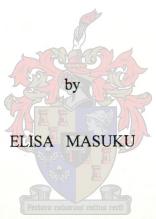# THE MANAGEMENT OF THE CULTURE OF TEACHING AND LEARNING IN SELECTED SECONDARY SCHOOLS IN BULAWAYO

by

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature :

Date   :

ABSTRACT

This study was conducted to investigate the culture of teaching and learning in selected Secondary Schools in Zimbabwe. It was addressing the numerous pleas within the Ministry of Education and by other stakeholders, to review the O-level curriculum, to monitor and improve the O-level results and to reduce dropouts at that level. Effective school programmes hold school culture and climate accountable, and as the most influential factors that could facilitate the process of change.

This study is a situational analysis of the culture of teaching and learning in two selected schools in Bulawayo, Zimbabwe. The headmasters of the two schools, selected teachers and students were interviewed regarding the culture of teaching and learning in their respective schools. The culture was revisited from as far back as the dual system of education during the colonial period in Rhodesia through post-independence in Zimbabwe in the 1980s, to the present. It was also traced from the time the sample schools were established to date. The schools are anonymous and they are referred to as Schools A and B.

The situation analysis revealed that a healthy culture of teaching and learning exists in School A, but leaves room for improvement. A breakdown of this culture in school B is evident and an immediate restoration is imperative. The primary cause supported by literature review is ineffective school leadership. Other responsible factors are demotivated teachers, poor parental involvement and demoralised students.

There is still hope for the culture in School B to improve because of the recent move by the government to allow schools to collect their own fees. Of course, this still leaves the main problem of leadership and uncommitted staff unresolved. Students might have a full time counsellor to meet their social needs.

The study initially, states the problem and presents research questions which are answered in the study. Then the historical background of the dual education system and how it affected and still contributes to the culture of teaching and learning, follows. The methodology used

in the study, the review of literature interview responses, findings and guidelines for restoring the culture of teaching and learning simultaneously follow. Finally, the study presents suggested recommendations and topics for further study and the short comings of the research.

OPSOMMING

Hierdie studie is onderneem im ondersoek in te stel na die leerkultuur in geselekteerde sekondrere skole in Zimbabwe. Dit inkorpereer die groot aantal versoeke va kie Ministerie van Onderwys en ander belanghebbendes om die O-vlak-kurrikulum te hersiem, te moniteer en te verbeter en om die aantal kandidate wat op daardie vlak uitsak te probeer verminder. Skole met effektiewe programme beskou die skoolkultuur en skoolklimaat as kie oorsake van hierdie probleme, maar is terselfdertyd daarvan oortuing dat juis hierdie faktore die veranderingsproses kan fasiliteer.

Hierdies studie in `n situasie-analise van die kultuur van onderrig en leer in twee geselekteerde skole in Bulawayo, Zimbabwe. Daar is ondrhounde gevoer met die skoolhoofde, geselekteerde onderyses en leerders van hierdie twee skole oor kie kultuur van onderrig en leer aan hulle skool. Die periode vanaf die dubbelmediumsisteem tydens Rhodesie se Koloniale Tydperk, die post-onafhandklikheidsperiode in die tagtigerjare in Zimbabwe tot en met die huidige tydperk is by die onderhound betrek. Dit het ook die betrokke skool se geskiedenis vanaf sy ontstaan tot en met die huidige tydperk ingesluit. Daar word na die skole verwys as skool A en skool B om hulle anonimiteit te waarborg.

Uit die situasie-analise blyk dit dat daar in skool A `n gesonde kultuur van onderrg en leer bestaan, alhoewel daar ruimte vir verberering is. In skool B bestaan dit nie en`n onmiddellike herstel van hierdie kultuur is noodsaaklik. Uit die literatuur blyk dit dat die hoofoorsaak van so `n insinking oneffektiewe skoolleierskap is. Ander bydraende faktore is gedemotiveerde onderwysers, swak ouerbetrokkenheid en gedemoraliseerde leerders.

Dit is nog nie te laat im die kultuur in skool B te verbeter nie omdat die regering sedert redelik onlangs skole toelaat om hulle eie fondse in te samel. Dit laat egter die hoofprobleem van oneffektiewe leierskap en onbetrokke onderwysers onopgelos. `n Voltydse berader kan help om in the leerders se sosiale behoeftes te voorsien.

Hierdie studie begin met die problem wat gestel word en bied dan navorsingsvrae wat in die loop van die studie beantwoord word. Daarna volg 'n historiese agtergrond van die dubbelmediumsisteem en hoe dit kultuur van onderrig en leer beinvloed het en nog steeds beinvloed. Die metodologie wat in die bevindings en riglyne om die kultuur van onderrig en leer te herstel, volg daarna. Die studie word afgesluit met voorgestelde aanbevelings, moontlike temas vir verdere studie en die tekortkominge van die navorsing.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

There have been vigorous debates on numerous issues in education in Zimbabwe since independence (1980). The controversial issues among others are student performance, low teacher morale because of very low, and inconsistent salary scales and generally poor working conditions, relevance in the O - level curriculum and major bottle necks in the A - level intakes. These issues continue to spark serious concerns and a burning desire from stake holders such as parents, educators, tax payers and the community, to improve the management of the culture of teaching and learning. Since independence the government has allocated the largest budget to education, to show its commitment and priority in post independence development in education. Despite this, the devaluation of the Zimbabwean dollar effectively reduces the education budget every year. The population growth rate of 3.14 (Census 1992:1) and an inflation rate of 58.8% (Chronicle, Bulawayo, Thursday 22 June 2000) militate against progress.

1.2 INDICATIONS OF A PROBLEM IN ZIMBABWE

The majority of schools in Zimbabwe are characterised by the absence of a keen and effective teaching and learning culture. Schools with an absence of a teaching and learning culture are characterised by a high failure rate, early school drop out, low morale among teachers and pupils and a negative academic attitude among pupils (Smith and Pacheo, in Blauw 1997:1).

There is a general awareness of a decline in the culture of teaching and learning in Zimbabwe because quite a few editorials and other articles reflect this in the local newspapers. An article in the Chronicle (February 21 1996) states that teachers were demotivated by deteriorating conditions of service, non-payment of the 1995 bonuses, non - adjustment of salaries according to the results of a job evaluation exercise and poor annual salary increments in 1995.

The article continues and expands on the present state of affairs within the teaching profession since 1996. Mr. Felix Mafa, who was the Zimbabwe Teachers Union chairperson,

was among the committee that conducted a survey. He reports that "teachers were no longer discharging their duties to the expected standard and it was only advisable for parents to engage private tutors to offer their children extra lessons if they were to pass, especially those sitting for external examinations."

An editorial of the Chronicle (February 22 1996) convincingly warned that there was danger that the whole system might collapse if the situation was not adequately and timeously addressed. It was absurd to expect the parents to hire extra tutors which most parents could hardly afford. He stated that "it simply would not do to have demotivated personnel shaping the nation's children's future, and that further procrastination on the ministry's part could further result in unforetold damage on the education system and even more prejudice to the children's future." It is evident that there has been a major decline in the teaching and learning culture in most secondary schools in Zimbabwe because the country at one time had one of the best O - level results in the 1970s. Lemon (1995:3) confirms that by 1977 there were only fourteen black government secondary schools in Southern Rhodesia but the country boasted one of the highest pass rates in the world, in the Cambridge General Certificate of Education at Ordinary Level Examination.

Comparatively there was a dramatic fall in the O - level pass rate in 1990. Thirty-nine percent (39%) of the candidates failed in all subjects. Generally, the standard of education in Zimbabwe has been declining since 1990, especially in secondary schools. The editorial of the Chronicle (March 12 1997) reported "a twenty percent (20%) ordinary level pass rate country wide in Zimbabwe. Out of 143 556 O - level students only 29 777 candidates passed."

The other challenge that confronts the Ministry of Education in Zimbabwe is the growing numbers of dropouts after O - level. The two groups that contribute to this number are students who fail the O - level examinations and those who pass the same examinations but do not get places for Advanced level (A - level). These students have difficulty getting jobs because they have no skills to work in the industries. Occasionally, the Ministry of Education employs a few school leavers as untrained temporary teachers in primary schools. In spite of

that, the majority of dropouts are neither at school nor at work each year. It is imperative that the management of the culture of teaching and learning in Zimbabwe should be improved.

Fay Chung in Sachikonye (1990:6) alleges "that the O - level curriculum urgently needs revisiting." She states that "Zimbabwe had a big surplus of O - level graduates with passes since 1987. The government does not have sufficient training facilities to prepare them for job openings which currently exist in industries." Fay's argument highlights the irony that industries have a serious shortage of qualified artisans and yet the country has an unemployment problem, with thousands of O - level dropouts that do not have the qualifications to work.

The late Mayor of Bulawayo, Councillor Abel Siwela, in an article in The Chronicle on March 11 1996, condemned the Ordinary Level syllabus and called it a "dead end." He invited any submissions from teachers to suggest ways of improving it. "It is my wish to see an improvement in the O - level curriculum because under the existing system pupils are not qualified for anything after completing the course."

Inadequate classrooms are among major indications of a visible decline in the culture of teaching and learning (See students' comments from school B). This problem affects both teachers and students. In School B, for instance, there is no administration block. Instead the headmaster, his deputy and the whole office team are using classrooms for offices. This, in turn, reduces the number of classrooms and special rooms like the Home Economics Room, Science Laboratory and Woodwork rooms (See teachers' comments from school B). Teachers and students therefore have no option but to share the available classrooms. Hot - seating which has a negative effect on the culture of teaching and learning becomes imperative. This is a system of scheduling more than one session of classes per day. Two class groups thus share the same classroom at different times. For instance, classes in one session start lessons in the classrooms in the morning, while those in the second session meet under a tree about mid-morning until 12 or 1 o'clock when the morning session closes. After that the other classes move into the classrooms. The schedule is arranged so that the number of contact hours for both morning and afternoon session are the same. Classes and teachers change

sessions every fortnight.

A lot of labour unrest among teachers was experienced in the 1990's. The allegations behind the unrest were mainly due to poor working conditions and low teachers' salaries. Fay Chung states that, due to budgetary constraints, the conditions of service, especially that of salaries for teachers have been a bone of contention between the teachers and the government. Teachers have repeatedly complained of low pay and unattractive conditions. In March 1990, non-graduate teachers were particularly riled because salary awards to graduate teachers, aimed at stemming their exodus from service, were not extended to them. To have done so would have required an extra Z$240 million, entailing a considerable strain on government finances. Because an effective collective bargaining mechanism was missing, a deadlock between government and non-graduate teachers exploded into a two week strike in May 1990. The state response included invoking the draconian Emergency Powers Regulations and an ultimatum to teachers to return to work. In the event, about 1 000 teachers were dismissed for ignoring the ultimatum. Their reinstatement was demanded by the Public Service Association, the Zimbabwe Teachers Association, the Association of University Teachers, the Zimbabwe Congress of Trades Union and some members of Parliament (Sachikonye, 1990:6-7).

Following the pressure from the Associations and Unions, the editorial, Chronicle (February 6 1996) made this statement : Following the end of the State of Emergency in July a High Court ruling concluded that the government had exceeded their powers and that the teachers were inappropriate victims of the emergency. They were all reinstated at the end of August; however, disciplinary proceedings are being taken against some teachers and head teachers (Sachikonye 1990:2).

Generally, there are feelings of discontent in the culture of teaching and learning expressed by educators, tax payers, parents and students.

1.3 INTERNATIONAL PERSPECTIVE ON SCHOOL PERFORMANCE

The declining school performance is very evident in Zimbabwe as statistics of O - level results will show later in this research. This seems to be a shared concern internationally. Genck (1987:11-12) states that "there is no question that the performance in schools has declined seriously in big cities. Statistics on declining school performance receive frequent national media attention." Media highlights school performance because it is of vital importance to the students, parents, educators, tax payers and the rest of the community. Student performance is always the primary basis and guide to the parents and guardians in choosing schools for their children. According to Ornstein (1990:7), "demands for improving teacher quality and holding teachers accountable for student achievement have increased over recent years. A growing number of educators and policy makers believe schools need to raise standards for teacher certification and performance. In general, many parents' expectations for their children's education have not been met. The taxpayers, who want to keep the lid on school spending and want to know where their money is being spent, want to hold educators responsible for outcomes of instruction. Moreover, if teachers do make a difference, as the recent literature claims, then they should be accountable for the outcomes of instruction, whether the outcomes are positive or negative."

It has been observed that generally most parents and students value a school and call it a "good" school with high standards because of its excellent educational outcomes or results. The results are an evidence of how effective the teachers are and how well the students have grasped the content. Stearns and Boyer (1996:7) observe that, "the context of classroom work and how well pupils master the content - concerns not just educators but politicians as well." The above authors write that "according to the American Federation of Teachers, every state is revising standards of focus, which are more on the academic content. Many states are linking these standards to performance or valued outcomes." Most stake-holders in education tend to place greater responsibility for poor performance on teachers. In the United States, for example, according to an editorial comment in the United States Department of Education on School Performance (3 November 1998:341 - 347), individual consumers of education should assume a greater responsibility by making efforts to improve performance levels, to become more efficient and focused and to seek accountability from teachers.

In the United States of America, standard - setting has become a national pastime. Almost every state in the union, forty-nine out of fifty, according to the American Federation of Teachers, is revising standards of focus more on core academic content. While these other efforts vary in detail and scope, states have come to recognise that clear expectations for learning and performance are imperative if school children are to meet the national goals forged by the governors in 1989.

The Editorial in the United States of Educationn on School Performance (November 1998) alleges that "as schools have more autonomy delegated to them and are held more accountable for their performance by different stake holders, strategic planning becomes more and more important." In a very strong statement about the decline in the culture of teaching and learning in American urban schools, Tewel (1995:4) argues that "the blunt truth is that high schools are in much deeper trouble than most people wish to acknowledge. In many places, the substantive meaning of high school education has been hollowed out. What exists behind the formal shell is a systematic breakdown - particularly in large cities, of the high school as an institution. The results thus far, are so dismal that teachers, parents and students are seeking refuge in other types of educational settings. Teachers, for their part, are fleeing to other professions. Parents with financial means place their children in private schools. All this does nothing but avoid the real problem : the inadequacy of the local high school."

According to Carl, et al (1998:15) the learners constitute the most important component of the internal factors affecting the school. The name a school earns depends on the performance of its pupils and especially their academic achievement which is central to the evaluation of the school by the community.

1.3.1 THE SITUATION IN SOUTH AFRICA

The culture of teaching and learning in South Africa has declined. It is appalling to note the desperate plea to restore this culture in South Africa. Smith and Pacheo as quoted by Blauw (1997:11) state that as the period of protest and revolt continued and intensified from 1976 - 1980, 1984 - 1986 and finally from 1988 onwards, the learning environment in the high school slowly and surely began to crumble and disintegrate. Even when calls to return to

school were accepted there was no guarantee that learning was taking place. Pupils came to school at different times to school, left when they felt like it, did not bring books to school, refused to do homework or tests and generally, increasingly began to reject any kind of authority. The situation in many South African schools is therefore characterised by the disintegration of learning environments and the demise of a culture of learning.

Morrow as quoted by Blauw (1997:12) confirms the desperate situation in South Africa and writes that the decay of schools has also been accompanied by many teachers losing a sense of the kind of service they should be offering to the community and a lack of understanding on their responsibility. Makhosana as quoted by Blauw, (1997:12) states that there are many teachers who have given up trying to fulfill their responsibilities, some have "forgotten" about their duty. The Task Team on Education Management Development in their report to the Minister of Education (1996:18), writes that "decades of resistance to the apartheid discredited many conventional educational practices such as punctuality, preparation for lessons, innovation, individual attention and peer group learning." Makhosana as quoted by Blauw (1997:41) argues that teachers and pupils must accept some responsibility for contributing to the creation of a lost generation.

The Task Team on Education Management Development advocates that "the patterns of behaviour exhibited by teachers and pupils should be reconstructed and transformed if they are to lead quality learning." A change of behaviour is imperative to remedy and revive the teaching and learning culture in South African schools. However, the question is whether the education stake-holders are conscious of the problem or not and if they are braced for the challenge. Blauw (1997:14) observes that "one of the greatest challenges facing the new government and the education leaders is the creation of a culture of teaching and learning in South African schools. Various initiatives by government and non-governmental organisations have to be taken to meet this challenge."
The Task Team on Education Management Development insists that the patterns of behaviour exhibited by teachers and pupils should be reconstructed and transformed if they are to lead to quality learning.

1.3.2 THE SITUATION IN BOTSWANA

Botswana too, has its own challenges. Weeks (1993:2) in the following statement prepares his audience for the rising pressure to improve the Education system in Botswana: "There is probably no other government sector from which the public expects and demands more, and no other sector for which the rapid rate of population growth poses larger problems." It is interesting to note that Botswana's economy has been stable since the mid - 1970s. Weeks (1993:1) establishes that "this country - Botswana, remains one of the few Third World countries with a hard currency strategy. The stable government and an expanding economy have made possible steady growth in the education system. However, things took another turn with the rapid population growth and urbanisation. In 1971, 10% of the population lived in towns, compared to 33% in 1991. Because of its very rapidity, the growth has generated unforeseen problems and contradictions. Since then, education in Botswana has always been subject to close scrutiny, including rigorous attention in national development plans; the latest known as 'NDP7,' covers the period of 1991 - 1997. Growing dissatisfaction in the mid - 1970s with the direction of education led to the formation of the first National Commission of Education in 1975 to review the entire education system and recommend strategies for improvement."

The Commission reported its findings and recommendations and guided the formation of the National Policy on Education that was approved in August 1977. The Commission's recommendations seemed to keep the education trends in Botswana in place for fifteen years, but during that time other socio - economic factors set in. Frustration with the education system mounted and pressure developed, calling for a second National Commission on Education, which was announced by the President in April 1992 (Weeks 1993:2).

Weeks explains that "public concern revolved around the following issues: the need for pre-schools, the allocation of resources to education, inefficiencies in the operation of the Ministry of Education, the number of untrained teachers, the quality of schooling, the place and role of Setswana as a national language, the structure of the system, the destiny of school leavers and the bottleneck at the end of year 9 (Form 2). There was a perceived need for vocationalisation and the development of "education for all." There were fears among

secondary school teachers that primary school teachers would relax their efforts in the absence of any final examination, since it was anticipated that in 1993 the primary school leaving examination would be redundant. It was apparent that standards would decline further, while community junior secondary school teachers would be forced to teach those students who previously were "failures." This led to new frustrations which included demands for "relevance."

1.3.3 THE SITUATION IN ZAMBIA

Zambia faces the same problem of the insurmountable gap between the rapid population growth and its economic decline on the quality of education. Musambachime and Mwelwa (1990:1 - 2) appreciate the fact that "the post-independence government gave high priority to Education, but the population growth rate dwarfed progress. They advocate that the provision of schooling was given high priority by the post independence government. Education was seen as a right, as one of the fruits of independence, as well as a means by which the skills necessary to promote development could be imparted. While enormous strides were made, enormous difficulties were also encountered. High rates of population growth necessarily put pressure on educational budgets. While Zambia shares this problem with many other developing countries, its difficulties were exacerbated by the particularly extreme economic crises the country suffered. The consequence has been a worrying decline in the quality of education provided and in the proportion of the student population served. Zambia was characterised by a population growth rate which was estimated to be 3,7% in 1988."

Musambachime and Mwelwa (1990:1 - 2) conclude that "what makes Zambia's population particularly problematic is that close to half of it is below the age of 15 years. Projections relating to the period from 1990 to 2000 suggest that the population in the age group 7 to 15 years will increase by 1 103 155 by the latter date."

Literature so far reveals that the contrasts between the growing population and the declining economy is a major concern of the policy makers, planners, researchers and analysts in Zambia and in all developing countries, as far as decline in the quality of education is concerned. Musambachime and Mwelwa (1990:4) cite other minor problems. They point out

that the quality of education during the period (1983 - 1988) declined due to financial and other constraints such as excessively large classes, poorly furnished classrooms, dilapidated buildings, scarcity of textbooks, science equipment and other essential items. A combination of these facts together with accommodation problems led to a fall in teacher morale. The situation in the classrooms is very crucial and inefficient especially in large cities. The problems begin at primary school and obviously affect performance both at that level and at secondary school. Musambachime and Mwelwa (1990:5) state that in the most densely populated cities of Lusaka, Ndola and Kitwe, double and even triple sessions were introduced. The system allowed more pupils to be taught by one teacher, but even so, abnormal class sizes between 60 and 90 were not unusual and affected the quality of education in several ways. First, the practice reduced the number of contact hours between the teacher and pupils to a maximum of two and a half in a triple session and three in a double session system. Parents fought for their children to be in the morning sessions because, as they often observed a noticeable drop in performance of their children when they were in the afternoon class, they assumed that the teachers were at their best in the morning and were tired by the time they taught the afternoon classes.

Secondly, double and triple sessions and large class sizes reduced the ability of the teachers to give individual help. This was crucial because most children in Zambia do not have systematic learning experiences. Lungwana, Maimbolwa and Sinyangwe as quoted by Musambachime and Mwelwa (1990:6) add that the system inhibited the creativity of the children who in many cases remained unable to discuss problems coherently or work on group projects. The system did not provide for accelerated progression for the exceptionally bright and gifted children who were in consequence forced to advance at the same pace as the rest of the class.

There is certainly a need to rescue the education system in Zambia from this crisis situation. It is obviously not getting any better because the population continues to grow while the economy declines. Musambachime and Mwelwa (1990:7) argue that "it is important to note that with the population growing at about three percent per annum and also given the declining value of the Kwacha after 1976, in real terms, the money spent on education has

been declining each year, leading to difficulties which have already been mentioned. They add that lack of transport for inspection and general administrative work, absence of funds for inservice refresher courses locally or outside the country, have all contributed to a general decline in teaching standards."

1.4 DESCRIPTION OF THE PROBLEM

Zimbabwe has had a crucial decline in the culture of teaching and learning especially in secondary schools. Parents are concerned about the quality and the standard of education in Zimbabwe. Teachers and students are demotivated and this affects the culture of teaching and learning. It is therefore, the purpose of this study to investigate the factors responsible for the decline in the culture of teaching and learning.

1.4.1 THE ZIMBABWEAN SITUATION

The situation in Zimbabwe is characterised by a breakdown of the teaching and learning culture. Resources are very limited especially with the sliding Zimbabwean dollar which has fallen to US$51 to Z$1 (Chronicle 5 September 2000). Teachers are dissatisfied with salaries and working conditions. Most schools have been caught before progress has taken off the ground in their infrastructure, hence a lot of overcrowding in schools as the interview responses from sample schools A and B will show later in this research.

Double sessions are obligatory in most secondary schools. Sometimes secondary school students are accommodated in primary schools which is not an ideal situation (see school B students' responses). Children have classes in the open under harsh weather conditions including O - level students who write government examinations. Books and furniture are terribly inadequate. According to the students' responses from School B, three students share a book, for instance. This will be discussed in greater detail in chapter 2.

1.4. 2 WHAT CONSTITUTES THE CULTURE OF TEACHING AND LEARNING ?

The concept of restoring a culture of teaching and learning is complex. Such a concept is what is referred to as lacking when the absence of school going habits and values and a loss of faith by the school communities in the benefits and value of education are manifested

(Chisholm and Vally as quoted by Blauw 1997:19).

The culture of teaching and learning is to be viewed in the context of the culture of a school or an organisation. The culture of a school therefore, can be defined as the peculiar distinctive "way of life" of the class, the meanings, values and ideas embodied in institutions, in social relations, in systems and beliefs, in norms and customs and the uses of objects and materials (Davidoff and Lazarus 1997:41).

The culture of teaching and learning in many respects is influenced by the culture of a school as a whole. The culture of a school is an extremely important aspect of school life, one which has a profound effect on, and is affected by every other element in the organisation. It diffuses its particular qualities and characteristics into every corner of school life. Very often, it lives, influences and affects the life of the school in ways that people in the school are barely aware of (Davidoff and Lazarus 1997:41). These concepts are only touched upon in this chapter and will be thoroughly discussed in chapter 3.

1.4. 2.1 TEACHING CULTURE

Research has constantly revealed that effective schools have a healthy culture that could be 'felt' by most people who interact with their members. This culture then creates a productive teaching and learning culture. It constitutes of the values, beliefs and norms of a school. The administrators, teachers and pupils reflect this culture in their activities. It builds and promotes a warm atmosphere conducive to teaching and learning. Hargreaves as quoted by Blauw (1997:22) suggests that "there are two dimensions of relationships which are among the members of staff and the teacher - pupil relationships that contribute to a large extent to the culture of teaching and learning. Students know when relationships among teachers are strained and this impacts on the teaching and learning culture. Teachers, according to research, are the most influential agents of the teaching and learning culture, therefore it is important for them to maintain a positive classroom climate to enhance maximum learning.

1.4 2.2 LEARNING CULTURE

Blauw (1998:20) explains that "learning culture," is both a phrase and a concept widely used in the education sphere when referring to the high failure rate, the negative attitudes towards learning and the negative learning climate in schools. According to Smith and Pacheo in Blauw (1998:20 - 21), a culture of learning is the 'disposition and attitudes of pupils towards learning.' This includes the atmosphere of diligence or hard work that develops in pupils as a result of a combination of the personal characteristic of pupils, commitment and involvement of parents, leadership from the principal, the professional conduct of teachers and the attitude of the community towards the school. Smith and Pacheco as quoted by Blauw (1997:21) point out that a learning culture includes the following two aspects :

1. Aspects of the learner : self - discipline, acceptance of authority and discipline, motivation and interest in the learning task, pupil morale, attitudes towards learning, commitment to learning and a spirit of hard work.

2. Characteristics of the school and the environment : Examination results and discipline in the school, dedication of teachers to their task, and the morale of the teachers.

Most authors, who seem to agree on the meaning of "culture" use the phrase "this is how things are done here" to express the nature of the learning culture in a particular school.

1.4 2.3 THE STATUS OF A CULTURE OF TEACHING AND LEARNING

Dissatisfaction among teachers in Zimbabwe mounted, and the first "stay away" which was the downing of tools by all teachers started in April 1998. These boycotts were organised by the Zimbabwe Congress of Trade Unions which threatened that all teachers join in the quest for an increase in salaries and the improvement of their working conditions. These were staggered throughout the year and almost affected the O - level examinations. These 'stay aways' had a lot of impact on the culture of teaching and learning among the teachers and the students. Parents were also nervous about the distraction of the school programme especially those who had children in Forms 4 and Upper 6. These students needed peace of mind for their studies and revision to prepare for examinations. Obviously most of them were demoralised.

In spite of the government's plea to discourage these unnecessary breaks, there was another one in June 1999.

1.4. 2.4 MANIFESTATION OF THE CULTURE OF TEACHING AND LEARNING IN ZIMBABWE

With the prevailing conditions of discontent among teachers it is unlikely to find a healthy culture of teaching and learning especially in public schools. The literature consistently emphasises that teachers influence learning. However, teachers in Zimbabwe are generally demotivated; there is no commitment to teaching and this situation obviously affects the classroom environment and hence the culture of learning. Joan Dean (1993:121) stresses the importance of an inviting environment to enhance the learning culture and how all the members of a school take a keen interest in it.

It will be appreciated though that there is evidence of the culture of teaching and learning in most private schools and as sample School A, O - level results analysis will show. Generally, teachers at these schools have higher salaries, good working conditions and attractive allowances.

Classes are manageable. The teacher - pupil ratio is between 1 to 28 or 30. Both the school and the classroom climate are conducive to teaching and learning.

This situation, unfortunately, does not answer the breakdown of the culture of teaching and learning in Zimbabwe because the private schools have the minority of both teachers and students. There is still a critical need of the restoration of this culture.

(More detail in chapter 3)

1.5 RESEARCH METHODOLOGY

The aim of the research is to conduct a situation analysis in two schools to determine whether a culture of learning and teaching exists and then to compile a programme to restore it where necessary. The qualitative design was deemed most suitable for this study as it permitted insight into the perceptions, attitudes and feelings of the respondents. This is a descriptive method of research as it describes the schools at the time of the study. Information was

collected through informal focused interviews. The research used the qualitative approach. Data were collected through interviews with the assistance of the headmasters of the two sample schools, a few teachers, selected parents and students. Questionnaires were used as instruments for data collection.

1.5. 1 METHOD OF INVESTIGATION

Information was collected through interviews. The headmasters from school A (Private School) and school B (Public School) were interviewed. Students in Forms Two, Three and Four provided very valuable information; selected teachers were also interviewed. At the initial meeting, the purpose of the interview and topics to be covered were explained. Confidentiality and anonymity were assured. Permission was granted by the respondents to the researcher to make tape recordings. They were informed that the interviews would be transcribed and the results and discussion thereof returned to them for comments and approval. The responses were sent back to the interviewees for approval.

The researcher saw the Heads of schools and requested to have interviews, explained the purpose and the questions to be covered in the interview. The interviewer and the interviewee went over all the questions before the actual interview. The interviews were informal and conducted in a conversational manner. The duration of the interviews was between 30 and 60 minutes. The questions will be investigated in this study and the interview was structured around the same topics:

1. How the location of a school influences, positively/negatively the culture of teaching and learning.
2. O - level results and A - level intake.
3. Communication with parents concerning students' progress.
4. Supervision of teaching and learning as seen by teachers and students.
5. Self-esteem and how it impacts on the culture of teaching and learning.
6. Suggestions for restoring a culture of learning and teaching.

Before the interviews, the respondents looked tense, but they relaxed as soon as they heard that confidentiality was assured. They were also told that the conversation was about their

respective schools. The researcher thanked the interviewees for their willingness to give their time and their contribution.

1.5. 2 QUALITATIVE RESEARCH

Definitions of qualitative research are both controversial and confusing. Strauss and Corbin (1990:17) define qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualification. It can refer to research about persons' life stories, behaviour, but also about organisational functioning, social movements or interactional relationships." Best and Kahn (1993:211) confirm that "qualitative studies are those in which the description of observations is not ordinarily expressed in quantitative terms."

According to Vulliamy in Blauw (1998:38) qualitative research is described as "a broad approach to research which incorporates a range of theoretical perspectives and possible research techniques." Other authors use the features of qualitative research to clarify its meaning. Bogdan and Biklen in Tuckman (1994:366) state that "qualitative research has five features: the natural setting is the data source and the researcher is the key data-collection instrument; it attempts primarily to describe and only secondarily to analyse; the concern is with the process, that is, with what has transpired as much as with product or outcome; its data are analysed inductively, as in putting together the parts of a puzzle, and it is essentially concerned with what things mean, that is, the 'why' as well as the 'what' ".

Locke et al (1993:99) define qualitative research "as a systematic empirical strategy for answering questions about people in a bounded social context". They add that "it is a means for describing and attempting to understand the observed regularities in what people do, say and report as their experience. It focuses on the perceptions and experiences of the participants. What individuals say they believe, the feelings they express and explanations they give are treated as significant realities."

Wilson in Tuckman (1994:366) uses a synonym for qualitative research to precede his definition. He establishes that "this type of research methodology also referred to as

'ethnography' is based on the fundamental beliefs that events must be studied in natural settings, that is, field based, and events cannot be understood unless one understands how they are perceived and interpreted by the people who participate in them. Thus, participant observation is used as the major data-collection device." He adds that "ethnography relies on observations of interactions and interviews of participants to discover patterns and their meanings. These patterns and meanings form the basis for generalisations, which are then tested through further observation and questioning."

Silverman (1997:8) adopts the same term as Wilson "ethnography". He states that "ethnographic studies are carried out to satisfy the need for an empirical approach, the need to remain open to elements that cannot be codified at the time of the study; and a concern for grounding the phenomenon that is observed in the field.

The confusion comes into play when researchers find it difficult to use qualitative methodology in isolation of the quantitative methodology. Corbin and Strauss (1990:17) warn that the term qualitative research is confusing because it can mean different things to different people. Some researchers gather data by means of interview and observation - techniques normally associated with qualitative methods. However, they then code that data in a manner that allows them to be statistically analysed. They are in effect, quantifying qualitative data.

1. 5. 3 ADVANTAGES OF QUALITATIVE RESEARCH

Educational researchers use both qualitative and quantitative research but the former has more advantages. Best and Kahn (1993:186) present three advantages of qualitative research:

1. The nature of the in-depth detailed description of events, interviews, is what makes qualitative research very powerful. The richness of data permits a fuller understanding of what is being studied than could be derived from the experimental research methods.

2. Context sensitivity cannot be completely separated from the theme of qualitative data. The reason why qualitative data are so powerful is that they are sensitive to the social, historical and temporary context in which the data were collected.

3. Inductive analysis enables the researcher to explore the data without prior hypothesis. This

openness to find whatever there is to find is unique. It permits the researcher to discover reality without having to fit it into a preconceived theoretical perspective.

Strauss (1990:19) presents valid reasons for doing qualitative research methods. He writes that "one reason is the conviction of the researcher based upon research experience". He adds that some researchers come from a scientific discipline such as anthropology; or they adhere to a philosophical orientation, for example phenomenology, both of which advocate the use of qualitative methods for data gathering and analysis, whose use has given satisfactory results. Another reason Strauss mentions is the nature of the research problem. Some areas of study naturally lend themselves more to qualitative types of research that attempts to uncover the nature of a person's experiences with a phenomenon like illness, religious conversion or addiction. He advocates that qualitative methods can be used to gain novel and fresh slants on things about which quite a bit is already known. They also give the intricate details of phenomena that are difficult to convey with quantitative methods."

According to Vulliamy in Blauw (1998:34), qualitative research methods are more suitable to developing countries because the research skills required (such as interviewing and listening) are more suited to prior capabilities that have already been strongly developed in societies with predominantly oral traditions. This perspective might reasonably be taken to be well suited to this writer's research on Zimbabwea education.

Interviews and observations are the most used techniques in qualitative research. Tuchman (1994:366) advocates that this approach is advantageous to the research because the researcher visits a site or field location to observe - perhaps as participant observer - the phenomena that occur in that setting. The researcher also interviews people in and around the setting. The research attempts to identify the chief concerns of the various participants and audiences and to assess the merit, worth or meaning of the phenomena to the participants. According to Silverman (1990:236), qualitative research has a two-fold advantage: one advantage relates to influencing practitioners who are the researcher's research subjects; and the second advantage relates to influencing practitioners who are the wider audience for the research findings. He advocates that "in respect of practitioners who are research subjects,

qualitative researchers can call upon their pre-existing research relationships with their research subjects as a resource for ensuring an attentive and even sympathetic response to their research findings. A close personal and working relationship based on lengthy social contact and built up over weeks and months, is likely to ensure that not only will practitioner research subjects have a particular interest in the findings, but also they may be willing to devote an amount of time and effort to discussions of findings."

Tuckman (1994:366) states how other practitioners who are not research subjects benefit from qualitative studies. He writes that "the qualitative researcher has the advantage that the research method allows rich descriptions of everyday practice which enable practitioners and audiences imaginatively to juxtapose their own everyday practices with the research description. There is an opportunity for practitioners to make evaluative judgements about their own practices and experiments with the adaption of new approaches described in the research findings."

1. 5. 4 DIFFERENCE BETWEEN QUALITATIVE RESEARCH AND QUANTITATIVE RESEARCH

Researchers show that the uses of both qualitative and quantitative approaches in one study are unavoidable and that as such one approach could not be superior to the other. On the other hand, other authors advocate that one approach is more effective than the other. Hence the controversy and confusion in qualitative research.

Strauss (1990:18) advocates that "the two types of methods can be used effectively in the same research project." Strauss (1990:18) also quotes Bucher, Enrlich, Schatzman and Sabshin who explain how the two can be combined. They write that "one might use qualitative data to illustrate or clarify quantitatively derived findings, or one could quantify demographic findings or use some form of quantitative data to partially validate one's qualitative analysis."

Best and Kahn (1993:211) argue that it may be unwise to try to draw a hard-and-fast distinction between qualitative and quantitative studies. The difference is not absolute; it is one of emphasis. One emphasis should not be considered superior to the other. The

appropriate approach would depend upon the nature of the questions under consideration and the objectives of the researchers.

On the other hand, Best and Kahn (1993:204) agree that "there is a distinct difference between the two methods of research. They explain that as distinct from the traditional logical - positivistic approach, qualitative research is different in a variety of ways. In qualitative research the focus is on in-depth interviews, observations and document analysis. A holistic perspective permits a broader view of the complex issues facing educational researchers. In addition, while some qualitative research includes limited quantification (eg. counting the number of occurrences of an event), in general qualitative research interprets data without numerical analysis."

Some writers have provided categories of qualitative research. These provide a useful background to this study. There are ten types of qualitative studies presented by Patton (1990:88). Tuckman (1994) and Best (1993) refer to the same list as well. They cover a variety of disciplines and draw attention to the central questions for each discipline.

Types of Qualitative Study

Perspective	Disciplinary	Central Questions
1. Ethnography	Anthropology	What is the culture of this group of people?
2. Phenomenology	Philosophy	What is the structure and essence of experience of this phenomenon for these people?
3. Heuristics	Humanistic	What is _my_ experience of this phenomenon and the essential experience of others who also experience this phenomenon intensely?
4. Ethnomethodology	Sociology	How do people make sense of their everyday activities so as to behave in socially acceptable ways?
5. Symbolic interactionism	Social psychology	What common set of symbols and understanding have emerged to give meaning to people's interactions?
6. Ecological psychology	Ecology, psychology	How do individuals attempt to accomplish their goals through specific behaviours in specific environments?
7. System theory	Interdisciplinary	How and why does this system function as a whole?
8. Chaos theory: nonlinear dynamics	Theoretical physics, natural sciences	What is the underlying order, if any, of disorderly phenomenon?
9. Hermeneutics	Theology, philosophy, literacy criticism	what are the conditions under which a human act took place or product was produced that makes it possible to interpret its meanings?
10. Orientational qualitative	Ideologies, political economy	How is x ideological perspective manifest in this phenomenon?

Source: Patton, _Qualitative Evaluation and Research Methods_ (© 1990), Table 3.2, p. 88. Used with permission of Sage Publications.

Patton (1990:40 - 41) focuses on the types of themes prevalent in qualitative research and identifies ten such themes. These themes reflect a reasonably sharp contrast between qualitative and quantitative approaches (See below).

Guba and Lincoln as quoted by Patton (1990:40 - 41) point out some methodological concerns associated with the qualitative approach, including the need to set boundaries and find a focus to ensure that the process is credible, appropriate, consistent, confirmable, and neutral. To attempt to meet these criteria, which collectively provide qualitative research with rigour, the approach described here is structured as consistently as possible with the definition of research as previously set forth. In this structured form, the qualitative research described here is less like the ethnography approach and may more appropriately be called case study research.

Themes of Qualitative Research

1. *Naturalistic inquiry*	Studying real-world situations as they unfold naturally; nonmanipulative, unobtrusive, and noncontrolling openness to whatever emerges - lack of predetermined constraints on outcomes
2. *Inductive analysis*	Immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships: begin by exploring genuinely open questions rather than resting theoretically derived (deductive) hypotheses
3. *Holistic Perspective*	The *whole* phenomenon under study is understood as a complex system that is more than the sim of its parts; focus on complex interdependencies not meaningfully reduced to a few discrete variables and linear, cause-effect relationships
4. *Qualitative data*	Detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspective and experiences
5. *Personal Contact and insight*	The researcher has direct contact with and gets close to the people, situation, and phenomenon under study; researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon

6. *Dynamic systems*	Attention to process; assumes change is constant and ongoing whether the focus is on an individual or an entire culture
7. *Unique case Orientation*	Assumes each case is special and unique; the first level of inquiry is being true to, respecting, an capturing the details of the individual cases being studied; cross-case analysis follows from and depends on the quality of individual case studies
8. *Context sensibility*	Places findings in a social, historical, and temporal context; dubious of the possibility or meaningfulness of generalizations across time and space
9. *Emphatic neutrality*	Complete objectivity is impossible; pure subjectivity undermines credibility; the researcher's passion is understanding the world in all its complexity - not proving something, not advocating, not advancing personal agendas, but understanding the research includes personal experience and emphatic insight as part of the relevant data, while taking a neutral nonjudgemental stance toward whatever content may emerge
10. *Design Flexibility*	Open to adapting inquiry as understanding deepens and/or situations change avoids getting locked into rigid designs that eliminate responsiveness, pursues new paths of discovery as they emerge

Source: M..Q. Patton. *Qualitative Evaluation and Research Methods* (Newbury Park, Calif.: Sage Publications, © 1990), Table 2.1, pp.40-41. Used with permission of Sage Publications.

According to Leedy (1993a:142, 143) the difference between "qualitative inquiry" and "quantitative research" pertains mainly to the forms of representations that are emphasized when presenting a problem.

In sum, both qualitative and quantitative research can be used in one research project, although most contemporary researchers use the qualitative method because of its popular use of observation and interviews as data collection which allows for a deeper analysis athough generisability is inhibited.

1.6 RESEARCH METHOD

The research method used in this study is the interview. It was felt that the interview would be the most appropriate means of collecting accurate and comprehensive data in situation analysis.

1.6.1 THE INTERVIEW

The research interview has been refined as "a face-to-face encounter". Babbie (1992:269) explains that it is an alternative method of collecting data. Best and Kahn (1993:251) explain that "the interview is in a sense an oral questionnaire. The interviewee gives the needed information orally and face to face." According to Judd et al (1991:253) "interviewing is part art, part science. Some recommendations given are based on little more than research folklore and common sense, whereas others have been developed and tested in repeated empirical studies." According to Cohen and Manion in Blauw (1998:37) an interview is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining relevant information and focused by him on content specified by research objectives of systematic descriptions, redaction or explanation."

1.6.2 ADVANTAGES AND DISADVANTAGES OF INTERVIEWS

Interviews give the best and reliable responses because of their face-to-face encounter. Babbie (1992:269) suggests that interview surveys attain higher response rates than mail surveys because respondents seem more reluctant to turn down an interviewer standing on their doorstep than they are to throw away a mail questionnaire. Generally, respondents find mail questionnaires to be a waste of time and they hardly read and understand the questions before they answer. Babbie (1992:269) adds that the presence of an interviewer decreases the number of "don't knows" and "no answers". Interviewers can also provide a guard against confusing questionnaire items. Interviewees take pride when they are selected to contribute data through their responses and usually they will give in-depth and reliable responses. Judd, et al (1991:255) confirm that the opportunity to talk to a good listener and to have one's ideas taken seriously and noted down is a chief positive of an interview."

Other authors confirm that interviews, if skilfully administered give the most reliable responses. Best and Kahn (1993:251) write that "with a skilful interviewer, the interview is often superior to other data-gathering devices." These writers give the following reasons for their decision: People are usually more willing to talk than to write, as a result, certain types of confidential information may be obtained that an individual might be reluctant to put in writing. The interviewer can explain more explicitly the investigation's purpose and the information he or she wants and through the interview technique the researcher may stimulate the subjects' insight into his or her own experiences, thereby exploring significant areas not anticipated in the original plan of investigations. An open form question, in which the subject is encouraged to answer in his or her own words at some length, is likely to provide greater depth of response. This penetration exploits the advantage of the interview in getting beneath-the-surface reactions.

On the other hand, the personal interaction provided by an interview could be a disadvantage if conducted by an inexperienced interviewer. For instance, if the interviewer is untactful, rude or biased, these characteristics could easily put off the interviewee. Judd et al (1991:225) suggest that the interviewer's manner should be friendly, courteous, conversational and unbiased. The idea is to put responders at ease so that they will talk freely and fully.

Bias seems to be one of the major disadvantages of an interview. It is vital for the interviewer to explain the nature of the interview, but sometimes most researchers find themselves prejudicing responses or projecting their own opinions, which negates positive and reliable responses. Tuckman (1993:247) maintains that the interviewer should brief the respondent as to the nature or purpose of the interview (being as candid as possible without biasing responses) and attempt to make the respondent feel at ease. He emphasizes that at all times interviewers must remember that they are data-collection instruments and must try not to let their own biases, opinions or curiosity affect their behaviour. Other writers repeatedly mention the importance of avoiding bias during interviews. Babbie (1992:270) writes that the interviewer's presence should not affect a respondent's perception of a question or the answer given. The interviewer, then, should be a neutral medium through which questions and

answers are transmitted.

Interviewers should have basic training if reliable responses are to be expected. Babbie (1992:270) explains that if the interviewer does anything to affect the responses obtained, then the bias interjected might be interpreted as a characteristic of that area. He gives a vivid illustration, "suppose a survey is being done to determine attitudes towards low-cost housing, to help in the selection of a site for a new government - sponsored development." An interviewer assigned to a given neighbourhood might through word or gesture - communicating his or her own distaste for low-cost housing developments. Respondents tend to give responses generally in agreement with the interviewer's own position. The results of the survey would indicate that the neighbourhood in question strongly resisted construction of the development in its area whereas their apparent resistance might only reflect the interviewer's attitudes.

Best and Kahn (1993:252) argue that "interviewer bias may be a hazard. Leading questions that unconsciously imply a specific answer should be avoided."

It is possible to run into problems of the respondents' restlessness during an interview because interviews tend to tie them down. Walker in Blauw (1998:39) states that other disadvantages of interviews are that it is time consuming. Best and Kahn (1993:254) add that the interview is "time consuming and one of the most difficult to employ successfully". The other problem presented by an interview is invalidity, particularly if the interview is viewed as a means of information transfer and a transaction which has to be controlled (Cohen and Manion in Blauw 1998:40).

In spite of the problems or disadvantages presented by interviews, they are still the most effective methods of collecting data, especially if a tape recorder is used.

1.6.3 ADVANTAGES AND DISADVANTAGES OF USING TAPE A RECORDER

Best and Kahn (1993:253) agree that recording interviews on tape is preferred because they are convenient and inexpensive and obviate the necessity of writing during the interview,

which may be distracting to both interviewer and subject. He adds that interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time. In addition to words, the tone of voice and emotional impact of the response are preserved by the tapes.

Walker et al as quoted by Blauw (1998:37) state the advantages of using a tape recorder as follows : It

- successfully monitors all conversations
- provides ample material with great ease
- ensures that no verbal products are lost
- eliminates a major source of interview bias
- not only eliminates the omissions, distortions, elaborations, condensations and other modifications of data, but also provides an objective basis for evaluating the interview data
- permits the interviewer to devote full attention to the interviewee
- is the most convenient method of recording the interview
- provides a complete and accurate record of the interviews, also presenting the emotional and vocal character of the responses

Using a tape recorder has its own set backs. It is time consuming. It may also be expensive to buy the blank tapes and quite difficult to get a tape recorder. Technology may also fail in the middle of an interview and that would interrupt both the interviewee and the interviewer. The recording may not be clear due to poor sound and this may distort the responses. Recorded responses may get lost or the tapes get damaged from extensive replaying. Listening to, and transcribing tapes so as to provide a written record, may be a lengthy, tedious and possibly an expensive process.

To sum up, the advantages of using a tape recorder outweigh the disadvantages.

1.7 STRUCTURE OF THIS RESEARCH

In chapter 1 an overview of the problem and a short description of the research methodology was given. The choice of using a tape recorder to gather quantitative data was made because

of the greater depth it would enable the researcher to reach. The study was also limited by the fact that the officials of the department assigned two possible schools in the region as objects for the study. This precluded the use of any quantitative data because of the fact that two schools would not give enough data to be quantitatively generalised.

In chapter 2 the situation in education in Zimbabwe will be described giving attention to historical and present-day factors. Chapter 3 will cover an in-depth study of the literature on the culture of teaching and learning which will be followed in Chapter 4 by the reporting and interpretation of the data gathered in the interviews. In chapter 5 an attempt is made to suggest guidelines for the restoration of the culture of teaching an learning in schools. The thesis ends in chapter 6 with the conclusion and recommendations.

CHAPTER 2

SITUATION DESCRIPTION OF EDUCATION IN ZIMBABWE

Education in Zimbabwe was largely determined by its history. This can be divided into two distinct periods, the Colonial period and the period after independence (Post Colonial). The period of Unilateral Declaration Independence (UDI) from 1965 to 1980) will be classified as an extension of colonialism. This was the period when the white minority rule unilaterally declared themselves independent from the Colonial ruler, Great Britain.

2.1 BACKGROUND AND HISTORY OF EDUCATION

Education in the former Rhodesia was run in two different systems - the Black and White systems of education. It was in step with the discriminatory governance policies of the country. The African Education was not funded by the government. Zvobgo (1994:16) states that "the controlling settler interests in Rhodesia created two parallel systems of Education which reinforced the racial divisions of the society. African education was left entirely to missionaries, while the state took an active and energetic interest in developing a modern academic and technical education system for the children of the settlers." The structure of formal education in Zimbabwe is divided into four levels, namely are pre-school, primary, secondary and higher education. Higher education is principally the responsibility of the Ministry of Higher Education, while the other levels together with Adult and Non Formal Education fall under the Ministry of Education and Culture. The Ministry of Higher Education, established in 1988, is hived off from other ministries.

It was one of the first black government's priorities to come up with one system of education in the country, to get rid of the imbalances entrenched by the colonial government.

2.2 THE LEGACY OF COLONIAL EDUCATION

There was tangible discrimination in the education system in Zimbabwe before independence. All writers echo the same sentiments about the dual system of Education during the Colonial years and how it disadvantaged the black child. Murphree et al in Census (1992:24) write that "Education in Colonial Zimbabwe was characterised by gross inequalities between the races." Education was initially brought to the Africans in Zimbabwe by the efforts of the

missionaries.

His Excellency Robert G. Mugabe in his speech of September 1981 made the following statement about the segregatory system of education as far back as 1899: "Interests of colonisers determined both the content and scope of education. This was done by law. In 1899 the education ordinance created a segregated system of education. For those Africans who did go to school, the colonial system reinforced by missionary resources, aimed at inculcating attitudes of deference and subservience to foreign rule on the part of the colonised. Whether this was subsequently manifested in the form of alienation of the so-called education from their own people or culture, or in their uncritical admiration and emulation of everything foreign, or again in their avoidance of any involvement in the titanic struggle of the masses for total liberation, it was all grist to the mill of colonial domination."

The two distinct separate systems of education were run by different bodies and were under two unrelated divisions of government. The White child had numerous advantages with no comparisons to merger privileges given to a black child. A statement from *Review of Education* (1980:1) states that "the education which catered mainly for white children was named the Division of European, Coloured and Asian Education. It operated mainly through State Schools with a minority of very expensive elite private schools. Children enjoyed automatic promotion to secondary school."

The black children had no reason to go to school. After all, it was to the white man's advantage to have a man and his entire family work on his farm. *Review of Education* (1980:2) confirms that "for black children on the other hand, education was not compulsory, the Division of African Education was mainly in the hands of mission authorities and rural communities. The competition for school places at all levels was acute. This was particularly so at secondary level where a small number of places existed for African pupils. The end of primary education was terminal for the majority and was marked by a national examination. Secondary education was possible for only a small minority: enrolment at secondary level constituted only 0,698% of total enrolments in 1959; 2,7% in 1969 and 5,46% in 1979."

The segregatory system in Rhodesia was subject to attack and criticism by many authors in the independent Zimbabwe. Zvobgo (1997:39) asserts that "enormous amounts of money were spent on education but most of the money went to the minority ethnic groups, Whites, Asian descendants and Coloured." Ridell in Zvobgo (1997:40) showed the extent of the disparity in the allocation of resources, "in the financial year 1977 - 1978 the total expenditure on the budget account of Central Government on education was $70,7 million. Of that amount, $31,7 million went to the European, Asian and Coloured education and $39,7 million to African Education. This gives and average of $491 for each European, Asian and Coloured pupil and only $45 for each black pupil. Thus over ten times more was spent on average on each white pupil." The separation of the two systems was reflected during the Federation of Rhodesia and Nyasaland era (1953 - 1963) by having European Education under the auspices of the Federal government whilst the responsibility for the then department of "Native Education" was retained by the Southern Rhodesia.

Mhlanga in Zvobgo (1997:40) contrasts the transition rate of the African system of education with that of the whites. He gives the survival rates for 1975 as follows. "In the African system of Education, of those who entered Grade 1, 55% got to Grade 7, 11% to Form 1 and 6% to Form 6. In the white system, of those who entered Grade 1, 88% proceeded to Form 1 and 80% went up to Form 4." Zvobgo (40) explains that "the statistics show that the African system had a very low transition rate while that of the whites was very high." In fact, Mhlanga suggests that there was no drop out in the white system. The discrepancy in the statistics is attributed to the migration phenomenon. This situation was the result of state policy which was racist, segregatory and non-democratic.

2.3 THE DIFFERENCE IN QUALITY BETWEEN THE BLACK AND WHITE SYSTEMS OF EDUCATION

The two tier systems of education differentiating between White and African led to inequalities that were carried over into Independence.

2.3.1 WHITE EDUCATION

It has already been mentioned that the state took control of the education for the Whites and developed it to the fullest possible then, since all the education allocations were directed to

the White child. Zvobgo (1994:29) explains that by 1935 White Education, both primary and secondary, was free, including books and learning materials other than set books for public examinations. Boarding facilities were cheap, government schools charged £38 per year for boarding fees. There were also organisations which gave scholarships to White children whose parents could not afford the fees. All possibilities to ensure the best quality of education for the White child were explored. Zvobgo (1994:30) adds that "major reforms in White Education policy were enacted between 1934 and 1938 in order to make the curriculum more responsive to the needs of commercial agriculture and industry. Industry and commerce developed their own training programmes for secondary school leavers. A Careers Guidance Committee was set up to orientate able students to the needs of the skilled labour market."

In 1936, the government appointed the Fox Commission to investigate the system of White Education. The Commission recommended the immediate implementation of the tripartite system in secondary education. Considerable expansion took place in European Education following the education Act of 1938 which was based on the recommendations of the Fox Commission. Parents and schools were given greater freedom in deciding what children would learn and ensuring that education became a true expression of European social, economic and political objectives. More scholarships and bursaries were made available. This alleviated the financial problems of many White parents. At tertiary level, the government introduced new technical and commercial courses at the Bulawayo, Salisbury, Umtali and Que Que Technical Colleges. By 1943 all areas of European Education had been developed sufficiently enough to reduce the exodus of White children to South African schools and training institutions and to provide human resource development strategy for the economy (Zvobgo (1994:30).

2.3.2. AFRICAN EDUCATION

There was no comparison in quality between the Black and White education systems during the Colonial years. It has been mentioned before that the government refused to have anything to do with African education and left this entirely to the missionaries. The missionaries did their best, but funds were a major constraint and again the policy set for the

black education was in itself a dead end to perpetuate the White superiority and rule at all levels. Black education was designed to end at primary level. The curriculum was shallow. Zvobgo (1994:16-19) states that in the beginning (1920s), there was broad agreement between church and state over African education policy. Basic literacy and numeracy were considered necessary for the propagation of Christianity as well as the creation of African Administrative assistants, teachers, and many others.

It was entirely up to the missionaries to improve the African Education for the advancement of their work since the government was not prepared to invest in a Black child. The Anglican Church made this statement, "the future of the church depends on our training in our school. African catechists, lay preachers, teachers and school masters to take an active part in our Christian work" (1994:16). The missionaries had to be careful not to train too many Africans since the move would prejudice the settlers' interests. Zvobgo (1994:17) remarks that the settler economy depended on cheap unskilled black labour. To provide even a basic education to more Africans than were needed by the economy and the administration would create problems. The fear was widely expressed that Africans exposed to the Western type of education "would refuse to work preferring to loaf about as learned vagabonds rather than stoop down to what they regarded as below their dignity on account of their literacy knowledge. As a result, in addition to basic literacy and numeracy, both missionaries and government laid great emphasis on the provision of basic woodworking and agricultural skills which they pretentiously called 'industrial training.' This was not a programme of mass technical education. Only a small section of the Black population could attend the few scattered mission schools, and only very basic manual skills were taught."

The settlers took advantage of the meagre financial resources that the missionaries were facing. Zvobgo (1994:17 - 18) states that they came up with the First Education Ordinance of 1899. They made government grants to mission schools conditional on their devoting at least two out of every four-hour school day to industrial training. The 1899 Ordinance was replaced by an Ordinance of 1903 called 'Order D'. This Order became one of the longest standing government statutes. It prescribed, from time to time, changes in government aid to African education and regulations under which African Schools were required to operate.

Under its original provisions, the Order continued the system of conditional financial support for mission schools. It provided for an annual grant to be made to African schools subject to the following conditions:

- at least 40 pupils should attend school for 150 days per year each of four-hour duration
- industrial work should be systematically taught
- pupils should be taught to speak and understand the English Language
- pupils should be taught the habits of discipline and cleanliness
- instruction should be carried on, in every respect, in a satisfactory manner

As far as the colonial settlers were concerned the Africans did not need formal education with a structured curriculum. Zvobgo (1994:18) explains that the financial nature of this education was explicitly stated by one education official, when he said, "the object of the government and the missionary societies ought to be to teach them (Africans) to read, write and speak English and this would save a lot of misunderstandings between employers and employees."

Most missionaries were determined to struggle and train the young African people in spite of the hostile guidelines set by the settlers, except the Roman Catholic Church which was prejudiced by the settlers. Zvobgo (1994:18) adds that the Catholics did not join the Southern Rhodesia Missionary Conference until later because they felt that some of the objectives of the Southern Rhodesia Missionary Conference (S.R.M.C.) would lead into conflict with the interests of the settlers. Father Hartmann, the founder of the Society of Jesus in the colony said, 'We teach natives religion and how to work, but we do not teach them how to read and write. This is fifty years too soon."

The situation seems to have improved slowly under the new leadership in Education. Zvobgo (1994:31) agrees that under Huggins, the African Education policy changed a little. The major issue was the problem of post-school unemployment and how far government was prepared to confront the issue at a time when European unemployment was at its peak. Father Hartmann remarked, "it is not the duty of the State to find jobs for them (Africans). When their education is complete, I think the State's responsibility ends." Missionaries faced

increased financial problems in their efforts to expand African Education. At the 1934 Southern Rhodesia Missionary Conference held at Great Zimbabwe, it was generally agreed that financial constraints were making it increasingly difficult for missionaries to provide adequate education for their converts. The conference resolved that African education should be extended to secondary level. At the time, all Africans who aspired to a secondary education had to go to South Africa.

After a series of negotiations between the Department of Native Education (D.N.E.), the government reluctantly agreed in 1938 that missionaries could start a secondary school for Africans. The government made it clear that it would not be involved in the programme in any way. Missionaries were expected to raise the required capital for setting up the infrastructure and meeting teachers' salaries. In 1939 the first African Secondary School was established by the Church of England at St. Augustines (Penhalonga) until 1944 when Huggins' government reviewed its financial policy towards African education. Later that same year, the government announced its intention to build the first African secondary school at Goromonzi.

Towards the end of the armed struggle in Zimbabwe, the settlers made strategies to perpetuate and preserve the separate systems of Education because it was clear that this was going to be one of the first targets soon after independence. A statement from Review of Education (1986) advocates that in order to preserve the privileged position of white schools at the inevitable approach of black majority rule, the 1979 Act introduced the new concept of the community school. Under the Act, if the majority of parents of previously designated state schools (Group A, the new designation for European, Coloured, and Asian schools) so desired, they were able to apply to have the school classified as a community school providing certain minimum conditions were met. These included the schools being administered by a Board of Governors acceptable to the Secretary for Education. School fees would be fixed by the Board though teachers would be appointed by the Ministry of Education with the approval of the school board and teachers would be paid by the State. The Secretary for Education would ensure that the quota of teachers was maintained and the state would continue to heavily subsidise the school with an annual grant. The act also enabled

these community schools to be purchased from the state on a long term loan basis although the state was still responsible for contributing the major part of the running costs of each of these schools.

The major differences between the Group A schools and the community schools related to pupil enrolment. In the community school framework, the board was responsible for deciding on enrolment of pupils. Therefore, this shows that pupils may not be excluded on the grounds of race or colour alone, the board shall give regard to the religious and cultural identity of the school. These provisions were clearly in conflict with the Law abolishing all forms of racial discrimination, and as such the 1979 Act was severely criticised by black political parties.

Zvobgo (1994:49-50) argues that the desperate situation in African education can be better demonstrated through a comparative analysis of the dropout rates in the African and European education.

The analysis of the given data in the table below shows that African enrolment at the first stage of primary education was much higher than that of whites (56,74% compared to 25.6%). However, only 1.38% of the African enrolment reached Standard Six while only 0.54% reached Form 1. Of that enrolment, only 0,01% reached Form 4. This contrasts with the 7.3% of white children who reached Standard Six out of the initial 43,02% Sub-standard A and B enrolment. At the secondary level, 0,3% out of the initial Form 1 enrolment of 5.7% reached Form 4."

Wastage in African and European Schools in Percentages

(1957)

Grade	African Enrolment		European Enrolment
A and B	56.74	(43.02)	25.6
Standard I	16.83	(13.96)	10.6

Standard II	10.92	(11.68)	10.3
Standard III	7.50	(8.19)	9.2
Standard IV	3.41	(7.71)	8.5
Standard V	3.17	(4.64)	8.3
Standard VI	1.38	(2.97)	7.3
Form 1	0.54	(2.73)	5.7
Form II	0.37	(2.03)	4.0
Form III	0.12	(2.25)	1.6
Form IV	0.01	(0.68)	0.3
Form V	None	(0.21)	-

Source : Frank, *op.cit.*, p.23. (Percentages are of the total enrolment and not enrolment potential). Percentage in parenthesis are for Africans in a handful of government schools. European schools numbered Standard I to Standard V and Form I to Form VI. This table has transposed these grades to the approximate African equivalent which included Standard VI and excluded Form V.

2.3.3 CHALLENGES TO EDUCATION IN THE POST COLONIAL PERIOD

The government was faced by a serious challenge of redressing the inequalities between the black and the white education soon after independence. To address this, it was necessary for the government to look at different aspects to achieve its goal. A statement in the Socio-Economic Review (1986:169) states that the government, conscious of the fact that equal access to education facilities would not only help redress the existing inequalities after independence but also enhance human resources valuable to the development of the country, and address the problem of the shortage and growing demand for skilled manpower, immediately initiated reforms giving priority to the following.

- removal of all racial barriers and expansion of the formal and non-formal education system, particularly in the rural areas;
- the provision of free primary education for all;
- expansion of technical and vocational training institutions and the creation of additional facilities;
- review of the apprenticeship system in order to make it more relevant and effective;
- identification and upgrading of existing experienced local skills; and

- utilisation of expatriate expertise where appropriate, and study opportunities abroad as stop-gaps.

Since the attainment of independence, the country has experienced an unprecedented expansion of the education system. School enrolments increased by 47 percent in 1980 and almost doubled during the period 1980 to 1984 as shown on the next page. Enrolments at further educational institutions also increased significantly with that for the university increasing by 120 percent.

Because of the urgency with which Government treated the need to redress the imbalances in education, and therefore the speed with which policy was implemented, the expansion which took place, particularly the massive school enrolments tended to be more spontaneous than planned. As a result, the implementation of education policy faced a number of problems. These include: the shortage of schools, particularly where most had been destroyed during the war; the shortage of qualified teachers; and the shortage of books, writing materials and equipment, in some cases worsened by the foreign exchange problem.

Figure 2

School Enrolment - Secondary Schools

	1979	*1980*	*1981*	*1982*	*1983*	*1984*	*1985*
Grade 8/Form 1	19 962	22 201	82 262	94 841	110 725	140 045	153 439
Grade 9/Form 2	18 094	17 125	24 855	79 465	95 539	107 052	137 943
Grade 10/Form 3	14 720	15 891	15 478	26 259	76 572	93 232	101 970
Grade 11/Form 4	13 294	12 926	15 547	17 416	24 509	71 632	91 723
Form 5	3 202	1 815	1 893	1 858	2 189	3 164	3 246
Form 6 Lower	1 594	2 641	2 751	3 243	3 680	4 218	5 957
Form 6 Upper	1 432	1 413	1 667	2 220	2 890	2 962	
Special Classes	416	309	282	307	334	279	
Post primary vocation and home craft classes	826	645	648	-	-	-	-
TOTAL SECONDARY	73 540	74 966	145 363	224 609	316 438	422 584	479 766

Source: Ministry of Education and Culture, Secretary's Annual Report: 1980 - 1985

To address some of these problems, it became necessary to introduce, in some schools, "hot-seating" - a system of double sessions where two groups of students use the same facilities each day. The teaching service was opened to untrained teachers with some basic qualifications, whilst some primary school teachers transferred to teach in secondary schools. There was also a need to recruit expatriate teachers to assist while training facilities were being expanded.

2.3.4 THE PRESENT SITUATION

After Independence the Zimbabwean government divided schools into three categories under one umbrella - Ministry of Education and Culture. The Review of Education (1980:10) adds that "with the abolition of racial discrimination, the racial division of state schools into European, Asian and Coloured and African was replaced by new categories namely: Group A schools (High Fee Paying) corresponding to the former European, Asian and Coloured government schools; Group B schools (Low Fee Paying) corresponding to the former African government schools; Group C schools, (the last categories defined as any state school within the then Tribal Trust Lands). The Act stated that "these Group C schools should be free."

The government has shown its commitment and priority in education. This is evidenced by the opportunity to give every child in Zimbabwe the right to education. This was a welcome move by the nation because many young people especially from rural areas had been out of school for a couple of years because most schools had closed down during the liberation war. The education system was expanded from four levels to five levels. Education Statistics Report (July 1998:1) reports that "the education system in Zimbabwe has five levels namely, pre-school, primary, lower secondary higher secondary and tertiary education." The government also allocates the largest budget to education. The ZANU PF Election Manifesto (1990:9) confirms that "since independence, government has placed high priority on education. Government spends about 25% of the national budget on education".

Six years later, the government still shows its continued support on education. The ZANU PF Presidential Manifesto (1996:22) reports that "during the 16 years, the government has

devoted the largest portion of its budget to education. One of the very visible immediate results of independence was the phenomenal expansion of social services to the people, especially education. In 1980 enrolment in both primary and secondary schools was only 1 301 315. But 12 years later in 1992 it jumped to 3 016 384. In order to meet this rising demand, government rapidly increased the number of teachers and technical colleges and upgraded the few that existed at independence. Universities were increased from 1 to 4; and the numbers of University students quadrupled. The introduction of distance learning programmes enabled thousands others to obtain higher learning."

Continuing in this vein, the report advocates that as part of the reform programme, the new government was determined to reduce the costs of education, but maintain and even improve the quality of education. Although school fees was re-introduced in primary schools, government put in place safety nets to assist the poor parents with school fees. In 1995 a total sum of $102 million dollars was spent on assisting parents with school fees alone. In the field of higher education the figures show that progress. Ten additional technical colleges were built and enrolment of technical students increased from 3 663 (mainly white students) in 1979 (the last year of colonial rule) to 23 044 in 1994. Training Colleges also increased from 8 to 15, with enrolment rising from 3 082 (1979) to 17 709 (1994). University student enrolment increased from 1 941 in 1979 to 11 218 in 1994. Parallel programmes on vocational education and on adult literacy were also launched.

"The government also made provisions to train and increase the number of teachers in schools and in addition it launched an adult literacy campaign which was fully utilised by many people. It utilised many temporary teachers for a couple of years and later introduced an effective teacher-training programme. ZANU (PF) Election Manifesto (1985:10 - 11) reports that " immediately after independence ZANU (PF) directed that each child irrespective of sex, race, colour or creed had a right to education. Free primary education was introduced in 1981 as a result of this bold step by the ZANU (PF) government. There has been a marked increase in the enrolment of girls at primary and secondary school levels. The new four-year Zimbabwe Integrated Teacher Education Programme (ZINTEC) has drastically increased the number of trained teachers in our schools. The ZANU (PF) government also

showed its commitment to the principle of universal adult education by launching a literacy campaign in 1982. They add that there are presently 315 adults attending literacy classes, receiving free literacy materials provided by the government. Women who were previously denied access to educational facilities are the major participants."

2.3.5 THE PRESENT STRUCTURE OF EDUCATION

The provision of education is a shared responsibility between the ministries of Education and Higher Education. The former is responsible for providing pre-primary, primary and secondary education up to A - level as well as non-formal education to all who want it. The latter is responsible for all tertiary education including teachers' colleges and universities. The mandate of each ministry as well as the responsibilities of the major stakeholders are clearly articulated in the respective Acts.

The country is divided into nine geographical regions although there are ten political provinces. Each province is divided into districts. Each region is run by a regional director who reports to the Ministry's Head office. At regional level the regional director liaises with provincial heads of other ministries. The regional director is responsible for formulating regional policy in the context of national education policy and ensuring its implementation. Formal inter-ministerial consultative and other meetings (provincial development committees) at this level are convened by the provincial head of the Ministry of Local Government Rural and Urban Development (MILGRUD). Similar meetings at district level are convened by the district head of MILGRUD. MILGRUD officials report to both their ministry head office as well as to the provincial governor who is the resident minister charged with spearheading development in his/her province. Altogether there are fifty-eight districts in the country. The Ministry of Higher Education is one of the very few which is not decentralised and consequently not represented at the provincial and other lower level tiers. Tertiary institutions are fairly autonomous. Although some functions are still highly centralised especially policy formation and curriculum development there are decentralised structures for delivery of services for both ministries, with MILGRUD structures decentralised structures for delivery of services for both ministries, with MILGRUD structures decentralised down to village levels (Mukurazhizha and Rukanda, September 1996).

After the influx of enrolment in the independent Zimbabwe, a new problem of inadequate resources in schools emerged.

2.4 RESOURCE SHORTAGE

In spite of the largest budget allocated to Education, there is a growing shortage of resources. This is partly because of the swelling numbers in enrolment and a shortage of schools and equipment to meet the demands. Socio-economic Review (1986:169) suggests that "in some cases the situation is worsened by the foreign exchange problem." The increase in enrolment presented some unforeseen problems to the education system. Socio-economic Review (1986:173) reports that "the rate of expansion of the education programme has raised issues which are of concern to government in the context of overall socio-economic development. These include: the unemployment problem; the financing of education from the National Budget, in relation to other priorities; and the sustainability of the present rate of expansion in education, given the relatively slow rate of growth of productive activities, and the resulting overall economic performance.

Government's budget allocations to the Education Vote shown on the table below increased from $121,6 million in 1979/80 to $516,8 million in 1984/85 and $562,2 million in 1985/86. Since 1981/82, education had been the largest vote in terms of level of Budget allocations, reflecting the massive expansion which had been taking place."

Figure 3
MINISTRY OF EDUCATION BUDGET ALLOCATION

($ million)

	1979-80	1980-1	1981-2	1982-3	1983-4	1984-5	1985-6
Administration and General	6,8	9,2	29,5	41,0	54,5	56,3	62,5
Government colleges and sch.	56,2	82,4	97,0	113,5	135,4	147,2	174,3
Grants to private colleges and school	56,9	124,6	187,5	249,5	309,4	310,5	321,5
Other services	1,7	1,8	2,5	4,5	3,3	2,8	3,9

TOTAL	121,6	218,0	316,5	408,7	502,6	516,8	562,2
Percent share of total government votes	12,4	18,0	18,8	17,7	21,2	18,7	20,1

Source: Ministry of Education and Culture, Secretary's Annual Report (1980 - 1985)

About two thirds of the Education Vote goes into salaries and wages as the Government is responsible for paying teachers salaries in all registered schools. Employment in the education sector, the largest proportion of which are teachers increased from 33 800 in 1979 to about 84 400 as at end of June 1984.

2.4.1   THE ECONOMIC AND FINANCIAL IMPACT

Unemployment is a crucial issue. The imbalance between the population growth rate and the economic growth rate in Zimbabwe is a major contribution to unemployment. The Zimbabwe Programme for Economic and Social Transformation (ZIMPREST) (1998:1) reports that "after ten years of state-led development, it became clear that the economy was failing to generate adequate growth in incomes and employment. During the 1980s, the increase in the population exceeded growth in the economy with productive investments being depressed, formal sector employment creation averaged only 18 000 jobs per annum which was about one tenth of what was required to absorb the net increase to the economically active labour force." It may be understood that the figures above do not in the list include the O - level school leavers. As such the problem of unemployment is much greater than anticipated in Zimbabwe. The Socio-Economic Review (1986:174) advocates that "many school leavers at O - level are drop-outs without any skills for employment, because of the deficiency in their curriculum. The period after 1983 saw numbers of school leavers who had completed four years of secondary education rise from about 24 000 in 1983 to over 70 000 in 1984. This worsened the unemployment problem in view of the formal sector's ability to absorb them and the inability of the tertiary school system to expand at a commensurate rate due to financial and staffing constraints. The problem is compounded by the so far unbalanced investment pattern, of which the education programme is part and needs to be addressed in order to create long-run employment opportunities."

The number of dropouts at O - level continue to grow each year as has been mentioned earlier in this study and consequently this compounds the problem of unemployment in Zimbabwe. Zvobgo (1999:182) writes that "the rise in population is not matched by concurrent industrial expansion, the absorption rate of school-leavers into wage employment sector is very small. For Zimbabwe this absorption rate is estimated at below 30%. In effect, therefore, more than 70% of today's school-leavers are not able to enter into gainful employment. Thus, rapid population growth coupled with a generally slow rate of economic development are major factors conditioning the unemployment crisis in Zimbabwe."

There has been a controversy concerning the size of the education budget in the government. This move seems to defeat the purpose of the government to redress the inequalities in education. According to the Socio-Economic Review (1986:174) the size of education budget has been of concern in the context of government policy to move towards achieving a balance between recurrent and capital expenditures. The difficulties of cutting back on education expenditures, in view of government's commitment to redress the imbalances in education and generally to invest in human resources, have imposed a major constraint on reducing recurrent budget resources and thus making it difficult to re-allocate resources for investment.

Because of the growing pressures on the size of the National Budget, government adopted a policy stance whereby parents, local communities and responsible local authorities in both urban and rural areas engaged in self-help efforts in the provision of additional schools, classrooms and other school projects. To raise the finance required for self-help projects, a system of levies, determined by individual schools' management committees composed of parents and teachers was introduced (Socio-Economic Review 1986:171).

2.4.2 PHYSICAL FACILITIES

There is a serious shortage of physical facilities in most public schools in Bulawayo. This is very disappointing, considering the little hope there is of this situation improving in the near future. The decline of the country's economy is a high contributing factor. Building materials are extremely expensive so is the expertise necessary for building, eg. architecture

and building contractors. Building materials went up by 58% (Economic Vision, March 2000). It is a possibility to purchase building materials from South Africa or Botswana, but the exorbitant exchange rates make this extremely costly. In this section, the following aspect receive special consideration: inadequate classrooms, hot-sitting, shortage of special rooms and library and shortage of teaching materials.

2.4.2.1 INADEQUATE CLASSROOMS

Before independence in 1980, the public schools were already overcrowded. Some of the reasons for this were :

- The war situation was hostile in the rural areas and it was the high school students who were the target, so some parents sent their children into towns where they could be safe and attend school as well.

- Some schools were either burnt down or closed by order of which ever group was in charge in that area, freedom fighters or the Rhodesian Army Soldiers. To accomodate all the pupils or students in schools, the government introduced Hot-sitting. This means double sessioning the class or the teacher.

2.4.2.2 HOT-SITTING

It must be appreciated that even if the government constructed as many secondary schools as possible, the limited funds could not cope with the numbers, and therefore many school buildings went up but only up to phase one, which left them with inadequate classrooms. Hot - sitting (compare paragraph 1.2) contributes to the decline of the teaching and learning culture because the environment is absolutely not conducive.

Developed schools provide chairs for hot-seating classes or build structures with concrete under the trees. Generally, students have no furniture outside. Students kneel on the ground and lean on their chairs to write, or use a pile of books to lean on. This arrangement is or has been practised from primary school right up to secondary school, even at Form 4 level (see school B students responses). This is certainly one of the setbacks in the effective management of the culture of teaching and learning. In some cases, as it has been mentioned earlier, high school students are annexed to neighbouring primary schools. The above is true

of School B of the research.

2 .4.2.2.1 ADVANTAGES AND DISADVANTAGES OF HOT-SITTING

The only advantage of hot-sitting is that almost all children who desire to learn are in school and that this broadens job opportunities for teachers and support staff. Children who learn under these conditions are very disadvantaged.

Effective teaching and learning is unlikely to occur, especially for the students who start classes outside. Teachers have no adequate writing boards for demonstration and children have difficulty writing because they usually sit on the ground without desks or chairs. There is inadequate quality of written work, limiting the childrens' opportunities for learning. During harsh weather conditions, children still remain outside without shelter and when it rains, about 90 children, (two classes) have to crowd in one classroom meant to hold 40 - 45 students. Both teachers and pupils have difficulty concentrating because of the noise from traffic and people moving up and down. Both teachers and students who are in the afternoon session are exhausted before they come in the classroom. Some subjects like Music and Physical Education are usually ignored and omitted by teachers to the disadvantage of the students.

There is a lot of interference even for the first class, because the other teacher might need books and other equipment from the classroom. The handling of books up and down wears them out or they get lost and yet replacing them is difficult because of limited funds. There is a lot of absenteeism from students, most likely because hot-sitting is not interesting to serious students. Boards for the display of charts is limited. Supervision of teachers is minimal and rather difficult to handle because classes start outside the classroom and then they catch up with written work later. The environment becomes unrealistic and unfair for any assessment by the headmaster.

2 .4.2.3 ABSENCE OF SCIENCE LABORATORIES AND HANDCRAFT ROOMS

Most public secondary schools built from 1986 went only up to phase 1. This means that only eight classrooms, two blocks of toilets for boys and girls, a caretaker's house and an

administration block were built. The Science Laboratory, Home Economic and Woodwork rooms were excluded in the plan. Teachers have to improvise in teaching these subjects.

2.4.2.4 ABSENCE OF LIBRARIES

A number of secondary schools in Bulawayo have no libraries. However, the City Council has established a few in the suburbs and students are making use of their nearest libraries. They have to ride to get to the nearest library if available. The situation is desperate and needs redressing.

2.4.3 SHORTAGE OF TEACHING MATERIALS

Public schools had serious shortages of teaching materials because they depended on the little per capita grant which was given to the schools once a year by the government. Since the beginning of the year (1999) the government has done away with this vote allocation and introduced Equalisation Grant which is aimed at equalising the former group A (former White, Coloured and Indian schools) schools with Group B (former Black schools) schools and rural schools. They have named former Group A schools Secondary School 1, Group B Schools are referred to as Secondary Schools 2 and Secondary School 3 refers to rural Secondary Schools.

Secondary School 2 and 3 receive the equalisation grant from the government while Secondary School 1 does not. Secondary schools 2 and 3 now collect their own school fees and use this to buy teaching materials, including books. Unfortunately, these funds may not be used for building, but certainly this move should improve the existing situation.

2.4.3.1 INADEQUATE TEXTBOOKS

Generally, children in high schools lack adequate textbooks and writing exercise books. In most schools up to three students share a textbook. This is ridiculous, because sometimes students live far apart and it is likely that the other two will either hurriedly do their homework in school or do not do the assignment at all.

2.4.3.2 INADEQUATE FURNITURE

Students often mentioned the crucial shortage of chairs and desks in the classrooms. The researcher had and opportunity of observing a class in progress and found that most of the available furniture in the classroom was not enough for the class of about 45. Some children sat on desks during the lecture. This is a common sight in most public schools.

2.4.4 EFFECTS ON STUDENTS

Students expressed concern over the situation in their school. Inadequate textbooks, furniture and the absence of a Science Laboratory, Home Economics and Woodwork rooms demoralises them. The absence of a library in the area was worrying as the interview results will show.

In addition the students are discouraged and demoralised by other factors as follows :

1. The absence of a supportive and conducive climate in the school and in the classrooms eg.
a. Insensitive teachers to the children's academic needs, and thus destroying students' self worth which is a vital drive for learning (more explanation in Chapter 3).
b. Absence of order and consistence in the supervision of instruction.

2. Low pass rate at O - level demoralises the junior students especially if no improvement is noted each year.
3. Undedicated teachers as student responses will show.
4. Ineffective marking of children's work and obviously lack of feedback from the teachers. (see student responses)
5. Prevailing social problems in the school eg. alcohol abuse.

(Responses from students in Chapter 4)

The above situation has a serious impact on the future education and social life of the students, if it is not redressed. It is possible that because of this demoralisation, the culture of learning continues to decline. This could manifest itself in poor attendance, failure and then dropout. Work opportunities are very unlikely, especially with non-skill training in the O - level curriculum. The whole life of a child could be marred.

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Unbecoming life styles then creep in. Among other things, indulgence into drugs, alcohol and sex result and obviously AIDS is evident. This finishes the life of a future citizen. It is therefore imperative that the management of the culture of teaching and learning be revisited in schools.

In this chapter the situation in Zimbabwe was described. From the description it is clear that through the legacy of historical, economical and social factors, the condition for effective and efficient education in service of the development of the pupils are severely hampered. In order to understand some of the factors that may influence the effectiveness of schooling, the next chapter describes some of the concepts underlying the culture of teaching and learning.

CHAPTER 3
CULTURE OF TEACHING AND LEARNING
3.1 INTRODUCTION

The ideas underlying the concepts of culture, organisational culture, school culture and thus the essence of "culture of teaching and learning" are interwoven with a number of other concepts appearing in the literature on Education Management. These include descriptions of learning environment, learning experience, the role of self-esteem, school climate, leadership styles and the management of change in education. In this chapter limited overview of the international literature is given and an attempt is made to integrate it with the characteristics that appear in the Zimbabwean education system as was described in the previous chapter.

3.2 CONCEPTS OF CULTURE

The study therefore is based on the culture of two schools and how it affects the teachers, students, parents, and the community, positively or negatively. It is therefore very important to define "culture" in general terms and the concepts "culture of teaching and learning" "school culture," "organisational culture and climate."

Educators provide quite a few definite meanings for 'culture' but most of them admit it is difficult to define. Van der Westhuizen (1996:78) establishes that culture is one of the two of three most complicated words in the English Language. Williams as quoted by Sergiovanni (1986:116) adds that it is one of the most complex words in the English Language because of the way the term has developed historically, and because of the part it plays in the number of academic disciplines and systems of thought. The following definitions of culture are given to clarify the concept.

Janson as quoted by Blauw (1998:14) points out that culture is derived from the Latin word 'Colo,' which means to build and to develop. Burnham (1992:84-87) sees culture as one of the least tangible but most significant elements in creating a quality environment. He adds that culture is the product of the shared values, beliefs, priorities, expectations and norms that serve to inform the way in which an organisation manifests itself to the world. It only has meaning when it is given expression, when it is expressed in tangible forms. He concludes

that culture is the personality of an organisation. The most general and comprehensive definition of culture includes everything that people do and create as members of a specific society, which is a body of people with similar knowledge and convictions. According to Steyn and Van Rensburg as quoted by Van der Westhuizen (Ed) (1991:619), culture arises from the individual's ability to create. It is the sum total of anything created or adopted by humankind through the conscious or subconscious actions of two or more people interacting with one another.

Handy as quoted by Van der Westhuizen (1996:78) affirms that culture is the sum total of inherited ideas, values, beliefs and knowledge that determines a social structure and which motivates people to enhance and cultivate traditions. It is suggested that culture is a system of attitudes, actions, and artifacts that endures over time and that operates to produce among its members a relatively unique common psychology.

Dalin (1993:97) sees culture as a hidden curriculum. She explains that the concept of culture constitutes the written and unwritten rules that regulate behaviour, the stories and the myths of what an organisation has achieved, the standards and the values set for its members. Hayle in Bell and Harrison (1995:3) advocates that central to the concept of culture is the idea of value, that which is regarded as worthwhile by the members of some group. These values are manifest in the norm which govern behaviour and the symbols, language, actions artefacts - which express value.

Schofield in Smith & Pacheo, 1996:159 emphasizes that culture determines the behaviour of people. He explains that people's behaviour is measured by the values and standards of their particular group. According to Trompenaars (1995:21), culture is the existence of shared beliefs which influence the interactions of members of a group. Janson (1996:78) believes that embodied in culture, is an element of people's reactions to their fellow men in as far as their religion is concerned. On the other hand, Wilson & Corcoran as quoted by Blauw (1998:15) suggest that every organisation develops a set of assumptions, understanding, and implicit rules that govern the daily behaviour of its members. These values and standards serve as a control mechanism over the activities of people. Culture, therefore, has a forming

and controlling function of the members of the cultural group. It is an invisible force behind the behaviour, decisions and creations of man.

Dalin (1993:96) brings a further important insight, that culture changes. She writes that 'it must be noted though that even if a school is a unit of change, the changing process does not start at the organisational level. She alleges that changes in the culture of an organisation start with people, the way we think and act, alone and together, and gives the two illustrations below.

Example 1.   Changes at the individual level can be done by helping the individual teacher to overcome those aspects of the school culture that hinder the teacher's personal growth and learning, and the development of a new teacher's role.

2.   Changes at the group and inter-group level enable individuals to function together, within operational work units (eg. subject team) and across work units (eg. across departments).

Burnham (1992:85) states that the skill of managing cultural change is to generate consensus, to recruit and develop in accordance with the culture and to help those who cannot 'fit' find an appropriate niche so that they are fully developed in personal terms. The change of culture is limited to time and place. Bason in Van der Westhuizen (1991:619) explains that culture is the result of historical process and a process of development. Everard and Morris (1990:166) add that the culture of a specific time may be created and developed by the members for that society to what it is today.

Trompenaars (1995:16) agrees that culture is an object possessing its own physical reality; rather, it happens by people interacting. Culture is therefore dynamic because it is the result of a process of development.

On the whole, in spite of all the attempts by various researchers to define culture, it remains difficult to define. The different perspectives from which it may be perceived is the challenge. Bason as quoted by Blauw (1998:16) believes that culture determines the behaviour of people, is holistic, and is constantly changing and yet there are some aspects that will continue to exist.

Van der Westhuizen (1991:619) defines culture in the context of management, and explains how important it is to its members. He writes that culture is cohesive. It unites its members in a common destiny, cohesion and joint striving. He adds that it is directed by nature. The specific cultural set up is directed as it evokes, rectifies and prohibits certain behaviour by using specific norms and assumptions held by the group. He suggests that culture determines behaviour. It puts pressure on its members to conform to the standards and expectations of the group.

Cultural models emphasize the informal aspects of organisations rather than their official elements. They focus on the values, beliefs and norms of individuals in the organisation and how these individual perceptions coalesce into shared organisational meanings. Cultural models are manifested by symbols and rituals rather than through the formal structure of the organisation. Bush (1995:130) states that cultural models assume that beliefs, values and ideology are at the heart of organisations. Individuals hold certain ideas and value-preferences which influence how they behave and how they view the behaviour of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and rituals. Bush presents major features of cultural models which will be discussed in the next section.

3.3 MAJOR FEATURES OF CULTURAL MODELS

The features focus on the values and beliefs of members of organisations. These values underpin the behaviour and attitudes of individuals within schools and colleges but they may not always be explicit. The sharing of values and beliefs is one way in which cultural models may be distinguished from the subjective perspective (Bush 1995:131).

Sergiovanni as quoted by Bush (1995:132) suggests that there is an existence of more than one culture and this is more likely in large, multipurpose organisations such as universities and colleges. Within the university there exist several subcultures each seeking to promote and maintain its values. To understand the university is to understand the nature of multicultural societies, and to administer the university requires that one deals with the web of conflict and tension which exists as several subcultures try to protect their way of life. He

adds that cultural models emphasize the development of shared norms and meanings. The assumption is that interaction between members of the organisation, or its sub groups, eventually leads to behavioural norms that gradually become cultural features of the school or college. These group norms sometimes allow the development of a mono-culture in a school with meanings shared throughout the staff - 'the way we do things here.' Cultural models may be similar to collegiality where loyalty may be to a department or other subunit rather than to the school or college as an entity.

Culture is typically expressed through rituals and ceremonies which are used to support and celebrate beliefs and norms. Examples of these are such symbols as assemblies, prize giving and corporate worship. However, Hayle as quoted by Bush (1995:133) argues that ritual is at the heart of cultural models : Symbols are a key component of the culture of all schools. They have expressive tasks and symbols which are the only means whereby abstract values can be conveyed. Symbols are central to the process of constructing meaning. Beare, Caldwell and Millikan in Bush (1995:133) claim that culture is symbolised in three modes :

- conceptually or verbally: for example, through use of language and the expression of organisational aims.

- behavioural: through rituals, ceremonies, rules, support mechanisms and patterns of social interaction.

- visually or materially: through facilities equipment, memorabilia, mottos, crest and uniforms.

Wallace and Hall (1994:29) refer to rituals as, "seating arrangements for meetings and social occasions for their members."

Cultural models assume the existence of heroes and heroines who embody the values and beliefs of the organisation. These honoured members typify the behaviour associated with the culture of the institution. Choice and recognition of heroes occurs within the cultural boundaries identified through the value filter. The accomplishment of those individuals who come to be regarded as heroes are compatible with the cultural emphasis. Beare, Calderwell in Bush (1995:133) write the following statement to emphasize the importance of heroes for educational organisations. "The hero figure invites emulation and helps to sustain group

unity. Every school has its heroes and potential heroes; they can be found among principals and staff, both present and past; among students and especially old scholars who have gone on to higher successes; and among parents and others associated with the school. Every school honour board contains hero material."

3.4 LEVELS OF SCHOOL CULTURE

Sergiovanni (1993: 92 - 93) proposes that studying school culture means studying how events and interactions come to be meaningful. He advocates that culture can be defined as a set of understandings or meanings shared by a group of people. These meanings are tacitly held and serve to define the group as being distinct from other groups. Sergiovanni discusses different levels at which school culture can be identified. He notes that the most tangible and observable level is represented in what people say, how people behave, and how things look. Verbal artifacts include the language systems that are used, stories that are told and examples that are used to illustrate certain important points. Behavioural artifacts are manifested in the ceremonies and ritual and other symbolic practices of the school. The next level of school culture to be understood is the perspectives of people. Perspectives refer to school rules and norms. The way people use the same solutions to similar problems, how people define the situations they face, and the boundaries of acceptable and unacceptable behaviour. The third level is that of values. Values provide the basis for people to evaluate the situation they face, the worth of actions, activities, their priorities and the behaviour of people with whom they work. The values are arranged in a fashion which represents the covenant that teachers share. This covenant might be in the form of an educational or management platform and statement of school philosophy.

Finally, there is the level of assumptions. Assumptions are more abstract than each of the other levels because they are typically implicit. Craig as quoted by Sergiovanni defines assumptions as the tacit beliefs that members hold about themselves and others, their relationships to other persons, and the nature of the organisation in which they live.

3.4.1 THE RELATIONSHIP BETWEEN CULTURE AND ORGANISATIONAL CULTURE

Culture and organisational culture cannot be defined in isolation. The terms may be used interchangeably. Each school or organisation however, has different emphasis on its culture. Van der Westhuizen (1996:78) suggests that organisational culture reflects the culture in which the teachers and students live in a very direct way. Rossman et al in Van der Westhuizen (1996:78) use this illustration to clarify the relationship between culture and organisational culture. "In Japanese schools, for instance, great emphasis is put on the memorisation of facts. This reflects the traditional Japanese values of hard work and conformity. Organisational culture in American schools, on the other hand, is rooted in America's value of human rights, the freedom of the individual, and freedom of speech." Nord as quoted by Van Westhuizen believes that if a person lives in a specific culture long enough, that culture will influence the person's behaviour. It can therefore be concluded that culture, in a general sense, influences organisational culture.

3.4.2 ORGANISATIONAL CULTURE

Van der Westhuizen (1995:597) proposes that an organisation is characterised by a certain structure oriented towards aims and objectives accustomed to following prescribed methods to arrive at these goals; characterised by the continuity of events in the organisation. Based on these general characteristics of an organisation, a school may be defined as an organisation, in the sense that a school's mission differs from that of an organisation in the corporate sphere of the community. Van der Westhuizen (1995:64) defines the school is an organisation, a system of interweaving parts linking together in particular ways. He insists that a school is a particular kind of organisation. Beare et al in Davidoff and Lazarus (1997:6) write that organisations are essentially collectivities of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. In the human service organisation called a school, one of these desired ends is helping people learn. According to a study of organisations, each organisation, as a form of social togetherness, has its own unique culture as any other social community of people. This realisation necessitated the concept of organisational culture. Van der Westhuizen (1991:624) adds that the implication is that every

organisation has a unique culture which is created by the participants in that organisation.

Van der Westhuizen (1996:79) advocates that culture influences the personality of a person in a decisive way. The personality of an individual in a school will definitely influence the way in which things are done at the school. Culture will therefore definitely influence organisational culture, while organisational culture will have a certain influence on those involved with the school. He adds that organisational culture is more than just the two words 'school' and 'culture.' It refers to those aspects of a school which are not noticeable. Many authors agree that norms and values form an integral part of organisational culture. Norms are central in organisational culture. In the Christian School for instance, Christian norms are in the frontline. Westoby et al as quoted by Van der Westhuizen (1996:85) conclude that the norms and values in a school will have a great influence on the organisational culture. Culture is the personality of the organisation and it is what makes the company unique Burnham, (1992:84). According to Smith and Pacheo in Blauw (1998) culture is "how things are done around here." It is what is typical of the organisation. Other authors define organisational culture as the collective beliefs, values, norms, attitudes, suppositions and expectations which bind people in the organisation and which can be observed and strengthened by symbols, language (legends or tales), ideologies, beliefs, rituals, myths, heroes, ceremonies and so on. Chrispeels (1992:13) argues that culture is more than just a dimension of an organisation, it is the organisation. It is a "sense of the feel, the smell, the personality of a work place."

Sergiovanni and Starrat in Westhuizen (1996:79) are convinced that organisational culture has a greater influence on what teachers and pupils believe and think than any prescription of a Department of Education. Certain norms exist in all schools and are based on the manner in which people are expected to act. These norms are manifestations of the values and beliefs held in high esteem in the school. They believe that organisational culture is visible on four levels:

The first and most visible level of organisational culture is the way in which people behave and what things look alike. Verbal artifacts consist of the type of language used,

and which stories and examples are verbalised. Behavioural artifacts consists of ceremonies and rituals. The second level of organisational culture revolves around the views and perspectives of those involved. These perspectives refer to the common norms which direct the behaviour of those involved. Values constitute the third level of organisational culture. They are usually the result of the personal beliefs of the teachers. The fourth level of organisational culture is that of assumptions. They are more complex than the three other levels of organisational culture. It is the absolute experience of the implicit.

The following questions according to Sergiovanni & Stratt in Westhuizen (1996:79 - 80) help to identify the true nature of organisational culture :

- The history of the school. How does the past manifest itself on the present?
- Beliefs - What staff beliefs predominate?
- Value - What aspect of school life are of the greatest value?
- Behavioural patterns - What are the recurring patterns, habits and rituals of the school?
- Norms and standards (discipline) - What rules and regulations control the behaviour of those involved in the life of the school.

Organisational culture is related to the School Spirit as well as to the beliefs of those involved in the school. It is often difficult to describe and is experienced without complete understanding. The force of organisational culture is so strong that those who try to oppose it will bump their heads against the proverbial wall.

Organisational culture as being related to the hidden curriculum, beliefs, traditions, ethos, norms and values, and work ethics (Torrington and Weightman 1989:17). Basson et al (1995:628) are of the opinion that it is difficult to change organisational culture, because it exerts a certain pressure on those involved in the school, especially where norms and assumptions are concerned. They see a difference between informally and formally written norms. The informal norms often influence the behaviour of those involved considerably. Basson et al (1995) present some of the features that typify organisational culture.

- assumptions which are the power behind all that happens in the school.
- visible manifestations such as rituals, ceremonies and symbols.
- invisible aspects such as norm and assumptions.
- common values of all those involved in the school.
- certain beliefs and views.

According to Mentz (1990:76-77) organisation culture consists of a set of common assumptions, meanings and values which form the background for all behaviour in the school. Organisational culture forms the framework against which all decisions in the school are made. Organisational culture has an ideological aspect - the common expectations of everyone in the school which acts as a magnet to pull people in a certain direction.

Owen in Van der Westhuizen (1996:81-82) defines organisational culture as the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together. In a school all these interrelated qualities reveal agreement, implicit or explicit, among teachers, administrators and other participants on how to approach decisions and problems: "The way things are done around here."

Van der Westhuizen (1996:82) concludes that Owens, while noting like the other authors the various aspects of organisational culture, emphasises the influence of organisational culture on all the participants in the school. Organisational culture can therefore be defined as the specific manner in which all tasks in the school are embarked upon and executed. It can thus be concluded that the norms and values in a school will have a great influence on organisational culture, whatever they be (Van der Westhuizen 1996:85).

3.4.3 SCHOOL CULTURE

It must be noted that most writers refer to schools as organisations, as such, basically, the definition, nature and scope of the previous subtopic "Organisational Culture" has been explained in the context of a school culture. In the light of organisational culture being the things that are, the school culture can be conceptualised in terms of the comprehensive that takes place from the moment land is bought on which to build the school building. From the

turning of the first sod, a specific culture is present which is created at the school according to certain basic assumptions.

According to Owen and Steinhoff in Van der Westhuizen (1991:625), the school culture has a fundamental significance for all those involved. In this way school culture exerts a significant influence on the quality of the working life of the teacher and the pupil in the school.

Bason et al in Van der Westhuizen (1995:625) suggest the origin and nature of a specific school culture as follows:

- "A specific school building is built.
- The terrain is developed in a specific way.
- A specific school philosophy is developed.
- A certain method of association in the school is established.
- Certain methods of working and procedures originate.
- Certain teaching strategies and extra-mural activities are developed.
- Specific methods are developed to ensure involvement, conformation and achievement.
- Certain examples are established as models, behavioural patterns and traditions.
- Specific externals such as standard colours, school flag, school emblem and certificates
- are developed, and within these, certain practices are established.
- A communal set of norms and behavioural prescriptions are developed.
- The school building, terrain and classrooms assume a certain form and appearance which can be uplifting or depressive.

  These happenings form part of the aspects of school culture."

School culture can be referred to as one of the most important aspects of a school because it sets the tone for all its members and keeps them working purposefully. Badenhorst (1993:79) states that school culture is one variable of school life, the interaction of which with other aspect of education (such as organisational technology and structures) contributes to the uniqueness, effectiveness and excellence of the school. According to Blauw (1998:18) there

are not many organisations where the influence of culture on the product is greater, than in a school. Recent research in effective schools suggest that culture influences organisational performance and pupil performance. Emerson and Goddard (1993:6) write that culture is one of the most significant elements determining the success of a school. Deal in Sergiovanni (1990:88) provides a template for understanding the culture of an enterprise. He maintains that "the pathway" to educational excellence is inside each school. Culture exists in the traditions and symbols that make a school special to the students, teachers, administrators, parents and the community.

Sagor and Barnett (1994:56) advocate that principals need to be aware of how the school culture contributes to or detracts from teachers' enjoyment, sense of purpose, and motivation.

3. 5 THE ROLE OF SCHOOLS AS MANIFESTATION OF CULTURE OF TEACHING AND LEARNING

Schools are institutions of learning. According to Christie (1998), schools together with families are the major social institutions for children and youth in modern societies. Schools provide the organisational environment for systematic, formalised learning and teaching. The educators at national level, regional or district level and teachers have a great responsibility in creating a culture, environment or climate that will facilitate quality learning and train children and youth for usefulness. All stakeholders have extremely high expectations from the school personnel.

The United States Department of Education (17 March 1999) states that "schools have an obligation to provide an education for all pupils that allows them to acquire the knowledge, skills and qualifications required for a personally rewarding life, productive employment and effective citizenship. Equally, schools must set in a context that encourages learners to develop into fair - minded, considerate and caring human beings. Education must aim to provide a framework on which young people can base critical thinking and judgements. These will enable them to participate as active and responsible citizens in the personal and social dimensions of society, and will encourage them to be explicit about the values of a just caring society."

Schools are very influential, as such parents expect all schools to do the best with their children regardless of their learning disabilities.

Pring (1996:7 - 11) maintains that parents and the community hold schools responsible for their childrens' performance. He writes that it is the job of schools to make sure that the performance of pupils in each of the general standard areas improves. Each year many stake holders know if schools have had good results or not. The grades become the test of quality. Quality is now to be assured in schools, through the application of performance indicators and such indicators permeate the system of education at every level. Each institution should have these indicators. One performance indicator will be examination results.

Focus on Learning reveals that citizens are concerned about teaching children values and discipline, and keeping drugs away from schools. Creating a safe learning environment is an essential prerequisite to learning; a school cannot implement instructional innovation if it does not first establish order. District state policies must help school leaders create the safe orderly learning environment that allows teachers and students to focus on teaching and learning.

Schools need to be accommodative, especially at Secondary School level. Most children reach secondary schools level at the beginning of their adolescence. This is a very crucial stage of development for most of the students. Dean (1993:34) explains that Secondary School students are at their most problematic stage of development. Many young people have problems because of the pace of adolescent growth. A boy or girl moves physically from being a child into being a young adult very quickly and for some, the adjustment in terms of the behaviour expected is difficult. Adolescence is also the time when self - consciousness reaches a peak and young people are extremely sensitive to other people's views, particularly those of peer group. One of the most valuable things a school can offer to a young person is a good self-image and the confidence which stems from it, both in his or her ability to learn and in social confidence.

Some students come from very shallow backgrounds which do not give social confidence or interest in learning, it should therefore be part of the school culture to handle such students

kindly and teach them by example instead of ridiculing them especially in the presence of their peers. Dean (1993:35) states that social learning needs to be taken seriously as part of the school's contribution to student development. She adds that many young people appear gauche because they do not know how to behave in certain situations. Some young people find the same language spoken at home and at school, but others have to learn English as their second language. Boys, in particular, tend to be inarticulate in adolescence and much work needs to be done to make all students articulate and able to express themselves orally.

Children need to be treated with respect. David and Janet Cunningham (1997:20) state that "we cannot teach a child to respect himself if we do not respect him." A school that sets a beautiful tone is respected by many and the students and the community want to be part of it. Within the school, just by the way issues are dealt with, the way people are treated, students are spoken to, misbehaviour is managed and the way teaching methods are developed, a beautiful conducive culture could be developed.

Another responsibility of the school is to acknowledge the expertise of its parent body and the community it is situated in and exploit it for the development of the school and its culture. Dean (1993:203) declares that schools do not exist in isolation. They are part of a wider community within the neighbourhood and nationally. They are also part of a professional community of those schools which contribute students to them and of the colleges and other institutions to which students may go. Recent developments have stressed the need for schools to make relationships not only with parents, but also with employers and the neighbourhood community.

A school should provide a programme that trains students for responsibility and leadership. Prinsloo and Van Rooyen in Van der Westhuizen (1991:347-348) add that the school may be seen as the practice field for a child's later adult life. The school should make provisions for preparing pupils as fully as possible by exposing them to as many aspects of life as possible during their school career. The idea would be that the pupils' participation in planned activities should afford them the opportunity of being actively involved in and exposed to situations that would equip them with the expertise, knowledge and skills that they would be

expected to evince as worthy adults.

Pretorius in Van der Westhuizen (1991:349) distinguishes some aspects with regard to the schools socialising tasks. He states that the school should transfer culture and knowledge and teach pupils how to organise, collaborate and to exist. He adds that students should be taught how to respect and uphold values and be able to mix with the apposite sex without controlled excitement or behaviour.

It is the desire of every parent to send their children to a school which is popular for both good performance and an admirable culture which takes the personal and social development of each of its students seriously. The United States Education Department 1998 sums this up beautifully. The very process of being educated develops in young people ways of understanding and behaving which help to structure the inner self and to promote the recognition that personal motives and actions must be medicated by the need for social responsibility. The imperative for schools is to provide young people with a sound foundation on which to base moral and ethical decisions and behaviour which respect the dignity of themselves and others and nature of the inter-dependent world in which we live. This is the heart of the matter. This is education for personal and social development.

Teachers have an obligation to live what they teach. This calls for strict self-control in them because most students learn better if they have confidence in their teachers and are challenged by their disposition. Banner and Cannon (1997:6) write that "the principal elements of teaching are ways of transmitting certain desirable qualities of human character, as well as knowledge, to students. Because teachers are responsible for passing on to others many positive human traits through their embodiment of them, teaching is not for the fainthearted, nor for those who consider it just a means of diffusing knowledge. It requires a fullness of self, braced by consciousness of the effect each teacher has or ought to have on students, and this breadth of character is demanded of few, if any, other callings. While learning requires much effort, teaching entails an even greater one because it is more laden with moral and human responsibilities."

United States Department of Education (1998) affirms that "understanding the complexity of teaching recognises the important point that the quality of young people's experience in schools will only improve when the same is true for teachers and other staff members. This statement leads us to the importance of a conducive climate and learning environment in the classroom before learning takes place. Literature reveals that when teachers take keen interest in each child, giving them due respect but uncompromising as far as assignments are concerned, effective learning takes place. Dean (1993:37) writes that there is need to treat students according to their age. This is the difficulty which teachers share with parents. People respond to the way they are treated and if students are treated as children they will behave like children. It is important to demonstrate the expectation that they will behave in adult ways and to work accordingly, while still being sympathetic towards lapses in behaviour as has been mentioned in the previous subtopic." Building a happy atmosphere in the classroom will certainly enhance learning. That mutual understanding, trust and respect, will benefit the learner. A recent comment from the United States Department of Education 1998 present the effective effects of teacher - pupils relationships as follows :

- giving attention to the relationships formed with young people will bring benefits for all involved in the learning process;

- supportive relationships formed with young people will bring benefits for all involved in the process;

- supportive relationships contribute to more effective learning and teaching;

- they encourage the disposition for learning which enhances individual achievement and promotes self-esteem;

- contribute to effective communication both within and outside the school.;

- they are central to positive behaviour;

- young people are more likely to respond well when they feel secure, in the contexts where they have a sense of being valued and where they have opportunities to succeed.

Ashman and Conway (1993:23) agree that classroom climate or quality of life within the classroom governs educational outcomes. This certainly improves the culture of teaching and learning.

3.5.1 CULTURE OF TEACHING AND LEARNING

The culture of teaching and learning comes after the attempted definitions of the word 'Culture' in the context of a school or an organisation. It has also been pursued in relation to school or organisational climate. As such, this study will not pursue the culture of teaching and learning in isolation, but will discuss the decline of or the lack of this culture in schools or to be precise, in the classroom. This concern will be revealed in O - level results analysis later in the study, since this is focussed on Secondary Schools in Zimbabwe.

3.5.2 CHARACTERISTICS OF THE BREAKDOWN IN THE CULTURE OF TEACHING AND LEARNING

The decline in the culture of teaching and learning seems to be a global reality and concern. In Zimbabwe the Ministry of Education receives the largest percentage of the Government allocation (as mentioned in Chapter 2). It is then understandable why media highlights the examination results. Educators, taxpayers and the community, are all anxious to see the best performance and well behaved students in schools. In South Africa there has been a cry for the restoration of the culture of teaching and learning. Blauw (1998:19) stated that the committee on the Culture of Teaching and Learning was set up by the Gauteng Education Department to address the lack of this culture in South African schools.

Two years later Christie (1999:283) still writes about the breakdown of the culture of teaching and learning. She explains that what this refers to is poor functioning of a large number of previously black schools in South Africa. These schools are generally secondary schools located in poor and disrupted communities spawned by apartheid, share a number of common features. These include : disputed and disrupted authority between principals, teachers and students sporadic and broken attendance by students and often teachers' general demotivation and low morale of both students and teachers; poor school results; conflict and violence in and around schools; vandalism criminality, gangsterism, rape and substance abuse; school facilities in a generally poor state of repair.

Pring (1996:7) writes that there has been a concern from the government in Britain about 'declining standards' in schools. Two kinds of standards mentioned are poor performance

and neglect of more traditional subjects, poor discipline and behaviour. Craft (1996:1) adds that teachers, policy makers, parents, governors, business people and members of the wider community are all engaged in the continuous debate about how standards of achievement are defined and how to raise them.

The breakdown in the culture of teaching and learning is also characterised by the low pass rate which is one of the major concerns of this study. In the attempt to seek ways of restoring this culture it would be important to explore and conscientise schools of their role in general and in restoring and preserving the ideal culture of teaching and learning.

3.5.3 CHARACTERISTICS OF A GOOD CULTURE OF TEACHING AND LEARNING

A good culture of teaching and learning presents itself in a warm environment stemming from visionary leadership and extended to both teachers and students. When a conducive learning atmosphere has been created, effective learning takes place, hence desired learning outcomes. The subtopics below constitute vital characteristics of effective teaching and learning.

3.5.3.1 CREATING A LEARNING ENVIRONMENT

It is a major responsibility of the headmaster and his staff to provide students with an enbling environment for learning. Myres (Ed) (1996:9) writes that a learning environment is one with an orderly atmosphere and an attractive working environment. When the school is calm, students can get on with work and the classroom is an attractive place in which to work. Dean (1993:121) advocates the importance of an inviting environment and how all the members of a school should take keen interest in it. If students are to care about their environment it needs to be interesting and attractive and both students and teachers are involved. An environment committee of staff and students may provide ideas about what is wanted to make the school a pleasant place. There should be changing exhibitions of students' work on show in different parts of the classroom. Ashman and Conway (1993:23) write that in addition to the facilitating interactions between the learner and the curriculum content, success in the classroom is also dependent on the warm and supportive environment.

The arrangement of the classroom contributes to a pleasant environment. Children like order and they certainly work and concentrate better in an organised room, including the sitting arrangement. Dean (1992:153) declares that if teaching is to take place, it is essential that the classroom be well organised. Bennett and Kell in Dean (1992:153) describe characteristics of poor classroom organisation as follows : it lacks pupil involvement; wandering about, interruption, lack of interest or motivation and poor use of resources and children play about without the teacher being aware of it. Cleave et al in Dean (1992:156) in their study of classroom routine, found that there was three times as much queuing to see the teacher in infant classes as there was in the nursery. They then identify a number of things which can go wrong during the scenario.

- Children will not work well if they are unclear about what is being demanded.
- Clarity in giving instructions about work is essential for a well organised classroom.
- There is need for structure in what is required so that children know what to do when they have finished a piece of work.
- A classroom where there are long queues to see the teacher is a badly organised room where children are wasting time.
- The teacher needs to monitor and be aware of what is happening in the classroom at all times, even when he/she is engaged with a group or individuals.
- The habit of scanning the room quickly and catching the eye of children who are not on task or who need help is an essential teacher skill.

According to Dean (1992:156 - 157), a well organised classroom has routines so that children feel secure in knowing what to do. A teacher needs rules about the following, for example :

- Movement about the room.
- The things which they need the teacher's permission for.
- What to do when children come into the classroom first thing in the morning and after breaks in the day.
- What signals to look for when they are expected to be quiet.
- What to do after finishing an exercise.

3.5.3.2 THE ACTUAL LEARNING EXPERIENCE

The environment has been laid and learning is ready to start, beginning from the child's experience. This study seems to go deeper into the need of a teacher to cultivate the social background of a child in preparation for the learning experience to take place. Often this vital aspect is neglected or maybe absent in the culture of teaching and learning in most classrooms. While it is true that literature insists that the schools and teachers have an important influence on the child, unfortunately, in most cases, the social aspect is not developed. Mortimore, et al in Dean (1992:18) found that the most successful schools in her study of fifty schools were better than the average by 28 percent after the differences in social background and ability had been allowed for. The least successful school was 19 percent below the average. Dean then observes that the teacher who is aware of the factors which cannot be changed, may be better placed to help a child. However, it is important not to regard these background factors as making it impossible for the child to make progress, and it has been noted that there is some evidence that teachers have lower expectations from children who come from working-class homes and from ethnic groups. Children in Mortimore's successful schools made progress in spite of background factors.

Effective teachers take keen interest in the social background of the children they teach. John Holt in Dean (1992:32) quotes a study which gives the following characteristics for effective teachers below:

- If students did not learn, the school did not blame them or their families, backgrounds, neighbourhoods, attitudes, nervous systems or whatever. They took full responsibility for the results or non-results of their works.

- When something the teachers were doing with the class did not work, they stopped doing it and tried something else.

- Effective teachers gave rewards rather than punishment because punishment had a negative effect on learning. They spent a lot of time talking to pupils about their work and this had a positive effect on progress.

- They made good use of praise.

- They created a high level of industry within the classroom and organised work so that there was always plenty for children to do.

- Their lessons were stimulating and this led to the information of positive relationships between teachers and children.

- They use high order questioning in which children are made to think and reason.

- They avoid questioning that calls for single word answers.

Education leaders and teachers who are conscious of the consequences of a poor self-worth/self-esteem have high chances of providing warm conducive climates for their schools and classrooms.

3.5.3.3 SELF ESTEEM AND LEARNING

It is vital for a school climate to incorporate and nurture its students' self worth. If this pleasant climate prevails in the school, it certainly enhances high self esteem which could improve learning and academic performance. Students at Secondary Schools are very vulnerable if their self esteem is crushed, especially publicly. It is at this stage where self-worth is minimal, and as such children should be handled with love, respect and care.

Amandson in Scott et al (1996:286) reported that, in an analysis of data from the National Centre for self-esteem, as students get older their self-esteem diminishes. Eighty-nine percent of kindergarten students were reported to have high self-esteem, where as only twenty percent of fifth graders, five percent of high school graduates, and two percent of college graduates reported high self-esteem. Scott et al (1996:287) discuss and distinguish between two types of school climates : custodial and humanistic. They explain that the custodial climate is characterised by concern for maintenance of order, preference for autocratic procedures, student stereotyping, punitive sanctions and impersonalness. The humanistic climate on the other hand has democratic procedures, respect, fairness, self-discipline, interaction and flexibility. The researchers found that students in schools with a humanistic climate demonstrated higher degrees of self-actualisation than those in schools with a custodial orientation. School climate in which student choices and creative expression are encouraged,

are associated with higher student self-esteem.

Ryan and Grolnick (1986) noted that the more a student perceives school climate as allowing student autonomy and initiative, the higher his or her self-esteem will be.

Sergiovanni and Starrat (1993:87) affirm that custodial schools hinder students' self-esteem. They write that Custodial Schools tend to be rigidly controlled and concerned with maintenance and order. Within custodial schools students do not participate in decision making and are expected to take decisions without question. Further, they are viewed as being irresponsible, undisciplined untrustworthy and trouble-prone. As a result, strong emphasis is given to controlling students through the development and use of punitive methods. These writers suggest that humanistic schools resemble communities that include students as full members and seek their co-operation and interaction. Self discipline is emphasized and learning is considered to be promoted and enhanced by obtaining student identity and commitment.

Davies et al (1990:74) explain that the humanistic approach to teaching and learning stresses the increasing awareness of the importance of fostering pupils' self-esteem. The emphasis is within humanistic psychology and its applications to education, most notably through the work of Muslow and Rogers. They both argued that education must place an emphasis on the whole person, on the idea of personal growth, on the pupil's own perspective in terms of how they see themselves and see the world, and on the notion of personal agency and the power of choice.

The key elements in applying such an approach to classroom teaching involves:

- seeing the teacher's role as essentially that of being a facilitator.
- providing a significant degree of choice and control to pupils to manage and organise their own learning.
- displaying respect for and empathy with pupils.

Fostering pupils' self esteem is seen to lie at the heart of this approach.

Davies et al (1990:73) see the building of a child's self-esteem as of uttermost importance. They state that the single most important feature that has contributed to improving the quality

of education provided in schools has been the increasing awareness amongst teachers of the importance of fostering pupils' self-esteem, self-confidence and self-respect as learners.

These writers allege that many other researchers have documented the ways in which schools can damage pupils' self-esteem by emphasising, for many pupils, their relative lack of success compared with that of high attaining pupils. As a result, such pupils attribute a sense of failure to the work they do, even if it is their best. Consequently, they may get caught in a vicious down-ward spiral of under-achievement on their part and low expectations by teachers for their future work. This process destroys the sense of dignity; they increasingly feel inferior, unable and powerless. He argues that this attack on their dignity stems not only from their experience of the formal curriculum, but more so, from their experience of the 'hidden curriculum.'

The formal curriculum refers to learning about the subject and topic being studied, whereas the hidden curriculum refers to all the messages conveyed to pupils by their experience of schools. The messages stem from the way students are treated, and the attitudes and values conveyed to them about their role and worth as individuals and the worth of what they have accomplished.

3.5.3.4 SELF-ESTEEM AND ITS CONSEQUENCES

The Advanced Learner's Dictionary of Current English defines 'esteem' as "have a high opinion of; respect greatly." Self-esteem in the context of this study therefore means to have a high opinion of oneself, to have self-respect. Other definitions include to accept oneself, to have feelings of self-worthiness or to have a self-concept.

A student who lacks a healthy or good self-esteem is likely to have difficulty mentally and socially. Van Pelt (1982:31 - 32) presents some consequences of a poor self-concept and states how they could affect the peoples' behaviour

3.5.3.5 CONSEQUENCES OF A POOR SELF-ESTEEM

1. It will limit one's capacity to love and accept others. She explains that modern psychology

has discovered that people cannot love anyone else unless they have a healthy self-like. If we cannot like ourselves, then we cannot like others. If we do not feel secure and worthwhile at the very core of our beings, we cannot like or respect others.

2. It will influence your choice of a marital partner. The person who lacks self-respect often picks a partner who will devaluate, criticise or put him/her down. The reason for this choice is to create the feelings to which one has become accustomed.

3. It will influence the future of your children. Parents can pass a low self-concept on to their children. She declares that it is impossible for a person with a low self-concept to pass on to his/her children a healthy self-concept unless someone or something compensates for that low self-esteem.

4. It may cause you to resist authority. Whenever we do not like the way we are made or the way we act, we begin thinking that life has somehow cheated us. We develop an attitude that the world owes us something. This attitude produces a bitterness against parents, school authorities, police, employers and our country. Nancy adds that feelings of inferiority also decrease efficiency at work and school. One's grades or job performance will be affected in direct proportion to how secure or how insecure one feels about him or herself (30).

5. A low self-concept will hinder spiritual growth. Young people frequently feel troubled about their inability to trust God. Try as they will, they feel they lack faith. This inability to trust God can often be traced to a deep rejection of self. Such feelings are usually not conscious.

3. 6 SCHOOL CLIMATE

Researchers use the three terms Organisational, Educational, School Culture together. In literature, particularly from the United States of America, the terms 'school climate' and 'organisational climate' are often used as synonyms. The term 'organisational climate' originated from a non-educational context and indicates how the workers experience the climate in an organisation. In the school context, teachers (instructors) and students are

viewed as the two most important participants in the teaching - learning situation
(Van der Westhuizen 1996:103).

To link the three aspects (school, organisation and education) mentioned above, the
classification of Van der Westhuizen (1995:655) is used. "School climate" which consists of
the following two facets :

- Organisational climate, which refers to how teachers experience the management
  aspects that influence the climate in the school.

- Educational climate, which refers to how students experience the climate in the
  schooll, particularly as a result of their interaction with the teachers.

Organisational culture is also a component that determines the quality of working life in
education. From the description of organisational climate it is clear that certain aspects, such
as the effectiveness of management and the interactional relationships existing between staff
members, influence the teacher's positive or negative experience of the organisational climate
in the school. These factors have been pinpointed as determinants of the quality of the
working life of the teacher (Van der Westhuizen 1996:104).

Van der Westhuizen (1991:631) explains that the term 'organisational climate' is borrowed
from the terminology of non-educational organisations, therefore in essence, it refers to the
way in which an employee experiences and perceives the quality of his/her personal working
life. In the school situation not only teachers as employees have to be dealt with, but also
pupils who are actively involved in the organisation.

He then clarifies the focus of both organisational and educational climate below.

- Organisational climate is relevant to the teachers and is the result of certain factors,
  from within the management situation, which influence the quality of the working life
  of the teachers, as well as their perception.

- Educational climate refers to how pupils experience the quality of working lives as
  determined by their relationships with their teachers. These relationships are in turn
  determined by the management style of the principal and the way authority is
  exercised

with regards to the pupils as well as the quality of the mutual relationships of the pupils.

Organisational climate is one of the major hypothesis that could affect the culture of teaching and learning which is an integral part of the research as such, a detailed investigation is necessary. According to Hoy and Miskel in Van der Westhuizen (1996:110), Organisational climate is a broad term relating to how teachers perceive their working environment. This perception is influenced by the following factors :

- the formal organisational structure in the school
- the informal organisational structure in the school
- the personality of everyone involved
- the management style.

Van der Westhuizen (1996:110) describes organisational climate as the internal characteristics of the organisation that differentiates one school from another and which influence the behaviour of the people involved in the organisation. According to Basson et al (1995:654), organisational climate refers to a lasting quality of the internal environment of the organisation. This quality is experienced by the members of the organisation, influences the behaviour of the members of the organisation. According to these authors, organisational climate has to do with the following:

- internal efforts in the organisation.
- types of people in the organisation.
- working procedures.
- physical layout.
- forms of communication attitudes.
- dedication and loyalty towards the organisation.
- the exercise of authority.
- norms and life perspectives and attitudes.

The Department of National Education (N.D.E.) as quoted by Van der Westhuizen, (1996:111) states that organisational climate is based on how teachers experience their

working environment in general. The school climate is mostly the result of the conduct of the management team, as well as their points of departure. The sub-factors of the organisational climate are stated below (these sub-factors can also be viewed as the elements which, if found in the school, result in a positive organisational culture) :

- flow of communication.
- equipment and physical environment.
- efficiency of management.
- utilisation and management of human resources.
- administrative support.
- value attached to human resources.

Hoy and Clover as quoted by Van der Westhuizen (1996:110) view organisational climate as the teachers' experience of their working environment. Climate can furthermore be described as a set of measurable characteristics of the working environment of teachers and principals, based on the common experience of these characteristics by these two groups. These authors define organisational climate as an experience of the school environment that is :

- influenced by the guidance of the principal.
- experienced by teachers.
- influences all people involved in the school.
- is based on the common experience of all people involved.

3.6. 1 TYPES OF CLIMATE

Halpin (1966:174) presents six types of climate which might help principals and all members of any organisation to identify theirs and hopefully seek ways of improving it, which is one of the objectives of this study.

Open Climate

In the open climate the principal is a facilitator and a good relationship exists between the principal and the personnel and among members of the personnel.

Autonomous Climate

In the autonomous climate the principal affords a high level of freedom to staff members.

Little routine work is expected of teachers and little control is exercised by the principal.

Controlled Climate

In the controlled climate a high incident of task orientation occurs with little opportunity for staff members to socialise. The principal dominates the activities of the school and makes few concessions.

Intimate Climate

In the intimate climate a high degree of socialisation between the principal and the personnel and among members of staff occurs, but little mention is made of activities directed at attaining the goals set for the school. The idea of a big happy family of workers comes to mind, but without a high expenditure effort in terms of productivity.

Paternalistic Climate

The paternalistic climate is characterised by the unsuccessful efforts of the principal to exercise control over the teachers or establish a pleasant social environment. Teachers are unmotivated and the relationships among staff members are poor.

Closed Climate

In the closed climate teachers experience almost no work satisfaction and the principal is unable to direct or co-ordinate the activities of the personnel. The teachers neither function as a group nor socialise.

3.6. 2 THE IMPORTANCE OF A CLASSROOM CLIMATE

A warm supportive environment enhances productive learning. Students are usually relaxed and enjoy doing their work if the teacher is happy and helpful. Climate might be viewed as the enduring characteristics that describe the psychological character of a particular school, distinguish it from other schools, and influence the behaviour of teachers and students and as the psychological "feel" that teachers and students have for that school. Litwin and Stringer in Sergiovanni and Starrat (1993:82) define climate as the perceived subjective effects of the formal system, the informal style of managers and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular organisation.

A relaxed, warm and supportive ethos stems from the style and manner of the relationship a teacher establishes with her students. If the teacher is relaxed and deals with any student's

behaviour calmly, this helps the pupil to relax as well. This better enables pupils to develop curiosity and interest in the learning activities. Warmth can be best thought of as conveying to pupils a sense that you care for them and their learning, personally. A sympathetic and caring tone of voice can do much to convey the sense of warmth. Pie in Davies, et al (1993:82) in his analysis of skilful teaching used the phrase 'solicitous tenderness' to describe the mixture of warmth, reassurance, kindness and tact shown by skilful teachers in how they handle interactions with pupils. A positive classroom climate certainly facilitates student learning and increases student standards of achievement.

Most classroom teachers do not realise how much an enabling climate will facilitate the learning process and how it could improve academic achievement. According to James S. Cangolose (1997:120), unless students feel that it is safe for them to participate whole heartedly in learning activities without being ridiculed, embarrassed, or harmed, the classroom climate will not be as conducive to on-task, engaged behaviours as one would like. Pierce (1994:37) affirms that the classroom is a critical locus for student interpersonal and educational development. They have distinct atmospheres or climates that mediate this development. She adds that sometimes teachers meet a class where the majority of the students exhibit a 'loser mentality.' These children might have faced failure many times in their lives as shown by their school records, and as a result, they are often insecure, have poor self concepts, low self-esteem and believe themselves to be incapable of learning much above the basic level. It is best to find ways of tapping their self-worth in preparation for learning. Morgan in Pierce (1994:39-40) alleges that it is important in such a situation to give the children a sense of self-concept and a good self-image.

The classroom should be a place where each student knows that he/she is valued. Morgan in Pierce (1994:39) defines her role as having a responsibility, to change the students from "losers to winners" by instilling in them a belief in their abilities to learn and a desire to achieve. Basically, Morgan rebuilds or improves her students' self-esteem to prepare them for learning. She is very supportive and her class feels secure under her supervision. Ornstein (1990:77) alludes that the road to positive self-worth and to success begins with a good relationship with people who care. For some students school may be the only place

where they meet people who genuinely care for them.

The United States Department of Education (17 March 1999) writes that supportive relationships contribute to more effective learning and teaching : they encourage the disposition for learning which enhances individual achievement and promotes self-esteem. They contribute to effective communication and are central to positive behaviour. Young people are more likely to respond well when they feel secure in contexts they have a sense of being valued and where they have opportunities to succeed.

Stoddard et al (1993:16) affirm that a supportive climate makes each student feel valued. They on the whole create a positive or negative climate for learning. Ginott in Stoddard, et al (1992:115) confesses "I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised."

The main purpose of this in-depth study is to attempt to prescribe suggestions for improving and sustaining or establishing a conducive climate for each school in an effort to improve the culture of teaching and learning in schools. This will come later in the study.

3.7 MANAGEMENT OF THE CULTURE OF TEACHING AND LEARNING

To enable us to consider the management of the culture of teaching and learning, the role and the effectiveness of schools and teachers, as well as the relationship between the home and the school with special reference to the responsibilities of parents will have to be considered.

3.7.1 EFFECTIVE SCHOOLS AND TEACHERS

Effective principals and teachers are always seeking new strategies both in the supervision and such activities that will improve student performance. Sally Brown et al (1994:20) state that the focus of teaching and learning is centrally concerned with adding value to student

achievement, through a variety of techniques which enhance pupils' performance across the curriculum. They suggest that teachers should plan and prepare for a clearly structured lesson, making sure that learning objectives for each session are clearly defined and they identify the goals towards which a teacher is striving. Teachers should aim to involve pupils in their own learning. This can be achieved by asking pupils to consciously think about their own learning processes, and to become involved in setting personal targets. In this way, pupils develop autonomy and lifelong learning skills which enable them to move on to further study or employment, more confidently. They also add that there is need for effective teachers to promote an ethos of achievement in the classroom, and ensure that high standards are not just an aspiration, but are an expectation.

Many authors prescribe outstanding characteristics for effective schools for those leaders who aspire to improve the culture of their organisations. Among others are those summarised by Purkey and Smith and Boger as quoted by Duffy (1996:12-13). They found that effective schools have :

- Clear academic goals
- High expectations for students
- Order and discipline
- Frequent monitoring of student progress
- Meaningful student responsibility
- Teacher efficacy and morale
- Academic learning time
- Positive school climate
- Administrative leadership
- Community support and involvement
- Teachers who believe their students can learn and hold them to high-performance standards
- Teachers ad administrators who believe they can influence students
- Students who believe their accomplishments are the result of hard work
- Strong leadership from principles without being authoritarian
- School environments or climates that promote and encourage learning

Research on effective schools cites a positive teaching culture as one of the characteristics of an effective school. Teaching is a crucial function within education and as such must be executed with dedication, absolute professionalism and conscientiousness. Teachers influence students learning therefore, this influence must be positive or the child/student is doomed. For teachers to teach effectively, they should create a conducive climate for effective learning in the classroom, they must be able to manage their students. Ornstein (1992:57) states that no matter how much potential one has as a teacher, if they are unable to control the students in the classroom, little learning will take place. Tanner and Tanner (1987:219) affirm that if the class is in chaos and directions are ignored, students can learn very little.

According to Kyriacon (1991:64) the classroom climate established by the teacher can have a major impact on pupils' motivation and attitude towards learning. As such, the skills involved in establishing a positive classroom climate are of immense importance. The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order. Such a climate facilitates learning, in essence, by establishing and maintaining positive attitudes and motivation by pupils towards a lesson. The climate largely derives from the values that are implicit and pervade the lesson.

Tanner and Tanner (1987:219) maintain that the atmosphere of the classroom is a factor that can be greatly influenced by teachers. He insists that teachers must have students' respect. Teachers must also respect students if they are to communicate high expectations and students are to perform well. There must be mutual respect between the teacher and the class if learning is to take place. Tanner and Tanner (1987:221) add that students show their approbation by paying attention and by emulating the teacher's behaviour. If the teacher says 'please' and 'thank you' the students are likely to do so as a way to be more like him or her. When respect is a 'trouble spot,' this, too, is obvious. (They warn that a quiet class is not necessarily indicative of mutual respect. The teacher may seem to be a good disciplinarian, but the classroom climate may be uneasy, as if trouble were brewing beneath the surface).

A positive climate will be beneficial to all members of the school if everybody makes an effort to maintain respect for oneself and other people, whether they are members of staff, students or general workers. Tanner and Tanner (1987:221) allege that mutual respect in the class room is more likely when maintaining a positive school atmosphere is viewed as everyone's responsibility (teachers, students, administrators and secretaries) school wide. Some classroom problems are dealt with co-operatively by the entire faculty. It is also fostered when teachers model respect for individuals and insist on respect for others - (forbid hostile criticism among students for example). Respect is fostered by a way of speaking.

Good and Brophy in Tanner and Tanner (1987:222) suggest that teachers should use a normal conversational tone in most situations. Their manner in giving explanations or asking questions in class should be the same as it would be if they would be in the company of a group of friends. They continue that if teachers want students' respect, they should not speak one way with students and a different way with adults. It cannot be overemphasized that students are most likely to respect teachers who communicate high and realistic expectations to them and whose interactions with them make a difference in their learning. Students know when they are getting a good education, they allege.

Kasambira (1993:74) writes that a teacher should try to make the class environment meaningful in terms of the feelings of the students. He adds that students should be enthusiastic and create an atmosphere to make each individual feel important. They should maintain an orderly environment in terms of bulletin boards, displays, exhibits, demonstrations and presentations. Below Kasambira suggests effective procedures for teachers:

- If you make a promise, keep it. Students expect to be and should be, treated fairly by the teacher. If you make a mistake, apologise. Share with students the fact that everyone makes mistakes.

- Employ a procedure which is friendly and informal but businesslike and consistent. Treat all students with the same degree of fairness, impartiality and consideration. Don't let the last teacher's report bias you, so that you punish the whole class for the

actions of a few students.

- Possess a good sense of humour. If any professional needs a sense of humour, it's the educators.

- Establish a good rapport with students so that they feel confident in approaching you with problems or questions. Be as coverteous as you expect them to be with you. Never act in anger, or use threats as a deterrent.

- Teacher example will set the stage for many things. Be well-groomed and speak and act like a lady or gentleman.

Research on effective classroom management states that the classroom climate, atmosphere or environment, has to be supportive if effective and rewarding learning is to take place. Administrators and teachers will do well if they continue to improve and cultivate a pleasant atmosphere in their schools and classrooms. Kasambira (1993:21) advocates that psycho-social environment can improve learning. Among those conditions are 1). responsible participation by learners; 2). pupil sense of acceptance and worthiness; 3). avoidance of threatening tasks and situations and 4). a genuine sense of warmth, openness and trust. The psycho-social environment is made up of the attitudes, feelings and personal relationships which exist within the classroom. This environment is the teacher's responsibility, although pupils must play responsible roles in maintaining it. The environment gains quality as each of the four conditions increases. Kasambira elaborates and states that humanistic psychologists have continually emphasised that education should teach learners to exercise freedom of choice with attendant responsibility. This freedom and responsibility help them to become self-directing people in all aspects of life.

Beyond this educators learn that when students, to some degree, help plan their own instructional activities, they are likely to engage in them fully. When they help to decide on class rules, they are more likely to follow them. He adds that students could learn better if they feel worthwhile personally. Teachers can help all pupils feel more or less worthwhile, depending on the extent to which they can show genuine concern for their students, accepting them as important individuals. They need not accept all student behaviour. They may reject much of it. When they do, they can differentiate between the behaviour and the person, and

they can insist on behaviour which shows students in their best light. Kasambara maintains that learning in its widest sense requires much of pupils. They must pay attention. They have to involve themselves actively, responding and manipulating. They often explore, investigate and create. They are supposed to participate responsibly. They are expected to establish relationships with other people who are especially important in their lives.

Openness is a sincere, communication of attitude, feeling and reaction and yet teachers can be open but cold. That is not good for helping pupils. If one is open and warm, and cares about others and communicate that care, this is good for helping pupils.

When this kind of warm openness exists in the classroom, trust begins to grow. The feeling of 'one for all and all for one' slowly takes over. Trust cannot develop overnight. Hurt pupils are wary. Burnt children continue to dread the 'fire.' But the teacher who continues to say "you are competent, you are worth my time, you can learn, you must not be satisfied with less, I will help you however/whenever I can." - that teacher will nurture trust within pupils. In the long run, that is what many pupils remember. That is what causes them to say, years later, "that was a great teacher!"

To do all these things individuals must feel secure, accepted, wanted, important and worthwhile. But it is not possible to feel this way when the psycho-social climate is cold, rejecting and threatening.

Mental health practitioners have identified ways in which people protect themselves when they feel threatened, unwanted, or unimportant. They cover up in various ways. They may withdraw, become defensive or suspicious of others, over-compensate or become aggressive. Students may seem to hurt and reject others as a way to cover up their feelings. When they show any of the above behaviours, their ability to learn is hampered. They cannot form important relationships with others. They are reluctant to try and are afraid of failure. Consequently, they cannot be properly open to new experiences. Threat in the classroom setting therefore should be reduced to a minimum. Educators should do this by eliminating sarcasm and abrasive criticism or by showing pupils they care about them and their learning

and by looking on failure not as a crime, but as an opportunity for growth.

According to Algozzine and Ysseldyke (1993 :85-86) most students respond and perform better when teachers are supportive and helpful during learning activities. Student motivation also is more positive when teachers show sincere interest in their work (what they are teaching) and the work of their students. Effective teachers carefully assess the learning atmosphere in their classrooms, they 'read' their students and strive to make the classroom climate comfortable and supportive. By making their classrooms pleasant, friendly places, effective teachers keep interactions positive and their students respond and participate in learning activities. By accepting individual differences, effective teachers make their classrooms supportive and co-operative learning environments for all students.

Praise is a very powerful tool used by effective teachers. Algozine and Ysseldyke (1993:86) write that many effective teachers take a little time each day, as students enter school in the morning, to point out positive things that happened on previous days. Some teachers may do this at the end of the school day, to acknowledge their positive behaviour that day. Teachers are managers or leaders in their classrooms. It is important for them to know the types of leadership styles so that they may select the most effective ones to enable them to create friendly environments in their classrooms and enhance effective learning.

3.7.2 HOME - SCHOOL RELATIONS

Parents and teachers need each other. Effective principals and teachers will create an inviting atmosphere for the parents to participate in the activities of their schools. When parents know that their contribution is valued, they will certainly take pride in the school and want to identify themselves with it. The two-way communication is very important for the progress of both the school and that of the child. An effective teacher will involve parents in the children's learning by getting as much as possible of the background information about the child from the parents. In turn, the teacher may give the parents feedback about the progress of the child. In many cases, the child is aware of the teacher - parent relationship and this improves learning outcomes.

Dekker and Lemmer (1993:154) write that from various research projects regarding the maintenance and improvement of home - school relations, consistent findings emerge, such as the fact that parent involvement in schools is significantly related to :

- improved student academic achievement.
- improved student attendance in school.
- improved student behaviour in school.
- increased community support for schools, including human, financial and material resources.

In the context of Zimbabwe a lot is to be desired between the school, administrators, teachers and parents. Parents have to be conscientised on the need and the importance of their active involvement in their children's learning. They should be partners with the school. The Editorial, September (1993:5) reports that "The Avon Local Education Authority in England issued a set of guidelines which emphasised the importance of a healthy relationship between school and home." It advocated that "A child's education starts in the home and is continued as a partnership between home and school." Avon's document then suggested five responsibilities that the school, the parents and the pupils respectively should accept. Below are the responsibilities Avon laid down for the parents.

3.7.3 RESPONSIBILITIES OF PARENTS

- to show their own example that they support the school in setting the highest standard in all it tries to do
- to make sure that their children come to school regularly, on time refreshed, alert, correctly dressed and ready for work
- to take an active and supportive interest in the children's work and progress
- to support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
- to control the development of their children's use of leisure time activities and entertainments

If all the stakeholders implement their respective responsibilities, student performance has high chances of improving according to most education research. These collaborative efforts

may improve the image of a school. A school's image may be defined as the 'personality' it presents to its public. Frederick and Reniham (1995:13) refer to image as the sum of the subjective opinions about the school; the collective feeling developed by the various public as a result of their observations and experiences of the school. The list below presents the manifestation of a good image of a school:

- builds public esteem and confidence

- promotes public goodwill and support

- encourages parental support and involvement

- increases staff morale

- stimulates pupil pride and motivation

- may open up new opportunities for the school

- should directly or indirectly enhance the quality of the pupils' education (through the above mentioned factors.

Foskett (1992) suggest ways a school's image may be projected. He writes that among other ways, a school's image is projected through the following :-

- the pupils: their achievements, pride behaviour in public etc.

- the achievements of past pupils

- the staff : their competence, caring attitude, approachability

- the kind of reception that visitors and telephone callers receive

- the care of school premises and property

- the quality of school publication and letters

- the character and standard of school functions

- links with the media and other external agencies

- an involved and enthused parent body.

3.8 TYPES OF LEADERSHIP STYLES

Effective leaders should always aim at utilising effective ways of motivating people in such a way that goals are met mutually. It is vital for principals to acquaint themselves with the positive leadership styles and select the best style. Buchel (1993:2-4) defines leadership as a human characteristic which includes the ability of the leader or manager to motivate others in

complete set activities willingly. He refers to the following leadership styles.

Authoritarian: This is the best way to achieve a preset goal. Workers, however, are
tense, unhappy and stressed.

Democratic: This is a good way to achieve set goals. Workers are normally happy, relaxed
and motivated.

Laissez-faire: This is the least productive method. Workers are normally unhappy and
frustrated because they do not know what is expected from them.

Altruistic: No leadership. The organisation is run in a haphazard way.

3.8.1 LEADERSHIP AND ORGANISATIONAL CULTURE

Leadership is not only an essential part of the process of management, it is also an integral part of the social structure and culture of the organisation. If the manager is to be successful in dealing with people and influencing their behaviour and actions, this requires a leadership style which helps to foster a supportive organisational culture. Brown in Mullins (1996:276) believes that effective leadership and workable organisation design and development programmes must be based on sensitivity to, and understanding of culture. Excellent leaders are not merely aware of their organisation's basic assumptions, they also know how to take action to mould and refine them.

Gibbon (1995:14) reflects on 'Instructional Leadership' which he believes requires the major of any principal's time. He writes, "I came to see instructional leadership as an amalgam of five components" :

- finding direction for what the school and staff do

- selecting a good staff team

- organising and supporting instruction

- developing human resources

- assuring standard of quality.

Gibbon picks the first two components and expands on them. He alleges that a more serious look into the direction of where the school, staff and the students are going is necessary. He

adds that many people take instruction for granted. "After all, that is what a teacher is supposed to do - instruct pupils according to a predetermined syllabus! This can be deadly dull for the teacher to say nothing of the effect on the learner. My staff and I realised that it made a big difference if we knew why we were teaching what was in the work scheme and to what ends."

He suggests that "clear goals for the school as a whole, for each subject or phase team and for individual teachers (and pupils) make a radical difference to instruction." Most of these goals should be focused on instruction. He adds that the more he involved teachers and pupils in setting them, the more realistic the goals were. Their participation also built ownership so that a sense of 'we are in this together' development within the learning community.

Gibbon (1995:10) gives steps to the ideal process of goal-setting as follows:

- clarifying the underlying values shared by all the concerned: what is important to us and how do we like to be treated?

- catching a vision of the school as a learning community and agreed to by all involved: what will the school look like if these values are practised and if it functions ideally?

- finding a mission that drives our efforts and to which all can commit themselves: what are we here to do so that the vision can become a reality for us?

- setting specific objectives for each school year which express our values and enable us to fulfill our mission: what specific goals will we attempt to achieve this year?

- working out action plans to fulfill our objectives: what will different people among us do so that together we can achieve what we set out to do during the year.

Administrators should be effective or the whole programme suffers. Richard Kemp and Marilyn Nathan Stimulus Volume 3 No. 3 3rd Quarter, (1995:16) give nine points on 'How To Be An Effective Administrator.'

- Plan ahead. Avoid crises by anticipating an emergency during a year planner.

- Prioritise. What are the most urgent things? What are the most important things?

- Action Plan. List the specific actions to be taken daily/weekly.

- Make the time you need. Allocate special times for doing important things.

- Disciplined decision making. Do not put off decisions unless there is a good reason for doing so.
- Communicates. Pass on information without delay to people who need to know.
- Learn to say No. Or risk being swamped.
- Do not clutter up your spaces. Be organised and workmanlike.
- Have an efficient filing and recording system. You need to be able to find things you need quickly.

Dean (1993) states that "good management means working with people and resources as they are and helping them to work together to agreed ends. The skilled manager looks for ways in which the interests and abilities of each individual can contribute to the good of the whole and he/she tries to create an organisation and a climate in which this can happen. There is a built-in responsibility for others in any management role, which in schools is not only a supervisory responsibility, but essentially a responsibility for supporting people for whom one is responsible."

The DES paper on School Development Plans in Dean (1993:3) notes that the head teacher plays the most important role in getting the management right. It suggests that this is likely to be most effective when he/she:

- has a mission for the school and inspires commitment to the school's mission, and so gives direction and purpose to its work.
- co-ordinates the work of the school by allocating roles and delegating responsibilities.
- is ready to delegate and to value the contribution of colleagues. Dean explains that in most organisations today, leadership is no longer an individual and perhaps autocratic matter, but is to some extent a group activity, with the personal qualities of individual members of the group complementing each other and with some responsibilities delegated or shared. This reduces pressure on the overall leadership and in sharing the tasks of leadership, the leader is preparing others to assume those tasks in their turn. He adds that an effective leader therefore.
- is a skilled communicator, keeping everyone informed about important decisions and events.

- has the capacity to stand back from daily life in order to challenge what is taken for granted, to anticipate problems and spot opportunities.

- is committed to the school, its members and its reputation.

- objectively appraises strengthens and weaknesses so as to build upon the best of current practices in remedying deficiencies.

- emphasise the quality of teaching and learning lesson by lesson and day by day.

- has high expectations of all staff and all students.

- recognises that support and encouragement are needed for everyone to give their best.

3.8.2 SCHOOL LEADERSHIP AND MANAGEMENT COMPETENCES

Effective administrators should be objects of change to keep abreast with educational innovations. Judd (1993:3) discusses the management and leadership competences. By the term competences he is referring to the abilities needed for performing work activities to the required standards.

He suggests that school leaders need a sound educational base. This is the ability to act and decide on basis of sound principles and information constantly updating one's knowledge and deepening insights. They should have clarity of purpose which enables them to define and redefine prime tasks and not be sidetracked - formulation of goals - establishment of priorities - ability to change focus when necessary - purposeful without being rigid.

Human relations skills is a very useful management tool for leaders. They should understand people's reactions - sensitivity to feelings, empathy - ability to handle conflict wisely - basic counselling skills - to be able to help people with problems. Effective leaders should have the ability to bring out the best in others. They need to understand what motivates people in various circumstances - ability to develop a supportive, positive climate - skill in contributing towards the profession.

School leaders could develop teamwork in their organisations. They have the ability to involve others in achieving goals and sharing "ownership" facilitating sharing - co-operation and collaboration - ability to arrange and lead productive meetings. They are expected to

initiate and manage constructive change. This means that they possess the inclination and ability to generate new ideas - skill in using democratic processes for planning - organising and implementing innovations.

Whether school leaders are conscious or not their surbodinants, students, parents and the community expect them to be models. They are viewed as setters and raisers of standards - personally setting (modelling) high standards - raising "quality consciousness" - establishing indicators of quality - raising expectations, devising, monitoring and reviewing systems.

It is assumed that they have planning skills. Skill of anticipating, looking ahead, taking all factors into account - ability to formulate policies - insight into decision making processes - ability to plan collaboratively and build consensus.

The responsible authority organisations expect leadership to effectively manage the resources in their schools. Optimum use of time, space, equipment, money, people - ability to negotiate and mediate when there are competing claims - budgeting, financial control - information systems, computerisation.

These leaders should have the ability to objectively evaluate their programmes. This means an analytical ability to be able to identify what information is needed - how to collect the information - how to make judgement on the basis of criteria and finally effect the necessary organisational change.

3.9 ORGANISATIONAL CHANGE

Change is an inherent process in any organisation. This process requires time. Janson, et al (1996:140) define change as a process "for and by the people." It has a technical and human side. It starts and ends with individuals who in combinations make schools effective.

There is agreement in the literature that change and renewal are two of the most important aspects of an organisation. When an organisation fails to change and develop, entropy appears - the organisation stagnates and eventually declines. Consequently change and renewal can be regarded as essential for the development of an organisation. An implication of this is that the school as an organisation has to be seen as a dynamic entity. Janson, et al

(1996:135). Various writers perceive organisational change as an integral aspect of, eg. The functioning of an organisation (Hanson et al in Janson(1996:135).

According to Kumbrough and Burkett in Mentz, et al (1996:136) change is a deliberate effort to alter the status quo, by influencing or modifying the functions, structure, technology and/or purpose of an organisation. Change is a complicated process that requires thorough strategic planning in order to reach the prescribed goals. Virgilio and Virgilio as quoted by Janson, (1996:136) Most writers advocate that the aim of change is always improvement. They view change as a planned, systematic process. It takes time to come to fruition, it is effected by individuals and is a highly personal experience (Janson et al 1996:136).

3.9.1 DEFINING CHANGE

One of the main objectives of change is improvement, for instance, changing old systems and taking up new ones. Change represents the struggle between what is and what is desired. Change is an unavoidable feature of human experience, Taylor in Mentz, et al (1996: 136). According to Westhuizen (1996:136), change is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment spheres.

In the context of educational management, change means - for instance that schools' principals are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in legislation, the availability of resources, market demands and social priorities often force principals to redesign the organisation's structure and procedures, to redefine priorities and redeploy resources (Beckhard and Harris in Janson et al 1996:136).

3.9.2 FACTORS AFFECTING CHANGE

The factors which influence change in schools may be divided into two categories - external environment factors, for instance, the community, and internal factors in the school itself. Under pressure from environmental factors, the school must adapt to changing circumstances but at the same time influence the environment of which it is a part. To meet the needs of the community, the schools have to adapt to changing circumstances. Regardless of the cause,

the school principal fills a key role in any change which takes place at the school, whether as an initiator or supporter (Van der Westhuizen 1991:646-647).

Janson et al (1996:140) identify factors that determine the process and success of organisational change in education as follows:

1.   The Community and Local Environment

      Education is located in the area of social contestation, and as such is always political. The dominant political ethos has an influence on education, which in turn forms part of the overall socio-economic policy of the nation. This is also the case at local level.

2.   The Content Change

      The impact of the envisaged change depends primarily on the form the change takes, and the relative advantages flowing from the change.

3.   Unit of Change

      Educational change is affected by, among other factors, the system of educational provision, the organisation of schools and teachers.

      Educational provision includes physical elements such as the syllabus and content of courses. A consideration of the school as an organisation sees change affecting the structure, culture and climate of the school. Although the teachers, cannot be seen as sole determinants of the success of change, they nevertheless fulfill a key role in the process of change by virtue of determining what happens in the classroom.

4.   Support by Those Involved for the Process of Change

      One of the most indicators of successful change is the nature and intensity of support given by those involved in the change to those implementing it.

3.9.3   FORMS OF CHANGE IN EDUCATION

According to Kimbrough and Burkett in Mentz, et al (1996:141) two kinds of organisational change can be distinguished. These are unplanned and planned change. Planned change implies a deliberate alteration in the status quo. In some cases change is unplanned, but according to Harris in Janson, et al (1996:141) planned change is preferable to unplanned change because planned change occurs in relation to specified goals and objectives.

Most writers point out that whether planned or unplanned, change takes five forms. Four of

these are as follows:

1.   Technocratic Change

      As a result of changes and improvements in technology, educational adaptations have
      to occur to accommodate these changes.

2.   Social Change

      This type of change is generated by a variety of aspects such as :

*   changes in the relationships between parents and children and between teachers and
    children.

*   a change in role such as the reformulation of teachers' tasks.

*   change in philosophy, such as a new perception or belief which informs a programme
    or policy.

3.   Competitive Change

      This kind of change is brought about by competition and the desire to be better than
      other schools. A common example is the introduction of improved training and
      coaching techniques in sports teams (Kimbrough and Burkett, Lipham, Hoeh and
      Taylor in Janson et al 1996:141).

4.   Interactive Change
      Occurs when:

*   A group of people or a school community decide on change to improve matters.

*   There are changes in the classroom, the programmes and structures of a school and in
    educational system.

It is very important for those people who influence change to be agents of change.
Sometimes leaders maintain the status quo and close doors to change. Oliva as quoted by
Carl (1995:71) points out that change is unavoidable, because life grows and develops
through change.

Below, Herman and Herman (1994:3) present three types of organisational change to be
found in schools:

Optional Change is the preferred type when key groups of employees initiate the change
mandated by the education department or the school principal. Then there is Incremental

Change which is the preferred choice when the school is operating well, but the stakeholders agree that minor changes will improve current operations further. Finally, there is Transformation Change

which is the only rational change to be made when a school is working poorly, or when external or internal forces insist or radical changes in instruction or support services. This type of change is dramatic in form and rapid in impact, and will ultimately change the entire culture of an organisation radically.

3.9.4 THE MANAGEMENT OF CHANGE

Literature repeatedly reveals that the principal is the key person in the management of change. He/She should be a dynamic person who has a vision for the future of the school, and one who values and utilizes human resources in the school and in the community, for the success of innovations. Effective management of change is vital. Quinby, Stimulus (July 1993:2) interviewed people on leadership and the management of change. President Bill Clinton, as Governor of Arkansas, in 1986 made the following statement: "Effective leaders have a vision of what they want their schools to be. They translate this vision into goals for their teachers; they create a school climate that supports their goals and they monitor progress." A leading researcher on managing change, Matthew Mike, in the same interview, added, "start small, think big."

Hall in Janson (1996:144) affirms that the principal, who is the key figure around which much of the school's activities revolve, determines to a great extent the school's successes and failures when change is implemented. Herman and Herman in Janson, et al (1996:145) advocate that an education leader must lead the change, not merely be subject to it.

3.9.5 PREREQUISITES FOR THE EFFECTIVE MANAGEMENT OF CHANGE

There are a number of factors affecting the school community which have to be taken into consideration as they are prerequisites for the effective management of change. Coetsee in Janson (1996:145) suggest the following factors:

- The existence of a climate of change in the school.

- The degree to which the total school community will be affected by the change, and the degree to which it is aware of and supportive of the vision driving the change and its intended consequences.

- Individuals in the school need to have a share in the vision for the school.

- The school should have a clear picture of what is currently in existence and of what its quality is.

- Data on the results of the school's programmes should be collected and the impact of its efforts determined.

- There should be commitment to the change by the leaders and by a critical mass among stakeholders.

- Adequate time, finances, material and human resources must be provided to enhance the probability of successful change.

- There should exist a clear and desirable vision of what the school will be like once the change is complete.

- High quality, comprehensive and frequent two-way communication should take place throughout the entire change process.

- The leader should give recognition to all who do good work and he/she should attend group celebrations every time an important milestone is reached.

Change can be most difficult and devastating process in an organisation. All those involved should be prepared for it. Leaders who manage change should be knowledgeable and tactful.

3.9.6 GUIDELINES FOR MANAGING CHANGE SUCCESSFULLY

Dalin in Mentz (1996:147) presents the guidelines below:

- Change is a process that occurs over time. Change consists of various steps involving and affecting individuals, organisations and many sub-systems. If the process is to be handled correctly, the dynamics of change need to be understood.

- Individuals, organisations and interest groups are closely linked in the change process by formal and informal ties which are influenced by external forces. The strength of these ties decide whether the change will be successful.

- Change is a multi-faceted phenomena. Change in education is based on theories from

the disciplines of economics, anthropology, psychology, administration and education. It is focused on individuals, but within the organisation the dominant political hegemony has an influence.

- Change must be structured and pursued through well-thought-out strategies to prevent oversight or neglect of relevant issues.

- Change is a gradual process. It requires the active engagement of the agents of change until the change has been fully internalised into the school.

- The implementation of change should rather be organic (flexible) than bureaucratic (rigid). Instead of insisting on firm rules and direct supervision, a flexible plan, which allows for spontaneous modifications of the stated programme in the face of unseen factors, is desirable.

- It is not desirable to have simultaneous planning and implementation of change taking place. It is essential to consider all implementation options in advance.

From what is written in the above sections it is clear that the meaning of school culture, which includes the culture of teaching and learning is influenced by many factors. The role of and the relationships between individuals define culture as a living, developing interaction between people. In the case of the school this interaction exists between the headmaster, teachers, pupils and parents. It is worthwhile to repeat that culture is not an object possessing its own physical reality but dynamic because it is the result of a process of development.

CHAPTER 4

INTERVIEW RESPONSES

4.1 SELECTION OF SCHOOL

In order to get permission from the Education Department to do research in the schools, an interview was conducted with the Deputy Regional Director of Matabeleland North in Bulawayo. He designated two schools in Bulawayo and advised that he chose the schools because they would enable a contrast in terms of the visibility of school culture. He also ensured the researcher that although the schools were typical of the highest and the lower end of performance in the area, they could serve as examples of recurrent patterns. This would enable the results of the research to be of value in developing guidelines for improving the situation.

There were slightly over twenty secondary schools in Bulawayo then, the researcher had permission to select about a tenth of the whole since this would allow in-depth observation and understanding of what was really happening in these schools. This resulted in the researcher using a qualitative method which necessitated the use of interviews. This turned out to be very beneficial as the responses will show in this chapter.

4.2 GENERAL DESCRIPTION OF THE SCHOOLS

The culture of teaching and learning was investigated in two selected schools in Bulawayo. Bulawayo is the second largest city in Zimbabwe. The city has a population of 621 742 which is 5,92% of the country's population which stood at 10,5 million according to the latest census conducted in 1992 (Census 1992:2).

School A is private. It is located in one of the oldest high density suburbs, north-east of the city centre. This township has 15 488 people. The school has 870 students, but unfortunately, it does not serve the majority of its low income residents. Only a few can afford the fees which are slightly above the public schools'. Most of the students come from a newer, but high density suburb as well, with a better, but still low income community. The rest of the students come from all over Bulawayo. There are few primary schools in the

vicinity.

The major social problems are alcohol abuse. Twelve beerhalls operate in the area. Theft is rife because of unemployment. Overcrowding is expected as the statistics have shown in the earlier paragraphs. Sanitary measures are a threat to the residents because there is the main country and city to city bus terminus in the area. Public rest rooms are used and a lot of hygiene is to be desired. Ironically, in spite of the school's location, it is a spot of beauty! The atmosphere is very restful. The school enjoys the privilege of reclaimed water and the schools grounds are quite welcoming with lush loans and a variety of ornamental trees. This school gives a lovely facelift to its surrounding. Classrooms are fully equipped and adequate. All students wear uniforms and they are neatly presented. Prefects are identified by stripes on their blazers.

School B is a public school situated in one of the new, but high density suburbs, further north of the city. The community has a low - middle income. The social problems are alcohol abuse, large numbers of school dropouts after O-level and unemployment. The school grounds are lonely, dry and bare. The atmosphere looks desperate. Classrooms are overcrowded and the students lack vital buildings like a Science Laboratory and Home Economics rooms. One of the classrooms is used as an office and the other as a staffroom. The school is still on phase two after twelve years. The Headmaster complained in the interview. Most of the classrooms do not have enough or decent furniture. Some children sat on desks during a lesson the researcher observed. One of the rooms is packed with broken chairs and desks. However, all children are in uniform. Prefects wear a different colour and they can be easily identified. The researcher will present an in-depth study of the concept of culture, before contextualising it to the sample schools.

4.3 JUSTIFICATION OF THE INTERVIEW QUESTIONS

The questions were based on the literature review report on chapter 3. The researcher asked a few similar questions from both headmasters, but most of the questions related to academic performance were contextualised because the researcher had a privilege analising the O - level results before the interview. These were made available by the headmasters of both

schools. The questions to the teachers and students were the same because the researcher's objective was to investigate the climate and the culture of each school and how these affect the culture of teaching and learning. There were more interviews from school B because enrolment was larger.

4.4 INTERVIEW RESPONSES

4.4.1 HEADMASTERS' RESPONSES SCHOOLS A AND B

How does the location of your school influence positively/negatively the culture of teaching and learning?   Where do the bulk of your students come from? Give reasons.

SCHOOL A

Positively : The school set up helps the community to live upright lives and since we are a church organisation, our children are taught good morals to grow up to be mothers and fathers of tomorrow rather than being thugs.

Negatively : Our school is surrounded by lots of beerhalls/gardens around. Sometimes our students come to school drunk or after school they drink before they go home. This has a negative impact, we wish we had no beer halls around.

Most of them come from the neighbouring townships. I believe this is a private school where we charge some reasonable amount of fees and some of local children and parents being of low income and unable to come to our school seek places elsewhere.

SCHOOL B

This area consists of low-middle, income group of families, that affects progress. The home environment is not quite conducive to learning, there is overcrowding in the homes, there is a lot of noise from radios and things like that, so this tends to distract a child. Still on the negative aspects of it, when I call Parents' meetings the attendance is very poor, which is indicative that parents don't quite understand the partnership between the school and the home. That is very discouraging. Again, in this area we don't even have a single library in the community. It is hard to mention any positive aspect because the negative aspects are more influential. Late in the afternoon unemployed people loiter around the school gate. You find them drinking in front of our students.

From your statistics in the last four years 1994 - 1997, Maths and Integrated Science have not gone beyond 40% pass rate. Physical Science, Accounts and Geography are below

50%.

Have the same teachers taught this subject? Do you think that something has to be addressed in the teaching-learning culture to improve performance in these subjects? What in your opinion, are the factors responsible for these low pass rates?

SCHOOL A

Yes the same teachers have taught the same subject. I think the low pass rates are affected because most teachers are newly qualified University graduates and they need experience and with time I think they will perform well too.

Have you discussed these with the concerned teachers each year and what strategies do you or the teachers have this year to improve performance?

I have discussed these results with the concerned teachers every year and this year we have decided that all students must fall under remediation of some kind, each taking the weaknesses of each student to see that he/she improves on that particular line.

It is encouraging to note that your overall O - level results have improved in the last two years: Are you aware of the strategies you have used?

Yes, we have used a strategy where by we write the names of the teachers against the subjects that have been passed or failed, this we believe will encourage those teachers whose subjects have been failed to jerk up also.

On regional level, for instance, 1993 and 1994 your overall results were 40%. Have they improved the last three years? Prove your answer.

Dramatically, we were sixth in the whole region of Matabeleland North in 1997.

SCHOOL B

Basing on your statistics, your average O-level pass rate is less than 10%. It dropped drastically to 5% last year, 1997. What in your opinion are the factors responsible for the low pass rate?

They are quite numerous. As I have said before, we don't have a library. The

community itself does not have a library. The children admitted in the school in Form one are not capable of following a purely academic curriculum. Most of them will not have passed Grade 7 and we don't screen anybody. Therefore, it means that most of these pupils are just drifters. Textbooks are another problem. You find up to three children have to share a book. It means that on one afternoon one child has no book to read at home since the other partner has the book. We lack Science Laboratories and this affects the Science education to an extent. I could go on , I would say that if a school is not fully developed, this can have a demoralising effect on both teachers and students.

Here we are still on phase 2 of construction after 12 years. We do have Junior Certificate Examinations after 2 years and these are not used to screen, they are not a way of finding out which children will make it into O - level. Really, I believe that there should be two streams in our system of education at high school level. There are those children who might gain by following a vocational training instead of just purely academic career. The F2 programme was good, we need that.

Are teachers and parents aware of these results?
Teachers are aware because we publish the results analysis after Examinations. As for parents, I wonder, because they don't even bother to pick up their children's certificates. We have stakes of them lying in the office right now. Attitudes have to change, and this is my point when I call meetings, they are to help parents see that education is a partnership.

How do you communicate with parents?
We entrust the circulars to the children. It is impossible to mail these because of the tight budget.

What strategies do you have to improve your results this year?
Teachers are distressed. They come here to teach and they expect to see an outcome out of their teaching. What we have done is to ask each department to set a target for each

year. Say if the pass rate for example was 25% in English this year, we say why don't
we set it at 27% next year? In one or two subjects, results have improved.

What about your students, especially the O - level group. Do they know what the previous
class pass rate was?

No, as a matter of policy they don't, but they see these youngsters who were here
roaming the streets and they know that they have failed.

Why don't you have prize-giving days?

It is a financial problem. As I have said, this is a low income group. So it is difficult.

What other strategies do you have to improve your results this year?

What we try to do is to have consultation day once a year at Form 4 level. Then I
encourage teachers to invite the parents anytime. I believe that everyday should be
consultation day. If a parent writes to say he/she wants to see a certain teacher, I
inform the teacher to get ready to welcome a parent, but not many are forth-coming.

Why is your Consultation only for Form 4 students?

We have a double session - to find time for some of these activities, is just not there. We
have school in the morning from 7am to 12 noon and soon after that, another session
starts. Now teachers are over stressed. I don't think it would be fair to have this
exercise frequently because it would mean that the teacher must teach in his session
and be engaged again in the next one.

Are there any more strategies to improve your results? Especially the shocking drop to 5%
last year? I see children here in the holidays, is this part of your strategy?

Holiday lessons don't help either, to me children come as a way of getting away from
home. The other thing is that I have checked for mathematical instruments in a class of
227, Form 4 students, but not one of them had a complete set. Again I have mentioned
that we can't afford dictionaries and I discovered that very few students had
dictionaries. Attitudes have changed in the community. We are working on that. In

short, we are checking on children's necessary equipment such as the above for effective learning.

How regular and effective are your supervisory roles regarding the following:

Classroom supervisions?

SCHOOL A

They are very regular all Heads of Department supervise teachers under them and I supervise the Department Heads myself.

Staff meetings? And what are some of the items on your agenda?

We usually meet at the beginning of the term and at the end of the term. Sometimes several times during the course of the term if there are items to be ironed out. We usually talk about educational matters and sometimes about the breaking down of morals.

Parent-Teacher Meetings?

I have Parents Teachers Association (P.T.A.) meetings twice a term. We talk about development and improvement of school grounds. We also bring matters of discipline to the attention of parents and also talk about educational outcomes

How often do you address the student-body, especially the O - level students?

I have addressed them four times a term and we have entered very fruitful discussions together. I have talked about morals and sometimes advised them in Education for Living whereby we advise them not to dabble into earlier marriages of some kind, which usually have serious results.

Do you encourage Participative - Performance Evaluation among your staff?

Yes, each departmental head organises staff development workshops and here they discuss a lot of educational matters especially the syllabuses and then they observe a lesson given by their colleague.

SCHOOL B

How often do you have:

Classroom supervisions?

They are regular and I am assisted by the Heads of Departments and the Deputy Head. We also inspect exercise books and give comments on that. It's a large school of over 55 teachers, you can't get around all of them, we share the task.

You say you share the task. Which teachers do you see personally?

I see both the established and temporary teachers. I pick at random, particularly the newly employed. The ones that have taught for about 20 years, I don't see them that often.

School Development Association Meetings?

I have already mentioned that we have problems getting parents to come for meetings. As a matter of fact some children don't stay with their parents. I don't bother calling meetings. I have resorted to circulars.

How often do you address the student - body especially the O-level students?

Quite frankly I have never done that. All I do is address everybody at assembly for announcements. Beyond that we have two counsellors in the school who address each class once a week.

Do you encourage Participative - Performance Evaluation among your staff?

Yes, we do that, but I am not quite happy with the way the rest of the teachers are doing it. The student teachers do effective evaluation. Sometimes the rest of the teachers sit around and observe a colleague teach.

How effective is your influence on policy change and innovations in Education?

SCHOOL A

I asked my teachers to cloak in and they were refusing, until I cloaked in myself for

several weeks and when I asked them to do the same they followed very nicely like that.

SCHOOL B

Some years back I prepared a statement for the Secretary for Education stating exactly what I thought should be done, but I did not get a feed back.. Recently I have written a statement to the Regional Office stating what should be done to improve the O-level results. I haven't had any feedback either. Really bureaucracy interferes here. We don't get what we want.

Do you have any programmes on Staff Development? What subjects do you cover and what are they aimed at improving?

SCHOOL A

We have a Science Club in our school which actually goes further to encourage students who pass to go to the National University of Science and Technology (NUST) and become Scientifically inclined where Science Technology is practised. We also teach Commerce and Business Studies, some of our students go to NUST as well. Some of them become bankers or so.

SCHOOL B

We have staff development seminars around February each year where a panel of us deliver papers. Last time I talked about 'Classroom Management' and someone talked about 'Discipline'. Beyond that we have Heads of Department meetings, as well as staff meetings. I believe that in the classroom there are certain strategies that must be improved in order to communicate with the child effectively.
The example of these are :

Technique and questioning to get a precise answer from a child. Teachers need to refine their way of questioning.

There must be a purpose in a class sitting arrangement, individually, in pairs or in groups.

Who make up the decision - making body in your school?

SCHOOL   A

The Head, Deputy and Heads of Departments who are senior teachers in the school.

SCHOOL   B

The decision - making at the School is one of collective action. At Heads of Departments level we sit and produce, for example the school syllabus.
The final accounting rests with me.

What is your comment on discipline at the school and how could this hinder/enhance the learning culture?

SCHOOL   A

Sometimes discipline breaks down completely and one has to get the help of the senior teachers to check it up. Discipline can usually hinder progress in learning, because students who suffer from indiscipline they themselves do not learn effectively and they disturb other students as well.

SCHOOL   B

I am very disappointed by the level of discipline. I have made my point clear to my Regional Office. The way we can deal with a child in these matters is very difficult because we have a policy document, - P.35, which is very binding. It is very difficult to exclude a child and this tends to defeat our efforts. But I'm not saying that they don't want to listen to me when the reason is obvious, in February we sent one child away. He was excluded. This means that a child is to seek a place elsewhere. Parents are another factor here. They are to come to school to listen instead of being defensive. Discipline is bad enough to hinder the learning culture at the school.

Have you considered having a counsellor at the school? How would this move enrich the school culture?

SCHOOL A

This would be a wonderful idea but we don't have a full time counsellor now . I have

seen it work very well somewhere. With the system of education in this country reaching maturity, counsellors will be very helpful in each and every school.

SCHOOL B

We have two counsellors who address students once a week. I would really go for a full-timer. I have been to a school where there was a full-time counsellor and we had resources, books, etc. This brings insights. It would be a good idea.

4.4.2 TEACHERS' RESPONSES SCHOOLS A AND B

SCHOOL A

1. Is the climate at the school conducive for learning and teaching?

Teacher 1

Yes it is really conducive to learning. They have adequate resources compared to government schools. The calliba of the kids is good. It is much easier to impart knowledge to them. Again in terms of discipline, they appear well disciplined and are ready to learn. We mix very well and are able to work together. We talk together at break, air our views and advise one another. We talk about academic issues, individual children's behaviour and how we could rectify the problems we encounter. Although at times we differ here and there. There are certain cases where one feels it may be detrimental to say certain views and then you bottle them up.

Teacher 2

It is, because we have good discipline, good management and I think we have no problem because we also have good facilities as you can see.

Teacher 3

Generally I think the climate in the school is good for teaching because you find that we have adequate resources, especially if we compare with most government schools which have limited resources. The enrolment is very high and that affects the teacher - pupil ratio as well, and teachers have difficulty. But this is a good school for the teaching process. We have a low pupil - teacher ratio and this is an advantage to the kids.

SCHOOL B

Teacher 1

Generally it is. Students get what they need from teachers. The problem might be from the students themselves. I always feel that in education it is good for the parents and teachers to be at par for the children's effective learning. You find that here some of

the parents have little interest in their children's education and most of the children stay alone. If you have a problem with a pupil and you need to solve it, you don't know where to go.

Teacher 2

Partly it is alright although we face certain constraints some of which are beyond our control. The major problem is that of finance. We are not stable. We are unable to have some things that we would have loved to have and we can't afford to have. Maybe because of the community we live in and the funding of the school by the government.

Teacher 3

In my case it's not good because we have no Science Laboratory. The environment is meant to motivate the kids.

Teacher 4

It is not conducive because of the environment. There are a lot of disturbances from traffic, people passing by etc. The Administration is supportive but there is a shortage of equipment especially in my department. We have no power in the department. We lack sewing machines, pressing equipment and cutting sheers. We have to improvise. We have eight machines for about 400 girls which is quite inadequate.

2. How would you evaluate your preparation and teaching Strategies

SCHOOL A

Teacher 1

It could be better. In the lower sixth class there is a shortage of textbooks. I have to photocopy some material. Sometimes the workers are not willing to do it so I have to do it myself for effective teaching.

Teacher 2

I think it is very good. After 28 years of teaching do you think there is anything really to perfect?

Teacher 3

We normally hold workshops with other teachers from various schools and from time to time we talk about ways of improving strategies in teaching Science.

SCHOOL B

Teacher 1

I might have slight problems because of the different levels of students. For instance I might discover that a teaching strategy I use for one class might be totally ineffective in another. I might have to go back and reteach the lesson.

Teacher 2

I could be doing better if I had the necessary equipment but I always try. I look at the O - level results and pick their weaknesses and then I try to capitalise on that in teaching the next group.

Teacher 3

Depending on the topic, some are clear and the information is available in textbooks. Other topics are difficult and there are not enough books for research. For such topics I consult my colleagues in my department.

Teacher 4

I plan in advance, I get teaching aids ready but I have nowhere to display these because we are sharing rooms. We use the aids during a class period and take these back to the storeroom.

3. What Professional expectations do you have from your students?

SCHOOL A

Teacher 1

I expect the O - level students to advance and proceed to A - level and continue to higher institutions such at the University, locally or overseas.

Teacher 2

I expect them to pass their O - levels well, to find their place in the society as leaders. They have been to a good school and they have no reason not to be good performers in life.

Teacher 3

Most of the students who have gone through our department are doing well in life. They are doing one thing or another and we have quite a number at higher institutions like the Polytechnical College, the Universities etc. I expect them to do well because more classroom academic teaching we have also given them the new view of the outside world. We prepare them, we have time to talk to them about professions they might look into after their studies.

SCHOOL B

Teacher 1

Honestly speaking, from the five classes I teach, I don't expect much from the 4 classes. Their performance is below any expectation.

Teacher 2

I would like to see these students self-sustainable, for example it would be encouraging to see them start their own business. It would be exciting to meet my own students in the field of advertisers, advertising agents, architectures etc.

Teacher 3

I don't expect much from four of my classes except one.

Teacher 4

I expect them to do Fashion Designing and to advance themselves instead of doing Cutting and Designing only. They must go into the clothing industry.

4. Do you see any potential in them?

SCHOOL A

Teacher 1

Yes, from some of them, they have leadership qualities as well.

Teacher 2

Well, I expect all of them to be leaders in society by virtue of the organisation they have been to, unlike other students who probably have not had the same chances and facilities like them.

Teacher 3

Yes, most of them have the potential to meet whatever challenges in life. As I say, we discuss vocational courses which they are likely to be interested in, sometimes we invite outsiders from different departments to address our students. This is a way of conscientising them of the need they are likely to face.

SCHOOL B

Teacher 1

Well, right now from the five classes I'm teaching there is only one class that is promising. There are a few individuals who have a potential of going into any field. They perform well all round.

Teacher 2

There is a lot of potential in most of these students. The only drawback is the lack of resources to explore those talents. They may have the potential but the problem is that we don't have the required equipment to measure it.

Teacher 3

Yes, there is potential. There are notable talents in one of the five classes.

Teacher 4

A few are promising. Very few students are patient, for instance, if they have to undo something, most of them are not willing.

5. How do you enhance that potential?

SCHOOL A

Teacher 1

Through discussions in class where we actually encourage them to take a leading role engaging in micro teaching or micro discussions.

Teacher 2

First of all there is a system of the prefects body. That gives them training for leadership. We also have games captains, soccer captains and many others. Various students lead in various games and they belong to different clubs themselves where they learn. For example on Wednesdays we have clubs and each group has its own leader. The same applies to games. I think their potential is exploited. In the classroom we have the monitor system also. So even at class level they should be able to do that. Twice a week we have what we call a 'Form Period' where before lessons begin, students talk to their classs teachers about their problems or what they expect the school to do for them. If there has been any problems, we have a channel of communication. We create that period during which students can talk to their class teachers before school begins. Children really open up because you find them complaining about certain subject teachers whom they may be having problems with, if there wasn't this opportunity, those problems would never come to the surface.

SCHOOL B

Teacher 1

Fortunately that particular class is my Form Class. I talk to the students and encourage them to use their time wisely. When they slack, I follow them up (individually) and it is possible that a child might have a family problem or whatever the case may be. I then refer them to a school counsellor for help.

Teacher 2

We also try to make use of the resources available. We make sure the children master the particular skills that we teach.

Teacher 3

I try to give them extra work and encourage research for library.

Teacher 4

I ask them to come for extra lessons. Very few come. I encourage them to join the Fashion and Fabrics Clubs so that they will gain experience, still very few come.

6. Do you build or conscientise them of their self-worth?

SCHOOL A

Teacher 1

Really, I haven't thought about that.

Teacher 2

We do. To start with, even in Religious and Moral Education lessons, that is basically what we do. We teach them to recognize who they are, that is where they start their place in society, and the expectations of the home and the school. And finally the expectations of the whole society that is where one's self-worth begins. The student sees his/her ambitions, his/her capabilities, and work towards achieving them. When one knows his ambitions, then that person knows what he is worth and the teachers help students in achieving those ambitions by a proper choice or selection of subjects. We also have Guidance and Counselling office in the school to assist students discover who they are and what they are worth and what they can do.

Teacher 3

Each class has a period in the class 'Education for Living'. In that period we talk about various things which pertain to them. They also raise issues which they may want the school to improve. It is a two way system of communication.

SCHOOL B

Teacher 1

I haven't thought about it.

Teacher 2

This is taken care of by the Guidance Counsellor. In my class, I try to market the subject, bring an insight to the students how valuable it is to have the subject in life.

Teacher 3

I haven't thought about the children's self-worth.

Teacher 4

I try to market the subject. I tell them they can make a living from this course. Instead of taking their repair work to a tailor, they could do this themselves. They could sew clothes for sale.

7. Are you aware of the declining O - level results? What factors contribute to this?

SCHOOL A

Teacher 1

I am not aware of the low pass rate in certain subjects.

Teacher 2

This is a difficult one because I personally have reached maximum performance in my subject. I have had classes pass with A's and B's on average, I would rather say what other teachers could do to improve results in their areas. I think to begin with, the rest of the teachers would need the same experience and the same dedication to duty and dedication to the cause of students. Children will do with a lot of written work and practice, because if you leave them to just read, that is not enough. By the time children write Examinations, at least my subject lot, they would have gone through or written many other Examinations at the same level. Being an examiner I have that inside information. I know the detail that is required, the way of presenting the work

and the depth required by the subject. This is what other teachers would need in their subjects.

Teacher 3

The results are good but they could be better as you say. But then you find that because of the popularity of the school from the past record, we end up enrolling more students than we did before, so if we maintain the same number of students then we keep the standard high.

SCHOOL B

Teacher 1

Generally from last year's results and teachers complaining, I gather that students are not performing very well. In most cases teachers seem to blame the surrounding, the whole area of Entumbane, the residential place and the way the children are brought up. There is very little discipline. If a child is not disciplined, there is no effective learning. We try to look at the delinquent children. If as a class teacher I have failed to rectify the problem, then I refer it to the administration. Usually for discipline problems the parents are called in. Some children tell us they stay alone and it is difficult to help them.

Teacher 2

I am aware, especially with the government trying to move back to the system F2, F1 where each kid is supposed to have at least a practical subject. But the problem we face is that the resources are no longer there. The chances of the students passing practical subjects are very slim because despite the fact that they are introducing these practical subjects, we no longer have enough equipment. My subject it better because we use drawing board, but we could have loved to have the sloping desks which we don't have.

As teachers we should market these practical subjects to both students and parents themselves. Most of the times children perform well in a particular subject at Zimbabwe Junior Certificate (Z.J.C) level but when it comes to O - level Examinations

it is the parent who decides which subjects the child will sit for. We should conscientise and market our subjects to them.

Teacher 3

From last year's results we had a meeting where we were asked to put down some possible causes for failure. Unfortunately being new at the school I mentioned the common reasons for poor results. They were i). The environment at the school. ii). Lack of resources - no Laboratory and no library. iii). Discipline. iv). The background of children. Most children are under the Social Welfare. They don't take their work seriously.

Teacher 4

I am aware. One of the factors is the shortage of textbooks. We don't have a variety of textbooks. The form Fours are given one textbook instead of two or three. The rest of the books are used as reference books and girls are not keen to borrow these. Very few do. The girls don't seem keen to learn. It is sometimes discouraging that after a lesson very few girls will be able to answer any question. We encourage them to see us after school for any help, but nobody comes. Most children are absent for no valid reasons.

8. Are you personally or as a staff body involved in decision - making, and to what extent?
SCHOOL A
Teacher 1

It appears that the policy of the school is that the mature and older teachers in the school are involved in decision-making. The younger and new teachers are completely left out, maybe till later.

Teacher 2

As a teacher, to a limited extent. For example we decide on the curriculum together in the staff meeting by consensus and generally seeing the same point of view, the headmaster doesn't take decisions alone. As a senior teacher I am involved to a greater extent than others.

Teacher 3

Yes, as a Head of Department we always meet with the Administration. We meet with the Headmaster to decide on issues pertaining to the school such as discipline and the school in general. I am also a member of the disciplinary committee which actually recommends, if for instance, one or two students have done something wrong, the kind of discipline they are to receive.

SCHOOL B

Teacher 1

Not much.

Teacher 2

I am partly involved in the matters involving my subject. Some of these are administrative.

Teacher 3

I give my input through the proper channels but not at administration level.

Teacher 4

In staff meetings and during the time when I am on duty I could notice some problem or some necessary improvement. If this is mentioned to the Administration, they will do something about it.

9. How often do you have interviews with parents?

SCHOOL A

Teacher 1

It is usually twice a year during First and Second terms. This is a time we discuss academic issues with parents. How children have progressed, whether they are improving or deteriorating. We also look at why other childrens' work tend to fluctuate. Sometimes children are absent or abscond lessons so we try to find out why and agree on follow up programmes. We also discuss homework and ask the parents to

check on it and assist the children where possible. Usually after the discussions and everything has been followed closely, there is improvement in the child's performance. Nonetheless, you find that few parents tend to participate in such events.

Teacher 2

Twice a year. We usually have Form 1 and 3 parents in March. A Form 1 parent is anxious to know how the child has settled in the school and how he started on his career at Secondary level. We have the Forms 2 and 4 after the Mid-Year Examinations. It will give the parent an insight as to what they can expect by the end of the year. And if the child has been playing in the last six months they have an opportunity to make up. The Mid-Year Examinations are set at the same level with the final Examinations. A child who passes Mid-Year Examinations should, or we expect him to pass the End of Year Examinations. It sets a standard for both teachers and parents.

Teacher 3

Twice a year. We have Forms 1 and 3 during first term and the Examination classes during the second term including the lower sixth. If we were to have one Consultation Day for the whole school it would not be as effective as we would want it to be. As far as the Examination classes are concerned after their Mock Examinations it puts us in a better position to actually give a detailed report to the parents.

SCHOOL B

Teacher 1

I have been here for a year and we haven't had any consultation.

Teacher 2

We have consultation once a year.

Teacher3

Normally it is once a year for the Form Students.

Teacher 4

We have it once a year. We have not had one this year. It is disappointing to note that most parents don't see the value of consultation.

10. With the alarming statistics of AIDS in the country, what role do you think a school
    counsellor could play?

SCHOOL A

Teacher 1

Children could get guidance at certain levels and realise that such problem are a reality in life.

Teacher 2

Fortunately, we have a school counsellor at the school. The situation is that the school has a lot of issues to counsel children on, such as, wise sexual behaviour, or their communication with others, even the general relationship, the mother - child relationship, father - daughter relationship. The same applies to their relationship with teachers in the school, especially the girls. You would be surprised to know that children at this school are taught the difference between various touches. They must know how to interpret them. For instance, if the touch was one of praise, patting or it might be more than both. The person might have another agenda. So we discuss these things in the subject 'Education for Living'. This is an additional subject to Religious and Moral Education, and it is under Guidance and Counselling.

We have a Head of Department in Guidance and Counselling and is paid by the Ministry of Education for that. She teaches like anybody else but that is her main responsibility. This is the Ministry of Education policy and if other schools are not doing it, they are just not putting it into practice. There is an Education Officer for Guidance and Counselling at the Region who follows up these teachers.

Teacher 3

Right, I think that will be good in a way, but a full-time counsellor should be someone

who has dealt with children at one time or another. That would be a good idea once you have somebody who knows the behaviour of the children, the person can easily deal with their problems.

SCHOOL B

Teacher 1

That could be alright but most of the children don't open up. However, there are a lot of children who are abused and they have difficult disclosing this, but if they had someone they could trust and know that their secret was safe, there could be a way of helping and rescuing children.

Teacher 2

We should have trained counsellors. It would be a good idea too to have AIDS Education in our curriculum and teach it as a subject. Again, judging by the community we have, there are some children without parents, so no matter how much one tries to alert them about the dangers of AIDS, they have no protection at home and one can never tell what they do on their own.

Teacher 3

There is need for a full time counsellor.

Teacher 4

It would be a good idea to have a full time counsellor at the school so that the children who need help will not feel out of place. I have a student who lost both parents. She has financial problems too and she is just quiet. A counsellor would help in such cases because children cannot go to any teacher with a problem like that. It would be easier to walk to the Guidance and Counselling Office and talk to a counsellor. A counsellor could have time to talk to the children individually, in case they have something to say.

4.4.3 STUDENTS' RESPONSES SCHOOLS A AND B

1. Are you proud to be a student at your school? Give reasons.

SCHOOL A

Student 1. I am very, very proud because the school produces good results, I have good teachers, who always work full time to help us. Our parents help us too and people talk well about the school. It is a popular school.

Student 2. I really enjoy being at School A. The main reason why we are here is to promote education as our ladder to success and the school gives emphasis to that. I like it.

Student 3. I am proud to be here. It is a very popular school, discipline is good and many people talk about it.

Student 4. Yes ,I am proud because the school has good facilities. Some schools don't have Science Laboratories and Computer Education.

Student 5. I am proud to be a student here because the teachers care about us. The facilities we have and the good discipline at the school is effective.

Student 6. I am proud to be a student at this school because it has two sessions of Consultation. This helps the students know where they are.

SCHOOL B

Student 1. I am not really proud because compared to other schools, funds are limited. There is no room for private study, and no library. Science Laboratories are done in class etc.

Student 2. I am not very proud because of the shortage of equipment. We have no place to study. We have to sit under a tree. There is also a shortage of teachers e.g. we have not had a History teacher from Form Three and as a result we were forced to drop the subject. It was one of the subjects we passed in Form Two.

Student 3. I am proud but I am not happy with the selection of subjects. We have fewer subjects than other schools. We don't do Chemistry and Accounts. We have a shortage of teachers because we have one teacher teaching three subjects.

Student 4. I am proud to be a student at this school because some teachers help me with

my work if I ask them.

Student 5. I am not fully impressed because our school has a serious shortage of equipment, but what is impressive is that some teachers are eager to teach. My dream will be fulfilled if we get more school equipment.

Student 6. I am proud to be a student here. When I came here people were looking down upon the school. I wanted to find out what really was happening. I think the problem is the students themselves. They are playful, and if they fail they start blaming the school.

2. What is the general atmosphere/climate in your school and in your classroom?

SCHOOL A

Student 1. It is very pleasant, usually we discuss most of the things we don't understand. We discuss these with our teachers, they get us in groups and if one of us understands better, then that person leads the group with the help of the teacher.

Student 2. It is generally good. We are free to ask the teachers whatever we don't understand. There is no discrimination because we mix quite well.

Student 3. Our classrooms are very clean. It is good. We can even go to our teachers after lunch and ask them about anything we may need explanation to.

Student 4. There is less noise in the classroom because there is a lot of concentration. If one person understands a concept better than the rest of the group, then that person helps the rest of the students.

Student 5. It is very pleasant. We enjoy our learning. Teachers keep us busy.

Student 6. It is very tense because of the competition in the class.

SCHOOL B

Student 1. It is not at all conducive. Sometimes we are not given enough work and at other times the textbooks are not supplied. We can be sent outside for unreasonable reasons during lessons.

Student 2. It is not conducive because of the shortage of textbooks. Some teachers have favourite students to whom they give more attention, which is unfair.

Student 3. It is not good, we have no place to study. There is too much noise and we have

to study under the trees.

Student 4. I am not very happy with the atmosphere in the classroom because there is a lot of noise and it is difficult to concentrate. We also have a shortage of classrooms.

Student 5. My class is very noisy to tell the truth. Even if you have a free period you can't study. The school is noisy as well, there is no quiet place. There is no hall, no library, it's just open and the lazy people make as much noise as possible to disturb students who want to read.

Student 6. Students in my class are noisy, especially if the Deputy Headmaster is not walking around. We need more classrooms and a library. This will certainly improve our situation. It is not easy to concentrate outside while one watches people going up and down.

3. How is your commitment to your studies evidenced?

SCHOOL A

Student 1. Our good test results show our commitment because as soon as we know there is a Test, we do our best to study.

Student 2. Our commitment is also shown in our homework, how neat our work is presented.

Student 3. The exercises and Tests that we do, show our commitment.

Student 4. We make our own study time-table and see to it that we follow it without being pushed by the teachers or parents.

Student 5. Our Tests results show that we are committed and we care about our work.

SCHOOL B

Student 1. I visit the libraries and consult those who have finished O-level for Past examination papers and find out whether I am in the right direction as far as preparation for examinations is concerned.

Student 2. In the afternoons I visit libraries. I give myself three hours to study in the evenings. Sometimes I ask for assistance from my brothers and I interact with other O-level students from other schools.

Student 3. I go to the library. I read my set novels. I ask my teacher for more explanation on the work I don't understand.

Student 4. I read my set books and consult teachers for help after school.

Student 5. I am a full member of the nearby Library. Every night I give myself a lot of time to read and I minimise time to watch television. That shows my commitment.

Student 6. I try to study during my free periods, I also study in the evening. I spend most of my time in the library at weekends. I think I am trying.

4. Say how your headmaster, teachers, and parents enhance your commitment.

SCHOOL A

Student 1. Our headmaster checks on us. He doesn't just sit in the office. Our teachers follow our work to see where we are and how we are doing. Our parents encourage us to study. They tell us that our future depends on what we do now.

Student 2. We are under strict supervision even during our spare time, both at school and at home. Our parents are concerned about the times we go to bed. Sometimes our teachers give us debates on such topics as 'Improving our Environment' and this is good practice for us in public speaking.

Student 3. Our headmaster moves around to see if learning is going on and to check if teachers are on duty. My parents check my books to see what I have done each day.

Student 4. We have a good quality of teachers at the school. They expose us to situations that help us in many ways.

Student 5. We get support from the headmaster, teachers and parents because they all follow our programme. Our parents monitor the hours we spend on the television each day.

Student 6. I would like to thank the headmaster because he doesn't allow many film shows at the school. Other schools have shows everyday but we have it once in a while and for a very special occasion. My parents talk to me about the future and street kids, they encourage me to study so that I don't become like them.

SCHOOL B

Student 1. My parents advise me to be committed in my studies. Sometimes they supply me with any available books or examination papers. Teachers may give past examination papers and weekly tests.

Student 2. My parents buy me necessary equipment. Teachers give revision exercises.

Student 3. The headmaster advises us to study, some teachers discuss past examination papers with us. My uncle is a teacher and he brings past examination papers for me and he marks them when I do the work.

Student 4. The teachers help us by explaining some of the work we don't understand. Parents buy us items we need for examinations.

Student 5. My parents buy me enough material and towards examinations they give me more time to study. My headmaster gives wise advice. If one listens to what he says they would hike! Half the teachers are committed. Others are not.

Student 6. My parents sometimes help me but most of the times they threaten that I will fail. Some teachers are helpful, others are disappointing. It seems that they just teach to make a living. Teachers who should be employed are those that really care about students.

5. What is the average number of written exercises you do per subject each week? Are these regularly marked?

SCHOOL A

Student 1. We have many exercises and they are regularly marked. Even if we don't have any exercise, our time is well spent, going through questions in the set books and such activities.

Student 2. I am happy because it is not only exercises that get checked. Our teachers check if we have written the notes and see if they have been done well.

Student 3. In subjects like Maths we get written work everyday but other practical subjects like Food and Nutrition we have an exercise once a week.

Student 4. In subjects like Ndebele we may write Creative Writing once a week and these are marked.

Student 5. I am quite happy with the programme, because sometimes we just discuss in

one period and have written work in another lesson.

Student 6. I am happy with the commitment of teachers because for instance, if we do an exercise today the next day we get our books back, marked, and we are ready for the next exercise.

SCHOOL B

Student 1. Nearly every day we write either an exercise or notes.

Student 2. There are regular exercises, Tests and Maths homework given and marked regularly.

Student 3. Generally, Maths written work is done daily.

Student 4. We get either notes or written exercises each day. Not all the written exercises get marked.

Student 5. Our Maths teacher is very committed. .

Student 6. The teacher will force students to write notes the next day if they are behind. (Form 2). Notes in History are usually unmarked. This is demoralising. Some pupils deliberately write irrelevant notes in History because they know nobody will check them.

6. Do you write your own notes, and do they get checked?

SCHOOL A

Student 1. We used to write our own notes but our teachers realised that most children don't do them. They now give us notes and check them. Our responsibility is to study our notes and answer the questions on them the next day.

Student 2. Our teachers give us notes. They know the important points in the syllabus. If they left it to us some students would write useless notes. They check to see if everybody is taking down notes when they give them.

Student 3. Teachers give us notes, for example in subjects like Physics and Chemistry, since these are new subjects to us at Form 3 level. But in Home Economics for example, since the subject is practical, we have basic knowledge, sometimes we write our own notes.

Student 4. There are subjects where teachers give us notes, but sometimes for creativity we write our own notes.

Student 5. From what I have noticed, those teachers who give their own notes, they check them, but those who tell students to write their own notes check these two months later and the students tell the teachers their books were full weeks ago.

Student 6. For important subjects like Physics and Chemistry, teachers give us notes but we write our own notes in Practical subjects.

SCHOOL B

Student 1. We write our own notes and the teacher doesn't mark the work. I can show you my book. It hasn't been marked since January (the interview was done in October).

Student 2. We get notes in Geography and these get checked. The teacher will force students to write the notes the next day if they are behind.

Student 3. Notes in History are usually unmarked. This is demoralising.

Student 4. Some people deliberately write irrelevant notes in History because they know nobody will check them.

Student 5. In History there is no written work given.

Student 6. In subjects like Science, and Geography we hardly get any written exercises. We get tests only.

7. Do you know what your O - level pass rates were about two or three years back?

SCHOOL A

Student 1. I am not sure.

Student 2. I know that last year it was 50%.

Student 3. I am not sure.

Student 4. The results are usually on the bulletin board but I forget even if I read them.

Student 5. I must admit that the school does display the results. Even if I read them today - I would have forgotten the next day.

Student 6. I am not sure.

SCHOOL B

Student 1. I'm not sure, but I can't certainly admire last years results. They were not good,

only 28 pupils had 5 O - levels and most of them had C's. What I know is that the results need improvement.

Student 2. I don't know, they keep this as a secret.

Student 3. In the past two years 14 pupils passed and only 28 did last year.

Student 4. No I don't.

Student 5. Generally, we have poor results. About 5% last year I think. We did better two years ago.

8. What factors do you think could be improved to assist you get a higher pass rate?

SCHOOL A

Student 1. I think they should get us books with easier terms that we can remember. For instance in Physics and Chemistry all we have to do is cram because the terms are difficult to understand. It would be helpful to get simpler books that we would rather understand than cram facts.

Student 2. Teachers must create a conducive environment that make their subject enjoyable and children will be motivated to do well.

Student 3. I think we need more time in subjects like Physics and Chemistry as compared to English.

Student 4. Sometimes students need to change attitudes to do well. I also think that teachers should use more than one resource book for notes in a certain subject.

Student 5. I think that in subjects like English and Ndebele we must speak the language to be able to write it well. But in Maths and Physics we just have to get more practice.

Student 6. Some teachers say important points once, so it is up to the student to practice to be able to do well.

SCHOOL B

Student 1. Change the management of the School, start with the Headmaster. Get someone with new ideas. Improve the shortage of equipment. The construction of an Administration block, a library and a hall will help improve the shortage of classrooms. Study periods could be more beneficial, because at the moment we have to go out to study, even if it is raining. New management and improved

facilities could motivate students.

Student 2. Someone young with fresh ideas, would help the School improve results. The Deputy Headmaster could do. We need more textbook to avoid sharing. Teachers must be committed to their work. The delay in the construction of a Science Laboratory and a Library is a serious setback.

Student 3. We need an active headmaster. The present headmaster is rather old. We need a younger person.

Student 4. We desperately need enough textbooks, and more committed teachers. Others don't bother.

Student 5. I think we need more equipment, textbooks and the Science Laboratory. We need a Library within reach, there is no library nearby. We have to walk for about 30 minutes to reach the nearest library. Teachers need a closer supervision by the Head so they could be more effective in their work. The Headmaster should look into the shortage of textbooks. Sometimes a student from this area shares books with another one from afar this becomes very difficult for both students.

Student 6. A change of teachers may be necessary. Some have been here for too long. They are old and they don't appreciate change.

9. Do you find your home/school conducive to your study times.

SCHOOL A

Student 1. It is more conducive to study at school than it is at home. There is a lot of entertainment that distract my attention. Top Ten and programmes like that.

Student 2. I also think that it is better to study at school because sometimes we encounter family problems at home which depress us but at school we socialise with our age mates and we are under strict supervision.

Student 3. It is certainly better to study at school because I get help from my teachers and friends or I can even go to the library.

Student 4. My friends help me with certain concepts if I study at school. It might be impossible to contact a friend who lives at the other end of the town if I study at home.

Student 5. I think studying at home is better. If you have friends who don't care about school work they will distract your study period. At home my parents are strict. They can send me out of the lounge or take the radio away from me and I have no option but study.

Student 6. I would do and complete my homework at school and study at home.

SCHOOL B

Student 1. It is very difficult to study at school because there is a lot of noise during the study periods. It is not easy at home either because of the noise in the community. A Library at school or in the community would do us a lot of good.

Student 2. It is not possible to study at school because we have to go outside for the study periods. I can study at home if I am alone, but that is unusual. We need a Library.

Student 3. It is unfortunate that we can't have quiet study periods at school, it is even harder at home. Do you know the houses we live in? If there is noise next door it is hard to concentrate. One has to wait until everybody is asleep.

Student 4. I can concentrate better at home than at the school. There is too much noise going on during our study periods.

Student 5. The school is certainly not conducive for our studies because there is no place to sit and it is noisy. At home, I can't study in the afternoons in this high density area. After midnight or just before dawn is the best time.

Student 6. Study periods at school are noisy. Children walk up and down. Evenings at home are quieter. During the day the family is up and about and I am expected to carry out some errands.

Considering the social background of our parents, they don't understand the need to facilitate our study periods. They don't even encourage us. Most of our parents did not go to school, I wish somebody could conscientise them. We can't do it.

10. If the school had a counsellor, how would you avail his/her services?

SCHOOL A

Student 1. I would approach a counsellor for any problems I might have.

Student 2. I would talk to the counsellor about problems that I can't discuss with my parents.

Student 3. We can talk to the counsellor about growing up stuff.

Student 4. I would confide in my mother although the rest of the children would benefit from a counsellor.

Student 5. A counsellor would help in career guidance.

Student 6. I am shy - I can't confide to my mother, a counsellor would help.

SCHOOL B

Student 1. It would be a good idea to have a counsellor because some children have lost their parents and it is hard for them to concentrate. A counsellor would help them re-adjust.

Student 2. Some children live with step parents. I am not saying that all step parents harass children, but most of them do. When children are harassed at home, they are always unhappy, but if they get some guide on how to cope with the situation, they might be able to concentrate.

Student 3. It would be helpful to have a counsellor. We could use him/her as a middle person. There are certain things we want to know from the Administration without going through the senior teacher, deputy head etc. The example of such problems is the reason for the shortage of textbooks.

Student 4. Some children are ill-treated at home. They need to confide in someone. They can't tell the teachers because they are too busy to listen, but a counsellor would be the right person to talk to.

Student 5. A counsellor would perhaps be able to visit our homes and help parents see the need to provide conducive study time and the need to educate us to improve ourselves and the community we live in.

Student 6. I think that the idea of a counsellor comes at the best time. There are many hardships due to AIDS. Many children have lost their parents and they need someone who cares about their welfare to be able to cope with school work.

11. If you had the privilege to improve the school, what areas would you like to develop?

SCHOOL A

Student 1. I would encourage students to be more serious about their work and not bunk school.

Student 2. I would promote the Student Voice on a larger scale.

Student 3. I would expand the library and get more books.

Student 4. I could have a way of searching the bags for beer from the boys and make-up from the girls.

Student 5. Physical exercises need to be more strict, children bring fake doctor's letters. for excuses.

Student 6. Sporting activities could be better eg. Cricket, hockey, swimming and Physical Education exercises.

SCHOOL B

Student 1. I would have the Administration block constructed so that we could have more classrooms. The next project would be a Library to facilitate our study periods.

Student 2. I would have more classrooms to accommodate all the Form 1 students who are annexed at the next school. It is very unfair to have them out there because they are strangers at their own school whenever they come here.

Student 3. The Library is very necessary. It would be my first project. This would be of help to the students. I would also get lots of books into the Library.

Student 4. I would have a big hall constructed so that whenever children are free, they could use it as a library.

Student 5. The Science Laboratory would be my first developmental project This would release a few blocks that are used as Laboratories.

Student 6. I would have a library because there is a desperate need for one.

I would have a hall and use it as a multipurpose building. It would be used at assembly, as a Library and students could use it during their study periods.

I would also have the Administration block constructed so that we could use the classrooms that are presently used by the Administration.

4.5 INTERPRETATION BY THE RESEARCHER

The two schools (see situational description) reflected two distinct environments that affect the culture of each school positively or negatively as the responses will show. Both School A and School B are city schools with beerhalls surrounding them. This impacts on learning negatively because the headmaster in School A mentioned that there were times when students returned to school after lunch, drunk. The headmaster from School B mentioned that teaching and learning were interrupted by the noise from the community and sometimes people sit and drink in front of the school gate, basically in front of his students.

SCHOOL A

HEADMASTER

The Headmaster is respected by his students, staff and faculty. They all seem to be content with his effective leadership. He shares the responsibilities with the Heads of Department. He follows the supervision of instruction very closely with Heads of Department. He walks around and encourages students to be on task, whether they are in the classroom or in the library. (See students' responses)

He has a very active Parent-Teacher body which meets twice a term. He updates parents on school development. Such matters as discipline and educational outcomes are also discussed with parents. This active communication enhances student learning and accountability on the part of both the school and the parents. He interacts with his students and meets with the O - level classes regularly. Besides academic issues, he encourages active communication on social issues with the students.

His interview responses were very well balanced. He accepted responsibility for the low pass rates in Science and Geography and he was making every effort to come up with effective strategies for improvement. He values his staff for decision - making but he could incorporate new/younger members of staff in decision - making. According to one of the younger/new interviewees, the 'policy of the school excludes younger and new teachers from decision-making.'

In addition to parents' meeting, the headmaster organises two sessions of Parent - Teacher Conferences with class teachers to discuss the students' progress both academically and socially. One session is scheduled during the first term for Forms One, Three and Lower Six parents. The second session is slotted during the second term for the examination classes (Forms Two, Four and Six). It should be noted though, that the government has done away with Junior Certificate Examination, (Form Two) effective year 2000.

Literature reveals that students who know parents and teachers care about their progress tend to do very well.

TEACHERS

Teachers in School A are motivated and seem to enjoy their work. They are happy with the healthy and conducive climate that the school presents. They appreciate the 'good management' at the school, and enjoy pleasant relationship among themselves. At break time they have tea together and they talk about academic issues and the challenges of misbehaviour among students. Teachers discuss ideas of dealing with these. The low teacher-student ratio of 1:40 is an advantage to both students and teachers. Heads of departments organise workshops by subjects and invite teachers from other schools. In these workshops they share ideas and come up with ways of improving teaching strategies in that particular subject. Teachers expect a lot from their students and they exploit their potential. Student expectations is placed highly on the characteristics of effective schools in the literature review.

Teacher-pupil relationship is evident. Teachers take time to discuss vocational courses as a way of carrier guidance. They invite speakers from the relevant areas of concern to address their students. Teachers have introduced many clubs for extra curricular activities and encourage each student to join at least one of these. Students then select leaders for each club and that gives them an opportunity to train for leadership and responsibility. The teachers take keen interest in the welfare of their students. They advocate for a full time counsellor to address the students' social challenges. Teacher-pupil relationship, according to many researchers helps create a warm and supportive classroom climate which is one of the most

effective tools for productive learning and high performance. Most authors agree that teachers make a difference in the students' learning.

STUDENTS

Students from School A are an excited group. They are very proud to belong to their school. They are highly motivated to learn. They appreciate the privilege they have and make the best use of their learning time. They realise that they are more advantaged than most of their counterparts from public schools, because of the adequate resources at the school. They like their headmaster and teachers. They feel they have a very committed staff which is very approachable. They are challenged by the learning tasks. These students make their own study time tables and engage in peer tutoring. There is a lot of competition in the class and all the members present their best. They seem a very responsible team. They enjoy the class debates which prepare them for public speaking.

It was interesting to note that less than half of the interviewees were aware of the previous years' O - level results, but at least they knew the community talks about the good results at the school. The suggestions they made are meant to improve the corporate organisation of which they are part, and they are meant to maximise their learning opportunities. Literature in this study suggests that some studies show that student empowerment has proved very successful in contemporary effective schools.

The students suggested that since Ndebele is one of the poorly done subjects both in Grade Seven and in the O - level examinations, the school should review its curriculum and give more opportunities for the students to speak the language if they are to do well. Some students complained that in classroom teaching some teachers say important points once and only few students grasp that, they requested teachers to re-inforce these points. One of the interviewees mentioned that she was under pressure because the class was very competitive. Researchers warn that too much competition could be stressful to some students.

These students are requesting for a full time counsellor to meet their needs. They also suggested for tighter security among the male students to avoid liquor into the school. The

girls need to be searched for make-up as the school prohibits this. It is advisable for the students themselves to come up with these rules because they are most likely to co-operate with the school in enforcing them.

The students alerted the school of the fake doctors' letters that other students bring to avoid sporting activities. They want more strict supervision so that more students could participate and make these periods enjoyable. The school has a healthy culture of learning and teaching with a lot of room for improvement.

SCHOOL B

HEADMASTER

The headmaster at School B is to be commended for being time conscious and an efficient filing system for all important correspondence, especially letters and circulars from the Ministry of Education. Unfortunately, it is quite disturbing that the headmaster seems to be experiencing a burnout! The irony of it all is that he is not aware that according to the literature review in this study and outside of it, he is accountable for the negative climate of the school, which grossly affects the culture of the teaching and learning.

He complains that the location of the school is not strategic because of the proximity of beerhalls surrounding the school. Apparently most city schools experience a similar problem, School A does too. He adds that his students are drawn from the low income community nearby and most of them will have failed their Grade Seven examinations, hence, the poor O - level results. He advocated that poor home environment contributes to the low pass rate at O - level. Again the whole community has no public library for the students to benefit from. He added that because of the social class of the parents in the community, they do not attend any parents' meetings that the school schedules. These parents do not understand the home - school partnership and its impact on the children's learning and performance. As a result the headmaster does no longer schedule parents' meetings. Because of the negative response from parents, only one consultation conference a year is scheduled for the Form Four parents. The rest of the parents have no feedback on their children's progress until at Form Four level. The shortage of classrooms, such as the Science Laboratory and other resources like books and furniture have a negative impact on the culture of teaching and

learning.

He, too, shares the supervision of instruction with the Heads of Departments. He selects teachers for assessment at random, but generally he visits the newly qualified. Ironically, the teachers with a long service of about twenty years are less effective according to the students' responses, and he rarely assesses those. Asked what other factors contributed to low pass rates at O - level at his school he advocated that the education system in Zimbabwe needed strengthening. Two streams at high school level - the O - level for the gifted students and F2, which was basically for vocational training, for the less gifted students.

Basically, the headmaster does not accept any responsibility for the poor results, instead, he thinks other factors are responsible. It is clear and unfortunate that he does not realise that literature holds him accountable for a negative school climate which is a prerequisite for a breakdown in the culture of teaching and learning.

TEACHERS

Not many teachers show enthusiasm in their work. The researcher had a privilege of attending assembly for the whole school. It was disappointing to realise that teachers did not show any respect for the headmaster. He struggled to get the students quiet and orderly before he could speak. Only very few teachers assisted.

According to the students' responses very few teachers show commitment in their teaching. This was re-enforced by the teachers themselves. They report that they have very little or no expectations from the majority of their students, and the implication are that they may not seek more effective methods of meeting the learning needs of their students. It was encouraging to note that some of the (teacher) interviewees are devoted to helping their students and motivate them to learn and find meaning and self-worth.

They agreed that there was only one consultation slot scheduled only for the Form Four students each year, but the year the interview was done, the school had not had any consultation at all. It was unlikely to expect one because it was just before final examinations, (year end). The teachers summarised the following factors as responsible for

the low pass rate : the environment at the school; lack of resources - infrastructure, furniture and books; discipline and the background of children. A very cold and unsupportive atmosphere is expected in the classrooms and this negatively impacts on the culture of teaching and learning and the educational outcomes.

The teachers suggest the school should have a full time counsellor because quite a few students do not live with their parents, or they are looked after by the Social Welfare and they need social and academic guidance.

STUDENTS

The researcher was impressed by the students' freedom of speech, and the concern for their academic work which was at stake. They expressed themselves in good English and showed earnestness in their responses. They knew that they were not getting good education and appealed for a quick intervention to rescue the situation. Generally, their school is not one to be proud of because of limited resources. They complained that the subject selection was limited. The school did not offer History, Chemistry and Accounts at the time of the interview. There was a shortage of teachers because one teacher taught three subjects. It is most likely for such teachers to be ineffective especially in a large school like this one. They added that the majority of teachers was not committed to their work. They did not bother. Some were incompetent and treated some students unfairly and showed favouritism. It was very interesting though that one of the student interviewees was happy to be a student at the school. She felt that the students themselves were not applying themselves diligently and that teachers were effectively doing their work.

Students mentioned that their work lacked content and was not challenging. There was serious lack of discipline in the classrooms and this made study periods unconduvice and a waste because of the noise. They commended the Mathematics teacher for his/her dedication. He/She gave daily exercises for class work and reviewed work and checked these regularly. The students suggested that they were involved in active learning and teachers' feedback motivated them. Unfortunately, in subjects like History, Science and Geography they hardly got any written exercises. Sometimes they were expected to write their own notes especially

in History, and the teacher did not check the work for the rest of the year. To their disadvantage, some students purposely write irrelevant notes to prove that the teacher does not check the work. There were no comments from the teacher on such work.

It was discovered that the O - level results were not officially communicated to the students by the school, because most of the interviewees were ignorant of the previous results. The few who knew the results were anxious to see them improve. They were spending many hours in the nearest library, studying. They were also interacting with O - level students from other schools and reviewing the past examination papers together. The school could step up its communication about O - level results as a way of challenging students, contribution and commitment, for improvement. Literature repeatedly states that student empowerment has brought remarkable changes in many school programmes. These students gave challenging and constructive suggestions to improve the climate and the culture of teaching and learning in their school. They advocated for a change of management because they felt their headmaster had exhausted ideas. They needed someone younger with new ideas for the development of the school programme. They called for an immediate address of the shortage of equipment. The school library to them is more than a priority. It is their greatest need if their results are to improve, because they have no quiet place to study in between classes. Even during harsh weather conditions of cold, rain, or the blazing sun, they have to be outside the classrooms for such periods. They also desperately needed the Science Laboratory and the Home Economics rooms. The sharing of books was also mentioned as a serious setback. There was a desperate cry for adequate books.

The students also suggested that some teachers have been at the same school for too long and it would be beneficial for the students to swop them. Others were too old and did not appreciate change. They also agreed that lazy students who did not take their work seriously disturbed the more serious fellow students and discouraged any concentration. They were appealing to the teachers to step up disciplinary measures for order and control.

The students applauded the presence of a full time counsellor. They certainly felt that it was difficult to approach teachers about their own personal problems, but they could do so with

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the counsellor. They suggested that a counsellor could help those students who lived with step-parents because these parents abuse them. They maintained that this was timely because of the hardship many students face due to the AIDS pandemic, because some students have lost both parents and they need support and guidance, both socially and academically.

There is manifestation of a breakdown or a major decline in the culture of teaching and learning and an urgent need to restore this culture is imperative. It may be very necessary to resuscitate the headmaster's morale since he is the key person to motivate or demotivate the whole organisation community.

SUMMARY

From what is written above, it is clear that school A reflected a healthier culture of teaching and learning than school B and this was evident from the content and tone of the respondents. This impression was further strengthened by the external appearances of the schools as well as the organisation of the education programmes observed by the researcher.

CHAPTER 5

**GUIDELINES FOR MANAGEMENT AND RESTORATION OF THE
CULTURE OF TEACHING AND LEARNING**

Literature has revealed characteristics of a breakdown or decline in the culture of teaching
and learning. However, it is encouraging to note that more information is provided on
guidelines for restoring this culture (paragraph 3.5.3, 3.7, 3.9).

It is evident that all educators agree that one person, the school leader, is in the centre of any
school programme. It is therefore his/her leadership style that will set the pace in continued
improvement of the culture of teaching and learning, since there always is room, or be
determined to restore it.

An effective leader through the most preferred leadership style will involve his partners
internally and externally in the mission and vision of the school programme in his quest to
restore the culture of teaching and learning. Downey et al (1994:29) write that all quality
experts agree that an organisation must have a mission and a vision to provide focus and
purpose in the organisation.

All stakeholders need to have a clear mission statement. According to Downey et al
(1994:30) a mission of an organisation describes their aim. Most important, it provides the
criteria for making choices that are meant to further the organisation or school's mission. A
mission statement is achievement orientated, to accomplish for its customers - most important
the students.

Visionary leaders are meant to develop both the school programmes and human resources and
carry out the mission statement of an organisation. Dawney et al (1994:30) quote Proverbs
29:18, it reads "Where there is no vision, the people perish." They add that visions look
beyond what people are doing today, to what they want to be doing in future. Visions are
about imaging the future to create new possibilities. Nanus in Downey et al (1994:30)

indicates that most leaders realise that visions of the future should be firmly fixed but should remain flexible to accommodate change. These authors conclude that the primary mission involves students and affirm that the vision statement needs to be recreated over and over again due to the ever-increasing knowledge about best practices and the changing needs of customers.

Goldman and Newman have recently co-authored a book that is meant to address the needs of schools administrators, teachers and counsellors who have the opportunity to shape the schools of the 21st century. They have a unique approach that directly addresses the importance of student involvement in the learning process. Their research has shown tremendous positive results.

According to these authors "the quality of any school is generally defined by the quality of work produced and the quality of behaviour displayed by the students in that school. Schools have consistently adapted programmes that staff and administration believe will increase learning, improve test scores, reduce in-appropriate and unacceptable behaviour and decrease absenteeism. All too often, schools have forgotten input from the most critical stakeholders ; the students." (Goldman and Newman 1998:1)

These educators have proved and believe that empowering students answers many problems and improve schools. They describe the situation as an important piece to the puzzle that has been found! They agree that it may not be the whole puzzle, but schools using these plans have experienced dramatic improvements. " Much of the literature on the improvement of schools and other organisations emphasises the importance of stakeholder involvement. It has been observed that involving students in the transformation of a school significantly improves the culture of a school. In most cases, continuous improvement will become the focus of the school culture within a few years. The key factor is meaningful student involvement." (Goldman and Newman 1998:2)

This research has an in depth focus on the effects of a conducive climate in a school, a pleasant atmosphere in the classroom and nurturing the learners' self-esteem towards an

effective teaching and learning culture. A lot has been said in literature about self-worth as one of the useful tools of enhancing learning. It therefore is imperative that administrators, teachers and parents should exploit this strategy in restoring the culture of teaching and learning in Zimbabwe and elsewhere. According to Levin in Goldman and Newman (1998:43) almost all the literature suggests that the most effective strategies have to do with treating students as capable persons capitalising on their knowledge and interests and involving them in determining goals and methods of learning.

The importance of a positive school or classroom atmosphere as an effective tool in restoring the culture of teaching and learning is alluded by the Elton Report in Charlton and David (1993:13) They contended that when they visited schools they were struck by the difference in their 'feel' or atmosphere. They write that their conversations with teachers left them convinced that some schools have a more positive atmosphere than others. They advocate that "it was in these positive schools that we tended to see the work and behaviour which impressed us most."

5.1 CHARACTERISTICS OF EFFECTIVE SCHOOLS

A number of research inquiries have identified school characteristics which appear likely to influence positively, not only academic performance, but pupil behaviour as well. These include the following notable authors' contributions. (Rutter, Reynolds and Mortimore in Charlton and David 1993:10). They present some of the notable characteristics as manifested by:

- good leadership by senior management in consultation with colleagues and sensitivity to the opinion of parents and pupils.
- shared staff policy on academic and behaviour expectations, which are meaningful to pupils and consistently (though not necessarily inflexible) enforced.
- a curriculum which is matched to pupils' present and future needs.
- academic expectations which are high, though not unreasonable.
- an emphasis upon effective use of rewards for good behaviour and good work rather than the application of punishment.
- high professional standards by staff, in terms of planning, setting and marking work

and starting and ending lessons on time.

- pedagogical skills which arouse pupils interests in the subject material and motivate them to work well.
- classroom management skills which help prevent problem behaviour from arising.
- healthy, supportive and respectful relationships between teachers and pupils, between pupils, school and parents and the school and outside agencies.
- opportunities for pupils to become involved in, and share responsibilities for the running of the school and
- an effective system of pastoral care.

These relationships among administrators, parents, teachers and students give the organisation a warm climate which makes up the desired culture of a school.

5.1.1 THE HEADMASTER, TEACHER AND HUMAN RELATIONSHIPS

One of the major guidelines in the restoration of the culture of teaching and learning is good relationships among the members of an organisation. Again, this has to start from the school leader. Positive relationships will give the school a desirable atmosphere which in turn will enable a spirit of co-operation among teachers as they carry out both the mission and vision of the school. It is very important for the headmaster to communicate effectively with teachers, students and parents and give each group his ear and their due respect. Occasionally, this is inconsistently done and students easily pick it. It was one of the weak point in the students' interview responses that the headmaster from School B was 'unapproachable.' The headmaster on the other hand found it difficult to motivate parents to take part in school activities. He could encourage and educate the parent body to be partners with the school for improved student learning. He could invite his staff to work with him towards this move and provide opportunities where parents and teachers could have informal meetings to discuss the students' progress. A lot of this involvement is to be desired in Zimbabwe especially in most public schools (as the headmaster's comments will show).

5.1.2   THE TEACHER AND HIS COLLEAGUES

On the other hand the teachers need to have good relationships with one another. Students
can tell if there is conflict among the staff and this creates insecurity. Buchel (1953:62)
writes that to achieve happiness and success in the work environment, the teacher must have a
good relationship with his colleagues. Disharmony between teachers causes unhappiness and
adversely affects the teacher's performance because the feeling of resentment, hurt or
unhappiness are often carried into the classroom. Harmony among colleagues is important
for a healthy staff spirit. Although the staff is made up of individuals, they should, for the
sake of the pupils, make a team effort. Educative teaching can only take place in a school
where staff members are on good terms with each other.

5.1.3 TEACHER - PUPIL RELATIONSHIP

Much has been said in this study about the importance of teacher-pupil relationships and how
this warmth helps create a conducive classroom atmosphere for learning. A wise teacher will
be sensitive to the needs of individual students in each class and endeavour to treat everybody
in his/her class the same and with respect. The students' responses from School B indicate
discouragement among students who felt that there was favouritism in the classrooms. The
most important relationship a teacher will have is the one with his/her pupils. Building good
relationship with pupils is essential for effective teaching and job satisfaction. A good
teacher knows his/her pupils individually and treats the students with respect. It is important,
that their dignity should not be abused by making sarcastic or hurtful remarks. Buchel
(1993:64-65) advocates that a teacher's task is to help the students grow mentally,
psychologically and socially, and not break them down.

Many behaviour problems are related to the way teachers and parents handle them. Most
people, even students, respond to genuine love, warmth and concern. Teachers are the key
people in restoring the culture of teaching and learning. If they act professionally, they will
soon have absolute control of the classroom situation. Their commitment should be reflected
in their planning, preparation and delivery of the content. Literature in this study has revealed
that students know when a teacher's presentation is of a high standard. They soon have
confidence in such a teacher and this maximizes the learning opportunities and minimizes

behaviour problems.

Buchel (64) writes that a teacher who is a true educator and has his pupils' welfare at his heart will be respected by both his pupils and people outside the school environment. A good teacher can make a difficult concept easy to understand. In order to do this, he must have a good subject knowledge and be well prepared. An effective teacher inspires his pupils and keeps their interest alive during the lessons because the effort he puts into his preparation is visible in the smooth running of his lesson. A teacher who has to read his notes to the class or who reads from the textbook, does not only create a bad impression, but can also not expect any hard work from his pupils.

It is clear that the school leadership, headmaster and teachers, are the most effective people in restoring the culture of teaching and learning. An understanding teacher will do well in building the students' self-worth. Literature in this study supports that self esteem is very minimal at secondary school level (adolescence) as such great care should be exercised to nurture it to facilitate the effective learning process. Children at this state are very sensitive and vulnerable, but id they are handled well, motivated and empowered to manage their learning, the sky is the limit! Many teachers have a lot to learn in this vital respect. They do not realise how much contribution they could make towards a pleasant school and classroom climate which is an excellent ingredient for a healthy learning culture. Sometimes the basis for this is the socio-economic status of the child or some factor which teachers think is valid judgement. This kind of assessment has very negative results. Good & Brophy, Cadwell and Jenkins as quoted by Kenneth Howell (1993:10) write that teachers think about their students as individuals can improve also have a profound impact on the way they interact with them in class. This has been shown in teacher- expectation-literature and the more specific content evaluation. The way teachers think about students is so important that its impact goes beyond lesson and classroom effects, to the school level. Teddlie et al in Hawell et al (1993:10) state that high teacher expectations and an unwillingness to write off students who have trouble, are listed as primary determinants, of school effectiveness.

Predetermining students reveals negative characteristics of teachers. According to Shavelson et al as quoted by Howell (1993:10) considerable research has examined the role of teachers'

thoughts about students. This research has found that teachers' solving skills are limited by their won stereotyping and value judgements. It appears that teachers' judgement about students hinge as much on their own theories of learning as they do on observations of individual students.

5.1.4 TEACHER EMPOWERMENT

A whole school approach towards the restoration or improvement of the culture of teaching and learning is one of the essential guidelines a school could embark on. The headmaster could effectively involve his staff through team building and empowering them. While it is true that the headmaster is the most important leader and manager in a school, he is to share this leadership role by empowering teachers to manage the classroom situations and other activities in the school. Some school leaders have difficulty delegating and letting go. Teachers need to be given power to act at some point, although an effective reporting system should be in place.

Corbett (1998:58) defines empowerment as the concept of 'letting go' of power, status and control. According to Carl (1995:1) empowerment does not mean unrestrained and unstructured actions but it aims to increase the learning outcomes and their experiences which may flow from it and to make a contribution towards developing the pupil's potential. A teaching environment within which teaching may occur optimally can be created through effective empowerment.

When teachers are empowered, they in turn empower students in the classroom situation and this facilitates productive learning. Miller in Carl (1995:2) sees teacher empowerment as a shared responsibility of supervision and control in the school's system. As an empowered person, the teacher will rather act as a facilitator and make pupils realise that they not only have a share in their own learning process but in the learning process of others as well. Pupils must develop a feeling of autonomy and therefore opportunities for this purpose must be created.

Visionary leadership has direction towards training members of staff for leadership. Staff development programmes that are strategically planned are excellent channels of empowering teachers. Wallace (1996:10) discusses management development programmes. He writes that a co-ordinated approach to improving management is management development, a part of staff development of individuals and groups in learning to perform management tasks more skilfully so that the school is more effective, ultimately, in giving pupils a worth while, consistent and progressive education experience.

Many educators state clearly that it is the responsibility of heads and heads of departments to provide the opportunities for professional career and personal development for teachers. They should encourage the staff to grow. West-Burnham (1992:12) advocates that empowering is the fundamental component of quality leadership. In essence it involves releasing the potential of individuals allowing them to flourish and grow, to release their capacity for infinite improvement. It is necessary for the school leaders especially headmasters to evaluate their individual teachers at least twice a year. This practice may encourage teacher effectiveness and consequently influence productive learning for the students.

5.1.5 EFFECTIVE STAFF APPRAISAL

Delegation is one of the characteristics of an effective headmaster. It might be necessary to struck the balance between not delegating and over delegating. Most secondary schools in Zimbabwe, at least the sample schools used in this research, leave teacher appraisal among the staff, but the question is whether or not it is possible for the headmaster to have details on the supervision of instruction in the school or not.

Squelch and Lemmer (1994:11) spell out the leadership roles of the principal. They state that the purpose of effective school leadership is essentially to make schools more effective and successful in order to improve the quality of learning for pupils. First and foremost the principal should be a good teacher so that he or she understands the educational needs of the child, and is able to develop and manage a sound instructional programme. The principal should be in a position to advise his or her staff on all educational matters relating to pupils.

These writers add that the principal needs skills for evaluating and monitoring general school processes. He has to do staff appraisals and monitor pupil performance on a regular basis. (Squelch and Lemmer 1994:11)

5.1.6 EFFECTIVE LEADERS

Today effective leadership uses the concept of Management By Walking Around (MBWA) which is probably new and remote in the context of Zimbabwe. Sometime teachers have to drag the headmasters to see a desperate situation in the classrooms, anticipating that when they see the real situation, they may act faster to the rescue of both the teacher and students. Headmasters need to frequent classrooms in progress, in order to address, with urgency, the problem of the shortage of materials, for instance, books, and desks and chairs. This situation hinders the progress of restoring the teaching and learning culture. After all, the bulk of the work of the principal should be in the supervision of instruction. He may do other administrative work but a strong instructional programme should be in place. Frase and Hetzel (1990:6) advocate that instructional leaders portray learning as the most important reason for being in school. They add that leaders set expectations for curriculum quality through the use of standard, and guidelines priorities are established within the curriculum and curriculum implementation is monitored.

Leaders need to plan their daily programmes carefully. Meetings should be avoided during the day's programme as they interrupt both teachers and students. Frase and Hetzel (1990:6 - 7) maintain that learning time should be protected from disruption. Administrative matters should be handled with time conserving routines that do not disrupt instructional activities, time use priorities are established, widely communicated and enforced. Strong leadership closely monitors the students' progress and keeps the school programme at its best and value those that are involved in it. Edmonds as quoted by Duffy (1996:12) write that effective schools are those in which there is strong leadership, an orderly, humane climate, frequent monitoring of students' progress, high expectations and requirements for all students.

It has already been mentioned that most stake holders measure the standard of a school by its

students' performance. It is therefore an excellent idea for school leaders to do all they can to nurture students' progress. Frase and Hetzel (1990:6-7) write that instructional leaders check student progress, relying on explicit performance data. They make results visible, set standards for progress and use these as points of comparison, discrepancies, to stimulate action. They add that to motivate both teachers and students some leaders set up systems of incentives and rewards to encourage excellence in student and teacher performance.

It should be one of the effective leaders' principles to ensure that the school community is aware of the students' progress each year. They might recommit themselves to their goals for continued improvement. Carol as quoted by Bell and Harrison (1998:60) highlights some of the principles of good leadership. She agrees with other authors that leaders should do everything possible to create a school culture which promotes a collegial community. They should try always, to be open to new views and ideas. She adds that effective leaders should walk around, getting to know what is happening and anticipate problems before they arise.

They should strive to bring quality in their educational programmes. Goss (1995:11) points out that certain basic requirements for quality in education involve the spending of money - for adequate accommodation, for books and essential equipment. He adds that there are other factors which make vital contribution to quality in education, and these have very little to do with finance. He writes that money cannot buy . . . .

- a high level of staff commitment and willingness to work hard on behalf of the pupils - a deep interest in each pupil;

- the determination of the teachers to improve the quality of the service they provide for their pupils, through staff development, school development, teamwork, sharing and mutual support;

- a shared vision among teachers, leading to a clear sense of priorities and the channelling of energy towards worthwhile goals;

- efficiency - taking trouble to do things well without wasting time and other resources;

- co-operative relationships with pupils resulting in people motivation and productivity;

- parental interest and support, invited *nurtured by the school staff for the sake of a higher quality of education for the pupils.

School leaders, however, should be aware of some examples of hindrance to quality in their education programmes. West - Burnham 1992 mentions some common obstacles of an intensely practical nature as follows :

- inadequate briefing of people for a task

- badly planned meetings

- carelessly written documents

- thoughtlessly constructed timetables

- equipment or materials not checked before hand

- choosing the wrong person to undertake a task

- underutilising equipment that is available

- inappropriate textbooks when better ones are available

- things learned by some teachers not passed on to others

- staff development activities that have very little *learning on the work of teachers.

After reviewing literature and going through what is expected of the school leaders, headmasters might feel overwhelmed, but because they manage a process, there is no end to it. Sigford (1997:84) agrees that the work is overwhelming because of high expectations that are placed by the culture. He writes that there is no end point when the process will be done. Our society changes, our kids change, our schools change. Administrators will have to continue to be in the forefront of change and the effects of that change.

The guidelines in the above paragraphs reflect the current literature on the restoration and improvement of the culture of teaching and learning. It is to be noted that no hard and fast rules or recipes are given, but that most of these paragraphs refer to the building of relationships between people. These are relationships built on trust, empowerment and effective communication.

CHAPTER 6
CONCLUSIONS AND RECOMMENDATIONS

6.1 SUMMARY OF THE SITUATION

The situation analysis revealed that a healthy culture of teaching and learning exists in School A (Private School) but could be improved. On the contrary, in school B the culture of teaching and learning shows serious deficiencies which may or may not be ascribed to external influences. However, the possibility for improvement is tremendous.

The leadership and staff at School A are enthusiastic about their programme. The teachers are happy with the resources the school provides for teaching and learning. They are motivated by the teacher - pupil ratio of about 40 to 1, which they think is manageable. However, there is a feeling that because of the popularity of the school there is temptation to over enrol, and great care could be exercised in keeping enrolment low for continued high standards. It was encouraging to note that school A (Private School) has good results on the whole, but there are certain subjects that have been done poorly for a couple of years, and ironically, the same teachers continue to teach these subjects. Generally, teachers take keen interest in the results in their own subjects and seldom check the whole school analysis which shows the overall pass rate. Teamwork, could be encouraged among the staff so that effective strategies to raise the standards in all subjects could be formulated. Ultimately, this in turn will raise the overall pass rate of the school.

Guidance services are offered, but the staff feels that a full time counsellor, who will have nothing to do with academic teaching would be more effective because they see a possibility of many children fully utilising his/her services. The present programme seems inadequate to cater for all the students any time they need guidance or counselling.

The students at School A were positive and open. They were in Form Three at the time of the interview and excited to belong there and counted that as a privilege. They were happy with the competent staff and were challenged by the content and quality of instruction. They realised their headmaster had the Management By Walking Around concept and he kept them

motivated to study. They appreciate the facilities and resources they have. The school climate enhances their learning and there seems to be high competition in this class.

It might be advisable for the staff to minimise competition because over motivating a class might have negative effects on some children. This is true because one of the students commented about pressure in the classroom because of competition (see student responses).

However, these students had suggestions to make. They felt that teachers needed to be more strict in the supervision of sports so that it is enjoyable and beneficial. They reported that some students brought fake doctors' letters to excuse themselves from sports. They were also 'domineering' for a student voice as they specifically termed it. Some students bring beer in their satchels, so they feel the school should randomly check the bags for beer among the boys and for make - up from the girls (the school regulation prohibits the use of make - up).

On the other hand, a major restoration of a culture of teaching and learning is imperative for School B. The headmaster, as literature has repeatedly revealed, is the person at the centre of a school programme. He must lead, pilot and market the school.

Most teachers are not helping the situation. The teachers in school B do not realise that they can make a big contribution. According to the comments of those interviewed, they do not expect any future from the majority of O - level students. The reasons given are debatable. For instance, they mention inadequate resources.

The students mention the presence of incompetent staff that does not show any commitment to their teaching. This is supported by the delivery of lessons, notes and written exercises and inconsistent marking of the students' work.

The situation itself is not conducive for learning because the students have hot-sitting. There is no decent place to study outside the classroom. There is no hall, a library, or an empty classroom available for use. Instead, students attempt to study under the limited trees dotted in the school premises and they find it difficult to concentrate because of the noise. They feel

there is an urgent need for change in administration and a closer supervision of instruction. They are desperate for a guidance counsellor to answer their concerns, both academically and socially.

Even if the perceptions of the students were inaccurate, the demoralisation of both students and teachers would have very negative effects on the culture of teaching and learning. The culture of teaching and learning as part of the general school culture is such a fragile entity that any negative impact influences all the factors negatively.

6.2 RECOMMENDATIONS

In the conclusion of a study like this, a long list of recommendations could be made, including recommendations on evaluation of school programmes, the provision of guidance counsellors and so forth, but only recommendations focusing on human interaction are going to be highlighted.

6.2.1 TRAINING VISIONARY LEADERSHIP

Research has continuously and repeatedly made it clear that the success of any school programme lies in its leadership. It is therefore imperative that the Ministry of Education and the responsible authorities, in private schools, should ensure that there is competent visionary leadership at every school, if the culture of teaching and learning is to be effectively managed or restored. Since educational trends continue to change, school leaders should keep abreast with these changes. It will be beneficial for the ministry of education to supply heads of schools with current educational journals and books on leadership, periodically. In-service programmes to discuss these trends may be cost effective, if, for instance, leaders could meet at least once every year.

It must be commended that the Ministry of Education in Zimbabwe has done extremely well in training leadership through distant learning programmes with the University of Zimbabwe and a few new private universities in the country in the last few years. Unfortunately, very little of this valuable information is put into practice, by schools' leaders. A closer follow up of leadership itself is very necessary.

6.2.2 TEACHER EMPOWERMENT

It is also recommended to have programmes for classroom teachers since only a handful may take leadership roles. It is the responsibility of the headmaster initially, to provide staff development programmes that are in step with his vision for the school programme. These programmes, effectively conducted, could equip and empower teachers with effective managerial skills for the classroom. These are meant to improve the climate in the classroom and provide productive learning opportunities and educational outcomes. At national level, the Ministry of Education could systematically do the same exercise to update the teachers on new strategies for effective classroom management and other supportive ways of handling students. It may be appropriate for the Ministry of Education facilitators to take advantage of these gatherings for teachers to analyse the O - level results each year and come up with meaningful ways of monitoring them for continued improvement.

Of importance too, is the immediate review of the O - level curriculum because it lacks skills training. With relevant in-service curriculum development training, teachers are the best agents to provide the necessary content.

6.2.3 TEACHER TRAINING PROGRAMMES

Teachers in training need to be exposed to contemporary issues in education. Among others are:

1. Effective ways of creating supportive classroom environment
2. Self-esteem and learning
3. Guidance and Counselling (for the learner, both academically and socially)
4. Effective Leadership
5. Strategic Planning.

The last two topics might be very appropriate in the Teacher Training programmes because some teachers in training assume leadership roles as they join the teaching field, as such this knowledge empowers them for the task. This may also conscientise the newly trained teachers of their leaders' expectations and finally, the graduates may contribute to the strategic and visionary development of the school. This move is likely to enrich the school

programmes with valuable human resources and improve the culture of teaching and learning.

6.2.4 HOME - SCHOOL PARTNERSHIP

Parents make up a vital part of the students' learning and achievement, therefore it is highly recommended for the headmasters to re-establish and maintain parents' involvement in their school programmes.

Strategies in educating parents about the importance of their partnership in education ranks high in contemporary literature. It is certainly one of the effective contributors to high pass rates, therefore, it must be encouraged and monitored. It might be necessary to get the few parents that take part and use this group to formulate strategies on how to get the rest of the parents involved. School need active parent involvement. A guidance counsellor could act as a middle person between the school and the parents' body. Tactfully, he/she should give seminars to parents and touch such topics as : 1. The role of parents in the school. 2. Monitoring your child's learning. 3. Building your child's self-esteem.

6.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Literature in this study revealed that most administrators, teachers, parents and students have low self esteem and naturally, unless this problem is brought to their attention and remedied, they may pass it to their children or it will tremendously affect anyone who interacts with them, negatively. Infact, according to the researchers in self-esteem, as people get old, their self-esteem diminishes.

It has also been further revealed that very few people understand the importance of high self-esteem and how it impacts on a person's behaviour. Contemporary effective schools which empower their teachers and students have realised a positive impact on the culture of teaching and learning. It is therefore recommended that further research should include:

1. Characteristics of low/high self-esteem

2. Effects of low/high self-esteem

3. Building your self-esteem

4. Building your child's self-esteem

5. Teacher empowerment

6. Student empowerment

7. Home-School empowerment

8. Comparisons of the culture of teaching and learning in different regions in Zimbabwe

9. Culture of teaching and learning in urban and rural schools (compare and contrast)

10. Comparisons of the culture of teaching and learning in private and public schools

11. Building your students' self-esteem.

6.4 THE SHORTCOMINGS OF THE STUDY

The major shortcomings of this study are that it investigated the culture of teaching and learning in only two schools in Bulawayo. It could have sampled more schools both in urban and rural areas. In fact, there could be a more desperate need to restore this culture in rural areas. The study could have been more beneficial if schools were selected randomly in the whole of Matabeleland North Region. There could have been more selected teachers and students for a wider spectrum of contribution.

It follows therefore, that the guidelines for restoring this culture are likely to improve the situation in the two sample schools only, unless other schools somehow, catch the vision. It is possible that since the rest of the schools were not directly involved in the process, they might not commit themselves to the restoration exercise.

6.5 CONCLUSION

The researcher believes that the biggest value of this study could be in the concentration of the role players in education to recognise the value of a healthy culture of teaching and learning. If it could contribute to them to taking ownership of the problem and leads them towards seeking ways of empowering themselves a commitment to the development of a healthy culture of teaching and learning in the schools, it would have been a worthwhile study.

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