ability levels of the students in these schools. These happened to be non-faith schools who could not select students. Teacher 2B (see Appendix C.4) implied they were 'better' teachers at her school (B) because they were converting 20 units to a B or A grade (at 'O' level). She however, showed a defeatist attitude when she said:

...we don't have quality...three quarters (3/4) [of students] is a known fact that they will fail...

This shows that some teachers seemed to have abdicated to the fact that it's a student's responsibility to either pull through and pass or fail. This kind of attitude seemed to have been part of the school culture, which was also witnessed by the researcher over 30 years ago and could have been in existence for a long time as some teachers such as Teachers 2C and 5C, 2B, 3B happily labelled some students 'dull' without putting much thought to it. It appears it would require a lot of effort to educate teachers to realise that it's the teachers' responsibility to inclusively execute their duty to make students work at their full potential and move away from the labelling culture, which is demeaning and undignified. Such teachers appeared to be unaware of the impact their behaviour and

conduct has on the self-esteem, confidence, motivation and well-being of the students they taught. This could lead to reduced confidence, low self-esteem and demotivation to learn or attend school, which has a bearing on teacher professionalism and the quality of education. Teachers would require having awareness that it is their duty to conduct themselves professionally and to be respectful to students. That implies the use of inclusive practices that require teachers to treat students as equals and work towards the founding principles of education for all in a way that extends to achievement for all rather than for the 'bright' students only. In contrast, the two non-government (faith) schools had the privilege to conduct selection tests and interviews. They were assured of enrolling the 'best' calibre of students, academically and with verbal articulation too. Such 'policy' impositions exacerbated teachers' lack of control and seemed to permeate through the system and despised by some teachers, such as, Teacher 2F. This meant inequalities to access to students' schools of choice continued to persist in the education system, where low ability students ended up in low performing schools in terms of national average pass rate. Recently, the government however announced a ban on form 1 entrance tests (Kakore, 2014), which government viewed as a fundraising exercise. For example, some schools were reported to have invited 2,500 candidates when they can only enrol about 100 students for form 1 where they charged administration fees ranging between US\$30 and US\$40 per candidate.

#### **4.2.14 A sense of lack of control**

Some teachers expressed a sense of lack of control in terms of student-teacher ratios, student enrolment and the unavailability of resources. These factors, and predominantly the lack of resources appeared to have a significant negative effect on student pass rates, which could affect a teacher's performance and motivational levels. Teacher-pupil ratio and resources appeared to be a major frustration as identified by Teacher 5C:

...the most important thing that frustrates me is the teacher pupil ratio in secondary schools and the lack of resources...

A lack of control could possibly influence and bring about that sense of I don't care and it is not my fault why things are not working and teachers readily have a scapegoat if things do not work especially on students' performance. Teachers have the right to sufficient resources, but in cases like this one where the teacher is absolutely sure there are no other means of obtaining resources from the ministry of education it could make

sense for them to improvise with whatever they can get their hands on in the same way that one science teacher used card board boxes to make models to aid students' understanding through visualisation.

#### **4.2.15 Imposition of decisions and a lack of involvement in decision making**

Some teachers accused their school leadership and the Ministry of Education for imposition of decisions. They were unhappy with their non-involvement in decision making processes at their schools. This appeared to be counterproductive and not living up to the rhetoric of shared vision coming from teachers in leadership like Teacher 3A and teacher 1F. The lack of involvement brought about a sense of irrelevance to the teacher whose ideas were not adopted. According to Wenger (1998:56, 202), a lack of “mutual engagement” and ownership, could lead to a teacher “identity of non-participation that progressively marginalises...” the teacher. This seemed to breed a sense of rebellion among some teachers (Teachers 1D, 2F, 3F and 4F) and also a sense of incompetence within those members whose ideas or “...contributions are never adopted...” (Wenger, 1998:202). Consequently, the sense of mutual ownership of the vision or meaning eludes that particular school's community of practice and as such, could fail to create an effective teaching community of practice.

#### **4.2.16 A sense of a disaffected teacher, disengagement and detachment**

Faced with too many frustrations and an inability to have their inequalities/grievances resolved, most teachers appeared to reveal attitudes of a disaffected and disengaged teacher and in some cases led to detachment. It appeared as if the more teachers felt they lacked control of the means to improve their welfare and conditions of work or working environment, the more they felt hopeless/disaffected. Changes seemed to be imposed from above. And these changes appeared to happen or to be implemented without proper consultation or communication with the people on the ground as Teachers 2F, 3F and 4F appeared to emphasise. Teacher 5C for example, perceived a teacher as someone whose contributions did not matter and was only obliged to follow rules and regulations:

...these schools are sort of tailor made, they are just rules and regulations that we [teachers] should follow from the government...

In this case teachers appeared not to be involved in decision making and would not bother to come up with their own initiatives. This appeared to reveal a sense of disengagement leading to detachment when teachers seemed to resist other ideas or anything they perceived extra burdens such as PLAP (Performance Lag Address Programme). Poor communication or lack of consultation with teachers appeared to be a concern as Teacher 2F pointed out that education authorities appeared to be imposing ideas and disregarding the input of the teachers thereby missing the opportunity of instilling a sense of ownership among teachers on these government initiatives. This failure to consult and the imposition of ideas appeared to be a major hindrance to engage or fully engage practicing teachers to fulfil their roles and make contributions in education initiatives aimed at improving the quality or any aspects of quality in secondary school education. Imposition appeared to breed a culture of disengagement, rebellion and detachment. There was also a sense of hopelessness in terms of improvement of teachers' welfare. Instead of performing their duties for the love of the profession, Stakeholder S6 (an Education Officer) seemed to have observed a trend where most teachers expected some form of incentive for the teachers to put effort to engage with their work:

...in most cases I want to say, most of the teachers that we have are no longer dedicated as the old horses. Their attitude now is whatever they do, the question is; what do I get? They are not getting much out of it. They don't put a lot of effort...

This seems to point to an emerging school culture synonymous with the corrupt culture that was affecting and prevalent in some transactions in the daily lives of the greater population of the country cited by Mapira and Matikiti (2012:97, 99); Sibanda (2013) and Gweru (2015:). Similarly other cultures on work ethics seemed to be emerging as observed by Stakeholder S6 who also claimed that those teachers from established schools who received incentives work hard as opposed to those who did not. The disaffection also appeared to be a result of teachers' inability to persuade the (government) education authorities to improve on resources, infrastructure (particularly in rural areas) and the working conditions or environment. Whilst it made sense to expect some form of payment in return for a service, taking incentives as a right appeared to demonstrate the extent and the desperate nature of teachers' welfare. The idea of incentives appeared to be a demotivator and a preoccupation for some teachers as Stakeholder S6 (an Education Officer) observed in her comments:

...while it [incentives] was introduced to motivate them [teachers], [it] is actually demotivating them and teachers are taking this to be a right so they are no longer doing their work, they spend most of their time discussing incentives...

In response to the statement on the state of the schools, most teachers cited a lack of improvement in schools. However, Teacher 1E appeared to notice a stagnation in development or improvement at his school, especially in terms of resources:

...my school hasn't improved as much from the time I came here in [the late] 1990s [specific year was provided], in terms of the resources, they are still very very poor. At one time we had some computers and they broke down. The school is operating with two computers only...

Operating with limited resources could have led to the development of teacher behavioural patterns typifying school cultures dependent on the situation at a particular setting. Teacher 1E appeared to notice regression. A lack of replacement or repair of equipment or resources seemed to be the norm. This has an impact on teaching and learning in an almost run-down environment depleted of resources. Teacher 3B made the same revelation at her school when she pointed out at a room full of broken chairs and desks. However, when repairs were carried out they were mostly completed to a very poor quality. To prove this point, Teacher 3B also showed the researcher some badly repaired window burglar bars which were welded to a poor standard.

Stakeholder S3 (an Economic Development Practitioner) (see Appendix C.9) identified that a lack of funding inhibited school leaders from effectively running their schools. The education authorities' or government's inability to consult or communicate key issues related to teachers' job may have deprived most teachers of the satisfaction of being valued as the people on the 'ground'. Also, that aspect of being a change agent appeared to have been taken away from them. Teacher 5C (a head of department) appeared to be convinced that inputs/ideas on change suggested by teachers were irrelevant and that such changes could only come from a higher office. Teacher 5C had this to say:

...even if you are asked for the changes, they are not taken up or your ideas are not implemented, even if you are right, you do not effect change being a teacher, even being [a] headmaster, probably, from the permanent secretary onwards, those are the people who can effect changes.

Such a feeling creates and/or consolidates that sense of disengagement and demotivation, which could lead to detachment as the teachers saw no point in making contributions because they thought their ideas would never be adopted or implemented. Instead, the teachers concerned could adopt an identity of non-participation identified by Wenger (1998:203).

#### **4.2.17 A sense of subdued teachers/helplessness**

Non-involvement could reduce teacher motivation and dedication. A lack of most forms of development or improvement of schools appeared to inculcate a sense of helplessness, hopelessness and ineffectiveness. It subsequently bred attitudes of subdued teachers as they seemed to put less effort in performing their duties as Stakeholder S6 (an Education Officer) suggested. Any form of incentives would be expected to be a morale booster for the teachers, which according to Stakeholder S6 appeared to be more likely to happen at established schools. A key Stakeholder S4 (a District Education Officer) seemed to be more frustrated, helpless and subdued on his behalf and that of teachers owing to his failure to provide the necessary resources as part of the district education officer's role. Stakeholder S4 acknowledged that:

...some of the schools seem to lack basic infrastructure. That frustrates. You will want to give as much as you want, but without infrastructure, even if you give them books they have nowhere to store them...

This concurs with Stakeholder S5 (an Education Officer, see Appendix C.10), who claimed some children were still being taught under trees and in some cases the schools were failing to:

...attract suitably qualified teachers to teach there...

He, Stakeholder S4, also appeared to express dismay on the issue of incentives, which appeared to provide him with problems to resolve:

...the question of incentives...has created some animosity between the admin and the teachers (uhh), therefore you end up with too many cases to deal with.

Stakeholder S4 stressed the importance of capacity building and the economy when he acknowledged that:

...it is difficult to sustain [schools/education] when the economy is not [performing], when there is nothing to eat [or] drinking water. Everything is driven by the economy; like the economic meltdown of 2008, there was nothing, so how could we sustain the schools...(another interruption -pause)...

This shows that there is the need to disentangle issues and establish the source of the troubles being faced in education. Yes, the economy could be an issue in terms of the provision of material resources, but what role does the ministry or school play in terms of capacity building in terms of human resources development to enable the teachers to work at their highest ability? According to England's Ofsted chief inspector Sir Michael Wilshaw poor performances of many schools in cities in the North and Midlands of England which are better funded and resourced in comparison to the six Zimbabwean secondary schools were "languishing in mediocrity" and have "failed miserably year after year after year" (Coughlan, 2015). This could be an indication that there is a point when underperformance becomes an 'acceptable' occurrence as the trends of failure continues in consecutive years over a long period of time regardless of the economic situation of the country. In this case teachers appeared to have expected and accepted poor performance and almost seemed to believe nothing can be done to change the situation. They also happen to have run out of ideas to achieve and sustain better performances. The Zimbabwean secondary school teachers had an opportunity to improve their performance and that of students through the Performance Lag Address Programme (PLAP). The provision of PLAP to reduce the gap of mastery of children provided an opportunity to enhance teachers' skills on provision of inclusive education. Unfortunately most teachers only perceived this as a definitive one-off exercise. This appeared to be aimed at making students catch up with the syllabus and working at the same topics with all students in the classroom. But have all the students reached the same mental capacity or capability of mastery of the subjects being taught? Teachers seemed to be forgetting that no matter what level students operate even the streamed set of students they deemed 'bright' or 'dull' could all have different mental capabilities and in need of tailored teaching and learning styles or interventions for them to achieve their full potential. This could also be the case with the teachers who could have different perceptions of what education entails and only focus on pass rates and not the acquisition of knowledge and skills that could be used by the students in the future. Because PLAP appeared to be definitive with a timeframe to which it was to be completed, this made implementation a challenge as teachers failed to view education as a transformative process. This could be an area where the education system lacks and

lags behind other education systems. However recent studies in Zimbabwe including Dzobo, (2015) and Zvavahera (2015:4-5) seemed to focus on the physical resources and the teachers' welfare instead of capacity building.

#### **4.2.18 Capacity building**

On capacity building, Stakeholder S4 emphasised the development of the human resources that could produce a conducive working environment too. Despite the frustration that teachers were leaving to work in other countries, Stakeholder S4 was however complementary on the quality of the products of the Zimbabwean education system when he said:

...that is why when they [school leavers] move out of Zimbabwe, they go to South Africa; they make a hit because our education makes a person what is expected [of them]...he goes to the UK...

He (Stakeholder S4) made reference to a South African headteacher leading an underperforming school:

...why is it your school is not improving in terms of results and he said I am sorry, I do not have a Zimbabwean teacher. Elsewhere, they give credit to us [referring to the Zimbabwean education]...

Other aspects of despair identified quality of teachers. Stakeholder S6 (an Education Officer) seemed to be in agreement with Teacher 1A who perceived the training of teachers as poor when she (Stakeholder S6) said:

...not only that, the lecturers themselves are not training [or] giving these [student] teachers the correct information; the correct training and so they tend to get out of college raw...

This appeared to agree with Teacher 1A's (a former headmaster), (see Appendix C.3), suggestion that he wanted to train the trainers. Such views further demonstrated a sense of a compromised education system, which appeared to be producing unsuitably qualified teachers. However, Stakeholder S6 appeared to be focusing on the calibre of student teachers and claimed that:

...students [from] former [Group] A schools are a lot better and they tend to grasp items much faster...

This was directed at student teachers' abilities and their grasp of the English language. Stakeholder S6 also placed blame on the education officers themselves for not doing their job properly:

...our supervision also is not really effective, we should be inspectors; should monitor and advise teachers so that the education becomes better than what it is now, but the supervision is not that effective. We tend to get into schools; we get the documents of the teachers and fail to give the teachers the necessary advice. The teachers themselves don't seem to know what they are supposed to do. In fact, it starts from colleges that produces these teachers, they [student teachers] are not trained properly; the person who is taken in is under qualified; someone who has a C [Grade] in maths goes to college and specialises in mathematics and someone who re-sit English several times, specialises in English...

Besides the ineffectiveness of the monitoring system by education inspectors, this further displayed a sense of a compromised education system in the form of the calibre of the entrants into the profession. Better qualified candidates could have shunned the teaching profession because of the poor teacher welfare.

Stakeholder S3 (see Appendix C.9) observed inequalities and better provision of resources by private schools than the government schools. Stakeholder S5 (see Appendix C.10), also appeared to be acknowledging inequalities, shortages or unavailability of resources and its dire impact in rural schools:

...the physical resources are not available. Children taught under trees. You have lowly qualified teachers and at times, unqualified teachers...

Although Stakeholder S5 acknowledged an improved supply of textbooks, he however, preferred that any improvements in the provision of infrastructure or resources to be biased in favour of rural school settings. This could attract suitably qualified teachers to those areas. Stakeholder S5 also appeared to be sympathetic to the needs and welfare of rural school teachers, which appeared to be worse off than that of their urban or boarding school counterparts:

...the rural teacher compared with the urban teacher, they are kilometres apart in terms of their welfare. The accommodation is poor. The incentives from the parents are poor as compared to those in urban areas. You have to travel there. The community just don't recognise you as a teacher...

This seems to reflect that rural school teachers were more subdued in comparison to the urban school teachers. Stakeholder S5 expressed concerns over unemployment of school leavers and appeared to be critical of the curricula, which he claimed, was still British and unchanged for more than 30 years. He appeared to be suggesting the need to restructure it to promote self-reliance so as to reduce unemployment. Fully aware of the numerous unemployed 'A' and 'O' level school leavers, Stakeholder S5 appeared to suggest that the education system was:

...rather broad. Very academic [and ] it does not pave way for self-reliance. It must be re-shaped...

This also brought to the fore a sense of irrelevance of the curricula that further compromises the education system hence the need to review the curricula to strengthen a needs-driven education system announced by Education Minister Dokora (Nyamanhindi, 2013). Besides this, Stakeholder S5 also identified and blamed this on the formation of new private schools offering a narrow curriculum and run by unsuitably qualified teachers:

...a mushrooming of schools, which are not of any use at all, for example, 'A' level, they are barely in name. Less than 10 pupils without suitably qualified teachers. The curriculum is narrow...

Such observations from an education officer demonstrated frustrations and concerns which may require serious consideration when it comes to capacity building and strategies to chart the way forward in the provision of quality education. It appeared as if Stakeholder S5 was powerless to do anything about it, even in his capacity as an education officer.

#### **4.2.19 Status of schools and school culture**

Some schools appeared to have at least one dominant culture. At School A and D, the more successful schools, there was a 'can do better' culture, but mainly led by the deputy headmasters in collaboration with their headmasters as evidenced by Teacher 3A-deputy head, Teacher 1A-head of department, Teacher 6D-deputy headmaster and Teacher 4E-deputy headmistress. This may have a direct link to concerns raised about the lack of involvement of teachers in decision making. The school culture seemed to be shaped by those in the school leadership. Some claimed to have a shared vision with

some of the teachers, but some teachers seemed not to be compliant to the school ethos. In this context, for example, Teacher 1F hinted on teacher insubordination and relying on disciplinary action:

...well, when you are working with people they refuse to follow instructions. They disobey especially at this time when pupils are doing [sitting] their exams. You make follow-ups, someone is absent. It frustrates. At times you solve the issues amicably because if you are angry every day you age faster, so they say (laughter).

At School B, leadership was viewed as weak and students were mostly branded as failures and teachers seemed to portray a defeatist attitude saying students were hopeless with no chance of passing at 'O' level. At School C, Teachers 2C and 5C seemed to label their mixed and low ability students. Most teachers, however, seemed to be unaware of ways or initiatives to help such students. It appears to illustrate the lack of inclusive education in the schools studied.

#### **4.2.20 Teacher (negative) attitudes to low ability students and professionalism or ethics**

Some teachers in the government (non-faith) schools labelled the low ability students. They seemed to blame the low ability students for the poor pass rates and appeared to ignore the teacher's role and input. Teacher 1F, however, seemed to be confusing student ability to laziness when she blamed the withdrawal of the stick as a contributing factor leading to the students' poor performance at school. She believed the stick was used to force/encourage students to do work and also for discipline. Teacher 1F had this to say:

...The education system somehow, when I compare with our days it seems there is a vast difference because when the stick was withdrawn from schools the punch now has been lessened...

Here, Teacher 1F was failing to accept the developments in education and the society in general. An adoption of other strategies or teacher actions to provide meaningful learning would be preferable to encourage students to engage with their education rather than the use of the stick. Teachers would then cater for every student in an inclusive manner. In light of the diversity of students' abilities, many countries have been reported to have enacted educational policies that encourage inclusion of children

perceived to have learning disabilities or difficulties (Rouse, n.d.:4). However, Teacher 1F claimed students had lost hope in education as a means to provide them entry into careers/professions that could improve their lives. She (Teacher 1F) appeared to be encouraging students of the importance of education when she said:

...One strategy is continuously reminding them [students] of the importance of education because quite a number have been attracted to Chiadzwa, ya, you know what happens at Chiadzwa because there was a time, to them education had become meaningless. Do you know there was this guy; he wasn't academically gifted and so when he got money from Chiadzwa he actually threw money at that gate there saying I can pay all teachers here and that has been ingrained in their [students'] minds that education was meaningless. Within a week they can buy cars, this and that. So the dream anyway has been shattered. So they are beginning to come back and we are conscientising them that things might change one day and there is no country that will do well without professions. Some are taking the advice asking for advice and so on and so...

The get rich quick 'syndrome' that had been ingrained in people/students' minds came to an end when access at the Chiadzwa diamond fields in East Zimbabwe was stopped. At this point Teacher 1F noticed that some students appeared to have started to take school seriously. Teacher 4E also had a similar message to students, emphasising the point that the current situation facing the country at the time was a passing phase in the history of the country and expected a better future:

...by guiding them [students]. By encouraging them to learn [that] the future country will be different. It is just a period that we have at the moment, but as times goes on we are expecting things to be better and we expect at that period [in the future the country] require people who are actually learned. We also brought around or asked some students like yourself to talk to them as motivational speakers...

This foresight and optimism expressed by Teachers 1F and 4E seemed to be one of the things that could be providing some hope to many teachers in this study to remain in the profession irrespective of the hardships confronting them.

#### **4.2.21 Compromised professionalism or professional identity**

Teacher professionalism should depict the competencies or skills of the profession. Klotz et al. (2014:8) defined competence as a cognitive disposition that is learnable, which, according to Wenger (1998:149), expresses identity as a learning trajectory. The learning trajectory was exemplified by a student teacher, Teacher 3D on teaching

practice, who felt unfairly treated when she was instructed to do extra work to cover for an absent qualified teacher and appeared to think the pressure was good for her in the future:

...we perform at our level as students [student teachers]. You know, as a student sometimes you are asked to do this. Let me give you an example. We were asked to set examination papers of which I was given mine to set. Then I marked what was mine and then the other teacher was not there marking ZIMSEC [national examinations] and I was asked to mark, also the other paper. So they were about 250 pupils for paper one; I was forced to, because I am a student and if I was to deny [refuse] you know, I am here, I am working and also I am learning. I have to learn that even if I finished my diploma I have to go somewhere where there is that pressure. So I have to adjust and be in that position, but it was hard because you see now I am still writing [marking and recording marks]. The other colleagues have finished [because] their teachers [mentors] have helped them and my mentor just marked form one. It is hard as a student, but you have to adjust because I want to achieve something.

The fact that Teacher 3D could not say no to the request to mark another (qualified) teacher's examination papers demonstrated the power dynamics at play, where the student teacher feared refusal to mark the papers could jeopardise her chances of passing her assessment as a student teacher. This also shows that identity is formed through experience and participation and also how others reify themselves (Wenger, 1998:149). A need to adapt and endure the pressure to work as a teacher seemed to have registered and Teacher 3D seemed to acknowledge the pressure was good for her and at the same time have that ability to learn to adapt. In a community of practice this socialisation process also alerts student teachers to avoid any instructional strategies, classroom management approaches or student engagement techniques that did not work for their mentors (Stewart, 2012:249) or through their personal experience. As such, the student teachers acquire and/or become more confident in their abilities as their knowledge and awareness of what works and doesn't increase. This implies avoiding anything with a negative impact on students' learning or the classroom environment. Wenger (1998:152) was of the view that full members in a community of practice should competently reveal their familiarity with the practice. This manifests in the way the teacher engages with others and expertly participates accountably in a continuously developing community of practice. Wenger (1998:152-153) termed this mutuality of engagement, which seemed to have waned at the height of the economic downturn and appeared to be gradually coming back at various levels in some schools in this study. Some participating teachers expressed a sentiment that teachers were doing their job and

trying their best compared to the period between 2006 and 2008. Teacher 1C (see Appendix C.5) did not hide his thoughts as he recalled the period between 2006 and 2008 as a time when performance at schools was low when he said:

...we almost had zero performance [pass rate] because the education system had almost gone to the dogs...

This was in contrast to 2012 when most teachers, including Teacher 2E (see Appendix C.7) acknowledged that:

...we are now teaching right now I think we are almost there. I cannot really say that yes, we have reached a point that we have succeeded, but we are trying our level best and we are really proud of our leader, especially the head. People cannot just walk in and do whatever they want to do. Effective learning is taking place, so I think we are trying...

Teacher 2E appeared to be referring to discipline and orderliness and working in silence as indicators for effective learning since there will be less disruption in classrooms without actually stating the processes and outcome of learning that qualifies as effective learning. What Teacher 2E referred to as the 'best', could be relative. Although discipline, orderliness and working in silence provides a calm and conducive environment to learn, it could however be argued that the 'best' could apply if the teachers were also using the appropriate and effective approaches to teaching and learning.

#### **4.2.22 Reluctance to accept accountability and commitment**

Although frustrations and constraints appeared to be dominant in teachers' responses, Teacher 2E (HoD) firmly denounced and did not want underperformers in teaching. She (Teacher 2E, see Appendix C.7) seemed to believe in commitment and accountability of teachers when she said teachers:

...are employed to work; do your duty or you leave the post and leave it to the one who is prepared...

Despite expressing disappointment on pay day, Teacher 4C seemed to agree with Teacher 2E, when he pledged his commitment and upholding the mandate to perform his teaching duties throughout the other days of the month. This confirms Teacher 2B's (see Appendix C.4) and Stakeholder 1C's sentiments that only those with a 'calling' do

concentrate on the job. It could also suggest that the lack of opportunities made uncommitted teachers who are motivated by money or job security to enter the profession.

#### **4.2.23 Commitment, monitoring and accountability**

Participants in all the schools studied appeared to be aware of guidelines for the monitoring of students, teachers and school leaders. Teachers were expected to check on students' progress and invoke necessary interventions or involve parents when required. This involved heads of department, senior teachers, deputy heads and the headmasters who checked upon teachers' work as stated by Teacher 2E (an HoD):

Then there are also HoDs who move around to check [the] teaching process for teachers and things like whether the teacher submits both their exercise books and notebooks to the HoD and then the HoD write a critique and comments.

Some of the things checked upon included teacher attendance, lesson planning, written work, marking, recording of marks, feedback to students and students' reports. Teacher 1D suggested that monitoring was excessive:

...[we are] heavily monitored. Checking to see whether you are around, checking to see whether you have attended all the lessons, and checking to see if you are to go out of the school campus; whether you have lessons and do not have lessons; they check the time-in [and] time out.

Monitoring entailed holding teachers to account. However, this is not clear whether this was proactive or reactive, which could depend on the situation. This involved checks and balances on teaching through observations, quality of students' work and marking by the heads of department (HoDs), school leadership and education inspectors. The education inspectors from the Ministry of Education, Sport, Culture and Arts also monitored the performance of school headmasters and their schools. Ministry officials could visit schools unannounced. The monitoring process appeared to be demanding and that may explain why teachers ranked accountability low in the questionnaires. However, both stakeholders and teachers seemed to acknowledge and expected school leaders' commitment to continuously cater for the teachers' needs.

#### **4.2.24 Appraisal and ineffective teacher professional development**

Appropriate teacher professional development programmes should be in place if the teacher appraisal system in the Zimbabwean education system was thorough. The monitoring exercises must have identified issues that reflected the best or poor teaching approaches and work within these guidelines to help develop the skills and attitudes to maximise the capabilities of the teachers. It was clear HoDs and other members of the school leadership had discussions with teachers after observations and during the monitoring exercises. However, the outcome and feedback depended on what the teachers and the leaders perceived as appropriate and what they judged as areas for professional development or improvement. This could be a question of whether the appraisers strictly followed the assessment criteria and as Teacher 4C suggested that he could not fail a friend, which leaves the education system open to abuse. Since teacher appraisal had been on-going for all these years and still finding that not many changes to improve teaching had occurred raises questions about effectiveness of this teaching community of practice. It could imply that the recommendations or feedback identified some issues, but appraisers could be providing the wrong advice or the wrong feedback. This seemed to confirm Teacher 4F's claim that the appraisers were not trained to effectively conduct or implement the appraisal system. It also concurred with a teacher representative leader who seemed to question the credibility of the Results Based Management appraisal system. He (the teacher representative leader) claimed that the performance based (salary) increment was applied before the conclusion of the assessment process (Murwira, 2014).

#### **4.2.25 Dissonance between teachers and stakeholders on accountability**

Participating teachers, in contrast to other stakeholders, revealed a reluctance to understand the importance of accountability. That could imply that there was an existence of underlying issues deemed justifiable to provide most teachers' credence not to put effort and exert themselves on their job. The teachers in this study appeared to be rebellious with little or no conscience as to why it would be important to work competently to establish accountability and a commitment level that guaranteed a fully-fledged membership in such a community of practice. This may entail full participation and competently maintaining teacher professionalism and accountability, but some teachers such as Teacher 1D seemed to despise the monitoring process especially on attendance. This concurred with Teacher 2E's claims that the headmaster at School E goes around the school checking if teachers were at the right places and time. Teacher

1D, however, would have preferred leadership that was: ...not too strict, they [leaders] should be flexible.

Such a feeling appeared to breed further frustrations that seemed to affect the monitoring and appraisal system and the relationships between the school leaders and the teachers. With reference to colleges, Avis (2005:211) identified loss of morale as one of the 'unintended consequences' of the appraisal system (or performance management). Also, under such circumstances, teachers may not readily take risks to venture into anything including innovative work, which entails undertaking extra work that veered off their stipulated main targets intended to fulfil their named areas of accountability.

#### **4.2.26 Teacher Appraisal**

Besides displaying such discontent over accountability, the progress of students, teachers and the school leaders was monitored. This helped with the appraisal system aligned to results (the Results Based Management appraisal system, RBM). The Schools and the Ministry of Education, Sport, Culture and Arts sanctioned the monitoring of teachers as a step to hold teachers to account. Feedback from supervisors was instrumental in implementation of staff development of teachers as a vital stage that identified areas of improvement in aspects of teaching for learning. Documentation and maintaining records by teachers appeared to help track progress and flag out underachievers. However, Teacher 2F (senior teacher) found documentation unnecessary and taking away teacher time to actually teach. He (Teacher 2F see Appendix C.8) also viewed its implementation as authoritarian when he spoke about school leaders that:

...emphasise[d] much on documentation than teaching and being authoritarian...

Teacher 2F's concerns were critical of the imposition and theoretical nature of the developmental initiatives in secondary schools, and would have preferred evidence based initiatives that came from the "...ground...", that is, from the teachers themselves. He claimed the results based management appraisal system was:

...a lot of theory...emphasising more on documentation and now teachers are saying these people [referring to headmasters/school leaders and education officers] want to see documents, we will give them documents...

Here, Teacher 2F seemed to be referring to a diversion of teachers' efforts from classroom teaching towards filling up of appraisal forms or lesson plans to what was deemed an acceptable standard. This appeared to suggest that the school leadership and the education officers were more interested in the documentation or paper work rather than the actual teaching and teachers were expected to produce these documents on request. Whilst Teacher 2E (HoD) seemed to take a firm stance on underperforming teachers, surprisingly, Teacher 4C (senior teacher) was prepared to protect and cover-up for underperforming teachers when he acknowledged that:

...there are loop holes, I cannot give my fellow teacher a poor mark and try to keep our relations...

In this case Teacher 4C would provide inaccurate information on the Performance Key Result (PKR) form. Such comradeship/misplaced loyalties and cover up compromises accountability and professionalism at the expense of the good of the school and students. Such a practice in the appraisal process seemed to verify Teacher 1C's (see Appendix C.5) claim that some of these inadequacies in performance of duty in the secondary school education could be a lack of effective implementation of initiatives rather than a lack of knowledge or expertise.

Teacher 4F also expressed her reservations about the appraisal system when she claimed that some appraisals were simply submitted because the appraisers were not fully trained. This meant some appraisees' performance could be misrepresented and unfairly or incorrectly receive or be denied rewards at the end of the year. Teacher 4F had this to say:

...not many teachers responsible for the appraisal system knew how it actually worked...

#### **4.2.27 Commitment and accountability of the school leaders**

Most teachers and stakeholders thought the school leadership showed commitment and accountability in school development including the professional development of teachers. In-service training of teachers was encouraged by school heads as confirmed by Teacher 1F when she said:

...we are doing our best here because the head encourages the people [teachers at School F] to further their education...

This meant studying for higher teaching qualifications above what the teachers currently possessed such as moving from diploma to a degree qualification.

The School Development Association/Committee (SDA/SDC) in conjunction with the school leadership seemed to have a collaborative mandate and commitment to cater for the needs of the teachers and school at large. It meant that relationships among the different parties were very important and to be maintained in a way that facilitated constructive and good working relationships between schools and parents/guardians. This was pointed out by Teacher 1F whose school seemed to enjoy a healthy working relationship with the parents:

...We are doing very well. We call annual general meetings they [parents] are coming in large numbers. The response was generally not good, but this time they are coming in dozens because we have sold ourselves out. So they come with their suggestions and you know if you establish a good relation with the parents you will be trading on safe ground because the money comes from them. They can withdraw their money. So each time we call for an annual general meeting we put everything-our income expenditure on manila sheets [so that] everyone can read. They just want transparency, yes. They actually ask for advice concerning their kids, ehh, when they are giving problems at home they actually bring the problems here at school. That partnership is very very important. If the kids are giving us problems here we also involve the parents. In that way we are helping the kid out...

She, Teacher 1F went on to mention the significance of the SDC (School Development committee) and the qualities of the SDC members and the leadership:

...ya, the good relationship is sustained through the SDC, which plays a vital role. If members are former teachers or say professionals rather, I think that will do. Ya, it will sustain the relationship...

Perhaps this shows the advantage of working with likeminded people who could provide shared vision and a better understanding of the situation including strategies to meet the general requirements to sustain the running of a school. It also shows that transparency is vital to get the trust of the parents and direct involvement provides the idea of ownership and pushes the parents to cooperate fully to meet the targets that enable the school to develop and prosper.

#### **4.2.28 Relevance or quality of the curriculum**

There were some concerns on the relevance and quality of the secondary school education and the calibre of 'O' level school leavers. Most teachers and stakeholders thought the curriculum was too academic. This was contrary to two practical (home economics) subject teachers, (2A and 5D), who thought the curriculum was appropriate. The two teachers also thought their schools fulfilled government directives to expose students to practical subjects. Some teachers seemed to be unaware that it was part of government policy that schools should offer practical subjects to students as directed by policy Circular Number P77 of 2006 (Mandiudza et al., 2013:128; UNDP-Zimbabwe, 2012:27). Teacher 5D seemed to be confirming the Circular Number 77 directives when she stated that:

...practical subjects have been taken to be pre-requirements before you register [examinations] even if the candidate may not have registered but during school time he or she should have been doing [attending] at least one practical subject...

At School C, Teacher 4C claimed they offered six practical subjects and seemed to think that the industry was not contributing towards the development of the curriculum and should not blame schools for the curriculum's failure to meet the industry's needs when he said:

...they [industry] are not justified; they [industry] must chip in...

Potentially, the industry could help provide the necessary resources to shape and develop the school curriculum.

#### **4.2.29 Leadership styles, performance and disciplinary issues**

Teacher 1F seemed to be facing some resistance/uncooperative behaviour at her school (School F) as she appeared to hint on use of disciplinary action against teachers who did not comply with school procedures/rules. Enforcement of rules suggests what Teacher 2F perceived as an authoritarian type of leadership at his school. Leadership styles may, however, match what was happening on the ground. In this case, a firm approach synonymous with the transactional leadership could be necessary to such Zimbabwean school settings. The autocratic nature of this leadership style (Jogulu, 2010:706) could force teachers to comply with rules and regulations as failure to do so would invoke punitive measures from the leadership or relevant authorities. Hadebe (2013:74) seemed

to insinuate that ineffective leadership could result in failure and/or underperformance of subordinates. A lack of accountability at this level could compromise the quality of the secondary school education with little hope of improving. A focus to identify the deficiencies and areas of improvement or staff development through in-service training from the Ministry of Education or school based training focused on shared practice could help and foster accountability or responsibility.

#### **4.2.30 Deficiencies in the education examination board and the curriculum**

Some teachers and stakeholders seemed to have lost faith in the Zimbabwe Secondary Examination Council (ZIMSEC), which is responsible for national examinations. There were reports of inefficiency at ZIMSEC as Teacher 2C thought:

...Cambridge used to mould; nurture our pupils in a way that was acceptable; ZIMSEC, too many discrepancies; too many flaws...

Teacher 2C appeared to be unaware that the Cambridge based examination curriculum had also been criticised for being too academic (Nziramasanga Commission Report, 1999:302). Teacher 2C seemed to be comfortable with the established brand, (the University of Cambridge Local Examination Syndicate), which she experienced. Similar sentiments were also put across by Stakeholder S1. This demonstrates reluctance to change and at the same time reveals a sense of inferiority complex that demonstrates that some teachers and stakeholders appeared to think they are worthless with no ability to develop their own examination board and preferred outsourcing externally set examinations in preference to the local ZimSEC examination board. The ZimSEC localisation of the examination board was intended to reduce costs and also to cater for the local people better. Teachers 3A, 4C and 2E, however, showed further interest by seeking my opinion on what I thought about what I had seen at their schools. This demonstrated that the study could have generated relevant conversations that offered opportunities to receive feedback from an outsider, which, according to Wenger (1998:48) affords participants a chance to explore opinions and reflect. These teachers appeared to be opening up to a new way of looking at education. This seemed to have made them reflect on their practice and also to solicit for advice.

#### **4.2.31 Appropriate implementation of actions to improve a community of practice**

The Ministry of Education had ongoing in-service training programmes cited by most teachers, including Teacher 1B. These training programmes also appeared to be misdirected or poorly implemented as Teacher 1C claimed that there were ideas, but what lacked was their implementation. According to Wenger (1998:125-6), appraisers would have been expected to have the ability to assess the appropriateness of actions and outcomes that reflected the membership of the teaching community of practice. In this case there was an expectation for appraisers to uphold professionalism or professional standards of teaching that expressed their competencies or accountability (Wenger, 1998:57). Although the appraisal system was meant to identify areas of improvement, Avis (2005:212) notes this could be marred by the distrust and 'blame culture' associated with performance management. Those who embarked on networking like Teacher 3A were bound to benefit from teachers in other settings. This may require those willing to acknowledge, share and learn from mistakes (Avis, 2005:213). It also provides platforms to examine and derive meaning, moulded around learning and experiences of members whose aim was to sustain and also engage in necessary actions that may enable the community of practice to continue to improve (Wenger, 1998:3-5, 125-126). This may be aimed at optimisation and sustaining the community of practice and maximising its relevance to the beneficiaries of services provided. For teachers to keep up, they have to be creative and focus on knowledge-based innovations (Craft and Jeffery, 2008). This was in keeping with the business world culture, where an enterprise that was knowledgeable and abreast with "...prevailing business conditions outperformed their counterparts in several ways..." (Deal and Peterson, 1994:4). It appears as if those teachers who were engaged in networking, like Teachers 3A, 6D and 1F, seemed to be informed and better placed to have some understanding of appropriate strategies and approaches required to achieve effective teaching and learning.

#### **4.2.32 Summary**

Interviewees revealed the accidental and the inspired teacher identity. Also a lack of confidence in the secondary education system that was blamed on the neglect of capacity building practices and sufficient funding by government emerged. Lack of control and frustrations expressed by teachers appeared to be the main reasons of discontentment and justification not to accept accountability. Teachers appeared to view (commitment and) accountability as an unnecessary burden to their daily working life when remuneration and welfare were still poor. This brought a sense of cognitive

dissonance, conditionality and lack of professionalism in this community of practice. A failure to implement learning and teaching improvement strategies uncovered during teacher monitoring exercises or feedback from lesson observations appeared to be one of the drawbacks or flaws holding back the development and improvement of an effective teaching community of practice. Imposition and the inability to fully involve teachers to formulate and implement transformative initiatives seemed to take away prospects of teachers from taking ownership of these initiatives to improve the quality of the secondary school education system. There was also an incapability to view initiatives such as the Performance Lag Address Programme (PLAP) as transformative exercises to build on teacher effectiveness on inclusive student-centred education. Instead, teachers viewed these exercises as burdensome and definitive in nature and missed the opportunity to continuously explore best practice in the process. Observations were conducted to have an understanding of this community of practice as they offered an opportunity to witness first-hand what actually happens in the classrooms. This includes interactions between teachers and students, and the processes of teaching and learning.

### **4.3 Analysis of observations**

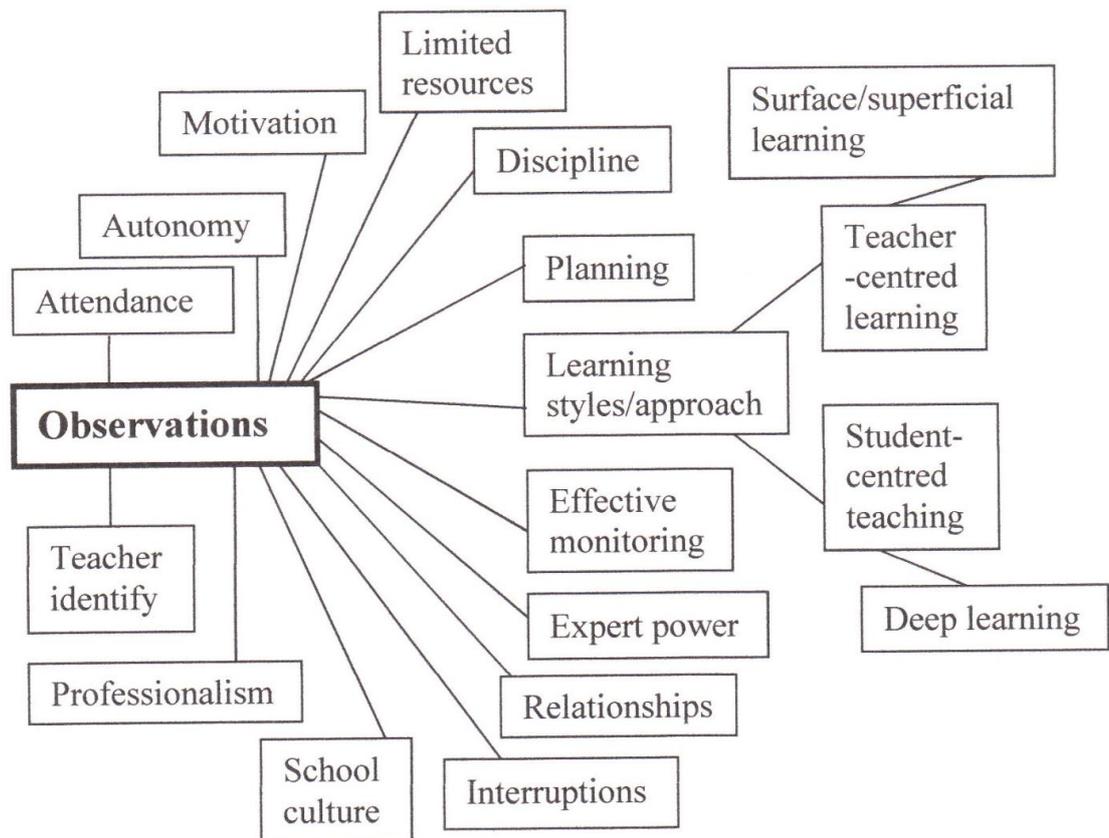
#### **4.3.1 Introduction**

Observations were conducted to further understand teacher attitudes in the context of teaching and interactions inside and outside the classrooms. In this process, Malderez (2003:179) claimed that observers sought to understand the effectiveness of educational practices and identify areas for improvements. Most teachers displayed similar teacher-centred approaches that have been criticised by Mufanechiya (2013:326) for promoting rote learning and also unreflective in nature. The teaching was more examination oriented as teachers were under pressure to produce better examination results. This was however a time for the national and end of year examinations with most lessons predominantly revision oriented. Some teachers appeared to have done little preparation for the lessons. A few teachers were very keen to display their teaching skills whether that was their normal way of teaching or simply performativity. Performativity may refer to a teacher displaying what was expected of them during classroom observations and may revert to their normal ways of doing things after that event. This was also expressed by PR2 during the pilot interviews.

### 4.3.2 Themes from observations

Themes from observations (see Theme Map 5 page 141) focused on a careful consideration of the effectiveness of teaching and learning. Appropriateness of teaching and learning styles, commitment and accountability through monitoring or feedback will be considered.

### Theme Map 5 - Classroom Observations



#### Synopsis Theme Map 5:

The classroom observations uncovered teacher incompetence and deficiencies in their professional conduct and in terms of teaching and learning styles. The observations also confirmed some of the issues raised during questionnaires and interviews, which included limited resources.

### 4.3.3 Effective monitoring – teacher attendance

On the days classroom observations were conducted, all teachers rushed to log-in at the beginning and at the end of the school day. This seemed to reflect an effective, but strict monitoring regime to curb absenteeism, which also demonstrated teacher accountability.

At school B, the researcher witnessed first-hand two teachers logging-in and explained their reasons for absence to their headmaster. Attendance happened to have been an issue (Shizha and Kariwo, 2011:66) when teachers absconded from work to attend to personal issues to raise money to cater for their daily survival and hence the use of this organised attendance logging system. By attending, teachers also demonstrated a sense of commitment as part of their teacher identity/professionalism in a community of practice. Although a common practice in most work places, logging-in reflects a loss of trust from leaders and the employer. Hassan et al. (2012:34) reported that high productivity and organisational commitment was predicted where trust-building practices exist between managers and workers irrespective of whether it was a private or public enterprise. Interpersonal trust helps to establish and maintain social order within the organisation.

#### **4.3.4 Teacher identities and teaching approaches, limited or lack of planning-Teacher-centred approach**

Most teachers at all the observed schools predominantly employed a seemingly entrenched teacher-centred approach with a few (one or two) teachers, per school, using student-centred methods of teaching. Note taking from the chalkboard and from textbooks characterised the teacher-centred approach to teaching and learning. A few teachers dictated notes and in one session at School C, an accounts teacher assigned a student to dictate the notes to other students (word for word from a text book including balance sheets), whilst the student wrote his own notes in the process. Teachers provided explanations now and again, but there was not much interaction between teachers and the students. It however, appeared as if students relied on reading their notes afterwards. Teaching, also, appeared to be examination oriented and this was perhaps justified, because of the ongoing national (ZJC, 'O' and 'A' level) and also end of year examinations during that time. Teachers accepted to help students prepare for examinations on request, which showed informal, but good relationships between students and teachers. Teachers appeared to be committed and under pressure to complete the syllabus with sufficient revision too.

#### **4.3.5 Concentrating on teaching and ineffective superficial/surface learning**

Most teachers dictated notes from textbooks or from an exercise book or wrote the notes on a chalkboard. The students listened intently as they wrote or copied notes from the chalkboard. Students appeared to learn by memorisation without an understanding of

the concepts. These teachers appeared to concentrate on dissemination of notes instead of focusing on the students and their learning. The drive to achieve high test scores seemed to have promoted this style of learning in an examination driven Zimbabwean curricula where teachers were accountable for the completion of the syllabus as a priority. Completion of the syllabus ensured that students had all the notes required to cover a topic/subject. It was then left to the students to read to prepare for the examinations. High standards of education seemed to have been equated to high test scores (Smith and Colby, 2007:205) especially with the recently introduced practice of publicising the national ‘O’ and ‘A’ level examination results (or league tables) (Mufanechiya, 2013:326). Students appeared to lack a deeper understanding of the concepts or principles with no room for analysis and reflection.

According to Smith and Colby (2007:205-206), superficial learning involves rote learning by reproducing information or replication of a simple procedure. Such superficial learning, leads to minimum engagement with the task, which does not allow a reflective approach to learning of facts and concepts. This was apparent when a maths teacher, Teacher ObSA2 (at School A), concentrated on demonstrating how to construct a polygon on the chalkboard to a Form 1 group of fifty six (56) students. The teacher used both English and Shona languages in the process. She however used the Shona vernacular language to clarify some points in a bid to ensure all students understood what she was talking about, but even with that some did not understand. Use of the vernacular or local language was found to be an effective way to reach out to most students in a study conducted in Tanzania (EdQual, nd.:13, 14). Most of the students in this study, although quiet, did not seem to understand or follow the teacher’s explanations. This seemed to show limited or a lack of planning by the mathematics teacher and an over reliance on the teacher by the students. Adoption of the Structure of the Observed Learning Outcome (or SOLO’s taxonomy) would be perceived as an effective approach that identifies a progression from basic to a deeper understanding of a task/topic (Smith and Colby, 2007:206-207). This alternative method of learning was not observed apart from instances where a few teachers used some form of student-centred approach mainly group based work.

#### **4.3.6 Teacher expertise – or a lack of it**

All the teachers seemed to rely on their expertise and textbooks. Although, lady Teacher ObSB4 (see brief lesson details in section 4.3.7.3 below), used a student-centred

teaching approach, she implicitly seemed to be encouraging rote learning, when she failed to provide a convincing answer to an inquisitive student. The student sought clarification and understanding of why chalk powder did not (fully) dissolve in water just like the salt after an experiment on dissolution of solutes during that lesson. The student was instead told she had to learn and understand as she had been told (without any further explanation from the teacher). This may imply the teacher lacked the full knowledge of the topic/concept. The science teacher however risked to lose or reduce her 'expert power' among students for not providing an answer (McCroskey and Richmond, 1983:177). The teacher perceived to have expert power is revered/respected by their students. The students would view such a teacher as competent and knowledgeable in their subject specialism and what they teach (McCroskey and Richard, 1983:177; Smith, 2005:177, 182) and viewed as an expert educator with an ability and special skills to help the students to learn (Schrodt et al., 2007:310). Students normally do as the teacher wishes. In a way the students submit to their teachers and do not question the teacher's authority. However good communication skills are required to effectively exercise any form of power a teacher possesses (McCroskey and Richard, 1983:177-178; Schrodt et al., 2007:310). In general, teacher power exists when the "teacher communicates in ways that influence students to achieve desired individual and class goals" (Schrodt et al., 2007:308). The professional competence of teacher educators include an expectation to be model teachers "in an empathetically and supportive environment" (Smith, 2005:182) instead the teacher educators in Zimbabwe were reported to be practicing some unethical abusive actions to student teachers including corruption by asking for sexual favours (Zireva and Makura, 2013:314, 317).

#### **4.3.7 An effective student-centred learning approach**

A significant minority number of teachers (7 out of 25) - ObSA5 (Home economics at School A), ObSA6 (Computers at School A), ObSB3 (Geography at School B), ObSB4 (Science at School B), ObSC4 (English at School C), ObSF2 (Shona at School F) and ObSF3 (Maths at School F), however, focused more on students and used different effective methods of teaching. This included discussion and group work, showing clear preparation of lessons, which enabled students not to just recall knowledge, but to become analytical, as they had to compare, describe and explain findings from their group work. This also encouraged debate and development of critical thinking among the students as they had to support their responses. These lessons were paced, engaging and provided opportunities to monitor students' progress and a few (but similar)

examples of lessons are outlined below. These approaches to learning appeared to be partially fulfilling the notion of creating a student-led learning environment through feedback (suggested in a study by Teater (2011: 580 - on students' feedback on learning outcomes)), which makes students take responsibility of their own learning and subsequently enhancing teaching practices.

#### **4.3.7.1 ObSA5 (Home economics lesson at School A-Form 3 class)**

Most of the students for this lesson had various duties to attend to soon after lunchtime and it meant a lot of them were late for the lesson. The teacher insisted on waiting until all students arrived before starting the lesson. Those students who came after the teacher had started, simply went to their groups and joined in the task showing the existence of routines. The teacher's insistence to wait for other students illustrated a determination to make sure no one missed out on the initial introduction and it was clear it meant a lot to her to have all students present from the start. The topic of the lesson was on special meals: for instance children's meals, meals on the aeroplanes or travel packages. After a recap on the previous lesson the lady teacher ObSA5 introduced the lesson and engaged the students in a question and answer session to find out what students knew about special meals. Soon after this students were asked to go into their groups. Each group was assigned a special meal from a list on the chalkboard. The task was to find more about the types of food, meal sizes, calorific values and how healthy it was, packaging, food preparation methods or target market. Each group had two or three textbooks to research from. This meant five or six students, a clear indication of limited or lack of resources, which the students effectively utilised and managed in their groups. There was a lot of passion on this topic and meaningful discussions throughout the lesson. Students showed enthusiasm and determination to get through their task and feedback to the whole group. Students wrote notes in their exercise books. Group work seemed to go on smoothly with all students participating and sharing ideas. The students displayed positive working relationships throughout the exercise. Among the students there were obvious leaders who did most of the initial compilation of notes. An interactive session (between teacher and students) was witnessed when students fed back their findings to the whole group. Feedback and discussion time was given enough time per group to allow other students to write notes from the other students' input or feedback. As the students made their feedback the teacher wrote a few points on the chalkboard. Students displayed collaboration and respect to each other by sharing their findings, listening and contributed to the discussions during the feedback time and taking notes at the same

time. The notes were short and focused. Teacher ObSA5 had a lot of care for the students and spoke about healthy eating and at the same time focusing on why some special foods were prepared in such a way. She made reference to how things were in the rural home or an ordinary Zimbabwean homestead and made reference to myths and beliefs among Zimbabweans on this topic. One of them was that if you eat chocolate you developed pimples/reactions/spots. This showed a determination to get through to students and making sure they understood the topic. During the research phase (of the group work) Teacher ObSA5 moved around and spoke to the group members and this in a way was a monitoring and reinforcement of facts exercise which again displayed a passion to see students do well and also to check if students understood the task and doing the correct things. On one or two occasions I was asked to make contributions, which put me in an awkward position because I did not want to affect any interactions in the room.

#### **4.3.7.2 ObSB3 (Geography lesson at School B-Form 1 class)**

On entering the classroom the students stood up to greet the researcher as this was a standard practice as a sign of respect to any senior member of staff, visitor or adult who entered the classroom. The researcher greeted, thanked and asked the students to sit down. The lady geography teacher (ObSB3) introduced the topic which was on the topic of coal: sources, origins, uses, advantages and disadvantages. Lady Teacher ObSB3 used four (4) work cards with different topics and questions for each group of students. There appeared to be a clear structure to the lesson with established routines. For every correct answer to questions there was clapping of hands in unison in praise for the ones who gave correct answers. Soon after the introduction and a brief question-answer session, the students were asked to go into their groups and to get on with their tasks on the work cards. The issue of limited resources became apparent because each group had one or two textbooks to use to find the necessary information and to complete the task on their work card. The students effectively used the limited resources and completed their tasks in their notebooks. The students and teacher appeared to have very good working relationships. Students seemed meaningfully engaged and interdependent as they helped each other along to complete their task. The teacher went around and engaged in discussions with the students and at the same time the teacher marked the students' work and gave immediate feedback to them. This was effective monitoring of students' progress and at the same time reinforcing on certain parts of the topic or points raised by the students. After ten (10) minutes the students were asked to feedback their

information to the whole group. The presentations were carried out in the logical sequence so that students could record notes in a way that would make them understand the topic from the origins of coal to its uses. At this stage the teacher would write brief, but clear notes on the chalkboard. The teacher constantly obtained information from the students from questions on the work cards. Issues on pollution and uses, thermal power plants, advantages and disadvantages of coal were also addressed to the assigned group, but whole group members could also respond to any questions on any work card. It was a lively lesson filled with energy and no interruptions. Clapping and praise to those students who made relevant contributions continued and this made the lesson very lively and at the same time very pacy. Most students appeared to be listening and writing notes into their note books too. This appeared to be an efficient way to make full use of the students' efforts to create notes for the whole group and in a way overcome the challenge of lack or limited resources. Towards the end of the lesson, the teacher recapped, but it appeared some of the (slow) students did not complete copying or writing notes in their exercise books and were asked to copy from their peers or the teacher's note book during break, lunch time or after school. This appeared to be a normal practice at the school.

#### **4.3.7.3 ObSB4 (Science lesson at School B-Form 1 class)**

Lady Teacher ObSB4, a science teacher's lesson was on dissolution and distillation, but she mostly covered the dissolution section. The teacher had already prepared the materials for the mini experiments demonstrating dissolution of common salt and chalk. First, the teacher started with definitions of key words, such as dissolution, substances, solvents, solutes, solutions including examples of solvents and solutes and checked for understanding through a question and answer session. Teacher ObSB4 asked one student to stop fidgeting. Apart from that there was no issue with behaviour. This was followed by experimental work which appeared to concretise the theory on dissolution, solvents and solutes. Each group had cold water, salt and chalk to enable them to make comparisons on how these substances/solutes behaved in water as the solvent. The teacher went around to each group and appeared to be asking and at the same time answering questions to reinforce the facts on this topic. The students displayed a good work ethic throughout the task and seemed to have very good relationships among themselves and with their teacher. Students fed back their findings to the whole group. However, all the groups seemed to be unsure of why chalk did not completely dissolve in the same way as the salt and they posed the questions to the teacher. This required the

teacher's expertise and to some point the teacher appeared not to have a clear cut answer to this question and simply said the students had to accept the point that salt dissolves better than chalk as it is and in a way Teacher ObSB4 was encouraging rote learning (see 4.3.6 above).

#### **4.3.8 Monitoring students and effective feedback**

Group work, predominant in student-centred lessons, seemed to enable better monitoring of students' progress. Teachers ObSA5, ObSA6, ObSB3, ObSB4, ObSC3, ObSF2 and ObSF3 went around to the different groups of students and checked for understanding among students. At this stage, these teachers appeared to be learning facilitators as students seemed to be engaged in a relatively 'deep' effective learning process. Students seemed to have taken ownership of their own learning as they enthusiastically researched and compiled relevant information to feedback to the rest of the class. The majority of the teachers mostly stayed at the front of the classroom and focused on teaching and examination questions.

#### **4.3.9 School culture(s), ethics and professionalism**

Encouragement and a 'can do' attitude or culture was portrayed during a morning assembly at School A. Both the national and end of year examination candidates received very positive and supportive messages from some parents, teachers and the headmaster. These were read out during assembly. This appeared to reflect and substantiate Teacher 3A's claims and aspirations for success built on collaboration and involvement of parents in whatever they do at the school to support students. Although most teachers at the four schools used the teacher-centred teaching approach, it appeared they mostly adopted a positive attitude and acknowledged effort put by teachers and students. However, a number of teachers, ObSB7 (School B) and ObSC1 (School C) presented an unprofessional and negative attitude to students. Teacher ObSB7 thought students were hopeless while ObSC1 maintained her seemingly demeaning, insulting and unprofessional conduct when she introduced her class as

...there are the worst and the best...

This seemed to strike a chord with the headmaster's comments when he was shown the list of the teachers to be observed he said:

...you will see the worst and the best...

Such views from a head of department and her headmaster suggested in a way that they did understand and/or were aware of the abilities and limitations of their students and teachers but at the same time seemed not to have a solution to address these problems by failing to come up with ways to tackle these problems in the first place. It appeared labelling of students and teachers as the 'worst' and the 'best' was an acceptable practice. Instead of coming up with some strategies of dealing with these limitations to improve students' and teachers' performance the school seemed to have chosen not to act accordingly and hence maintaining a culture of labelling. It appeared to be a matter of accepting that there were 'dull' and 'bright' students (using the actual words of the teachers) and more-or-less saying there was nothing that could be done to improve these students and teachers to elevate their performance to another acceptable level. The school could have devised strategies to reduce and eliminate poor performance by both students and teachers by fully implementing recommendations from feedback given during monitoring and class observations or in-service training by education officers. However, high levels of accountability appeared to be strong among school heads. After delegating a senior teacher to make arrangements for the classroom observations, the headmaster at School F, appeared to insinuate that failure was not an option. He seemed inclined to blame and emphasised the issue of holding the teacher to account for any failure or inefficiency. This shows that the headmaster at School F takes accountability seriously and hence why he appeared to be unpopular by some of the teachers. This links to responses to the questionnaire in which participating teachers expressed their dislike for school headteachers that held the teachers accountable.

#### **4.3.10 Ineffectiveness/deficiencies or limited learning styles and failure to cater for low ability students**

In the observed lessons, students mainly relied on visual and auditory learning styles to receive information. They were preoccupied with note taking and had very little opportunities to have notes clarified. Only a few students seemed to ask or answer questions during these lessons. Teachers answered the majority of the questions asked by students without much involvement of the other students. Throughout these lessons, there was no evidence of the implementation of the Performance Lag Address Programme (PLAP) by the teachers in this study. Observed lessons appeared to be a 'one-jacket' fit all, with no evidence of differentiated work or special consideration to

effectively cater for the needs of the low ability students. This may be unprofessional because by adopting appropriate and effective learning styles reveals a deep understanding of the students' learning needs by teachers. Beck (2001:2) stated that this enables the teacher to reach out to and motivate the students. The student-centred approach has been reported to be beneficial to effective students' learning. However, the problems associated with this learning style include inadequate resources and large class sizes (Lumadi and Awino, 2009:96). Teachers were recommended to be flexible in their teaching/learning styles. Classroom observations at Schools A, B, C, and F bore similarities to a study in Botswana by Lumadi and Awino (2009:97, 100), which revealed that teachers appeared to be more comfortable with teacher-centred and authoritarian teaching to passive students. In this case, students were mostly engaged in recall learning/memorisation type learning. It may also appear that this could not necessarily be limited engagement, but an actual deficiency in teacher competencies that may be inherent in this teaching community of practice. The entrenched teacher-centred approach of teaching observed in the majority of the observed lessons was a stark reminder of the researcher's experience as a student in the same education system more than thirty years ago. This showed that little or not much had changed in terms of teaching and learning styles and hence the assertion that this may not necessarily be blamed on teacher frustrations, but simply teacher incompetence or limited professionalism that must be dealt with head long. Ridiculing of students by some teachers was a common practice and this did not provide a safe and conducive working or learning environment for them and this led students to feel unaccepted by their teachers. Such ill-treatment of students in front of their peers was demeaning and could have deleterious effects that could have led the student to lose self-esteem, confidence, motivation and interest in education. The students could stop putting any effort and dread the prospect of attending school. Affected students would most likely spend more time and effort to find ways to cope with the ridiculing instead of investing their time and effort to concentrate to complete class work and their studies.

#### **4.3.11 Resources**

The issue of insufficient resources, during lessons, became apparent as students usually ended up sharing textbooks or desks and other resources. Most of the lessons were relatively overcrowded with up to 56 students in a Maths lesson at School A, especially the Form 1 to 4 groups in comparison to the 'A' level class sizes, (less than 20 students in most cases). This also had an impact on the infrastructure in terms of student

numbers and in some cases health and safety because of lack of room to move around, which could create evacuation problems in case of an emergency.

#### **4.3.12 Interruptions**

At schools B and F, interruptions to teaching appeared to be inevitable and primarily due to the design of the infrastructure. Some teachers' offices were only accessible via the main classroom door. The students appeared to be used to these interruptions. They were momentarily distracted, but seemed to recover and return quickly and focus on the activities at hand. This could be listening to their teacher or on task. At School F interruptions of lessons by the School Development Association (SDA) chairperson and the school bursar's secretary characterised the morning of that day. Students with outstanding fees were pulled out of lessons and this meant disrupting the flow of the lessons. In this situation, both teachers and students understood what and why such interruptions took place. Because of this mutual understanding it appeared as if both the teachers and students responded calmly (Anonymous, n.d.) and ready to move on with their lessons.

#### **4.3.13 Summary**

The predominant themes during observations appeared to be centred on teacher attributes and teacher professional identity in a teaching community of practice. These also involved what a teacher could control, such as their duty to teach for learning and those things they were unable to control like infrastructure and resources. There was limited or lack of accountability and commitment to competently teach all students for learning. The majority of teachers concentrated on teaching, which led to surface and rote learning. There was no evidence of Performance Lag Address Programme (PLAP) and an inability to adapt this strategy to cater for low ability students in an inclusive way. The education authorities and the teachers seemed not to view education as a transformative process, but took it simply to say that interventions were one-off exercises and once 'completed' that is definitive and yet interventions like the PLAP were only initial stages of introducing long term solutions that could be used continuously and implemented or adapted to suit the situation at hand.

# Chapter 5 Conclusion and recommendations

## 5.1 Conclusion

### 5.1.1 Introduction

The study acknowledged that the attitudes teachers expressed about welfare, conditions of service and their working environment attributed to a negative impact on teachers' attitudes and the subsequent inability to deliver quality education in the six secondary schools. Analysis of the participants' contributions in this study however, identified, aspects of quality of education with a focus on teachers' professionalism and their conduct. Many teachers participating in this study appeared to be accidental teachers and some of these teachers appeared to have a sense of a lack of professional identity. Some of the teachers and those supposedly experienced teachers in this study were not participating as fully-fledged members of a teaching community of practice. This seemed to allude to a compromised education system that lacked teaching quality and a sense of a lack of accountability and commitment. These findings could be transferable with adaptations to other schools in Zimbabwe and some low income developing countries with a similar teacher culture, economic conditions and also at school settings that have similar experiences like those in the six schools. Further studies may be necessary to make comparisons to ascertain the similarities and differences among the different schools. There appeared to be a lack of commitment and failure to implement learning and teaching strategies gained during teacher monitoring exercises and/or feedback from lesson observations to improve both students' and teachers' performance. This could be enhanced through capacity building exercises. If such feedback had been obtained and offered, why has the quality of teaching remained poor and underdeveloped? Such feedback could have been adopted and adapted to enhance students' learning and help them to achieve their full potential. Failure to identify improvement strategies and implementation of the recommendations appears to be a drawback that holds back the development and improvement of an effective teaching community of practice in these six schools. The tendency to create a definitive and cut-off point in initiatives such as Performance Lag Address Programme (PLAP) disregards the fact that education was potentially a transformative process which required continuous improvement of existing or new practices and adapting them to inclusively teach and reach out to mixed ability students. Some teachers seemed to have abdicated from their duty to cater for all students and appeared to have accepted the notion of labelling students as either 'dull' or 'bright' and insinuating that nothing could be done

to help improve the performance of the dull student. The researcher witnessed such tendencies during his time as a student more than thirty years ago and if this is still happening now it could entail a need for a significant overhaul of the education system.

## **5.2 A sense of a compromised teaching community of practice and professionalism**

A sense of a compromised secondary school education system appeared to be in evidence from the time people were selected for entry to the profession. A significant number of teachers appeared to be accidental teachers, who mostly entered the profession as this was the only available opportunity at the time because of a lack of other career opportunities. This appeared to be contextual, as most entrants to the profession were school leavers forced to do so because of the high unemployment in Zimbabwe (that was reported above 60% among the 15-24 year age groups (AfDB, OECD, UNDP and UNECA, 2012:2)). As accidental teachers, it was inevitable that some teachers may lack commitment and would leave at the earliest opportunity whenever other prospects arose. This would further destabilise and compromise the education system at the affected schools/settings. Such teachers may lack the passion to fully engage/participate to gain full membership of the teaching community of practice, which Wenger (1998:152) associated with competence, accountability and commitment. Accidental teachers may not carry out duties in a similar way as those who have always wanted to be teachers. As such, candidates appeared to lack the values expected of them. It, in turn, means that these teachers and their schools do not constitute a fully-fledged teaching community of practice, but a pseudo-community of practice according to Grossman et al. (2001:20-21) and Tam (2014:15-16). This appeared to reveal that there must be some form of universally acceptable qualities of teachers or teaching (practice). It also revealed that some of the teachers in this study were still at a developing stage of their career and professional socialisation and seemed not to have reached their full potential within the teaching community of practice, with some also appearing to be uncommitted on the job. However, those in leadership positions seemed to be operating within some of the guidelines and expectations of a teaching community of practice. In so doing, those in leadership roles could articulate their position on the learning trajectory as characterised by Lave and Wenger (1991:29) in their discussion on teachers' progression from legitimate peripheral membership towards the full participatory stage. It could therefore be concluded that teachers have an understanding of their responsibilities in the context of servant leadership.

Classroom observations happened to reveal many teachers' ineffectiveness in teaching for learning as they appeared to employ a 'one jacket fit all' type of teaching. Most teachers in this study demonstrated an inability to adopt and adapt different methods of teaching and learning styles, which were, however, successfully demonstrated by a few teachers (7 out of 25). These teachers also did not show the inclusive type of teaching and reaching out to all students. It also revealed the challenges and benefits of collegiality, commitment and accountability to promote self-improvement of teachers would have potentially improved the teachers' performance as the teachers acquired certain levels of competence and professionalism. These would mould professional identities expected of a perceived universal teaching community of practice. Teachers would engage in reflective practices and employ teaching strategies that would enable students to receive the best possible and effective teaching for learning that demonstrates teacher competencies that focused on students. This would essentially exhibit the level of participation from peripheral to full participation and a flourishing professional identity as the competencies and effectiveness to teach improved. Student-focused teaching for learning required planning and was demonstrated by the few teachers who practiced some form of student-centred teaching which was in evidence during the classroom observations. It would be expected that competence and the level of participation increased with position and length of service. This was not always the case as a Shona subject student teacher on teaching practice demonstrated effective student-centred approaches. Such a display of teaching may be linked to a teacher training thrust that focuses on student-centred methods. However, the fact that a few teachers actually used student-centred teaching and learning styles could be testimony that the majority of the teachers may be performing to their full capabilities, but demonstrating deficiencies and levels of incompetence. Most teachers appeared to have failed to provide variety in learning styles to cater for the needs of all students of different abilities.

### **5.2.1 Reluctance to understand the need for accountability and commitment**

Most teachers seemed reluctant to understand the need for accountability and commitment on the job, which could be viewed as deliberate withholding of effort. This seemed to imply a sense of rebellion and conditionality leading to most teachers' failure to engage students and achieve good learning outcomes. Teachers seemed to have little or no conscience of the need to be accountable because of the failure to separate their ineffectiveness or deficiencies from those grievances that were affecting them. Teachers had an obligation to teach, which comes with commitment and accountability as the

basis for entering into such a profession under the principle of serving first (Herman and Marlowe, 2005:175-176; Washington et al., 2006:701; Stewart, 2012:234-236). The teachers' competence and professionalism were significant in the delivery and meaningful engagement of students to achieve their full potential without withholding the teaching's efforts/service. This amounts to intentional reduction of one's convictions and contributions to perform their duties (Kidwell and Valentine, 2009:16). Despite numerous frustrations those in the secondary school leadership including Heads of Department (HoDs) seemed to believe in the commitment and accountability of teachers. This was exemplified by Teacher 2E who saw no need for a teacher to remain in teaching if the teacher lacked a sense of accountability and commitment. Those teachers in leadership seemed to denounce underperforming teachers. That was in agreement with stakeholders who were clear in their expectations to hold teachers to account. This could only work if the teachers' monitoring processes were professionally done and not open to abuse or misplaced loyalty expressed by Teacher 4C, who seemed prepared to protect underperforming friends during the monitoring process. By accepting accountability and commitment, teachers would be working towards a goal to achieve quality education and increased participation levels within the community of practice. It was also aimed at attaining full membership or achieving full participation. In so doing teachers would continuously improve on their competence and teacher professionalism. Monitoring seemed to be a key aspect of achieving accountability. It also appeared as if the leadership including HoDs seemed to have increased the frustration levels of teachers by implementing what was perceived to be an onerous monitoring system of teachers. This led to loss of morale. Under these circumstances, teachers may not readily engage into innovative or extra work as they concentrate on achieving personal targets of the appraisal system. The higher a teacher was in the school hierarchy seemed to come with an increased sense of responsibility and accountability among some teachers such as senior teachers and heads of department regardless of the hardships and frustrations. It was not always the case that a higher level in the hierarchy and responsibility automatically meant higher levels of accountability. A disgruntled senior teacher was very much in disagreement and bitter about the imposition of programmes or initiatives in which teachers were not consulted in the first. The senior teacher appeared to be in rebellious mode as he threatened to quit his senior teacher roles. This appears to show that failure to recognise the teachers' views or contributions only demoralised and demotivated teachers further leading to withdrawal of effort and responsibility.

### **5.3 Concerns and a sense of discontentment and cognitive dissonance**

#### **5.3.1 Concerns and discontentment**

Discontentment owing to many frustrations appeared to have led to cognitive dissonance. The welfare of teachers and provision of resources seemed to be central to the concerns of teachers. These frustrations appeared to have driven most teachers into neglecting their moral and ethical obligation to effectively teach their students. They appeared to be torn between neglect of duty and the expected obligation to competently perform their duties. This withholding of effort, revealed cognitive dissonance, as teachers' beliefs conflicted with their duty to teach (Festinger, 1957:31; Oxoby, 2004:729). The fact that the teachers viewed most of their grievances as external to them seemed to have strengthened their resolve not to fully participate or engage with their duties. Some teachers left the profession altogether, whilst the majority engaged in other activities to improve their wellbeing. Resources and working conditions also had a negative effect on the teachers' attitudes. The uncertainties of when the economic hardships could end remained. Most teachers, however, stayed within teaching hoping for changes and improvement of the situation in terms of welfare. But the more they stayed with no prospects of improvement, the more they justified their reasons for not performing to expectations. The paying of incentives or retention allowances by schools and School Development Associations (SDAs) seemed to have eased some of the welfare issues, but this was not equitable because teachers in rural schools, other than the boarding schools, appeared to have very little incentives compared to their urban counterparts. Classroom observations also revealed that receipt of incentives did not necessarily translate into effectiveness, improved professionalism or competence as most of the observed teachers failed to demonstrate effective and inclusive teaching methods. The limited engagement may also be perceived as an actual deficiency in teacher competencies, which was inherent and reflected in most teachers during classroom observations. In a way, this displayed an ineffective teaching community of practice.

#### **5.3.2 Discontent beyond or within the teachers' control-Resources and decision-making**

Improvements on salaries or provision of resources appeared to be impossible and limited because of the deteriorating economy. The poor performing economy meant the reduction in revenue collection in the form of taxes, a source of revenue for the government of Zimbabwe, which happened to be the main employer of teachers. This

meant reduced funding for other resources other than human resources. Another key aspect was a lack of involvement in decision-making and imposition of ideas from the education authorities. Some teachers complained about a lack of control and support over indiscipline and classroom management. Other teachers required support on class management from the school's senior leadership to maintain a conducive learning environment. These classroom management skills or abilities were, however, viewed as direct responsibilities of the teachers and the school leadership expected the teachers to have full control over their classrooms and students' behaviour.

#### **5.4 A sense of lack of control in the context of enrolment**

Most teachers at the non-faith schools seemed to have a sense of powerlessness or lack of control over calibre and enrolment of Form 1 students. There was a sense of unfairness especially when all schools were compared (in some forms of league tables) on attainment without any consideration of the calibre of students. The sentiment was that the faith schools enrolled more able students than at the non-faith schools since the faith schools selected the best attaining Grade 7 students to enter Form 1. Most teachers at the non-faith schools seemed to use this as an excuse for the low 'O' level results at their schools. This provided evidence of teacher ineffectiveness and reflected on their professional conduct and competences as the teachers appeared to forget that it was their moral duty to effectively engage and help these students to learn and achieve higher 'O' level results. This had a negative bearing on teacher work ethics. It also seemed to create a defeatist culture and a sense of hopelessness which appeared to suggest that the low ability students cannot be helped. Despite this failure to reach out to all students, teachers compounded the problem by concentrating on examination-centred teaching. This was also unsuitably pitched for less able students who continued to be left behind. This was against the Zimbabwean education system's founding principles aimed at providing equitable education for all citizens.

#### **5.5 Subdued teachers and helplessness**

The numerous frustrations experienced by teachers seemed to have been experienced at the top level by Stakeholder S4 (a District Education Officer) and Education officers, Stakeholders S5 and S6. This showed evidence of a subdued workforce at the highest level in the East of Zimbabwe. Stakeholders S4, S5 and S6 seemed to be sympathetic, but at the same time appeared to be helpless to provide the necessary resources to motivate their teachers to work to their full potential with limited or no means to carry

out capacity building exercises. Teachers and stakeholders alike also shared the same sentiments of helplessness in terms of the poor availability of resources. Teachers appeared to be most affected as they faced these frustrations on a day to day basis, with no prospect of improvements in sight. Many teachers appeared to have given up and were putting little or no effort to get themselves ready for lessons. They perceived putting little or no effort as a befitting action for as long as the frustrations existed. Many also did not put any creativeness in their teaching styles.

## **5.6 Summary**

The study achieved its purpose to establish teachers', school leaders' and stakeholders' attitudes to teaching. It also identified the extent of the effectiveness of teachers' provision of quality education in the six secondary schools in the East of Zimbabwe. This appeared to reveal a troubled, partially formed and developing, but to some extent a retrogressive teaching community of practice failing to adapt a transformative approach that continuously improved initiatives such as PLAP that many teachers in the study found burdensome and definitive as they failed to see its benefits in inclusive education. This reflected subdued teachers and a limited sense of achievement for both teachers and students. The study identified the lack of or the limited extent to which teachers and stakeholders were accountable and committed to the provision of quality secondary school education. This appeared to be attributed to the frustrations, which affected teachers' morale and motivation to enhance teachers' performance. It also revealed that by and large, teachers seemed to be unhappy and demotivated. That, in turn, facilitated negative attitudes to teaching and tended to compromise the secondary school education system, which seemed to have started at the teachers' point of entry into the profession. To some extent, this was attributed to the large number of accidental teachers in this study. The focus on quality of education and teaching seemed to be isolated within some leadership circles (that involved headmasters, their deputies, and some HoDs or senior teachers) and a few number of teachers who engaged in student-centred teaching methods in some schools. An inability to engage low ability students, a reluctance to understand the need for accountability and the low pass rates also reflected ineffectiveness and deficiencies in the quality of teaching and the secondary school education system. This had a bearing on the teacher competencies, effectiveness to teach for learning, their professionalism or professional identity and their participation in a teaching community of practice. Most of the teachers involved in this study appeared to be withholding and matching their efforts to their remuneration and most

did not execute their duties as required for the teachers to effectively cater for all students to achieve meaningful learning. By achieving certain standards, teachers would increase their chances to generate expertise that sustains the growth and efficient functionality of fully-fledged teaching communities of practice. Those teachers involved in such a practice would continuously develop their professional skills and competencies that focus on provision of best practice. Within such practices teachers tend to achieve and sustain their full potential and that of their students to produce well rounded citizens ready to participate in the developmental needs of their country.

## **5.7 Recommendations/further research**

### **5.7.1 Teacher accountability, competence, quality and quality of education**

To encourage an understanding and the importance of accountability, and also the competence of the teachers by avoiding misplaced loyalty among teachers and their leaders so as to encourage professionalism among teachers. Assessments and monitoring of teacher colleagues could be done by two different members within the leadership team to control and curb comradeship/corrupt tendencies to avoid the awarding of false monitoring grades allocation to teachers or any forms of favouritism. To promote quality education collaboration among teachers and use of student-centred teaching methods would be encouraged and led by those teachers who practiced these methods during lesson observations. Evidence of using student-centred methods suggested that this must have been part of teacher training in the teacher training colleges and universities. To encourage good practice at the different schools those teachers who practiced student-centred teaching methods must lead and share good practice with teachers at their school or neighbouring schools. Sustaining teacher quality would be made possible through continuous in-service training/continuous professional development that promotes good practice and meet or exceed set standards. This could be backed by the implementation of effective teaching practices that promote inclusive education.

### **5.7.2 Professional identity**

Entrants into teaching should possess a variation of characteristics and behaviours that shape and form a teacher professional identity acceptable in a teaching community of practice. To mould an appropriate professional identity of trainee teachers (or serving teachers), the trainee teachers should not be exposed to bad/corrupt practices/tendencies such as sexual harassment identified/reported by Zireva and Makura (2013:314, 317). A

way to identify the perpetrators and also to protect victims should be put in place. Teachers should be made aware of the consequences in the form of proportionate punitive measures, which could also act as deterrents to would be perpetrators. This avoids compromising development of the teacher identity at this initial stage of teacher training and hence affords achievement of an ‘uncontaminated’ formation of a teacher identity at this crucial early phase of a teacher’s professional development and socialisation. A focus on improving the teacher trainers themselves could inculcate the ethos of teaching for learning without abusing or exposing the trainee teachers to any forms of unprofessional tendencies.

### **5.7.3 Development of a teaching community of practice**

Teachers would be expected to possess the caring, self-evaluating and self-improvement attitude, through educative and awareness programmes. Such programmes could include refresher or awareness courses on factors that cause low self-esteem and its impact on the students’ emotional and cognitive development, and their well-being. Teachers must know and respect their students to meet their individual needs. This must encourage teachers to be sensitive and avoid labelling of students and instil a sense of belonging and a safe/conducive working environment that encourages students to get involved and work to their full potential without any fear of being ridiculed

### **5.7.4 Teaching practice/processes and inclusive education**

All teachers would be expected to diversify and use inclusive alternative teaching and learning methods/styles, which would be an extension and continuous implementation of the Performance Lag Address Programme (PLAP). This will help to cater for all students at various stages of their development and a wider range of learning abilities. In the process teachers must encourage the students to take responsibility for their own learning and work independently to achieve expected outcomes as recommended in the Structure of the Observed Learning Outcomes (SOLO).

## References

Abraham, R. (2003). The Localisation of 'O' Level Art Examinations in Zimbabwe, *Studies in Art Education*, 45(1), 73-87. <http://www.jstor.org>.

Adepoju, A. (2008). Migration and social policy in sub-Saharan Africa, UNRISD – IOM – IFS project on Geneva: United Nations Research Institute for Social Development. Retrieved from [http://unrisd.org/unrisd/website/document.nsf//FILE/draft\\_adepoju.pdf](http://unrisd.org/unrisd/website/document.nsf//FILE/draft_adepoju.pdf).

AfDB/OECD (2003). Zimbabwe, African Economic Outlook. Retrieved from <http://www.oecd.org/countries/zimbabwe/2497679.pdf>.

AfDB, OECD, UNDP and UNECA (2012). Zimbabwe, Africa Economic Outlook. Retrieved from <http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Zimbabwe%20Full%20PDF%20Country%20Note.pdf>.

Allen, M. (2002). Improving Teacher Preparation, Recruitment, and Retention. *Spectrum: The Journal of State Government*, 75(2), 8-11.

Allen-Collinson, J. (2009). Sporting embodiment: sports studies and the (continuing) promise of phenomenology. *Qualitative Research in Sport and Exercise*, 1(3), 279-296.

Alpay, E. (n.d.). Self-concept and self-esteem. Retrieved from [http://www.imperial.ac.uk/chemicalengineering/common\\_room/files/PsychEd\\_6.pdf](http://www.imperial.ac.uk/chemicalengineering/common_room/files/PsychEd_6.pdf).

Alwang, J. (2002). Why Has Poverty Increased in Zimbabwe? Washington, DC, USA: World Bank Publications. Retrieved from <http://site.ebrary.com/lib/uoh/Doc?id=10023662&ppg=56>.

Amnesty International (2009). Zimbabwe teachers working in fear. Retrieved from <http://www.amnesty.org/en/news-and-updates/zimbabwean-teachers-working-fear-20090501>.

Anonymous (n.d.). Responding to misbehaviour (Chapter Four). Retrieved from [http://teachingasleadership.org/sites/default/files/Related-Readings/CMC\\_Ch4\\_2011.pdf](http://teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch4_2011.pdf).

Antonio, W. (2013, April 20). Extra lessons or extra cash? *Newsday*. Retrieved from <https://www.newsday.co.zw/2013/04/20/extra-lessons-or-extra-cash/>.

Appleton, S. (2001). Education, incomes and poverty in Uganda in the 1990s, Retrieved from <http://www.csae.ox.ac.uk/conferences/2002-upagissa/papers/appleton-csae2002.pdf>.

Assie-Lumumba, N. T., (2004). Sustaining Home-Grown Innovations in Higher Education in Sub-Saharan Africa: A Critical Reflection, (CICE Hiroshima University) *Journal of International Cooperation in Education*, 7(1), 71-83. Retrieved from <http://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/03/7-1-7.pdf>.

Avis, J. (2005). Beyond performativity: reflections on activist professionalism and the labour process. *Journal of Education Policy*, 20(2), 209-222.

Balls, P. (2009). Phenomenology in nursing research: methodology, interviewing and transcribing. *Nursing Times*, 105(32), 30-33. Retrieved from <http://www.nursingtimes.net/Journals/2013/02/01/e/w/u/090818ResearchPheno.pdf>.

Basit, T. N. (2010). *Conducting Research in Educational Contexts*, London: Continuum International Publishing Group.

Barbour, R. S. (2001). Checklist for improving rigor in qualitative research: a case of the tail wagging the dog? *BMJ* (Clinical research ed), 322(7294), 1115-7.

BBC (n.d.). Choosing subjects for GCSE. Retrieved from [http://www.bbc.co.uk/schools/parents/gcse\\_choosing/](http://www.bbc.co.uk/schools/parents/gcse_choosing/).

Beauchamp, C. and Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189.

Beck, C. R. (2001). Matching teaching strategies to learning style preferences. *The Teacher Educator*, 37(1), 1-15. DOI: 10.1080/08878730109555276.

Beijaard, D., Paulien C. Meijer, P. C. and Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*. 20, 107-128.

Bell, J. (2005). *DOING YOUR RESEARCH PROJECT: A guide for first-time researchers in education, health and social science* (4<sup>th</sup> Eds). Maidenhead: Open University Press. Retrieved from [http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDIQFjAC&url=http%3A%2F%2Fmoodle.up.pt%2Fpluginfile.php%2F60167%2Fmod\\_forum%2Fattachment%2F9449%2FLIVRO\\_Judith%2520Bell%2520-%2520Doing\\_Your\\_Research\\_Project.pdf&ei=h7rrVP39E8Wy7Qaer4CQDg&usq=AFQjCNG7wcqIFLuNI05GcJIEsnjWxDna3g](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDIQFjAC&url=http%3A%2F%2Fmoodle.up.pt%2Fpluginfile.php%2F60167%2Fmod_forum%2Fattachment%2F9449%2FLIVRO_Judith%2520Bell%2520-%2520Doing_Your_Research_Project.pdf&ei=h7rrVP39E8Wy7Qaer4CQDg&usq=AFQjCNG7wcqIFLuNI05GcJIEsnjWxDna3g).

Bennell, P. (2004) *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia*, (Knowledge and skills for development, Brighton). Retrieved from <http://www.eldis.org/fulltext/dfidtea.pdf>.

Bennett, N. and Naumann, S. E. (2005). Withholding Effort at Work: Understanding and Preventing Shirking, Job Neglect, Social Loafing, and Free Riding. In R. E. Kidwell and C. L. Martin (Eds), *Managing organizational deviance* (pp.113-129). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781452231105>.

BERA (2011). *Ethical Guidelines for Educational Research*. Retrieved from <http://www.bera.ac.uk/files/2011/08/BERA-Ethical-Guidelines-2011.pdf>.

Berliner, D. C. (2009). Are Teachers Responsible for Low Achievement by Poor Students?, *Kappa Delta Pi Record*, 46:1, 18-21, DOI: 10.1080/00228958.2009.10516685.

- Biggs, J. (n.d.). Aligning teaching and assessment to curriculum objectives, Retrieved from [https://www.ucl.ac.uk/teaching-learning/global\\_uni/internationalisation/downloads/Aligning\\_teaching](https://www.ucl.ac.uk/teaching-learning/global_uni/internationalisation/downloads/Aligning_teaching).
- Biggs, J. and Tang, C. (2007). *Teaching for Quality Learning at the University: What the Student Does*, (3<sup>rd</sup> Ed.). Maidenhead: McGraw Hill.
- Bland, G. (2011). Overcoming A Decade of Crisis: Zimbabwe's Local Authorities in Transition. *Public Administration and Development*, 31, 340-350.
- Blatchford, P., Bassett, P., and Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher-pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools. *Learning and Instruction*. 21, 715-730.
- Bloch, A. (2006). Emigration from Zimbabwe: Migrant Perspectives. *Social Policy & Administration*, 40(1), 67-87.
- Boell, S. K. and Cecez-Kecmanovic, D. (2010). Literature reviews and the hermeneutic circle. *Australian Academic and Research Libraries*. 41(2), 129-144.
- Bourke, S. (1986). How smaller is better: some relationships between class size, teaching practices, and student achievement. *American Educational Research Journal*, 23(4), 558-571.
- Bradbury-Jones, C., Irvine, F. and Sambrook, S. (2010). Phenomenology and participant feedback: convention or contention? *Nurse Researcher*, 17(2), 25-33.
- Bregman, J. (2008). *Towards 9-10 years of education for all: promising practices and strategies*. Paper presented at the Biennale on Education in Africa, Maputo, Mozambique. Retrieved from <http://www.adeanet.org/adeaPortal/adea/Biennale%202008/Documentation/Papers%20for%20presentation/03.%20Session%203/Final%20PDF%20documents/Session%203%20Doc%202%20Theme%201%20Synthesis%20Report%20ENG.pdf>.
- Brown, K. M. & Wynn, S. R. (2009). Finding, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues. *Leadership and Policy in Schools*, 8(1), 37-63.
- Bruce, J. and Chambers, W. A. (2002). Questionnaire Surveys. *Anaesthesia*, 57(11), 1049-1051.
- Bruhwiller, C., and Blatchford, P. (2011). Effects of class size and adaptive teaching competency on classroom processes and academic outcome. *Learning and Instruction*, 21, 95-108.
- Buarque, C., Mohorcic Špolar, V. A. and Zhang, T. (2006). Introduction: Education and Poverty Reduction. *Review of Education*, 52, 219-229.
- Bulawayo Bureau (2014, October 2-The Herald). ZESA load-shedding to continue. Retrieved from <http://www.herald.co.zw/zesa-load-shedding-to-continue/>.

Burford, B. (2012). Group processes in medical education: learning from social identity theory. *Medical Education*, 46, 143-152.

Burt, M. (2003). The Financially Sustainable School. Retrieved from <http://www.wise-qatar.org/edhub/financially-sustainable-school>.

Burt, M. (2011). The Financially Self-Sufficient School Model – Paraguay: Economically Empowering Education for Low-Income Youth. Retrieved from <http://www.changemakers.com/economicopportunity/entries/new-entry-105>.

Carr, J. (2003). Improving questionnaire response rates. *Practice Nursing*, 14(4), 171-174.

Chakanyuka, S., Chung, F. K. and Stevenson, T. (2009). Draft report on the Rapid Assessment of Primary and Secondary Schools conducted by The National Education Advisory Board. Retrieved from [http://www.kubatana.net/docs/edutra/educ\\_advisory\\_board\\_rapid\\_assessment\\_090914.pdf](http://www.kubatana.net/docs/edutra/educ_advisory_board_rapid_assessment_090914.pdf).

Cheung, M. F. Y. and Wong, C-S. (2011). Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656-672. <http://dx.doi.org/10.1108/01437731111169988>.

Chidiebere, U. O. (2011). Challenges to Effective Management and Utilization of Teaching Resources in Nigerian Schools, *ABSU Journal of Arts, Management, Education, Law and Social Sciences*, 1(1), 118-127. Retrieved from <http://www.absujamelss.com>.

Chikanda A. (2005). Nurse migration from Zimbabwe: analysis of recent trends and impacts. *Nursing Inquiry*, 12, 162-174.

Chiketo, B. (2013, January 21). Zimbabwe's Forgotten Generation. Retrieved from <http://thinkafricapress.com/zimbabwe/education-crisis-leaves-teachers-and-pupils-underequipped>.

Chikoko, V. (2008). Negotiating the Roles and Responsibilities in the Context of Decentralised School Governance: A Case Study of One Cluster of Schools in Zimbabwe. Retrieved from <http://topkinsis.com/cnference/CCEAM/wib/index/outline/PDF/CHIKOKO%20Vitalis.pdf>.

Chikoko, V. (2009). Educational decentralisation in Zimbabwe and Malawi: A study of decisional location and process. *International Journal of Educational Development*, 29(3), 201-211.

Chinyoka, K. and Naidu, N. (2013). Uncaging the Caged: Exploring the Impact of Poverty on the Academic Performance of Form Three Learners in Zimbabwe. *International Journal of Science Education*, 5(3), 271-281. Retrieved from <http://www.krepublishers.com/02-Journals/IJES/IJES-05-0-000-13-Web/IJES-05-3-000-13-ABST-PDF/IJES-05-3-271-13-247-Chinyoka-K/IJES-05-3-271-13-247-Chinyoka-K-Tt.pdf>.

- Chinyoka, M., Mutambara, L. H. N. and Chagwiza, C.J. (2012). Teaching fractions at ordinary level: A case study of mathematics secondary school teachers in Zimbabwe. *Educational Research and Review*, 7(4), 90-101. Retrieved from <http://www.academicjournals.org/ERRDOI:10.5897/ERR11.267>.
- Chipunza, P. (2014, June 23). Re-introduce practicals: President. Retrieved from <http://www.herald.co.zw/re-introduce-practicals-president/>.
- Chireshe, R. and Shumba, A. (2011). Teaching as a Profession in Zimbabwe: Are Teachers Facing a Motivation Crisis? *Journal Sociology*, 28(2), 113-118. Retrieved from <http://www.krepublishers.com/02-Journals/JSS/JSS-28-0-000-11-Web/JSS-28-2-000-2011-Abst-Pdf/JSS-28-2-113-11-1184-Chireshe-R/JSS-28-2-113-11-1184-Chireshe-R-Tt.pdf>.
- Chisita, C. T. (2011). Role of public libraries in promoting literacy in Zimbabwe: Challenges of sustaining a reading culture, World library and information and congress: 77<sup>th</sup> IFLA general conference and Assembly, IFLA Puerto Rico 13-18 August, San Juan. Retrieved from <http://conference.ifla.org/past-wlic/2011/114-chisita-en.pdf>.
- Chung, F. (2008). *Accelerating the Expansion of Access to Secondary Education: The 1980-1990 Experience in Zimbabwe*. Paper presented at the Biennale on Education in Africa, Maputo, Mozambique, (May, 5-9 2008). Retrieved from <http://www.adeanet.org/adeaPortal/adea/Biennale%202008/Documentation/Papers%20for%20presentation/04.%20Session%204/Parallel%20session%204A/Final%20PDF%20documents/Session%204A%20Doc%202%20Zimbabwe%20ENG.pdf>.
- Cinamon, R. G., Rich, Y. and Westman, M., (2007). Teachers' Occupation-Specific Work-Family Conflict. *The Career Development Quarterly*, 55(3), 249-261. DOI: 10.1002/j.2161-0045.2007.tb00081.
- Collins online dictionary (n.d.). Retrieved from <http://www.collinsdictionary.com/dictionary/english/conscientise>
- Connon, N. G. (2008). Improving postal questionnaire response rates. *The Marketing Review*. 8(2), 113-124.
- Coomer, J. and Gstraunthaler, T. (2011). The Hyperinflation in Zimbabwe. *The Quarterly Journal of Austrian Economics*. 14(3), 311-346.
- Cooper, D. and Schindler, P. (2011). *Business research methods* (11th ed.). New York, NY: McGraw-Hill/Irwin.
- Coughlan, S. (2015, December 1). North-south divide in England's schools. Retrieved from <http://www.bbc.co.uk/news/education-34964522>.
- Craft, A. and Jeffrey, B. (2008). Creativity and performativity in teaching and learning: tensions, dilemmas, constraints, accommodation and synthesis. *British Educational Research Journal*, 34(5), 577-584.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: choosing among five approaches*, (2<sup>nd</sup> Ed.), Thousand Oaks: Sage Publications Ltd.

- Creswell, J. W. and Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Crothers, L. M., Kanyongo, G. Y., Kolbert, J. B., Lipinski, J., Kachmar, S. P. and Koch, G. D. (2010). Job stress and locus of control in teachers: comparisons between samples from the United states and Zimbabwe. *Internationa Review of Education*, 56(5), 651-669.
- Dambudzo, I. I. (2013). Personality factor in academic achievement: An investigation into the relationship between learner emotional self-concept and academic achievement among secondary school learners. *Prime Journals*, 3(5), 511-524.
- Davies, L., Harber, C. and Dzimadzi, C. (2003). Educational Decentralisation in Malawi: A study of process. *Compare: A Journal of Comparative and International Education*, 33(2), 139-154, DOI: 10.1080/0305792032000070075.
- Deal, T. E. and Peterson, K. D. (1999). *Shaping School Culture: The Heart of Leadership*, (John Wiley & Sons) Jossey-Bass.
- Dechawatanapaisal, D. and Siengthai, S. (2006) The impact of cognitive dissonance on learning work behaviour. *Journal of Workplace Learning*, 18(1), 42-54. DOI 10.1108/13665620610641300.
- Denscombe, M. (2010). *The Good Research Guide for small-scale social research projects* (4<sup>th</sup> ed.), Maidenhead: McGraw-Hill.
- Dewey, J. (1938). *Experience and Education* (3<sup>rd</sup> Ed). New York: The Kappa Pi Series Collier Books.
- DFID (2006). Eliminating poverty: Making governance work for the poor. Retrieved from <http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/wp2006/whitepaper-printer-friendly.pdf>.
- DFID (2011). Case study: Getting children into school and breaking the cycle of disadvantage. Retrieved from <https://www.gov.uk/government/case-studies/dfid-research-getting-children-into-school-and-breaking-the-cycle-of-disadvantage>.
- Dixon, F. A., Yssel, N., McConnell, J. M. and Hardin, T. (2014). Differentiated Instruction, Professional Development, and Teacher Efficacy. *Journal for the Education of the Gifted*, 37(2), 111-127. DOI: 10.1177/0162353214529042.
- Dunford, R., Palmer, I.C., Benveniste, J. & Crawford, J.D. 2007. Coexistence of 'old' and 'new' organizational practices: Transitory phenomenon or enduring feature? *Asia Pacific Journal of Human Resources*, 45(1), 24-43.
- Dunham, J. K. and Song'ony, D. (2008) Teacher Efficacy in Rural Zimbabwe. *Research in Comparative and International Education*, 3(4), 404-412. Retrieved from [www.worlds.co.uk/RCIE](http://www.worlds.co.uk/RCIE).

Dziwa, D. D., Chindedza, W., and Mpondi, J. G. (2013). Curriculum Innovation or Renovation: Feasibility in Zimbabwean Secondary Schools. *Academic Research International*, 4(1), 314-319.

Dzobo, F. (2015, February 18). Staff shortage, lack of resources blamed for zero pass rates. Retrieved from <http://www.chronicle.co.zw/staff-shortage-lack-of-resources-blamed-for-zero-pass-rates/>

EdQual (n.d.). Implementing Education Quality in Low Income Countries-Final report 05-11, September 2005 to September 2011. Retrieved from [http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality\\_RPC/EdqualFinalReport.pdf](http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality_RPC/EdqualFinalReport.pdf).

Education Cluster Zimbabwe, 11 July 2012 minutes of the meeting held on 11<sup>th</sup> July 2012 in the UNICEF Children's room. Retrieved from <http://zw.humanitarianresponse.info/sites/zw.humanitarianresponse.info/files/events/minutes/July%202012%20Education%20Cluster%20Meeting%20Minutes.pdf>.

Ellis, K., 2004 Exemplars of curriculum theory. Larchmont-New York: Eye on education Inc.

ESRC (2012) ESRC Framework for Research Ethics (FRE) 2010 Updated September 2012. Retrieved from [http://www.esrc.ac.uk/\\_images/framework-for-research-ethics-09-12\\_tcm8-4586.pdf](http://www.esrc.ac.uk/_images/framework-for-research-ethics-09-12_tcm8-4586.pdf).

Evans, J and Little, A. (2007). The role of UK qualification suppliers in Sri Lanka and Zimbabwe: a comparative evaluation. *International Journal of Educational Development*, 27(5), 525-541.

Festinger, L. (1957). *A Theory of Cognitive Dissonance*. California: Stanford University Press.

Finn, J. D. and Achilles, C. M. (1999). Tennessee's class size study: findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21(2), 97-109.

Flaskerud, J. H. (2012). Cultural Bias and Likert-Type Scales Revisited. *Issues in Mental Health Nursing*. 33, 130-132. Retrieved from <http://informahealthcare.com.libaccess.hud.ac.uk/doi/pdf/10.3109/01612840.2011.600510>.

Flores, M. A. and Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219-232, DOI: 10.1016/j.tate.2005.09.002.

Freire, P. (1993). *Pedagogy of the oppressed*. London: Penguin Books.

Garcia, A. A. (2011). Cognitive Interviews to test and Refine Questionnaires. *Public Health Nursing*. 28(5), 444-450.

Gilbert, C. (n.d.). Towards a self-improving system: the role of school accountability. (*National College for School Leadership*). Retrieved from

<http://dera.ioe.ac.uk/14919/1/towards-a-self-improving-system-school-accountability-thinkpiece%5B1%5D.pdf>.

Giorgi, A. (2008). Difficulties Encountered in the Application of the phenomenological Method in the social Sciences, *Indo-Pacific Journal of Phenomenology*, 8, 1, pp.1-9.

Giorgi, A. (2006). Difficulties encountered in the application of the phenomenological method in the social sciences. *Análise Psicológica* 3:XXIV 353-361.

Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4), 597-607. Retrieved from <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>.

Gono, G. (2007). How sanctions are ruining Zimbabwe. *African Business*, 332, 48-50.

Gonzales, M. C. (2000). Re-educating Namibia: The early years of radical education reform, 1990-1995. *Africa Today*, 47(1), 105-124.

Gourneau, B. (n.d.). Five Attitudes of Effective Teachers: Implications for Teacher Training. Retrieved from <http://www.usca.edu/essays/vol132005/gourneau.pdf>.

Grossman, P., Wineburg, S., and Woolworth, S. (2001). Toward a Theory of Teacher Community. *The Teachers College Record*, 103, 942-1012.

Grundy, S. (1987). *Curriculum: Product or Praxis?*, London: The Falmer Press.

Gweru, C. (2015, February 19). Zimbabwe: Corruption - a Cancer Eating Into Zimbabwe. Retrieved from <http://allafrica.com/stories/201502190100.html>.

Hadebe, L. B. (2013). Should school heads be leaders, managers or both? A case study of Bulawayo government secondary schools in Zimbabwe, *African Educational research Journal*, 1(2), 72-84. Retrieved from <http://www.netjournals.org/pdf/AERJ/2013/2/13-035.pdf>.

Hammersley, M. (2002). *Educational Research, Policy and Practice*. London: Paul Chapman Publishing.

Hammersley, M. and Traianou, A. (2012). Ethics and Educational Research, British Educational Research Association on-line resource. Retrieved from <http://www.bera.ac.uk/wp-content/uploads/2014/03/Ethics-and-Educational-Research.pdf>.

Hanushek, E. A. (1997). Assessing the Effects of School Resources on Student Performance: An Update. *Educational Evaluation and Policy Analysis*, 19(2), 141-164.

Harzing, A-W., Brown, M., Koster, K. and Zhao, S. (2012). Response Style Differences in Cross-National Research. *Management International Review*. 52(3), 341-363.

Hassan, M., Toyman, N. V., Semerciöz, F. and Aksel, I. (2012). Interpersonal Trust and Its Role in Organizations. *International Business Research*. 5(8), 33-39. <http://dx.doi.org/10.5539/ibr.v5n8p33>  
<http://ccsenet.org/journal/index.php/ibr/article/viewFile/18465/12565>.

- Heck, B. S., Poindexter, S. E. and Garcia, R. C. (2000). Integrating the Web into Traditional Teaching Methods, Proceedings of the American Control Conference Chicago, Illinois June 2000. Retrieved from <http://ieeexplore.ieee.org.libaccess.hud.ac.uk/stamp/stamp.jsp?tp=&arnumber=879208>.
- Henriksson, C. and Friesen, N. (2012). Hermeneutic Phenomenology. In N. Friesen et al. (eds.), *Hermeneutic Phenomenology in Education*, (pp.1–14). Retrieved from <https://www.sensepublishers.com/media/1552-hermeneutic-phenomenology-in-education.pdf>.
- Herald Reporter (2011, March 23). Government to print textbooks-Coltart. *The Herald*. Retrieved from <http://www.herald.co.zw/government-to-print-textbooks-coltart/>.
- Herman, D. V. and Marlowe, M. (2005). Modelling Meaning in Life: The Teacher as Servant Leader, *Reclaiming children and youth*, 14(3), 175-178. Retrieved from [https://reclaimingjournal.com/sites/default/files/journal-article-pdfs/14\\_3\\_Herman\\_Marlowe.pdf](https://reclaimingjournal.com/sites/default/files/journal-article-pdfs/14_3_Herman_Marlowe.pdf).
- Hoban, F. G. (2005) Developing a Multi-linked Conceptual Framework for Teacher Education Design. In G. F. Hoban (ED.), *The Missing Links in Teacher Education Design* (pp. 1-17). Dordrecht: Springer.
- Hodge, D. R. and Gillespie, D. F. (2007). Phrase Completion Scales: A Better Measurement Approach than Likert Scales?. *Journal of Social Service Research*, 33(4), 1-12.
- Hughes, J. (2007). Lost in translation: communities of practice: The journey from academic model to practitioner tool. In J. Hughes, N. Jewson and L. Unwin (Eds) *Communities of Practice: Critical Perspectives*, London: Routledge pp. 30-40).
- Jansen, J. (1991). The State and Curriculum in the Transition to Socialism: The Zimbabwean Experience. *Comparative Education Review*, 35(1), 76-91.
- Jena, N. (2013, March 25). Zimsec lets down students again. *The Standard*. Retrieved from Local <http://www.thestandard.co.zw/2013/03/25/zimsec-lets-down-students-again/>.
- Jin, W., Muriel, A., and Sibieta, L. (2010). Subject and course choices at ages 14 and 16 amongst young people in England: insights from behavioural economics, Institute for Fiscal studies - Research Report DFE-RR160 –commissioned before the new UK Government took office on 11 May 2010. Retrieved from [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182677/DFE-RR160.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182677/DFE-RR160.pdf).
- Jogulu, U. D. (2010). Culturally-linked leadership styles. *Leadership & Organisation Development Journal*. 31(8), 705-719.
- Judge, T., and Chandler, T. D. (1996). Individual-level determinants of employee shirking. *Industrial Relations*, 51, 468–486.
- Kafle, N. P. (2011). Hermeneutic phenomenological research method simplified. *Bodhi: An interdisciplinary journal*, 5, 181-200.

- Kakore, N. (2014, May 03) Government bans Form One entrance tests. *The Herald*. Retrieved from <http://www.herald.co.zw/government-bans-form-one-entrance-tests/>.
- Kangai, C. and Bukaliya, R. (2011). Teacher Development through open and distance learning: the case for Zimbabwe. *International Journal of New Trends in Education and their Implications*, 2, 4(13), 124-141. Retrieved from [http://www.ijonte.org/FileUpload/ks63207/File/13.\\_kangai.pdf](http://www.ijonte.org/FileUpload/ks63207/File/13._kangai.pdf).
- Kanyongo, G. Y. (2005). Zimbabwe's public education system reforms: Successes and challenges. *International Education Journal*, 6(2), 65-74.
- Kapungu, R. S. (2007). The pursuit of Higher education in Zimbabwe: A Futile Effort? A paper prepared for the international private enterprise (CIPE) 2007 international essay competition on 'educational reform and employment opportunities'. Retrieved from [http://www.kubatana.net/docs/chiyou/kapungu\\_cipe\\_essay\\_higher\\_education\\_071002.pdf](http://www.kubatana.net/docs/chiyou/kapungu_cipe_essay_higher_education_071002.pdf).
- Kariwo, M. T. (2007). Widening Access in Higher Education in Zimbabwe Higher Education Policy. *Higher Education Policy*, 20, 45-59.
- Kawulich, B. B. (2005). Participant Observation as a Data Collection Method. *Forum: Qualitative Social Research*, 6, 2(43). Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430>.
- Kelly, A. V. (2004). *The Curriculum: theory and practice* (5<sup>th</sup> ed), London: Sage.
- Kelly, A. V. (2009). *The Curriculum: Theory and Practice* (6<sup>th</sup> Eds), Los Angeles/London: Sage.
- Kidwell, R. E and Robie, C. (2003). Withholding Effort in Organisations: Toward Development and Validation of a Measure. *Journal of Business and Psychology*, 17(4), 537-561.
- Kidwell, R. E. and Valentine, S. R. (2009). Positive Group Context, Work Attitudes, and Organisational Misbehaviour: The Case of Withholding Job Effort. *Journal of Business Ethics*. 86, 15-28. DOI 10.1007/s10551-008-9790-4.
- Kishore, A. N. R. and Shaji, K.S. (2012). School Dropouts: Examinaing the Sapce of Reasons, *Indian J Psychol Med*, 34(4)318-323. doi: 10.4103/0253-7176.108201.
- Klotz, V. K., Billett, S. and Winther, E. (2014). Promoting workforce excellence: formation and relevane of vocational identity for vocational educational training. *Empirical Research in Vocational Education and Training*, 6(6). Retrived from <http://www.ervet-journal.com/content/pdf/s40461-014-0006-0.pdf>.
- Konstantopoulos, S. (2008). Do small classes reduce the achievement gap between low and high achievers? Evidence from Project STAR. *The Elementary School Journal*. 108(4), 275-291.
- Kulik, J.A., & Kulik, C-L.C. (1992). Meta-analytic findings on grouping programs. *Gifted Child Quarterly*, 36 (2), 73-77.

- Kurasha, P. and Chiome, C. (2013). Personal accounts of teachers on factors affecting quality in Zimbabwean schools. *European Social Sciences Research Journal*, 1(1), pp.83-94.
- Kurebwa, M. and Mabhandu, W. (2015). Dropouts in the primary schools, a cause for concern: A case of Shurugwi South resettlements Primary Schools 2006 to 2013. *International Journal of Education and Research*, 3(4), 505-514.
- Kwenda, S. (2009, February 02). Zimbabwe: teachers' strike Infringe Children's right to Education. Retrieved from <http://www.ipsnews.net/2009/02/zimbabwe-teachers39-strike-infringes-childrens-quos-right-to-education>.
- Kyriacou, C. (1987). Teacher stress and burnout: an international review. *Educational Research*, 29(2), 146-152. <http://dx.doi.org/10.1080/0013188870290207>.
- Langa, V. (2013, February 9). Results best in 12 years: Coltart. *Newsday*. Retrieved from <https://www.newsday.co.zw/2013/02/09/results-best-in-12-years-coltart/>.
- Lanzi, D. (2007). Capabilities, human capital and education. *The Journal of Socio-Economics*, 36, 424-435.
- Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods*, 2(3). Article 3. Retrieved from [http://www.ualberta.ca/~iiqm/backissues/2\\_3final/html/laverty.html](http://www.ualberta.ca/~iiqm/backissues/2_3final/html/laverty.html).
- Lester, S (1999). An introduction to phenomenological research. Retrieved from [www.sld.demon.co.uk/resmethy.pdf](http://www.sld.demon.co.uk/resmethy.pdf).
- Levinson, M. (2011) Democracy, accountability, and education, *Theory and Research in Education*, 9, pp. 125-144.
- Lewin, K. M. (2007). Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa. Herndon, VA, USA: World Bank Publications. Retrieved from <http://site.ebrary.com/lib/uoh/Doc?id=10215812&ppg=81>.
- Longley, R. (n.d.). Lifetime Earnings Soar with Education. Retrieved from <http://usgovinfo.about.com/od/moneymatters/a/edandearnings.htm>.
- Lumadi, M. W. and Awino, J. O. (2009). Investigating The Styles Of Teaching And Learning In The RE Curriculum In Botswana Secondary Schools. *Journal of College Teaching & Learning*. 6(8), 95-102.
- Lupascu, A. L., Panisoara, G. and Panisoara, I-O. (2014). Characteristics of effective teacher. *Procedia-Social and behavioural Sciences*, 127, 534-538.
- MacBeath, J. (1999). *Schools must speak for themselves: The case for school self-evaluation*. London: RoutledgeFalmer.

- Mackenzie, S. (2013). Achievers, confidence-builders, advocates, relationship-developers and system-changers: what 'making a difference' means to those who work with children with special educational needs – a typology of rewards, *Teachers and Teaching: theory and practice*, 19:4, 433-448, DOI: 10.1080/13540602.2013.770227.
- Mafa, O. (2012). Challenges of implementing inclusion in Zimbabwe's Education System, *Online Journal of Education Research*, 1(2), 14-22. Retrieved from <http://www.onlineresearchjournals.org/IJER>.
- Mafa, O. and Tarusikirwa, M.C. (2013). The Impact of Basic Education on the Quality of Zimbabwe's Secondary School Education. *International Journal of Asian Social Science*, 3(12), 2477-2489. Retrieved from [http://www.aessweb.com/pdf-files/ijass-3\(12\)-2477-2489.pdf](http://www.aessweb.com/pdf-files/ijass-3(12)-2477-2489.pdf).
- Makochehanwa, A. (July 2007). A dynamic into the Causes of Hyperinflation in Zimbabwe. Retrieved from [https://web.up.ac.za/UserFiles/WP\\_2007\\_10.pdf](https://web.up.ac.za/UserFiles/WP_2007_10.pdf).
- Makochehanwa, A. (2009). Zimbabwe's Currency Crisis: Which Currency to Adopt in the Aftermath of the Multi-currency regime? *Munich Personal RePECC Archive (MPRA)*. Retrieved from [http://mpa.ub.uni-muenchen.de/22463/1/MPRA\\_paper\\_22463.pdf](http://mpa.ub.uni-muenchen.de/22463/1/MPRA_paper_22463.pdf).
- Makochehanwa, A. (n.d.). Zimbabwe's Black Market for Foreign exchange. Retrieved from <http://www.africametrics.org/documents/conference07/Day%203/Session%208/Makochehanwa%20%20Black%20Market%20in%20Zimbabwe.pdf>.
- Malderez, A. (2003). Key concepts in ELT: Observation. *ELT Journal*. 57(2), 179-181.
- Mambo, E. (2012, September 28). Education: Putting the cart before the horse. *The Independent*. Retrieved from <http://www.theindependent.co.zw/2012/09/28/education-putting-the-cart-before-the-horse/>.
- Mandina, S. (2012). Quality Rural Secondary School Education in Zimbabwe: Challenges and Remedies. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 768-774. Retrieved from <http://jeteraps.scholarlinkresearch.org/articles/Quality%20Rural%20Secondary%20School%20Education%20in%20Zimbabwe.pdf>.
- Mandiudza, L., Chindedza, W., and Makaye, J. (2013). Vocationalisation of Secondary Schools: Implementation Reality of Fallacy? *European Journal of Sustainable Development*, 2(1), 123-132. Retrieved from <http://www.ecsdev.org/images/V2N1/makaye%20123-132.pdf>.
- Manyena, S. B. (2006). Rural local authorities and disaster resilience in Zimbabwe. *Disaster Prevention and Management*, 15(5), 810-820.
- Mapira, J. and Matikiti R. (2012). Love, sex, money, cell phone, beer or beast for a job: corrupt practices within Zimbabwe's education sector: implications for sustainable development. *Journal of Sustainable Development in Africa*, 14(7), 97-109.
- Maposa, A. (2013). Rethinking Teacher Incentives Paid By Parents/ Guardians of Learners In Zimbabwe: A Labour Relations and Sociological Perspective. *IOSR*

*Journal Of Humanities And Social Science*, 9(5), 36-43. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol9-issue5/H0953643.pdf>.

Mapuranga, D. (2009, April 30). Politics of US sanctions in Zimbabwe. *The Financial Gazette*. Retrieved from <http://www.financialgazette.co.zw/politics-of-us-sanctions-in-zimbabwe/>.

Marist International Solidarity Foundation (FMSI) (2011). Education in Zimbabwe 'Universal Periodic Review (UPR) of the Republic of Zimbabwe' 14 March 2011. Retrieved from <https://www.fmsi-onlus.org>.

Mashanyare, I. and Chinamasa, E. (2014). School Examinations leakage: Case of Zimbabwe Schools Examinations Council. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. 19(4) ver 1/I, 47-54. Retrieved from [www.iosrjournals.org](http://www.iosrjournals.org).

Mashingaidze, A. B. (1997). Report on Curriculum Relevance: The case of Zimbabwe Foundation for Education with Production (ZIMFEP), Unesco Sub-regional Office for Southern Africa. Visual Publications, Zimbabwe.

Mashonaland East Correspondent (2015, November 25) Schools producing zero percent pass rates worry government, officials blame teachers. Retrieved from <http://www.newzimbabwe.com/news-26255-Zero+pcnt+pass+rates+teachers+blamed/news.aspx>.

Masuko, L. (2003). Current performance of the education sector in Zimbabwe: Key policy challenges facing the sector. Paper presented at a workshop on Sectoral Economic Development, Policy Challenges and Way Forward held at Harare International Conference Centre, 26-27 June 2003. The workshop is jointly organised by the Zimbabwe National Chamber of Commerce and Freidreich Ebert Stiftung. Retrieved from [http://ir.uz.ac.zw/jspui/bitstream/10646/9/1/masuko\\_current\\_performace\\_of\\_the\\_education.pdf](http://ir.uz.ac.zw/jspui/bitstream/10646/9/1/masuko_current_performace_of_the_education.pdf).

Masunungure, E. V., Ndapwadza, A., Muchena, E. and Sibanda, N. (2007). Summary Results of the Economy and Survival Strategies Survey (NED). *Mass Public Opinion Institute*. Retrieved from [http://www.mpoi.net/index.php?option=com\\_content&view=article&id=49&Itemid=58&dir=JSROOT/Research+Reports](http://www.mpoi.net/index.php?option=com_content&view=article&id=49&Itemid=58&dir=JSROOT/Research+Reports).

Matusov, E., Bell, N. and Rogoff, B. (1994). Review: Situated Learning: Legitimate Peripheral Participation (by Jean Lave: Etienne Wenger Review by: Eugene Matusov, Nancy Bell and Barbara Rogoff), *American Ethnologist*, 21(4), 918-919. Retrieved from <http://www.jstor.org/stable/646867>.

McConnell-Henry T, Chapman Y, Francis K. (2009). Husserl and Heidegger: Exploring the disparity. *International Journal of Nursing Practice*, 15, 7-15. Retrieved from <http://onlinelibrary.wiley.com.libaccess.hud.ac.uk/doi/10.1111/j.1440-172X.2008.01724.x/pdf>.

McCroskey, J. C. and Richmond, V. P. (1983). Power in the classroom 1: Teacher and student perceptions. *Communication Education*, 32. 175-184. Retrieved from <http://www.jamescmcroskey.com/publications/112.pdf>.

McGrath, S. A. (1993). Changing the Subject: Curriculum Change and Zimbabwean Education since Independence. *Occasional papers*, 44.

Mhanyi, M.-pseudonym Maxmillion Mhanyi is the pseudonym of an IWPR contributor in Zimbabwe. (2008) Schools Hit by Teacher Exodus, 11 April 2008, Zimbabwe Crisis Reports ZIM Issue 49, [online] <http://iwpr.net/report-news/schools-hit-teacher-exodus>.

Mhlanga, P and Nyakazeya, P. (2015, April 2) Economic Downturn to Worsen, Retrieved from <http://www.financialgazette.co.zw/economic-downturn-to-worsen/>

Mitchell, P. (1995) 'Accountability and the professional environment of teachers', In Peter McKenzie, Philip Mitchell and Paul Oliver (edited by) *Competence & Accountability in Education*, Aldershot: Ashgate Publishing limited, pp.87-106.

Mockler, N. (2011). 'Beyond 'what works': understanding teacher identity as a practical and political tool, *Teachers and Teaching: theory and practice*, 17, 5, pp.517-528. DOI: 10.1080/13540602.2011.602059.

Moreau, M-P. (2014). Becoming a secondary school teacher in England and France: contextualising career 'choice'. *Compare: A Journal of Comparative and International Education*, 1-21. DOI: 10.1080/03057925.2013.876310.

Motahari M. (2008). The Hermeneutic Circle or the Hermeneutic Spiral? *International Journal of Humanities*, 15(2), 99-111.

Mudzingwa, K. and Magadu, S. (2013). Idealism versus Realism: Expectations and Challenges of Beginning Teachers in Three Districts of Masvingo Province, Zimbabwe. *Journal of Studies in Social Sciences*, 3(1), 33-54.

Mufanechiya, T. and Mufanechiya, A. (2011). Motivating Zimbabwean secondary school students to learn: A challenge. *Journal of African Studies and Development*, 3 (5), 96-104. Retrieved from [http://www.academicjournals.org/jasd/PDF/pdf2011/May/Mufanechiya and Mufanechiya.pdf](http://www.academicjournals.org/jasd/PDF/pdf2011/May/Mufanechiya%20and%20Mufanechiya.pdf).

Mufanechiya, A. (2013). The Relevance of internal and External Examinations in Zimbabwe Secondary Schools: The Quality Dilemma. *Greener Journal of Educational research*, 3(7), 326-331. Retrieved from <http://www.gjournals.org/GJER/GJER%20PDF/2013/September/072313743%20Mufanechiya.pdf>.

Munangagwa, C. L. (2009). The Economic Decline of Zimbabwe, *Gettysburg Economic Review*. 3(9). <http://cupola.gettysburg.edu/ger/vol3/iss1/9>. Retrieved from <http://cupola.gettysburg.edu/cgi/viewcontent.cgi?article=1021&context=ger>

Munikwa, S. (2011). Analysis of the Current Zimbabwe's Secondary School Two Path-Way Education Curriculum. *Journal of Innovative research in Education*, 1(1), 21-35. Retrieved from <http://www.grpjournal.org>.

Munikwa, S. and Mutungwe, E, (2011). Exploring the Practice of "Extra" Lessons as Offered in Chinhoyi Urban Secondary Schools, Mashonaland West Province, Zimbabwe. *Journal of Innovative research in Management and Humanities*, 2(1), 26-35.

- Mupinga, D. M., Burnett, M. F. and Redmann, D. H. (2005). Examining the purpose of technical education in Zimbabwe's high schools. *International Education Journal*, 6(1), 75-83.
- Murwira, Z. (2014, April 23). Disharmony over teacher salary disparities. Retrieved from <http://www.herald.co.zw/disharmony-over-teacher-salary-disparities/>.
- Musarurwa, C. and Chimhenga, S. (2011). Credibility of school examinations in Zimbabwe: a reflective analysis. *Academic Research International*, 1(1), 173-179. Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.1\(1\)/2011\(1.1-16\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.1(1)/2011(1.1-16).pdf).
- Musindo, B. (2013) Partnership with Thomas More to improve teacher training on special needs education in Zimbabwe. Retrieved from <http://www.vvob.be/vvob/en/news/partnership-thomas-more-improve-teacher-training-special-needs-education-zimbabwe>.
- Muzawazi, P. and Nkoma, E. (n.d.). Working for Higher Achievement – Closing the Learning Achievement Gap Teachers' Manual (Supported by: Plan International; Norwegian Refugee Council).
- Naemi, B. D., Beal, D. J. and Payne, S. C. (2009). Personality predictors of extreme response style. *Journal of personality*, 77(1), 261-286.
- Ncube, A. (2013). Students' Failure, a Shared Blame in Zimbabwe Secondary School-The way Forward. *International Journal of Science and Research*, 2(10), 228-236. Retrieved from <http://www.ijsr.net/archive/v2i10/MDIwMTMzMTE=.pdf>.
- Ncube, A. C. and Tshabalala, T. (2014). Teachers' Perspectives on Possible Causes of poor Performance of Pupils at Ordinary Level Public Examinations in Zimbabwean rural secondary schools. *Nova Journal of Humanities and social Sciences*, 2(3),1-11.
- Ncube, S. (2015, February 12). Low Matabeleland pass rate raises a Stink. Retrieved from <http://www.zimbabwesituation.com/news/zimsit-m-radiovop-zimbabwe-low-matabeleland-pass-rate-raises-a-stink/>
- Ndakaripa, M. (n.d.). Sanctions or targeted restrictive measures? The United States and European Union 'sanctions' on Zimbabwe, 2001 to 2010. Retrieved from <http://www.nai.uu.se/ecas-4/panels/1-20/panel-19/Musiwaro-Ndakaripa-Full-paper.pdf> or can be Retrieved from <http://www.aegis-eu.org/archive/ecas4/ecas-4/panels/1-20/panel-19/Musiwaro-Ndakaripa-Full-paper.pdf>.
- Ndawi, O. and Peresuh, M. (2005). Accountability and school obligation: a case study of society's expectations of the schools' curriculum in Zimbabwe. *South African Journal of Education*, 25(3), 210-215.
- Ndlovu, E. and Mangwaya, E. (2013). The Pros and Cons of Teaching large Classes: The Zimbabwean Primary School Experience. *International Journal of management and Humanity Sciences*, 2(6), 456-463. Retrieved from <http://ijmhsjournal.com/wp-content/uploads/2013/11/456-463.pdf>.
- Ndlovu, P. (2013, September 16). Govt to consolidate strategies to increase schools' pass rate. Retrieved from <http://www.chronicle.co.zw/govt-to-consolidate-strategies-to-increase-schools-pass-rate/>.

- Nelson, M. S. (2008). Once upon a time in Zimbabwe. *New Library World*, 109(9), 419-430.
- Nemukuyu, D. (2014, June 20 senior reporter Herald). Govt rescues ZOU trained teachers. Retrieved from <http://www.herald.co.zw/govt-rescues-zou-trained-teachers/>
- Newman, M., Garrett, Z., Elbourne, D., S. Bradley, S., Nodenc, S. P., Taylor, J., West, A. (2006) Does secondary school size make a difference? A systematic review, *Educational Research Review 1*, pp.41-60.
- NewsdzeZimbabwe (2015, July 6). Zou Teaching Diploma Ban Lifted. Retrieved from <http://www.newsдзеzimbabwe.co.uk/2015/07/zou-teaching-diploma-ban-lifted.html>
- Newzimbabwe Staff reporter (2012, September 17). Teachers stranded as ZOU diploma rejected. Retrieved from <http://www.newzimbabwe.com/news-9076-Teachers+stranded+as+ZOU+diploma+rejected/news.aspx>
- Ngara, R., Ngwarai, R. & Ngara, R. (2013) Teaching Practice Supervision and Assessment as a Quality Assurance Tool in Teacher Training: Perceptions of Prospective Teachers at Masvingo Teacher Training Colleges. *European Social Sciences Research Journal*, 1(1), 126-135.
- Nherera, C. M. (2000). Globalisation, Qualifications and Livelihoods: The case of Zimbabwe. *Assessment in Education: Principles, Policy & Practice*, 7(3), 335-362.
- Nielsen, D. H. (1997) Quality assessment and quality assurance in distance teacher education, *Distance Education*, 18:2, 284-317, DOI: 10.1080/0158791970180207.
- Nkoma, E. (2013). Performance Lag Address Programme (PLAP): Implications on within class ability grouping in P1 (former group A) primary schools in Mutare Urban, Zimbabwe. *International Journal of Social Relevance & Concern*, 1(1), 1-16.
- Nkoma, E. (2014). Performance Lag Address Programme (PLAP): Teachers' perceptions and pedagogical approaches in Mutare urban P2 (former group B) Primary Schools. *Journal of Business Management & Social Sciences Research*, 3(2), 31-42.
- Nkoma, E., Zirima, H., Chimunhu, J. and Nyanga, T. (2013). Tracking Learner Achievement Gap: An Analysis of Mathematics Achievement in Manicaland, Zimbabwe. *International Journal of Economy, Management and Social Sciences*, 2(5), 124-132.
- Nudelman, C. (2011). Situational Analysis of Financial Barriers to Accessing Quality Education in Zimbabwe. Retrieved from <http://www.osisa.org/education/zimbabwe/situational-analysis-financial-barriers-accessing-quality-education-zimbabwe>.
- Nyagura, L.M. (1993) Quantitative Developments, Quality and Equity Concerns in Zimbabwean Primary and Secondary Education Sectors. *Zimbabwe Journal of Educational Research*.5(1), 21-40.
- Nyamanhindi, R. (2013). Zimbabwe Ministry of Education to review curricula. Retrieved from [http://www.unicef.org/zimbabwe/media\\_14696.html](http://www.unicef.org/zimbabwe/media_14696.html).

Nyanga, T., Mpala, C. and Chifamba, E. (2012). Brain Drain: Implications for Sustainable Development in Zimbabwe. *Journal of Sustainable Development in Africa*, 14(8), 141-153. Retrieved from <http://www.jsd-africa.com/Jsda/Vol14N8-Winter2012B/PDF/Brain%20Drain%20Implications.Takupiwa%20Mukayi%20Nyanga.pdf>.

Nyaumwe, L. J. & Mtetwa, D. K. (2006). Efficacy of College Lecturer and Student Peer Collaborative Assessment of In-Service Mathematics Student Teachers' Teaching Practice Instruction. *The Mathematics Educator*, 16(2), 35-42. Retrieved from <http://files.eric.ed.gov/fulltext/EJ844245.pdf>.

Nziramasa Commission Report (1999). Report of the Presidential Commission of Inquiry into Education and Training. Harare: Government Printers.

O'Day, J. A. (2002). Complexity, accountability, and school improvement. *Harvard Educational Review*, 72(3), 293-329.

O'Donoghue, J. (2002). Zimbabwe's action programme for schools. *Evaluation and program Planning*, 25, 387-396.

Olsen, B. (2008). How *Reasons for Entry into the Profession* Illuminate Teacher Identity Development. *Teacher Education Quarterly*, 23-40. Retrieved from <http://files.eric.ed.gov/fulltext/EJ831706.pdf>.

Oxoby, R. J. (2004). Cognitive Dissonance, Status and Growth of the Underclass. *The Economic Journal*, 114(498), 727-749. Retrieved from <http://www.jstor.org/stable/3590236>.

Parolini, J., Patterson, K. and Winston, B. (2009). Distinguishing between transformational and servant leadership. *Leadership & Organization Development Journal*, 30(3), 274-291. Retrieved from <http://dx.doi.org/10.1108/01437730910949544>.

Peresuh, M. and Ndawi, O. P. (1998). Education for All-the challenges for developing country: the Zimbabwe experience. *International Journal of Inclusive Education*. 2(3). 209-224.

Polk, J. A. (2006). Traits of Effective Teachers. *Arts Education Policy Review*, 107(4), 23-29.

Preston, C. C. and Colman, A. M. (2000). Optimal number of response categories in rating scales: reliability, validity, discriminating power, and respondent preferences. *Acta Psychologica*. 104(1), 1-15.

Raihani (2007). Education reforms in Indonesia in the twenty-first century. *International Education Journal*. 8(1), 172-183.

Ramya, M. (2010). How teachers lose their identity in hallowed portals. *The Times of India*. Retrieved from <http://search.proquest.com/docview/763721726?>

Rapport, F. and Wainwright, P. (2006). Phenomenology as a paradigm of movement. *Nursing Inquiry*, 13, 228-236.

- Richardson, C. J. (2005). The loss of property rights and the collapse of Zimbabwe. *Cato Journal*. 25(3). 541-565.
- Riddell, A. R. (1998). Reforms of Educational Efficiency and Quality in Developing Countries: an overview. *Compare: A Journal of Comparative and International Education*, 28(3), 277-291.
- Riddell, A. R. and Nyagura, L. M. (1991). What causes Differences in Achievement in Zimbabwe's Secondary Schools?, Policy Research and External affairs-working papers-Education and Employment-population and Human Resources-The World bank. Retrieved from <http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CFQQFjAG&url=http%3A%2F%2Fcore.kmi.open.ac.uk%2Fdownload%2Fpdf%2F6372734.pdf&ei=eTtxU6vvBeWQ7Abe9IGIBw&usq=AFQjCNF8Ik5DBu3azaDFx4RPwM7J6VUpKg>.
- Roster, C., Albaum, G. and Rogers, R. (2006). Can cross-national/cultural studies presume etic equivalency in respondents' use of extreme categories of Likert rating scales? *International Journal of Market research*. 48(6). 741-759.
- Rouse, M. (n.d.). Developing Inclusive Practice: A Role for Teachers and Teacher Education? Retrieved from <http://www.abdn.ac.uk/eitn/uploads/files/issue16/EITN-1-Rouse.pdf>.
- Roulston, K. (2010). *Reflective Interviewing-A Guide to Theory and Practice*. Los Angeles: Sage.
- Russell, A. (2007, December 14). Zimbabwean teachers quit their schools in search of a living wage. *Financial Times*. Retrieved from FT.com.
- Ryan, R. M. and Weinstein, N. (2009). Undermining quality teaching and learning A self-determination theory perspective on high-stakes testing. *Theory and Research in Education*, 7(2), 224-233.
- Sachs, J. (2003). *The activist teaching profession*. Buckingham: Open University Press.
- Schrodt, P. Whitt, P. L., and Truman, P. D. (2007). Reconsidering the measurement of teacher power use in the college classroom. *Communication Education*, 56(3), 308-332.
- Schwerdt, G. and Amelie C. Wuppermann, A. C. (2011). Is Traditional Teaching Really All That Bad? A Within-Student Between-Subject Approach. *Economics of Education Review*, 30(2), 365-79.
- Scott-Kakures, D. (2009). Unsettling Questions: Cognitive Dissonance in self-deception. *Social theory and Practice*, 35(1), 73-106. Retrieved from <http://search.proquest.com.libaccess.hud.ac.uk/docview/199259102/fulltext?accountid=11526>.
- Share, F. (2011, November 04). Govt, donors unveil US\$18m materials for schools. *The Herald*. Retrieved from <http://www.herald.co.zw/index.php?>

Share, F. (2014, January 21). Govt, civil servants sign salary deal. *The Herald-Zimbabwe*. Retrieved from <http://www.herald.co.zw/govt-civil-servants-sign-salary-deal/>.

Sheehan, J. (1986). Curriculum models: product versus process. *Journal of Advanced Nursing*, 11, 671-678.

Shizha, E. and Kariwo, M. T. (2011). Education and Development in Zimbabwe: A social, Political and Economic Analysis. Rotterdam: Sense Publishers Retrieved from [www.sensepublishers.com](http://www.sensepublishers.com) DOI: 10.1007/978-94-6091-606-9.

Shosha, G. A. (n.d.). Employment of Colaizzi's Strategy in Descriptive Phenomenology: A Reflection of a researcher. *Jordan European Scientific Journal*, Nov edition, 8(27), 31-43. Retrieved from <http://www.eujournal.org/index.php/esj/article/viewFile/588/657>.

Shulruf, B., Hattie, J., and Dixon, R. (2008). Factors affecting responses to Likert type questionnaires: introduction of the ImpExp, a new comprehensive model. *Social Psychology of Education*. 11(1), 59-78.

Shumba, P. (2013, June 7). Programme to address learning anomalies launched in Bulawayo. *The chronicle*. Retrieved from <http://www.davidcoltart.com/2013/06/programme-to-address-learning-anomalies-launched-in-bulawayo/>.

Shumba, J., Maphosa, C. and Shumba, A. (2008). Curriculum decision-making decentralization policy in Zimbabwe: how involved are the students in deciding curriculum content? *Africa Education Review*, 5(1), 48-67.

Sibanda, N. (2013, November 6). Why do mission schools always do better than others? Retrieved from <http://www.thezimbabwean.co/2013/11/why-do-mission-schools-always/>

Sibanda, T. (2013, October 24). Corruption engulfing Zimbabwe like cancer. Retrieved from [http://www.zimbabwesituation.com/news/zimsit\\_corruption-engulfing-zimbabwe-like-cancer/](http://www.zimbabwesituation.com/news/zimsit_corruption-engulfing-zimbabwe-like-cancer/).

Sloan, A. and Bowe, B. (2014). Phenomenology and hermeneutic phenomenology: the philosophy, the methodologies, and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design. *Quality & Quantity*, 48(3), 1291-1303. DOI 10.1007/s11135-013-9835-3.

Smith, K. (2005). Teacher educators' expertise: what do novice teachers and teacher educators say? *Teaching and Teacher Education*. 21, 177-192.

Smith, T. W. and Colby, S. A. (2007). Teaching for Deep Learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 205-210.

Sommer, R. and Sommer, B. (2002). *A Practical Guide to Behavioural Research: Tools and Techniques* (5<sup>th</sup> ed.), Oxford: Oxford University Press.

Soodak, L. C. and Podell, D. M. (1996). Teacher efficacy: Toward the understanding of a multi-faceted construct. *Teaching and Teacher Education*, 12, 401-411.

- Staff Reporter-New Zimbabwe (2013, February 02). Government to ban unqualified teachers. Retrieved from <http://www.newzimbabwe.com/news-10363-Unqualified+teachers+to+be+banned/news.aspx>.
- Staff Reporter-Bulawayo24 (2014, February 21). Zimsec withholds ‘O’ level results for 3 schools. *Bulawayo24*. Retrieved from <http://bulawayo24.com/index-id-news-sc-education-byo-43203.html>.
- Staff reporter–NewZimbabwe (2014a, January 20). Pay defeat leaves civil servants in disarray. *Newzimbabwe*. Retrieved from <http://www.newzimbabwe.com/news-13981-Anger+as+civil+servants+lose+pay+fight/news.aspx>.
- Steele, N. A. (2010). Three Characteristics of Effective Teachers, *Applications of Research in Music Education*. 28(2), 71–78. DOI: 10.1177/8755123310361769.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and development*. London: Heinemann Educational books.
- Stewart, F. (1996) Globalisation and Education. *International Journal of Educational Development*, 16(4), 327-333.
- Stewart, T. (2012). Classroom teacher leadership: service-learning for teacher sense of efficacy and servant leadership development. *School Leadership & Management: Formerly School Organisation*, 32(3), 233-259. DOI: 10.1080/13632434.2012.688741.
- Tam, A. C. F. (2014). Exploring teachers’ beliefs about teacher learning in professional learning communities and their influence on collegial activities in two departments. *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2013.872025.
- Taruvinga, M. (2014, February 28). Government to ban teacher incentives, *The Zimbabwe Mail*. Retrieved from <http://www.thezimmail.co.zw/2014/02/28/government-to-ban-teacher-incentives/>.
- Taylor, S. (2008). *People Resourcing* (4<sup>th</sup> ed.). London: Chartered Institute of Personnel and Development.
- Teater, B. A. (2011). Maximizing Student Learning: A Case Example of Applying Teaching and Learning Theory in Social Work Education, *Social Work Education. The International Journal*, 30(5), 571-585.
- Technical Committee of the Education For All Campaign in Zimbabwe (2005). National Action Plan of Zimbabwe Education for All Towards 2015. The Great Zimbabwe University (n.d). <http://www.gzu.ac.zw/index.php/gzufaculties/faculty-of-education>.
- The Ministry of Education, Sport and Culture and Higher and Tertiary Education (MoESCHTE) (2004). The Development of Education National Report of Zimbabwe. Presentation at the 47<sup>th</sup> session of the international conference on education, 8-11 September, 2004. Geneva: Switzerland.

- The Zimbabwean, (2009, September 14). Extra lessons: a lucrative enterprise. *The Zimbabwean*. Retrieved from <http://www.thezimbabwean.co/news/24492/extra-lessons-a-lucrative-enterprise.html>.
- Thompson, J. and Kleiner, B. H. (2005). Effective human resource management of school districts. *Management Research News*, 28(2), 42-55.
- Tikly, L. (2011). Towards a framework for researching the quality of education in low-income countries. *Comparative Education*, 47(1), 1-23. DOI: 10.1080/03050068.2011.541671.
- Tikly, L. and Barrett, A. M. (2011). Social justice, capabilities and quality of education in low income countries. *International Journal of Education Development*, 31, 3-14.
- Tilak, J. B. G. (2002). Education and Poverty. *Journal of Human Development: A Multi-Disciplinary Journal for People-Centered Development*, 3(2), 191-207.
- Timostsuk, I. and Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education*, 26, 1563-1570.
- Towse, P., Kent, D., Osaki, F., Kirua, N. (2002). Non-graduate teacher recruitment and retention: some factors affecting teacher effectiveness in Tanzania. *Teaching and teacher Education*, 18, 637-652.
- Tramontinaa, S., Martinsa, S., Michalowskia, M. B., Ketzera, C. R., Eizirika, M., Biedermanb, J. and Rohdea, L. A. (2002). Estimated mental retardation and school dropout in a sample of students from state public schools in Porto Alegre, Brazil, *Rev Bras Psiquiatr*, 24(4), 177-181. Retrieved from <http://dx.doi.org/10.1590/S1516-44462002000400006>.
- Tripneyl, J. S. and Hombrados, J. G. (2013). Technical and vocational education training (TVET) for young people in low and middle income countries: a systematic review and meta-analysis. *Empirical Research in Vocational Education & Training* 5(3). Retrieved from <http://www.ervet-journal.com/content/pdf/1877-6345-5-3.pdf>.
- Trochim, W. M. K. (2006). Social Research Methods-Research methods Knowledge Base. Retrieved from <http://www.socialresearchmethods.net/kb/relandval.php>.
- Tschannen-Moran, M. and A.W. Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education* 17, 783-805.
- Tukutuku, R. (13 November 2013) Colleges reduce entry requirements and make a killing. *The Zimbabwean*. Retrieved from <http://www.thezimbabwean.co/news/zimbabwe-news/69360/colleges-reduce-entry-requirements-and.html>.
- Tungwarara, O. (n.d.). In aid of transition or an obstacle to democracy? OISA. 109-113. Retrieved from [http://www.osisa.org/sites/default/files/sup\\_files/Sanctions.pdf](http://www.osisa.org/sites/default/files/sup_files/Sanctions.pdf).
- UNDP-Zimbabwe (2012). Millennium Development Goals Progress Report. Retrieved from <http://www.undp.org/content/dam/undp/library/MDG/english/MDG%20Country%20Reports/Zimbabwe/MDGR%202012final%20draft%208.pdf>.

UNESCO (n.d.). Ethical Guidelines for International Comparative Social Science Research in the framework of MOST, Retrieved from <http://www.unesco.org/most/ethical.htm>.

UNESCO/Austin, R. (1975). Racism and apartheid in *southern* Africa Rhodesia. Paris: The UNESCO Press. Retrieved from <http://unesdoc.unesco.org/images/0001/000161/016163eo.pdf>.

UNESCO (2000). The EFA 2000 Assessment: Country Reports-Zimbabwe. *World Education Forum*. Retrieved from <http://www.unesco.org/education/wef/countryreports/home.html>.

UNESCO (2001). The Developments in Education: The Education system at the end of the 20<sup>th</sup> century 1990-2000 national report of the Republic of Zimbabwe-Prepared by the Zimbabwe National Commission for UNESCO, The Ministry of Education, Culture Sport and Culture and The Ministry of Higher Education and Technology Harare July 2001. Retrieved from <http://www.ibe.unesco.org/International/ICE/natrap/Zimbabwe.pdf>.

UNESCO, (2006). Chapter 18: Teacher training: teaching and learning methods. *IIEP-International Institute for Education Planning*. Retrieved from [http://www.iiep.unesco.org/fileadmin/user\\_upload/Research\\_Highlights\\_Emergencies/Chapter18.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_Emergencies/Chapter18.pdf).

UNICEF (2008). Education statistics: Zimbabwe. Division of Policy and Practice, Statistics and Monitoring Section, May 2008. Retrieved from [www.childinfo.org/files/ESAR Zimbabwe.pdf](http://www.childinfo.org/files/ESAR_Zimbabwe.pdf).

UNICEF (2008a). Zimbabwe education system in a state of emergency. Retrieved from [http://www.unicef.org/media/media\\_45950.html](http://www.unicef.org/media/media_45950.html).

UNICEF (2009). Zimbabwe education crisis worsens. [http://www.unicef.org/infobycountry/media\\_47915.html](http://www.unicef.org/infobycountry/media_47915.html).

UNICEF Zimbabwe (2011). 2010 Report Evaluation: Education in Emergencies and Post-Crisis Transition. Retrieved from [http://www.educationandtransition.org/wp-content/uploads/2007/04/Zimbabwe\\_EEPCT\\_2010\\_Report.pdf](http://www.educationandtransition.org/wp-content/uploads/2007/04/Zimbabwe_EEPCT_2010_Report.pdf).

United Nations (1946). The Universal Declaration of Human Rights. Retrieved from <http://www.un.org/en/documents/udhr/index.shtml#a26>.

United Nations Development Programme (UNDP)-Zimbabwe (2012). Millennium Development Goals Progress Report (MDGR). Retrieved from [http://www.zw.undp.org/content/dam/zimbabwe/docs/MDG/UNDP\\_ZW\\_MDG\\_Zimbabwe%20MDGR%202012.pdf](http://www.zw.undp.org/content/dam/zimbabwe/docs/MDG/UNDP_ZW_MDG_Zimbabwe%20MDGR%202012.pdf).

United Nations Millennium Development Goals Report (UN MDG report) (2010). The Millennium Development Goals Report. Retrieved from <http://www.un.org/en/mdg/summit2010/documents.shtml>.

United Nations Millennium Development Goals Report 2014. Retrieved from <http://www.undp.org/content/dam/undp/library/MDG/english/UNDP%20MDG%20Report%202014%20EN%20Final.pdf>.

United Nations Millennium Development Goals Report (UN MDG Report) (2015). The Millennium Development Goals Report 2015. Retrieved from [http://www.un.org/millenniumgoals/2015\\_MDG\\_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

U.S. Census Bureau (2002). The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings. Retrieved from <http://www.census.gov/prod/2002pubs/p23-210.pdf>.

Van Derzalm, J. E. and Bergum, V. (2000). Hermeneutic phenomenology: providing living knowledge for nursing practice. *Journal of Advanced Nursing*, 31(1), 211-218.

Van Manen, M. (1990). SUNY Series, The Philosophy of Education: Researching Lived Experience: Human Science for an action Sensitive Pedagogy. Retrieved from <http://site.ebrary.com/lib/uoh/docDetail.action?docID=10588818>.

Van Overwalle, F. and Jordens, K. (2002). An Adaptive Connectionist Model of Cognitive Dissonance. *Personality and Social Psychology Review*, 6(3), 204-231. Retrieved from DOI: 10.1177/0539018410388835.

Washington, R. R., Sutton, C. D. and Feild, H. S. (2006). Individual differences in servant leadership: the roles of values and personality. *Leadership & Organization Development Journal*, 27(8), 700-716. Retrieved from <http://dx.doi.org/10.1108/01437730610709309>.

Wedgwood, R. (2007). Education and poverty reduction in Tanzania. *International Journal of Educational Development*, 27, 383-396.

Weijters, B., Cabooter, E. and Schillewaert, N. (2010). The effect of rating scale format on response styles: The number of response categories and response category labels. *International Journal of Research in Marketing*. 27(3), 236-247.

Weluzani, N. (2015, February 7-Herald Reporter). 2014 Zimsec O-level results out. Retrieved from <http://www.herald.co.zw/2014-zimsec-o-level-results-out/>.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Wenger, E. (n.d.). Communities of practice: a brief introduction. Retrieved from <http://wenger-trayner.com/wp-content/uploads/2012/01/06-Brief-introduction-to-communities-of-practice.pdf>.

Wenger, E. and Snyder, W. (2000). Communities of practice: the organisational frontier. *Harvard Business Review*, 78(1), 139-146.

Whitaker, M. L. (2004). Thinking contextually about accountability. *The Teacher Educator*, 39(4), 267-280.

Whitehead, L. (2004). Enhancing the quality of hermeneutic research: decision trail. *Journal of Advanced Nursing*, 45(5), 512-518.

Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in theory and method* (2<sup>nd</sup> Ed). Maidenhead: McGraw-Hill Education.

Wilmot, A. (n.d) Designing sampling strategies for qualitative social research: with particular reference to the Office for National Statistics' Qualitative Respondent Register

Wilson, S. and MacLean, R. (2011). *Research Methods and Data Analysis for Psychology*. London: McGraw-Hill.

Wojnar, D. M. and Swanson, K. M. (2007). Phenomenology: An Exploration. *Journal of Holistic Nursing*. 25(3), 172-180. Retrieved from [jhn.sagepub.com](http://jhn.sagepub.com) at SWETS WISE ONLINE CONTENT.

Women of Zimbabwe Arise (WOZA) (2010). Looking back to look forward - education in Zimbabwe: a WOZA perspective. Retrieved from <http://wozazimbabwe.org/wp-content/uploads/2010/01/looking-back-look-forward-education-in-zimbabwe-a-woza-perspective1.pdf>.

Woodall, M. (2004). Cost-benefit analysis of educational planning (4<sup>th</sup> ed). Paris: UNESCO-International Institute for Educational Planning. Retrieved from <http://unesdoc.unesco.org/images/0013/001390/139042e.pdf>.

Yin, R. K. (2009). *Case study research: design and methods* (4<sup>th</sup> ed.). Thousand Oaks: Sage Inc. or London: Sage Ltd.

Zengeya, M. A. (n.d.). School dropouts in Zimbabwe between 1980 and 2004: Implications for education and training policy twenty-five years after independence. Retrieved from [http://ir.uz.ac.zw/jspui/bitstream/10646/620/1/school\\_enrolments\\_%26\\_dropouts.pdf](http://ir.uz.ac.zw/jspui/bitstream/10646/620/1/school_enrolments_%26_dropouts.pdf).

Zhangazha, W. (2014, February 21). Local education system in doldrums. *The Independent (Zimbabwe)*. Retrieved from <http://www.theindependent.co.zw/2014/02/21/local-education-system-doldrums/>.

Zimbabwe News online (2009, August 23). Gvt revives Basic Education Assistance Module. *Zimbabwe News Online*. Retrieved from [http://zimbabwenewsonline.com/top\\_news/334.html](http://zimbabwenewsonline.com/top_news/334.html).

Zindoga, T. (2014, June 18) Govt to overhaul collation of O-level exam results: Dokora. *The Herald*. Retrieved from <http://www.herald.co.zw/govt-to-overhaul-collation-of-o-level-exam-results-dokora/>.

Zindoga, T. and Zivengwa, P. (2014). Zimbabwe: Extra Lessons' Exploitation Must Stop. Retrieved from <http://allafrica.com/stories/201404090222.html>.

Zireva, D. and Makura, A. H. (2013). Sexual Harassment: The Prevalent and insidious Phenomenon among Student Teachers on Teaching Practice in Zimbabwe, *Anthropologist*, 15(3), 313-322. Retrieved from <http://www.krepublishers.com/02->

Journals/T-Anth/Anth-15-0-000-13-Web/Anth-15-3-000-2013-Abst-PDF/T-ANTH-15-3-313-13-840-Makura-A-H/T-ANTH-15-3-313-13-840-Makura-A-H-Tx[8].pmd.pdf.

Zvavahera, P. (2015). Human capital management in Zimbabwean rural schools: A socio-economic analysis. *Journal of Management and Marketing Research*, 18, 1-10. Retrieved from <http://www.aabri.com/manuscripts/142060.pdf>.

# Appendices

## Appendix A.1 Letter to The Secretary for Education, Sport and Culture

The Secretary for Education Sport and Culture  
Ministry of Education, Sport and Culture  
P.O. Box CY 121  
Causeway  
Zimbabwe

4 June 2012

The Secretary for Education, Sport and Culture

RE: Application for permission to carry out research in Zimbabwean secondary schools

I am a student at the University of Huddersfield (UK) on the part-time Doctor of Education (EdD) programme. The purpose of this letter is to seek your permission to carry out research in secondary schools. The attached questionnaires and interview schedules will be used for data collection.

The title of my research is:

*Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.*

As part of my data collection, I am requesting your permission to interview school heads of school, teachers and other stakeholders.

All information will be treated in confidence and all those taking part will remain anonymous during and after the study.

I am looking forward to your favourable response at your earliest convenience.

Yours sincerely

Name provided (EdD student)

**Appendix A.1.1** Permission to carry out research from The Secretary for Education, Sport and Culture

all communications should be addressed to  
"The Secretary for Education Sport and Culture"  
Telephone: 734051/59 and 734071  
Telegraphic address : "EDUCATION"  
Fax: 794505 /705289 /734075



Ref: C/426/3  
Ministry of Education, Sport, Arts  
and Culture  
P.O Box CY 121  
Causeway  
Zimbabwe

~~Handwritten scribbles and illegible text.~~

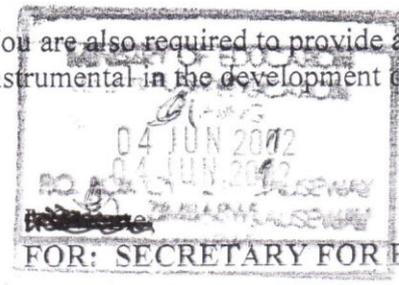
**RE: PERMISSION TO CARRY OUT RESEARCH**

Reference is made to your application to carry out research in the Ministry of Education, Sport and Culture institutions on the title:

Achieving sustained recovery and robust sustainability of secondary schools in the educational system of Zimbabwe

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director responsible for the schools you want to involve in your research.

You are also required to provide a copy of your final report to the Ministry since it is instrumental in the development of education in Zimbabwe.



## **Appendix A.2** Letter to the Regional Director

The Regional Director  
Ministry of Education, Sport and Culture (Zimbabwe)

4 June 2012

The Regional Director

RE: Application for permission to carry out research in Zimbabwean secondary schools

I am a student at the University of Huddersfield (UK) on the part-time Doctor of Education (EdD) programme. The purpose of this letter is to seek your permission to carry out research in secondary schools. The attached questionnaires and interview schedules will be used for data collection.

The title of my research is:

*Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.*

As part of my data collection, I am requesting your permission to interview school heads of school, teachers and other stakeholders.

All information will be treated in confidence and all those taking part will remain anonymous during and after the study.

I am looking forward to your favourable response at your earliest convenience.

Yours sincerely

Name provided (EdD student)

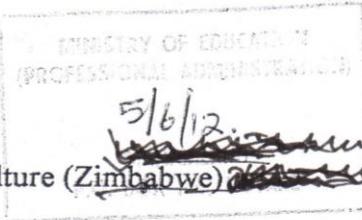
Appendix A.2.1 Permission granted by the Regional Director

The Regional Director  
Ministry of Education, Sport and Culture (Zimbabwe)

4 June 2012

The Regional Director

RE: Application for permission to carry out research in Zimbabwean/secondary schools



~~The b20~~  
Permission is hereby granted. We have asked him to liaise with your office which is responsible for the schools mentioned below.

I am a student at the University of Huddersfield (UK) on the part-time Doctor of Education (EdD) programme. The purpose of this letter is to seek your permission to carry out research in secondary schools. The attached questionnaires and interview schedules will be used for data collection.

The title of my research is:

*Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.*

As part of my data collection, I am requesting your permission to interview school heads of school, teachers and other stakeholders.

All information will be treated in confidence and all those taking part will remain anonymous during and after the study.

I am looking forward to your favourable response at your earliest convenience.

Yours sincerely

~~[Signature]~~  
(EdD student)

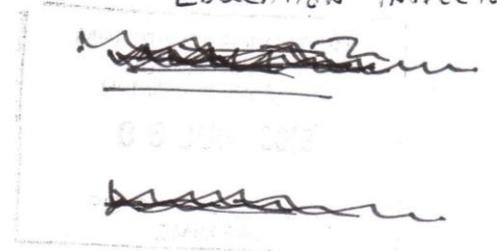
I intend to visit the following schools:

~~[List of school names]~~

Approved

~~[Signature]~~

EDUCATION INSPECTOR.



### **Appendix A.3** Letters to the heads of school

The Head of School/Principal  
Ministry of Education, Sport and Culture (Zimbabwe)

4 June 2012

Dear Head of School/Principal

RE: Application for permission to carry out research in Zimbabwean secondary schools

I am a student at the University of Huddersfield (UK) on the part-time Doctor of Education (EdD) programme. The purpose of this letter is to seek your permission to carry out research at your secondary school. The attached questionnaires and interview schedules will be used for data collection.

The title of my research is:

*Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.*

As part of my data collection, I am requesting your permission to interview the head of school, teachers and other stakeholders.

All information will be treated in confidence and all those taking part will remain anonymous during and after the study.

I am looking forward to your favourable response at your earliest convenience.

Yours sincerely

Name provided (EdD student)

**Appendix A.3.1 Approval/permission to carry out research granted by the head of school**

The Head of School/Principal  
Ministry of Education, Sport and Culture (Zimbabwe)

4 June 2012

Dear Head of School/Principal

RE: Application for permission to carry out research in Zimbabwean secondary schools

I am a student at the University of Huddersfield (UK) on the part-time Doctor of Education (EdD) programme. The purpose of this letter is to seek your permission to carry out research at your secondary school. The attached questionnaires and interview schedules will be used for data collection.

The title of my research is:

*Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.*

As part of my data collection, I am requesting your permission to interview the head of school, teachers and other stakeholders.

All information will be treated in confidence and all those taking part will remain anonymous during and after the study.

I am looking forward to your favourable response at your earliest convenience.

Yours sincerely

~~Wendie Mubvumba~~ (EdD student)

~~Wendie Mubvumba~~  
THE SCHOOL HEAD  
4 JUN 2012  
*Approved*  
~~Wendie Mubvumba~~  
~~Wendie Mubvumba~~

#### **Appendix A.4** Letter to headteachers on administering of questionnaires and interviews

For the attention of: The Headteacher/Deputy Headteacher

Dear Headteacher/Principal/Deputy Headteacher

Thank you for granting me the permission to carry out research at your school. I am very grateful for the welcome and the time and opportunity you have offered me. I will be coming to Zimbabwe towards the end of July 2012 to proceed with the study. With the fast approaching August holiday and with six schools to visit, I am conscious time is a pressing issue.

I will come to administer the questionnaires on [day and date appropriate to school July 2012] and interviews on [day, date July 2012]. Please provide suitable times. If these dates do not fit with your school schedules please advise on what is suitable.

After some expert advice on how to benefit sufficiently from the study:

- I will have to conduct the questionnaires first and follow them with interviews a day later. This will allow me time to analyse and use findings during the interviews to make them relevant to the study.

- For the questionnaires I have realised I need a representative number of at least 25 teachers evenly represented across the subjects studied at your school. I will be grateful if all heads or deputy heads of departments and members of the leadership/admin team respond to the questionnaires.

- For interviews 3 to 4 teachers from different subject areas and 1 or 2 members of the leadership/admin team will suffice. Those to be interviewed/interviewees should have responded to the questionnaires. Interviews will be audio recorded.

If it is possible, I could administer the questionnaires at one go, with all teachers involved at one place during a break or lunch time or after school so that all are there to see me take the questionnaires away. This, however, depends on what works for your school.

Anonymity and confidentiality are central and to be strictly observed during and after the study.

Thank you

Yours sincerely

Name provided

## **Appendix A.5 Participant Information sheet**

**University of Huddersfield**

### **Title of Study**

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

---

### **Information Sheet**

You are being invited to take part in this study. Before you decide to take part it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with me if you wish. Please do not hesitate to ask if there is anything that is not clear or if you would like more information.

#### **What is the study about?**

The purpose of this study is to establish:

1. teachers' attitudes to teaching in secondary schools in Zimbabwe
2. the effectiveness of schools and services

#### **Why I have been approached?**

You have been asked to participate because of your direct or indirect involvement in the secondary school education system of Zimbabwe.

#### **Do I have to take part?**

It is your decision whether or not you take part. If you decide to take part you will be asked to sign a consent form, and you will be free to withdraw at any time and without giving a reason.

#### **What will I need to do?**

If you agree to take part in the research you will complete a questionnaire which should not take more than 20 minutes. A recorded interview lasting upto 25 minutes involving a few participants will be conducted thereafter.

#### **Will my identity be disclosed?**

All information disclosed within the interview will be kept confidential, except where legal obligations necessitate disclosure by the researcher to appropriate personnel.

#### **What will happen to the information?**

All information collected from you during this research will be kept secure and any identifying material, such as names will be removed in order to ensure anonymity. It is anticipated that the research may, at some point, be published in a journal or report. However, should this happen, your anonymity will be ensured, although it may be necessary to use your words in the presentation of the findings and your permission for this is included in the consent form.

#### **Who can I contact for further information?**

If you require any further information about the research, please contact me on:

Name: Name provided

E-mail: details provided

Telephone: details provided

## Appendix A.6 Participant questionnaire consent form

University of Huddersfield

### Title of study

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

Name of Researcher:

### Questionnaire consent form

Please initial in Box

I have read the information sheet and understand what is involved in the research and why it is being done

I understand the aims of this study and consent to taking part in it

I understand that I have the right to withdraw from the study at any time without giving any reason, and a right to withdraw my data if I wish

I give my permission for my questionnaire responses to be used in the study

I understand that the responses I provide on this questionnaire will be secure and that no person other than the researcher will have access to the questionnaire responses

I understand that my identity will remain anonymous


Name of participant:

Signature:

Date:

Name of researcher:

Signature:

Date:

Name provided

Signed

Date provided

**Two copies** of this consent form should be **completed:**

**One copy** to be retained by the **participant** and **one copy** to be retained by the **researcher**

## Appendix A.6.1 Signed participant questionnaire consent form

University of Huddersfield

### Title of study

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

Name of Researcher: ~~Uwechueke~~

### Questionnaire consent form

Please initial in Box

I have read the information sheet and understand what is involved in the research and why it is being done

I understand the aims of this study and consent to taking part in it

I understand that I have the right to withdraw from the study at any time without giving any reason, and a right to withdraw my data if I wish

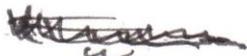
I give my permission for my questionnaire responses to be used in the study

I understand that the responses I provide on this questionnaire will be secure and that no person other than the researcher will have access to the questionnaire responses

I understand that my identity will remain anonymous

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

Name of participant: ~~Uwechueke~~ Signature:  Date: 24/07/12

Name of researcher: ~~Uwechueke~~ Signature:  Date: 24/07/2012

**Two copies** of this consent form should be **completed**:  
**One copy** to be retained by the **participant** and **one copy** to be retained by the **researcher**

## Appendix A.7 Participant interview consent form

### University of Huddersfield

#### Title of study

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

#### Name of Researcher:

#### Interview consent form

Please initial in Box

I have been fully informed of the nature and aims of this research and consent to taking part in it

I understand that I have the right to withdraw from the interview at any time without giving any reason, and a right to withdraw my data if I wish

I give my permission for my interview to be audio recorded

I give permission to be quoted (by use of pseudonym)

I understand that the recorded data will be kept in secure conditions

I understand that no person other than the interviewer will have access to the recording

I understand that my identity will be protected by the use of pseudonym in the research report and that no information that could lead to me being identified will be included in any report or publication resulting from this research


Name of participant:

Signature:

Date:

Name of researcher:

Signature:

Date:

Name provided

Signed

Date provided

Two copies of this consent form should be completed:

One copy to be retained by the participant and one copy to be retained by the researcher

**Appendix A.7.1 Signed participant interview consent form**

**University of Huddersfield**

**Title of study**

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

**Name of Researcher:** ~~Amber Leake~~

**Interview consent form**

Please initial in Box

I have been fully informed of the nature and aims of this research and consent to taking part in it

y
---

I understand that I have the right to withdraw from the interview at any time without giving any reason, and a right to withdraw my data if I wish

y
---

I give my permission for my interview to be audio recorded

y
---

I give permission to be quoted (by use of pseudonym)

y
---

I understand that the recorded data will be kept in secure conditions

y
---

I understand that no person other than the interviewer will have access to the recording

y
---

I understand that my identity will be protected by the use of pseudonym in the research report and that no information that could lead to me being identified will be included in any report or publication resulting from this research

y
---

Name of participant:

Signature:

Date:

~~XXXXXXXXXX~~

~~XXXXXXXXXX~~

24/7/12

Name of researcher:

Signature:

Date:

~~XXXXXXXXXX~~

~~XXXXXXXXXX~~

24/7/12

**Two copies** of this consent form should be **completed:**

**One copy** to be retained by the **participant** and **one copy** to be retained by the **researcher**

## Appendix A.8 Questionnaire for secondary school teachers and leadership/headteachers

The purpose of this questionnaire is to establish:

1. teachers' attitudes to teaching in secondary schools in Zimbabwe
2. the effectiveness of schools and services

The questionnaire should last not more than 20 minutes to complete. All the information will be treated in confidence and all those taking part will remain anonymous during and after the study.

You will be required to **circle** appropriate answers in most cases using the following:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree, or write down or rank information in provided spaces. Please answer all questions. Thank you for taking part.

### A. Personal data

1. I am (please circle the appropriate gender)

Male                  Female

2. What is your current age (in years)? (please circle the appropriate age group)

Less than 20          21-29                  30-39                  40-49                  50 or above

3. I have been teaching for (please write down the number of months/years in teaching)

4. I currently teach in the (please circle the appropriate answer)

Urban areas of Zimbabwe                  Rural areas of Zimbabwe

5. I used to teach in the (please circle the appropriate answer)

Urban areas of Zimbabwe                  Rural areas of Zimbabwe                  Not applicable

6. I am a (please circle the appropriate answer)

Qualified teacher                  Unqualified teacher                  Headteacher/D/Headteacher                  Other (please specify)

7. Subjects I teach or used to teach (please write down your specialist and non specialist subjects)

7.1. Specialist subjects

7.2. Non specialist subjects

Using the following: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree – respond to each of the statements from **B** to **G**

### B. The education system (teachers and the system itself)

8. An effective secondary school education system in Zimbabwe is important (please circle the appropriate number)

1                  2                  3                  4                  5

**C. State/condition of the secondary education system and attitudes of teachers/headteachers**

9. I am happy in my present teaching post

1            2            3            4            5

10. I would like to stay in teaching until I retire

1            2            3            4            5

11. Please use **each number once to rank** the importance of the following qualities in school leaders (please fill in your rank order in the spaces provided using the numbers 1 through 6; 6= most important quality and 1 the lowest)

A school leader should support the professional development of teachers/team	
A school leader should prioritise obtaining resources for the teachers/team	
A school leader should share the school's vision with the teachers and all stakeholders	
A school leader should hold teachers/team to account	
A school leader should be a good motivator	
A school leader should be committed to high achievement of students	

**Resources/Accountability**

12. The secondary school education standards have improved in Zimbabwe in the past 10 years

1            2            3            4            5

13. The 'O' level examination pass rate is very high at my school (i.e. those with 5 or more subjects including English and Maths)

1            2            3            4            5

14. The resources at my school have improved over the past 10 years

1            2            3            4            5

15. I think that the resources at my school are always used efficiently

1            2            3            4            5

16. My school has a shortage of qualified secondary school teachers

1            2            3            4            5

**D. Leadership/teacher and accountability (attitudes and levels of responsibility)**

17. I think the school leadership at my school is committed to the development of the school

1            2            3            4            5

**E. Managing funding or finances in secondary schools**

18. Sufficient funding alone does not bring about improvements in the secondary education system

1            2            3            4            5

18.1. What could bring about improvements in the education system (please write down in space below)

**F. Leadership/teacher and school improvement**

19. My school always works in collaboration with outside agencies/schools and other stake holders

1      2      3      4      5

**G. Leadership/teacher and sustenance**

20. I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country

1      2      3      4      5

20.1. Please list the development needs of the country in the space below

21. My school has clear performance indicators to measure the success of the teachers, headteachers and the school

1      2      3      4      5

21.1. Please list performance indicators to measure success at your school in the space below

22. My school continuously improves on gained success

1      2      3      4      5

23. Please use **each number once to rank** the importance of the following qualities in a secondary school teacher in Zimbabwe (please fill in your rank order in the spaces provided using the numbers 1 through 5; 5= most important quality and 1 the lowest)

Very high accountability


Positive role model

Pride in students' accomplishments

Fully knowledgeable in their subject area


Committed and passionate about teaching

24. I am aware of the school improvement plans/strategies at my school

1      2      3      4      5

25. Please write down any comments or additional information relevant to the study in the space below

## Appendix A.9 Questionnaire for stakeholders on secondary schools

The purpose of this questionnaire is to establish respondents' attitudes to secondary schools in Zimbabwe

The questionnaire should last not more than 20 minutes to complete. All the information will be treated in confidence and all those taking part will remain anonymous during and after the study.

You will be required to **circle** appropriate answers in most cases using the following:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree, or write down or rank information in provided spaces. Please answer all questions. Thank you for taking part.

### A. Personal data

1. I am (please circle the appropriate gender)

Male                  Female

2. What is your current age (in years)? (please circle the appropriate age group)

Less than 20          21-29          30-39          40-49          50 or above

3. I am a (please circle all the appropriate responses)

Professional          Employed          Unemployed          Self-employed          Parent

Using the following: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree – respond to each of the statements from **B** to **G**

### B. The education system (teachers and the system itself)

4. An effective secondary school education system in Zimbabwe is important (please circle the appropriate number)

1          2          3          4          5

### C. Secondary education system and school leaders

5. I am happy with the secondary school education system of Zimbabwe

1          2          3          4          5

6. Please use **each number once to rank** the importance of the following qualities in school leaders (please fill in your rank order in the spaces provided using the numbers 1 through 6; 6= most important quality and 1 the lowest)

A school leader should support the professional development of teachers/team	
A school leader should prioritise obtaining resources for the teachers/team	
A school leader should share the school's vision with the teachers and all stakeholders	
A school leader should hold teachers/team to account	
A school leader should be a good motivator	
A school leader should be committed to high achievement of students	

### Resources/Accountability

7. The secondary school education standards have improved in Zimbabwe in the past 10 years

1          2          3          4          5

8. The resources at schools have improved over the past 10 years

1          2          3          4          5

9. I think that the resources at school are always used efficiently

1      2      3      4      5

**D. Leadership/teacher and accountability (attitudes and levels of responsibility)**

10. I think the school leadership at schools is committed to the development of the school

1      2      3      4      5

**E. Managing funding or finances in secondary schools**

11. Sufficient funding alone does not bring about improvements in the secondary education system

1      2      3      4      5

11.1. What could bring about improvements in the education system (please write down in space below)

**F. Leadership/teacher and school improvement**

12. Schools always work in collaboration with outside agencies/schools and other stake holders

1      2      3      4      5

**G. Leadership/teacher and sustenance**

13. I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country

1      2      3      4      5

13.1. Please list the development needs of the country in the space below

14. Schools continuously improve on gained success

1      2      3      4      5

15. Please use **each number once to rank** the importance of the following qualities in a secondary school teacher in Zimbabwe (please fill in your rank order in the spaces provided using the numbers 1 through 5; 5= most important quality and 1 the lowest)

Accountability		Positive role model	
Pride in students' accomplishments		Fully knowledgeable in their subject area	
Committed and passionate about teaching			

16. I am aware of the school improvement plans/strategies at local/in schools

1      2      3      4      5

17. Please write down any comments or additional information relevant to the study in the space below

## **Appendix A.10 Interview schedule for secondary school teachers and leadership**

Thank you for taking part in this study.

The purpose of this interview is to establish teachers' attitudes to teaching in secondary schools in Zimbabwe

The interview should last not more than 25 minutes. You have the right to pause or suspend or stop the interview(s) at any point during the interviews. Subsequent questionnaires and interviews to clarify some points raised at any stage of the study may follow. All information will be treated in confidence and all those taking part will remain anonymous during and after the study. You have the right to pull out of (or re-enter) the study whenever you find fit.

Thank you for taking part.

**Personal** – What is your role at this secondary school?

### **1. Teachers' attitudes or views on their teaching job/career**

What made you get into secondary school education –teacher /leader? Do you still feel the same now and what makes you say that?

What do you consider as your most significant/important contribution to teaching or at your school? Why do you say that? What frustrates you in your job? Why do you say that?

### **2. Investigating the state of school/the secondary school education system**

Please comment on the current state of your school /the secondary school education system of Zimbabwe. What makes you say that?

Why do you think your school/system is in this condition?

What strategies do you think should be used to continuously improve your school/system?

### **3. Standards and quality of teaching**

How do you describe a successful school, student, teacher, and school leader?

Where do you think: (a) you (b) your students (c) your leadership (d) your school (e) the secondary education system of Zimbabwe is according to what you have just said?

What do you think should be done to maintain/sustain a successful school/the education system?

### **4. Resources and working environment**

What factors influence the way that you operate or perform your duties at your school?

To what extent are you involved in the decision making process at your school?

### **5. Level of commitment and accountability**

Please comment on the system to monitor students' progress, teachers' and heads of school's accountability at your school?

What can you say about comments made about the secondary school education system that suggest that 'O' level graduands/ school leavers do not meet the quality required by industry?

What do you think about comments made by the industry and other beneficiaries of the secondary school education system that suggest that 'O' level graduands/ school leavers do not meet the quality required by industry

## **Appendix A.11 Interview schedule for stakeholders on secondary schools**

Thank you for taking part in this study.

The purpose of this interview is to establish stakeholders' attitudes to secondary schools in Zimbabwe

The interview should last not more than 25 minutes. You have the right to pause or suspend or stop the interview(s) at any point during the interviews. Subsequent questionnaires and interviews to clarify some points raised at any stage of the study may follow. All information will be treated in confidence and all those taking part will remain anonymous during and after the study. You have the right to pull out of (or re-enter) the study whenever you find fit.

Thank you for taking part.

**Personal** – What is your profession and involvement with secondary schools?

### **1. Attitudes to teachers**

What do you consider as the most significant/important contribution of teachers in schools? What makes you say that?

To what extent are teachers' contributions matching what you have said?

### **2. Investigating the state of school/the secondary school education system**

Please comment on the current state of the secondary schools or the education system of Zimbabwe. Why do you say that?

Why do you think the secondary schools/system is in this condition?

What frustrates you about secondary schools or the education system? Why do you say that?

What strategies do you think should be used to continuously improve the secondary schools/system? What makes you say that?

### **3. Standards and quality of teaching**

How do you describe a successful school, student, teacher, and school leader?

Where do you think: (a) teachers (b) students (c) the leadership (d) local school(s) (e) the secondary education system of Zimbabwe is according to what you have just said?

What do you think should be done to maintain/sustain a successful school/the education system?

### **4. Resources and working environment**

Please comment on the resources available in the schools with which you are familiar.

Why do you say that?

### **5. Level of commitment and accountability**

What can you say about comments made about the secondary school education system that suggest that 'O' level graduands/ school leavers do not meet the quality required by industry?

What do you think about comments made about the secondary school education system that suggest that 'O' level graduands/ school leavers do not meet the quality required by industry. Why do you say that?

**Appendix A.12 School details**

**University of Huddersfield**

**Title of study**

Achieving sustained recovery and a robust sustainability of secondary schools in the educational system of Zimbabwe.

**Name of Researcher:**

**School details**

Identification code

Name of school	
Classification of school	
Number of teachers	
Number of students	
'O' Level % pass rate	
'A' Level % pass rate	
Subjects studied at the school	
Other information	

## Appendix B1. Using the hermeneutic circle

After reading/re-reading, writing/re-writing, and interpretation - some analysis related to teacher experiences and that of the researcher

### What made teachers get into teaching

Teacher 1A-love of teaching and **influencing the minds** of pupils, **-seemed to be discontented** and **thought that something was lacking in the secondary education system**, **-wanted to influence the teacher trainers themselves to make improvements and thought that will trickle through to the students**, **-initiative and improvisation**-card models for visual aids/activities that helped the community-e.g. construction of the Blair toilets in the rural areas around one (or some) his former school(s)

Teacher 2A- liked **teaching naturally** because of her love for children as a mother, **-associated her warden and mother role to the teacher one as it all entailed assisting children to grow, achieve and to handle situations and be better people**. **Still feels the same way even under the hardships faced by the education system**

Teacher 3A-**high academic achievements** in science **linked to 'A' levels**, **-identified hardships** faced by teachers (2005, 6, 7 & 8) and whilst **other teachers left**, he **showed resilience** and **stayed on** (or a **lack of options**), thought there were **improvements and changes for the better** (from 2009), **appreciation** of parents' role with reference to **retention allowance** known as **incentives** in most schools-enabling teachers to focus on the job, teacher **morale**, slow response of government to improve salaries, **remuneration** issues, acknowledges **government** was facing challenges and also slow to address these issues, change for the better

Teacher 4A -wanted to work ("deal") with children ("kids"), **-during the economic hardships**, Teacher 4A to quit, but the idea of helping children made him stay on the job (for 22 years). **-does this show passion**

All teachers at School A wanted to be teachers and had a clearly defined motive or motives to enter the teaching profession (but teacher 3A did not express that love for teaching in the first place the passion for the job does show in what he does). Teacher 1A wanted to influence the minds of the pupils, but seemed to be discontented with the secondary education system. He (Teacher 1A) thought that something was lacking in the education system and an input from teachers like himself will help rejuvenate or make the system move on the right direction by influencing teacher trainers themselves to make improvements. This was felt will trickle through to the students. Teacher 2A thought she was naturally a teacher and equated her parenthood and roles as a warden as exemplary in the way these roles help shape and influence the minds of students or prepare them for the world by acquiring knowledge and learning about different issues or topics. Teacher 3A associated his university academic achievements as suitable 'tools' to teach at 'A' level

### What made teachers get into teaching

Teacher 1C-**inspired** by others-working conditions have **deteriorated** (standards, **remuneration**, the teaching **environment**);

Teacher 2C-**motivation/attitudes**-more of a **passion and prefers to work with boys** who do not have many **complications** than girls; **Discipline/control/behaviour**-chose a boys schools because she felt it is difficult to control girls than boys; **despite remuneration**-**"I just love teaching"**

Teacher 3C-deliberate **contribution** in the **socio-economic development** of the country; **demoralised**--let down by the **poor remuneration**-contemplating joining other **sectors** with **better** salaries

Teacher 4C-passion and **inspired/role models** (former teachers as role models) and still **feels the same**

Teacher 5C-**accidental teacher/no options/unemployment**-there was nothing **else available** at the **time, opportunities-did not want** to be a **teacher**, but a **nurse instead, age groups of students**-preferred **secondary** school because she thought she could **not cope** with **primary** kids, **impatient**-"I don't have patience" (this was reflected in the interview-wanted to have the shortest possible interview with very short answers and did not want to explain points further)

Teacher 6C-**accidental teacher/opportunities**-wanted to get into industry as a chemist after university but there were **no opportunities**

Teachers at School C joined the teaching profession because of various reasons. Teacher 1C was inspired by his teachers and became passionate about the job. Teacher 2C had the passion to teach and preference for teaching boys with the idea that boys would be easier to control than girls. Teacher 4C had the passion to teach and was inspired by former teachers which were role models to him and still feels the same way. Teachers 5C and 6C were accidental teachers who only joined the teaching profession because they failed to enter their preferred career options or industry. Teacher 6C wanted to go into industry and Teacher 5C wanted to join nursing.

### **What made teachers get into teaching**

Teacher 1B-**accidental teacher/opportunities**-took the available opportunity leading to a **permanent job/motivation** to teach still as it was in (abundance) - entered the profession by 'chance' because he was **initially a primary school temporary teacher**, but **did not get a training place** as a primary school, that is when he applied for secondary school training and says it was by 'choice' --after a leading question from researcher--. He still feels the same appetite to teach since joining.

Teacher 2B-**accidental teacher/teaching as an opportunity** that arose-**had to grab it/views teaching as 'inferior' to something in the medical sector she wanted to do**/ is a science teacher **who joined the teaching profession by chance** "it was just an **opportunity that came my way, then I had to grab it** but **that is not what I wanted to do** in life I couldn't let it go, but I couldn't let it go". Teacher 2B "I **wanted something better, something in the medical sector**, that is what I wanted to do"

Teacher 3B-**calculated move** from accounts clerk to teacher-**remuneration driven**/the times she **trained**/ She was **driven by the salary earned by student teachers**, which was **higher than hers**. "laughs ah, ah it is because of, I can say the time I trained as teacher I was an accounts clerk at a teachers college when I compared the salary of a student teacher and accounts clerk by then they were the Zim dollars **student teachers earned more than accounts clerks** that is when I **decided to become a teacher**".

Teachers at School B mostly accidental teachers and the other also made a calculated move driven by money as she moved from the account clerk carrier to teaching. The only opportunities available for the other two teachers.

### **Initial analysis –and interpretation**

**Inspiration and passion from role models or those around them**

**Accidental teachers-taking the first opportunity-unemployment or inability to enter chosen field after their higher education studies**

**Entering teaching profession- groups-Passionate teachers-‘a calling or commitment’ and the love of teaching to influence the minds of pupils  
discontented-to make a difference and influence the teacher trainers  
accidental teachers-opportunities or unemployment (passion and) inspiration  
from teacher role models**

Entering the teaching profession

- Passionate teachers--Love of teaching and influencing the minds of pupils
- Discontented -something lacking in the secondary education system and wanted to influence the teacher trainers themselves to make improvements
- Initiative and improvisation-card models for visual aids/helping the community
- Inspiration and passion from role models or those around them
- Accidental teachers-taking the first opportunity-unemployment or inability to enter chosen field after their higher education studies

## Appendix C.1 Results from study-Teacher questionnaire responses at a school

### Questionnaire for secondary school teachers and leadership/headteachers

The purpose of this questionnaire is to establish:

1. teachers' attitudes to teaching in secondary schools in Zimbabwe
2. the effectiveness of schools and services

The questionnaire should last not more than 20 minutes to complete. All the information will be treated in confidence and all those taking part will remain anonymous during and after the study.

You will be required to **circle** appropriate answers in most cases using the following:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree, or write down or rank information in provided spaces. Please answer all questions. Thank you for taking part.

#### A. Personal data

1. I am (please circle the appropriate gender)

Male Female

2. What is your current age (in years)? (please circle the appropriate age group)

Less than 20 21-29 30-39 40-49 50 or above

3. I have been teaching for (please write down the number of months/years in teaching)

TWENTY FOUR YEARS

4. I currently teach in the (please circle the appropriate answer)

Urban areas of Zimbabwe Rural areas of Zimbabwe

5. I used to teach in the (please circle the appropriate answer)

Urban areas of Zimbabwe Rural areas of Zimbabwe Not applicable

6. I am a (please circle the appropriate answer)

Qualified teacher Unqualified teacher Headteacher/D/Headteacher Other (please specify)

7. Subjects I teach or used to teach (please write down your specialist and non specialist subjects)

7.1. Specialist subjects PHYSICS, PHYSICAL SCIENCE

7.2. Non specialist subjects

Using the following: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree – respond to each of the statements from **B** to **G**

#### B. The education system (teachers and the system itself)

8. An effective secondary school education system in Zimbabwe is important (please circle the appropriate number)

1 2 3 4 5

#### C. State/condition of the secondary education system and attitudes of teachers/headteachers

9. I am happy in my present teaching post

1 2 3 4 5

10. I would like to stay in teaching until I retire

1 2 3 4 5

*in order of importance*

11. Please use **each number once to rank** the importance of the following qualities in school leaders (please fill in your rank order in the spaces provided using the numbers 1 through 6; 6= most important quality and 1 the lowest)

A school leader should support the professional development of teachers/team	a	6
A school leader should prioritise obtaining resources for the teachers/team	b	5
A school leader should share the school's vision with the teachers and all stakeholders	c	4
A school leader should hold teachers/team to account	d	2
A school leader should be a good motivator	e	3
A school leader should be committed to high achievement of students	f	1

**Resources/Accountability**

12. The secondary school education standards have improved in Zimbabwe in the past 10 years  
 1    2    3    4    5

13. The 'O' level examination pass rate is very high at my school (i.e. those with 5 or more subjects including English and Maths)  
 1    2    3     4    5

14. The resources at my school have improved over the past 10 years  
 1    2     3    4    5

15. I think that the resources at my school are always used efficiently  
 1    2     3    4    5

16. My school has a shortage of qualified secondary school teachers  
 1    2    3    4    5

**D. Leadership/teacher and accountability (attitudes and levels of responsibility)**

17. I think the school leadership at my school is committed to the development of the school  
 1    2    3     4    5

**E. Managing funding or finances in secondary schools**

18. Sufficient funding alone does not bring about improvements in the secondary education system  
 1    2    3     4    5

18.1. What could bring about improvements in the education system (please write down in space below)

*RECOGNITION OF TEACHER'S VALUE THROUGH DECENT SALARIES AND ALLOWANCES*

**F. Leadership/teacher and school improvement**

19. My school always works in collaboration with outside agencies/schools and other stake holders  
 1    2    3    4    5

**G. Leadership/teacher and sustenance**

20. I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country  
 1     2    3    4    5

20.1. Please list the development needs of the country in the space below

*HIGH TECHNOLOGICAL LITERACY AND TECHNOLOGICAL INNOVATION*

21. My school has clear performance indicators to measure the success of the teachers, headteachers and the school

1      2      3      4      5

21.1. Please list performance indicators to measure success at your school in the space below

1. SUBMISSION OF SCHEMES OF WORK  
2. PASS RATES

22. My school continuously improves on gained success

1      2      3      4      5

23. Please use **each number once to rank** the importance of the following qualities in a secondary school teacher in Zimbabwe (please fill in your rank order in the spaces provided using the numbers 1 through 5; 5= most important quality and 1 the lowest)

Very high accountability	a	1	5	Positive role model	d	5	5
Pride in students' accomplishments	b	2	4	Fully knowledgeable in their subject area	e	3	3
Committed and passionate about teaching	c	4	4				

24. I am aware of the school improvement plans/strategies at my school

1      2      3      4      5

25. Please write down any comments or additional information relevant to the study in the space below

THERE IS A NEED FOR THE SYSTEM TO DELIBERATELY ENCOURAGE SCIENTIFIC THINKING

## Appendix C.2 Results from study-Stakeholder questionnaire responses

### Questionnaire for stakeholders on secondary schools

The purpose of this questionnaire is to establish respondents' attitudes to secondary schools in Zimbabwe

The questionnaire should last not more than 20 minutes to complete. All the information will be treated in confidence and all those taking part will remain anonymous during and after the study. You will be required to **circle** appropriate answers in most cases using the following:  
1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree, or write down or rank information in provided spaces. Please answer all questions. Thank you for taking part.

#### A. Personal data

1. I am (please circle the appropriate gender)

Male  Female

2. What is your current age (in years)? (please circle the appropriate age group)

Less than 20  21-29  30-39  40-49  50 or above

3. I am a (please circle all the appropriate responses)

Professional  Employed  Unemployed  Self-employed  Parent

Using the following: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree – respond to each of the statements from **B** to **G**

#### B. The education system (teachers and the system itself)

4. An effective secondary school education system in Zimbabwe is important (please circle the appropriate number)

1  2  3  4  5

#### C. Secondary education system and school leaders

5. I am happy with the secondary school education system of Zimbabwe

1  2  3  4  5

6. Please use **each number once to rank** the importance of the following qualities in school leaders (please fill in your rank order in the spaces provided using the numbers 1 through 6; 6= most important quality and 1 the lowest)

A school leader should support the professional development of teachers/team	a	3
A school leader should prioritise obtaining resources for the teachers/team	b	2
A school leader should share the school's vision with the teachers and all stakeholders	c	6
A school leader should hold teachers/team to account	d	1
A school leader should be a good motivator	e	5
A school leader should be committed to high achievement of students	f	4

#### Resources/Accountability

7. The secondary school education standards have improved in Zimbabwe in the past 10 years

1  2  3  4  5

8. The resources at schools have improved over the past 10 years

1  2  3  4  5

9. I think that the resources at school are always used efficiently

1      2      3      4      5

**D. Leadership/teacher and accountability (attitudes and levels of responsibility)**

10. I think the school leadership at schools is committed to the development of the school

1      2      3      4      5

**E. Managing funding or finances in secondary schools**

11. Sufficient funding alone does not bring about improvements in the secondary education system

1      2      3      4      5

11.1. What could bring about improvements in the education system (please write down in space below)

Stricdity to open to schools ana students about education

**F. Leadership/teacher and school improvement**

12. Schools always work in collaboration with outside agencies/schools and other stake holders

1      2      3      4      5

**G. Leadership/teacher and sustenance**

13. I can say that the Zimbabwean secondary school education system is adapting to the development needs of the country

1      2      3      4      5

13.1. Please list the development needs of the country in the space below

Electricity in schools Rural areas

14. Schools continuously improve on gained success

1      2      3      4      5

15. Please use **each number once to rank** the importance of the following qualities in a secondary school teacher in Zimbabwe (please fill in your rank order in the spaces provided using the numbers 1 through 5; 5= most important quality and 1 the lowest)

Accountability	a	4	Positive role model	d	3
Pride in students' accomplishments	b	1	Fully knowledgeable in their subject area	e	2
Committed and passionate about teaching	c	5			

16. I am aware of the school improvement plans/strategies at local/in schools

1      2      3      4      5

17. Please write down any comments or additional information relevant to the study in the space below

[Empty box for comments]

### Appendix C.3-Interviews - Teacher 1A School A

#### Teacher 1A Head of science department at School A

I – Ok. Thank you for accepting to be interviewed on the study. And I think from the initial questionnaire I am assuming now you have read and understood the purpose of the interview.

1A – Yes

I - So is it ok if we start straight away

1A – It's ok

I – Ok thank you; so I will start of with a personal question. What is your role at this secondary school?

1A – I am here as a physics teacher. I teach physics Form 4, Form 5, and Form 6. I am also an HoD (head of department) of the science department. That's my role.

I – Thank you (interruption); moving on to the next one here to do with attitudes of teachers and their views on the job. What made you get into secondary education?

1A – Uuhh just the love of teaching and influencing the minds of a pupil is really the driving factor for joining the profession.

Passionate about teaching

I – Do you still feel the same now

A sense of a compromised education system  
A sense of lack effectiveness in teachers or the education system

1A – Ya in fact right now I really feel that I should go even a step further to look at the trainers themselves, the people who teach teachers because if you influence the teachers you influence down the line you also influence the children.

I – So what is the most significant contribution you have made at this school

1A – Aahhh, I am not very old in this school I came in November last year, 20XX and ehh and my contribution so far is just to make sure that the science department is ticking, it's going; they did not have the students enrolling for physics in good numbers as you just seen the [up to five] from upper sixth, but we now have [above 10] students for lower sixth doing physics showing that they have been influenced by my presence in this place. My contribution, enabling the school to take part in production of physicists and people like future technologists/technocrats.

Inspirational teacher

I – And also you mentioned about the school, what about in your teaching career what is the most important thing [contribution] that you have done?

Development oriented leader attributes  
Relevant curricula and inclusive: non-academic practical subjects

1A – Aahh my teaching career spans a number of years. I have been ahh-, I also had the opportunity to become school head and during that time I have put up libraries, I have put up administration blocks, classroom blocks; different places where I have been to, I have also introduced practical subjects. And all the schools I have been to, I have made it a point that they do building, woodwork wherever possible metal work just to produce people who had with the hands on ability.

I – And moving on from your achievements, what frustrates you most in your job?

Unappreciated  
Discontentment  
Frustration  
A sense of decline in teachers' status

1A – The lack of recognition and motivation by the system. Let me talk about the ministry of education, for example, I think it should be able to recognise its own employees and probably motivate them. Find ways of deliberately, uhh-; finding ways of motivating the teacher because you see in the past the teacher was somebody regarded as somebody in this community and will be teaching by example because of the way the kind of the regard he was regarded with, but right now the attitude towards teachers has really plummeted gone down right down to the bottom.

I – Ok, moving on to the next one; looking at the state of the school, your secondary school or the education system. So this one is in different parts, but I am going to read them first I think this one is ok.

Please comment on the current state of your current school or current state of the education system of Zimbabwe

1A – The state of my school

I – Ya to start with

A sense of achievement at 'A' level  
Lack of resources

1A – To start with, the school that I find myself at the moment I think it is doing quite well, it is doing quite well except that probably they are having problems with resources in equipping their various departments, like this department, the science department, it requires a lot of funding, but as it is, it is moving really well because the school is number X [in the top ten] nationally in terms of pass rate at 'A' Level. So I think that speaks volumes about the state, which I think it is quite commendable.

I – Can you please elaborate; when you said the word well; you mentioned results, can you say anything more.

1A – Concerning the performance of the school as compared to other schools in Zimbabwe, it is number X [in top ten] nationally, so you can see it is in the top ten in the nation; which means the state is quite reasonably.

I – And the system itself; the education system

1A – Within the country

I – Aahha

Increased access  
Recent trends of deteriorating education system  
A sense of compromised quality of education  
A lack of resources- improvising in the rural school setting

1A – Well, the education system within the country, eh, I think it was quite a good response to the needs of the majority of the people. Looking at the number of secondary schools it shows that there is this deliberate move to make education available to a wide, you know, eh, group of people but unfortunately right now we have seen a deterioration of -, may I call them standards as far as materials are concerned, the infrastructure, materials and the actual materials in education has been a deterioration in the supply itself and some schools are running without any piece of equipment especially in the science departments. A point in question is one school I taught in 20XX down in [named location] where I was manning the science department without a single piece of apparatus and the nearest I got to carrying out an experiment was when I was using sticks and stones, grass and also string.

I – Improvise

1A – Ya improvise, without that otherwise there was nothing, no thermometer.

I – What strategies do you think should be improve this school or the system?

Seeking help  
Attributes of an ineffective teacher  
Underutilisation and lack of confidence of to use equipment

1A – For this school I think there is need to open, eh, communication with the organisations that could be of help. Here I am thinking of international NGOs and I am also thinking of such newly established mining giants like Mbada Diamonds. Make a deliberate policy and to try approach such people in search of assistance. I think that will go a long way to improve the things that are going on in the school in terms of education. Eh nationally, I think what I noticed there is need to train a teacher who is innovative first of all. It is very very important. A teacher who is confident to try out new things, unlike what I think I see in most places where you find equipment though little in amount gathers dust on the shelves because the teacher does not have the confidence to handle it. Let alone to try completely new things if that could be done it will go a long way to be quite a reasonable step towards improving our system of education then after that they should have a deliberate policy also to equip the schools because once you have the school you just have to bite the bullet face the consequence in terms of the cost the cost of the education.

	<p>I – thank you, before I move on to that is it I think you mentioned policies on and industrial giants like [X company]</p> <p>1A – Yes</p> <p>I – Have you approached them before</p> <p>1A - When I came to this school it was one of the things that crossed my mind that being [a] high school in the area where [such companies] operating. I <u>approached the school authorities</u>, the heads to say isn't it possible to talk to these people <u>so I am told that the people have been to have been made aware of our needs already</u> and they approached the school and asked to give them what our requirements are, which I did as department head. I <u>listed a number of things we need in the physics</u> department, chemistry department, biology and food science; so <u>we have done that already</u>, yeh.</p>
Initiative and proactive Approachable school leaders Communication between school and other organisations Collaboration at its infancy	<p>I – Moving on to one on standards and quality of teaching; how do you describe a successful school, student, teacher and school leader; so don't worry I will repeat them.</p> <p>1A – A successful school, I think a successful school is <u>one which churns out students that have the necessary qualifications</u> to go wherever they want to go; a situation of <u>high percentage pass rates</u> at 'O' level or making sure that those schools or making sure that those who do not go to high school <u>qualify to go to college</u> and at 'A' level a school that produces as many students as possible who go to university, right, that what I say, as a successful school, it is really <u>doing what it is established for</u>.</p>
Achievements-academic	<p>I – And a successful student</p> <p>1A – A successful student I think is one who has a <u>thirst for knowledge</u>. Somebody who wants-, who is developed in him the desire to build as much as possible-, you know, from a <u>wide range of subjects</u> and that will be a successful student. One who is <u>willing to learn</u>.</p>
Attributes of a student-motivated to learn	<p>I – And a successful teacher</p> <p>1A – A successful teacher is one who teaches by example, <u>who is quite exemplary</u>, and also one who <u>motivates</u> because for children or <u>students to enjoy their learning</u> or their search for knowledge I think <u>that is more successful than just being loaded with knowledge</u> and one who <u>motivates that causes them to enjoy the subject</u> that's how I will look at a successful teacher</p>
Motivation-Attributes of teachers Inspire students to learn Effectiveness	<p>I – A successful leader</p> <p>1A – A successful leader is one who, would, I think ehh <u>cause the people he leads to bite into whatever project or programme</u>, right, one who <u>motivates the people</u> he leads to really <u>whole heartedly take part in what they are doing</u> and <u>feel they own</u> the thing it is theirs and not his. That's a successful leader.</p>
Motivation-Attributes of a school leader Shared vision Effectiveness	<p>I – Now after what you have said, where do you are in all those terms, where do you do you think you are?</p> <p>1A – Personally, I am a <u>motivator</u>. I <u>call myself a successful teacher</u> because I really like causing people to <u>get to grab whatever we are talking about</u>, to like the-; as a head many times we see the staff being able to build themselves <u>enjoying in what is happening</u> like what is happening now. I just <u>introduce the topics</u> then I say this is what you are going to do, this is <u>part of the syllabus</u> and the part of the student I just come in when the concept requires need for clarification and <u>greater depth required</u>, but the technique <u>initially they were quite hesitant, but right now they enjoy it</u>.</p>
Motivator Promoting independent learning	<p>I – You talked about yourself your students also what do you say where are they now from what you have said earlier about your students</p>

Motivational  
Students engaging  
in learning

1A – I think my students ahh ehh they appear to enjoy themselves. What I see in them is that they are now enjoying because if they don't have their periods [free]; if it is not time for physics, they are always there and now when the lab is opened and now they are competing; Form five and Form six, they are now competing to do something because I have given the kind of motivation that I see is necessary.

I – It appears to show that they are more engaged in what they are doing.

1A – Yes

I – And also you mentioned a leader; what do you think about the leadership in your school?

1A – For the short time that I have been here, I have observed lot of devolution of responsibilities were they seem to have powers; is not really in one place. You find that the power has devolved throughout. I am not fully used to what is happening right now. I have seen that the administration are in their proper place and proper responsibilities to make decisions, you see, and so I think given that situation the kind of leadership I have here; that is what I think this is what I will call a good leader.

I - And about in general, what is the state of your school

1A – Our school is ehh by comparison with those I have been to, been to many places, I think it's a fairly alright although much could be done and I think it is on its way it is on an upward trend.

I – Now coming to the big one, the education system.

1A - Within the country. Yeh, that one, it touched my heart. I may end up becoming prejudiced or emotional and not become intellectual [objective] and fair but what I have observed over the years that I have been a teacher is that, I started teaching immediately after independence [immediately] after independence in 19XX that is when I started teaching. I have noticed a lot of excitement and there was a lot of euphoria where, ehh, the ministry itself was restructuring things and I remember at college we were talking about the types of education, you see, that they should actually be more relevant to a socialist state or an independent country, right, making education available to all people and you see I was part of the first cadres after graduation seeing things on the ground. My very first stint was at a rural secondary school were there was this simple, but very effective science kit which they called the ZimScience kit, right, that one I remember we would be using very simple materials but it was quite effective in terms of getting the concepts, but over the years I think over the years starting around 1998 then we started to see the waning away of these materials because of the life span there was no replacement of that material to the extent that right now there is nothing called a science kit the students, ehh, I taught in 1983 in 1984 my first graduates; Form 4 'O' level 1984 I remember they really enjoyed there science, it was in the countryside, but it was enjoyable because there was a lot of experiments that were going on. A lot of excitement you know, the things that were happening then it was proved by the pass rate. The students who had passed so now we have seen a deterioration, a real deterioration to the extent, as I have said some schools have nothing, they don't have anything in terms of equipment; I am talking about science now concerning other areas also I have noticed it has recently improved as a result of the UNICEF, intervention as a general improvement because all subject areas are now catered for. There was a time when there was one book for 30, 20 people in a class so where are we now; can I say things are improving after having a nose dive things are now seeming to be coming up in terms of supply of books, but in terms of equipment and materials I think we are still at a low point.

I - What do you think should be done to maintain or sustain a successful school?

Discipline  
Motivation  
Shared vision and  
ownership  
Exemplary teachers  
and leadership

1A – A successful school first, what should be done, I think for a school to be successful, ehh, all efforts by, probably, the leadership of the school must be made to make sure, right, to have the right the discipline in the student and the motivation and also the motivation of the teacher, right, there are many ways besides money, monetary, you know, ehhh, motivation, we can also have other forms of motivation. So I think to improve schools you need the teachers to feel that they are part of the school I think that is the most important thing and also the students should be proud of their school and the relationship between the teachers and the students is one of the guides and people who being guided and the guide naturally must be exemplary.

I - So you mention maybe one example on the other forms of motivation; do you have any other?

Feel valued –  
acknowledging  
teachers' efforts  
Incentives  
Sensitivity to  
teachers' needs

1A - I looking at a situation where appreciation-, when there is appreciation-, verbal appreciation is quite a lot apart from that you can talk of accommodation and like also here they make sure that at ten o'clock [am] teachers, they are supplied with tea; at lunch hour they are provided with food, such things I think it is very important, just being sensitive to the needs of the individual, accommodation is one of them [laughs].

I – Thank you so much. This is one is on resources and working environment, I think you have talked about it; I might skip it-you can add on to it; what factors affect the way you operate or perform your duties, apart from resources? You mentioned resources.

1A – Apart from resources, ehh, can you come again with that question.

I – It was- what factors affect the way you operate or perform duties at your school? I might just remind you talked about appreciation, you talked about resources and many other things, is there anything else or in summary.

Relationships  
A sense of  
belonging

1A – Human relations, they are very important; because when people are new people just come together; they live together as brothers and sister rather than looking down at each other or feeling that they belong, they don't belong, they are new, they are old or something like that, you know, human relations.

I – So also looking at working environment, which is in relations-let us go to the next one-, to what extent are you involved in decision making processes at your school?

Involvement in  
decision-making on  
matters to do with  
resources

1A – Aahh, as an HoD, yaa, it's quite large, ehh, it's quite some extent; I don't know whether to call it to a large extent, yes; because why I am saying that is when I came here there was very little equipment, because the lab was not properly equipped, but when I said what I needed I got it with a bit of negotiation, but at the end of the of day you find we have ordered some equipment that was not ordered before or that was deemed too expensive.

I – Thank you so much on that one. The next one is on level of accountability and commitment I think we have touched here and there, but this one is becoming quite specific. Please comment on the system to monitor students' progress, teachers' progress and heads of school's progress at your school.

Monitoring –clear  
on the teachers' side  
Difficulty in keeping  
up and maintaining  
the standards  
Effects on quality  
and effectiveness  
A sense of  
compromised  
education system

1A – I don't know about the heads of school and probably who monitors them, but I know with teachers it is quite reasonable. We are informed in advance that we are going to do observations, ehh, books are asked for, because on Friday he was asking for books, a sample of books from every teacher. Subject teachers submit some books for just assessment. Ehhh, students' progress, well, these are departmental requirements. The department has got its requirements where the students are expected to meet those standards, right. However the monitoring to what extent to tell truthfully, there are times when things are left; there is laxity here and there, where there is no real follow-up, you see. The standards are set, but

then following them up, a number of factors probably militate against the falling through of these standards.

Monitoring and accountability

I – So you said you do not know much about the heads, heads of school accountability

1A – Yes [no], I don't know, but I think they are answerable to the board of education probably the board of the mission school because it is a faith school so they should-, I think they have an input, they have got their own education board. I am told the auditors come to check on them, ya.

I – Now moving on to another part; what can you say about comments made about that suggest that 'O' level graduands or school leavers do not meet the quality required by industry?

Schools providing the basics  
Industry takes over from their

1A - Now what can I say, what word can I use; it's correct, that comment seems to be drawn from the fact that the-; truly most of our graduates or graduands can get into industry and get trained, apparently showing that the education system itself is not equipping them, clearly, to be immediately functional. In as far as they are trained to be receptive of the basics that they need more knowledge from the very industries, they do help in terms of preparing the student to be a receptacle of whatever information that they need, but not to make them skilled when they get into industry. I think that comment, it seems is quite true.

I - So what role should industry do [take] to address that? Who should address that?

Responsibility  
Commitment to prepare students for the development of a nation  
Links between schools and industry  
A sense of a lack of collaboration

1A – Right, who should address that, I think, since within a country such as ours, the Ministry of education is set up to prepare citizens, right, for the development I believe of their nation and the industries themselves are a result of the development of a particular nation. So I think the industry should be some kind of feedback into the education system, right. There should be a link where the industry should plough in [and identifying its or] these requirements, so that they are produced so that it benefits, but as it is there seems to be a cut-off there is a lack of-, a state or a vacuum a gap, I don't know, a gap. Because when a student leaves school, there have to-, there is this gap somehow. They have to be helped to jump onto the next steps, the industry step, you see. If they don't, that is why probably we do not have students establishing their own industry, thereby creating employment to the nation. They wait to be sort of pulled across by industry because there is no continuity in terms of skills.

I – You mentioned earlier you were starting practical subjects, was that your aim?

Application of knowledge  
Links between schools and community-see relevance of acquired skills  
Relevant non-academic practical curricula

1A - Yes the idea was-, you see when-, the very first school which I headed, I started as a deputy head in some secondary school in X [named rural area]. When I left to start to head my own school I started to exercise my own mental capacities. So when I got there, I looked around the community, so you could see there was no real link between the community and the school. So what does the school do that benefits the community? These people are coming from the community they get to the school, 'processed' by the school, send back to the community and then improve that particular community. That was my purpose. The first practical subject was building because when I looked around there were no-, not even blair toilets, nothing, in the vicinity of the school. If these people go back and build, and they did. So this is the kind of thing were the idea is secondary schools produce graduates who can improve, right, it might be the industrial community or their residential community, whatever. They need to be people who are relevant and they are the leaders in terms of taking their people a step further and not to just go there to sink and disappear, only to be rescued. Oh, my brother is a manager at a certain industry; what have you done at 'O' level, you can bring your papers and then they are forced to fit into that. It might take much longer to train because it is not down to the industry itself. When you look at things like nepotism, you

see. That is when it becomes detrimental because the people who are taken there, they are just taken there because they know someone.

I – Now one last comment from me. Looking at the industry, do you think they should do what you were doing at your school, the industry itself?

More input from  
industry required

1A – Yes, I think so. I think the industry itself must have a lot of-, must not necessarily train the people, but coming in. Their input must be felt more than it is right now and I think they must be given enough platform within the education system to determine or to decide the sort of skills that must be parted, the requisite skills. I think they must be given a platform, as it is I don't think they are.

I – Thank you so much. Thank you very much for participating in the interview. I think you got a vast amount of experienced as well and I think from what you said, you gained a lot from what you achieved throughout your career, thank you very much.

1A – My pleasure

## Appendix C.4-Interviews-Teacher 2B School B

Teacher 2B Head of the science department at School B

I – Thank you for taking part in this study that I am carrying out. Have you read the whole purpose of the study?

2B – Ya

I – Thank you first I will start with a personal question, what is your role at this secondary school?

2B – I am a science teacher.

I – I move onto the attitudes, what made you get into secondary school?

Accidental  
/circumstantial  
teacher; life time  
opportunity  
Teaching inferior  
job or low status  
Discontentment –  
monetary benefits  
and incentives

2B – It was just an opportunity that came my way, then I had to grab it, but that is not what I wanted to do in life. I couldn't let it go, but I couldn't let it go.

I – It was circumstantial. What did you want to do?

2B – I wanted something better, something in the medical sector; that is what I wanted to do.

I – So, now looking at the education system and the work here; what frustrates you here?

2B – The incentive issue, our school is a poor school, very poor such that it can't give us anything meaningful.

I – When you say meaningful, what do you mean?

Awareness of the  
inequalities in  
incentives

2B – We are being given \$40 a month, which is not enough whereas some other schools bigger schools with at least \$100 a month, so that discrepancy it frustrates me

I – Moving on to something else, please comment on the current state of your school and move on to the bigger picture of the education system.

A sense of poor  
leadership  
A sense of a lack  
of commitment or  
dedication and  
accountability

2B – Our school has got one weakness, which is administrative, such that only those with a calling are the ones who concentrate on their work. That is the problem so far. However, the working conditions are quite good because of the weakness it makes because there is minimum supervision.

I – And you mentioned the leadership [administration/supervision], so it appears you prefer that relaxed atmosphere

Demotivated-poor  
salaries  
Justification for  
any deficiencies  
on the job  
Sense of  
compromised  
system emerging

2B – Yeh, because of the little salary, remuneration, because you do not work under pressure.

I – So, what strategies are there in school to improve the school itself in terms of students, teachers, leadership?

2B – They are trying to improve the infrastructure, there is provision of textbooks, they are trying to improve the infrastructure by painting the school, trying to, yes some little developments trying to improve.

A sense of poor  
infrastructure

I – And moving on to something on standards and quality of the school, how do you describe a successful school?

Resources  
Motivation  
Accountability

2B - Successful school; firstly, enough resources, secondly, a teacher should be motivated to work to their fullest, then there should be maximum supervision to ensure that the goals are achieved and the objectives

I – And how will you describe a successful student?

Achievement  
Citizenship

2B – A student who can explain that learning has taken place and achieved high results and also besides the academics, in terms of character should be of good personality because learning involves a number of things; it is not only about academic. It is about nurturing a pupil to be a citizen.

I – And a successful teacher?

Passion and motivated	<p>2B – A successful teacher, should <u>have passion as well</u>, should work not because you want to be paid but because you want to see your pupils making it.</p> <p>I – And a successful leader in the school?</p>
Effective leadership and achievement	<p>2B - A leader should ensure that the goals and objectives of the ministry as well as the school are achieved.</p> <p>I – Do you know some of the goals of the ministry and the school that you can state?</p>
Desirable products Beneficial to the country	<p>2B – Our goals, first of all we need to-, we <u>used to produce better citizens</u> because we are the ones who produce the leaders of tomorrow and they can be <u>useful</u> students. They have to be useful so that our country will <u>benefit economically</u> and <u>socially</u> and whatever. We are the ones who should nurture them.</p> <p>I – I think you have mentioned a bit about where your school is, from what you have just said what can your school is?</p>
Low pass rate School losing appeal or popularity Effects on school size	<p>2B – Its quite-, in terms of the pass rate <u>the pass rate is quite low</u>, two, because of <u>those weaknesses we have experienced a lot of pupils are transferring to other schools</u> such that it has become a small school. Because of those weaknesses it has become a very <u>very small school</u> because when I came here, about seven years ago, it was a big school but right now it is a very very small school.</p> <p>I – So you mentioned and improvement how you as a school sustain and maintain those improvement those improvements</p>
Minor improvements	<p>2B – The <u>improvements are quite minor</u> that the even do any change to current situation because they are minor <u>just like painting</u> the building what has that got to do with what is happening inside; the improvements <u>are not that significant</u>.</p> <p>I – So you think that they [improvements] should be more?</p>
A need for effective leadership Marketing strategy to attract students	<p>2B – Yah, the <u>major improvement should be that of the administration part</u> of it. That would-, <u>will bring much impact</u>. We need <u>pupils to come back</u>. There is need <u>for the marketing of our school</u>. The reputation is just going to the drain. So there is need of the improvements.</p> <p>I - You have already talked about resources, but besides resources and remuneration what else influences the way you operate in the school?</p>
Very critical of the leadership style	<p>2B - The way we operate, we enjoy what we are doing because there is this, aahh, <u>the laissez-faire that we have [here] laissez-faire that we have, you know, there is a lot of freedom</u>.</p> <p>I – To what extent are you involved in decision making processes?</p>
Participation in decision-making Ineffective leadership	<p>2B – Ya, I am <u>quite involved</u> a lot besides being the head of department (HOD), when things are wrong, because of those weaknesses, I am one of those people who is <u>called to iron out things</u> because <u>people who are up there [referring to the school leadership] are quite weak</u>. So there are times when things are not well, <u>especially hostile parents</u> when they come, they <u>can't manage them</u>, so at times I am involved. At times I am even <u>consulted for advice on crucial matters</u> even though I am <u>not part of the admin</u>, but there are times when I am just called.</p> <p>I – So, won't you consider this as an opportunity to go into admin [leadership]</p>
No leadership aspirations, but willing to participate	<p>2B - I am <u>too junior</u>, those who are up there are my seniors. They have been here for a long time, but whenever there is an opportunity I am <u>always called in</u>, especially when one of them goes on leave. Those who <u>go on leave, they always opt for me</u>, but I am still a junior, those up there are my seniors.</p> <p>I – What I am trying to say is for you to move from here [this school] to another place.</p>

Prefer other roles  
e.g. lecturer  
clear sense of  
career direction

2B – I don't like to do that me. I don't like it. I prefer to be-, to specialise in an area and become a lecturer. I don't want to be an administrator [referring to school leadership].

I – So you have a goal?

2B – Ya, that is what I want.

I – Please comment on the system to monitor students' progress, teachers' progress and school leaders' progress.

2B – At our school?

I – Yes at your school

2B - The monitoring of pupils of course it is done, however the problem that we have here is because most of the pupils that we enrol they would have failed their grade seven, because most of them, they would have failed we don't have better students in terms of quality. When we talk of the grade, most of the students that we enrol would have failed the grade seven. Three quarters of them we know they will fail definitely.

I – What is the school doing about it to make sure that the school enrolls better students who pass?

2B – The school cannot do anything because we take what is there. If someone passes at lower primary or elementary school; those who pass are said to go to better schools or town and those ones which parents know they can't achieve anything; those are the ones who are put to our school, so you can't do much. However, regardless of those obstacles, we have managed to make pupils to pass, they maybe 4 or 5, which is quite a lot because we will be changing 20 units into an a B; 20 units into an A.

I – So in your case, what is the most significant contribution that you have made in teaching or at this school?

2B – Yaa, since I got into the field I have not produced a zero percent pass rate; yaa, I have done a lot of counselling to pupils and even to other workmates I have done quite a lot in my department because currently I have opted to teach mathematics because there was a crisis because there was no maths teacher, but I volunteered because of the nature of the degree I am doing. I can't lie before God that I can sit back and watch pupils without a teacher whilst I can assist.

I – What can you say about comments made about the secondary education system that suggest that 'O' level graduands or school-leavers do not meet the quality of industry?

2B –Uhm, if you are to view it from the situation in Zimbabwe, which used to prevail, yes, because some of the pupils; some of the students were half-baked, because of low remuneration, uhhm, a number of economic factors which affected our country, the political situation; it led to producing half-baked [graduands] because even currently right now the teachers that we were producing between 2000 and 2009 they are half-baked they are not professionals most of the time, even their behaviour. Because during that era there wasn't anyone at EO's office, so those people were half-baked.

I – So when you look at that then, can you comment on the monitoring system of such teachers.

2B – The monitoring, yes, they are actually putting some effort. The education officers, inspectors, but however, they [newly trained teachers] are not groomed as professionals they were not nurtured. So there is this wild behaviour that they have so at times. They won't understand what you mean by professionalism because they were not groomed to be one. There is actually a difference between the behaviour of the old teachers and the new teachers, which we recruited during that period because of that.

Monitoring  
Poor calibre of  
students  
Lack of quality

Writing students  
off and forgetting  
it's the teacher's  
responsibility to  
help students to  
achieve. Defeatist  
attitude and  
compromised  
education system  
or incompetence  
A sense of  
achievement

A sense of  
commitment or  
responsibility and  
involvement in the  
life of the school.  
Guilt conscience

Nostalgia and a  
reference point to  
compare and  
contrast  
Teacher attitudes-  
justification for  
ineffective teaching  
Compromised  
education-concerns  
over products of  
the education  
system.  
Lack of effective  
monitoring and  
accountability

Effects of  
economic and  
political situation  
on teacher  
professionalism

Frustrations:  
Inequalities  
between rural  
teachers and other  
teachers  
Poor welfare  
Lack of motivation  
Frustrations:  
Inequalities  
Do away with  
incentives and get  
paid enough by  
government

I – Ok. You can make any comment you want to make; any comment you want to make about your school or about the system?

2B – Ya, there is need of equal-, the issue of incentives has produced much difference between the teachers; the urban teacher, the boarding teacher; they are so different from us. We live different lives.

They would be working on \$US800 every month, whilst we are on very little. ‘Saka’ [so] that discrepancy, the rural pupils, it has affected the pupils as well because there is no motivation. The rural teacher is not motivated at all, whilst the urban teacher, they are enjoying. Everyday they will be making money. It’s either they having or teaching extra lessons, they are getting incentives whilst for us we can’t do extra lessons after work because the [rural] parents can’t afford; saka [so] that is a serious problem and government should [address] make sure that they pay teachers and remove incentive issue.

I – Thank you so much. To sum up I think it goes back to the way the teacher is remunerated and then motivation comes from within. I think you also mentioned passion as well

2B – Yaa

I – Thank you so much for taking part.

## Appendix C.5-Interviews-Teacher 1C School C

### Teacher 1C –a science classroom at School C

I - Thank you for agreeing to take part in the study. I think you have read the whole purpose of the interview or study?

1C – Yes I did.

I – Thank you very much. So I will just start off with a personal question. What is your role at this secondary school?

1C – I am just a teacher.

I – Which subject?

1C – Science.

I – Science.

1C - Teaching science up to ‘O’ level.

I – Now looking at your views into teaching; what made you get into secondary school education?

Attracted by the working conditions

1C – I just admired the then prevailing [working] conditions, by then when I joined the profession in 19XX, uhh, (interruption - kwanzi ndinoda kubuda [a request to meet the headmaster who wanted to go somewhere])

I – [after meeting the headmaster] We just carry on now. I was asking what made you get into teaching; I think you said you admired the prevailing conditions.

1C – It was lucrative then when I joined the profession.

I- uhhm, And do you still feel the same?

1C – No.

I – No. Why?

Aware of declined standards and that of the working environment

1C – The standards have gone down, the remuneration and also the teaching environment is no longer as conducive as it used to be.

I – And apart from-, that is ok; can you just tell me or what you consider as your most significant or important contribution at this school and somewhere else you have taught.

Varied experience in education Resilient- coped through tough times Poor resources

1C – Yaa I am [have] gone through the ranks so far being a teacher, being a simple teacher, been an HoD, a senior teacher. I have also acted as a head and I believe that is has contributed immensely in the education system, I have-, I think I am a very ardent contributor to the education system as it were but it was a tough time. The resources the resources were meagre if I may say that, but [are] we still thriving through.

I – So when you say you contributed a lot what exactly; give me an example of contributions.

A sense of achievement-pass rate Involved in the life of the school e.g. non-academic

1C – I can give you an example, when I was teaching in the rural areas I managed to increase the pass rate in my science and my non/other specialist subject which is geography, which was commendable. I was also once a trainer and I, behind me I have got ten students who at one time were participating in international sporting activities from the rural areas, in athletics.

I – We move on to another question; what frustrates you in your job besides remuneration?

Concerns- frustrations: inadequate resources, large class sizes

1C – Aahh resources; it is just inadequate and also the sizes of the classes, they are too big, you see yourself teaching up to 60 students. That is too big a class. I would be appreciative where we have maybe a class that is about 30 to 40. That will make it easier to teach.

I – That again links to resources that you mentioned.

Concerns-  
underfunding  
Overstretched  
teacher-in large  
class sizes

1C – Again resources, we see that when we have plenty of students in class you tend to fragment the resources, such that, you discover that resources are becoming inadequate when you try to provide the best you can. You as a teacher you are a resource that is divided among the 60 students in a class. That is inadequate human resource if I may say and also the availability of the materials and resources in the education system is underfunded.

I – Looking at the state of the schools, I think you already mentioned resourcing and yah mostly resourcing, can you please comment on the current state of the school, this school and also in general.

Changes –observed  
and experienced  
changes  
School had a high  
status  
Deterioration of  
school  
Underfunding  
Accountability  
required

1C – Ok, I am privileged to be an old boy in this school, I understand to be what it is to be a student in the school and I also understand what it is to be a teacher in the school and (interruption); so I was saying as an old boy this school used to be a beacon of the city, it used to be ehh more like a tourist attraction, ...but as of now things have changed. It has deteriorated. The infrastructure, like, for example, I teach science; you get to the lab; there is no gas that is needed for the experiments to be done. You also find a lot of things have been broken and they are not being replaced because of the of the [shortages of] resources. That is why I say the resources are being underfunded. I might not [be sure], but somewhere, somehow, someone should be responsible for the [provision of resources]

I – Now looking at what you have said; you say someone should be responsible, as a school here; what strategies do you think should be implemented to make sure the school is going to improve?

Dependent on fees  
for funding and  
collaboration with  
parents

1C – Yaa, as a school sometimes we tend to look towards the parents for the payment of school fees and so forth, but that is not adequate and so forth. This is a big institution. It needs some external funding of some sort for it to be sustainable, but then those external funds are not available. We are trying by all means to mobilise the parents so that we can be able to, but when it comes to external funds of some sort in Zimbabwe it is just dry.

I – Looking at the standards and quality of the school can you please describe a successful school should be like.

R – The standards and ...?

I - Looking at the standards and quality, you may not use those words. I want you to describe a successful school? How do you describe a successful school?

Effective attributes  
of a teacher  
Concerns with  
large class sizes

1C – A successful school is one that has staff that are highly motivated, that wants to work and that has passion for their work. This is when it transcend into the success of the students because a highly motivated teacher will teach very well or will actually communicate very well with his students as it were and this increases the pass rate of the students and you also discover that if the teacher is happy, the students are also happy, as it were and the parents are also happy. Right, the other factor that also helps in a highly successful school is the one that I have mentioned about pupil teacher ratio. In fact in itself, when the class is very large it is very demotivating, but when we have an acceptable teacher pupil ratio you discover that the teacher becomes highly motivated again and he or she is adequate as to his/her teaching profession.

I – One thing you have been talking about...1C carried on

Facilities, resources  
and learning  
environment  
Teacher motivation

1C – ...and also the infrastructure also should be conducive, infrastructure and resource provision and if you are adequately provided with resources. So the apex, this success of the school is in the motivation of the personnel. [If the] personnel are motivated everything is fine.

I – And, also, the same for students; how will you describe a successful student?

Motivation  
Education lost its  
meaning

1C – A successful student, I will describe a successful student in the same ways as I described the teacher; [successful student] is motivated- has the attitude of achievement. Sometimes you find students who have lost [hope]; they no longer have that passion for being educated. Maybe when they try to [look] far [–farther –ahead in life after school] they see nothing. When we had cut our visions, we were seeing successful doctors, engineers in the far reaching end, but now our students are not seeing that. We have a lot of successful students loitering around the streets and that is demotivating on the part of the student. So a highly successful student is one who is highly motivated to achieve much.

I – When you say you have seen successful students who are loitering around can you please clarify what you mean by successful?

Academic  
achievements

1C – I mean they have been successful academically.

I – Academically

1C – But then they would have been absorbed by the system making that success.

I – Thank you. Coming to the same thing again how can you describe successful leaders? How will you describe a successful leader in a school?

1C – A successful leader is one who mobilises, ahh, resources for his subordinates, he provides for his subordinates, adequate resources, and one on the most that I will say is motivation, it is a resource. If you adequately motivate your staff, then you are a successful leader. If you adequately provide resources to your subordinates, then you are a successful leader.

Attributes of a  
school leader:  
provision of  
resources and  
motivational

I – Moving on now; from what you have said now, where are you now?

R – You mean I for one?

I – Yaa, as a teacher, your students, your school and your school leaders (interruption-some more teachers coming for the questionnaires).

Motivating  
students  
Reach a point of  
giving up  
A sense of  
cognitive  
dissonance  
Subdued  
Conscients  
A sense of  
commitment

1C – What I can say myself, I have tried my best, under trying situations. Tried to motivate students, tried my best to support my subordinates. I am happy about my performance, but ahh sometimes there are times when you feel that you are over using yourself; as I said the classes are too big and sometimes you end up ahh being demotivated to work, but there are sometimes when you wake up; I think I am forgetting; then [I] start to teacher over again.

I – Exactly

1C – I have tried.

Uncertainty  
Contemplating  
leaving

I - The passion is there.

1C – The passion is still there, but I don't know, two to three years, because things are hard.

I – What about the school compared to the successes you mentioned earlier? Where do you think [you are] as a school; where is School C?

A sense of  
deteriorated school  
or education  
Poorly resourced  
Ineffective  
teaching

1C – The school is trying, it was shattered especially around the years 2007, 2008, 2009 when teachers were skipping out of the country to the diaspora. We are trying, but under trying times, anywhere when we are being inadequately provided for, but we are trying. In fact our teaching has become more of mouth teaching than practical teaching, but with that we are trying.

A sense of  
underachievement  
and compromised  
education system  
Subdued  
achievement  
Some effort and a  
sense of  
commitment

I – And the students themselves, how do you find them, being a single gender school how are they performing?

R – Yahh being...School C, where people have a never die spirit; the students themselves are trying their part. Yes there was a time when we almost had zero performance because the education system had

almost gone to the dogs, but with the effort that the staff members are putting right now, the students are taking a leaf out of that effort.

I – Thank you for that before I move on to the next one so its looking at this again; what you have said about the resources, motivation, remuneration, besides all those other things how else can you make sure you maintain or sustain all these successes that you mentioned in school? You said you tried by all means under those conditions; really dire, those dire conditions, near zero resources; how can you now sustain that success and improvement you have been talking about?

A sense of hope keeping teachers going

1C – We just hope one day everything will be fine; that [we] will push through, that can push us. We just have to hope for better, a brighter day one day in the future and that is what is pushing us through.

I – It is that which is there

1C – Uuhm

I – Thank you; uhum, you have talked a lot about resources, remuneration and class sizes; is there anything else apart from resources, remuneration and class sizes or something else that affect the way you operate?

Major concerns and frustrations: remuneration, resources, class sizes

1C – Haa, I don't think there is anything else apart from that.

I – To what extent are you involved in the decision making in the school?

1C – Aahh, being just a teacher who doesn't have any other responsibility except for standing in front of the students as a classroom practitioner, I am not very much involved in the administration of the school.

I – Eehh if you make request [for resources] are they honoured?

Taking a realistic position or environment Subdued

1C – Sometimes they are, sometimes they are not, you may, that is understandable. The other factors that I have mentioned about resources, if it is not there it is not there. You have to understand the kind of environment you are operating under.

I – And now on the next one, please comment on the student progress, the teachers and also school leaders progress in the school.

Poor implementation of initiatives

1C– Right, I believe the system is quite ok, but the implementation; the system is planned, but the implementation is what is lacking?

I – How is it lacking?

1C – Zimbabwe or should I say my country is very good at drafting policies, which are never well implemented. Like the system makes a lot of follow-ups as to gauge success with the system. Like, for example, if I were to take the lowest level; how to measure the pupil success; ehh, I feel it has been solely left out to the teacher, to see how the student is performing, when it could have been made the responsibility of the whole system, the teacher, the administration, the parents and also the whole education system. So; but, the policy is supposed to be the responsibility whole system, but at the end of the day resources are inadequate and the system is not implemented. You see variation if you compare

Lack of collaboration Inconsistency in assessments and monitoring

Lack of supervision Impact on accountability

two schools; one school, students are just writing revision tests within a term and another school a teacher is just having one revision test. So you discover that there is something that is lacking. There is lack of supervision within the system and yet the system calls for a lot of supervision.

I – Will it be down to the school to what they need to do? or...[1C interjected]

1C – The school what they need to do

I – The school

1C – The higher level above the school should be

I – So, where do you think there is a break down?

1C – At all levels.

I – At all levels.

Subdued teacher  
A sense of  
discontentment-  
giving up  
A sense of  
compromised  
education system –  
negative attitude

1C – The people are demotivated. In Shona we say, ndinofirei (In Shona- a Zimbabwean vernacular language- we say, why bother or see no point in doing something)

I – Ndinofireyi (why bother) (laughter) ok, so does that apply to the teachers and then to the school leaders? Does that apply to school heads? Does that apply across?

1C – It applies across, at every level; teachers, heads almost everyone is demotivated. It only calls for someone who still has the passion.

I - What can you say about comments that suggest that ‘O’ level school leavers or graduands do not meet the quality required by industry. Here, when I say industry, it could be colleges, eh, Form six [those proceeding to ‘A’ level] or anyone who ones to engage/take any ‘O’ levels or the job market.

Failure to meet  
quality required in  
industry  
Exam oriented  
curricula  
Talk show  
Lack of exposure  
and links between  
theory and practical  
aspects of learning

1C – I do agree. They don’t really meet the quality. I agree. Why? If you look maybe it’s the system, which is exam oriented. Teachers are teaching for pupils to pass exams, not to fit into the world. There are some other subjects, which you can leave all other things and teach materials towards exams and such a student will come up with an A grade at the end of this teaching process, but when that student gets to the world he is not prepared because he was taught for the exam. That is the reason why I have said our teaching is becoming to be a talk show. The teacher, for example, I teach science I want a situation where I take my students to Sable chemical industry so that they really see what exactly is happening, and we also look at the economics as it stand. I might want to take my students to Mutare Board and Paper Mills; there is no Mutare Board and Paper Mills where we used to produce our paper and so in other ways we are teaching in a situation ( interruption- were we do not have [the industry]; it is not around). I was saying the reason why teaching has become a talk show is because we hardly visit anywhere that is functional, where students appreciate that this is related to [or] in this industry. So, the blame should go to both sides. The school has become a talk show, why? Because the industry is non-functional. So this student is taught and is just taught verbally and he goes away, when he goes into industry he is going to start a new industry [area of speciality]; starting in something new.

I – ok thank so much. Thank you very much. I think it was insightful.

1C – It’s ok.

I – Thank you

## Appendix C.6-Interviews-Teacher 6D School D

### Teacher 6D –Deputy Headmaster and computer studies teacher at School D

I – Ok. Thank you for taking part in this study and I can say after looking at the information sheet I can say you understood the purpose of the study.

6D – Yee, I do. I think I do, though maybe, ehh, some clarification on the second part; the effectiveness of the schools and services.

I – It is for the effectiveness of teaching. We are looking at the success, the outputs; those people who are coming out of the system, whether we are meeting the needs of the country, when they come out wherever they are going; their destinations, wherever. Also whether the parents are also happy and also the students; the whole [education] system and the teachers; it will become clearer as we go through.

6D – I think I understand.

I - I shall start with a simple, personal question; what is your role at this school?

Emphasis on teaching  
Leadership role: organisation and operations of school

6D – Well I can say my role first and foremost is to teach, to teach assigned classes, ehh, but there is more to teaching than just to (interruption ) so besides that I am also part of the administration so I do admin work; ahh, so I help in the running of the school.

I – Running of the school

6D – Yes

I- You mentioned you teach, which subject do you teach?

6D – I am teaching computer studies.

I – At what level

6D - Ahh we have just started. We are just starting. We started last year but one, but we are offering appreciation [familiarisation and some experience] to ‘A’ level students. Only then we decided it should be turned into an examinable subject. We started with Form ones, now we have Form ones and Form twos who are part of that project.

I – What made you get into secondary school education or just education?

Accidental teacher

6D – ahh ehhh (interruption) the-, I am sure, to go back a bit; so the time that we grew up was during the war time and there were very few opportunities for us Africans then. I would have wanted to do something different. In fact, initially, I didn’t think I will go into teaching. I wanted to do an apprenticeship in one of the areas, particularly something to do with electricity, but the condition was if you were successful with your application, first you have to go under military training and then national service for six months. So I had two options. I got an apprenticeship position where I had go under military training and then I also got an offer at [a named] Teachers college. If you opted for the later, for teaching, there was no military training, that is why I took teaching.

I – So, you were forced.

Developed a passion for teaching

6D – In a way, yes, although maybe I did not know it was my calling. I later enjoyed teaching as I am still doing now.

I – And since you entered the teaching profession, what would you was your most significant contribution to teaching?

6D – Ahh, it is difficult to say the most significant contribution and cite probably a single achievement or so, but I can say when you are a teacher you always want to measure yourself; how effective you are in

terms of assisting the students in passing so I will say my high point was when I recorded a 100% pass rate at 'O' level. That was an achievement that was recognised by the school.

Identified the significance of a teacher's effectiveness to teach students to pass; recognition-pride-satisfaction

I – Which subject was it?

6D – That was woodwork, which I was teaching. So that was a great achievement for me.

I – Anything else, which has [nothing] to do with academics, anything else, you are in the admin now, could there be anything else?

6D – Yes, as part of the administration I participated in the establishing of 'A' level, which has been on the cards for quite a long time, but eventually we did. It was a small team of administrators [school leadership] and the parents teachers association (PTA). Then we worked flat out as a team to make sure that the dream was realised, and I am happy that I was part of that. Ehh, 20XX we had our first intake of 'A' level students. Since then we have not looked back. It has been a success story all the way.

Achievement  
Collaboration  
Progress  
Success

I – What frustrates you in this job?

6D – There a number of things, ahh, on the part of our employer, it is the conditions of service, in particular salaries. Ahhha, they have not been in keeping with, ahhh, the standard of living that's expected of a person in the teaching profession. Generally, the salaries have been low quite low and, ehh, I am sure you are aware of the politics of the country. People go to rallies and they castigate teachers for no other reason so that, you know, it is; ehh, has been a frustration and also the lack of resources across the board because of low capital or low fees are charged to parents. Ahh, the reason being that we take a realistic position; say if you charge fees, you can charge high fees, but will the parents be able to pay? So you have to be realistic and then charge realistic fees, but by so doing sometimes you don't achieve your targets and if you are an HoD [head of department] and you want things to move to a certain level, that can be quite frustrating and yet probably one of the most frustrating things that I have experienced. You go with some requests and they are not met. You get; say get these things here, I should be able to move from this point here to the next high point. Often it is not that case and also in the past we didn't have properly streamlined account systems, such that, you will say the budget of the department [was fulfilled]. To say kids are being charged \$5 per subject; I have so many in terms of my budget; is this [too] much; you will just be told that there is no money, things are changing. So such things are frustrating.

Poor teacher welfare  
Victimised  
Poor resources and funding  
Considerate-on fees  
Lack of funding

I – You mentioned the employer, is this a faith school? Are you employed by the church?

6D – In this country, whether you are in church, council school, your employer is the same; the public service commission, except some private schools like [a named private school] some of the teachers are paid directly by the school, but they are very few. Most teachers are employed by the public service commission. So all teachers are employed by the public service commission; know it is difficult, it is like we have two employers. The responsible authority as well as the public services commission and it is true both can fire you. And if the case is serious you can be fired from the system because of their recommendation.

Government employees with low salaries

I – Thank you for the clarification

6D – ok

I - You have mentioned a bit about the school, can you comment on the current state of the school?

6D – Let me say that to begin with I am very proud to be in this school. In some instances, I have been given; offered some elevated positions, but I have declined in order to remain here. You know the school was started in 19XX and ever since it, ehh, it has been doing very well and I have been part of that

Sense of pride and achievement  
Attached to the school  
High pass rate attributed to discipline  
Progressive school  
Competitive

success and quite proud of it. So far at both ‘O’ and ‘A’ level in XPlace [name withheld] this [Y-name withheld] distract; let me begin with ‘A’ level, ‘O’ level, first, we have been on pole position, number one in terms of our pass rate. The reasoning being that we have very good discipline, maybe assisted by our values as a church institution, but really that is our corner stone of our success. So everybody envies us here at School D. I am sure you have seen around; yes, so the school is doing quite well and I am quite happy to be here and things are, you know, brightening up because our trend is showing an upward trend in our pass rate to the extent that the ministry has just realised how well we are doing and they have decided to confer on us an award. That is why there is so much activity outside because of our achievements; in recognition for this achievement. So the school is doing well; so even at ‘A’ level we don’t compete with day schools most people in the country do not know about us. So we compete with the likes of [a number of named high performing schools]. So, these are the brand names in education.

Rural schools appear to have more challenges  
The peak of the economic troubles-2007/2008  
No learning  
Small turnover – teachers leaving  
Responded fast to situation and replaced teachers  
Good infrastructure compared to other schools  
Poor welfare of rural school teachers  
Sense of a subdued teacher and helplessness  
High pass rate compared to the national average

I – What about the entire system?

6D – The education system; I am not well versed to give a general comment of what is happening because, ehh, I have not been travelling out in the rural areas there. That is where they have so many challenges. The system had almost come to a holt in 2007, 2008, at the height of that confusion. There was no learning taking place even here we learn for about two terms, but we were lucky as a staff, there was no turnover; people going outside out of the country. We lost about, on the whole about four teachers, but who were quickly replaced because being [...] school, doing well the problem was on the incentive to get teachers back into the classes. We acted quickly and so we did not have a serious problem like other schools, but out there things are not well. Infrastructure; teachers in the rural areas do not have much. Look, at the end of the month when you look at them, their health, the way they dress, it is pathetic from such a scenario. Unless the welfare of the teachers changes, that situation changes, I can’t see us making headway. Just to give you a picture, the general [average national] pass rate, I think from last year, was it 19 % or 20 % at ‘O’ level, but here it was above 70%. I am just trying to show you the gap, to show you the picture. What are we saying? We should be talking of 80% to say the system is working well.

I – Because you say your school is on the upward trend, so, what strategies do you have to make sure it keeps going and sustain that trend? Do you have strategies?

6D – I will say the first strategy is to create a family like environment for our teachers where we say we are a family and we have team work. It is more than team work that is why I say a family like set-up. It has helped us a lot. I believe we share one vision and we all work towards that. The other thing is we are consistent in our awarding of incentives and at the appointed time and date. We have not varied. Yes, this is a challenge in the country, so in our case we have managed to-, you know, maintain as normal as possible, ehh, we have also tried to keep standards high and to provide as much as we can in terms of resources for both teachers and students. One of the secrets is that in terms of textbook-student ratio for the major subjects we have almost have a student having his or her own copy and for science and technical subjects, one textbook being shared by two students. So we are one of the few schools with that kind of textbook ratio. It is a great help in boosting our pass rate and you are aware now that UNICEF has provided textbooks and I am sure that will improve pass rate in other schools.

I - I am going to ask something simple here whether simple or hard can you please describe a successful school? How will you describe a successful school?

Discipline and achievements  
Keen and cooperative students

6D – Obviously a successful school, is one-, we find that discipline [counts] and it is not just about good results. In some schools that have good results are not successful, if you understand what I mean. That is only one aspect, order and discipline; the way the teachers conduct themselves, the way the students respond to various to the way they participate in class, the way they do their work, even in the absence of teachers, the way they walk to and from the corners of the school; that will give you the picture of the successful school.

I – And how will you describe successful teacher.

Clear success criteria

6D – A successful teacher I am sure is a dedicated teacher. A teacher who has love of the kids, a teacher who is responsive to their needs, to meet, if you meet that criteria you are a successful teacher.

I – And the same for a successful student.

Keen and will to achieve

6D – Ya in the same vain; one who is self-disciplined, one who does work on time and responses to authority positively that and of course one who works hard. That is a successful student.

I – And now coming into your sort of position as a leader, how will you describe successful leader?

Role model-exemplary leader, sensitive  
Committed to the needs of the teachers and students  
Respond to the needs  
Effective ness

6D – (Laughs) A successful leader, eh, again, you need to be exemplary. There is no point in talking about all these things if the leader does not do them himself or herself. You need to be responsive to the needs of both staff and students and respond were there got to meet their needs ehhe, you also need to be sensitive in every way to how you conduct yourself, eh, within and outside the school because they always look up for guidance and even the community looks up to you for guidance so I would say a successful leader should be dedicated, must be hard working you must be effective in whatever you do and you must lead by example.

I – So based on what you have just said where do you think School D is

6D - I think we are there without any doubt

I – You have already mentioned resources and I think the working environment besides resources, environment and discipline what other factors could influence the way you operate in this school

Poor teacher welfare

6D – General welfare it has affected the way we operate we have lost some very good teachers because we do not offer accommodation and if they are not well out there where they stay so that one is a challenging area and you find that some quite a number of teachers are lodgers and they lodge where their students stay and the relationship between lodger and the landlord there you know what it is like in Zimbabwe and you want to teach a kid who is master at home, transport is a challenge at times but it has improved of late but about 2 or 3 years ago it was quite a challenge for teachers; teachers were tired and stressed out before work begins those are some of the things that affected teachers so accommodation is a challenge a critical issue.

I - So you the welfare of the people you work for

6D – Yes

Involved in decision making to a large extent

I - You are in a position to be making decisions it might not necessary be to what extent are you involved in decision making process

6D – To a large extent ah, the major issues, decisions are done at administration level meetings, consultative meeting, regular meetings and so I have been part of decision making machinery. I can't say that I have been left out in crucial decision making processes of the school, but here and there just like in any organisation some decisions are made in your absence. You might feel injured [hurt] that is normal. By and large the major decisions are made; we do that as a team.

I - Can you please comment on the process to monitor student progress

6D – In our school

I – Yes, in your school

Monitoring  
Accountability

6D - What we have, the subject teacher who teaches, we have a document, the minimum amounts of work written work and the quality of the work we expect; every teacher has a copy, right. So, we expect every teacher to abide by that so at the end of every month we have what we call a monthly test, it can be cumulative, for example, say English can have a short test, composition, grammar then these are added up to give us the monthly test result are covered and then we look at these tests now to see how the students is doing whether he or she is making progress or the other way round we encourage the teachers to talk not of those students who will be declining and have some talk with them but if it is serious the school to invite parents and have done that we also have the consultation days. Parents come in to consult with teachers and exchange notes. So, we can also have parents to coming in with issues concerning their children's performance say I am not happy can you tell me what is happen now then we share so and also we teachers send students to the office either here or the headmaster's office junior school students they are send here and senior students are send to the headmaster for a chart were performance if decline

Monitoring and set  
criteria in a  
document  
Expectations of  
teachers/students  
Accountability  
Effectiveness  
Feedback  
Interventions to  
improve on  
progress and  
performance  
Commitment

I – In worst case scenario, what sort of interventions do you have in place?

Collaboration  
And shared  
responsibility  
Sense of  
commitment  
accountability and  
effectiveness

6D - First of all we establish why the student is declining; between the student and the subject teacher the class teacher/home teachers and the administrators be it the 'form councillor' or the deputy head or the head- then we invite the parents; from that position now we discuss with the parents and then we tell the parent our own ehh strategies and then we ask the parents what are you going to do and the parents may ask for our help and then. We share.

I - And how are teachers-, how do you monitor the progress of teachers?

6D – The-

I - The progress of teachers

Monitoring  
Teacher  
performance and  
effectiveness in  
teaching  
Feedback  
Interventions  
Staff development  
Collaboration

6D - We make class visits; we conduct lesson visits or observe and then usually we encourage the use of clinical supervision where we go in, we can just, before we go in tell the teacher maybe a day or two before or we say to the teachers can you invite me or sometimes team work for what you think is your best lesson. Go and prepare. You go and after that we share with the teacher and write reports or we go without prior warning or we tell the teachers we are coming to your lesson tomorrow. Approaches vary, but we have said in this school we want to use of clinical supervision, which is developmental growth oriented on the part of the teacher. So that it is particularly diagnostic because we want to establish the weaknesses as well as to recognise the strength and we highlight both and then the teacher we agree next time maybe these ones should be a thing of the past so now we are working at a high level and were the teacher now continues to perform poorly or below expectation we invite the teachers the HOD a member of the admin to establish were the problem lies and also to advise the teacher because we also have external supervisors from the ministry and they want to look at those reports staff development strategies that we will have done or have used so those are the things we do.

I - So do you have external or internal development

Monitoring and  
assessment from  
education officers  
and church  
authorities  
In-service training  
Continuous  
professional  
development

6D – It is both education officers who come and they conduct their own supervision hold seminars they hold they can also invite the teachers for seminars where they are in-service

I – How are about the leadership, how is it monitored? The leadership

6D – Leadership like here at the school they are also supervised by inspectors from the ministry as well as our own, eh, responsible authority that is the church we have the secretariat that runs our schools; they also have their own standards they come to inspect and write reports

I – Coming to the last one here it is a comment that what can you say about comments made about secondary school education system that suggest that ‘O’ level school leavers do not meet the quality required by industry

6D – That has been often said and I think is partly I agree with it to a large extent I think like our education system that is my personal view not responding to the needs of industry and society at large because it has largely remained traditional if you get my meaning there we have the new subjects – new things are coming up. Some schools are very slow to respond. You find students coming from a school like this one without computer skills and also we don’t really know what is taking place in industry because there is very little interaction between schools and industry. Industry is doing its own thing and schools our own thing. In the syllabuses there is no cooperation in coming up with syllabi that recognise and take in the needs of industry. It is like our syllabi are centred on the education and we expect our industry to receive these graduates and accept them as they are. You find those youngster, most of them receive a culture shock when they go there because this is what you expect to find and I think by and large this is true. I think there is a need to overhaul our [education] system (interruption) I agree with it.

I – I have been speaking to others who teach practical subjects who have a different view on that.

6D – It is my area, even where you are offering practical subjects, the way that we teach and the syllabus are no longer in tandem with what industry is doing. Some process and machinery there, they are ahead you see. So, it is like a student leaving with a certificate coming from a prehistoric age. I think we need to bridge the gap.

I - Thank for taking part, there are so many issues and things that will be used in the study

6D – I hope so.

I- Thank you so much

6D – You are welcome

Changes and rate of response - Tradition and new technologies Little collaboration between schools and industry

A need to adapt and move with the times

## Appendix C.7-Interviews-Teacher 2E School E

### Teacher 2E - English Head of Department (HoD) at School E

Teacher 2E –HoD (and two other HoD colleagues who made inputs towards the end)

I - (setting up recorder in preparation to start)

2E- Ho, ok matotange? [you have started or have you started?]

I - Hatisati [not yet or we have not started]

2E - The moment you start speaking mwawakuto recorda? (Does recording start the moment you start speaking?).

I – Thank you for accepting to take part in this study. Did you understand the purpose of the interview or study?

2E – ehe, (yes)

I – I will just start with a personal question, what is your role in this secondary school?

2E – HoD (head of department) English language.

I – Do you teach anything else apart from English?

2E – English literature.

Chosen career, (but a bit defensive)  
Wanted to be in the teaching field

I – Ok, what made you enter or get into secondary school education?

2E – (laughs for some time) it was just the love of teaching because when I finished my academic levels, it was that when you had choice I cannot say it was no jobs or whatever, I just like the field the teaching field.

I – Do you still feel the same now?

2E – No.

I – What is the reason?

Teacher welfare  
Reduced incentive money  
Discontentment  
Frustrated

2E - One of them is what we have been discussing. We were supposed to be given \$250 incentive and then, right, the SDA is coming up with a solution. The SDA is saying they want to cut it from \$250 to \$200 and not only that, that is the immediate thing, if you want to look back the economic hardships it has made us, we are now paupers the only thing that maybe we are not happy

I – You are not happy?

2E – We are not happy, ya.

Classroom management issues-indiscipline  
Teacher competences on classroom management  
Other roles-involvement in the life of the schools

I – So, besides the remuneration you have mentioned, what else frustrates you in this job?

2E - The type of pupils that we have now, there is a lot of indiscipline because of technology. It is difficult to discipline [students]. It is so difficult now to impart discipline in the classrooms.

I – And since you joined the profession, what is the most significant thing that you have done or contribution you have made into teaching?

2E - I think counselling of students.

I – Can you please comment on the current state of your school and you can also go into the bigger picture of the education system.

2E – The current situation.

I – Can you please comment on the current state of your school, that is, School E

2E – I can say right now in 2012 things have improved a little better compared to the 2008, 2007 years, ya, with the introduction of the [US] dollar. Even though the money is not all that [much], but at least you look forward and because of that we are now teaching; a bit of motivation like I said. The question was

Motivation  
Some commitment  
Effort to instil discipline, but entirely successful  
Frustrations

'how are you feeling' and I said there has been a lot of frustration and I think we are trying. Things have improved, even in terms of pupils because ahm, ya people are now (laughs), ok, if I want to comment in terms of pupils at least we are now able to instil discipline even though it is not all that-; we are not really succeeding because of the technology, but we are now there for them unlike the previous time [when it was] one man for himself because of the frustration.

I – You referred to technology, in what way is technology affecting discipline?

2E – Things like the facebook. It is changing [students] always on the facebook and in terms of -; since Zimbabwe is zero tolerance to things like homosexuality, pornography, but we see that we are having problems of pupils coming with phones. Even showing each other pornographic pictures.

I – Ok.

2E - You can tell the results of such things.

I – So, comparing your school to the bigger [picture] of the nation, what do you think is happening now or what do you think could be done to improve the situation?

2E – So far we have said no to these mobile phones to pupils and we also tried our best to instil discipline especially to boys. I don't know how to put it-zvematrouser zviyazviya we always make sure they wear their trouser [properly]; put their belts. [We] really asked our prefects to assist us. [zvematrouser zviyazviya-the issue with trousers/pants pulled down very low at the back].

I – Now looking at specific schools or talking about school in general, how do you describe a successful school?

2E – A successful school, it should be one that excels academically and also in terms of discipline.

I – And how will you describe a successful student?

2E – A successful student, the same, a hard working student and normally we have discovered that a hardworking student is an overall student [all-rounder], for an example, we have one boy, he is an athlete, last year [he] obtained [achieved] 8 As and he is the vice head boy and last time I saw him, he is also a footballer; we have such students.

I – Involved in the academic and extra-curricular

2E – Extra curricular

I – And how will you describe a successful teacher?

2E – In terms of what?

I – In general.

2E – Successful being a good teacher

I – A successful teacher

2E - Is that what you [asked]?

I -Could be anything whatever you call a successful teacher.

2E – it is a tricky question I thought my colleague is going to say something

2E HoD –colleague 1- self-motivation, self [starter], initiative; somebody, when they look back at life they end up with an ahha kind of feeling. At the end of the day they get satisfaction from what they are involved in, what they will be doing; satisfaction in teaching. Teachers, the moment they get satisfaction you are successful. It does not matter the [about] remuneration, but ultimately that teacher is successful. They won't be frustrated. They won't have high blood pressure.

I - And how will you describe a successful school leader?

Dealing with some of the problems  
Collaboration with prefects

Emphasis on academic success or achievement and discipline

All-rounder students in both academic and non-academic achievements

Job satisfaction  
A sense of achievement

2E – School leader in terms of the head

I – Yes, school head, but could involve those involved in other leadership roles.

2E – Yeh, I think one who is able to be in full control in terms of both the teachers and students; you walk in where there is total silence; you can see that business is going on. Everyone is where they should be.

Leadership styles – control of the situation-discipline You can tell because the moment you walk in to school you can tell that the teachers are doing what they should be doing; walk up to the grounds or classroom you can tell that nothing is going on and if nothing is going on it is means there is no control, leadership is poor because people cannot have the laissez-faire where there is good leadership.

I - Looking at your benchmark of success in terms of a successful school, students teachers and leaders, where do you think your school is?

2E - Uhhm, right now I think we are almost there. I cannot really say that yes we have reached a point that we have succeeded, but we are trying our level best and we are really proud of our leader, especially the head. People cannot just walk in and do whatever they want to do. Effective learning is taking place.

Progress and effort Happy with school leader Effective leadership Effective learning So I think we are trying.

I – Ok and how does he make sure to ensure teachers are doing their job how does he go about it

2E – Sometimes he takes his time out of his office and he will be moving around getting into the classes asking the pupils: whose subject, which class, which subject, teacher and then from there summon the teacher [ask them] where have you been; what have been doing, what role?

Monitoring Accountability I – You were saying you are almost there, what do you think should be done to maintain or sustain that going until you reach the benchmark.

2E – The most important thing is the remuneration. I don't want to lie to you because no matter how hard leaders can try, the reason is always that we are not motivated and then when someone is not motivated you cannot speak of success, ya, that is like right now, like, we are saying people are already grumbling from \$250, to \$200 you can see that it means whatever is going to happen maybe next term is something but of course if you are hearing promises teachers will be better in terms of remuneration; everything people will always do their best.

Teacher welfare-remuneration Lack of motivation Frustrations Discontentment Require an incentive to do their best I – Besides remuneration, discipline, what other factors influence the way you operate in school?

2E - Aahhh you are saying the way we operate?

I – The way you perform your duties, besides the remuneration and discipline.

2E – I think what my colleague said- motivation.

Lack of motivation Inadequate resources and facilities Infrastructure-hot sitting or double sessions I - Motivation is [could be] linked to remuneration-what [affects the way you] perform your duties?

2E – Hot sitting situation

I – So you brought in the issue of resources and working environment so what thing do you want then and specific things you need?

2E - HoD colleague 2- Not audible... lab, textbooks, transport

I – To what extent are you involved on decision making?

2E – Before I answer or you move on to that, you see this is an office [referring to their small office], we also need computers.

I – To what extent are you involved in decision making?

Involved in decision making 2E – To a greater extent; the three of us [referring to themselves as HoDs]

I - What are your contributions in that process?

	<p>2E – Usually passing decisions, to see how best to be utilised and that is what we are involved in. It is very little.</p>
	<p>I - Can you please comment on the system to monitor student progress in school.</p>
<p>Monitoring and feedback to students Assessment (for learning)</p>	<p>2E – Ok, by <u>recording of marks</u> after each [piece of] work, we record and then if you realise that this one maybe sometimes maybe on a weekly basis the pupil and discuss. We check and look at the marks [if] <u>someone is getting say maybe 20% and then the average of the class is 60% or so we can call the person and discuss the way forward.</u></p>
	<p>I – What forms of interventions do you follow after that discussion? How do you normally intervene?</p>
<p>Interventions Demotivated students</p>	<p>2E – HoD colleague 1 – We <u>give the children extra work</u>, but again to do that, then it will be difficult; because of <u>issues of motivation</u>- but sometimes if the child is willing we can give the child extra working in the form of remedial!</p>
<p>A sense of resistance to PLAP Improvement of teaching and learning Negative and defeatist attitude Work overload Incentive or payment</p>	<p>2E – And then right now <u>there is this thing called PLAP</u> that has been introduced, but of course it is <u>not really getting-, gathering momentum</u> because of the nature of our school. It was to introduce mainly in English and maths were they are saying you are supposed to group those-, the slow ones then you can always have <u>time for remedial work</u>, but because of that some are saying we <u>are not succeeding because it is extra work</u>, say for example, if you are taking a form one class and then when you PLAP them like you say, you find there is one grade 3, two grade 5, 4 grade 6s and 7 grade 7s [pupils] and then the rest are grade 7 [in] third term and maybe one Form one first term and one is lower sixth because we got one who was lower sixth, so <u>you know that is extra work</u>; it means you have to have seven students and seven schemes of work, <u>you know it is not possible</u>, it is just not possible that where you have to <u>plan for all those children</u>. That is why we end up saying the moment you have something like that; <u>you need a bit of motivation especially monetary motivation</u>. Because you are <u>going out of your way to make this child come up to the same level that you are teaching</u>, so we really feel that; it is different from the remedial that we used to, because remedial that we used to do long back we did it with children at the same like, academic level, but now these ones it cannot be remedial because they are really down because of the differences in education that took place because of the issues of the years that <u>the children were not learning</u> because of the devaluation of the dollar and <u>the school system was almost closed for two years</u> so this is the problem that has been brought up. So this is no longer remediation it [is] PLAP, we PLAP them.</p>
<p>Unprofessional, incompetence and failure to recognise the teacher’s responsibility to inclusively teach for learning at every level Lack of commitment Compromised education system</p>	<p>I – Can somebody explain to me what PLAP stands for? What does PLAP stand for?</p> <p>2E – Explain, you are the PLAP teacher [referring to HoD colleague 2]</p> <p>2E - HoD colleague 2 – Why are we PLAPing; One more factor could be that whilst <u>teachers are trying to help pupils to get better</u>; you motivate them, but <u>when they get home they don’t want that, they don’t also compliment efforts by the teacher</u> [inaudible]</p> <p>I – So you are in science; so what levels do you normally come across in science</p> <p>2E - HoD colleague 2 – not PLAPing (noise someone looking for information in books in a desk) so you find that time factor-, and due to the hot sitting <u>you run out of time</u>, the time factor [and] the environment.</p>
<p>An awareness of the importance of PLAP Demotivated students-no effort to engage in independent learning</p>	<p>I – Earlier you mention [interruption] you got it now</p> <p>2E – Performance Lag Address Programme (PLAP)</p> <p>I - Performance Lag Address Programme; So you are looking at the lag?</p>
<p>Time constraint</p>	
<p>Assessment for learning and monitoring of students’ performance Ideal situation reflecting competence and professionalism</p>	

2E – Lag. The programme requires that the teacher establishes the level of performance of each child. The teacher then proceeds with an individualised learning programme going back to the last point of success of each child and systematically closing the achievement gap.

I – So how; I am thinking now how do you establish? How do you establish when they were last successful?

2E – It is a test that they are given and when it's marked and that is when they are graded; to say these are Grade 3, these are Form one, these are Form three

I – so it's a standard test?

2E – Yes it is a standard test.

I – One for all

2E – That standard test is normally used by the school's psychological services to establish the psychological grading of the children in terms of performance

I – Is it like a psychometric test?

2E – Sort of.

I – Ok, I think you have mentioned already about teachers' progress when you mentioned..., maybe I might be wrong.

2E – Yes we did

I - You mentioned something to do with being monitored and the headteacher moving around?

Monitoring  
Accountability  
Feedback

2E – Then there are also HoDs who move around to check [the] teaching process for teachers and things like where the teacher submit both their exercise books and notebooks to the HoD and then the HoD write a critique and comments.

I – So if both of you are all demotivated how does it work? How effective is it?

Motivation  
Commitment and  
accountability  
Opportunities

2E – It works because HoDs are given a small incentive, so it works. They do their work. It's only the teacher that do it, but grudgingly. Because after all they are employed to work so they have to. By the end of the day you still have to do your duty whether motivated or if you don't want then leave the post and give it to others who are willing to take up the post and prepared to work because they are many... at the end of the day it does not matter whether we are motivated or incentivised; we just work because we are employed to work. If you don't want it stay at home.

I – And what about the school leaders themselves, how are they monitored?

Accountability

2E – HoD colleague 1- They are given a small incentive to help them make sure we do our work on the ground, so the hierarch just goes like that. We are able to do our work.

I – Is there any other form of supervision?

Monitoring  
Ineffectiveness

2E – Yes, education officers, they are now called school inspectors; sometimes they come once or twice and if there is a problem, maybe three times.

2E - HoD colleague 1- [If] they hear rumours of war in quotes, they come more than twice at the station [school].

I – Is it an announced visit?

2E – HoD colleague 1- No, no they just come. they never announce.

2E - HoD colleague 2 – It's an ambush, actually.

I – Oh, they just come?

Monitoring and  
assessment  
Effectiveness  
Competence

2E - HoD colleague 1 – To catch people out of action.

2E - To see the actual thing on the ground; reality.

I – Looking at [the last question]; this is a statement, what can you say about comments made about the school education system that suggest that ‘O’ level school leavers do not meet the quality required by the industry?

Monitoring and assessment  
Effectiveness  
Competence  
Work attachment and experience

2E - HoD colleague 1 - It is clear; that one we agree because our children do not have a hands on [experience] of the academic [subjects] that they are learning-on experience of the [subjects] that they are learning. We used to have the rprogrammes in Zimbabwe like the school on the workshop programme [where students were] attached at the industry of their interest and choice and they go and do some labour [work experience on attachment/placement] for a week or so and they go through the process, you know, as part of the learning system. At the end of the day; those children, if they apply to the that company or some related company they will be taken in, but unlike the layman currently were some of the industry industries are closed down and there is no longer the school on the workshop I know for example I have a sister who works for X [named industry] she is there because she was on the school workshop programmes when she was in school, years back, donkey years back and you know it helped because they did not have to go through the rigorous questioning and answering sessions, which the others got into because she was part of industry already. It was easy because they simply say this one we know and they picked her up when she went for interviews. So, I think it is true, that statement is true. The school system is not preparing our children for the industry that they are to meet [be] in-, when they leave school because we are doing more of academics; the few practical subjects that they do, do not quite even prepare them for the industry. So, there is that gap which needs to be bridged, and closed.

Significance of industrial attachment and exposure  
Need for non-academic curricula-hands on or vocational type curricula  
Collaboration between schools and industry required

2E - HoD colleague 2 – Industry is idle; the government can actually chip in and help the industry so that it remains viable

2E - HoD colleague 1 - Like the industry can actually come in and say to the school; we invite you and say send so many of your students; to come and see how we operate here and then our students will go at the benefit of that industry, like the invitation that came from the airport, that one; it was the airport, I don’t know, they invited schools; come and see what we do here and already our children did not know about that and their minds are now wide open saying they did not know that there was something like that because they are focusing to careers like teaching, nursing, you know, those monotonous boring monotonous jobs, but the moment they went there their minds were now wide open and they now know they can do this, do these options; so if industry is well equipped, it is the one that can actually come and meet the school halfway and the school’s job is to only send those children there and it will be good.

The benefits of exposure

Motivation and focus

I – In terms of exposure, they need more exposure.

2E – HoD colleague 1 - And that way when the child is at school they actually know this is the line that I want to take and they want to take and make sure they excel in those subjects; they put more effort in those subjects, so that they ultimately reach the industry of their choice.

Motivation and focus to achieve

I – So that is beneficial to the students and the school.

2E – HoD colleague 1- Exactly

I - I should say now thank you very much for taking part and I should have invited you all at the same time.

2E – and HoD colleagues 1 and 2 - You are welcome [at the same time]

I – Thank you so much, I will stop [the recording].

## Appendix C.8-Interviews-Teacher 2F School F

### Teacher 2F –senior teacher and mathematics teacher at School F

	<p>I – Ok, thank you for accepting to take part in this study. I will just start with a personal question, what is your role at this secondary school?</p>
	<p>2F – Ok, ehh I am a mathematics teacher (too much wind muffles the last responses).</p>
	<p>I – Now looking at teachers’ attitudes or views on their job, what made you get into education?</p>
<p>Passion to educate Inspired teacher</p>	<p>2F – Ahh, firstly, it was <u>out of my choice</u>. Ehh, I had that passion to teach, to help youngsters to grow wari muflavour yechikoro, mwaona [...<u>youngsters to grow in the spirit of schooling/education</u>, you see] it was that <u>my parents, both my parents had been teachers</u>. I decided to...(too windy not audible at this stage).</p>
	<p>I – So do you still feel the same?</p>
<p>Unhappy with education system Ineffective provision of education- resources</p>	<p>2F – Ehhh, the system...(inaudible because of too much wind blowing) all I am going to say is it has <u>been deteriorating in terms of everything: remuneration, resources</u>, and the whole system is <u>quite demoralising</u>. I am so demoralised, mwaona [you see/as it is]. I am <u>anticipating quitting</u> (wind again - can’t hear the rest of the response).</p>
<p>Welfare of teachers Demotivated and dejected with intention to leave</p>	<p>I – So it’s-; you have mentioned what frustrates you, what frustrates you besides remuneration? Is there anything else?</p>
<p>Concerns: Imposition of ideas Not consulted, e.g. on the PLAP programme</p>	<p>2F – Ahh, apart from the <u>remuneration</u>, ehh, the <u>system itself</u>, our education system, normally we are given, ehh, there are <u>those who claim to be authorities who don’t come to the real ground and ask us</u> [about] <u>our concerns</u> and they simply <u>bring down their ideas</u>, their theories and <u>ask us to implement them</u> when us on the ground, we find that most of them <u>are impracticable</u>, mwaona [you see]. All I am [saying is] like iye zvineizvi [at this moment/now] <u>we have something that is called PLAP</u>; have you ever had about PLAP?</p>
	<p>I – No, can you please clarify?</p>
	<p>2F - Were they are saying we want to uplift those who have been left behind in the secondary education.</p>
<p>Acknowledgement of a troubled education system- students need help to catch up on their learning Prefer collaboration</p>	<p>We had some <u>problems since 2008, 2007</u>. So someone in form 1 (one); we are meant to teach that someone stuff yeGrade 5 [grade 5 materials] <u>to establish were that person has been left out</u>, but what we are looking at, <u>had they come to the ground, we could have helped each other</u> on the real time were we did start witnessing, ehh, <u>the going down of the education system</u>. Iwo [they], they are saying it is 2008 and us on the ground, <u>we know it is well way before 2008</u> and now to talk of 2008 where there are saying there was a slump of the education system, whereas we know it was way before that and <u>there are</u></p>
<p>Work overload- PLAP</p>	<p><u>quite a number a students who are well behind</u>. And now they are <u>giving a time frame</u>; in two months’ time everyone should have gone through that exercise, right. Like iye zvinoizvi [now] right here we are</p>
<p>Sceptic about ideas- viewed as impractical /theoretical No consultation- imposition of ideas Advocates for collaboration</p>	<p>being made to teach these form 1s, form 2s, form 3s and form 4 to <u>take extra lessons during the same period that we will be teaching them the syllabus</u>. Some in form 4 is about to write their test [exam] you are supposed to teach them grade 4. Someone is in grade 5 teaching grade four staff, then you go in class, you teach ‘O’ level staff. You see what I am looking at. You see there are those who are <u>coming up with their theories</u>. Someone who is doing his thesis, he comes up with a theory and he wants that to be implemented in schools now because he is a guru in the education system and gets a promotion, whereas</p>
<p>Prefers evidence based ideas</p>	<p>they are actually confusing us, mwaona [you see]. They are really confusing us this is what we are looking at. <u>They don’t come to the ground</u> even the CDU, when they develop the curriculum. It is best</p>

they move around and ask us our concerns-us as teachers on the ground, but they don't do that. I don't know where they get their information. All I am saying is that we need an overhaul of the education system, a complete overhaul of system.

Consultation  
Evidence-based ideas  
Advocate for change

I – So you are saying bottom-up rather than the top-down?  
2F -- Down to top, it is killing us. It is killing the education system.  
I – So looking at-, I think you have said a lot about the state of the schools; can I just add a few things here, can you please comment on the current state of your school or that of the secondary education system in summary, you have said a number of about the state of the school.

Positive feeling about book donation

2F – What I am just happy about is the recent move by the United Nations, that is, UNICEF donated textbooks for our students. The basic five textbooks; although that is not enough, but we have at least every student has a textbook in these subjects.  
I – Which five?  
2F - That is maths, english, science, geography and history. So that was a positive move that I have witnessed over the years. That is one positive move we have had that has actually boosted our education system. The availability of textbooks; we did not have textbooks. It was one textbook between 10 pupils. The situation was really out of hand. Then we are happy about, but we still have those other subjects like accounts, commerce [which] they were not taken care of, you see. But we cannot always rely on donations. We cannot continue to say no lets have donations to move another step further; what are we doing as Zimbabweans about our system [windy] as a nation. So they are saying, ourselves as a nation we need to do more than what they are doing, mwaona [you see]. We need to look at all areas [so] that will revamp our system, mwaona [you see].

Bad experience of shortage of resources-textbooks  
Advocate for self-reliance in resources provision  
Wants change and improvements

I – So when did the UNICEF chip in with the textbooks?  
2F – That was last term (referring to first term in Zimbabwe in 2012)  
I – Only last term  
2F – Only last term  
I - So what strategies then do you think should be used to continuously improve this school or the system itself?  
2F – Ehh, as I was saying, it is best we put our heads together. I thought maybe we have a team moving around schools and taking a sample of schools and ask what our concerns are and really addressing those concerns. As it is now, people are paying leap service, no one is really prepared to, uhh, getting into the system and see to its being revamping. What we are seeing-, just witnessing are people, as I said, coming up with theories. Theories which are not practical and we are saying lets come up with theories which are practical. Theories, which are practical, go to the ground and see where our problems are, mwaona [you see]. Like what we are witnessing right now, we are having quite a number of child headed families, mwaona [you see]. Child headed families, ehh, in the event of having a single parent, mother or father or a single parent in order to survive have to go to South Africa, go to Tanzania, order some products and come a sell them here; leave the children alone. At this school what we are witnessing here is that children are being left alone and that is causing a number of behavioural problems, mwaona, zvekuti [you see, such that] as long as our industry is not addressed then that will affect the education system very much, mwaona [you see]. So we need to have decent employment for our parents, mwaona [you see]. If they get decent employment that will mean decent living for our children as well. If there is no decent

Collaboration  
Consultations to find out about concerns  
Inadequate attention to problems  
-a sense of a compromised education system emerges  
Wants a practical solution to the problems  
Indiscipline – economic and social issues  
Compromised education- 'failure to produce a whole student'  
Students lacking industrial exposure

Welfare of students/parents  
Effects of prevailing situation on students-reduced concentration  
A sense of frustrations and helplessness or subdued population  
A sense of under-achievement by students

employment for our parents then our children will remain suffering. If you take a survey of our kids here you find out that almost half of our school here they are orphans or that sort of thing. Staying on his own, the parent is in South Africa. This sort of thing; concentration becomes minimum. He has more problems, he has become a parent. He is the one who is looking after him or himself, looking after his books and the burden is just too much for the child. Those were areas of concern ekuti vana vedu [so that our children] they are failing to deliver not because of their own making, but because of the situation we are living or having in Zimbabwe.

I – So to sum up, here you are saying the economy is the key?

2F - Yes

I - Now on the standards and quality of education, how do you describe a successful school?

2F – A successful school, firstly, it's the one that has got highly motivated teachers, self-driven and that for them to be self-driven is only when they are being given adequate resources. That will make them teach their kids, mwaona [you see]. So and where you have leadership that is, eh, motivating as well, mwaona [you see], so much so that everyone, the teacher, the student are in a happy mood, mwaona. That one, I think that situation creates a conducive learning atmosphere, mwaona. Where resources are available in terms of textbooks, exercise books, eh, teachers have adequate social resources; a car to run to town in times of need. Now, what we are witnessing right now is you are here at school, but you have got quite a lot of problems that you have at home, that way now you cannot talk of a successful school because the teacher is at school, but his mind is at home. So we have a situation where we have to strike a balance that the teacher has adequate resources to fulfil his commitments in the idea that he can easily-, where I am trying to come to is that if only teachers will be-, dai paine kafacility [if there was a facility] even to get the simplest vehicle, you find that even those Unos [referring to a FIAT Uno car], that basic car, something like that, zvaibastira to motivate mateachers [would help to motivate teachers] so as it is right now, you find kuti [that] the schools that we are taking as a successful school are those where they are making such resources available to the teachers; so I am looking at much on making resources available, social and economic resources.

I – What would a successful student?

2F - A successful student, eh, someone-; are you saying a successful student?

I – Yes, how do you describe a successful student?

2F – A successful student, someone who will achieve the basic goal of attaining his 'O' level or 'A' level passes and someone who will be able to fit in society. Let's say who have the product that is able to be absorbed by the job market where he can easily be absorbed by the job market and now I will consider that to be a successful student, mwaona. Just to add on to that, what I am looking at is we are producing half-baked students. As it is now they may have had a fair share of the academic part, but they would have lacked the social aspect, mwaona [you see] or the sporting aspect, the schools are not well balanced in all the resources, mwaona. You find that, eh, we don't have even adequate sporting facilities, mwaona, to the extent that vana vedu [our children/students] they are not fully exposed to all the facets of life, mwaona. They may be subjected to intensive teaching of geography, history, maths, but some other social areas, well, you see, we used to visit [named] X industry, we used to visit [named] Y industry when we were at school. Right now the companies are closed. Vana havana [students/children have no exposure]. They lack that exposure. So what I am saying here we need to-, again I would say our economy

Achievements (academic and non-academic) and employable  
Half-baked students—  
compromised education  
Lacking resources or facilities

is again playing a big role in not producing a successful student because we are failing to produce a whole student, a whole individual. If these areas will be addressed then maybe we would manage to come up with a complete individual, but we are not producing a complete individual as it is.

I – I think also based on the comments you made earlier about children being left behind at home and also becoming adults before- (2F – interjects)

2F – Before leaving school.

I- What about school leaders you mentioned something about someone who motivates what else could you add?

2F – Yah, you see, what we are having in Zimbabwe, I didn't know where this really- who started this problem; where headmasters, there is this concept that to be a headmaster you need to be a very strict person, eh, where you are supposed to be feared. Where teachers, you tell them to jump they ask how high, they don't ask why. And I think this is a common problem in our schools where we are having leadership that is authoritarian, does not give room for discussions to open views (windy) mwaona, rubber stamp, this is what is supposed to be done. I think it is affecting the education because you find most of our schools (windy)...other than (windy)...being very authoritarian; pakangozvarwa kaidea kekuti being a leader unofanirwa kutyiwa [there is this notion that a leader should be feared], which should be outdated, mwaona [you see]. You should lead people, when you lead people they should be your friends, they should like you. But if people now shiver when they see you, instead of delivering-, as academics, people, they discovered other means when they discover that this type of leadership is too authoritarian; what I am trying to come to again, inyaya yekuti [this is because], emphasis in our schools is much on documentation. We have too much emphasis on documentation, where they emphasise much on schemes, record books, yes that is so, but I think the emphasis manji [now] should be much on lesson delivery. So what would happen is if you visit the schools teachers have the tendency yekuti when education inspectors visit they find books well covered flowery covers, mwaona, [So what would happen if you visit the schools teachers have the tendency to spruce things up and when education officers (visit they) find books well covered; flowery covers; you see]; the moment the inspector comes in; these inspectors buy into it and praise such teachers are my books sir; you are a good teacher. So I think we are losing the focus on what teaching really should be because I even remember sometime back where those good teachers, the so called good teachers, the old time...(windy)...period I have remembered the emphasis was not much on documentation. The emphasis was: what are you going to produce at the end of the year; how many students are going to pass. The teacher was rated by the by the number of passes they would produce. Right now they are rating, I don't know like I have said we have this monster, performance appraisal system iye zvinoizvi [right now] performance appraisal pane yavekunzi [there is what is known as] RBM, result based management. It's a lot of theory is coming which is emphasising more on documentation. And now teachers are saying okay these people want to see documents, we will give them documents, but then address the real issues, and someone comes there is real problems in schools because the teachers are relaxed; they are sitting back, mwaona, because you are not emphasising on the really point. So ndiri kuti leadership yedu iri kuita problem yeku [So I am saying our leadership is faced with problems as they] emphasise much on documentation than real teaching and being authoritarian and as teachers now shiver when they see them and not taking them as people who are there to guide them.

Leadership styles – authoritarian  
Imposition of decisions-not involved in decision-making

Likeable leader or respected leader  
Concerned with documentation  
Considered this a waste of time-takes away teaching time

Misrepresentation of things on the ground-pretence  
Inspectors buy into it and praise such teachers  
Compromised education

Emphasis on achievements instead of presentation of documentation or books  
Despise performance appraisal system  
Contextual response from teachers

Compromised  
education  
Ineffective teaching  
for learning  
Ineffective leadership  
styles  
School leaders failing  
to guide teachers

I - I think you have mentioned resources; besides resources what factors also influence the way you operate? Besides resources and you also talked about the economy, the social life what else in school affect the way you operate?

2F – I will bring in the parents, especially in my subject area mathematics. The parents' attitude towards the subject that will affects performance; parents' attitudes affect students' performance. Like you find a number of parents have got a disliking for maths and more so our system at one point was no longer emphasising about the need of maths at 'O' level. They had given in and a number of colleges; people were getting enrolled at colleges without maths, even teachers' colleges. There are a number of teachers without maths even teaching here, ya. A number of teachers don't have 'O' level maths. So you find now the teacher himself who is teaching saying to the students imi, hapana chinombonyanya kushamisira nemaths unondo rarama wani some of us tiripo wani. [So you find now the teacher himself who is teaching to the students saying there is nothing special about mathematics, you can do without it and some of us are in gainful employment here]. This is even what is happening with parents. They say ahh iwe imimi hamusi kudya here panoapa. [They say are you not being looked after or being fed here?].

Education losing  
credibility

Sometimes societal attitudes are also affected. If the society is positive about education ndokuti importane of education inokudzwa a lot. [If the society is positive about education then the importance of education would be respected a lot]. Iyezvino izvi you find that vana vedu have lost-, education is no longer very much incredible. [Right now, you find that our students do not find the importance or credibility of education]. It is not given its status that it deserves, mwaona [you see]. Warimo awa, ehh, [The students present here] I think this was affecting-, at one point there was much confidence about Chiadzwa; the finding of diamonds in Chiadzwa there; there was that rush for diamonds, when people discovered that they could manage to have riches without having gone through the education system, mwaona [you see] and that has really affected our students; their attitude towards education... (windy).

Impact of getting rich  
quick-diamonds at  
Chiadzwa

I – To what extent are you involved in the decision making process at this school? (windy)

2F – Like I am saying I am a senior teacher. Ehh, I get involved in SDC meetings. So I am saying I also help out in mapping out decisions for the school, although the headmaster normally rubber stamps his decisions. Like right now as I am talking to you I was actually saying to him if you don't, if you are not open enough to accept our own contributions I might as well quit the office of being the senior master we fail to teach as a result being so authoritarian does not, is not very open in accepting other people's views, mwaona[you see] it easily affects the running of the school and implementation of decisions mwaona [you see] prioritising what is supposed to be done first what to be done later for instance about 'A' level when we got the 'A' level intending to start 'A' level school here, lower sixth and upper sixth; I was saying let's not gamble first and foremost lets have a library; let's not cheat people, 'A' level needs a lot

Decision-making:  
some involvement  
Authoritarian  
leadership style –  
rubber stamping  
decisions-not  
involving other  
teachers

of research. Now if we are to say we have 'A' level tisina library and vana woita dependent upon teachers for 'A' level, I don't think tinenge tiri kuraramisa vana without a library and as it is we are having 'A' levels here, mwaona and haa to me it's on paper it's not a real thing that is happening tiri kutamba nevana with a resource; [Now if we are to say we have 'A' level without a library, students depend on teachers, I don't think it's is ideal and we are not doing justice to the students]; we are really cheating students because after teaching they should go into the library and research on their own. We don't have that library and if someone is doing maths, someone is doing accounts, she needs more literature, information that is the sort of thing I am talking about.

The need for  
appropriate resources

Independent learning

Teaching methods or  
styles

Monitoring of  
schools-quality of  
education  
Compromised  
education system-no  
education inspectors  
Seems to appreciate  
re-introduction of  
education inspectors  
Accountability-  
teachers monitored  
and held to account  
Diminished value of  
education

I – So it goes back to resources again

2F - Resources

I- Now, level of commitment and accountability here; can you please comment on the system within your school to monitor students' progress, teachers' or the leadership's progress.

2F – Probably I start maybe with the education system at the top here; yes, they have reintroduced inspectors who are moving in the schools at one point there was no movement no inspectors now they are on it again it was a positive step yes at this school the headmaster yes monitors his teachers very much sometimes very strict coming to when he comes to his documents he likes them very much ehh yes, again for the part of us teachers progress of the children like I was saying the teachers at this school they are really trying their level best as I see these teachers here, most of these teachers here are self-driven, mwaona [you see]; ehh they like their work ehh they try as much as possible to monitor the progress of our children keeping up with recorded adequate test all that, but now the children themselves are demotivated as I was saying the value of education ehh I don't know how we can really do it, but I think we really start with the education of the community about the importance of school, mwaona, ngekuti [you see, because] it had lost value; it had really lost value; it's because it had started with cross-border trading now you know at one point ehh, cross-border traders will refer to a seat, someone, a person would ask where are you seated; the answer will be, go and check where there two teachers; ehh, if you find a seat where there are two teachers, then, that is where I am sitting; the 'two teachers' were refereeing to two bottles of cooking oil, two litre bottles of cooking oil. A bottle, a two litre bottle [of cooking oil] was the amount that the teacher was getting. So, with reference; it was common now, children will here that; the mother saying, no, go and check in Masmerry [- named bus], that bus that goes to South Africa, check where there are two, two litre bottles, there were two teachers there; two teachers were two litre bottles; those where two teachers

I – Labelling

2F – it is labelling, mwaona [you see]. Saka wotoona manji kuti iwo [Now you see that] they were now likening teachers to two litre bottles of cooking oil, mwaona [you see], so the child is now listening to that and you now move in school and say I have come to deliver the best of stuff that will make you successful. The question is, are you successful yourself. Tavekutonga n'anga dzinoda kuti uite mari [We are now being likened to witch doctors that suggest how you can make money]. Iwewe unayo here [do you have the money yourself]. It has to start with you. That was affecting us very much.

I – The last one is statement; what can you say about the comment, what can you say about the comments made about the secondary school education system that suggest that 'O' level school leavers do not meet the quality required by the education system?

2F – What is that about?

I - What can you say about the comment made about the secondary education system that suggest that 'O' level school leavers do not meet the quality required by industry?

2F - Ya, what I was saying is honestly speaking that has been an area that was lagging behind (windy-inaudible) there is no good communication with the industry that (windy)...were the industry should be talking of the requirements that they need, mwaona [you see]; their need, what is it that they need; to see what is being taught in schools. That will now feed our students into the job industry, job market, what we are looking at-, I will agree to some extent. To say we are not fully meeting standards because pane-,

Negative attitude of parents and some teachers towards mathematics  
Negative impact on students' performance  
Maths lost its relevance in the system

Labelling of teachers  
Poor welfare of teachers  
Attitudes of society to teachers  
Poor status of teachers

Students' attitudes towards teachers  
Low status and its negative impact on students' perceptions of teachers and to education

Appeared to acknowledge communication breakdown or non-existence of communication between schools and industry  
Make education or curricula relevant for job market-e.g. industry  
Need for collaboration

hapana marrying iripo between industry and schools [there are no links between industry and schools]. That needs improvement, a very marked improvement so that we really know the requirements that are being needed in industry so that we can even tailor make our syllabus in such way that that it suits our industry. That is the area that is lagging behind. Like I was saying, people are staying in Harare without going back to the drawing table to check how our industries-, what is needed now because in our syllabus, 'O' level syllabus maths, syllabus D; you can even help me here, syllabus D takatanga riini zviya? [when did we start]

I – kudhara [ages ago or some time ago]

2F - that is what we did handiti [of course or is that so]

I- Ehe kudhara [in agreement-yes, sometime back]

Appropriate  
curricula-to meet the  
needs of industry

2F - So if you check now [has] the industry remained stagnant to the extent that we are still using the mathematics that is in syllabus still meets the needs now it is because being-, to address that, if we want to see an improvement of the product that we are producing in schools and what we are going to give to the industry.

Not involving  
teachers

I – You also mentioned the CDU earlier...what role do they play?

Collaboration  
between CDU and  
schools

2F – This is what I am saying they are not coming to the ground, mwaona [you see]. they are not moving around; coming, moving into the industry we should see them and we feel we should be part and parcel of them and if they divorce themselves and talk from there and the one who comes as a minister and trying to come up with another theory and that minister is removed and another come up with another theory.

Require practical  
solutions

I – Thank you so much for taking part

2F – Handiti [of course] you are welcome

## Appendix C.9-Interviews-Stakeholder S3 - An Economic Development Practitioner

I – Ok. Thank you for accepting or taking part in the study. I think you are familiar with the purpose of the whole purpose of the study.

S3 – Yes, I have read through the-your papers and I am quite familiar with the purpose of the study.

I – I am going to start with a personal question; what is your profession and any have you had any involvement with secondary schools?

Experience of working with stakeholders in secondary schools education sector

S3 – I am an economic development practitioner; that is my profession, but where I work or where I worked before I had the opportunity to work with some stakeholders in the secondary education sector

I – In what way?

S3 - We worked with those stakeholders on a two pronged approach; the first objective that we wanted to achieve when we worked with those schools was to improve the quality of the education in the country and whilst doing so by actually creating partnerships between the local school and would be financiers; be they, civic bodies or NGOs that will assist those schools materially and then secondly, we were also looking at improving the education sector ehh by way of creating dialogues or platforms whereby you know different key stakeholders in the education sector would actually convene and meet and discuss pertinent issues affecting the sector as well trying to you know come up with solutions of those problems.

Concerns with improvement quality of education, collaboration in partnerships and support of the education sector

I – Looking at the attitudes of teachers here; what would you consider to be the most significant or important contribution of teachers in schools?

S3 – Looking at attitudes, I think, ahh, teachers in Zimbabwe just like any other worker in the country, they are also experiencing economic hardships, but for one thing that I actually respect them for is their diligence, they are committed in spite of the economic hardships they are experiencing. And that is one attribute-, that's one attitude I like about teachers in the country, yah. They are giving their utmost best under very extreme difficult, you know, circumstances.

Economic hardships to the whole population- Positive attitudes and praise for teachers' commitment

I – And what would say would be their most significant contribution? What do you think teachers contribute in education or teaching?

Caring role

S3 – Right, a teacher is just as good as the parents of the child, because the role of the teacher starts at a very basic level at kindergarten level up to the highest level of education and I think the teacher plays a very [or] bigger role in actually nurturing, you know, and even upbringing a student right from the early formative years up to the years when an adult acquires knowledge, skills and stable to stand on his own feet. I think in terms of [or] on imparting knowledge, skills with a bit of expertise; I think that is the critical contribution, which a teacher brings into an individual.

I – Can you please comment on the current state of secondary schools in Zimbabwe or also the education system as whole?

Organisational challenges between private and government schools, imbalance in resource provision and operational strategies

S3 – Ehhh, well, the current system; the current secondary education system in the country, I think when I look at it we have what we call government owned secondary schools and we have what we call private owned schools. The situation with regards to the government schools is that of struggle. When you we look at those schools they are resource constrained. They are poorly resourced and in terms of the operations, yaa, they kind of operate in a haphazard manner in terms of administration policy planning and even the implementation of policy. I think for the government owned schools, they are experiencing very big challenges, which I cannot say about private owned schools. They seem to run better

administratively and when you look at their resources, they seem to have quite a lot of resources at their disposal and they are actually able to motivate and incentivise their teaching staff, which the government owned schools are failing to do. For me it is actually a mixed state.

I - What frustrates you about our secondary schools or the education system?

S3 – The education system in the country; when I look at it, it is largely skewed towards the academic side where focus and attention is to meant to impart academic knowledge into an individual, but we also forget that people are gifted differently. Not all pupils; not all students are gifted academically. Others are gifted, you know, maybe you know they are gifted in non-academic forms. Some are gifted in sport, some are gifted in arts, crafts and so forth. So when I look at it, the focus and attention is mainly on or building on or developing or rather imparting academic knowledge and skills to pupils while forgetting, you know, other areas like vocational whereby we say some, they are very good at using their feet, some are very good at using their hands, but that tends to be ignored because attention and interest is predominantly academic oriented, yah, ( I –tried to interject, but S3 continued to speak) so it actually disadvantages those students that are gifted non academically.

Concerns with the curricula –not inclusive  
Predominantly academic curricula

I – So what strategy do you think should be used to improve the situation?

S3 – I think it starts at the highest level the government the ministry itself if they could actually maybe enact probably some kind of policy to say that let it become mandatory for each and every school to actually introduce into their curriculum academic and non-academic subjects so that it also gives opportunities to those who may not be gifted academically to focus on other areas like building, carpentry or sport, if possible arts and crafts. I think those particular areas they need to be enforced in schools. So it starts at a policy level by the ministry and then it filters down by way of implementation to the schools.

Change of policy and strategies on curricula.  
Push for vocational type curricula

I – How would you describe a successful school?

S3 - For me a successful school, one, well, it starts maybe with tradition. It has to be a school that has been in existence for quite some time. It has actually built a reputation for itself. Maybe over the time it has operated it has produced very good standards or very good results in terms of academic achievements, sporting achievements and even vocational achievements. For me that is what I can term a very good school. When I look at that particular school the school is run, you know, effectively and efficiently such that the rate of holding school demonstrations, on strikes, protests and so forth becomes very low and all the key stakeholders starting with the head, teachers [and] pupils, they share a common vision; they share a mission for the school, they are actually working together in a cooperative manner. I think that is the mark of a very good school and on the other hand we also have other key stakeholders like the parents through their school development committees and the local communities be they the local businessmen, they are also playing a very strong role to try to influence the school positively. That will be a fertile ground to develop the school.

Established and reputable school  
Achievements  
Well organised and operational  
Contented  
Shared vision  
Collaboration  
Improvement of school

I – And how will you describe a successful student?

S3 - A successful student-I am looking at a student holistically. Not a student who is academically gifted only. For me it is partial success. I want to say to this student is particularly successful in a holistic form [by] looking at their academic achievements they are actually excelling academically, looking at their participation in sporting activities and then even looking at their performance and participation in non-academic activities like agriculture, building, carpentry and so forth. So I want to take a holistic picture of

`All-rounder in achievements

that particular student, yaa, that is what I can term this person is a complete student, yah. They are actually striking a balance of all the attributes of academics, arts, sporting, etc.

I – And for the same- how will you describe a successful teacher?

S3 - A successful teacher for me is a teacher who is able to-, who has got the knowledge, but is also able to impart that particular knowledge, to impart that knowledge to students. I know of some teachers who are not so good at imparting knowledge. Yes, they have the qualifications, they have the knowledge in their head, but when it comes to delivery they are found wanting. It [teacher] is somebody who has the knowledge, is able to impart and in a way he becomes a role model for the students themselves. Morally he should not be found wanting and you know he shows keen interest in the results of the students to say I am willing to account for my performance by producing very good students. I think those are the attributes of a good teacher.

Emphasis on ability to impart knowledge  
Morality and accountable  
Achievements and success of students

I – And what will be the attributes of a successful school leader?

S3- The attributes of a successful school leader- I am looking at somebody who has the administrative capacity or the administrative knowledge. He is able to run a school effectively and efficiently, but again he should be somebody whom I can say has got the technical knowledge and he is also in possession of what I can call the social skills. So I want again a complete individual or somebody whom I can say has what we can call conceptual skills. He has a good blend of technical knowhow, technical experience and he is also able to relate very well with the teaching staff, with the parents, the pupils and stakeholders in the education sector. For me, yah, it is a mark for a good school leader.

Leadership qualities  
Interpersonal and communication skills  
Good relationships  
Collaboration

I- From what you have said now, where do you think we are in our education system?

S3 – Focusing on Zimbabwe?

I – That was more like the ideal situation, what about the reality? Where are we?

S3 – I think even if we have made some inroads here and there, I think we still have quite a lot to do towards achieving the ideal situation. Yes of course, in terms of establishing the schools, our government has done a lot. We have found schools established in the urban and rural areas. We have seen even the enrolment of students increasing rising, but again like I said, what I said-, we still have a lot of challenges for instance, most of these schools, they are lacking resources, they are resource poor and it becomes very difficult for the school heads to actually run those schools effectively. As a result of resource poor materially that acts as a disincentive for the local teaching staff and the staff are found running around to supplement their meagre salaries at the expense of the students. We also find the same teaching staff kind of arm twisting the parents to come up with what they call incentives. Extra money on top of school fees, which is used by the teachers as some form of incentive just to keep them motivated in doing their work. But all those issues again show that we still have a long way to go and somehow I also feel there is that kind of discordance in the way the private schools are run and the way the government schools are run. Yaa, there is what I can call differences, some inequalities between the two. But again looking at the education sector in the country, I think the incremental gains that we gained, they seem to be on the decline due to what I can call maybe neglect. Those who have got the money, those who are rich, they are actually fond of sending their children maybe overseas where they feel they access better education and then the poor resourced schools remaining in the country are left for the poor parents and hence there is that bridge were we feel others who have got the money, the resources, send their children overseas. They actually make sure their children get a better education while those who attend the poor resourced

Increased provision of education  
Poor or no resources  
Demotivated teachers  
Teacher welfare-supplementing salaries  
Neglecting work incentives  
Economic straining on parents  
Motivational issues  
Acknowledges problems with the education system  
Inequalities between private and government schools  
Declining standards-compromising education system  
Recognition of outside qualifications over local ones

schools, their qualifications are regarded as inferior to those who attain their educational qualifications outside the country so there is that gap, which I feel does not do good for the education system of the country.

I – From all you have said what do you think should be done to either maintain or to sustain a successful school or a successful education system?

S3 – I think the availability of money, starting at national level where maybe the budget is actually made and financial allocations are done to ministries. I think the ministry of education is a critical sector that needs to be given the big, ehh, you know, a larger chunk of the budgetary allocations and that again tends to filter to the local schools, yaa. I understand most these local schools are getting grants from the government and when I chatted with few headmasters here and there, they were complaining that they were no longer receiving these government grants and if they come it's like they are coming in dribs and drabs. They are not enough to meet the operation, maybe it is also a wakeup call for the local schools not only to look at the government only for resources, but to cast their nets wider by encouraging the parents, the local community to play a role maybe by donating material resources or even financial resources to the schools and also playing a part actually in influencing the activities of the schools. So, I think they really need to cast their nets wider to attract, if possible even the private sector companies to assist them with resources rather than waiting for the government to be their sole financial provider. Even if it means the schools have to engage in income generating activities, yah. Creating some income and actually developing their schools. I think it is very necessary.

I – Maybe summarise; you were talking earlier of the schools to cast their nets farther and gain more resources, do you want to add a bit more (interruption -someone selling cabbages) so it was all to do with sustaining a successful school you have already mentioned something about resources. I think you have done that unless you want to add more on that or make a summary of what you think of the resourcing of the school.

S3 – The resourcing of the schools to a large extent, like I said earlier on, they are resource poor, they don't have much to write home about. Yes, they may actually be having some school buildings here and there that have been funded buy NGOs, maybe by the government itself, but again when we look at the resources available in the form of maybe the teaching staff, in the form of maybe textbooks, exercise books available for the pupils, they are not enough and as a result we find that most of the school pupils in those schools end up maybe scrounging for resources elsewhere, which is not an ideal thing, yah.

I - There is one comment that I came across since the 1980s, up to now it is still coming up to now; what can you say about comments made about secondary education system that suggest that 'O' level school leavers do not meet the quality required by industry?

S3 - Yaa, to a great extent it is true, but again, it comes back to the education system in the country, which I earlier on indicated is academically oriented, yaa. And it's academically oriented and there is very low interaction with the industry and hence upon leaving school, an 'O' level graduate will only be possessing the theory, which is not even linked to industrial requirements because one, he is focusing on academically oriented subjects. Say, for example, its maybe geography or maybe it is English, right or maybe it is religious studies, which has got a very little link to industrial requirements. So for me it creates an opportunity for the introduction of vocationally oriented subjects that have got a strong link to industrial requirements, for instances, for a particular school there could be the need to introduce

Importance of the education sector  
Insufficient funding  
Involvement and participation other stakeholders  
Self-reliance strategies

Poor or no resources  
Reliance on other stakeholders for funding  
Insufficient infrastructure

vocational subjects like carpentry, wood work, metal work, agriculture, arts and crafts, yaa, which I feel they have got some link to industrial requirements as opposed to academic oriented subjects. So to a large extent it is true because most these schools do not have vocational subjects in their curriculum.

I – So, some people were asking me this question; saying what is the industry doing about it?

S3 - What is the industry doing about it? Again, I can actually say it is some kind of-, the relationship between industry and the local schools is far and in between. They don't interact a lot. They seem not to interact a lot in terms of knowing what, you know, what one is offering and what the other is offering. There is that very little linkage taking place. The two sectors and probably it is a question of saying let me wait for Mohamed to go to the mountains and the other side is saying well if Mohamed does not come then it means I will also remain where I am. So there is need maybe to facilitate linkages. Maybe starting at national level where maybe the influential key stakeholders like the ministry officials can actually approach, maybe representative bodies of industry like the CZI, like the ZNCC and come up maybe with memoranda of agreements for the two sectors and then filter those agreements to provincial and city levels for implementation. I think that could be a starting point for facilitating and fostering linkages between the educational sector and the private sector, yaa.

I - Thank you taking part. You gave me a lot of information here, which has been insightful.

S3 - You are most welcome, the pleasure is mine.

Lack of interaction  
between industry and  
schools  
A need to promote  
linkages and involve  
other stakeholders  
Collaboration was  
lacking

## Appendix C.10-Interviews - Stakeholder S5 – (An Education officer, EO)

I – Thank you very much for accepting to taking part in this study.

S5 - Most welcome.

I - We are going to look at the purpose of this study is to establish stakeholders' attitudes to secondary schools in Zimbabwe.

S5 – yes

I - First and foremost I will start with a personal question, what is your profession and involvement in secondary schools?

Diverse roles and relevant involvement and experience in education

S5 – Uhm, I have varied [involvement], first, I was a specialist in geography and then I moved from there became a specialist in economics and accounting and then currently I am supervising the teaching and learning of these subjects; business subjects as they have been termed and then here and there some geography too.

I – Ok

S5 – Yes

I – And what do you consider as the most significant contribution of teachers in schools?

Enable students to access their subject areas

S5 – Uhm, it is to impart the rudiments of the basics of the subject discipline areas they intend to give to the pupils and that is guided by the current curriculum, yes.

I – To what extent do you think teachers are actually delivering this [curriculum]?

Teacher efforts Achievement and clear criteria to measure success

S5 - They are doing their best, yah, because that extent is measured by generally the examination results, the evaluations and the-, particularly in business studies they are doing very well, yes.

I – When you say very well, what do you mean?

Impact of settings' capacity to provide resources and the influence/impact of the teachers

S5 - Very well- we get 100% pass rate in accounting, 100% pass rate in 100% pass rate in commerce at some schools and the average is slightly below 50% because of varied teacher qualifications, varied pupil input, varied resources, inputs and so on, varied-, the centres themselves and you find in good schools it is 100% pass rate.

I – Thank you. Can you please comment on the current state of secondary schools in Zimbabwe or the education system itself.

Irrelevance of curricula-too academic Change advocate Unemployment

S5 – Uhm, it is rather broad because one, if you start with the curriculum itself it is still very academic it does not pave way for self-reliance, for example, you have so many 10 pointers who are just seated at home 10 pointers at A-level, and some with As and Bs at O level, who are just doing nothing. It is does not pave way for self-reliance. It is purely academic at the moment. So it should be reshaped.

I – In which direction and how should it be reshaped?

Application of knowledge Changes to curriculum

S5 – First, the curriculum should be revamped to make it more self-reliant, like in business studies a person should be able to make a simple budget; a person should be able to create projects, seeing the viability of projects, things like, uhm, one has a project like having tomatoes for examples, it is pointless to have inputs costing say \$100 and outputs \$80, you see. The person must realise some sustenance or some balance of some sort and be able to do some book keeping of those aspects and to be able to evaluating them to say whether there is any progress at all.

I – what frustrates you about our education system?

Inability to adapt/change

S5 – Several, one, the curriculum has been there for more than 30 years. It has not changed, right. It is still British and yet the British have relinquished [stopped used] that uhm, some of the syllabuses that we are still following it frustrates. The other one is the rigidity within the expectations in education - examinations, they must pass examinations. Now after they have passed the examinations, what next? Nothing. It means you go back to square one. Then political infiltration has caused a mushrooming of schools, which are in any way not of any use at all, for example, those which have been opened; ‘A’ level schools, they are barely in name, less than 10 pupils; those less than 10 without suitably qualified teachers, no inputs and these subjects, the curriculum is narrow. You find they are doing 3 or 4 subjects, what for? And yet they should have created a system whereby they would say those who are eligible to do such and such subjects must go to a specified school and fund those schools rather than having a mushrooming of schools.

Inability to adapt/change  
Irrelevant curricula  
Lack of suitable resources  
Specialisation  
A sense of a compromised education system emerging

I – So what strategies do you think should be put in place to make things better?

Strategies based on clear vision  
Creating appropriate environment  
Relevant skills and capabilities  
Aspects of suitability of human resources and competence emerging

S5 – First, the strategies should be geared from the base; what [is] are the country’s vision, the economic vision, to develop and what does the country need in terms of developing its culture. Once you have a clear vision, available resources; you would be able to chart a clear room for developing the education system; like at the moment we have minerals; it’s pointless to move away from those minerals and developing, creating jobs for the very people in creating businesses related to that, not directly (interruption); it is narrow and as evidenced by this one, everyone would like to be a doctor, a doctor of what? Do you have the background? Like I said I am a teacher, I am now an inspector of schools. It means I have been working at the base of education. I trained as a teacher and I worked as teacher, I am now supervising teachers, I am now actively involved in the production of textbooks, right.

Checks and balances in the education system  
Feedback and training

I – The resources that pupils need

S5 - Yes, the need, which are relevant

I – Besides textbooks, what else do you do to improve the education system?

S5 – Ehh, we go and supervise, we undertake staff development workshops with the teachers; just make corrective aspects of [things that might have] gone wrong and we also at times although we don’t get any hearing [acknowledgement] recommend strategies to be undertaken in the teaching service.

I – I think I am lost now because we had a long pause here I think we were talking about strategies I think we move on to the next one; how would you describe a successful school?

School and its benefits to the community-relevance of the curricula  
Interactions /relationships

S5 – Uhhh, a successful school can be described by the tone, the relationship between the community and the school; what does that school give to the community immediately? Things like, does the community come and get some new aspects to improve their lives? Things like the health aspect; things like improving their academic qualifications and so on, things like improving the way they treat their young ones, then obviously, the nation expects good pass rates, yes.

I – And looking at students, I think we have been discussing this informally, how would you describe a successful student?

S5 - One who is aware of herself or himself, about his abilities, capabilities, and then what he can produce, what he intends to do and is doing that.

I – If I may give an example of the lady [cleaner] who came in.

Aspirations	<p>S5 – Her intentions are not to do this manual work as she sees it, but <u>to do something higher despite that she does not have the expected qualification</u>, despite being ignorant of the fact that everything starts from the base.</p> <p>I – How would you describe a successful teacher?</p>
Motivated Job satisfaction Progression	<p>S5 - Uhm, one who is <u>self-motivated</u>, enjoys his work, who sees the <u>future being bright</u>; there is <u>potential for promotion</u> and then he is quite <u>satisfied with his outputs</u>; the students-seeing them doing well in life.</p> <p>I – And the same for school leaders</p>
Results/outputs driven Leadership styles and attributes	<p>S5 – School leaders are more or less that they should be <u>satisfied with their outputs</u>. They should be <u>caring</u>. They should be <u>innovative</u>. They should be a bit more <u>democratic</u> because they are not the only ones with the knowledge. Those who will have not been given that opportunity to have that knowledge could have more potential. For example, you teach pupils who become doctors tomorrow, when yourself were put in their position, their grade their age and so on, they will be doing much better, but you are <u>relying on experience and maturity</u>. So you should accept that; expect that some are better than you, regardless of your rank.</p> <p>I – And saying that what you have said is a benchmark, how then would say-; where is the secondary education system now based on what you have just said?</p>
Teachers failing to make students to their full potential Catchment area Inequalities in schools-resources	<p>S5 – At the moment, ehm, because it is not free education, because the resources are not available to everyone. <u>Pupils are not given the opportunity to exercise their potential</u>. If you look at-, you said you have been a student at School E. If you look at the resources at School E and you compare to the resources at School C; a student who would have gone to School C would <u>fare better</u> than the one at School E by <u>virtue of the resources</u>, by virtue of the place where you would be staying, the <u>environment</u> which [they stay] would have [had] an impact on the developmental aspect of these two students or on the other hand the one at School E has a goal [see he has] a poor background, but [says] I have the brains, let me explain that [he], will do far better than the one at School C.</p> <p>I – So what do you think should be done then, if the key is to sustain-first to achieve then to sustain schools in Zimbabwe?</p>
Informed Societal needs Collaboration Clear strategies and vision	<p>S5 – One, I think you have <u>to conscientise the parents</u> themselves because they are the <u>key players</u>. Once you have conscientised them of the role of education, you have a <u>sound vision</u> and then you go to the teachers themselves and the heads and show them that what <u>society needs</u> is this and that and that. The way to achieve these-, basic needs; will <u>show them the way and direct them</u> and you <u>work hand in hand</u>; they also have <u>their input in discussions</u> and you give them your own input and <u>assess them together</u>, chart <u>one acceptable known way</u>.</p> <p>I – Thank you, I think you have already mentioned things to do with resources; can you maybe summarise; or I could just say; please comment on the resources available to the schools that you are familiar with.</p>
Clarification on the resources	<p>S5 – When you talk <u>of resources</u>, first, you talk of things like <u>physical infrastructure, the classrooms, playgrounds</u> and so on. We move on to the <u>textbooks</u> and we move on to <u>available human resources</u>; things like-, <u>suitably qualified teachers</u>. Those will be the three basic resources; the physical infrastructure, buildings, textbooks then the human resources.</p> <p>I – So can you please say what you think-, what are they like in Zimbabwe now?</p>

Unavailability of resources or shortages  
Some improved availability of textbooks  
Difference between rural and urban schools on facilities

S5 – It is varied in Zimbabwe, some of our rural schools where the physical resources are not available, pupils learn under trees, there are no desks; the very human resources; even, you have lowly qualified teachers and at times unqualified teachers. Ehh, then the textbook structure, but now it has improved because UNICEF has come in and has provided for grades 1 to 7 with textbooks, basic textbooks; in primary school all textbooks and then in secondary school they have provided textbook in six subjects. So these are now available, but the physical infrastructure has not yet improved. This part here will say the government gives what they call a per capita, I think it should have been skewed towards the rural [schools] who did not have the facilities to improve the physical infrastructure and then attract more suitably qualified teachers to go and teach there.

I – You mentioned textbooks, UNICEF did -, in what way do these books fit in the Zimbabwean curriculum? Where are they sourcing these books from?

Clarification of funding of the textbooks  
Controversy over content in history textbook

S5 - These are local productions, but UNICEF has funded it, although there are political connections with that; a case in point is History, the History there if I take one specific area-heroism, which is very debatable in Zimbabwe at the moment. Are you Zimbabwean?

I – Ya, I am Zimbabwean.

Controversy over content in history textbook

S5 - Good, we take a person like-ehh, I am not a politician myself, like Ndabaningi Sithole he is not among the heros. We take a person like Ndabaningi Sithole he is among the protagonists of those who led to this heroism, he is not there. Now that book has been written by somebody with a strong bias to the political system. Now that subject again has been among the six, one would say why bring such a debatable subject. It is better if you had 5 or taken another subject, which is a bit neutral.

I – Thank you and looking at the working environment; what can you say about the working environment in schools?

Poor welfare of teachers-rural school teacher worse off  
Low teacher status

S5 – It is very poor, it is very poor. Like at the moment, the rural teacher compared with the urban teacher, they are kilometres apart, in terms of their welfare. The rural teacher the accommodation is poor, the rural teachers the incentives from the parents is [are] just poor as compared to those in urban areas, yes, whereas the reverse would have been true; where that one who is settled at the school, where that one, the community is very accommodative, that house although it is a small house, it is for free. Whatever they provide is for free out of their genuine love, whereas in these other schools, you are not staying there, you have to travel there, the community you may be staying with [may] just recognise you as a teacher. You are a teacher there at that school but my child is going at this other school. It is quite different from what you get in the rural schools.

I – This one is-, I am going to read it out- it is a comment that has been coming out since from 1980 and it is still the same comment; what can you say about comments made about comments that suggest that O level graduands or school leavers do not meet the quality required by industry?

S5 –Uhm, it is highly generalised from one point, because O level is not a qualification for one to be in industry. Industry needs people whose minds have been developed, who are trainable, who must then come and fit their areas they require, and that is why industry must have apprenticeships, attachments, suitably trained people. Why? Industry must have further education in line with their expectations. So there is no way they can expect somebody with O level to come and dovetail at their workplace, other than being there as general workers, not specialist workers, yes. However, yes, industry also, should contribute in the designing of the curriculum so that their expectations are met, if there is any deviation

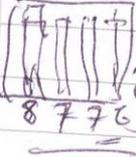
from their expectations they come up, sit down and then produce a Zimbabwean who fits their expected areas because there is no other sector where you would say somebody with 'O' level must go, move in and be productive.

I – Thank you so much

S5 – You are welcome

Appendix C.11- Initial lesson observations notes

Maths



8776

Student

Crowded

Construction

New topic / clear instructions

- No clear instructions
- Text books - pages
- Went through given an example
- Students asked to attempt

Sketch books - Form 1

- Some did not have equipment / did not understand how to use the equipment

⇒ Teacher attending to individual students

Not checking if students understood task.

Head teacher → Security person at the gate

→ First person + 2nd

→ Head unaware I was to be there!

Took me along to the assembly point where students / teachers / members of staff were already

Sat down ~ 7am to 8am

King Monday assembly

→ Some students had <sup>no school things</sup> confiscated after a trip

Teachers not Form 3 informed

⇒ 1st lesson Maths



8776

Mostly in 3<sup>rd</sup> after

4 on a bench / desk

Teacher not sure what was going on - Teacher led relying on text book.

3rd Form 1  
Geography <sup>Coal</sup>  
Entered about mid way  
clapping for those  
responded / got  
answers correctly  
→ Coal sources  
origin of coal  
uses / advantages /  
disadvantages  
etc  
Group work

Others actively  
involved during  
this task.  
Some onlookers.  
→ Feedback  
on group tasks  
(when students had  
been asked to go  
to their seats.  
→ Students went  
to the front

Clapping to  
acknowledge  
correct answers  
⇒  
writing short  
and clear notes  
on the blackboard  
as the  
lesson proceeded  
⇒ Used group  
work - 4 <sup>work</sup> cards  
4 groups

4 work cards  
with @ questions  
~~to~~ relating  
to a section / part  
of lesson.  
Groups answered  
feedback  
→ Students to  
write notes after  
that - / Not  
sure if time