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LIST OF ABBREVIATIONS

ATE - African Tradtional Education

BSAC – British South African Company

EFA – Education for All

FGD(s) – Focus group discussion(s)

HRD – Human resources development

HRM –Human resources management

L1 – First language

L2 – Second language

UNESCO – United Nations Scientific Educational and Cultural Organisation

ZIMSEC – Zimbabwe School Examinations Council

CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1 Preamble

The broad area of this study is sociolinguistics. Sociolinguistics is the study of the relationship between language and society. The discipline throws much light both on the nature of language and the nature of society. Facts about language can illuminate the understanding of the respective society. Sociolinguistics is very important to educationists who are people with a practical concern for language issues like educational aims and language policy.

Sociolinguistics is also quite important to those in the human resources area of different types of organisations. The relationship between language and society becomes important to human resources management and development with regards to the fact that language has an important role to play in education and, educational attainment in turn influences the management and development of human resources. Human resource potential is affected by accessibility of education at higher learning institutions.

It is from the broad area of sociolinguistics that the present study's particular area of focus is drawn. The study focused on investigating the perception and attitude towards the study of African languages in Zimbabwean high schools and identifying the possible implications on human resources management and development.

Zimbabwe, like most African countries, is a multilingual nation. Africa has always been a continent with a plethora of languages and dialects. Partitioning divided one ethnic

group, for example, into two or three different countries. This is the reason why some nations like Nigeria ended up with more than four hundred languages. Likewise, Zimbabwe hosts fifteen Bantu languages namely Shona, Ndebele, Nambiya, Kalanga, Hwesa, Nyanja, Chewa, Sena, Xhosa, Tonga, Barwe, Sotho, Chikunda, Venda and Shangani (Hachipola, 1998: 1). In addition, there are other foreign languages like English, French, Portuguese and Chinese which have fewer speakers than the Bantu languages.

The major African indigenous languages spoken in Zimbabwe are Shona and Ndebele. Shona is spoken by about seventy-five percent of the population while Ndebele is spoken by about sixteen percent of the population (Chimhundu, 1993:57; Hachipola, 1998:2; Magwa, 2006:ix). The minority languages account for about six percent of the population while foreign languages account for the remaining plus or minus one percent of the population.

During colonial rule in Zimbabwe, European languages were positioned at the apex of the multilingual linguistic scenario while African languages were accorded an inferior position. According to the findings of the Phelps-Stokes Commission in the 1920s foreign languages were the media of instruction in schools and the language of all forms of administration. The local people had no choice except accepting English and its functions. Consequently, being competent in English was equated to being educated and it was a source of pride to many. Primacy was given to English in social, economic and educational spheres at the detriment of the indigenous languages.

Surprisingly, thirty-four years into political independence have not yielded any parallel linguistic independence. English remains the defining language in major sectors of national, economic, educational, political and social discourse. Despite the introduction of some language policy initiatives after the attainment of independence, Zimbabwe has failed to resuscitate a significant status of the indigenous African languages. For instance the Education Act (1987) tried to raise the status of Shona and Ndebele by ascribing them national language status and would be used as media of instruction up to Grade 3. This did not come to realisation as most schools were found not to be taking heed of this stipulation. Some parents even took pains to pay through the nose for enrolling their children in schools where English was the medium of instruction in those tender ages of up to and further than Grade 3.

Then in 1999 it was the Nziramasanga Commission which recommended that Shona and Ndebele as media of instruction in schools be extended to Grade 7 level. It was only seven years later, in 2006, that the government of Zimbabwe tried to buy into the Nziramasanga Commission's recommendation by amending the 1987 Education Act. The Amended Education Act (2006) now stipulated that the use of Shona and Ndebele as media of instruction stretches up to Grade 7. However, the position of the other minority indigenous languages was still not very clearly espoused in the amended version of the Education Act. Escape clauses, noticed by Bamgbose (1991) in most language policies of African nations, such as 'minority languages could be used subject to availability of manpower' (own emphasis) or 'with the approval of the minister', in the amended act, show lack of political will on the part of the government.

While this is the language situation in Zimbabwe, Shona and Ndebele languages have been given precedence when it comes to teaching and learning of African indigenous languages in the Zimbabwean education system. The two languages are taught and learnt from grade zero up to tertiary level but according to Gudhlanga and Makaudze (2005) there seems to be an attitude of looking down upon the study of these languages.

The last four or so years have also seen Tonga being taught and examined at Grade 7 level and preparations to have it at secondary school level are at a very slow speed, to say the least. What saddens most is the fact that in most instances the teachers assigned to teach Tonga language as a subject in primary schools are not qualified to do so. Yes in primary teacher training colleges a student teacher is prepared to teach all the primary school subjects but, if one is not a Tonga mother tongue speaker, no matter how sound the methodology one has acquired and mastered, it sounds incredible to imagine such pedagogical situations. The truth is that for teaching-learning to effectively and meaningfully take place there must be equally effective and meaningful communication between the teacher and the learner. This requirement is therefore not met when the teacher who is not competent in Tonga is expected to teach the language to some innocent student.

Great Zimbabwe University has, however taken a positive move as it offers courses in Venda, Kalanga, Tonga and Shangani languages at degree level. The sad part again is that those successfully acquiring the degree of this nature eventually go to South Africa for greener pastures and where the languages are overtly offered as subjects of the curriculum. Thus negating what started off as a step forward. The Zimbabwean

curriculum, as it stands, has not effectively offered indigenous languages as subjects of study in the education system.

In the late 1990s the United College of Education was given the mandate to train Tonga language teachers. However, this has not yielded any fruits so far. This was revealed in a research carried out in the Nyaminyami District of Mashonaland West Province in Zimbabwe, where Gora et al (2010:96) established that the community, parents, teachers and headmasters professed ignorance to such information. As a result it cannot be expected that the Tonga speakers ever dream of working in a Tonga language-related job. The bottom line is that there is lack of adequate and effective dissemination of language related policy issues.

This brief background to the linguistic landscape in Zimbabwe where languages enjoy different statuses brings to the fore issues of perception and attitude towards the study of African indigenous languages. The education is driven towards categorising the English language as part of the core curriculum at the expense of the indigenous languages, thus creating an imbalance in human capital management and development in spheres requiring expertise in the local languages. This research study then seeks to explore the attitude and critically analyse implications of such perceptions on human resources management and development.

 Failure by the education system to implement language policy initiatives could be regarded as a pointer to perception and attitude toward the study of African languages in primary schools. Similarly, that might have an effect at secondary school and tertiary levels.

The discussion above shows then that once the education system is unable to churn out products specifically prepared for African languages needs, the discipline is bound to have gaps in management and development of relevant human capital. There is a vicious cycle created right from the study of African indigenous languages at early stages of education up to management and development of human capital in related areas. It was this study's concern to find out the impact of attitude and perception of study of African languages on human resource issues.

Human resources management (HRM) is the focus on recruitment of, management of, and providing direction for employees in an organisation. In simple terms HRM is the management of an organisation's workforce. It is responsible for the attraction, selection, training, assessment and rewarding of employees. A closely related area of concern in an organisation is that of human resources development (HRD). HRD touches on a number of issues. In general terms, HRD is the framework used by organisations to help employees develop their personal and organisational skills, knowledge and abilities. HRD also includes such opportunities as employee training, employee career development, performance management and development, mentoring, coaching and tuition assistance. In some cases HRD extends to succession planning and key employee identification.

HRM and HRD are closely intertwined as can be deduced from their definitions. These two concepts heavily depend on the type of curriculum offered by the education system. People are channelled into different professional fields depending on the subjects specialised in at school and higher learning institution. This study intended to establish the relationship, if any, between perception and attitudes and human resources

management and development. If a relationship exits then that should help in establishing the implication of studying African indigenous languages on management and development of human resources.

1.2 Statement of the problem

In Zimbabwe the study of Shona and Ndebele in educational institutions dates back to the days of colonialism. In African schools Shona was introduced as a subject at 'O' level in 1957 and Ndebele in 1967. At 'A' Level Shona was introduced in 1964 while Ndebele was introduced as Zulu in 1979 (Chiwome, 1996). Although the two languages are still being studied at present, this researcher has observed the following:

- There are few candidates registering for 'O' level and 'A' level African Languages examinations;

- Those candidates who choose to do either Shona or Ndebele at 'A' level do so as a last and desperate option;

- The study of African languages at 'O' level is not compulsory;

- University students who pursue studies in African Languages opt to engage in professional fields that are not related to their specialist study areas;

- The teaching of African languages is being done by personnel either totally unqualified or qualified in other subjects.

Such a scenario shows that there is a problem concerning the study of African languages in Zimbabwe starting right at the beginning of the educational ladder up to the end of it, and worse still – spilling over into human resources management and development. Inherited colonial systems seem to have been expanded and modified to

serve new economic, educational and social needs identified by the Zimbabwean government. The researcher strongly feels that there is need to change language and educational policies so as to adequately and appropriately address the daily livelihood of the Zimbabwean society in the face of modernisation and globalisation. This is exactly what the present research sought to drive at.

A lot of research has been done on attitude and/or perception of the study of African languages at a continental scale in general and even zeroing in on a country level. At least to this researcher's knowledge no comprehensive work has been undertaken regarding study of African languages in educational institutions and its implications on human resources issues. This is what motivated the researcher to undertake a study where there is a focused investigation into the impact of study of African languages on human resources management and development.

1.3 Aim of the study

The aim of the study was to identify and investigate perception and attitude towards the study of African languages in Zimbabwean high schools. It also intended to determine how such perception and attitude impacts on human resources management and development. In other words, the study aimed at establishing the relationship between the study of indigenous languages and the subsequent management and development of human resources. These aims shall be expounded below as objectives which are more specific.

1.3.1 Objectives

The objectives of this study were as follows:

- To investigate factors influencing perception and attitude of teachers and students towards African languages in Zimbabwean high schools;

- To assess the value of African languages in Zimbabwean education;

- To examine the current core-curriculum in and, determine the purpose and outcome intended for, Zimbabwean education;

- To investigate the relationship between study of indigenous languages and human resources management and development;

- To establish the socio-economic development desired for the Zimbabwean people;

- To address the importance of mother tongue in human resources management and development.

In order to achieve the above stated objectives, the researcher was guided by the research questions outlined in the next section of this chapter.

1.3.2 Research questions

The research study attempted to find answers to the following questions:

- Do Zimbabwean high school teachers and students have negative attitude and/or perception towards the study of African languages?

- Is the study of African languages in Zimbabwean high schools and tertiary institutions worthwhile?

- What reasons do students give for studying African languages at high school level?

- Are those students who pursue the study of African languages at tertiary level likely to work in fields not related to their specialisation?

- What is the relationship between the study of indigenous languages and the management and development of human resources?

1.4 Justification

The inclusion of the study of one's first language in any curriculum is of undoubted paramount importance. Hence, perception and attitude towards the study of such an important subject of the curriculum is critical and worth researching on. The study of Zimbabwean indigenous languages becomes a phenomenon worth studying because the mother tongue, among other functions, links the school and the community. The researcher has seen it worthwhile to establish the importance of studying one's mother tongue in addition to the core curricula subjects.

In this era of globalisation and modernisation, the family and community in Zimbabwe have faced a breakdown of some sort. This has not only happened to Zimbabwe, but to other nations of the world including the West. Incidentally in the West today, schools as well as corporations are concerned about teaching human relations, team-work and interpersonal skills. Individuality is needed in the modern world, but it must be balanced with bonds that preserve family and community. There is need to preserve traditions to cooperative, communal and extended family culture that provides a foundation for the much needed human relations and social security in the changing world. Educational institutions can assist this process by teaching the value of tradition as well as modernity. For this reason, Zimbabwean educationists should be interested in finding

out how such a central issue in the society's life is being achieved by the present curriculum.

Woolman (2001:42) sets out goals that link school and community to reflect objectives for an ideal African education. These include:

- character development;

- respect for elders and established authority;

- positive attitude toward work;

- acquisition of a vocation;

- cultivation of a sense of belonging;

- active participation in community and family life; and

- appreciation and understanding of local cultural heritage.

This list reflects that culture is of paramount importance in the curriculum of an African/Zimbabwean society. It is only one's mother tongue that is capable of disseminating these qualities therefore the study of one's mother language at any level should not be left to choice. This is what this study sought to highlight.

The research study, it is hoped, should give greater depth of the value of studying Zimbabwean indigenous languages than what is reflected by the current core-curriculum. The idea of having these languages as optional subjects in high schools needs to be revisited as there are subsequent repercussions on the development of an individual and that of the respective society. This study therefore attempts to show the essence of studying indigenous languages for human resources management and development.

That there is a shortage of human capital in the teaching and lecturing of African languages is a known fact. The same problem is also evident in creative writing and editorial spheres that involve African languages. The calibre of news readers and reporters in local languages indicates a gap in the production of such personnel. The gap becomes so glaring in more sophisticated jobs like interpreting and translating texts from and into indigenous languages. As such there is great need to unearth the cause(s) of complications speakers fail to do tasks of this nature yet they could be competent to carry out similar activities in a foreign language.

A lot of research into Zimbabwean indigenous languages has been undertaken especially on their teaching and learning, functions in society, potential in empowering their speakers and attitude in a diglossic and triglossic situation. However, there is scant research on impact of the study of these languages on human resources issues. The link between academic attainment of indigenous languages and the subsequent management and development of related human capital needs to be established. Hence this researcher was eager to examine the relationship between perception and attitude in studying local languages and human resources management and development.

Some scholars might want to argue that indigenous languages have no role to play in the socio-economic development of a society but this research intends to test such hypothesis. Yes in the Zimbabwean sense indigenous languages, as school subjects, are not regarded as that important in terms of determining one's academic, professional or socio-economic future. However, it is surprising to note that the mother tongue is extensively used in enhancing understanding between interlocutors especially where

they share the mother tongue. It is common sense that through effective communication, development is guaranteed. This research intends to emphasise that study of indigenous languages is as important as that of other subjects that are held in high esteem.

1.5 Literature review

A plethora of literary corpus has emerged on African languages in general and Zimbabwean indigenous languages in particular. The researcher will only review some of the literature that is in line with perception and attitude towards studying African languages, Zimbabwean indigenous languages included, and their impact on human resources management and development.

Chiwome (1996) reveals that in African schools the study of Shona and Ndebele as subjects was introduced in 1957 and 1967 respectively at 'O' level. Chiwome (ibid) adds that at 'A' level, Shona was introduced in 1964 while Ndebele was introduced as Zulu in 1979. In his discussion, Chiwome (ibid) points to the fact that the teaching of these two language subjects was mostly done by unqualified personnel. This alone shows that the two subjects were not considered as important as the other subjects of the curriculum. While Chiwome (ibid) highlights the negative attitude towards Shona and Ndebele as subjects of the curriculum, he did not stretch his argument to the impact that has on human resources issues which is an area of interest in the present study. This study also seeks to find out if that kind of attitude still obtains and take a step further to establish the implications on human resource matters.

Ngara (1982) also acknowledges that students he studied had negative attitude towards African languages. He makes reference to the then University of Rhodesia students who, in the 1960s, regarded an English Honours degree as more prestigious than an honours degree in either Shona or Ndebele. These findings again show negative perception with regards to Zimbabwean indigenous languages. Like Chiwome (ibid), Ngara (ibid) does not consider the impact of attitude toward study of indigenous languages on human resources management and development in related socio-economic areas. It is this latter part which is being tackled in the present research.

Chiwome and Thondhlana (1992) studied the use of English language in the teaching of Shona and Ndebele at high school and university level. Although they were not specifically focusing on attitude, they conclude that use of English as medium of instruction to teach indigenous languages put non-English speaking students at a disadvantage. The present study does not focus on medium of instruction as such but agrees with Chiwome and Thondhlana (ibid) on the fact that when one is not adequately exposed to using or learning their mother tongue, it is tantamount to taking away one's identity. As such character development and other virtues necessary for human resources management and development will be negatively affected.

Sure and Webb (2000) seem to go along with Ngara (1982)'s line of thinking in that the former argue that Africans shun their mother tongue. Referring to African languages in general, Setati (2005) also observes that Africans still resist mother tongue education in favour of English, even years after independence. This lays down a springboard for the current research in attempting to establish the implications of shunning indigenous languages on human resources management and development.

In the same vein, Rwambiwa (1993) echoes the negative attitude by pupils in schools towards the learning of African languages. From his study, Rwambiwa (ibid) notes that pupils humiliated teachers of African languages by expressing negative attitude towards learning indigenous languages. Rwambiwa (ibid) blames the Education Act (1987) which encouraged use of English as medium of instruction for most subjects starting at grade 4 level. The present study then fills in the gap left by Rwambiwa (ibid) on the consequences of negative attitude towards learning of African languages on human resources issues.

Moyo (1991) in Nondo (1996: 45) blames the parent for negative attitude towards learning indigenous languages. Moyo (ibid) notes that in Zimbabwe, the negative attitudes are passed down from parents to children. Parents feel that English is more important for their children's future than the local languages. The current research intends to extend these findings to the resultant consequences on management and development of human resources. There is need to school the parents, in particular, and society, in general, that learning of indigenous languages as subjects has a bearing on the economic development of a society.

On the other hand, there is a set of scholars who blame colonial language policies for negative attitude towards Zimbabwean indigenous languages. Mkanganwi (1993) notes that English has maintained its 'superior' status over the local languages ever since the days of colonisation. Gudhlanga and Makaudze (2005) also opine that colonial language policies denigrated local languages to the extent of preventing their preservation and promotion. These ideas would help the study in drawing up the influence of such practices on the total development of an African being.

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There is yet another group of scholars who blame the diglossic relationship between English and Zimbabwean indigenous languages. In a research project, Chivhanga (2009) highlights the diglossic relationship between Shona and English while focusing on how English as a high variety language adversely affects performance of learners in Shona at 'O' level. This, according to Chivhanga (ibid), is because of negative attitude by teachers and learners towards the subject. Like most of the scholars reviewed so far, Chivhanga (ibid) also does not delve into human resources issues as this research intended to do.

Mparutsa, Thondhalana and Crawhill (1990) take a different dimension from most scholars that have been referred to. They note that although teachers and students express selves better in their mother tongue, it is surprising to note that students choose to do English as a subject than an indigenous language at either 'O' or 'A' level. The three scholars note that these are seemingly contradictory positions. The present research intended to pull this further into the level of development and management of human resources.

Ogutu in Mutasa (2006:51-52) laments that there is a shortage of personnel in indigenous languages related fields, especially teaching. Writing on language categories in Kenya, she attributes this to the prejudiced assignment roles of languages in multilingual landscapes. The end results of such prejudices include elevation of English language to a privileged position, above other languages and the marginalisation of indigenous languages. Local languages should be regarded as equal in importance as English as they are also important in the personal development of their speakers. One way to ensure this is to work out ways in which to show that indigenous

languages should be given their rightful place in the curriculum for them to contribute towards personal, economic, social and national development. This was the main thrust of this researcher.

Nziramasanga Commission (1999) also expresses its amazement at the policy that a recognised 'O' level certificate should have 5 Cs or better including English and not an indigenous language yet most of the time people in commerce and industry are communicating in either Shona or Ndebele. The link between policy and practice helped this research in showing practicalities of real life situations in terms of whether the Zimbabwean curriculum is relevant or not.

At a continental level, Wooolman (2001) surveys African reform thought and curriculum development in Kenya, Mali, Mozambique and Nigeria. Woolman (ibid) focuses on inclusion of African culture, history and language in curriculum and innovation methodology. These ideas were quite helpful in the present research since the research proposes that the education system should function as an agency of cultural transmission as well as change. Woolman (ibid) reasserts African culture and identity as an important part of nation building. In the research, human resources management and development is part of nation building hence the research benefits from Woolman (ibid)'s ideas.

It looks like there is a consensus among most scholars whose work has been reviewed here, that generally there is negative attitude towards African languages themselves as well as their study as subjects. Like has been alluded to in this literature review brief, the study shall close the gap between perception and attitude and the consequent

human resources development and management. The significance of human resources in nation building is aptly summarised by Jomo Kenyatta (1965), in Woolman (2001:42), who observes, that for Europeans "individuality is the ideal in life", whereas for Africans, "the ideal is right relations with, and behaviour to, other people". Education is not an end in itself until it is reflected in human resources.

More on what experts say concerning the issues raised in this research shall be exhausted in chapter 2 where the specific issues shall be examined at a close range to the aim, objectives and research questions guiding this research. Similarly, although chapters 3 and 4 shall give the theoretical framework and research methodology in detail respectively the next section of this chapter briefly introduces the study's research design, participants, instruments and guiding ethics.

1.6 Research methods

The research design that was adopted for this study is the qualitative research design. The purpose of qualitative research is to develop an understanding of individuals and events in their natural state, but in a relevant context (Bogdan and Biklen, 1992). Data for the study was obtained through the descriptive survey method. Descriptive surveys allow for the collection of detailed description with the intention of using data to either justify or repeal current practice and at the same time make intelligent plans to improve practice.

Data gathering instruments were as follows:

- Focus group discussions and questionnaire with high school learners;
- Focus group discussions and questionnaire with university students;

- Interviews and questionnaire with university lecturers;

- Interviews and questionnaire with high school teachers;

- Document analysis; and

- Literature study.

The population for this study consisted of all high schools and all universities in Zimbabwe. From this population a sample was drawn using random, stratified and purposive sampling techniques. Qualitative research seeks insight rather than statistical analysis therefore it is imperative to use information rich sites (Nyawaranda, 2003). The study dealt with six high schools of different types and three universities to elicit the required data.

One school was sampled from each of the following categories:

- Private/trust schools;

- Mission boarding schools;

- Government boarding schools;

- Government rural day schools;

- Government urban day schools;

- Former Group A schools.

As for the universities, one was also sampled from each of the following categories:

- State-run;

- Private; and

- Church-governed.

It was hoped that such a sample should be representative of the whole population.

There are strict ethical standards that the proposed research had to abide by. These included:

- getting permission from responsible authorities before gathering data;

- protecting the dignity and welfare of participants by maintaining anonymity and confidentiality;

- guarding against invasion of participant's privacy;

- explaining fully to participants the research's agenda and telling the truth to participants.

The researcher aimed for collaborative research with participants, that is, considering them as equal partners. That way it became easy to elicit the required information.

1.7 Theoretical Framework

The theoretical framework that was used in the study is Reconstructionism. The major proponents of Reconstructionist philosophy are Theodore Bramfield, George Counts, Harold Rugg and John Dewey. Reconstructionism is grounded on the fact that education systems should be aware of social responsibilities and therefore the school should commit itself to specific social reforms (Kneller, 1971; Akinpelu, 1985).

The defining tenets of educational Reconstructionism as outlined by Kneller (1971:62-65) are as follows:

- Education must commit itself here and now to the creation of a new social order that will fulfill the basic values of our culture as well as harmonising social and economic forces of the modern world;

- The child, school and education itself are conditioned by social and cultural forces (the society makes an individual what s/he is);

- The teacher must convince his pupils of the validity and urgency of the Reconstructionist solution to problems;

- The means and ends of education must be completely refashioned to meet the demands of the present cultural crisis.

The above tenets show that there is great need for a fresh look at the school curriculum. Education should serve as a tool for immediate and continuous change of society. Reconstructionism is more concerned with the broad social and cultural fabric in which people exist. The argument is that social and cultural conditions should be made more suitable for human participation, development and management.

With this in mind, the study abides by the Reconstructionist's lens that the curriculum must be revamped in view of the following aspects:

- How the curriculum is drawn up;

- The subjects contained in the curriculum;

- The methodology used;

- The structure of the administration; and

- The ways in which teachers are trained.

From the above listed aspects some critiques might want to argue against Reconstructionism in that it makes too many demands on the part of the teacher and pupils. However, like other Reconstructionist educators, this researcher feels that the modern society is facing a grave crisis of survival which attracts swift social reform. The society needs constant reconstruction of education and the use of education in reconstructing the society (Ozmon and Craver, 1986:134). This calls for the educator to become a social activist. Reconstructionism links thought with action, theory with practice and intellect with activism. The school is therefore strategically positioned to meet the crisis and provide a necessary foundation for action and it is on these premises that this research is grounded.

1.8 Scope of study

The major focus of this research was to investigate perception and attitude towards studying African languages in Zimbabwean high schools with the aim of establishing the implication on human resources management and development. The write-up of the study consists of six chapters. The first chapter is the introduction which gives the outline of the study. It presents the aims of research, research methods, justification and scope of research. The second chapter deals with literature review by looking at issues pertaining to perceptions and attitude towards African languages as well as related human resources issues. Chapter three focuses on the theoretical framework guiding the research while chapter four explains the research methodology used. Chapter five presents, analyses and discusses the collected data as well as evaluating the research findings. Finally, chapter six discusses the research findings through

focusing on the summary and conclusion to the study while propounding recommendations.

1.9 Definition of terms

Words are not strictly tied to specific meanings. The meanings of the following words are to be understood as used in the context of this research study. In this study, except where qualified, the following terms carry the meanings specified below.

Perception: Is the process of attaining awareness or understanding of a concept. Perception influences decision making and action taking.

Attitude: Is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are either positive or negative views.

African/Indigenous/Local language: is the language spoken by a group of people originating from a particular African speech community before interference by colonial languages. In this research the term(s) refer(s) to the languages of sub-Saharan Africa, specifically Shona and Ndebele.

Mother tongue: Is the very first language a child learns to speak. It ca also be referred to as the first language.

Human resources: Is a term used to describe the individuals who make up the workforce of an organisation.

Human resources development: Is the framework for the expansion of human capital within an organisation.

Human resources management: Refers to the devices used by an organisation for the attraction, selection and training of its workforce.

High schools: Institutions which provide all or part of secondary education. It is that education that leads to the attainment of either 'O' and/or 'A' level certificate.

Educational Reconstructionism: Is an attempt to change societal values and behaviours by using schools as the vehicle.

Minority language: A language that has fewer speakers.

Diglossia: The existence of two different languages with specified functions in a society.

1.10 Conclusion

This chapter has given the background to what motivated the researcher in embarking on the study. The linguistic landscape that prevailed in the then Rhodesia during the colonial days continues to be replicated despite Zimbabwe having attained political independence some thirty-four years ago. English language is still valued, promoted and preserved ahead of the local indigenous languages. This scenario is reflected in many areas including educational and economic spheres. The main argument is that there seems to be a gap between education curricula and the management and development of human resources in the discipline of indigenous languages in Zimbabwe. Because of this the Reconstructionist philosophy has been proposed in a bid to revamp the Zimbabwean curricula and show that the study of African indigenous languages is very important especially to those who end up employed in related fields.

The school curriculum has to be reconstructed so that it makes African languages a compulsory subject at least up to 'O' level. The problem has also been stated as well as the objectives and research questions guiding the study. A brief on the research methodology and related literature review has been done. Finally the chapter outlines the scope and defines terms to be used in this research. The next chapter looks at literature review in greater detail.

CHAPTER 2

LITERATURE REVIEW

2.0   Introduction

Review of literature on socio-linguistics has shown that language is multifaceted and controversial in nature. The general discipline of language has created interest in so many quarters of concern. This has resulted in views and observations that are of value to scholarly arguments and policy making issues. Recognising this fact, this chapter makes an attempt to explore some of the works of literature that have tried to address some aspects of interest to this research along the following motifs:

- Multilingualism;

- Language and education;

- Function and status of language;

- Language attitudes and perception;

- Human resources management and development issues.

But before exploring these areas in greater detail, it is prudent to briefly look into the importance of the review of literature in research.

2.1   Rationale

The main purpose of this literature review is to make an entry into this study's subject of concern against insights gained from other similar studies and observations. Literature review places the research problem within the context of other studies on the same subject. Tuckman (1972:40) notes that literature review deals with, "... the study of

literature related to one's topic of research". This means that one focuses interest on works that have a link with one's research topic. By so doing, one defines the context of the problem streamlining and operationalising the major variables as Dube (2000) asserts. Best and Kahn (1993) also add that through literature review, a researcher broadens one's focus on a chosen field of study and avoids duplication of what has been said already. This chapter therefore approaches literature review thematically on the motifs referred to in section 2.0 of this chapter.

2.2   Multilingualism

The word multi-lingualism is a compound term from two words;

- multi- (many);
- -lingualism (associated with language).

Wardhaugh (1988) is of the idea that the term multilingualism implies the existence of two or more languages in a country. The term can also imply the individual's ability to speak more than one language (Wardhaugh, ibid). Also, when a nation has more than one language in active use, she can be referred to as multilingual. Plurilingualism is a synonym that is often interchangeably used with multilingualism.

Multilingualism is a common phenomenon throughout the world. UNESCO (2003) acknowledges that linguistic diversity reflects the existence of the multitude of languages spoken worldwide. UNESCO (ibid) records that there are between 6000 and 7000 languages in the world. All countries, except Iceland, are linguistically heterogeneous. Indonesia alone, for instance, has over 700 languages while Papua New Guinea has over 800. Multilingual or plurilingual contexts are the norm, rather than

exception throughout the world (UNESCO, 2003:12). Ouane (2000: ii) also acknowledges that the world today is pluralistic, diverse and multifaceted. Such contexts give birth to classification of languages into minority and majority statuses. Once this is the case, the challenge is for education systems to adapt to the complex realities of multilingualism and provide quality education which takes cognisance of the learner's needs whilst balancing these with economic, social, cultural and political demands or expectations.

The notion multilingualism is important to this study in that the study focuses on a country of that nature. Zimbabwe lies at the interface of English and other foreign languages on one hand and African Languages, namely Shona or Ndebele and other indigenous languages, on the other. Thus Zimbabwe can be described as a multilingual country or nation. Being multilingual implies that there are many languages in Zimbabwe that are at the disposal of the speakers and the educational curriculum. As such, multilingualism poses a challenge of language choice for administration, communication and education. This study sought to establish perception and attitude towards the study of African languages and how that impacts on human capital management and development in a society that has many languages at the disposal of speakers and learners.

Bamgbose (1991) also observes that there is hardly any nation that is strictly monolingual. The languages could be local or foreign/external. The multilingual scenario can be traced back to the political and social history of any nation or region. There is no homogenous linguistic landscape no matter how much speakers of one language may try to impose their language on others in a bid to effecting language

change. Language is closely intertwined with power, social pride and culture and as such multilingualism always presents language problems (Bamgbose, ibid). This is relevant to this research since power; social pride and culture are at play in choosing a language for education.

Colonial rule on African states also meant the imposition of foreign languages as languages of administration. It entailed bringing different linguistic groupings under one political group. The statutes of languages in such multi-lingualistic setups tend to couple with economic, culture and power status of the speakers. In Africa, colonial languages dominated the linguistic landscape the same way their speakers dominated the political scene. This is evidenced by the status of different languages and their functions in a given society as shall be discussed in the next section.

2.3   Functions of language in society

There is some specialisation of language in a multilingual landscape or society. Languages enjoy different status in different situations. This state of affairs becomes essential in this research since the research looks at attitude and perception of the study of African languages in Zimbabwean high schools and their implication on human resources matters. The choice of which language to study at high school, among many, can be directly linked to the aspects of language status and the specialised functions of that language in a society. A language that offers opportunities in life after schooling is important and studying it becomes worthwhile.

Language functions and statutes can best be explained by adopting and adapting Charles Ferguson's (1959) description of a situation in Greece, the Arab speaking world

in general, German speaking Switzerland and Haiti, where some language varieties were used for formal and public occasions by an elite as opposed to ordinary language (Wardhaugh, 1998:85). Ferguson (1959) in Wardhaugh (ibid: 87) refers to such a situation as diglossia and describes diglossia as,

> ... a relatively stable language situation in which ... there is a very divergent, highly codified ...superposed variety, the vehicle of a large and respected body of written literature ... which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation.

Ferguson's (1959) idea of diglossia was reviewed and amended by Joshua Fishman (1971). Fishman (ibid) treats Ferguson's diglossia as narrow and so broadens the term to include a wider variety of language situations. While Ferguson's concept of diglossia refers to varieties of languages, Fishman thinks of separate languages. This study looks into choice between different languages in a society and this means that Fishman's treatment of diglossia is more appropriate. In general terms, in a diglossic situation languages are ascribed with 'High' and 'Low' variety tags depending on Ferguson's nine rubrics namely; prestige/status, literary heritage, acquisition, standardization, stability, grammar, phonology and lexicon. All these determine whether a language or language variety is important in a society or not and this has an indirect bearing on the education curriculum.

The concept of diglossia is very relevant in this study because it helps explain the functions of languages in the country under study. In diglossic situations, different languages are ascribed with different functions which in turn reflect the status of the languages. Benson (2004:57) reckons that a language with many functions gains prestige. Some languages, particularly the coloniser's, are regarded as official while

African languages are reserved for informal communication. This automatically places languages in a linguistic hierarchy. In colonial days, and even today, English and French were, and are, placed at the apex of this linguistic pyramid, whilst the indigenous languages were, and in some cases are still, found at the base. It is natural that given a choice, one would opt to study that language which occupies the prestigious position in the hierarchy and this is of interest to this study.

There are many ways of describing functions or uses of a language in a society. This literature review shall consider ways, which are relevant to the study, of ranking languages according to their 'importance' in a society. These depend on or determine when and where languages are used and for what purposes, as shall be described in the next sub-sections.

2.3.1 Official language

Fasold (1984) regards an official language as a language:

- used by government officials in official duties at national level;
- of written communication between and within government agencies;
- in which government records are kept;
- in which laws and regulations are written;
- in which various national publications are written.

2.3.2 National language

A national language is variously used referring to;

- Represent identity of a nation or country;

- A designation given to one or more language(s) spoken as a first language in a territory of a country;

- A regional language (en.wikipedia.org/wiki/National_language).

2.3.3 Majority and minority languages

Bekker (2004:49) says the number of speaker has can also be used to describe its functions. The numbers are quite relative such that a language with more speakers than the other is referred to as majority while that with fewer speakers as minority. Such classifications can present difficult choices to educational policy makers when making decisions with regard to languages of schooling and the curriculum as shall be spelt out below.

As has been said in 2.3.1 an official language is one that is used as the language of government administration and institutional scientific developments and trade. In view of the concept of diglossia, such a language is regarded as the High variety (H) and is esteemed as highly prestigious. Even in the face of political independence, these official languages continue to ride the crest while African governments take time to uplift the status of indigenous languages (Prah, 2005). Some African indigenous languages have been 'raised' to the status of national languages. In Zimbabwe, for instance, Shona and Ndebele have been 'raised' to national languages status while the rest of the other indigenous languages have been unfortunately tagged as 'minority' or 'marginalised' languages. This has an effect on the language curriculum in high schools.

At independence, the government of Zimbabwe made efforts to change or correct this situation. The Nziramasanga Commission Report (1999) reports that, in 1981 as part of

the effort to raise Shona and Ndebele languages to the status equal to English, a full 'O' level certificate included five subjects including a language which could have been Shona, Ndebele or English. However, this was reversed in 1985 because of pressure from the University of Zimbabwe teachers' colleges, polytechnics, technical colleges and the formal employment sector. This was a blow to the intended linguistic parity. Again in 1987, the Education Act stipulated that Shona and Ndebele be the media of instruction in primary schools from grade 1 up to grade 3. Subsequently the amended Education Act (2006) extended the use of local languages as media of instruction up to grade 7. It is sad to note that all these efforts have not changed the linguistic landscape and this is reflected in the school curriculum.

The 'minority' or 'marginalised' or 'minoritised' labels attached to some languages such as Venda, Changana and Nambya tend to denigrate the languages and relegate them to inferiority status. These languages continue to be treated as unimportant which according to Nziramasanga Commission Report (1999) is pejorative since these languages also have a grammar; phonetic and morphophonemic structure and syntax like any other language. It is therefore possible to study these languages at any level of the education system.

The language landscape in Zimbabwe is such that the official language, English, is more highly prestigious while the national languages are less prestigious and the minority languages being ranked the least prestigious (Hachipola, 1998). The aspects of diglossia and language status are deeply entrenched in the Zimbabwean linguistic set up. One can conclude that there is an element of attitude and/or perception when it comes to study of African languages in Zimbabwean high schools. And this should

have an impact on human resources issues in areas which require expertise in African languages.

2.3.4 Status of language in society

There is a very close relationship between functions that a language performs and its status. Language functions actually determine the status of a language. The more the functions a language has, the more prestigious it is (Benson, 2004:65). Besides function, Mutasa (2003:30) adds other factors that also determine the status of a language such as;

- The number of people using the language;

- The relative wealth of the language's speakers;

- The importance of what the speakers produce and its dependency on language; and

- The speakers' social cohesiveness and the acceptance by others of their right to be different.

All these determine how important a language is, and consequently give room for its study at high school which is significant to this study.

Basing on role/status of language, Mutasa (ibid) also ranks the languages of Zimbabwe as follows:

Official language..English

National language..Shona

Regional language..Ndebele

Language of education and mass media..........Kalanga, Shangani, Tonga, Venda

Language of mass media alone........................Chewa

No role..Hwesa, Kunda, Nambya, Sena,

Sotho, Tshwa, Xhosa, Baswa

Given such a ranking it is obvious which language would be viewed positively in language planning and policy, and curriculum planning.

2.4   Language and education

Education is the basis of mass participation, social mobility, manpower training and development of human potential among other benefits (Bamgbose, 1991:62). The issue of language always crops up when dealing with schooling because it is mainly through language that knowledge is transmitted. Bamgbose (ibid) poses three major questions involved in the part played by language in education. These are:

- What language?
- For which purpose?
- At which level?

It is very difficult to say what language to use in education in a multilingual country like Zimbabwe. Ngugi in Ouane (2003) contends that the language used in education is the

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language of power. However, it is saddening to note that a large portion of the population in Africa is not competent in the languages of power in their countries. Skutnabb-Kangas in Ouane (2003: 15) laments that one of the most successful means of destroying or retarding languages has been, and is, education. Educational curriculum decides the importance of a language.

Bamgbose (1991: 65) suggests three choices that can be considered when making decisions on the language of education. The first one is to take the mother tongue as the language of education. According to UNESCO (2003:15) mother tongue may refer to several situations such as:

- The language(s) that one learns first;
- The language(s) that one identifies with;
- The language(s) that one knows best;
- The language(s) that one uses most.

The mother tongue is also known as the 'primary' or 'first language', thus emphasising its importance.

The main reason for the advancement for the use of the mother tongue in education is that it is the language of the home and socialisation; hence it cushions the learner in school setup. Education through the mother tongue opens doors for mass participation (Webb, 2002). Kembo-Sure in Mutasa (2006:26) concurs by adding that using a mother tongue underlines the importance of the community's cultural heritage and seeks to instill pride in local culture.

The second option is that of using a language of wider communication (LWC), better known as national language. However, this option poses problems to speakers of the so-called minority languages who will have to use national or majority languages which are not their mother tongue, as the language of education. Despite that, Kembo-Sure in Mutasa (2006) advances the advantages of using a LWC as:

- It is a symbol of the nation;

- It unifies the nation; people who speak one language quarrel less.

The last choice is that of using a foreign language such as English. The main reasons why African education systems opt for foreign languages are that:

- They are a neutral choice among competing languages;

- They are already standardised since most teaching materials already exist. It is therefore more economic to use them.

- They provide access to the existing knowledge in Science and Technology, which is badly needed by Africa for economic and industrial development.

- They provide media for international communication, trade, diplomacy, higher education, tourism, etc (Kembo-Sure in Mutasa, 2006:27).

Whatever the language choice is, out of the three options outlined above, a language has three purposes in education namely:

- Literacy;
- Subject; and

- Medium of instruction (Bamgbose, ibid).

These shall be explored below.

Literacy can refer to both a child's initial literacy and training of adults in reading and writing. A checklist that Bamgbose (2000:58-59) suggests for the ideal language of literacy is as follows:

- be familiar to and preferred by learners and teachers;

- be spoken by a large number of people over a large area;

- be useful for communication in local and national life and especially *working life* (own emphasis);

- be well supplied with teaching materials.

Such information is relevant to the present study because a language should help learners grasp new knowledge and *apply* the new knowledge to *real life* situation beyond the classroom situation (own emphasis).

A language may also be taught as a subject, not necessarily implying its use as a medium of instruction. Education must be concerned with the liberation of the human potential for the welfare of not only the individual but also the community at large. Language empowers the speakers. Vambe in Mutasa (2006:10) supports by noting that, speaking an African language does not automatically guarantee one's ability to do well if tested in that language. African languages speakers should learn and acquire the skill of using their own languages and this becomes very important in managing and developing human resources.

A language can be treated as a medium of instruction but this implies that it should be also taught as a subject. A language that a child knows effectively should be the language of education and training. It is believed that that language is cognitively the most suitable medium to learning new concepts (Kembo-Sure in Mutasa, 2006:26).

Introduction of a language in education is closely tied to levels of education, that is, pre-school, primary, secondary or tertiary level. It is possible to introduce language as a subject at any of the four levels. However, this is not possible with language as medium of instruction according to Bamgbose (ibid). For a language to be used at a level, it should have been taught as a subject at a level lower than the one in question. Bamgbose (ibid) also suggests that it is possible for one medium to give way to another and for two media of instruction to be used concurrently. Some subjects can be taught in one medium while others are taught in another medium.

In light of the three questions posed above, countries have got many options when it comes to choosing language in education. However, there are some factors that determine the choices namely: historical, sociolinguistic, socio-cultural, economic, theoretical, pedagogic and political. Most African nations make a language policy in education but in most cases such policies are just an extension of colonial policies. History continues to shape and cement past colonial language policies in education. The language of education in all former British colonies is English, all former French and Belgian colonies use French and Spanish is used in the former Spanish colony. Countries which have been under Arabic influence like Nigeria have Arabic as a medium of instruction or as an official language as in Sudan or Mauritania. The glaring

absence of African languages in the education system is best viewed as a colonial linguistic inheritance (Bamgbose, ibid).

During colonial days, mother-tongue education was basically limited to:

- initial literacy;

- a medium of instruction at lower primary level; and

- a subject from primary to higher levels.

This is what is happening even today; the role of African languages has not changed. Colonial languages are still the medium of instruction from upper primary to higher levels of education. It has been difficult for African nations to come out of this linguistic scenario which is typical of colonial times.

It is high time African countries break away from such a position and that can only be done through affording a greater status to indigenous languages. There are nations that have planned and/or experimented with this move. Some have expanded in the use of African languages as media of instruction to the entire primary school course and even beyond (Bamgbose, 1991:70). For instance, Somali has been used as medium of instruction up to secondary level and Swahili has also been used as a medium of instruction throughout primary education. It should however, be noted that when Swahili became a medium of instruction at primary level in Tanzania, in 1967, the original plan was to extend to secondary education but that did not materialise (Bamgbose, ibid: 71).

What is of concern is that such moves to expand the use of African languages are not backed up by the necessary policy, this does not work out well as was experienced with

Sierra Leonean African languages. Of all the former British colonies in Africa, only Sierra Leone does not practise mother-tongue education because plans for mother-tongue education were not backed by policy (Bamgbose, ibid).

2.4.1 Challenges in mother-tongue education

African countries remain prisoners of the past in terms of language policy (Bamgbose, 1991). UNESCO (2003:15-16) concurs and gives the following as reasons for such an imprisonment:

- sometimes the mother tongue may be an unwritten language;

- sometimes the mother tongue may not be recognised;

- appropriate terminology for educational purposes may still have to be developed;

- shortage of educational materials;

- multiplicity of languages;

- lack of appropriately trained teachers;

- resistance by students, parents and teachers.

This explains why the linguistic landscape in countries like Zimbabwe has been deeply engraved hence it becomes very difficult to break away from the past. The above factors identified by UNESCO (ibid) give birth to a bigger problem; that of the sociolinguistic constraint which concerns language status, number of speakers and state of language development. In multilingual contexts there is also multiplicity of choices, as has been alluded to in the section that explores language function and status, where different roles are assigned to language depending on certain factors. Languages can be regarded as official, national, regional, community or local. Official

and national languages usually have prominence in education than the other types of languages.

Alongside that, Benson (2004) describes some myths and attitudes that are regularly used to challenge use of mother tongue in education. These include the following:

- *The one nation – one language myth* which believes that use of a colonial language in education unifies a nation. Contrarily, countries like Bangladesh, Pakistan and Sri Lanka have suffered destabilisation due to failure to recognise linguistic diversity.

- *Local languages cannot express modern concepts myth* is also a colonial concept. However, linguists have established that all human languages are equally able to express their speaker's thoughts and can develop new terms and structures needed. Leopold Senghor once successfully translated Einstein's Theory of Relativity into Wolof, a Senegalese language.

- *The either – or myth* says that bilingualism causes confusion. In actual fact the opposite is true because, according to the Common Underlying Hypothesis, the more highly the first language skills are the better the results in the second language (Cummins in Nyawaranda, 2000). Plurality should be seen as an asset (Benson, 2004:65 and Mavesera, 2009).

- *The L2 as global language myth* is a deliberate political promotion of foreign languages. In practical terms, many people in Africa have very little use of L2 in real life.

- *The myth that parents are for L2-only schooling.* Heugh's (2002) and other research have proven high levels of bilingual education from multilingual communities.

In the same vein, Kembo-Sure, in Mutasa (2006:13) also identifies what s/he calls folk theories or myths on language in education and these are, that:

- Everyone needs to learn English;

- English is the world language and there is an international variety of English for all to learn;

- International English is culture-free.

All these are just 'stories' to downplay the importance of mother - tongue education. Such stories could have a part to play in influencing attitudes and/or perceptions towards the study of African languages, hence they are worthwhile noting.

Another major impediment in selection of language for education is the state of development of the language (Bamgbose, 1991:72). A language with a long literary tradition has an advantage over one that does not. Although in terms of numbers Shona and Ndebele are the major languages in Zimbabwe, for example, the early tradition of writing put English at an advantage and makes it the language of education. Shona and Ndebele do have orthographies and training of teachers in place but they lack in reading materials as compared to English. This has led people to thinking that African languages need to evolve adequate terminology before being used for teaching school subjects.

Language of education choices also have to consider socio-cultural aspects of language. In other words, the desire to ensure that a people's culture, which is represented by that people's language should not be underestimated. This means that any system of education should consider giving every learner the opportunity of learning his/her language or learning in it. Usually there is a danger of trying to weigh costs of educating people (in) their language for cultural survival against the need for technological development (Bamgbose, 1991:73). This argument is extended to the need of providing a learner with an effective education to fit him/her for the modern world. This further hinders the desire to inculcate appropriate culture in a child through an indigenous language in the face of an opposing 'more lucrative' foreign language.

To circumvent this problem, Bamgbose (1991:73) suggests options for a bilingual education programme as follows:

- use of first language as a subject leads to recognition of linguistic and cultural plurality;
- equal use of both first and second languages as media of instruction indicates a concern for bilingualism and biculturalism;
- combination of a first language as a medium with a minority language as a subject or medium is an appeal to cultural harmony and coexistence;
- use of first language as a medium with a third language as a subject is designed to widen the student's cultural horizon;
- use of a first language as a medium giving way to a third emphasises cultural enrichment; and

- equal use of first and third languages as media focuses attention on international understanding and solidarity.

The above options lead us to yet another constraint, that of economy, due to the excessive cost of providing education in all the languages in a society. In Africa there are far too many languages and many of them do not have adequate written literature. It is a difficult task to provide written materials for all of the languages, hence practically impossible to use all of them in education. As a result education systems choose the most effective language possible thus disadvantaging the indigenous languages. A language is like money, the more it can buy, the greater value it has. English gives the student access to modern education and technology and ensures for the nation rapid economic development and is thus preferred over indigenous languages.

Although it looks economically impossible to use all languages in education, varying degrees of mother tongue education are possible. It should also be remembered that education plays an important role in the liberation of the human potential for the welfare of the community. Education must train human resources capable of stimulating production in areas essential to welfare of the majority of the population. This means that use of indigenous languages in education is inevitable. The UNESCO Meeting of Experts which met in Paris in 1951 recommended as follows:

> On educational grounds, we recommend that the use of the mother tongue be extended to as late a stage in education as possible. In particular, pupils should begin their schooling through the medium of the mother-tongue, because they understand it best and because to begin their school life in the mother tongue will make the break between home and the school as small as possible (UNESCO, 1953:47-48).

This recommendation strengthens not only the idea that early mother - tongue education is sound but also the fact that it should be extended to later stages of education.

Many experiments based on this recommendation have been carried out worldwide and have yielded varying results. In some cases use of English as language has produced high scores yet in others use of mother tongue has produced equally high scores as well. Bilingual or multilingual experiments are never conducted in a vacuum, but are influenced by the socio-cultural set up. The type of students involved, their attitude, their parents' attitude and their motivation come into play. Such knowledge is useful to this study as it sought to establish attitude and perception towards mother - tongue education.

The other constraint related to mother-tongue education relates to politics. While educationists may know what to do, they need to be empowered to implement policies (Mnkandla, 2000: 91). Generally there is this attitude by governments that language policy matters are sensitive (Bamgbose, 1991:79). Possibly that is why governments, especially in Africa, are hesitant to alter existing language policies where drifting towards mother language is involved. It has been noted in most African countries that governments facilitate debates about emphasizing mother - tongue education but conveniently carrying on with a language of wider communication education. At an African Ministers of Education meeting in 1976, it was agreed that, "… national languages must be restored as languages of instruction and as vehicles of scientific and technical progress" (Bamgbose, 1991:80). Surprisingly the educational practice all over Africa has remained unchanged in respect of the language of education.

Pronouncements after pronouncements about planned changes are made without matching practical progress. In addition, those in power heavily influence language policy issues because of their attitude towards different languages in society. The following examples, cited by Bamgbose (1991:80) testify this fact:

- Nzema was approved as one of Ghana's recognised languages for it was spoken across the national boundary yet it was actually because it was the native language of then President Kwame Nkrumah;

- Wolof orthography received vigorous intervention by President Senghor in Senegal;

- Vocabulary innovations in Chichewa in Malawi received President Banda's veto power;

- Grammar of Kabiye was rejected by President Eyadema of Togo because it was not based on his own dialect.

These examples are important to this research as they shed light into how political attitude and perception can influence the language curriculum in Zimbabwean schools. The next section focuses on language education in primary education with specific reference to the mother tongue.

2.4.2 Mother tongue in primary education

Historically, the advantage of a good mastery of languages of wider communication gave them a greater role in the African education system over the African languages. Science and technology was transmitted mainly in the foreign languages and were therefore made media of instruction in secondary and tertiary levels of education.

Advancement in computer technology, where learning and processing of knowledge now takes place through use of machines, saw computer language being based on languages of wider communication largely and to a lesser extent on African languages quite recently.

Bamgbose (1991:80) maintains that the recognition of the importance of language of wider communication however should not "oust African languages" as either medium of instruction or subject in the African education system. Too much justification for the imbalance has been proffered but there is great need to redress the situation and this is why the present study subscribes to educational Reconstructionism. The teaching and learning of English for example has been done over long periods hoping for a greater mastery of the language. The language has been made a compulsory subject at primary and secondary levels in a bid to make one know how to use the language at tertiary and in employment spheres. Unfortunately, there are frequently high repeat and drop-out rates due to poor performance in English and subjects where English is used as medium of instruction, hence calling for a radical change of language education in Africa.

Besides being used for literacy, Bamgbose (ibid:82), Mavesera (2009) and Kembo-Sure in Mutasa (2006:39) concur that the mother tongue has equal rights to be either subject or medium of instruction in the education system for the following reasons:

- There is need to preserve a people's cultural heritage which is transmitted in a language.
- Mother tongue also has the right to exist.

- Mother tongue can give way to official language but it has the right to live.

- It is the speaker's right to use their mother tongue in education.

- When a child begins school at the age of 5, they would have mastered most of the basics of his/her mother tongue. This can then be used as a foundation laid down for any further study of that mother tongue or other languages.

- Learning through a mother tongue provides a smooth transition between the two worlds that of home and that of school.

Makanda (2011) recommends that there should be some innovations in order to make mother tongue education viable. Makanda (ibid) suggests development of courses in African languages, that suit today's needs as well as the needs of speech communities. However, Bamgbose (1991) warns that innovations in mother-tongue education have been seen as a departure from the norm and as such have been played down. This, Bamgbose (ibid) says, is due to the survival of colonial language education policies.

Some mother-tongue education innovations are related to the status of a language, that is whether a language is dominant, non-dominant or minority. A dominant language is a language with a good literary heritage and a sizeable school population. Such a language is easy to experiment with since it is equally easy to justify extensive provision of textbooks as a subject in itself or as medium of instruction in other subject areas. Such a language also naturally has a pool of potential human requirements and people are afraid of changing the status quo but it is worth to try as has happened in some countries.

In former English colonies, major innovations after independence of most nations were to extend use of indigenous languages as media of instruction beyond the third grade of

primary education. Tanzania is a good example where Swahili was used as medium of instruction up to the first two years of upper primary school, whereas English was introduced as a subject in Standard V and became a medium of instruction in Standard VII. Later on Swahili became medium of instruction for the entire primary school in 1970 (White 1980 in Bamgbose, ibid).

Somalia has also seen innovation in mother-tongue education in the form of drift from using Italian and English as medium of education to Somali in all primary education and secondary education except the last two years. Thereafter English takes over except for the teaching of Somali language and literature.

A Six Year Primary Project was also done in Nigeria in a bid to compare the traditional system of mixed media of instruction (English and Yoruba) with the new system in which Yoruba as a medium of instruction. This Nigerian Six Year Primary Project also showed that mother - tongue education does not sacrifice proficiency in a language of wider communication, English, which was being taught as a subject throughout. The reason behind such a success is attributed to the positive attitude to both languages. On the contrary, in Tanzania, the nationalist attitude towards Swahili resulted in negative impact on the teaching and learning of English.

Examples of this nature give an insight into the area currently being studied since the issues of attitude and perception have an impact on the study of African languages in schools. The gap to be filled in by this study is the subsequent impact of such on human capital management and development in fields related to these languages.

Non-dominant languages use in education rather has limitations for they can only be included in primary education. This is because they have fewer speakers and so cannot support widespread use. Similarly, minority languages also lack in terms of numbers of speakers. Because they also exist within one or more dominant languages, there is a general tendency is to downplay their importance and as such are deemed expensive as languages in education. Where budgetary allocation to education is inadequate, priority is given to major languages and language(s) of wider communication. However, this sounds unfair since even the minority language child also has his/her linguistic rights.

On the basis of this thinking, Nigeria initiated an innovation in 1970 involving the use of minority languages. About twenty minority languages/dialects were used as media of instruction for other subjects, except English, in the first two grades of primary education. Called The Rivers Readers Project, the innovation yielded two valuable lessons for mother - tongue education in minority languages:

- Costs can be minimised by using uniform formats and illustrations for teaching-learning material like dictionaries and readers.
- With community interest and participation, a lot can be achieved. The project gained much by involving Language Committees comprising linguists and influential native speakers in reviewing orthographic and commissioned material (Bamgbose, 1991:90).

From these lessons he warns that in some cases, with reference to minority languages, mother-tongue education may not go beyond use in initial literacy because situations

differ but goes on to suggest the stages that are involved in innovations with mother - tongue education. These are:

- Stage 1: Proposed Innovations

- Stage 2 : Experimental Innovations

- Stage 3 : Actual Innovations

Progress from Stage 1 through Stage 2 to Stage 3 is measured by the number of mother-tongue educational practices that pass from Stage 1 to Stage 3. Lack of progress is evidenced by the large number of African nations like Zaire, Kenya and Zambia that stick to prioritising languages of wider communication in the education system. Conversely, notable progress has been recorded in countries like Guinea, Madagascar and Central African Republic where there was departure from French to African languages. One can conclude that it is possible to reconstruct the language education curriculum as long as there is a positive attitude in those involved (Bekker, 2004:53). Once that is done at primary school level the task becomes lighter to do likewise at higher levels, which is the next port of call.

2.4.3 Mother tongue beyond primary education

Beyond primary education, mother-tongue education is quite minimal in most of Africa. Basically, the role of African languages beyond this level is as a subject in some institutions, but not all, especially in former British colonies like Zimbabwe. The teaching and learning of African languages in secondary schools and tertiary institutions is generally characterised by problems related to curriculum, materials, time allocation, teacher preparation, and prestige [Desai (2004:328), Bamgbose (1991:92)].

The curriculum basically replicates the colonial pattern originally designed for foreign learners who took African languages as L2. The emphasis is on comprehension, composition, translation and proverbs. The prescribed syllabus is an examination syllabus and not a teaching-learning syllabus. Teaching-learning is highly geared towards the mastery of the content with concentration on areas that featured in past examination papers. Candidates can pass their examinations by just making a thorough study of past examination papers without difficulty. This is why some students choose to write 'O' or 'A' level African languages for they can pass by merely studying previous question papers during the period just before examinations, without having exerted themselves to the subjects for the whole period of the course. The study of African languages at university is characterised by grammar, phonology and translation which again, according to Bamgbose (1991:92) are features of colonial language teaching and learning. Study of such language aspects actually enhances competence in English mainly.

In terms of study materials, there has been a considerable improvement because of increased effort to produce texts in the African languages. In Zimbabwe, for example, African languages scholars like Magwa and Makadho (2009), Magwa (2006), Nyota (2004) and Mashiri and Warinda (2007) have contributed immensely towards texts in the Shona language for the Shona language and literature. More critical texts for insightful and interesting study of African languages and literature should continue to be written and published.

Because African languages are not regarded with high esteem, teaching-learning timetables reflect that the time allocated for them is limited as compared to that for other

subjects like Mathematics and English. This is more prevalent at secondary level than tertiary levels. The area of teacher preparation for African languages is still found wanting (Bamgbose, 1991:93). Although most education systems have gradually realised that it is not possible for one to teach African languages without having been professionally prepared for that, we still have trained specialist teachers who are not attached to their jobs as such. There is lack of commitment to and pride of the teaching of African languages might have a bearing on attitude towards the study of African languages beyond primary school level.

In Ghana, after that realisation, a Specialist Training College was established specifically for the training of professional teachers of indigenous languages. In Zimbabwe special provision for the training of Tonga language teachers has been made at United College of Education, but for the primary school. Efforts are also being made to have Tonga, Venda, Nambiya language teachers trained at Joshua Mquabuko Polytechnic.

The greatest stumbling block in the study of African languages in secondary education is the low prestige attached to it (Bamgbose, 1991:94). Reasons that are often given for such attitudes and perception are:

- The industry does not seek after specialists of African languages on the job market.

- Passing an African language is not compulsory for most post-secondary studies. English, on the other hand is a required subject in post-secondary life.

- African languages are only recognised for courses in the language or for jobs which require use of the language such as broadcasting in addition to the English language requirement.
- The brighter students tend to go for other language such as French because they think that African languages will not help them at any stage in life.

As long as African languages continue to be accorded low prestige, this will continue to impact on their study and consequently on the management and development of personnel in related areas.

Contrary to the situation in secondary schools, it is surprising that African language study is increasingly being taken more seriously in institutions of higher learning. There is a lot of research and innovation with African languages at tertiary level. Much is being done at these institutions with the aim of improving mother-tongue education at lower levels. In the same vein, most teachers' colleges and universities in Zimbabwe are also advocating for and researching into mother-tongue education (Chapanga and Makamani, 2006). Hopefully the gap between what is happening at secondary and tertiary level will be clarified by this study. But before that unveils, it is worthwhile to look into the study of African languages as a second language (L2).

2.4.4. African language education as a second language

In bilingual or multilingual situations, the teaching of a second African language is often proposed. In Zimbabwe for instance, the amended Education Act (2006) stipulates that Shona and Ndebele be taught as L2 in Ndebele- and Shona – speaking areas respectively. Mutasa (2003:30) states that proposals of that nature relate to acquisition

planning and are directed at increasing the number of users of a language being targeted. Why increase the number of African languages speakers?

Mutasa (ibid) asserts that speakers, listeners, readers and listeners who are users of a language could be increased for the following reasons:

- Acquisition of a language as a second or foreign language is a major goal in the teaching of language as L2.

- Re-acquisition of a language by people when it was a vernacular.

- Language maintenance as in efforts to stop the death of a language.

It is the last two of the above reasons which are of concern in this study. The value attached to a language in education determines its future, whether it dies or grows.

Generally, as has been said already, mother- tongue education faces many challenges. Similarly, teaching an African language as L2 also has its own stumbling blocks. Bamgbose (1991) notes that once there was a suggestion to teach a second Ghanaian language as a subject at primary school. The proposal did not work out because it was considered an extra burden on top of another mother tongue and English. In Nigeria too it was proposed to introduce a second African language at secondary school and this did not work out either. In both cases there were problems with the following issues:

- choice of the second language;
- availability of teachers (*lack of human capital* - own emphasis);
- need for special materials for teaching of the language as L2; and
- time constraint in the already heavily loaded secondary school curriculum.

These examples show that whatever strategy is used to introduce African languages in the school curriculum, there is always a problem of some sort. One can be forgiven to quickly conclude that all the reasons given are just ways out rather, it is a matter of attitudes and perception. This kind of information becomes very important as attitude and perception are key areas to this study.

2.4.5 Mother-tongue education for work-life

During colonialism Africans were disempowered through deliberate strategies of not promoting and preserving African languages. This shows that colonialists viewed languages as an economic resource. Therefore, African languages should be used to empower their speakers. Uju (2008:24-26) observes that language is inextricably linked to economic development. Mutasa (2003), Mazrui (1986), Ngugi (1980) and Mavesera (2009) also concur that language is an economic resource, for both language and economic development. Webb (2002) corroborates that language can facilitate or hinder economic activity. Language utilizes the worker's skills and knowledge productively. It enhances effective delivery of services to the public. Language study therefore has implications on human resources management and development.

Ngugi (1996) maintains that language encompasses heritage, culture and feelings. Language fosters a strong sense of belonging and confidence that builds self-esteem. Self-esteem is necessary for socio-economic assertiveness. Mutasa (2003) notes that it looks like African languages are restricted to oral communication between co-workers in the work-place. African languages rescue workers where workers have limited proficiency and/or vocabulary in the foreign language. This means that lack of language proficiency and/or vocabulary is a drawback in the work-place for it lowers productivity.

African governments need to seriously consider which of their country's languages is more effective in the work-place and have their curricula reconstructed to include it.

Language is also very important in establishing norms and values at institutions and the work-place. Webb (ibid) reasons that language instills a sense of institutional loyalty and security, which are essential for good governance and good business. To this, Mavesera (2009:36) adds that language can thus be viewed as a production factor. To appreciate the relationship between African languages and the work-place one needs to first realize the interface between language, culture and development. Language enables a speech community interact with their world effectively in a bid to produce goods and services that are necessary for their survival.

Webb (ibid:219) further notes that education is important in the development of vocational skills. Education is therefore an instrument of education and training. This study maintains that African languages provide a comfort zone for human capital at the work-place. There is thus need for some social transformation of language in the education system. As long as African languages are not used in formal circles, economic empowerment cannot be realised. African governments need to take a radical turn-around and have total and focused political commitment on the language problem.

 Recognizing, promoting and developing a language enhance the achievement of equality which ensures social, economic, governmental and educational objectives. Mutasa (2003:38) admits that this is the most appropriate strategy in resolving language problems in a multilingual society. That way all languages would contribute substantially to the development of a country through the use of these languages. If African

languages and literatures were to be used through formal education, the indigenous people could be empowered socially, culturally and economically (Mavesera, 2009:20). Languages that people are able to communicate in are critical for personal as well as national development. Formal education then provides the necessary skills that help polish communication skills. Mutasa and Negota in Mutasa and Ogutu (2008:16) maintain that, "… the school is the all powerful institution responsible for preparing children and young people for effective participation in the affairs of the country, both social and economic".

Although Bamgbose (1991) refers to mother - tongue education as being very essential in adult literacy programmes this study adopts and adapts this vision in terms of work-life, basing on a new concept of literacy evolved by UNESCO in 1960. UNESCO linked literacy learning (read, write and count) to a learner's work situation and his/her environment. "The assumption is that if a person sees the prospect of his economic interests being enhanced by literacy, he will be more inclined to pay serious attention to it", as Bamgbose (1991:95) notes. In the same way a housewife is enabled to learn about childcare, environmental sanitation and nutrition through a mother-tongue education in adult literacy. A broadcaster, for example, should also be made effective and competent in language through mother-tongue education.

Mother-tongue education emphasizes the link between literacy training and development and this is called functional literacy. UNESCO (1970:9) defines functional literacy as, "... literacy ... conceived as a component of economic and social development." The basis of functional literacy is the acquisition of language skills and the widening of a person's horizon through reading. That way the learner is encouraged

to read other areas of general interest, thus extending boundaries of one's knowledge. The learner is consequently enabled to participate in the world of knowledge and creation of new knowledge. Bamgbose (1991:97) calls for a "combination of functional literacy with a more humanistic and liberal application of literacy to a wider field of knowledge." This is best imparted through an African language, hence justifying the need for reconstructing the curriculum or "*Africanising* the school curriculum" as Mavhunga (2006:440) calls it.

2.4.6 Developing mother-tongue education in Africa

In many African countries developments in mother-tongue education are not a result of deliberate policy decisions but because of efforts made by post-secondary institutions, especially universities. Bamgbose (1991) acknowledges that research and teaching of African languages at university have covered the following essentials:

- phonetics, phonology, orthography, syntax, lexis, semantics and pragmatics;

- studying the languages for their own sake;

- introducing courses in language and literature at first and higher degree levels;

- collaboration between Departments of Linguistics and African Languages and Departments of Education so as to link content and methodology.

Despite the above listed developments there is still more to be done towards mother - tongue education as Makanda (2011) realises.

Bamgbose (1991) identifies development of the appropriate meta-language as a needy area in mother-tongue education. For successful and practical mother-tongue education, African languages specialists must come up with an agreed set of terms for:

- the description of the language(s);

- literature;

- methodology; and

- technical jargon for various disciplines.

Suitable meta-language provides a wide base for potential textbook writers resulting in a rise in publications.

As Bamgbose (1991:101) observes:

> The paradox of mother-tongue education in many African countries is that while it is negligible at primary level, it seems to flourish at university level. If any changes are to be expected… they are likely to be induced from the top of the educational system rather than below.

This could be the reason why the generality of the population develops wrong attitudes and perceptions towards indigenous languages and opt for language of wider communication education which consequently impacts on human capital issues.

There is a relationship between different languages in the same education system. In such a scenario some languages are regarded as official and in most cases this will be a language of wider communication, which is either English or French in most African countries. The official language is usually the medium of instruction from upper primary to tertiary level. This alone naturally calls for great devotion to the official language and this has created problems in language of and in education. The language of wider communication competes with the mother tongue in the system of education.

The observations noted above imply that each nation has to have a language educational policy which sets out the relationship between the teaching of various languages and the levels at which they are to be taught. This is language planning.

2.5   Language planning

Kennedy (1983) in Mutasa (2003:23) defines language planning as "… a problem solving activity concerned with deliberate language change for specific aims, which may be social, political or educational (or a mixture of all the three) of solving communication problems.". Weinstein (1980:55) also defines language planning as a government authorized, long term sustained and conscious effort to alter a language itself or to change a language's functions in a society for a purpose. Lo Bianco (1987:2) views language planning as the consciously and explicitly taken decisions about language issues. In simple terms, language planning is finding a solution to language problems. Language problems are more visible in multilingual set ups as was highlighted in the introductory parts of this chapter.

Language planning does not take place in a vacuum as Mutasa (ibid) reasons. It is a process that is government authorized. Language issues should be considered and handled within the fuller social context. Language planning involves decision-making regarding functions and development of languages. It is the government that makes such important decisions.

Mutasa (ibid) identifies three types of language planning namely:

- Corpus planning

This focuses on the nature of language, its form and structure. It basically handles that which affects the writing system of a language.

- Acquisition planning

This focuses on increasing the number of users of a language; the speakers, writers and listeners.

- Status planning

This focuses on a language's or a variety's status with regards to other languages or varieties.

Language planning should handle problems of attitude and / or perception toward some languages in a multilingual situation. This is basically an area of language status which is of great interest in this study as it is closely linked to attitude and perception.

Bamgbose (1991:110) advises that in language planning there should be a distinction between 'policy' and 'implementation'. Decisions on language status are policy issues because such decisions generally have political and/or socioeconomic implications. They require that the government or its agents be involved in the decision-making process. On the other hand, implementation targets corpus activities, which are not a main concern in this study.

2.5.1 Language policy

Language policy refers to any planning on language matters. A language policy is thus defined by Bamgbose (1991:111) "… as a programme of action on the role status of a

language in a given community". In multilingual nations, a language policy states the role or status of one language in relation to other languages.

Linguists generally agree that there are three types of language policy namely:

- Official language policy

  This type of policy relates to the languages that are recognised by the government.

- Educational language policy

  Is a policy that relates to the languages that are recognised by education authorities as media of instruction and subjects of study at various levels in education.

- General language policy

  Recognises languages used in mass communication, business and contacts with foreigners.

Of specific interest to this study is the educational language policy. This study subscribes to the reconstruction of the educational language policy so as to suit the needs and develop the potential of an African society.

2.5.2 Language policies in Africa

In most African states no preparatory steps are done to identify language problems so as to come up with suitable language solutions and map out possible outcomes. In addition to that, Batibo (2005) laments that in Africa language planning occurs against the following militating factors:

- Multilingualism – too many languages to consider;

- Colonial legacy;

- Globalisation;

- Insufficient financial resources;

- Inadequate human resources.

In agreement to this, Bamgbose (1991:111) admits that such problems explain why language policies in African states are marred by the following characteristics:

- Avoidance;

- Vagueness;

- Arbitrariness;

- Fluctuation; and

- Declaration without implementation.

These shall be explored in greater detail in the following sections.

2.5.2.1   Avoidance

African governments avoid pronouncements which might trigger objectives in some circles of the nation. This is the reason why some African countries like Zimbabwe do not have a real language policy. It also explains why language matters do not seem urgent and so there is no speed in making statements on language policy. No statement or pronouncement means no policy and then end up inheriting colonial language policies. Although avoidance frees the governments so to speak, it hampers

any efforts by linguists to develop and research on languages since there is no political will to support the endeavours. As such, language problems remain unresolved. Conversely, with a definitive language policy, weaknesses and strengthens of one can be reviewed from time. Thus modifications in language planning can also be wisely and factually guided.

2.5.2.2   Vagueness

Language policy statements with general and unclear terms, phrases and sentences are common in Africa. The phraseology is too flexible to be useful and attracting commitment on the part of implementers. A good example is what happened in Kenya where the ruling party declared that Swahili be the national language and thus exalting its status. The implementation strategies were not clear as to how this was going to be achieved as a result the opposite of what had been recommended prevailed. English is still the medium of instruction from the very first grade of education. The country's language of business is still English.

2.5.2.3   Arbitrariness

Arbitrariness occurs when formulation of language policy occurs without consultation on feasibility or reference to experts like linguists. Such is usually done by ruling parties or military governments or all-powerful leaders. It is not lip-service which counts, but other factors like feasibility and attitude of speakers too. Language policy issues are not as easy as just issuing a decree on which language and for what purposes. However, it should be noted that not all arbitrary language policies fail (Bamgbose, 1991:111). The case of Somali testifies this other side of the story. When Somalia attained her

independence in 1960, she had Latin, Arabic as well as indigenous languages and two systems of education n English and Italian. In 1972, the Supreme Revolutionary Council declared Somali as the sole national language and medium of instruction in primary schools. This decision turned out to be a success for later on Somali as medium of instruction was extended through to secondary school save for the last two years only.

2.5.2.4   Fluctuation

Language policy decisions can fluctuate because of the following reasons:

- Change in government policies;

- New ideas or practices recommended by commissions of inquiry;

- New ideas or practices adopted on the advice of foreign organisations;

Fluctuation in language policy is heavily felt in educational language policy more than anywhere else. Bamgbose (1991:115) cites Ghana as a good example.

Before independence, Ghana had a mother - tongue education policy where an indigenous language was used in the first three grades of primary education, just like the other former English colonies. There was a shift in 1951 with the Accelerated Development Plan that stipulated early mother-tongue medium of just one year which switched to English in the second year of education. From there the mother tongue was to be taught only as a subject throughout primary education. In 1956, the Bernard Committee investigated the practicability of using English throughout primary education and so recommended a u-turn to the pre-1951 policy of a three-year mother- tongue medium. At independence in 1957, the government accepted a report by a Mr. J. N. T.

Yanka and decreed and English medium policy for the entire primary education. As if that was not enough, in 1963 a committee of educators realised the insufficient competent teachers of English in the primary schools and advocated to return to some form of mother-tongue medium. This was rebuffed by the Minister of Education who strengthened the 1957 standing.

A military government took over the reign in 1966 and set up an education review committee which recommended a return to the three-year mother-tongue medium the following year. Again this was rejected by the government which recommended the return to the 1951 policy; using mother-tongue medium only in the first year of primary schooling. The 1970 new government went back to the 1967 recommendation. In addition, the Minister of Education declared that as from the following year, every Ghanaian pupil would be required to learn another indigenous language, besides his/her mother tongue, as L2. Another government took over in 1972 and went on to declare language [policies that were already in existence. In addition, French was to be introduced in grade four.

Such fluctuations or change of goal posts become so confusing or disoriented especially for the teachers. Ghana is not unique for this kind of fluctuation has also been experienced by the country under study. Such knowledge is vital as this study seeks to establish the implication on human capital matters. Fluctuation in language policy separates policy and practice.

2.5.2.5 Declaration without implementation

As Bamgbose (1991:116) sees it, there are three forms of declaration of policy without implementation. These are as follows:

- When recommendations are just not implemented because there are no supportive preliminary structures. A good example is proposing to teach a language in schools yet there will not be enough teachers of that language.

- When declarations are laced with escape clauses, thus rendering the policy not feasible.

- When declarations are made but implementation strategies are left unspecified, thus the policy begins and ends on paper.

Escape clauses in African language policies that capture the three forms include:

- ". . . subject to availability of teachers . . ."

- ". . . business shall be conducted . . ."

- ". . . as the Minister may approve . . ."

- ". . . where possible . . ."

- ". . . when adequate provisions have been made therefore . . ."

These are just legal clauses meant to maintain the status quo. The language policy pronouncements thus remain verbal and never get practical and this eventually impacts on human resources production. There seems to be something very wrong with language policies in African states.

2.5.3 How to make African language policies feasible

Batibo (2006), Bekker (2004) and Mutasa (2006) raise some of the following strategies as remedies to non-functional policies.

- There should be clear implementation procedures. It is important to specify what has to be done by whom and when.

- To set up some mechanism for implementation as; Language Commissions, creation of official posts for promoter of African Languages, provision of required resources, setting clear-cut guidelines for policy implementation, monitoring and evaluation and, time-framing proposed activities.

- Mother - tongue education is supposed to begin at pre-primary level to offset the issues of attitude and / or perception towards mother tongue.

- Political will is an undoubted ingredient.

- Mobilisation of the general populace.

From language policies of African countries that have been studied in this literature review, it seems each country is unique in its own right, hence Bamgbose (1991: 120) summarises, "This is why one policy that works in one country may fail hopelessly in another".

Lo Bianco (1987:2) also recommends that language policies should make a nation's choices about language issues in as rational, comprehensive, just and balanced a way as possible. The absence of explicit statements of principles and choices should not occur. Rather, it becomes implicit and that distorts language development in society and its institutions, the school included. Romaine (2002) concurs with Lo Bianco (ibid) by noting that no language policy is the same as an 'anti-minority-languages policy'. In other words, African states are doing themselves a disfavor by not coming up with

meaningful language education policies. Only the school, through an *Africanised* curriculum, can emancipate Africa in totality (Mavhunga, 2006).

As has been hinted in earlier sections of this chapter, it seems language planning in Africa is basically hinged on language status. This is the selection a language for certain domains that is, the functional allocation of a language. It is the government's prerogative to determine and assign roles to languages. The government creates language policies, gives languages their official or national statuses, monitors and implements regulations.

Mutasa (2003:29) notes that status planning decisions are political or authoritarian. Status planning is thus influenced by political, cultural and economic issues. As such, language functions change with time depending on political and ideological orientations. Batibo (2005:118) adds that status planning should address and focus on what a nation gains or loses by promoting a selected language. Batibo (ibid) suggests the following questions as a guide in status planning:

- What language would enable people's maximum participation?

- What language would help emancipate the majority?

Batibo (ibid) recommends two aspects in language planning; ideological and technical planning. He equates status planning to ideological planning because it involves policy decisions on determining the language to use in business, public administration, education, mass media, diplomacy international relations, legal matters and commerce. Batibo (ibid) cries for coordination and cooperation between linguists and policy makers

if justice to language problems is to be done. Patten (2001:709) echoes that status planning is very political in nature.

2.6 Language policy in Zimbabwean education

The 1987 Education Act has been the basis for language issues in Zimbabwe. According to the Nziramasanga Commission Report (1999), English is the language of business, administration and international relations. It is a compulsory subject through the whole education ladder up to employment levels. English has also been a language of instruction from grade four upwards although even at lower levels, unofficially. Shona and Ndebele are also taught up to university but *not on compulsory conditions* (own emphasis). The other indigenous languages are now being introduced after some amendments of the Education Act. The Zimbabwe School Examinations Council (ZIMSEC) ranks overall pass rate of schools according to passes in English. Schools are therefore motivated at teaching those subjects that give them and the school leaver a good positioning and an opportunity to be absorbed into industry respectively.

Colonial language policies continue to influence and to be reflected in the current language policy in education. The situation is no different from what used to obtain during the British South Africa Company's regime when bilingualism did not benefit the black African, as observed by Mavesera (2009:61). As if that was not enough, missionary influence on language in and of education fuelled the situation. Some thirty-four years in independence has not changed anything. English is still the language of legislation, courts education and commerce. English is still more developed than the

African languages and continues to be a global language, language of wider communication, of documents and the internet. What is saddening is that there still is not any concrete language policy save for a set of constitutional clauses which are amended from time to time.

Mutasa (1995:5) in Mavesera (ibid) observes that Zimbabwe had to inherit the colonial language situation for the following reasons:

- To keep track with global developments, maintain internal unity and contacts with friends.

- To adopt incremental policies that capitalized on available resources and ride on existing structures.

Fishman in Thondhlana (2000:7) reasons in a similar vein by stating that colonial language policies are maintained for:

- Nationalism – English is viewed as neutral and therefore unifies the nation.

- Nationism – that is for continuity and efficiency since the strategy reduces wastages.

Nziramasanga Commission Report (1999) argues that the use of indigenous languages in education is part of the struggle towards reform of African education system for sustainable development. Use of indigenous languages in industry and commerce would give feedback into the education system and motivate students to learn and master these languages. Conversely, industry and commerce would invest in and support the development of indigenous languages and the requisite manpower.

In trying to take heed of the Nziramasanga Commission Report the education ministry through the Secretary's Circular Number 1 of 2002, directed that:

- Local languages be taught up to grade 7 by the year 2005;

- Ndebele and Shona be given equal status to English concerning teaching hours, materials provision and research;

- Shona and Ndebele languages are made compulsory subjects up to form 2 level.

Despite such sound and promising declarations, very little has happened even up to this day. This study makes use of such realities in arguing for reconstruction of the language curriculum in Zimbabwean high schools.

Another attempt to redress language in education was made through the amended Education Act (2006) which states the following:

(1) Shona, Ndebele and English shall be taught on an equal time basis in all schools up to form 2 level.

(2) In areas where indigenous other than those in (1) are spoken, the Minister may authorise the teaching of such languages in schools in addition to those specified in (1).

(3) The Minister may authorise the teaching of foreign languages in schools.

(4) Prior to form 1, any of the languages referred to in subsections (1) and (2) may be used as the medium of instruction, depending upon which language is more commonly spoken and better understood by the pupils.

(5) Sign language shall be the priority medium of instruction for the deaf and hard of hearing.

With such a linguistic scenario, this study hopes to find out if this has got anything to do with attitudes and perception towards the study of African languages in the country.

2.7 Linguistic attitude and perception

Madadzhe and Sepota in Mutasa (2006:130) reckon that negative attitudes towards African languages play a major role in their unpopularity. Alenezi (2010) contends that although language educational policies are often imposed by governing bodies such as ministry, it is the teachers and learners who are affected by the language selection. Because the people on the educational ground are excluded in language planning, wrong attitudes and perception towards African languages are bound to develop.

Derhemi (2002:151) maintains that linguistic attitudes are historical and cultural constructions and relate directly to the prestige of a language. Skutnabb-Kangas (2000:249) accuses politicians and some researchers who argue against maintenance of endangered languages saying that the move to do so is a "… primodalistic dream, creating employment for the world's linguist". Such people argue that including African languages in the curriculum is very costly. This study argues that there is no educational programme that does not gobble up money. Therefore, governments should not treat African language education as an unmanageable activity.

Pandharipande (2002:218) indicates that factors contributing towards reducing the functional loads of languages in the public domain are:

- Language policies;

- Modernisation;

- Speakers' attitudes towards their languages.

Again, attitudes appear showing that there is a close relationship between attitudes and/or perceptions and the educational curriculum. Romaine (2002:198) recommends that attitudes of speakers towards their languages must be studied and considered in the design and implementation of any policy. This study takes the position that curriculum should change to accommodate the interests and need of studying African languages for the work environment.

2.8 Language and human resources

Human resources are the most important assets in any society or field. Improving preparation of human resources should be the core of any sustainable solution to any profession. Awases (2006:1) contends that performance depends on knowledge, skills and motivation. Human resources make things happen. Future staff needs ensure that a sufficient pool of skilled and motivated people with the right skills mix and experience will be available to meet the organizational needs in the long term. It is important to place people in the right jobs and retaining them where they are most needed.

It is essential to educate, train and develop skills of workers (Wanzare and Ward, 2000). The success of training and development is based on education. Training and development have now come to the centre stage in most organizations and some of the organizations have gone to the extent of viewing it as the most crucial component of the

organization. This focus by organizations is a result of pressure exerted from competition and economic, social, political and technological innovations (Van Dyk, Nel, Loedollf and Haasbroek, 1997). Similarly focus on language education should also be stepped up as communication at the work place is vital. More should be done about staff training and development in African languages discipline.

Sewdass (2000) laments that there is a tendency to think that training and development is not essential in African languages areas. There is little discussion with regard to the training and development requirements of particular professions involving African languages. This researcher feels that more structured and specific form of training and development is required due to the unique nature of African languages.

Human resources development involves the enrichment of staff's capacity to perform current posts, but could also mean the preparing of staff for another post into which they can be deployed after development (Wanzare and Ward, 2000). Development is a process designed to positively influence the knowledge, attitudes or skills of professional staff to enable them to design instructional programmes to improve staff learning.

Parker in Wanzare and Ward (ibid) concludes that human resources development is two-pronged for it promotes both

- The person; and

- The professional growth of individuals.

For development to purposefully adopt efforts to strengthen its capabilities and effectively achieve its mission it should therefore focus on the following:

- Skills;

- Attitudes;

- Knowledge.

It is important for employers to provide suitable working conditions to ensure employees meet desired standards.

Wengrand (2000:199) concurs with Parker (ibid) by asserting that educational activities are primarily designed to "…keep practicing professionals abreast of their particular domain…." Education develops two types of competencies which are:

- Professional competency – that which relates to knowledge;

- Personal competency – that which deals with skills, attitudes and values that enable employees to work efficiently.

Educational activities are the requirements for a job because they certify an individual's ability and suitability. Education and training are complementary. Training improves and updates skills, abilities and competencies gained through education. Training builds on already existing education.

Sharpley (2002:2) similarly looks at human resources issues by suggesting factors affecting work as follows:

- Perceptions - self belief;

- Experience;

- Work outcomes - job satisfaction, empowerment, motivation and worker capability.

Both human resources management and development have the ability to contribute toward the overall effectiveness and efficiency of an individual. Ondari-Okemwa (2000) notes that, in whatever way the activities of management are identified, and whatever the nature of the organisation, staff training is an essential part of the function of management. It is critical to have the right talent in the right roles. Failure to prioritise the attraction of young talent to develop the use and status of indigenous languages ends up with either experiencing a steady attrition in talent. This is the ultimate concern of this study.

2.9 The gap filled in by this study

The reviewed literature tends to support that in a multilingual landscape the roles assigned to languages are motivated by the status or importance ascribed to selected languages. Languages therefore enjoy different statuses and for that reason have specialized functions, and this influences the perception and attitude towards the study of African languages at various levels of the education system. Such influence does not end in schools for it spills over into work-life, which is a gap this research intends to fill in.

Many studies have been carried out on perception and attitude towards the study of selected languages at selected levels in the education system but impact on human resources management and development, to the best of the researcher's knowledge,

had not been established. Gardner (1968) in Ngara (1982), for instance, concludes that there is a general desire by both learners and teachers to be associated or identified with second languages. Trudgill (2000) also cites a number of researches which corroborate that perception and attitude of both teachers and learners towards the study of languages affect performance in those language areas. In these and similar researches no reference is made to matters of human resources management and development. Having realized the gap, this research aimed to extrapolate findings from some of these studies to determine how perception and attitude towards the study of African languages in Zimbabwean high schools impact on human capital issues.

The reviewed literature also indicated that attitude and/or perception and preferences are closely intertwined. Attitude usually instructs preferences and subsequently the choice of languages to study at high school. Subjects studied at high school directly relate to human capital management and development for they channel people into related disciplines. Insights that have been drawn from this literature review are thus in tandem with the main thrust of this research as the discussion is stretched further.

It is time for Africa to ask herself why the United States of America focuses on African languages education more than the mother nations. Thomas in Batibo, Dikole, Lukusa and Nhlekisana (eds.) (2008: 147) reveals that,

> Outside African American enrolments, the broader picture of U.S. student interest in African languages includes even larger portion of whites and others…To sum, the last four decades have truly seen important shifts in the African-language learner demographic that deserve the attention of pedagogues in African languages are to continue gaining in enrolment. Moreover, these developments should be of particular interest to speakers, instructors, and scholars of African languages throughout the world, as an indication of the impact these languages hold in an increasingly globalised setting.

This shows that there is more to just studying African languages hence the interest by this research to establish their impact on issues of human resources management and development.

Debate on language and education has been so loud and widespread in Africa. Sadly, it seems nothing concrete has materialized in terms of upgrading the status of African languages in education and life. African governments have made efforts to redress the colonially designed linguistic heritage but African languages remain denigrated and relegated to inferiority while foreign languages maintain a prestigious position. Foreign languages are pre-requisites for post schooling advancements. Although some African languages like Ndebele and Shona have been raised to the status of national languages, the efforts have just been 'cosmetic affirmative actions' as Prah (2005) puts it. This means that something quite radical has got to be undertaken in order to *practically* redress the situation. Thus the present research suggests reconstruction through *Africanising* the language curriculum in Zimbabwean high school education.

2.10 Conclusion

This chapter concentrates on previous findings on attitudes and perception towards the study of African languages at various levels of education and the possible impact on management and development of human capital. It has been established that the linguistic landscape in most African states has been sculptured by colonial language policies and beliefs. These have in turn ranked languages according to status and functions whereby indigenous languages are regarded as 'inferior' and foreign languages as 'superior'. Such perception and attitude have filtered into the education

system where the perception and attitude toward the study of African languages seems negative. Many scholars are concerned about this but language policies being proposed by African governments seem to be failing to redress the situation.

The chapter went on to explore the relationship between perception and attitude towards the study of African languages in high schools and human capital issues. From the insights gathered, the chapter recommends that African governments should consider viewing schools as agents of real social change through *Africanising* the curriculum, specifically in terms of the language *of* and *in* education. The discussion also acknowledges the possible challenges and limitations in taking such a radical stance. Nonetheless, the central argument remains that the study of African languages in high schools impacts on human resources management and development. The challenges are many but the results are gratifying. The continent, Zimbabwe included, should therefore get courage from Tanzania which is a giant test case in successfully using an indigenous language in the curriculum.

It is strongly believed that insights obtained from this preview helped this researcher in carrying out the study meaningfully and more focused. Insights from the various motifs addressed helped restrain the researcher from the temptation of repeating what has already been invented. The next chapter shall dwell on the theoretical framework used in the study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.0 Introduction

The previous chapter dwelt on review of literature relevant to the study. In view of issues raised in the literature review, chapter 3 examines the theoretical framework on which the study is grounded. Theoretical concepts generated by educational Reconstructionists shall be used to help explain why the researcher has chosen to be guided by the theory of Educational Reconstructionism.

3.1 Educational Reconstructionism

Educational Reconstructionism, like any other contemporary educational theory, leads to programmes of reform in educational matters. It is a theory that is conditioned largely by experiences unique to education and as such, was found suitable in guiding the theoretical principles of the study. Cohen (1999:3) informs that Theodore Brameld (1904 – 1987) is the father of Reconstructionism although Ozmon and Craver (1986:137), on the other hand, acknowledge that Reconstructionism owes tremendous debt to John Dewey. From the literature reviewed, other scholars who also realise the impact of education on society include:

- George Counts (1889 – 1974) who recognizes that education is the means of preparing people for creating a new social order;

- Paulo Freire (1921 – 1997) who champions education and literacy as vehicle of social change;

- Harold Rugg who advocates for the movement as a crisis philosophy (Cohen, 1999:3; Kneller, 1971: 61).

Reconstructionism is simply defined as an attempt to change societal values and behaviours by using schools as the vehicle of change. Reconstruction theory draws its strength in the fact that society is not static and schools are there to pioneer change of such state of affairs. The theory promotes scientific problem-solving methods, naturalism and humanism (Ozmon and Craver, 1986:137). This means that the theory syncretises the past and the present in a harmonious way and this is made possible when education is used as a tool for both immediate and continuous change. Reconstructionism is basically a social theory which is concerned with the social and cultural fabric in which the human being functions. The theory focuses on social and cultural conditions and how these can be adapted for human participation and this is the niche of the present study.

In support of educational reconstruction, Ozmon and Craver (1986:134) note that the theory has two major premises which are:

- Society is in need of constant reconstruction or change;

- Such social change involves both a reconstruction of education and the use of education in reconstructing society.

The two premises show that there is a closely intertwined relationship between social change and educational reconstruction. There arises a symbiotic relationship in the process. Reconstructionist educators world-wide feel that the present day society is

facing a huge crisis that the school must address hence the need for a re-look into the school curriculum in search for survival of the society.

3.2 Re-examination of African Traditional Education

Woolman (2001:30) acknowledges that African Traditional Education (ATE) still exists in Africa and provides socialisation for many youth who may never get the chance to be enrolled in formal schools. Due to extreme cultural diversity in Africa there are equally varying forms of ATE. However, there are notable common elements.

Most of the ATE is informal and takes place in the context of family and community. ATE is therefore a non formal way of imparting knowledge to the young. It is a community responsibility and uses a child's work experience with his father in farming and crafts or her mother in domestic chores to teach him/her immediate knowledge and skills. In ATE, education is for every child and exists for the purpose of strengthening the community. The aim of ATE is aptly put across by Castle (1966:39) as:

> … to conserve the cultural heritage of family, clan and tribe, to adapt children to their physical environment and teach them how to use it, to explain to them that their own future and that of the community depended on the perpetuation and understanding of their tribal institutions, on the laws, *language* and values they had inherited in the past (own emphasis).

In a nutshell ATE socialises the young for the society in culture, laws and values. It focuses on the African ideal of socially-centered human development. The ideal of communal participation is reinforced by immersion in traditions through dance, song, story, involvement with others, exposure to cooperative work and ancestral worship (Woolman, 2001:30). This study regards these as being very important even today and should be reintroduced in today's curriculum.

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ATE is practical and relevant. Learning is by doing including observation, imitation and participation. Kenyatta (1965:119-120) hails ATE as:

> …knowledge thus acquired is related to a practical need, and … is merged into activity and can be recalled when that activity is again required. Behaviour also is learned from doing things together, and is therefore directed to social activities from the outset.

ATE is thus intertwined with cultural traditions and no alienation is experienced. Drop outs which are a common element of formal education are not known to ATE. This is because ATE integrates intellectual training, character building, manual activities and physical education (Woolman 2001:31). Each child finds interest in at least one of these areas. In addition it is through these aspects that children develop the following critical characteristics:

- devotion to duty;

- good character;

- appreciation of culture;

- specific vocational skills;

- sense of belonging (Fafunwa, 1982:9).

Advantages of African Traditional Education can thus be drawn by contrasting it with Western Education as tabulated below.

Table 3.1 Contrasting ATE and Western Education

African Traditional Education	Western Education
Cooperative communalism.	Competitive individualism.
Strives to include all children in the community.	Eliminates students through failure on tests.
Compatible with today's emergent global environmental ethos.	Places humans over nature.
African religion is taken as a foundation of morality in human relationships.	Secular modernism excludes religion.
Socialises appropriate gender roles.	Equalises gender roles.
Reliance on field experience, active discovery and close observation (Progressive pedagogy).	Classroom-based book and test methodology.

(Source: own creation)

The evaluation of ATE provides sound ground for arguing for many educational reform strategies. It helps in reclaiming cultural and authentic African values. Kenyatta (1965:118) argues that education must maintain the traditional structures of family, kinship, sex and age group if African societies are to remain stable. Blyden in Woolman

(2001:31) also claims, "…real literacy…can be taught in an African language and should extend to the entire population."

However, some critics might want to argue that such type of education would sacrifice any possibility of a scientific or technological revolution. To this, Mazrui (1978:36) suggests that Africa needs a dual solution of *Africanising* humanities while boosting technical and vocational training. Africa must work out new strategies and try to mould a new human kind. Reconstruction of African education is the only answer as shall be illustrated in the next section.

3.3. Educational Reconstructionism in Africa

The debate on language policy and language planning has been dogging African governments since attainment of independence and up to now the debate is still raging on (Magwa, 2008:9). Language planning is as important as any other aspect of economic development and the place of language planning should therefore be in the national development plan, Magwa (ibid) continues to argue. However, it is quite disheartening to note that African languages still play second fiddle to foreign languages in education from primary through secondary up to university levels. Makanda (2009:3) concurs by asserting that African languages are seen as liabilities since all former colonial countries continue to carry out official communication in those foreign languages.

Owing to the inheritance situation in language policies in African states the status of indigenous languages remains inferior to the languages of colonialists and it is high time the situation is changed. Makanda (ibid) notes that lamenting the imbalances and

inadequacies of language policies in Africa is a general trend at various meetings discussing African languages. Sadly the same findings and suggestions come up with nothing concrete that comes out of the outcry. As Makanda (ibid) puts it, the reason for non action could be that the meetings are mainly comprised of academics and government representatives who have no capacity to put the sound recommendations into practice. This study suggests employment of the school curriculum as the most suitable platform for implementing language policy changes that are urgently needed in the African society today. There is need for a paradigm shift on the current school curriculum to consider African languages as core from primary up to high school.

Languages place people in positions of power and economic strength, power to gain employment, power to function in a political environment and power to access government and business, puts Magwa (2008:14). In light of this, African governments are therefore busy re-colonising themselves in the name of globalisation and modernisation in the wrong sense as they focus more on foreign languages on the peril of indigenous languages. In this study the argument is that mother-tongue education and its use is the missing link in all efforts towards the development of the African continent. Africans have been denied the advantage of using their indigenous languages in matters of national development such as human resources development and management. This study calls for reconstruction of the curriculum in addressing such important aspects, and some African countries have been making attempts to do that. Indigenous languages can be harnessed and developed if carefully planned for the overall interest of the African nation as Magwa (2008:11) propounds.

In modern Africa reforming inherited educational systems that largely functioned to maintain colonial order of dependency and elitism has been an essential task of nation-building (Woolman, 2001:27). Reconstruction of curriculum to reflect indigenous traditions, social change and empowerment has been advocated by African critical theorists from the nineteenth century to the present. This section of the chapter surveys African reform thought and curriculum development in certain countries. Focus is on the inclusion of African languages in the school curriculum. Unless African languages are regarded with pride by those who use them, they continue to have a low status. Through educational reforms the attempt is to try and integrate traditional culture with the demands of modernisation for a better society.

The relationship between education and national development is of critical concern in Africa and particularly in Zimbabwe. Education should function as an agency of cultural transmission as well as change and not building what is continually modified by new conditions. Under colonialism, cultural diversity was submerged by the exclusion of most African traditions from education. Reconstruction approach would thus identify the common values within diverse traditions and integrate these with modern content and skills.

Educational reconstruction in Africa aims to build a common civic culture based on mutual respect for cultural differences and acceptance of social compact based on global standards for human rights (Woolman, 2001:28). Colonialism in Africa resulted in a peculiar type of psychological dependency which has made the reassertion of African culture and identity an important part of African nation-building. Nationalism implies something original or unique about the people who live in the country. Thus educational

revival should involve "… the study and presentation of indigenous cultures, languages, and natural environments and a full renaissance of African peoples" (Woolman, ibid). In any movement of this kind, schools should play a key role and it implies re-engineering of the curriculum to have such issues aboard.

It is sad to note that economic development has become a dominant force influencing education policy. In that sense education is regarded as the key to economic development yet such growth results from complex relationships between many variables rather than any simple one-to-one interaction between schools and jobs. For example, there is need to consider growth from the stand point of human resources needed to sustain manufacturing and services. National growth occurs when education is inclusive and beneficial to all sectors of the population. Education, therefore, has socio-cultural and economic effects and these should be reflected in the school curriculum. Thus reconstruction becomes necessary in the African school curriculum.

Education, in Africa in general and particularly in Zimbabwe, is being focused through the lens of the philosophy of educational reconstruction in this study. The issues of reconstruction, educational policy and curriculum development are also examined in this study to analyse the extent of decolonisation and re-integration of traditional African educational values and social organisation in school programmes after independence. That way some insights and remedial strategies for reconstruction theory are presented.

Since independence, the role of African education has been closely interwoven with the quest for national development and modernisation. Inherited colonial systems were expanded and modified to serve new economic and social needs identified by new

African governments (Woolman, ibid). The kind of education developed, in turn, created new problems for nation building. African intellectuals have critically evaluated goals and practice of education after independence and their thought seems to share many ideas/views with the reconstruction perspective. Reconstruction regards contemporary education as most effective when it integrates the values and strengths of traditional culture with the knowledge and skills required by new conditions of modern life. This is in line with the rediscovery of the roots of African identity in the pre-colonial past.

To justify choice of Reconstructionism as a guiding theory in this study, focus will be made on three areas namely;

- Evaluation of colonial education;

- Critique of post-colonial education;

- Educational alternatives for an authentic African identity.

    (Adopted and adapted from Woolman, 2001:29)

3.3.1. Evaluation of colonial education in Zimbabwe

It is important to look back at colonial education because its structure conditioned the reactions that led to reform efforts in the African post-colonial era. Ajayi in Woolman (2001:29) and Rwantabangu (2011:4) criticise schools for neglecting African culture and history, especially in mission schools. Such schools are alleged to have caused Africans to lose self respect and love for their races. African scholars like James Johnson and

Edwards Blyden who call for the inclusion of African heritage in curriculum. Blyden, for instance, urges the study of African languages in schools as they are repositories of tradition (Ajayi in Woolman, 2001:29). To other African scholars like Uchendu (1979) in Woolman (2001:29) the purpose of all colonial education was subordination of Africans. African scholars conclude that colonial schools provided education that preserved and promoted colonial domination. Generally, from an African perspective, colonial education looks negative in the sense that it undermined traditional societies in two ways namely:

- By introducing an individualistic Euro-centric value system that is foreign to African communal mores; and

- By isolating students from life and needs of their community.

  (Mavhunga, 2008:32-37; Woolman, 2001:29)

In agreement with the two ways above, Rwomire (1998:19) also extensively describes the effects of colonial education to include the following:

- imperial domination;

- economic exploitation;

- economic inequality;

- social stratification;

- cultural and intellectual servitude;

- devaluation of traditional culture;

- curricula that is irrelevant to the real needs of the society.

From the above list one is justified in concluding that colonial education was not at all relevant for the African.

In the same vein, Mazrui (1978:16) also identifies psychological de-ruralisation and cultural discontinuity of the rural urban divide as attributes, rather ills, of colonial education. Similarly Rwantabangu (2011:5) decries that reliance on foreign languages in the school curriculum has negatively affected the efficiency of African education systems because it has culminated in:

- semi-literacy;

- school failure;

- massive educational wastage.

In light of the foresaid, this study argues that African languages are the rightful vehicle of African culture as well as potential channels of science and technology in order to offset the imbalance that has been set by colonial education.

From the few scholars that have been cited above, it becomes crystal clear that colonial education in Africa has failed to achieve the intended outcomes of education in the true sense. The problem was that most African countries took a short cut by adopting exoglossic language policies, in which the colonial language was adopted as the official language and in some cases also served as the national language (Magwa, 2008:14). Colonial experience is very relevant to language planning and policy of language education in Zimbabwe for the country also inherited from the then Rhodesia a racially

designed system of education to serve and promote white interests and perpetuate the subjugation of blacks by whites.

Policies under the British South African Company (BSAC) rule set apart English as the official language and the tendency was to regard African languages as crude and uncivilised (Ngara, 1982:23; Magwa 2008:100). English language occupied a central position in the curriculum, whereas Shona and Ndebele received minimal attention in black schools and non in white schools. The thinking that guided native education and language policies was determined by European perceptions of African culture, aspirations and potentials with respect to their own aspirations for the indigenous population.

The BSAC government officials were not interested in anything else for Africans except manual labour and practical training. Their interest is summarized by the popular saying among many scholars which says that, the native was and should always have been the 'hewer of wood and the drawer of water'. The colonial feared the academic educational development of Africans more than they feared anything else in their relationship with them. On the other hand, expertise in African languages by colonial agents was only a valuable asset in the exercise of colonial power. It actually enhanced the BSAC's ability to control Africans.

Colonial policies in Rhodesia were meant to 'educate' Africans for tribal levels thus limiting them to participate in national affairs except to function as cheap labour force (Magwa, 2008: 108). Education was conducted solely through the English medium while the home language was used at elementary stages of education. After seven

years of primary education an African was expected to be able to speak English fluently, read the newspaper with understanding, and most importantly, follow instruction without problem.

Selection into Form 1 was based on grade 7 Mathematics and English whereas Shona/Ndebele and General Knowledge only provided additional support for an individual's fitness either to be enrolled in secondary schools or for employment. Every opportunity was created and used to empower English while suppressing indigenous African languages. Thus English was firmly entrenched as the language of government, business, media, education, training, social mobility and wider communication. Consequently, African languages became prevalent for the not-so-important family, social and cultural realms.

The discussion above shows that Zimbabwe's linguistic status is no different from that of many former colonial states in Africa. The education systems in colonial Africa were characterized by problems, some of which have been explored above. Having identified the root causes of the problem, the next section of this chapter looks at how far post colonial education has gone in addressing these ills.

3.3.2. Critique of post colonial education in Africa

It is no doubt that on attainment of independence, African governments invested heavily in educational expansion and diversification (Mavhunga, 2008:37; Woolman, 2001:29). The investments have realised gains in enrolment, literacy, skilled human resources and educational facilities, in spite of limited resources. However, the move has failed to improve life for most Africans and at the same time continues to unsettle the society.

Education instead has divided the society into different categories which cannot communicate with each other effectively. Schools still perpetuate the rift between school and community, thus estranging the youth from the cultural heritage and productive processes of their own environment. The educated African has become a misfit amongst his own because education has not managed to link the rural and the urban. As such there a myriad of problems associated with post-colonial education and these shall be explored below.

Instead of education providing solutions to the society, Uchendu (Woolman, ibid: 29) identifies problems that have resulted from post-colonial education. They include:

- widening rural-urban disparities;

- ethnic and geographic inequality of access;

- difference between type of education offered;

- submerged traditional roles of education;

- submerged socialisation of the youth;

- submerged cultural transmission.

All these show that such an educational provision is just but an extension of the same economic exploitation experienced during colonialism therefore, there is need for reconstruction. The last three of the problems listed above are of great concern in this study and the study maintains they can only be offered to the youth through the study of African languages.

In the same manner, Mavhunga (2008:37-40) and Rwomire (1998:8) concur on the numerous shortcomings of post - colonial education. They separately identify the following short-comings of post - colonial education:

- irrelevant curricula;

- outdated methods;

- high drop-out rate;

- overcrowding;

- production of docile, dependent, low on initiative and immoral graduates;

- inculcation of a culture of egocentric materialism;

- decline of collective responsibility;

- contributing to unemployment.

Surely the post - colonial education seems to be churning out people who cannot solve problems they meet either as individuals or society as a whole. Education should equip the learner with the necessary skills and qualities to feed into the human capital needs of the society. Mazrui (1978:13) and Magwa (2008:16) regard the problems identified above as psychological effects of neo-colonial education by remarking that most educated Africans are not aware that they are still in cultural bondage to the west. To change such a mindset the curriculum needs a complete overhaul to match challenges of the time.

Magwa (2008:16) decries that in Zimbabwe there is perpetual denial of indigenous languages to be given a chance to flourish and help promote African culture and identity, hence the need for an urgent redress of the anomaly. To that effect Magwa notes that Zimbabwe needs what he calls a 'final push' towards the total decolonization of the minds through the use of indigenous languages. The zeal which Zimbabwe is showing in the fight for Agrarian Reform is the kind that is also expected in defending indigenous cultures and languages. This can only be realized if indigenous African languages are afforded better currency in the school system and economic sphere. Unless African languages are viewed with pride by the school curriculum, there arises a situation whereby human resources management and development in related areas suffer.

The evaluation of colonial and post-colonial education has persuaded some African scholars to re-examine the objectives, methods and outcomes of traditional, pre-colonial forms of education (Mavhunga, 2008:41- 46; Woolman, 2001:30) and consequently guide the route for post-colonial social reconstruction through education. This is examined in the next section.

3.3.3. Educational alternatives for an authentic African identity

The study submits that it is quite imminent that the educational system in African states reverts to providing the type of education that is similar to African traditional content for it to be authentic. Education should help establish the role played by African languages in instilling values and mores previously imparted by traditional education. Mandatory inclusion of indigenous African languages in the school curriculum up to high school

level promotes African identity and cultural values that are badly needed for the survival of the society in the face of globalisation and modernisation today.

Authentic African identity is embedded in the indigenous languages if only the languages are viewed as both a right and resource. The Universal Declaration of Linguistic Rights provides for language communities of the world with certain rights. Article 22 refers to equitable presence of languages and cultures in communication and socioeconomic relations. African scholars such as Mutasa (2003:37-38) encourage African governments to regard their indigenous languages as a right and resource. Mutasa (2003:39) goes further noting that like any other resource, managing language well will benefit the society in terms of achieving or fulfilling social, economic, governmental and educational objectives. Besides being a mirror of the culture and knowledge of the African people, indigenous languages also contribute economically through production of human capital which is honest, reliable and hard working. African education should therefore move out of the modernisation mentality and borrow from the Chinese and Iranians who have fought to use their own linguistic resources and human power instead of replicating western education (Makanda, 2009: 34). Thus, African education becomes authentic.

Ogutu in Mutasa (2006: 53) identifies five different functions of language which qualify African indigenous languages as capable of inculcating the necessary social and economic attributes in their users. The functions are:

- Informational: The African family has remained intact because of knowledge that has been passed from one generation to the next through oral literature.

- Expressive: Human feelings necessary for profitable human interaction and relationships are found in songs, idioms, idiophone and proverbs that characterise African languages.

- Directive: indigenous languages dictate speech registers that demarcate roles and respect in a peaceful manner.

- Aesthetic: The beauty of African indigenous languages is seen in song and dance, activities which are believed to raise morale and energy in any activity or occasion.

- Phatic: indigenous languages are very effective in keeping channels of communication and social relations in good state. For this reason, Africans are known for their warm hospitality and ability to establish good relationships. This is in line with the African philosophy based on the dictum, "*Umuntu, umuntu nga bantu*" translated as "I relate, therefore I am".

Although these five functions sound very social, this study still contends that the same functions are economically significant in that, when formally offered in a school set up, they mould human capital suitable for reforming the society. The relationship of members of society show how they face situations of life and this calls for the following vital elements:

- participation of every member of the family or society;

- unity of purpose;

- acknowledgement of individual talents as performers and non-performers.

Such can only be inculcated through indigenous language games like *mahumbwe* (child play) and imitations. Schools should therefore participate radically but meaningfully in regulating language policy and planning. This study contends that linguistic battles are better fought under education policies the world over because education policy reflects political options, its values, traditions and conceptions of the future. The school provides the appropriate environment for any meaningful change in language policy because it is easy to implement policy when dealing with schools as part of the grassroots.

Woolman (2001:31) emphasises that formal education is viewed as a means of claiming potential African identity but this can be only possible through implementation of some reform meaningful strategies. Mazrui (1978:18) points out that there is need for the African child to conquer the spirit of "self-contempt" which arose from Western type of education. It is therefore pertinent to empower the African people through social reconstruction. After independence, as has already noted, most African nations concentrated on rapid industrialisation and modernisation more than on nation building. Alternative strategies need to be sought in order to rectify the imbalance and that is where educational reconstruction comes in.

In some African countries like Kenya, Mali, Mozambique and Nigeria, post colonial education policies reflected Western ideology (Woolman, 2001:32). The educational designs were just modified in ways that befitted colonialism. Mozambique, for instance, in 1974 called for:

- elimination of literacy;

- liberation from capitalist mentality;

- elimination of the negative aspects of African traditional culture;

- empowerment of masses through education;

- restructuring of schools as learning communities based on trust between pupils and teachers, among other things (Woolman, ibid: 32).

Another example, Mali, set goals for:

- high quality mass education;

- using education to decolonise people's minds;

- promoting Malian, African and universal values;

- economic emancipation;

- basic education for all (Ouane, 1995:616).

And in Kenya, at independence the educational policy's thrust was on using schools for:

- development of manpower economic development;

- *Africanisation* of the civil service;

- expansion of secondary and tertiary education;

- social equality;

- respecting Kenya's rich culture;

- international understanding (Woolman. 2001:33).

Kenyan education has also shifted towards reflecting traditional values of training in social justice, morality and responsibility alongside acquisition of life skills needed in the local environment.

Critical review of these cases and many more educational reforms in Africa have recommended reorganization of content and reduction of subjects due to student overload, building national unity, education for all, quality and relevance based on science and technology for rapid industrialisation *without paying attention to the language of education policies and curriculum revision*(own emphasis*).* Woolman (2001:35) advises that curriculum revision provides another measure of post-colonial educational reconstruction in Africa.

The post colonial government of Mozambique, for example, rapidly employed educational structural reforms by replacing the competitive, test-centred Portuguese system with co-operative, less rigid schools. Sharing of experiences, self-help and group learning were emphasised. Colonial textbooks were gradually replaced by *Africanised* curriculum and text books. School-based farm programmes tried to reduce rural-urban social division. The curriculum also incorporated traditional African education through social service and family courses of study (Woolman, ibid). Similarly, Mali's post-colonial curriculum has sought to modify content and structure to suit local and national needs. Curriculum content has included family and community life and one local national language. Zimbabwean education system can take a leaf from the Mozambican and Malian experiences and this is what this study seeks to advocate through educational reconstruction.

Kenya has addressed shortage of skilled labour in the fields based on mathematics-science curriculum. The Jomo Kenyatta foundation has produced books for the new curriculum by publishing *Africanised* textbooks. The education has reflected the co-operative nature of African culture by emphasising language development and moral education. However Kenyan secondary education has been criticised for neglecting African literature (Woolman, 2001:36). This is why Ngugi wa Thiongo describes the anomaly as "cultural genocide" (ibid). wa Thiongo proposed that African literature be given primacy over any other literature. Although the proposal faced resistance, it was adopted later including the study of African oral literature. This study considers introduction of African oral literature in the Zimbabwean curriculum as noble (Chinouya and O'Keefe, 2006: 91).

The language issue in education has serious implications for socio-cultural reconstruction and learning efficiency. Colonialism left a legacy of foreign languages which has led to the formation of an elite indigenous class (Woolman, 2001:38). There has always been fear to grant official preference to any one African language in the countries *Africanisation* of the education language policy has been quite gradual hence call for educational reconstruction by this study.

Despite all the African educational reforms, Woolman (2001:40) notes in most cases formal school curricula has been criticised for not being relevant to the demands of African life. Woolman (ibid) therefore recommends the increased use of African languages as media of instruction and communication. Schools should be participatory open forums where students and teachers can discuss and exchange ideas through their local languages.

3.4. Reconstructionist theory and the school

The major argument adopted in this research is that the school occupies a strategic position in meeting the social crises being faced in modern day (Ozmon and Craver, 1986:144). The school provides the necessary platform for action where the educationist can search for values and an end to those aspects of society that are degrading and harmful. That way the society can be brought more in line with values that are much better for the survival of the society. Reconstruction links intellect and activism and, it is only the school that can provide such space as it moulds the youth for a better future. The present study premised on this very fact that it is the Zimbabwean education system that can change its society.

Writing on American Education in the 1930s, Ornstein and Levine (1985:457) identify the following as the aims of education in a transforming society:

- Self-realisation (including character formation);

- Human relationships (concerned with respect for humanity, friendships, cooperation with others and appreciation of the home);

- Economic efficiency (encompassing work, occupational information, occupation choice and efficiency);

- Civic responsibility (related to social justice, social activity, social understanding and social application of sciences, among other things).

These ideas could guide in espousing aims of Zimbabwean Education in that what the American society was experiencing in the 1930s can be paralleled to what obtains in the

Zimbabwean society today. As far as this study is concerned, there is very little of the above-listed being delivered in today's Zimbabwean education hence the need to reconstruct the curriculum in order to reconstruct the society in turn. This study maintains that indigenous language education is vital in providing a platform to instill civic responsibility, economic efficiency, sound human relationships and self actualisation within the learner who forms the future Zimbabwean society.

According to the father of Reconstructionism, Theodore Brameld, education has two major roles which are to transmit and modify culture. In the eyes of many other Reconstructionists, education stands for change and this should be positive change. In light of that, the purpose of schools is therefore to bring out positive change in society such as:

- Reduction in poverty levels;

- Advancement in technology; and most importantly

- Improved attitudes toward indigenous languages.

In the same vein, this study argues that transmission and modification of culture is best done through teaching and learning of the mother tongue which in the Zimbabwean case is the African languages. Thus in reforming the curriculum it is imperative for all learners to be exposed to their mother tongue throughout primary and secondary school education. The need to re-engineer the structure of the curriculum in Zimbabwean high schools becomes clearer.

Education without clear-cut and meaningful aims is like a ship without a driver. Modern Zimbabwean Education needs to produce ideal citizens for the society. In the eyes of this research, Zimbabwean Education has generally followed a rather narrow aim of preparing individuals for livelihood. As Connor (2008) and Courtney (1998) lament, generally people get educated so as to become successfully and lucratively employed. The general trend has been for educational products to take a degree and earn money; that is having a career without consideration of ethical values and national spirit hence the need to employ the school curriculum in reconstructing such thinking. For those reasons, this study buys in a situation where education has two broad aims namely;

- Development of the individual in society first; and

- Consequent development of the society.

If the Zimbabwean education system is shaped by these aims, the current study foresees a situation where both the individual and the society benefit each other through schooling. Because the core of African life is the *ubuntu/unhu* philosophy, the study sees the study of African languages in high schools by every learner as the only avenue possible in developing both the individual as well as the society. Thus, the curriculum needs some form of reconstruction, in the form of *Africanisation*, to achieve this.

It is therefore paramount to develop an individual physically, mentally, culturally, socially and spiritually first and, this should be the main aim of education in practice and not only in theory. Education should be meant to develop every learner's character, personality and culture. It means then that, educational curriculum should be re-engineered and crafted in every way possible for the fullest development of human potentialities and

capabilities. These would then lead to social and national development, which are the ultimate goals of every education in any nation. However, the social aim of education is equally important in that an individual lives in society and has his/her obligations towards his/her nation. This study maintains that study of African languages should be considered as part of the core curriculum in a bid to develop the individual for the benefit of the society.

The present Zimbabwean curriculum seems divorced from the real social content and social goals of education in the modern society in the face of social and economic challenges. Education is expected to discharge its natural function but should also be re-structured to have corresponding goals and content in the interest of national and social progress. The products of education should be aware of their social and national responsibilities. This is only possible if educational policy and programme clearly reflect such. Education should be reconstructed to produce a 'total man/woman' who is capable of earning a livelihood reasonably well to enjoy a happy and secure life while conforming to the society. Educational policy ought to re-consider the place of the mother tongue through to high school.

The argument in this study is that education should not only equip an individual to adjust with the society to its customs and conventions, but it should enable him/her to bring desirable changes in the society. Thus education becomes an agent of change. While positive global changes are acceptable there is a wide difference between modernisation and westernisation; this should come out clear in the curriculum. Education should be modernised in order to conform to scientific and technological advancement. The focus is that *Africanness* should be emphasised when talking about

modernisation. The school curriculum should modernise the society while preserving what is authentically Zimbabwean cultural and spiritual heritage for it to be essential and purposeful. A product of the education system has to be economically, culturally and socially sound.

This study borrows from what Noryati (2009:33) suggests as functions of education in the case of Malaysian education. Similarly reconstruction of the Zimbabwean curriculum, for this study, would thus reflect the following fundamentals:

- Productivity in all sectors including service;

- Community participation - solve related problems of local community life;

- Acquisition of values - fostering moral, cultural and spiritual values.

This would tally very well with the EFA (2000) Zimbabwe Country Report which recommends that education be used as a major instrument for *social integration and transformation* (own emphasis).

What does all this mean to a curriculum developer? This study suggests that the current Zimbabwean curriculum should be re-engineered/re-developed so as to churn out products who can appropriately deal with challenges of the time. Curriculum development that is guided by educational reconstruction considers current and future needs of a society. For successful educational reconstruction, Rwantabangu (2011:9) suggests the following fundamentals in curriculum reform:

- curriculum development;

- preparation of texts, readers, teacher's guides, translation materials;

- development of local applied linguists;

- creation of Centres for Applied Linguists;

- development of indigenous languages schools inspectors.

Most of Rwantabangu (2011)'s ingredients for successful reconstruction seem to be conspicuously absent from the Zimbabwean high school curriculum. Thus this study advocates their consideration in re-engineering the curriculum for a better social, economic and national future.

3.5. Lessons for Zimbabwe

Woolman (2001:39) and Pearce (1990:111) concur that some of the concerns and problems affecting schools in Africa, Zimbabwe included, provide insight about need for educational reconstruction. Woolman (ibid) categorises the insights into five: policy reform, access, materials and facilities, methodology and relevance. Problems bedeviling each of them are spelt out as:

- Policy reform has been hampered by resource insufficiency;

- Access in Africa has been met by continued /reproduced western-type class structure;

- Materials and facilities have been affected by misplaced priorities;

- Methodology in formal African schools continues to be characterised by limited verbal interaction and therefore encourages the rote learning or memorisation;

- Relevance has been watered down by minimal inclusion of African language in curricula.

This study sought to use these insights in advocating educational reform in Zimbabwean education.

As has already been noted in section 3.1, reconstruction philosophy is concerned with the role the schools as an agency for social improvement. However, Woolman (2001:40) warns that the Reconstructionist approach to education is experimental because,

> …it first tries to foresee future social directions by analysis of the past and present trends. It then defines the type of social order needed to preserve fundamental human ideals in the context of the changing future world… the objective is adaptation to modern life without disruption of traditional culture and community.

This should be borne in mind as suggestions for Zimbabwean educational reconstruction are made in this study.

Brameld (1971:425) notes that educational reconstruction is a process of the restoration of basic values from the past, transmission of culture and crises. It is therefore necessary to examine the Zimbabwean educational policy and consider what kind of a future society is being nurtured. Globalisation, modernisation and industrialisation need to balance with opportunities to the future youth and utilisation of local resources. Schools must be restructured to focus on greater learner and teacher participation,

critical thinking, problem-solving and revival of the informal methods of traditional African education.

There is need to restore the role of the community if most children are to be considered as educated in the strictest sense. Vocationalisation has been used to respond to unemployment of school graduates in Zimbabwe and other countries soon after independence. Aids Education and Environment Education have also been employed to deal with the HIV/Aids pandemic and resource depletion respectively. In the same vein, language of education policy has considerable influence on educational reconstruction in curriculum content.

Woolman (ibid: 41- 42) and Mavhunga (2008:44) maintain that the cultivation of oral and written fluency in local African languages is important in building self-esteem, preserving culture, and advancing the literacy output and identity of African peoples. Africa must understand that early nation-building in Europe was closely attached to the cultivation of local languages and literature. Similarly, African/Zimbabwean education should "… define and balance the equation of cultural transmission" (Woolman, 2001:42).

Due to a breakdown in family and community life today in the West the education system is heavily concerned about teaching human relations, team-work and interpersonal skills. This is exactly what Africa/Zimbabwe also needs. Modernisation has ushered in a new wave of individuality which needs to be balanced with bonds that preserve family and community, and this can only be done through compulsory inclusion of African languages in the curriculum. Schools should incorporate ATE

processes by teaching students to value and honour both tradition and modernity. Fafunwa (1982:10) reiterates that educational objectives should focus on the following:

- Character development;

- Respect for elders and authority;

- Positive attitude toward work;

- Acquisition of a vocation;

- Cultivation of a sense of belonging;

- Active participation in community and family life;

- Appreciation and understanding of local heritage.

Basing on these objectives, Zimbabwean education should nurture programs that are more inclusive of all sectors of the population so as to meet the demands of a frail social fabric. Such a strategy enhances and preserves traditional life while allowing for development in economic growth. There is need to safeguard the *Africanness* of people that has been eroded by colonial and post-colonial practices. Kenyatta (1965:123) encourages educational practitioners to promote progress and preserve all that is best in the traditions of African people by creating a new culture which is able to meet demands of modernisation. This research sets out to ascertain exactly what should be done in reforming Zimbabwean education in order to meet such a condition.

3.6 Conclusion

This chapter had one major area of concern, the theoretical framework underpinning the study. The chapter opens with a brief description of Reconstructionism, the theory on which the study is grounded. As the discussion unfolds on the major tenets of Reconstructionism, the chapter proceeds to inform on educational reconstruction in Africa in general before focusing on what the Zimbabwean education system can borrow from some of the critical perspectives presented. The discussion has also established that language is a central factor in the acquisition of culture, power and knowledge. The role of language in education becomes a controversial issue which is met by resistance and rigidity. The mandate of this study to find out how such perception and attitude toward the study of African languages implicates on human resources development and management becomes pertinent. Thus through the study it is hoped that ways of awakening the Zimbabwean education system from the slumber of cultural alienation may be suggested. The next chapter elaborates on the appropriate research methodology in data gathering towards the achievement of what the study aims.

CHAPTER 4

RESEARCH METHODOLOGY

4.0. Introduction

This chapter presents the research methodology employed in the study. The chapter describes and justifies the research design, population sampling procedures, data collection instruments, data presentation and data interpretation procedures that were used in investigating perception and attitude towards the study of African languages in Zimbabwean high schools. The ultimate aim was to establish implications of the established perception and attitude on human resources development and management in related fields. Data collection for the study was guided by a set of specific research questions that are re-stated in 4.4 below, as a convenient reminder.

4.1. Research design

Research design is a framework that shows which individuals will be studied, when, where and under what circumstances (McMillan and Schumacher, 1997:162). Meadows (2003:371) and Borland (2001:5) agree that research design is classified as either qualitative or quantitative, or a combination of the two. In this study the researcher chose to use the qualitative route mainly while borrowing a bit of quantitative techniques where necessary. Such a strategy is encouraged by Borland (2001:2) who argues that the two approaches (qualitative and quantitative) are not mutually exclusive. Rather, most useful research findings typically emerge from appropriately applying both paradigms.

The qualitative approach was considered for it allows the researcher to solicit the views of high school learners, university students, high school teachers and university lecturers on implications of perception and attitude towards the study of African languages on human resources management and development. The approach was selected on the basis of Meadows' (2003:398) argument that, qualitative research helps to understand social phenomena in a natural setting with emphasis on the views and experiences of participants. The qualitative approach affords the researcher the opportunity to participate as s/he observes phenomena as it involves careful recording of what is observed and discussed during interviews and focus group discussions. The researcher can actually pick the evolving patterns and their meanings as she interacts with participants to elicit their views on the study of African languages and implications on human resources issues.

The techniques that are being drawn from the quantitative approach are mainly for handling numerical data yielded from the population of study (Best and Kahn, 1993:26). Numbers were used in recording, describing, analysing and interpreting conditions emerging from the population under study. Employment of quantitative techniques thus becomes necessary since the study used numerical indicators such as records in documentary analysis as these help explain phenomenon at a particular time. The use of the questionnaire also helped quantify some of the data collected.

4.2 Defining population of study

In research, a population refers to a well defined group of all the possible elements that could be used in a study. More specifically, a population of interest is any group of

entities that have common characteristics of interest to the researcher. The population in this study includes Zimbabwean high schools and universities comprising of high school learners, university students, high school teachers and university lecturers. The high school learners and university students are directly involved in the study of African languages hence can provide data on perception and attitude toward the study of African languages. On the other hand, university lecturers and high school teachers are expected to provide some sort of a baseline survey since they are expected to have a deeper insight on implications on human resources development and management.

Although it would have been ideal that all members of the population of interest participate in this research, financial, material and time constraints largely prohibit such a noble idea. It then became imperative that viable and fair sampling techniques be employed to produce unbiased outcomes. The researcher therefore focused interest on six high schools and three universities. The six schools were drawn from an area where the African language taught is Shona. For the sake of anonymity and confidentiality the schools shall be represented by alphabetic letters A, B, C, D, E, and F. The universities that have been selected have the privilege of teaching both Ndebele and Shona and shall be called X, Y, and Z for the same reason.

Similarly, for practical reasons of time and resources, the researcher accorded only a cross section of the population of those studying African languages at both high school and university levels. For the student population, only those studying Shona/Ndebele at either 'A' or university level were considered. The researcher felt that these have had a longer experience with the study of African languages and as such they could contribute greatly to a study of this nature. As for the practitioners, it was obvious that for one to

be included one had to be teaching an African language at either high school or university. For purposes of anonymity and confidentiality no names were ascribed to the teachers and lecturers.

The researcher strongly believes that the categories of participants described above provided a balanced representation of the population that was being studied. Cohen and Manion (1994) convincingly argue that a researcher can come up with a balanced representation of population by observing the characteristics of the sample and make inferences of the population from which the sample is taken. That way the sample becomes the most practical step in light of limitations of resources mentioned above. Thus a number of sampling techniques were considered for this study to be manageable and these shall be discussed below.

4.3 Sampling

A sample, according to Leedy (1997:205-206), is that representative subgroup of the population that is chosen for direct observation. Borland (2003:8) and Meadows (2003:398-400) concur that research results can be drawn from a sample, and then generalised to the population of interest because some populations are too large to be studied directly. Sampling therefore provides greater accuracy in problems where it is difficult to reach all members of the population. In light of that, a number of sampling techniques have been considered for different populations under study and the type of research instrument used.

Generally there are two main sampling techniques used in research namely non probability and probability sampling. Non probability sampling is a technique that does

not afford all members of the population equal opportunity for consideration in a study. In this research the technique has been used to pick up schools and universities on the basis of them being accessible to the researcher's area of habitation. On the other hand, probability sampling affords participants an equal chance of being considered for selection. Cohen and Manion (1994) argue that the technique helps in reducing bias in sampling. In this study all learners, students, teachers and lecturers of African languages had a known chance of selection.

In this study a combination of purposive, convenient, stratified and random sampling strategies were used. Creswell (2009: 125) puts purposive sampling as when "…a researcher selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study." In this case decisions are made on the following:

- Who or what should be sampled?

- What form the sampling should take?

- How many people or sites need to be sampled?

The educational institutions that were selected are hoped to have yielded the required data in this study. Leedy (1997: 210) reasons that the larger the sample the better and to meet this requirement, the study therefore focused on a total of nine educational institutions; six high schools and three universities. For each of the six high schools, thirty learners and three teachers (including the Head of Department) were purposefully selected. Similarly, sixteen students and three to four lecturers were being considered from each of the three universities or faculties. The selected individuals were either

studying or teaching an African language at either high school or university level, as has been alluded to earlier.

Marshall (1998:60) encourages the selection of participants whom the researcher thinks can supply the most information. This study considered that those studying and instructing in the field of African languages in high schools and universities would have a lot of information on the implications of perception and attitude towards the study of African languages on human resources management and development. Such a sample ensured "information-rich participants" as McMillan and Schumacher (1998:397) put it. Daymon and Holloway (2002:192) suggest the involvement of averagely six members for focus group discussions – large enough to provide a variety of perspectives but small enough not to cause disorder. Sampling for the study has considered all that.

Convenience sampling, on the other hand, refers to selecting units of the population that are easily accessible (Marshall, 1998:60; McMillan and Schumacher, 1997:169). Convenience sampling is less costly, saves time and ensures ease of administration and high participation while allowing generalisation to similar situations (McMillan and Schumacher, 1997:174-175). The in-and-around Harare educational institutions were considered because of vicinity to the researcher's station. Thus travelling to and fro research sites became easy in terms of cost, time and labour.

Stratified sampling has also been considered in this study to ensure that the sample does not have, by any chance, undue proportion of one type of unit in it. Stratified sampling is used in research whereby the researcher divides the population into layers or strata. The population can be divided on the basis of, for example, age, income,

intelligence and religion. Having done this, a simple random sample is then drawn from each stratum or layer. In this study the different types of schools in Zimbabwe were stratified such that one school is representing each of the following categories:

- private/trust schools;

- mission boarding schools;

- government boarding schools;

- government rural day schools;

- government urban day schools;

- former group A schools.

Similarly, three categories of universities found in Zimbabwe have been catered for;

- one state-owned;

- one private; and

- one church governed.

In random sampling each unit has an equal chance of being chosen, and the selection of any one unit should not affect the selection of any other. Thus in this research representation of the different categories of high schools and universities in Zimbabwe has been taken care of. Graphically, the sample description for the study can be summarised in the table below.

Table 4.1 Sample description per institutional unit

Unit	Number of institutional units in the study	Number of learners or students per institution	Total number of learners/ students participating	Number of teachers or lecturers per institution	Total number of teachers/ lecturers participating
Schools	6	3 groups of 10	**180**	3	**18**
Universities	3	2 groups of 8	**48**	2 to6	**10**

That being the sample for the study, data collection becomes the next step to embark on in the study.

4.4 Data collection and data collection tools

Data collection for the study was being guided by the specific research questions which were spelt out in section 1.3.2 of chapter 1 and, for convenience, shall be re-stated here:

- Do Zimbabwean high school teachers and students have negative attitude and/or perception towards the study of African languages?

- Is the study of African languages in Zimbabwean high schools and tertiary institutions worthwhile?

- What reasons do students give for studying African languages at high school level?

- Are those students who pursue the study of African languages at tertiary level likely to work in fields not related to their specialisation?

- What is the relationship between the study of indigenous languages and the management and development of human resources?

It is these research questions that determined data collection tools that were employed in data gathering as shall be enlightened.

The study employed the following tools:

- focus group discussions;

- interviews;

- questionnaire;

- documentary analysis; and

- literature review.

These shall be unveiled in the following sub-sections.

4.4.1 Focus group discussions

Focus group discussions (FGDs) were employed with three groups of ten learners from each of the high schools and two groups of eight students from each of the universities

as shown in Table 4.3. FGDs were considered because they are less time-consuming than conducting numerous individual interviews with many participants. FGDs also facilitate collection of large amounts of data from many participants simultaneously as the researcher interacts with more than one participant at one go (Daymon and Holloway, 2002:187). Use of focus group discussions thus ensures collection of sufficient data from many participants in a short period of time. Besides time management, FGDs also cut down on financial costs; instead of planning for many trips to interact with many participants at one site only one trip was undertaken, all things being equal. In addition, McMillan and Schumacher (1997:453) concur with Daymon and Holloway (2002:186) that, FGDs increase the quality and richness of data as group members get stimulated by perceptions and ideas of others within the social environment in which the group is situated. In short FGDs were considered for being efficient.

In this study, an interview/discussion guide was prepared to ensure that all critical issues were addressed with all the targeted focus groups (Daymon and Holloway, 2002: 195). However, during discussions the questions may follow any sequence bearing in mind that FGDs should be as natural as every day communication. The duration of each of the FGDs was just about one hour. The discussions were tape-recorded and later transcribed for analysis.

4.4.2 Interviews

Individual interviews were conducted with three teachers (including the Head of Department) and two to three lecturers of African languages from each of the

participating institutions or faculties. Semi- structured interviews were considered so as to avoid imposition of the researcher's frame of reference on data to be provided as Marshall (1998:38) warns. Attitude and perception towards the study of African languages are diverse and relative concepts and so, different people view them differently. Above that, true views of participants needed to be freely expressed and this was only be possible through the employment of personal interviews as they guaranteed that kind of freedom and security. In addition, focus on the participant's own words, insights and views were enhanced through interacting with participants at an individual level as issues to do with perception and attitude rest on personal encounters.

Since the study involved different categories of schools and universities found in Zimbabwe, interviews were considered for they are flexible and adaptable to individual situations. The researcher had the opportunity to probe vague or inadequate answers while remaining in command of the whole process. The researcher planned to have face-to-face interviews to ensure such interaction where non verbal communication could also be deciphered. Daymon and Holloway (2002:195) advise that an interview guide should be prepared so as to keep focused and ensure that questions asked to different individuals focus on generally the same issues.

For purposes of this study each interview lasted at most half an hour. Like FGDs, interviews with the lecture and classroom practitioners were tape-recorded and transcribed later.

4.4.3 Questionnaire

The questionnaire measures what a participant knows, likes or dislikes and what he/she thinks about an idea (Chikoko and Mhloyi, 1995:69). In this study, the questionnaire was used to elicit data that is embedded in the participants' minds or within their attitudes, feelings or reactions towards the study of African languages in Zimbabwean high schools. The questionnaire allowed for greater uniformity in the way the questions were asked thus allowing comparability of responses in areas that might look obscure when conducting interviews and FGDs.

The other merit of using the questionnaire was that the tool covered a large area at minimum expense in time, money and effort on the part of the researcher. In this study it was possible for all the one hundred-and-fifty (150) high school learners, forty-eighty (48) university students, eighteen (18) high school teachers and ten (10) university lecturers to respond to a corresponding questionnaire.

In the study the questionnaire was administered by the researcher or research assistants to allow for the opportunity to explain to participants the purpose of the study and offer any needed clarifications if need arises. It was hoped that by using the questionnaire in conjunction with the interview, the researcher would be able to bring in the issue of triangulation of data from the two different data collection tools. The strategy further enhanced corroboration of results to give a better picture of the research's outcomes.

4.4.4 Documentary analysis

Documentary analysis entails the researcher accessing relevant documents and then extracting information for scrutiny (Leedy, 1997:191). Documents that can be used for such purposes include reports and records. In this study documentary analysis was employed because it was considered to be appropriate in terms of explaining social phenomena (Best and Kahn, 1993:191) like attitude and perception that were being sought. Although in documentary analysis the researcher will be dealing with secondary sources of information, in this research the method has been considered for its usefulness in measuring characteristics over a period of years. Thus the researcher intended to analyse ministerial circulars and the language policy. Data elicited from the exercise helped in explaining some insights gathered through other data gathering tools for triangulation purposes.

4.4.5 Literature review

In this research, the study of literature has availed relevant background knowledge to the understanding of language education, attitude and perception toward study of African languages at high school and resulting implications on human resources management and development. The reading list encompasses the following:

- the Zimbabwe Education Act and its amendments;

- ministerial circulars;

- journal articles;

- e-articles;

- institutional repositories;

- discussions and presentations at different conferences, symposia and workshops;

- library books.

Literature review was an on-going process up to the end of the research.

4.5 Ensuring trustworthiness of data collection methods

The researcher had to pilot study the data collection tools with a nearby high school and one teachers' college, both of which were not part of the population sample. The move was aimed at testing usability of the interview guide, FGD guide and questionnaire. Possible problems likely to be encountered during administration of tools with collecting data from the actual population sample were identified and possible appropriate changes and/or solutions were made and sought.

The researcher also incorporated a number of measures to deal with possible gaps that could be created during data collection. Guba (1991:75-78) constructs criteria that can be employed to ensure the trustworthiness of qualitative research as credibility, transferability, dependability and confirmability. Consequently, these were considered for data collection in this study.

During data gathering credibility of FGDs and individual interviews was enhanced by tape-recording the proceedings and then transcribing them later. It was felt that audio-taping would give more accurate description of discussions than an observer's notes. Audio-tapes also contain much more information, such as voice tone and pauses than

captured by note-making. Thus the mechanical recording technique ensured accurate reflection of the participants' views. Marshall (1998:63) notes that when critical data is captured by tape for transcription at a later stage, dependability of results is ensured by consistency and accuracy. The audit trail that was made to detail processes of how the study was to be conducted also enhanced dependability.

The various data collection methods that were employed ensured triangulation of data which is emphasised by Daymon and Holloway (2002:99). Triangulation encompasses multiple sources of data collection in a single research study to increase reliability of the results and to even out the limitations of each method. In addition, the discoveries that were being made during the on-going literature review helped improve the credibility of results in this study. Research questions that guided this study were informed by wide review of literature.

In research it is generally believed that results from samples might not be generalised due to the fact that the sample chosen may not display the characteristics of the population. However, the sample in this study seems to have been carefully selected for results to be transferred to most of Zimbabwean high school settings. Finally, confirmability of results was ensured by coding themes while linking them with research questions. Aims of the study, and not the researcher's assumptions and preconceptions, were thus achieved.

4.6 Data presentation

Interpreted data shall be presented in a report form. The report is in the form of thick or detailed descriptions with the aid of narratives and direct quotes from FGDs,

questionnaire and interviews. Frequency and summary tables were also considered so as to give a clearer visual picture of data in readiness for analysis and interpretation. Data presentation constitutes chapter 5 of this report.

4.7 Data analysis and interpretation

Data analysis and interpretation for the study engages both qualitative and quantitative techniques. This is mostly in the form of very detailed descriptions complemented by use of tables. The tape-recorded data from both FGDs and individual interviews was transcribed and then, together with data from the questionnaire and documentary study, analysed in ways outlined in the following sub-sections.

4.7.1 Segmenting

Daymon and Holloway (2002:234) encourage that the researcher goes through transcribed data thoroughly to get a big picture of everything so as to be able to divide/segment it into coherent themes. Segmenting enables the researcher to identify groups of data that are critical in addressing the specific research questions. The data segments comprise of:

- baseline state of sampled population;
- data pertaining to sampled population;
- findings on major themes and research questions;
- expectations and challenges in the study of African languages;
- human resources issues; and
- general views from focus group discussion and interviews.

Data segmentation was followed by coding of the segmented data.

4.7.2 Coding

Once data had been segmented in this study, the segments were given codes such that data pointing to the same segment was given the same code. Coding was numerical and/or alphabetical such that where the same idea recurs in the processing of data the same numerical and/or alphabetical label was used. The coding system was developed to suit the data and therefore, was detailed after data collection was completed before the actual data analyses begun.

It was planned that as the researcher read through the questionnaire responses and documentary analyses findings as well as the transcribed focus group discussions and individual interview data, trends of related points were able to emerge. The emerging patterns were then ranked as explained below.

4.7.3 Ranking

Ranking involves grouping related data into main themes and issues raised. Frequencies helped ranking the themes according to the impact of attitude and perception towards the study of African languages in Zimbabwean high schools on human resources issues. Categories of related data could then be linked easily and meaningfully.

4.7.4 Linking

Categories of data were then linked to show patterns of relationships (McMillan and Schumacher, 1997: 502). The emerging patterns were finally analysed and presented. Possible explanations for the common and recurring trends were given.

4.8 Ethical measures

Although ethical issues were not really at stake in this study, it was still important to maintain strict ethical standards while collecting research data. This was mainly to ensure that the rights and welfare of participants were protected as per recommendation by McMillan and Schumacher, (ibid: 195). Consequently, the study considered the following ethical provisions:

4.8.1 Approval to conduct research

The researcher obtained approval from Secretary to the Ministry of Education, Sport, Arts and Culture and under whose authority the high schools fall. As for the three universities, approval was sought from their respective offices that are responsible for Public Relations and Information matters. Ethical clearance also had to be sought from the University of South Africa. Data collection only began after such approval clearance had been granted (Mcmillan and Schumacher, ibid).

4.8.2 Informed consent

Participants have the choice to participate, or not, in any research therefore during data collection the researcher should obtain their informed consent first (Robson, 1995: 472). This researcher provided an explanation of the research, the implications of

participating and that participants are actually free to withdraw services at any stage of the research. All this appears on the copies of all the different data gathering tools. Bell (1999:58) emphasises that it is imperative for researchers to get consent of participants.

4.8.3 Confidentiality

Christians (2003:139) concurs with McMillan and Schumacher (1997:193) that data collected for research must be treated in confidence and can only be made public in disguise of anonymity. In light of this, the names of participating institutions and individuals in this research shall not be referred to, instead pseudonyms are being used. This protects the reputation and images of both participating institutions and lecture-/classroom practitioners in view of whatever data emerges from the study.

4.8.4 Accountability

Research ethics also demand that the researcher is honesty and accountable at all costs in dealing with participants. This researcher undertakes to keep all information that will be supplied in strict care and promises to use it for this study's purposes only. All statements made in the write up are entirely the researcher's therefore the researcher is answerable for such.

4.8.5 Accessibility of research results

Since McMillan and Schumacher (1997:194) insist that participants have the right to research results, a copy of the research report will be given to the Zimbabwean then Ministry of Education, Sport, Arts and Culture (now Ministry of Primary & Secondary Education). This is in accordance with the ministry's expectations that results of any

study carried out in their institutions be availed for public reference on completion of the research. In addition, since the study aims at influencing educational policy issues, it is prudent that the findings be availed to policy makers in order to make an impact.

4.9 Conclusion

This chapter unveiled the research methodology and design that were employed in this study. The sampling techniques that were considered have been described and justified together with the major research instruments that were employed for data collection. Data presentation, analysis and interpretation techniques have also been highlighted. Finally, ethical measures and constructs for ensuring trustworthiness of results being observed have been outlined. The next port of call from this chapter is the actual presentation, analysis and discussion of data collected.

CHAPTER 5

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

5.0 Introduction

The researcher considers this chapter as the epicentre of the whole study. The chapter begins with presentation and analysis of data related to the sampled population before proceeding to discussion of the major research findings from the various instruments that were used in gathering data. The main purpose of this chapter is to examine the extent to which data collected correlates with the objectives of the study. It is the assumption of this research that the study of local indigenous languages at high school level impacts on the management and development of human resources in disciplines that draw from African languages. The main purpose of the survey was therefore to provide evidence that, African languages as part of high school curriculum can facilitate socio-cultural and economic development of human resource in Zimbabwe.

Data from the main instruments is presented, analysed and discussed along the research objectives and major themes that were spelt out in chapters 1 and 2 respectively. Quantitative methods of data presentation and analysis have been used for data obtained from questionnaires. On the other hand, the qualitative approach has been used mainly to analyse responses from focused group discussions, interviews as well as document analyses. The questionnaire formed the major research instrument for data collection hence the presentation of findings is mainly in quantitative form while the report on the interviews, focused group discussions and document analyses is qualitative in nature. Data from the focused group discussions (FGDs) and interviews

have been verbally recorded and so could not be numerically quantified hence are being presented and analysed as thick descriptions coupled with excerpts from the actual speeches. FGDs, interviews and data analyses complement the questionnaire, thus enabling triangulation of research findings.

The quantitative phase enabled the researcher to analyse perception and attitude of high school students and teachers as well as university students and lecturers towards the study of African languages in Zimbabwean high schools. On the other hand, the qualitative phase allowed the researcher to measure indicators of impact of the nature of perception and attitude on human resources development and management in professional disciplines that draw from African languages. The presentation and analysis of results in this study are therefore taking both a qualitative and quantitative form, with a summary that attempts to consolidate findings from both paradigms which is then followed by the relevant discussion to avoid unnecessary repetition.

The first port of call is the unveiling of the state of the sampled population.

5.1 Baseline state of the sampled population

As was indicated in the chapter on methodology, this study targeted students and educators of African languages in Zimbabwean high schools and universities.

5.1.1 Students

A total of 180 high school students and 48 university students were initially targeted for participating in the study. However, the number of students was reduced to 150 high from the schools population and 32 from the universities population because one

sampled school and one university were found not to be offering African languages on their curricula respectively. Participation in this research as a student had to be by one studying an African language at either Advanced or university level. Though reduction in number of student/learner participants might be viewed as a drawback on the intentions of this study, such a finding, according to the researcher, actually strengthens the objectives of and arguments proffered by the present study. To ascertain the perception and attitude towards study of African languages, the student population that participated responded to questionnaires and was engaged in focused group discussions of 10 and 8 participants each, in schools and universities respectively.

5.1.2 Educators

In the educators' category, 18 high school teachers and 12 university lecturers were initially targeted as participants in this study. All the 18 high school teachers, including three from School F which offers African languages only at Zimbabwe Junior Certificate (ZJC) level, were successfully engaged. The three teachers from school F qualified to participate because they were teaching an African language, although at ZJC level only, which was the condition that enabled one to participate. However, the number of university lecturers engaged fell down, from 12 to 10, in the three targeted universities because University Y was interestingly found not to be offering African languages on its curriculum. Again, the finding that no African language is being taught at University Y strengthens the arguments proffered by, and justification of the study. However, in order to try and maintain the initially targeted number of university lecturers as participants, both the Faculty of Arts and the Faculty of Education at University X were engaged.

The two faculties at University X teach African languages but they are quite different in their operations. The Faculty of Arts specialises in pure arts degrees yet the Faculty of Education offers education degrees in arts subjects. In addition, in the Faculty of Arts the language of instruction is English while the Faculty of Education uses African languages as medium of instruction for the respective African languages courses. Besides making up the numbers of lecturers 'lost' in University Y, the two faculties had much to offer in this study since their differences in language of education policies were critical to findings of the research.

Besides responding to the questionnaires, the 18 high school teachers and 10 university lecturers were also interviewed individually.

5.1.3 Categorisation of participants

For the purposes of presentation and analysis of findings from this research, participants have been classified into two major categories, namely:

- Students' category comprising high school and university students;
- Educators' category comprising high school teachers and university lecturers.

Findings on the high school students' sub category have been presented and analysed separately from the university students' sub category but where necessary the two were collapsed into one to enable the researcher come up with generalisations about the student/learner category as a whole. Similarly, findings on the high school teachers' sub category has been presented and analysed separately from the university lecturers' category while bunching the two where appropriate to enable generalisation of what applies to educators. Discussion of research findings has been handled in such a way

that a total picture can be drawn using data collected from all the four sub categories. Thus in the presentations, analyses and discussions reference to the student/learner and educator/teacher categories is frequently made.

5.2 Data pertaining to sampled population

In all the four sub categories of participants the questionnaire was, among other things, mainly aimed at the following:

- Investigating biographic data of the participants;
- Measuring the participants' perception and attitude towards the study of African languages;
- Finding out the participants' level of satisfaction with being in the African languages discipline; and finally
- Soliciting participants' views on ways of uplifting indigenous languages for development and management of manpower needs in the country.

Besides the questionnaires, focused group discussions and individual interviews were also held with the students and educators, respectively, for further probing and triangulation purposes.

5.2.1 Participants according to age and sex

Data relating to the sampled high school and university students as well as high school and university teachers according to biographical variants was as presented in the following segments.

5.2.1.1 Students

The age range of high school students who participated is tabulated in Table 5.1 below.

Table 5.1: High school students according to age

Institution	<18 years	18 – 20 years	>20 years	Total
A	3	27	0	30
B	8	22	0	30
C	5	25	0	30
D	2	28	0	30
E	3	27	0	30
F	0	0	0	0
Total	21	129	0	150
% total	14	86	0	100

Table 5.1 shows that while 86% of the high school student participants were above 18 years of age, the remaining 14% required clearance since they were still minors at the time of data collection. For this cohort of students, the necessary consent and assent forms were processed before administration of questionnaires and focused group discussions, thus enabling the researcher to comply with the necessary ethical requirements for the purposes of this research.

All the participants from the university students sub category were above 18years of age at the time of data collection as reflected in the table below.

Table 5.2: University students according to age

Institution	<18 years	18 – 20 years	>20 years	Total
X	0	0	16	**16**
Y	0	0	0	**0**
Z	0	0	16	**16**
Total	0	0	32	32
% total	**0**	**0**	**100**	**100**

The issue of age was important in this study because in sociolinguistics language preferences vary with age and therefore age can possibly influence perception and attitude towards African languages. Besides the ages of the student participants, it also became important to consider gender since issues to do with language also have a close relationship whether one is male or female. Thus the sex composition for the student/learner category is indicated in the next two tables.

Table 5.3: High school students according to sex

Institution	Males	Females	Total
A	15	15	30
B	12	18	30
C	7	23	30
D	0	30	30
E	8	22	30
F	0	0	0
Total	42	108	150
% total	**28**	**72**	**100**

Table 5.4: University students according to sex

Institution	Males	Females	Total
X	3	13	16
Y	0	0	0
Z	2	14	16
Total	5	27	32
% total	**15,6**	**84,4**	**100**

In Table 5.3 the majority of high school students at 72% are females while male students account for only 28%. Similarly, females and males account for 84,4% and

only 15,6%, respectively in the university students category. Such sex ratio becomes critical in this research since a more or less similar picture is being reflected at both high school and university level. Given the value with which a mother tongue should be accorded, one expects to find roughly a 1:1 sex distribution amongst those studying their own language. Nonetheless, the present findings point to the fact that study of African languages in Zimbabwean high schools seems to be done by the females mostly. It would be interesting to compare this with what obtains in the educator/teacher category as shall be reflected in section 5.2.1.2.

5.2.1.2 Educators

Although the age and sex findings for the student/learner category was done separately, the researcher decided to present the same for the educator/teacher sub categories concurrently since the numbers allowed for such a strategy. The following two tables show the combined sex and age distribution for the high school teachers' and university lecturers' sub categories.

Table5.5: High school teachers by sex and age

Age range	21- 30 years	31- 40 years	41 - 50 years	>50 years	Total	% total
Male	0	1	1	1	**3**	16,7
Female	1	7	7	0	**15**	83,3
Total	**1**	**8**	**8**	**1**	**18**	100

Table 5.6: University lecturers by sex and age

Age range	21- 30 years	31- 40 years	41 - 50 years	>50 years	Total	% total
Male	0	0	2	1	3	**30**
Female	0	5	2	0	7	**70**
Total	**0**	**5**	**4**	**1**	**10**	**100**

While the age range for the educator/teacher category was not much of a concern in this research in terms of ethical matters, it became pertinent for the researcher to take note of how views on language issues differed as one moves from one age range to the other. The female-male proportion was equally important. Table 5.5 above indicates that females and males account for 83,3% and 16.7% respectively within the high school teacher sampled population. A more or less similar picture is also painted in Table 5.6 where females and males account for 70% and 30% respectively within the sampled university lecturers' category. Findings from the two educators' category show that there are more females than males in the teaching of African languages. One expects to find representativeness in data when both sexes are represented generally well. Nonetheless, in this study, findings in that regard are critical because they are a reflection of what is also obtaining in the student/learner category which translates to the refection that females are more for African languages than their male counterparts. One feels there could be a perpetuation of tradition in terms of choice of subjects of study in Zimbabwean high schools that, as arts subjects, African languages are treated as a preserve for the female folk. As such the findings tell something with regards to

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perception and attitude towards the study of African languages particularly in Zimbabwean high schools. Resultantly, this might have an implication on human resources development and management, which is the niche of this study, since career choice is both a psychological and sociological construct. Thus the state of affairs that is unfolding aids the researcher to comment informatively about the issues at hand.

5.2.1.3 Discussion on biographical data

For both student/learner and educator/teacher categories it was important to know the age and gender composition of the population so that findings on perception and attitude towards the study of African languages in Zimbabwean high schools could be generalised across age and gender lines. The ages of participants was intended to measure the spread of the perceptional and attitudinal indicators across age groups since in sociolinguistics, a discipline within which this research falls, language and age correlate. The fairly young, represented by high school and university students, have certain perceptional and attitudinal tendencies towards language which might be at variance with that of the older generation, represented by teachers and lecturers in this study. Data were therefore intended to give relevance in measuring perception and attitude towards indigenous languages the young and old in the face of massive globalisation and technological advancement.

In short, personal biographical data in the fore-going presentations and analyses were to show the representativeness of the sample. Both male and female participants with ages ranging between just below 18 and >50 years contributed towards findings being considered herein. Participation by a sample from such an age range means that data

from a wide range of age groups have been captured in the research. Participants were individuals who were also currently involved in either studying or teaching of African languages at either high school or tertiary level. This translates to the fact that the research had a wide spectrum of participants whose involvement with the social use and academic study of African languages ranges from childhood to adulthood. As such, the data being presented, analysed and discussed in this chapter is deemed reliable.

5.2.2 Participants according to first language

All participants from the four sub categories were required by the questionnaire to indicate their first language. The first language may not necessarily coincide with language preference of study or specialisation in the learning or work environment, respectively. The questionnaire findings showed that for all the 150 high school students, 32 university students, 18 high school teachers and 10 university lecturers the first language happened to be either their language of study or specialisation, save for the one temporary teacher who was still awaiting teacher training opportunities. The first language was Shona in all the six high schools, by virtue of location of the research site, and either Ndebele or Shona for participants from the two university communities. Such information becomes essential in this research since one would expect attitudinal and perceptional indicators towards the study of either one's mother tongue or foreign language in a diglossic set up such as the site under study.

5.2.3 Participants according to involvement with African languages

As has been said earlier on in this chapter, the probability of one participating in this research was on condition that one was either studying or teaching a Zimbabwean indigenous language at either high school or university level. It was therefore imperative for the researcher to find out level of the participants' involvement with the African language(s) in question as is shown in the next sections.

5.2.3.1 High school students

The condition to participate in the high school students' category was that one should have been studying an African language at Advanced level. In that regard, the status of high school students is depicted in Table 5.7 below.

Table 5.7: High school learners according to level of study

Institution	Lower 6	Upper 6	Total
A	13	17	30
B	9	21	30
C	11	19	30
D	12	18	30
E	9	21	30
F	0	0	0
Total	54	96	150
% total	36	64	100

Table 5.7 shows that at the time of data collection a relative majority of the sampled high school students at 64% were in Upper 6 while only 36% were still in Lower 6. This means that a better proportion of this category of participants was clocking close to two years of studying an African language at the highest level in the Zimbabwean school system. Such detail becomes crucial in this study because one would expect to find participants involved with African languages at a higher level in the school system and for a longer duration to be more knowledgeable about factors at play in their subject of study, and can thus comment informatively about issues being raised in the study.

5.2.3.2 University students

All the university students that participated in this study, according to response on the questionnaire, were studying for their first degree either as Bachelor of Education or Bachelor of Arts General or Bachelor of Arts Honours. It would have been ideal to also have, among this cohort of participants, those studying for either a masters' or doctoral degree. Nonetheless, participants that were engaged in this category were of value to the study as the assumption was that they had a deeper insight into the issues being investigated since they have already gone through high school. From another angle, this sub category kind of bridged findings from the high school student sub category and those from the educator/teacher category.

5.2.3.3 High school teachers

Involvement in the area of African languages by this group of participants was gauged in terms of the highest qualification(s) attained as depicted in Table 5.8 below.

Table 5.8: High school teachers according to highest qualification attained

Qualification	Masters degree	Post Graduate Diploma	Bachelors degree	Certificate/ Diploma in Education	High school certificate	Total
Male	0	0	1	1	1	**3**
Female	1	2	3	9	0	**15**
Total	**1**	**2**	**4**	**10**	**1**	18
% total	**5,6**	**11,1**	**22,2**	**55,6**	**5,6**	100

A relative majority of teachers at 55,6% are holders of a Certificate/Diploma in Education while holders of a master's degree or post graduate diploma or bachelor's degree account for only 5,6%, 11,1% and 22,2% respectively. Participants with one or, better still, all of the four post high school qualification(s) are expected to share reliable experiences and expectations on issues that constitute the crux of this study. On the contrary, it is disturbing to note that about 5,6% of the teaching force is afforded opportunity to teach African languages in Zimbabwean high schools without the prerequisite qualification(s). This being the scenario within high schools, one would be interested in what obtains as one goes higher with the education system in Zimbabwe. The next segment sheds light on that.

5.2.3.4 University lecturers

Table 5.9 shows university lecturers' levels of qualification attained in the African languages discipline.

Table 5.9: University lecturers according to highest qualification attained

Qualification	Certificate/Diploma in Education	Bachelors Degree	Masters Degree	Doctoral Degree	Total
Male	0	0	2	1	**3**
Female	0	0	7	0	**7**
Total	**0**	**0**	**9**	**1**	**10**
% total	**0**	**0**	**90**	**10**	**100**

According to the reflections in the table above, 90% of the teaching staff in African languages at university level has a master's degree as the highest qualification and only 10% of the sampled population is constituted of doctoral holders. Although having a master's degree might be viewed as being generally adequate to inform this study the fact that only a quarter of those teaching African languages at university holds the highest level of qualification is disturbing. One expects to find professional staff members who are eager to pursue relevant studies in their area of specialisation but given the duration some of the staff has been in the profession, one shudders to think why they are not improving qualification in their area of specialisation. Perhaps, for some, it is a matter of how long one has been in the practicing field. Consequently, the researcher saw it pertinent to find out the educators' experience in teaching African languages and this is shown in the next section.

5.2.4 Educators' teaching experience

Some insights are gained with time hence the period that has been spent by educators' in teaching African languages has a bearing on findings in this study. The questionnaire required both high school teachers and university lecturers to indicate the number of years they have been engaged in teaching African languages.

5.2.4.1 High school teachers

Table 5.10: High school teachers according to teaching experience

Institution	>5 years	6–10 years	11-15 years	16-20 years	>21 years	Total
A	1	1	0	1	0	3
B	0	0	0	2	1	3
C	0	1	2	0	0	3
D	0	0	2	0	1	3
E	0	0	1	2	0	3
F	0	0	0	1	2	3
Total	**1**	**2**	**5**	**6**	**4**	**18**
% total	**5,6**	**11,1**	**27,8**	**33.3**	**22,2**	**100**

Data on high school teachers' experience shows that the staff is very experienced with 94,4% being over 5 years. One contends that the sampled teachers are in a position to comment authoritatively on professional issues with regards to perception and attitude towards the study of African languages in Zimbabwean high schools. Their responses

are thus expected to be from a wealth of experience. However, one's reluctance to improve or delay in advancing qualification becomes critical in this study which set out to investigate perception and attitude towards the study of African languages although at high school level and the resulting implications on human resources issues. In terms of teaching experience the same scenario seems to be reflected regarding university lecturers as evidenced by data presented below.

5.2.4.2 University lecturers

Table 5.11 below shows the range of experience in teaching of African languages by university lecturers who participated in the study.

Table 5.11: University lecturers according to teaching experience

Institution	>5 years	6–10 years	11-15 years	16-20 years	>21 years	Total
X	0	5	0	0	3	8
Y	0	0	0	0	0	0
Z	1	1	0	0	0	2
Total	1	6	0	0	3	10
% total	10	60	0	0	30	100

As the table displays, 90% of the lecturing staff in African languages at university level is relatively experienced, ranging from 6 to more than 20 years of experience, to also comment authoritatively on both professional and even academic issues. The assumption was that the longer one has been in a system the better placed one becomes in understanding undercurrents that operate within that system.

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5.2.4.3 Relevance of teaching experience

In both sub categories of the educator/teacher sample, a combination of qualification(s) and experience contributes greatly to this research where perception and attitude are psychological and sociological constructs from one's past encounters. Such detail becomes crucial in this research as it informs on the correlation between study of African languages, and development and management of human resources for related sectors. Duration of one's teaching experience would enable one to shed light on:

- What one has seen through the years regarding the teaching/learning of African languages;
- What one sees as way forward regarding future projections into the teaching/learning of African languages.

These became very important in informing the major findings of the study, which is the next section of the chapter.

5.3 Findings on major themes and research questions

The study undertook to inquire on perception and attitude towards the study of African languages by both students/learners and educators/teachers therefore a sample was drawn from each of the categories of participants. To ensure that reasonably recent data were obtained, the students who participated were currently enrolled for either 'A' level or first degree at high school or university respectively. Similarly, school and university educators currently teaching or lecturing in African languages were engaged in the study. Data relating to the sample of high school students and teachers as well as

university students and lecturers according to the key research instruments is presented, analysed and discussed in this part of the chapter.

The views of high school students, university students, high school teachers and university lecturers based on the major themes drawn from chapter 2 are presented, analysed and discussed under the following themes:

- Perception and attitude;
- Expectations and challenges in the study of African languages;
- Human resources issues;
- General views from focused group discussions and interviews.

5.3.1 Perception and attitude

The study sought to find out students/learners' and educators/teachers' perception and attitude concerning the study of African languages at high school level in the Zimbabwean education system in relation to multilingualism. In order to establish the perception and attitude, both the questionnaires and either focused group discussions or interviews set out to obtain data on participants' linguistic statuses, linguistic tastes, language use and language preferences in social and formal set ups.

5.3.1.1 Linguistic status

All the sub categories of student/learner and educator/teacher participants were required by the questionnaires to indicate their mother tongue as well as their second language. The first and second languages for the two groups of participants were either Ndebele or Shona and English respectively. This means that all the 210 participants in the study are native speakers of an African language, which in this case was either

Ndebele or Shona, leaving English with no native speaker among the sampled population. Since one's mother tongue may not necessarily coincide with one's language of preference the participants' views contribute significantly on perception and attitude towards the study of African languages in Zimbabwean high schools. In other words, the fact that one can speak an African language does not necessarily mean that one will have positive view about that language. Perception and attitude towards the study of languages may be testified by one's linguistic status. The study thus went further to establish the participants' linguistic tastes in a multilingual Zimbabwean education system.

5.3.1.2 Linguistic tastes

This segment of the chapter explores the students/learners' and educators/teachers' linguistic tastes or convictions in both educational and social situations. The table below reflects the combined views of the sub groups from the students/learners' category on the essence of studying their mother tongue.

Table 5.12: Students' views on study of mother tongue as an advantage

View	High school students	University students	Total	% total
Strongly agree	97	12	109	**59,9**
Agree	25	2	27	**14,8**
Neutral	25	18	43	**23,6**
Disagree	0	0	0	**0**
Strongly disagree	3	0	3	**1,6**
Total	**150**	**32**	**182**	**100**

A mere 59,9% of students/learners from both high school and university population strongly regard the study of mother tongue as a definite advantage. In addition, another 14,8% also sees the need of studying an indigenous language. This means those students/learners who see it worthwhile to study their mother tongue constitute 74,7%. One is surprised and disheartened to discover that 25,3% of the student/learner category is either neutral or disagreeable with regards to the advantage(s) of studying an African language. Such findings are very important in this research because linguistic tastes contribute significantly to perception and attitude of learners towards any language, be it foreign or indigenous.

What transpired during focused group discussions explains why a relatively large number of students/learners do not see any value in studying their mother tongue. Some of the reasons given for such a stance were that:

- English language is the prerequisite for employment purposes thus the study of an African language is rendered as time wasting, to say the least;

- No African language is regarded as the prerequisite for furthering education at Advanced level, college or university level;

- The study of Shona/Ndebele limits one's rays of job prospects beyond Zimbabwean borders;

- The study of Shona/Ndebele makes one feel out of place in a crowd because people look down upon specialisation in the mother tongue. People cannot conceptualise what can be studied in a language one knew from birth. Shona/Ndebele students are mocked, discriminated and labelled as dull for choosing what others call an easy subject';

- Some teachers who are not teachers of indigenous languages even denigrate the subject during their lessons;

- The responsible education ministry and its sister ministries do not seem to value Ndebele/Shona as important subjects of the curriculum as they do with English.

The far reaching impact of such sentiments could be felt by the researcher during focused group discussions from how students emotionally responded. One of the students had this to say,

> The fact that I am studying Shona in high school makes me feel out of place especially when we are discussing our subjects with friends. At times I am forced to lie about my subject combination for fear of being looked down upon. I only took it (Shona) because I had a good grade at 'O'level. Even at home they are really surprised why I chose to do Shona instead of better paying subjects.

Such psychological encounters by students of African languages are not uncommon for this researcher also came across a very interesting e-mail excerpt which concurs with

the student quoted above. The e-mail is from a former African languages doctoral

student to her promoter, a Professor in African Languages. Part of the e-mail reads,

> *Muzvinafundo munenge mava kugara mudenga imi. Mofamba zvakanaka. Tinofara kana muchititaridza kwatinogona kusvika neShona. Hamunawo kumboona nhamo yataiona yokusekwa navanhu vaiita ma*Sciences *kuti, "Makashaya chembere here kumusha munoremerwa namatirangi muchiuya kuzodzidza Shona?" Vanhu vaitoti takauya kuzoita* morphology *ne*phonology *kuti zvityise.*

> (Professor, you seem to be always travelling by air. Travel safely. We feel very happy when you demonstrate how far we can go with Shona. Did you not experience the ridicule we went through during high school days when we would be asked, "Were there no old women at your home for you to burden yourselves carrying box trunks, only to study Shona?" In defence we used to say that we had come for morphology and phonology).

In the final analysis, students with sentiments of this nature see no reason to study

African languages in high school as that seems not to add any value in their lives. How

do educators of such students take it is worth unveiling too.

One becomes curious to know how high school teachers and university lecturers value

studying African languages as part of the school curriculum. The following table shows

how both sub categories of educators/teachers view the study of African languages in

terms of value in life.

Table 5.13: Educators' views on study of mother tongue as an advantage

View	Teachers' views	Lecturers' views	Total	% total
Strongly agree	14	8	22	**78,6**
Agree	3	2	5	**17,6**
Neutral	1	0	1	**3,8**
Disagree	0	0	0	**0**
Strongly disagree	0	0	0	**0**
Total	**18**	**10**	**28**	**100**

From the data in the two tables above, Tables 5.12 and 5.13, some interesting observations could be made. Students/learners' views are at variance with how the educators/teachers feel. A whooping 78,6% and 17,6% of educators/teachers in the two sub categories find the study of a mother tongue a definite advantage. Only 3,8% of educators/teachers think that studying a mother tongue is not essential. Most probably the 3,8% is constituted by the one teacher-awaiting-training and might be interceded for not having realised the essence of studying African languages. Despite that anomaly, the findings here point to the fact that most educators/teachers see the value of studying their mother tongue. Some of the comments made during interviews as to why it is a definite plus for one to study his/her mother tongue are quite encouraging and they are as follows:

- It makes an African, African in the true sense because language is culture-embedded;

- It helps mould the youth in terms of African customs, values and traditions in the face of rapid globalisation of cultures;

- Studying the language keeps the speaker and his/her language attached. Chances of one remaining proud of one's language are quite high.

Although most of the twenty-eight educators/teachers interviewed were positive about studying African languages, there was an outcry regarding policy issues. There were suggestions that passing an African language at 'O' level should be made one of the prerequisites for proceeding to 'A' level and entrance into tertiary institutions. In addition, there were submissions that called for the Zimbabwean government to have a practical language policy which clarifies a raised status of African languages. Policy on language therefore ought to be practical not just pay lip service. The two, recognition of African languages on a complete 'O' level certificate and a reviewed language policy, according to the educators/teachers, would be pointers towards advantages in studying African languages in Zimbabwe. On the contrary, lack of political will is deterrent to the study of local languages in high schools.

Skutnabb-Kangas (2008:107) expresses fear that when learners are immersed and deemed competent in the dominant language, the mother tongue can be left behind, and the child has no right to maintain it and develop it further in the educational system. Skutnabb-Kangas' argument is, when more children gain access to formal education, much of their more formal language learning, which earlier occurred in the African community, takes place in schools. This is in concurrence with Kembo-Sure (2006:26) who maintains that if an alien language is emphasised in schools students do not have

the right to learn and use their first language in schools (and, of course, later in their working life), the language is not going to survive.

5.3.1.3 Language use in social discourse

The questionnaire also set out to find out the participants' language preference in social discourse. Table 5.14 below mirrors preferences of high school students in this area of language use.

Table 5.14: High school learners' language use in social interaction

Institution	Ndebele/Shona	English	Total
A	30	0	30
B	15	15	30
C	30	0	30
D	30	0	30
E	30	0	30
F	0	0	0
Total	**135**	**15**	**150**
% total	**90**	**10**	**100**

Indications from the majority of high school students show that of the two languages spoken by participants, an African language enjoys wider use in social interactions over English. Of all the 150 high school students it came out that 135 or 90% of them widely use Shona as a language of interaction while only 10% showed preference in using

English as opposed to an African language. In focused group discussions, most high school students acknowledged that they feel at ease when using their mother tongue instead of a second language which is English in this case. Asked why Ndebele/Shona speakers might not want to use their language, most respondents from this group indicated that the language is associated with culture which has some aspects which are viewed as objectionable and ridiculous in this era. This could explain why students from school B, a former whites-only school, opted to communicate mostly in English instead of Shona. Such perception and attitude contribute towards the idea of going at pains to study a language one sees through that kind of a lens.

The scenario was much more encouraging when coming to the case of university students as is mirrored in the next table of findings.

Table 5.15: University students' language use in social interaction

Institution	Ndebele/Shona	English	Total
X	16	0	16
Y	0	0	0
Z	16	0	16
Total	**32**	**0**	**32**
% total	**100**	**0**	**100**

All the 32 university students who participated indicated that they use either Shona or Ndebele in social interactions, depending on which is one's first language. This means that 100% of university students prefer using an African language in all their social

discourse. The slight variance to what high school students think could be explained by the fact that when one gets to university one may begin to fully realise why it is important to use one's mother tongue quite often. The reasons for such realisation came out clear in focused group discussions and they include:

- It is easier to express thoughts, ideas and feelings in the home language than in a foreign language;
- There is freedom and natural feeling when speaking in mother tongue as opposed to a foreign language which somehow restricts the speaker.

What is interesting is that, in both high school and university institutions the medium of instruction is English yet students converse mostly in the indigenous language(s). This shows that although English is used officially in the education system, it has no takers in the schools and universities outside the classroom or lecture room. During the focused group discussions, whose schedule was in English, participants responded mostly or totally in either Shona or Ndebele despite having been asked in English. From the focused group discussions, learners' and students' responses pointed to the fact that they have difficulties expressing themselves in English even if they would prefer speaking in English. As to why they preferred it that way, the response was that they felt more comfortable with their mother tongue than any other language even when conversing with their educators. Consequently, the educators' language use in social contexts in everyday activities became a necessity to explore.

Responses from high school teachers were as indicated in Table 5.16 below.

Table 5.16: High school teachers' language use in social interaction

Institution	Ndebele/Shona	English	Total
A	3	0	3
B	2	1	3
C	3	0	3
D	3	0	3
E	3	0	3
F	1	2	3
Total	**15**	**3**	**18**
% total	**83,3**	**16,7**	**100**

It was surprising to discover that three high school teachers, being Shona specialists as they are, confessed that they preferred using English in social discourse. In any case, they constitute just 16,7% of the total number of participants in this sub category. However, 83,3% of the Shona teachers confirmed that although there seems to be some unwritten school policies that require them to use English when interacting within school premises, they feel the need to use Shona in social discourse. These teachers concurred with all university lecturers who participated in the study. The situation was much more glaring with university lecturers where 100% confirmed maintaining use of either Shona or Ndebele in social discourse as is established in Table 5.17 below.

Table 5.17: University lecturers' language use in social interaction

Institution	Ndebele/Shona	English	Total
X	8	0	8
Y	0	0	0
Z	2	0	2
Total	10	0	10
% total	100	0	100

During the interviews many of the educators/teachers indicated that they are also most comfortable speaking naturally in their mother tongue than stressing oneself expressing one's thoughts in a foreign language. One participant thus remarked,

> *Inguva shoma chaidzo dzandinoona ndichitaura neChirungu nemunhu mutema kusara kwekunge ndasangana neuyo asinganzwi Shona. Munhu mutema akaita seni haangatamburi kureva zvaanofunga mururimi rwaamai.*

> (In very rare cases do I find myself using English in social fora such as when speaking to a non Shona speaker. A black African like me does not struggle to say out one's mind in a mother tongue).

Most of the educators/teachers were agreeable to the fact that they use mother tongue in social interaction as a way of conscientising school communities on the value of the mother tongue. This kind of thinking is influenced by scholars like Prah (2000:49) and Barker (2008:75) who associate language with culture. They assert that, any language is both:

- a carrier of culture; and
- a means of communication.

Charamba (2012:249) concurs with Prah (ibid) by believing that language is the aspect of culture which directly mirrors in both verbal and written forms, all the other dimensions of culture. In the same vein, Barker (ibid) also argues that,

> Language is the privileged medium in which cultural meanings are formed and communicated …. Language is the means and medium through which we form knowledge about us and the social world.

All these facts were expressed in interviews held with individual educators in this study. 100% of high school and university lecturers were very confident of the cultural value of African languages.

In actual fact the researcher observed that educators were predominantly using either Shona or Ndebele during personal interviews whose schedule had been crafted in the English language. This was evidence enough to strengthen their beliefs and views. With such a positive affinity towards local languages in social discourse, one would have expected the same zeal to flow into preferences in the study of languages Zimbabwean high schools. Research findings on language of study preference are presented, analysed and discussed in the following sub section.

5.3.1.4 The preferred language for studying as a subject

There is a distinction between language most used and that most preferred. In that regard, the next task of the study was to explore language of study preferred by participants. A language may be widely used yet not most preferred, especially as an area of specialisation or study. Findings in the previous segment indicate that Shona and Ndebele are widely used but are they preferred as subjects to study in Zimbabwean high schools? The purpose of this question was to establish the language(s) preferred

by learners or students when they make subject choices at high school. The assumption was that learners or students would choose indigenous languages whenever they are faced with alternatives. Table 5.18 conveys preference of language of study by those participants who were still in high school.

Table 5.18: Language preferred for study purposes by high school learners

Institution	Ndebele/Shona	English	Total
A	18	12	30
B	12	28	30
C	14	26	30
D	16	24	30
E	3	27	30
F	0	0	0
Total	63	87	150
% total	42	58	100

Although in section 5.3.1.3 above, about 83,3% of high school student participants had indicated intensive use of Shona in social discourse, findings in Table 5.18 above are quite interesting. Only 42% of high school students indicated that they would opt to study Shona as opposed to 58% who feel that they would be better off studying English instead. This would then mean that they use a local language against their convictions but only for convenience. This researcher is compelled to conclude that those who use either Shona or Ndebele do so for convenience and not for desirability reasons.

With university students the reflection is slightly different, therefore not very encouraging. The proportion is almost fifty-fifty as disclosed in Table 5.19 below.

Table 5.19: Language preferred for study purposes by university students

Institution	Ndebele/Shona	English	Total
X	10	6	16
Y	0	0	0
Z	7	9	16
Total	**17**	**15**	**32**
% total	53,1	46,9	100

Still, the findings from the table above are at variance with what came out in 5.3.1.3 where 100% of university students confirmed that they prefer using either Shona or Ndebele in social discourse. This reiterates the fact that indigenous languages are being used only as a matter of convenience with no value attachment. Convenience cannot be confused with desirability. On seeking further clarification with the students/learners during focused group discussions, the researcher established that this group of participants is more comfortable with the mother tongue and would very much want to have it as a subject of study were it not for the stigma that local languages carry within the Zimbabwean education system. Basing on this, one gets the feeling that African languages face an academic threat from the way they are seen in the school set up.

Findings from high school teachers' response concerning preference on language of study were equally disturbing as disclosed in Table 5.20 below.

Table 5.20: Language preferred for study purposes by high school teachers

Institution	Ndebele/Shona	English	Total
A	1	2	3
B	1	2	3
C	1	2	3
D	2	1	3
E	1	2	3
F	3	0	3
Total	9	9	18
% total	50	50	100

Half, at 50%, of the teachers indicated that they would prefer studying English language at high school. The other 50% moved for either Shona or Ndebele. During personal interviews, the 50% that preferred studying English anchored their preference on employment opportunities and social mobility reasons. The other half which said would go for African languages was rather skeptical about such a choice during interviews as the group was quick to clarify that although they saw it proper to study a mother tongue, they had reservations on future prospects. In addition others said they would opt to study both languages, a local and foreign language, citing that it is practically impossible to completely do away with English language. Their fears are that African languages are

not as developed as English but such fears can be allayed by the fact that a "…
language develops through use" (Mutasa, 2003:308).

Just like high school teachers, university lecturers were divided on choice of language
of study as exhibited by Table 5.21 below.

Table 5.21: Language preferred for study purposes by university lecturers

Institution	Ndebele/Shona	English	Total
X	4	4	8
Y	0	0	0
Z	1	1	2
Total	5	5	10
% total	50	50	100

It was 50% for studying English language at high school and the other 50% for the two
African languages that are predominantly spoken within the research sites. In the
interviews all the university lecturers had reservations on studying either
Ndebele/Shona or English on its own. Why all the university teachers chose to study an
African language, at least, as a language of study comes, may be, in the wake that they
have been exposed to the fact that their languages (mother tongue) are gateways to
success as any other human language in this world. All of them have studied an African
language and therefore possess that insight, as one university lecturer emphatically
asserted during the interview,

I would prefer a situation where both English and Shona are recognised as core subjects up to 'A' level simply because the two perform complete set of functions. For instance, English is a neutral language and so has to be studied for regional and international interactions. On the other hand one needs to study Shona since schools are the only platform left for socialisation in African norms, values and traditions which are necessary in moulding the future generation.

While English has an indispensable role in today's global village, African languages are equally important in maintaining *Africanness* within the African society. Emphasising the importance of learning of African languages, Mutasa (2003:299) notes,

Every language lost signifies great loss for mankind as the accumulated knowledge, wisdom and values dies with those languages. Great traditions and culture… would certainly die. Hence, a language has to continue to be learnt and … throughout life.

In light of that and basing on interview responses one can deduce that participants were calling for leveling the prevailing diglossic landscape in order to afford both English and local languages enough space in fulfilling their respective purposes.

The researcher further asked participants whether the study of African languages in Zimbabwe's education system was a national issue that required urgent attention. A total of 95% of the interviewees confirmed positively that the study of African languages in high schools was indeed a national concern. The general consensus was that with the *status quo* the study of local languages has negative economic effects on the basis of the following:

- It will not guarantee one of a job;

- It will confine one in terms of employment opportunities;

- African communities will be isolated and excluded from the global village whose *lingua franca* is mainly English and French.

These reasons clearly showed that the participants' main concern is on bread and butter issues, getting jobs for sustainability in future and this happens to be the crux of the research. There continues to be a bias towards English because of its international recognition. Mgqwashu (2011:164) and Kembo (2000:287) observe that, this is the consequence of the fact that the indigenous languages have not been taken seriously as subjects of study, which means that the cognitive, affective, and social development of young people, which must necessarily occur through a language that is well known, cannot take place effectively.

Kembo-Sure (2006:27) notes with concern the continued use of imported European languages in the education of Africans. That tradition "… has been defended in various ways but the most salient ones are:

- They are a neutral choice among competing local languages, none of which can be accepted as the language of the nation.

- They are already standardized and since most teaching materials already exist in these languages it is more economical to continue using them.

- They provide access to the existing knowledge in Science and Technology, which Africa needs badly if it has to develop economically and industrially.

- They provide media for international communication – trade, diplomacy, higher education, tourism, etc" (Kembo-Sure, ibid).

These could be some of the reasons why there is very little effort made towards the teaching of African languages.

A lack of concerted efforts to improve the teaching of indigenous languages as subjects of study, and their limited use as languages of social interaction in educational circles, seems to have implied that these languages cannot participate effectively in the world. Such linguistic suicidal tendencies manifest in curriculum and syllabus choices in most high school and higher education institutions as Mgqwashu (ibid) observes.

5.3.1.5 Language use in professional discourse

The question eliciting views on language preference for professional discourse was posed to the two sub groups of educators only. Table 5.22 below shows what high school teachers' responses were.

Table 5.22: Language preferred in professional discourse by high school teachers

Institution	Ndebele/Shona	English	Total
A	2	1	3
B	2	1	3
C	2	1	3
D	2	1	3
E	2	1	3
F	2	1	3
Total	12	6	18
% total	66,7	33,3	100

The findings were at variance with what the same high school teachers expressed with regards to language of study preference in section 5.3.1.4 above. One would expect

that participants' language of study would be a language that they would prefer to specialise in. Close to 67% of the teachers preferred using an African language in professional discourse, while 33,3% preferred English. In interviews all teachers indicated that they would resort to code switching and code mixing depending on situations. Probing during interviews revealed that the general feeling was that the need to use an African language for professional purposes would be to show fellow educators of other subjects that the languages in question are also as capable in expressing thoughts as any other language.

Similarly, there was also a mismatch between what university teachers expressed regarding language of study preference and language preference for professional purposes. Table 5.23 below has this to reveal:

Table 5.23: Language preferred in professional discourse by university lecturers

Institution	Ndebele/Shona	English	Total
X	4	4	8
Y	0	0	0
Z	0	2	2
Total	**4**	**6**	**10**
% total	40	60	100

Yet 50% indicated that they were prepared to study an African language in a preceding question, only 40% of university African languages teachers would go for use of that African language when it came to professional discourse. This sounds a mismatch

between what lecturers say they prefer and what they indeed do. In the interview the mismatch was explained as emanating from the fact that while most university lecturers are emotionally attached to their mother tongue they had negative perception and attitude towards the language. They felt that a lot still has to be done in terms of developing technical terms in local African languages, familiar terms which could be comprehended without problems by everyone. Until local languages are constitutionally and practically recognised for formal discourse, they did not see why they would fight for that cause. Again fingers were pointing at the language policy for being fluid.

The educator participants stated that the absence of a clear and comprehensive national language policy in Zimbabwe was an indicator that the government lacks political will in developing the indigenous languages. Reference was made to the amended Education Act of 2006, which states that Shona and Ndebele may be used as media of instruction but the document has no backing in the form of a tangible and practical national language policy. Once the government sets parameters of using local languages at more serious levels, the general public will follow suit in terms of developing positive perception and attitude towards African languages. This strengthens Mutasa's (2003) view referred to earlier that, language develops through use.

That being the situation, the research went further to find out how participants' views were regarding language of preference for leisure activities such as reading literature.

5.3.1.6 Language use for leisure activities

Tables 5.24 to 5.27 cover the question that was intended to measure the perception and attitude of students/learners and educators/teachers with regards the use of African

languages in literature. The assumption was that more respondents would prefer to use African languages while on the other hand preferring to read literature in English. All the four categories of participants were asked this question and the results were as depicted in the four tables.

Table 5.24: Language preference for leisure reading by high school learners

Institution	Ndebele/Shona	English	Total
A	18	12	30
B	6	24	30
C	22	18	30
D	19	11	30
E	21	9	30
F	0	0	0
Total	86	64	150
% total	57,3	42,7	100

Table 5.25: Language preference for leisure reading by university students

Institution	Ndebele/Shona	English	Other
X	7	9	16
Y	0	0	0
Z	5	11	16
Total	12	20	32
% total	37,5	62,5	100

Table 5.26: Language preference for leisure reading by high school teachers

Institution	Ndebele/Shona	English	Total
A	3	0	3
B	1	2	3
C	3	0	3
D	3	0	3
E	2	1	3
F	2	1	3
Total	14	4	18
% total	77,8	22,2	100

Table 5.27: Language preference for leisure reading by university lecturers

Institution	Ndebele/Shona	English	Total
X	4	4	8
Y	0	0	0
Z	1	1	2
Total	5	5	10
% total	50	50	100

In order to compare all the four sub categories of the participants, a summary in Table 5.28 below was helpful.

Table 5.28: Summary of language preference for leisure reading

Sub category	Ndebele/Shona	English	Total
High school students	57,3	42,7	100
University students	37,5	62,5	100
High school teachers	77,8	22,2	100
University lecturers	50	50	100

The summary of findings tabulated above show that there is a mixed feeling amongst participants, except for the high school teachers' category may be, with regards to what language they would prefer using for leisure reading. High school teachers came out much clearer at 77,8% and 22,2% for a local language as opposed to English, than any of the other three sub groups. On the contrary, the other categories were rather on the

borderline with high school students were at 57,3% and 42,7%, university lecturers at 50% and 50% while university students at 37,5% and 62,5% for an African language and English language respectively. Such findings indeed are signals of negative perception and attitude towards indigenous languages. In both the focused group discussions and interviews comments from participants showed that although they might be emotionally attached to their mother tongue they had little value for some of the kind of stories, plays or poems in local languages which are, in most cases, monotonous and predictable. One piece of art seems to be mirrored in many other subsequent productions. Themes, plot and content were alleged to border on children's literature. Given the chance to choose between English and Shona/Ndebele literature, more than 80% of participants vouched they would read English novels. Two high school teachers even extended their distaste to newspapers citing the following reasons for such a reaction:

- Newspapers written in local languages are trivialised by lack of seriousness of the content they carry, for their coverage focuses mainly on social issues at the expense of economic and developmental concerns;

- There is rarely any meaningful and reliable news on business or topical economic issues, the national budget and liquidity crunch currently being experienced for instance;

- There is excessive concentration of the weird scenes in African life, like witchcraft, which are blown out of proportion in most cases as if the English do not have their own share of this kind of stuff.

Participants also lamented the scarcity of literature in African languages. All this does nothing except denigrating African languages thereby developing negative attitude and perception towards the languages by their speakers.

The study also looked into another leisure area, the electronic media. The questionnaire required all the categories of participants to indicate the degree of whether TV and radio programmes in African languages are boring. Tables 5.29 and 5.30 below combine findings from the two major categories of participants, students and educators, in the study.

Table 5.29: Students' linguistic tastes in TV and radio programmes

View	High school students' views	University students' views	Total	% total
Strongly agree	15	6	21	**11,5**
Agree	10	0	10	**5,5**
Neutral	29	2	31	**17**
Disagree	41	10	51	**28**
Strongly disagree	54	14	68	**37,4**
Total	**150**	**32**	**182**	**100**

Table 5.30: Educators' linguistic tastes in TV and radio programmes

View	Teachers' views	Lecturers' views	Total	% total
Strongly agree	1	2	3	**10,7**
Agree	5	2	7	**25**
Neutral	4	3	7	**25**
Disagree	6	2	8	**28,6**
Strongly disagree	2	1	3	**10,7**
Total	**18**	**10**	**28**	**100**

It is amazing to note that 37,4% of a total of 182 participants in the students/learners category strongly disagreed that TV and radio programmes in African languages are boring. An additional 28% also showed interest in indigenous languages' electronic programmes. The major reason for enjoying programmes in the indigenous languages, as this portion of the participants revealed in the FGDs, was that it is easy for them to catch the humour being portrayed by works of art than what they would do given a production in the foreign language. The issue of culture being embedded in art also came up as the familiarity with what will be cast contributes as well. That was quite impressing but, what is more important to this study at this point is the proportion of students that was neutral and either agreeing or strongly agreeing at 34% that TV and radio programmes in the local languages are boring. In the interview these groups of respondents aired the fact that as much as they would love to enjoy electronic programmes in African languages, they are discouraged by the quality of productions. The close to folktale kind of drama and soaps dominate the screen and radio,

participants complained. The reasons given are similar to those cited as regards to novels and newspapers. In the end, one is forgiven for presuming that the whole issue of indigenous languages programmes on TV and radio are a mockery of the languages. This then means that there is great need to improve the questionable quality of production and this implicates on human resources development and management. The right personnel is lacking in the field of media.

The same picture described above is painted by findings from the educators category in that 39,3% of the 28 educators/teachers either disagreed or strongly disagreed that electronic African languages programmes are not interesting. The remaining 60,7% constitutes those educators who were neutral and either agreed or strongly agreed that TV and radio programmes in indigenous languages are boring. This category of participants gave more insight into this study as most of them revealed, during personal interviews, that it was now time that human resource for African languages related areas be developed and managed right from high school for critical areas such as print and electronic media. For one to be able to function effectively in a given job one must have a strong foundation in the area and such a background can only be provided from early childhood development stage right up to the end of high school. This is only possible if the Zimbabwean system re-looks into the languages curriculum being offered in the schools.

At this juncture during the FGDs and interviews, the researcher went further to probe whether the study of African languages as subjects of the curriculum should be limited to either primary or secondary school levels of education only. Very few of the students participants preferred that African languages be studied at secondary level, worse still at

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tertiary level, of the country's education system. In fact 80% of the 150 students confirmed that as long as there is no change in the way indigenous languages are perceived on the job market, African languages should be studied as subjects of the curriculum only at primary school level of Zimbabwean education. In the prevailing Zimbabwean linguistic climate, it is a sheer waste of time, energy and resources to pursue studies in the African languages area. Literature review in chapter 2 established that the major goal for one getting an education is to secure oneself a good paying job in the future. That on its own brews negative perception and attitude towards the study of local indigenous languages and impacts on human resources management and development in the print and electronic media.

The study was also interested in looking into listening habits of participants with regards to crucial issues such as news bulletin as these could influence perception and attitude towards the study of African languages in high school. Tables 5.31 to 5.34 mirror the listening habits of students and educators respectively.

Table 5.31: High school learners' linguistic preference for news bulletin

Institution	Ndebele/Shona	English	Total
A	21	9	30
B	7	23	30
C	20	10	30
D	22	8	30
E	22	8	30
F	0	0	0
Total	92	58	150
% total	61,3	38,7	100

Table 5.32: University students' linguistic preference for news bulletin

Institution	Ndebele/Shona	English	Total
X	8	8	16
Y	0	0	0
Z	4	12	16
Total	12	20	32
% total	37,5	62,5	100

Table 5.33: High school teachers' linguistic preference for news bulletin

Institution	Ndebele/Shona	English	Total
A	3	0	3
B	1	2	3
C	2	1	3
D	2	1	3
E	2	1	3
F	1	2	3
Total	11	7	18
% total	61,1	38,9	100

Table 5.34: University lecturers' linguistic preference for news bulletin

Institution	Ndebele/Shona	English	Total
X	6	2	8
Y	0	0	0
Z	1	1	2
Total	7	3	10
% total	70	30	100

It becomes more convenient once again to compare linguistic preferences for news bulletin of the four sub categories of participants in a summarised form and this is shown in the next table of findings.

Table 5.35: Summary of linguistic preferences for news bulletin in percentages

Sub category	Ndebele/Shona	English	% total
High school students	61,3	38,7	100
University students	37,5	62,5	100
High school teachers	61,1	38,9	100
University lecturers	70	30	100

Data collected shows a tendency towards Ndebele or Shona ahead of English for the high school students', high school teachers' and university lecturers' categories while university students preferred English over an indigenous language. The reasons that frequently came from FGDs as to why high school students, for instance, preferred Shona over English were:

- It is easier to comprehend news bulletins in the former than in the later;
- They could relate meaningfully to the language that will be used.

The educator/teacher participants, in personal interviews, indicated that being African languages' specialists makes them have a natural affinity for the languages. To them, they confessed, it is therefore something natural and not artificial as they would do during an English news bulletin. However, most of these educators complained on the quality of reporting done in the Shona and Ndebele versions as compared to the English version of the same news bulletin. One of them emphatically asserted:

> *Ndinofarira kuteerera* news *dzeShona* but *mamwe ma*reporters *acho haatombogoni zvawo* pronunciation *yemamwe mazwi emutauro wedu*. I am also

disturbed by the kind of translation that would have transpired. The process of translation is guided by theories, remember. *Panoita sezvinonzi inyaya mbiri dzakasiyana pakati peyeChirungu neyeShona.* We really need expertise in translation.

(I enjoy listening to news in Shona but some of the reporters mispronounce some the words in our mother tongue. I am also disturbed by the kind of translation that would have transpired. The process of translation is guided by theories, remember. A news item in English is presented differently in Shona. We really need expertise in translation).

Another educator also complained about the coverage and quality of news items broadcast in indigenous African languages. In short, educators filed the following complaints with regards to news broadcasts in African languages;

- Poor translation from English to Shona/Ndebele and vice versa;

- Poor quality of reporting especially in pronunciation, intonation, concordial agreement and word order, among others;

- Inappropriate non verbal communication.

What message are the educators trying to send through this study? It is simply a matter of having the wrong people in wrong positions and the problem seems to be perpetuating from one generation to the other. Ultimately it is the potential of African languages that is put at risk. The cancer has to be nipped in the bud if local languages and their speakers have to survive.

Chiwome and Thondlana (1992:255) note that, the hegemony of English in university education is a barrier to the learning process and to the process of term creation which always accompanies the teaching and learning exercise. For the two researchers, the teaching of indigenous knowledge systems in indigenous languages encourages teachers and students to be creative: new terms are coined at grassroots level and

diversity of terms provides speakers with options. Similarly, Prah (2000:80) notes, "African languages would be the most effective means of transferring knowledge to masses. These are the media which will permit the masses to participate most effectively not only in knowledge reception but also in creation." In short what scholars argue for is that the hegemony of English is a known phenomenon in Africa's education programmes and that it negatively affects the participation of the learner. In doing so, it disturbs the learner from excelling in academic terms.

On the whole, findings presented and analysed so far have shown that although linguistic preferences cannot be interpreted as a fixed but as varying depending on what context one is hinging the preference on, perception and/or attitude towards African languages can be detected. The researcher notes that in different contexts one may display different degrees of perception and attitude. It became important to establish how participants valued languages within their reach.

5.3.1.7 Language value

Tables 5.36 and 5.37 show the responses by student/learner participants to the question which requested them to indicate the language they valued most.

Table 5.36: Language valued most by high school learners

Institution	Ndebele/Shona	English	Total
A	26	4	30
B	7	23	30
C	17	13	30
D	15	15	30
E	12	18	30
F	0	0	0
Total	67	83	150
% total	44,7	55,3	100

Table 5.37: Language valued most by university students

Institution	Ndebele/Shona	English	Total
X	8	8	16
Y	0	0	0
Z	6	10	16
Total	14	18	32
% total	43,8	56,2	100

Relatively more high school and university students at 55,3% and 56,2% indicated that they value English more than their mother tongue as revealed in Tables 5.36 and 5.37.

A follow up to the findings was made through the FGDs and the students' responses can be substantiated by the following facts:

- Because knowledge of English opens up opportunities for employment in Zimbabwe, it becomes logical for Africans in the country to misconstrue English as being more useful and economically rewarding than the local indigenous languages;

- Generally there is lack of confidence in African languages by students;

- It could be lack of knowledge of one's language that might make one not to value their mother tongue.

Nyaungwa (2013:125) illustrates such views with an advertisement, by Edgar's Stores Limited for retail management trainees, which was placed in the Newsday newspaper (04/02/11). One requirement for qualifications was O' level English and mathematics. In another advertisement by Women University in Africa (News day 10/03/11, page 23) in part also stated, "The minimum entry requirements for undergraduate programmes are (inter alia) 5 O' level passes including English. Maths is a requirement in some programmes". Nyaungwa (ibid) supposes that once indigenous languages like Shona and Ndebele are given more and key functions in government business and commerce and education then there will not be any need to recruit trainees or students on the strength of a pass in English at O' level.

It is sad to note that a lot of talent is put to waste due to such unrealistic and unfair requirements. Many of these jobs and courses can be done very well by those without passes in English but perhaps with passes in other languages. The bone of contention

is: why is it that nearly all jobs and courses are portrayed as if they hinge on the knowledge of English? Such blind and blanket requirements for English surely have serious shortcomings in the management and development of human resources.

Again all this leads to development of negative perception and attitude towards the study of local indigenous languages in the school system, hence the churning out of poor product for the job market. Thus this study advocates that the curriculum of any nation should be made in such a way that it meets the individual attributes and needs of the country. The curriculum should facilitate the country's socio-economic and developmental goals.

Writing on language attitudes, Kayambazinthu (2000) asserts that in social circles those who know how to speak and write the white man's language have a better social standing   than those who can only speak African languages. The negative attitude towards the use of African languages in the six high schools and three universities is representative of other Zimbabwean institutions, if not in many African countries. This is so because in nearly all these countries, English, the colonial language of 'high-culture' and the language of the elite was and is still regarded as the most prestigious language used in all spheres including parliament, legislature, education, government, science and technology, most academic writings and official correspondences. The colonial language is considered highly because of the historical processes that placed it there and uphold it (Kayambazinthu, 2000:35), of which the education system is one. The status of English against that of African languages has been because most African governments do not put in place mechanisms for vigorously promoting indigenous

languages. Without government intervention it is quite difficult to erase such perception and attitude towards the mother tongue of many indigenous people. This could explain why a large proportion of Zimbabwean students/learners value the English language more than their respective mother tongue.

Having realised how students value African languages, one would be interested in how those already employed in areas that draw manpower from African languages rate the value of an African language against a foreign language like English. This has been mirrored in the next two tables for teachers and lecturers respectively.

Table 5.38: Language valued most by high school teachers

Institution	Ndebele/Shona	English	Total
A	3	0	3
B	3	0	3
C	3	0	3
D	3	0	3
E	3	0	3
F	3	0	3
Total	18	0	18
% total	100	0	100

Table 5.39: Language valued most by university lecturers

Institution	Ndebele/Shona	English	Total
X	8	0	8
Y	0	0	0
Z	2	0	2
Total	10	0	10
% total	100	0	100

Findings from the two educator sub categories are a relief as there is evidence that all participating African languages high school teachers and their university counterparts value mother tongue over a second language, English. In interviews this group of participants confessed that although English is a *lingua franca* that brings together the whole world as it is spoken in the international arena, the mother tongue has its own values which cannot be overlooked. A language which gives one an identity is surely very important to them. Besides, African languages give their speakers the cultural framework within which to operate especially these days with the strong drive by Zimbabwean ministries of education towards African renaissance entailed in the *ubuntu/unhu* philosophy.

Combining findings from the four sub categories on the language valued most amounts to the following summary.

Table 5.40: Summary on language valued most by the participants

Participant sub category	Ndebele/Shona	English	Total
High school students	44,7	55,3	100
University students	43,8	56,2	100
High school teachers	100	0	100
University lecturers	100	0	100

The summary clearly paints a very interesting picture as the findings above show that the two student/learner categories value English over indigenous African languages while the reverse is true for the educator/teacher categories. Such an image surely leaves one to question how things are moving on within the Zimbabwean education system now that students'/learners' view on the value of African languages is at variance with the educators/teachers' view. This surely impacts on the teaching/learning of African languages and thus should have an influence on perception and attitude towards the study of the languages in high schools. Obviously the different views pose some challenges on the teaching of African languages in the country in general and at high school level in particular. That is the chapter's next port of call.

5.3.2 Expectations and challenges in the study of African languages

Having established the kinds of perception and attitude students/learners and educators/teachers in Zimbabwean high schools and universities have towards African languages, it was pertinent to further explore the consequent expectations and challenges in the study of those languages. First to be examined was the preference in

language of instruction in the education system, a bone of contention in most African countries.

5.3.2.1 Medium of instruction

This part of the questionnaire sought to gauge students/learners' and educators/teachers' perception and attitude towards the medium of instruction as per language policy. A follow up in focused group discussions and interviews, as was the case with most of the questionnaire, was made to see participants' feelings in unbounded situations. Participants' submissions in this area are quite essential as they have a bearing on perception and attitude towards the study of languages in school. In that regard, the following four tables reflect questionnaire findings from the different categories of participants in the study.

Table 5.41: High school learners' preference on medium of instruction

Institution	Ndebele/Shona	English	Total
A	26	4	30
B	8	22	30
C	22	8	30
D	23	7	30
E	18	12	30
F	0	0	0
Total	**97**	**53**	**150**
% total	**64,7**	**35,3**	**100**

Table 5.42: University students' preference on medium of instruction

Institution	Ndebele/Shona	English	Total
X	5	11	16
Y	0	0	0
Z	3	13	16
Total	8	24	32
% total	25	75	100

All the high school teacher and university lecturer participants were agreeable on preferring an African language as medium of instruction as shown in Tables 5.43 and 5.44 below.

Table 5.43 High school teachers' preference on medium of instruction

Institution	Ndebele/Shona	English	Total
A	3	0	3
B	3	0	3
C	3	0	3
D	3	0	3
E	3	0	3
F	3	0	3
Total	18	0	18
% total	100	0	100

Table 5.44: University lecturers' preference on medium of instruction

Institution	Ndebele/Shona	English	Total
X	8	0	8
Y	0	0	0
Z	2	0	2
Total	**10**	**0**	**10**
% total	**100**	**0**	**100**

Questionnaire findings in the four tables have been summarised in Table 5.45 below to show a clear reflection of the varied responses by the four different groups of participants.

Table 5.45: Summary of preference on medium of instruction

Participant category	Ndebele/Shona	English	Total
High school students	64,7	35,3	100
University students	25	75	100
High school teachers	100	0	100
University lecturers	100	0	100

64,7% of high school students were for Ndebele/Shona as medium of instruction. The main reason for that choice, as the FGDs exposed, is learners are convinced that English complicates conceptual formation and that alone hinders learning. It was clear

during FGDs that students feel blocked by language yet the main purpose of language is to communicate. For teaching/learning to be successful there should be effective communication between the instructor and the learner. One cannot be blamed for thinking that it is therefore better to use a language that is accessible to learners of which high school learners in this study indicated as an African language.

On the contrary, of the 32 university students that participated in the study only eight, which is just 25%, were for an indigenous language while a shocking 75% accounts for those who preferred English. In FGDs most of the university students cited the following reasons for such a conviction for English as medium of instruction:

- It is policy that English is the medium of instruction in the Zimbabwean education system so they have no choice;

- It is difficult to clearly explain one's ideas in either Shona or Ndebele than in English because local languages are incapable of expressing scientific and technological jargon.

On analysing such convictions one cannot avoid asking:

- Cannot policy be reviewed and changed if there are better alternatives?

- Is it not possible to develop scientific and technological terminology in indigenous African languages?

To the researcher all this points at expertise in policy and lexicographical issues which are human resources issues, the ultimate focus of this study. An elaboration on these matters was made through probing with the educator category during personal interviews.

All the educators/teachers, 100% in both sub categories, on the medium of instruction aspect, indicated that although they were aware that English was the official medium of instruction they would have an indigenous language as language of education instead for sociological, psychological and pedagogical reasons. There was a bit of congruence between how high school students felt and what the educators'/teachers' opinions reflected, meaning there is harmony between educators' and high school students' views concerning the position of English as a medium of instruction. The harmony, as interviews elicited, comes in the realisation that for any concept to be communicated well it has to be conveyed in a medium that is readily accessible to the intended learner. Once there is language barrier, then no concept is grasped and no teaching-learning would have taken place. To buttress their position on advocating for indigenous African languages as media of instruction in the interview, educators cited the following reasons which tally with Mutasa (2003)'s arguments:

- Use of the mother tongue ensures creativity and interaction with our environment;

- Mother tongue facilitates understanding because facts and ideas can be made simpler and easier;

- Mother tongue instruction facilitates learning: Children do not battle with two things; both the language and subject matter;

- It is a way of making sure that the languages do not die. Use of the mother tongue in education may lead to the promotion or better status for African languages.

In the same vein, Chiwome and Thondhlana (1992:247) cite recommendations by the Inter-African Bureau of Languages, which was accountable to the then, Organisation of African Union that, the use of indigenous languages is worth because, it:

- helps in the development of critical powers of thinking;

- fosters effective communication between the learner and tutor;

- enhances deeper critical understanding;

- increases national consciousness.

It can be concluded from the arguments above that the mother tongue is undoubtedly the language through which the child is inducted into this world and more so; it is through this language that the child will understand his/her environment and concepts far much better. Several scholars among them Adegbija (1994), Kembo-Sure (2006), Afolayan (1976), Bamgbose (1976) and Mutasa (2004) emphasise that mother tongue education ensures learners' performance at the maximal ability and psychological support.

The hurdle that Zimbabwean education system currently has is that most people who occupy influential posts in policy making are those people who belong to the 'old school' where the belief is: English is the only solution to the country's multilingualistic situation yet this is not true! What is required is just the development of uniform linguistic terms that can be used without confusing educators and learners.

5.3.2.2 Linguistic competences in English

The question on competences in English was directed to educators only because students could not be trusted in assessing themselves. To make their argument on the medium of instruction hold more water, relatively more educators'/teachers' rating of

students'/learners' linguistic proficiency revealed that most students have problems with English language - the current medium of instruction. Tables 5.46 and 5.47 below testify that English language complicates learning.

Table 5.46: High school teachers' views on learner linguistic competences

Level of competence	Views of teachers	% total
Very high	3	16,7
High	3	16,7
Moderate	8	44,4
Low	2	11,8
Very low	2	11,8
Total	18	100

A cumulative 24% of the teachers rate their students' competence in English as somewhere between moderate and very low. This is not something one would be comfortable with as 76% of high school teachers confessed that students in the school system have problems with English language use and usage. In other words a relatively large number of high school students cannot communicate and use English language effectively. On the other hand, university lecturers were quite blunt by confirming that a cumulative 100% of university students has difficulties with the current language of education as disclosed by Table 5.47 below.

Table 5.47: University lecturers' views on student linguistic competences

Level of competence	Views of lecturers	% total
Very high	0	0
High	0	0
Moderate	7	70
Low	0	0
Very low	3	30
Total	10	100

Merging findings from the two tables above, the picture becomes clear as is depicted in

Table 5.48 below.

Table 5.48: Summary on student/learner linguistic competences

Level of competence	Teachers' views	Lecturers' views
Very high	16,7	0
High	16,7	0
Moderate	44,4	70
Low	11,8	0
Very low	11,8	30
Total	100	100

Data collected reveals that generally students/learners show or have a low linguistic

proficiency in English. In both cases it is evident that most of the educators indicated

that levels of competence are moderate. Not even one lecturer thought the university students' proficiency in English was either very high or high. Close to 35% of high school teachers revealed that the levels of proficiency where either very high or just high in which case one is obliged to think that such participants could be teaching the 'cream' of intelligence streamed classes in their respective schools. Otherwise the bottom line is, learners within the Zimbabwean education system generally have low levels of linguistic competence in the official medium of instruction.

In the interview ten participants from the university lecturers' category expressed that in most rural areas learners have the first encounters with English only in grade 1 yet, theories of language acquisition say, by the age of five every child would have gained enough knowledge of a language. Unfortunately the language that a child in Zimbabwe acquires from birth is not at the centre of learning. This turns the learning process into a nightmare since the tool of the trade (language of instruction) will be missing.

In the same light, a related question was employed in the FGDs with high school students clearly exposed that learners found a lesson in any other subject easier to grasp when taught in their mother tongue. The students' feelings and attitudes are summed up by a response from one student, who said,

> Expecting us to deal with new information or ideas presented in an unfamiliar language *kunotipa misengwa miviri* (poses double trouble upon us). We are forced to face the subject content as well as this 'new' language. This is the reason why the pass rate in our schools is very low.

The general view from university students during FGDs also showed that they preferred code switching and code mixing for now while they wait for a shift in language of education policy. Incidentally, as much as 100% of the students/learners to code

switching and mixing during interviews and FGDs. Barely a full statement uttered completed before a Shona or Ndebele word or phrase was thrown into the discourse. For most of the participants, educators too, it looked normal to code switch or code mix showing that it reinforced one's freedom of expression and confidence in speech. However, in the interview, all educators/teachers said they were not for code switching and mixing in classroom situations but were crying for appropriateness in language of education policy where content subjects could be taught in the African languages medium instead.

One gets the impression that educators are opposed to the idea of code mixing and switching yet they feel it is desirable to do so since they were frequently code switching and mixing during interviews just as their students did. The main reason for their not supporting the phenomenon was that it interferes with concept appreciation and expression in view of the fact that the examination system does not allow for such a strategy. It would be therefore meaningless to encourage what would be penalised for by the examiner since Zimbabwean system of education is examination oriented, it teaches to test. In light of that, encouraging code switching and code mixing during teaching/learning would automatically disadvantage students in assignments and examinations. However, the findings are pointers that there is need for a re-look at language of education policy in Zimbabwe. The use of the mother tongue, scholars and participants agree, promotes better understanding between the home and the school. Various study findings have shown that children benefit most emotionally and cognitively, if teaching/learning is delivered in the mother tongue and this might improve perception and attitude towards the study of African languages in Zimbabwean high

schools. The success of a mother tongue instruction policy therefore rests primarily on the people's perception and attitude towards the mother tongue. A negative attitude towards the mother tongue inevitably means, the mother tongue will play second fiddle to whichever colonial language prevails in a country.

The perception and attitude displayed by Zimbabweans in this study are to a very large extent similar to Moto's (2002: 39) findings where it has been established that linguistic discrimination in Malawi comes as a result of negative attitude towards indigenous languages in education, which manifest themselves in a number of ways such as:

- One cannot progress from secondary school to university without obtaining a credit in English.

- Aspiring and eloquent speakers of Malawian local languages cannot be members of parliament without attaining a good English grade at Junior Certificate of Education. Without this, they are required to pass an English Proficiency Test that has to be administered by the University of Malawi. Similarly Malawians cannot contest in local government polls unless they show evidence of a given level of proficiency in English.

The general assumption is that English is inherently superior and better suited for education. Kamwendo (1999:229) in Mutasa (2004:120) confirms this by saying "English is synonymous with sound education whilst education through African languages is given second class rating." Adegbija (1994:104) also summarises attitudes towards African languages by noting that, "… provision of education in the vernacular rather than an international language (like English) aroused resentment among students and parents". This shows that what is obtaining in Zimbabwean education prevails over

most of Africa. It would be worth the while to begin experimenting with other alternatives as medium of instruction as submissions to that effect were made during this study.

5.3.2.3 Mother tongue as medium of instruction

The study went on to find out how participants' views on use of mother tongue as medium of instruction were. Views from the two groups of students have been presented concurrently for comparative purposes and findings are reflected in Table 5.49 below.

Table 5.49: Students'/learners' views on mother tongue as medium of instruction

Effectiveness	High school students' views	University students' views	Total	% total
Strongly disagree	16	0	16	**8,8**
Disagree	14	0	14	**7,7**
Neutral	60	5	65	**35,7**
Agree	21	11	32	**17,6**
Strongly agree	39	16	55	**30,2**
Total	**150**	**32**	**182**	**100**

Responses to the question which sought to get students'/learners' views on the impression that learning through a mother tongue would be better than learning in English show that close to 48% either strongly supported the idea or just agreed to it. 35,7% chose to be neutral, not coming out clear on their actual position, while close to a cumulative 16% did not support the idea. Thus the results show that a relative majority of the student participants supported use of mother tongue as medium of instruction on the questionnaire. In the FGDs most of the students/learners submitted that English

should be replaced by a mother tongue, a language they understood better and could make learning a lot simpler. In other words basing on these findings, the ideal is to *Africanise* the medium of instruction, difficult as it might look to reverse centuries of tradition as Afolayan (2005) suggests.

Educators'/teachers' views on effectiveness of mother tongue as medium of instruction were a surprise. One would have expected almost all of them to subscribe to the use of a mother tongue, them being African languages specialists. However, only close to 41% came out clear in support of use of the local languages as languages of instruction. 36,4% were undecided while close to 22,7% out rightly rejected the move. The next table mirrors it all.

Table 5.50: Educators/teachers' views on mother tongue effectiveness as medium of instruction

Effectiveness	Teachers' views	Lecturers' views	Total	% total
Strongly disagree	3	0	3	**10,7**
Disagree	2	0	2	**7,1**
Neutral	6	5	11	**39,2**
Agree	6	5	11	**39,2**
Strongly agree	1	0	1	**3,8**
Total	**18**	**4**	**28**	**100**

The interview revealed that there are many fears held by educators with respect to feasibility of using mother tongue as medium of instruction despite its theoretical and pedagogical soundness. Like Haloui (2005), educators in this study are of the belief that

Africanisation of medium of instruction might land students on an island cut off from the rest of the global village. They also admitted fearing the possibility that development of appropriate technical jargon for different subjects might take ages because of lack of the required human resources. This affirms one of the study's assertions that perception and attitude towards the study of African languages impacts on human resources development and management in related disciplines.

In this study, observations noted during interviews and FGDs indicate that teaching and learning that takes place without the use of one's mother tongue is not effective. As Bamgbose (1991) says, language is the most important factor in the learning process because the transfer of knowledge and skills is definitely through the spoken and written word. Command of a language by both the learner and the teacher is a prerequisite for the successful learning and teaching exchange because of the following reasons:

- When teachers and learners cannot use language to make logical connections, to integrate and explain the relations between isolated pieces of information, what is taught by the instructor cannot be understood and important concepts will not be mastered by the learner.

- Use of English as the medium of instruction in education kind of disconnects the learner's experiences.

- The practice can even wipe out all that comes alongside the mother tongue including norms and values which are essential in every African. This is contradictory to the Secretary's Circular Number 3 (2002:1) which states that, focus of primary and secondary education is basically "… on the development of sound national values such as … responsible citizenship."

To check whether educationists really knew the connection between building up human resources from specialisation in African languages a question was posed during the interviews on that. All lecturers and 60% of the teachers asserted that sustainable human resources development and management could most be achievable by building on indigenous languages. African languages permit the process of socialisation and for that reason they become crucial to the '*humanness*' development within a worker-to-be. There is need therefore to reach the grassroots of African societies and conscientise that indigenous languages mould one into an all – rounder.

In a way during FGDs and interviews participants were pointing at the fact that the medium of instruction in the Zimbabwean education system has influence on the study of African languages in high school because of the diglossic relationship between English and local languages. As was noted in chapter 2, a language used in formal set ups obviously receives better respect than those reserved for other purposes. One can therefore assume that this could influence perception and attitude towards African languages as they would seem not very useful in life and that consequently impacts on human resources management and development. It then means that there is need for restructuring of language policy, which in a way is a form of educational reconstructionism.

In a study in one Zimbabwean university Charamba (2012:220) found out that, 60% of the student respondents indicated that they received educational instruction mainly by code-switching and code-mixing. In the study, 84% of the student respondents preferred English as the medium of academic essay writing while 60% of the same students preferred English as the language of instruction. What that means is, the hegemony of

English was more welcome in that set up when English served as the medium of academic essay writing than when it served as the medium of instruction.   This translates to the idea that the students preferred to produce their academic work in English and not in indigenous languages because they felt that when an academic piece of work is in English, "… it sounds more erudite than when it is written in indigenous languages" (Charamba, ibid).

This means that the same respondents who approved the use of indigenous languages as media of instruction went on to disapprove their use as media of academic essay writing. Probably that obtained since students still have to do a lot of translation when they write essays in indigenous languages because literature that is available in that university is mostly in English. Therefore, the students gather data in English and then translate it from English to an indigenous language when writing academic essays. Charamba (ibid) concludes that possibly in the students' desire to avoid too much translation work during academic essay writing, they opted for English to serve as the medium of academic essay writing while indigenous languages served simply as the media of instruction. This is a kind of a multilingual approach which allows indigenous languages and English to serve side by side and performing different functions in university education as noted by Charamba.

Similarly, Chiwome and Thondlana (1992:255) observe that, the hegemony of English in university education is a barrier to the learning process and to the process of term creation which always accompanies the teaching and learning exercise. To these two researchers, the teaching of indigenous knowledge systems in indigenous languages

"… encourages teachers and students to be creative: new terms are coined at grassroots level and diversity of terms provides speakers with options." Prah (2000:72) also believes that, Africans could excel in academic terms if they are taught in indigenous African languages. Prah (ibid) categorically states, "All education of Africans should be provided in their mother tongue. It is in these languages that their genius is grounded." African languages are therefore the most effective means of transferring knowledge to masses thus enabling masses to participate most effectively not only in knowledge reception, but also in creation of knowledge. The bottom line is the hegemony of English is a known phenomenon in Africa's educational programmes which negatively affects the participation of the learner. This ultimately disturbs the learner from excelling in academic efforts.

Most African scholars such as Roy-Campbell (2001), Magwa (2008) and, Mazrui and Mazrui (1998) seem to agree that a multilingual approach in medium of instruction can successfully challenge the hegemony of English in educational institutions. The multilingual approach is also celebrated in post-independence South Africa. However, the question remains: To what extent can that approach serve to challenge the hegemony of English in a neocolonial environment? The answer lies in language planning and language policy realms.

The interviews and FGDs schedules for the present study had to be restructured for meaningful data to be collected with regards to the language policy of Zimbabwe as the issue kept cropping up in the discussions. In fact very few of the student/learner participants had rudimentary knowledge on language policy of their country. This group of participants only knew that English was used in their education system but were not

aware of the linguistic status regarding local languages. Surprisingly the same applied to about 50% of the teachers. Their perception of language policy went as far as articulating linguistic status of and not the value assigned to local languages from the Education Act (1987). However, the teachers could proffer useful ideas on language policy as far as medium of instruction is concerned. Submissions supported the promotion of local African languages on the basis of pedagogical, social and political points of view.

On the issue of language policy, university lecturers stood out of all the four who were interviewed by revealing that they were quite aware of what the language policy of Zimbabwe is like. However, the major decry by this category of participants was on lack of political will to affirm the position of local languages many decades after the attainment of political independence. The feeling was that local languages continue to be minoritised. Once a language is not valued, nobody considers pursuing its study for the future. The perpetuated use of a foreign language does not match the fact that the country has been well out of political bondage and like what Prah (2005) observes, former colonial states religiously use colonial languages even if they have had decades of political emancipation. The educators called for government to raise the status of local African languages hence giving the languages better recognition in education and industry. The fact that English is still the language of administration and law in essence also does not sound good to seven of the university lecturers who were interviewed. The seven educators confessed that such things drive educators/teachers and students/learners to develop negative perception and attitude towards the study of African languages in Zimbabwean high schools. Whether such perception and attitude

create challenges in the teaching and learning of local languages was also an area of interest in this study.

5.3.2.4 Challenges in the teaching and learning of African languages

The study, among its objectives, set out to examine challenges bedeviling the teaching and learning of African languages. One area of focus was whether perception and attitude posed challenges in the study of local languages and the question on this was directed to educators only. The educators' responses to this question are tabled below.

Table 5.51: Perception and attitude influence the study of African languages

Level of influence	Teachers' views	Lecturers' views	Total	% total
Strongly agree	12	6	18	**64,2**
Agree	4	3	7	**25**
Neutral	1	0	1	**3,6**
Disagree	1	0	1	**3,6**
Strongly disagree	0	1	1	**3,6**
Total	**18**	**10**	**28**	**100**

A resounding total of 89,2% of educators/teachers, were at some level of agreement with the assumption that perception and attitude towards African languages impact on the teaching and learning process. 3,6% of educators did not want to commit themselves with regards to influence of perception and attitudes on the study of local languages while 7,2% disagreed with the fact that there is an influence at all. In the

interview, this later group of educators pointed fingers at other factors that are also at play in the teaching and learning of African languages. These included the following:

- The current language policy does not have anything to prop up the study of local languages;
- Non recognition of a credit in African languages in education and industry;
- Lack of trained and qualified teachers in schools;
- That parents are not aware of the importance of languages and language use hence they discourage their children from studying African languages at high school;
- Lack of confidence in African languages giving one a bright future.

On close scrutiny of these factors, the researcher sees that again all these boil down to negative perception and attitude towards local languages. As Bamgbose (2000: 85) clearly explains, the existence of widespread negative attitudes to African languages among Africans, the young and their parents, is one of the major challenges to educational language learning and teaching in Africa. The negative prejudices are deeply rooted in indoctrination and colonial experience resulting in the downgrading of status of local languages. All this creates a negative attitude because many believe that 'real' education can only be when one studies a world language such as English. Many parents educated or not, cannot imagine the idea that a child will benefit if his or her initial education is given in the first language. Those parents who prefer English language sometimes do so because they see that the study of English in education gets "… rewards in terms of lucrative jobs and upward social mobility" (Bamgbose, 2000:88).

The study of English is equated to having knowledge, although at the expense of African values, traditions and all that goes with local indigenous languages.

The factors identified by Obanya (1999:51) can also help in understanding interview responses by educators/teachers in the present research. Obanya (ibid) lists fallacies that hinder the use and study of African languages in education and some of those that were continuously raised by participants in this study are:

- Level of technical development of African languages;

- Non-official status of indigenous languages;

- Negative attitude of Africans towards studying their own languages;

- Lack of personnel to address African languages issues adequately and professionally;

- Lack of appropriate resource materials. Gudhlanga and Makaudze (2005) advance that inadequate financial resources impeded the production of up to date materials for teaching African languages at one university in Zimbabwe;

- High costs of implementing sound policies that uplift African languages;

- Long-term ill effects of mother-tongue education.

Therefore, sentiments that were being raised by those participants concur with what Obanya (1990) establishes.

In the same vein, a study by Rubagumya (1990) has shown that although secondary school students admit that they understand their teachers better when teaching is carried out in Kiswahili, a majority still thinks that English should be maintained as the medium of instruction. Similarly, Roy-Campbell (1992) also notes that many students resist the change of language of instruction from English to Kiswahili because they

assume that English is the best medium for science and technology, even though Kiswahili was the medium of teaching in many schools. In this research, this could be implied to mean that it is such kind of thinking that culminates into negative attitude and perception towards local indigenous languages that are locatable in African education systems in particular and societies at large.

Nyaungwa (2013:155) notes that currently the full scale use of African languages will not be implemented and achieved owing to "resistance from vested interests, hardened attitudes and the question of uncertainty or fear of the unknown". While Okombo (1999:591) agrees that there are many obstacles to the successful implementation of the use of African languages, s/he is convinced "… the most formidable obstacle is in our minds: our attitude." It goes without saying therefore that, it does not matter how much effort and commitment government and language planners put, the successful implementation of language policy depends to a larger extent on the people's perception of or attitude towards the selected language. Requisite materials may be developed and availed but without the people's willingness and right attitude, very little is achievable. It is clear that before the generality of people's attitude is changed, it is the governing elite's mindset and attitude to the use and importance of African languages that needs to be changed (Nyaungwa, ibid).

In separate studies Makanda (2008) and Magwa (2009) advise that, attitudes be seriously and correctly considered, accommodated and interpreted when dealing with language issues. Attitudes play a very critical role when it comes to implementation of language policy. Zimbabwean people in general, have positive attitude towards English and negative attitude towards indigenous languages, the two researchers observe.

Educators and a relatively small proportion of the students, who participated in the current study, were very aware of the essence of having African languages in the curriculum. Nevertheless, participants admitted that there are challenges bedeviling the study of African languages in Zimbabwe and chief among them is the negative perception and attitude shown by the generality of speakers of the languages. Having established the nature of perception and attitude participants had towards African languages it became pertinent to find out the ultimate influence on human resources issues, the niche of the study.

5.3.3 Human resources issues

Following on the kind of perception and attitude of participants towards the study of African languages, this research sought to find out whether the study of African languages was still desirable to the participants.

5.3.3.1 Desirability of studying African languages

It was worth to check whether those students who are already studying local languages found it desirable to do so. High school and university students' responses to the questionnaire on that issue are tabulated in the two tables below.

Table 5.52: High school learners' views on desirability of studying African languages

View	A	B	C	D	E	F	Total	% total
Strongly agree	21	16	20	24	21	0	102	68
Agree	8	10	7	5	5	0	35	23,4
Neutral	1	2	3	1	4	0	11	7,3
Disagree	0	2	0	0	0	0	2	1.3
Strongly disagree	0	0	0	0	0	0	0	0
Total	30	30	30	30	30	0	150	100

Table 5.53: University students' views on desirability of studying African languages

View	X	Y	Z	Total	% total
Strongly agree	12	0	10	22	68,8
Agree	4	0	6	10	31,2
Neutral	0	0	0	0	0
Disagree	0	0	0	0	0
Strongly disagree	0	0	0	0	0
Total	16	0	16	32	100

The two tables above show a similar trend and to clearly depict and compare findings on the two sub categories of students it became convenient to summarise the findings presented as in Table 5.52 below.

Table 5.54: Summary of students'/learners views on desirability of studying African languages

View	High school learners % total	University students % total
Strongly agree	68	68,8
Agree	23,4	31,2
Neutral	7,3	0
Disagree	1.3	0
Strongly disagree	0	0
Total	100	100

The trend is quite striking since the findings show that a relative majority of the students at averagely 68,4% find the study of African languages very desirable. In addition, another 27,3% was also agreeable to this fact. Only 7.3% of high school students were disagreeable to the fact and 1,3% could not be committed to saying whether the study of African languages at high school level is desirable or not. The message sent is that generally the students/learners find it desirable to study an African language which is rather at variance with their perception and attitude exhibited in an earlier question towards the same. To clarify the divergence in findings the researcher probed students/learners on this during focus group discussions. In that regard, in one of the FGDs it came out from one university student that,

> I very much believe that I need to study my mother tongue since it makes us who we are. Besides, lack of knowledge of one's language would kill both the person and the language. However, my desire to learn the language is also killed by the low status given to my mother tongue in education and at the work places, and even at home.

This then means that, that which is desirable might not be that appealing hence there is need to restructure the curriculum in terms of language education and related policies. The language policy has to be implemented in totality because the piece meal strategy that has been going on time immemorial is not yielding anything to talk home about.

Attitudes have an important role especially during the implementation of change processes. Okombo (1999:591), quoting Triandis (1971), observes,

> … we have the technical knowledge to change the world, we do not have the attitude to bring the change. With the right attitude we can achieve anything; people can change the language situation in educational and administrative domains with ease.

The use of African languages as languages of learning and teaching depends on the right attitude of government, their readiness to implement the policy as well as the willingness of the people targeted, parents included for they are very important stakeholders, to accept the policy and its implementation. Some parents are also educators in African languages and so it was interesting to find out how they felt on desirability of studying their subject of specialisation.

It is encouraging to note that educators/teachers of African languages are also convinced that the study of their subject is desirable as reflected by the following tables.

Table 5.55: High school teachers' views on desirability of studying African languages

View	A	B	C	D	E	F	Total	% total
Strongly agree	1	0	2	3	3	1	10	**55.6**
Agree	2	2	1	0	0	2	7	**38,9**
Neutral	0	1	0	0	0	0	1	**5,5**
Disagree	0	0	0	0	0	0	0	**0**
Strongly disagree	0	0	0	0	0	0	0	**0**
Total	3	3	3	3	3	3	18	**100**

Although 5,5% decide to remain neutral, a whopping 94.5% agrees that studying an African language is a desirable thing to do. All the university lecturers concur as well. Table 5.56 below testifies to that.

Table 5.56: University lecturers' views on desirability of studying African languages

View	X	Y	Z	Total	% total
Strongly agree	8	0	2	10	**100**
Agree	0	0	0	0	**0**
Neutral	0	0	0	0	**0**
Disagree	0	0	0	0	**0**
Strongly disagree	0	0	0	0	**0**
Total	8	0	2	10	**100**

At 94,5% and 100% agreement by teachers and lecturers respectively, one can make an observation that educators are quite agreeable that it is desirable to study African languages. In the interviews, educators expressed fears that despite challenges faced in teaching/learning African languages if the young generation is completely cut off the local indigenous languages, the following detrimental effects would occur:

- The coming generations would have no sense of identity;

- They would lack and ignore the African culture thereby losing cultural pride;

- They would continue to be brainwashed into thinking that English is more superior to local languages;

- The growth and development of African languages would be undermined.

To this researcher, this means that the much valued *ubuntu/hunhu* among the African populace would be a thing of the past. The participants in the study acknowledged the hegemonising processes that tend to render the study of English as 'natural' and 'normal' while marginalising indigenous languages. Through the use of English, Western lifestyles are admired, envied and desired at the expense of local languages and cultures.

In light of that, Diallo (2011:208) on the basis of findings of fieldwork conducted in Senegal in 2002 reveals that there is a strong demand for promotion of the national languages especially in education for the following reasons:

- Pedagogical benefits;

- Effective communication;

- Language and cultural maintenance.

Diallo (ibid) therefore advocates for "… a genuine language policy shift by integrating mother-tongue education within a well-articulated and coherent national language policy framework, instead of random and piecemeal language policy practices."

Kamwendo (2010:277) also notes that the Malawi's *Vision 2020* document, a national document that serves as a vehicle to project a future for a more developed, secure and democratically mature nation, laments the tendency of Malawians to denigrate local products and glorify all things that are foreign. Surprisingly, the document does not address the important issue of promoting Malawi's indigenous languages. This silence can be interpreted as reflective of the population's inclination to ascribe greater value to foreign culture (Kamwendo, ibid). Malawi, like many other African countries, does not regard indigenous languages as media of education, subjects of advanced study or critical vehicles for national development. In that sense, African languages are still victim to some deep-rooted and longstanding kind of enslavement and colonisation. This surely calls for an urgent African Renaissance movement across the continent.

There are numerous elements of *ubuntu/unhu* philosophy locatable in African languages, such as Shona, that are effective at instilling values that make one a genuine African (Gora in Mapara and Mudzanire, 2013:88). This is reason enough to have African languages as part of the core curriculum for every African child in high school. In addition, that would help in the survival and development of local languages as more vocabulary would be added to cater for the speedy scientific and technological advancements. This should inversely have implications on the need to step up on

human resources management and development so as to meet those demands. That takes us to the next segment which sought to find out views of participants with regards African languages and human resources issues.

5.3.3.2 African languages and job creation

The students/learners category was requested by the questionnaire to indicate their views on whether studying an African language would guarantee job creation. Their responses were as tabled below.

Table 5.57: High school learners' views on African languages and job creation

View	A	B	C	D	E	F	Total	% total
Strongly agree	18	12	15	16	16	0	**77**	**51,3**
Agree	2	3	1	0	0	0	**6**	**4**
Neutral	0	0	0	0	0	0	**0**	**0**
Disagree	8	10	13	12	13	0	**56**	**37,3**
Strongly disagree	2	5	1	2	1	0	**11**	**7,4**
Total	**30**	**30**	**30**	**30**	**30**	**0**	**150**	**100**

Table 5.58: University students' views on African languages and job creation

View	X	Y	Z	Total	% total
Strongly agree	4	0	2	**6**	**18,8**
Agree	9	0	8	**17**	**53,1**
Neutral	3	0	6	**9**	**28,1**
Disagree	0	0	0	**0**	**0**
Strongly disagree	0	0	0	**0**	**0**
Total	**16**	**0**	**16**	**32**	**100**

Just 51,3% and 18,8% of high school and university students, respectively, strongly agreed that majoring in African languages would guarantee them being absorbed in the job market. Another 4% and 53,1% of the two sub groups respectively was also agreeable that they can find jobs on the basis of having studied either Ndebele or Shona. The rest either disagreed or could not be committed as to say whether their subject of study would market them for jobs. From the findings one gets the message that a relative majority of students, though marginal, were aware that they can go somewhere through studying local languages at high school. The question would then be why the same students are not very keen on studying local languages.

In response to that question during focused group discussions it was evident that students/learners were not aware of the various jobs that regard African languages as a prerequisite. The discussions revealed that there is a gap between choice of subjects at high school and career guidance. Most of the high school students confessed being ignorant of professions in which they could exercise knowledge of an indigenous local

language. The most known professions that were mentioned in all the focused discussion groups were teaching and news reading. At least the university students could add being lexicographers, interpreters and language policy makers after graduation. Nonetheless, lack of knowledge on future prospects in African languages specialists was glaring amongst high school students. The study identifies lack of knowledge about prospective African languages-related professions as contributory in the development of negative perception and attitude towards the study of these languages.

Unlike their students, educators'/teachers' showed that they were very much aware of areas that could absorb them in the employment sector. The question required them to indicate whether an African specialist can be absorbed in the industry without problems. Their responses are exhibited in Tables 5.59 and 5.60 for the two educator sub groups.

Table 5.59: High school teachers' views on African languages and the job market

View	A	B	C	D	E	F	Total	% total
Strongly agree	2	1	3	3	2	0	**11**	**61,1**
Agree	1	2	0	0	1	2	**6**	**33,3**
Neutral	0	0	0	0	0	1	**1**	**5,6**
Disagree	0	0	0	0	0	0	**0**	**0**
Strongly disagree	0	0	0	0	0	0	**0**	**0**
Total	3	3	3	3	3	3	18	100

The majority of high school teachers who responded to the questionnaire at 61,1% are convinced that one would get a job using knowledge of an African language attained in a formal setting. Another 33.3% concurred giving a cumulative positive response of 94,4%. The 5,6% of neutrality can be explained by the inclusion of a teacher-awaiting-training participant in the study. He/she can be interceded for since he/she is not yet sure of his/her future in African languages specialisation.

Table 5.60: University lecturers' views on African languages and the job market

View	X	Y	Z	Total	% total
Strongly agree	3	0	0	3	**30**
Agree	5	0	2	7	**70**
Neutral	0	0	0	0	**0**
Disagree	0	0	0	0	**0**
Strongly disagree	0	0	0	0	**0**
Total	8	0	2	10	100

A good 100% of university lecturers were all positive that one is guaranteed of a job after having studied indigenous African languages.In the interview one university lecturer confidently remarked,

> Attaining a good grade in Ndebele/Shona can earn one a very good job. In fact many nongovernmental organisations these days offer jobs which require fluency and competence in indigenous languages to enable communication with the whole community. With the influx of so many internationals like the Chinese, into Zimbabwe, an African languages specialist is guaranteed of a job where one intermediates in trading, political, social or educational purposes provided one is also competent in the English language.

What this educator was trying to highlight is that one's economic future is bright with specialisation in African languages and at the same time, there is nothing wrong in having English alongside local languages in the Zimbabwean education system provided the two are accorded the same status for they complement each other in various ways. It is true that a mother-tongue education policy if not properly balanced can impact negatively on the development of human resource potential of the indigenous people but that does not mean that should be viewed as an impediment to the study of local language. Basing on other nations' experiences, like Malaysia and Tanzania that were referred to in the literature review chapter, it is therefore crucial for the Zimbabwean government to strike a balance between emphasis on both the African and English languages especially in education.

English has been adopted as a second and compulsory language for school learners in many former British colonies, of which Zimbabwe is one, but relationship between local languages and global English should be less strained. The existence of bilingual education should be intended to provide students with the advantages of an international career. English has a very strong position in the world and Zimbabwe is no exception but it has its own place and function, and should leave equally ample space for the national languages. Furthermore, when dealing with immigrants, the study of African languages is also a necessity that provides access into African culture, society and history. The important thing to note is that the use of English should not threaten the existence of the local languages in schools.

Diallo (2011) opines that despite the complex linguistic environment, compounded by an unfavourable colonial heritage, some African countries have launched well-planned language education policies by encouraging and supporting bilingual education. In such programmes, African languages have been successfully used alongside European languages. Although such countries have a long way to go before achieving long-term sustainable successes, their political authorities seem to have clearly understood that African languages must be part and parcel of their education programmes. This makes one think that instead of glorifying a foreign language it is wiser for the African education system to consider bilingual education as a definite plus.

On that note Skutnabb-Kangas (2008:113) advises,

> But learning new languages, including the dominant languages, should not happen subtractively, but additively, in addition to their own languages. Subtractive formal education, which teaches children (something of) a dominant language at the cost of their first language, is genocidal. This dominant language can be official (e.g. French in France) or semi-official (e.g. English in the USA); it can be the language of a numerical majority (as in France or the USA); often it is an old colonial language, spoken only by a small but powerful numerical minority (e.g. many African countries). A false educational philosophy claims that minority children learn the dominant language best if they have most of their education through the medium of it. Many studies have shown that the longer the mother tongue remains the main medium of education, the better minority children learn the dominant language and other subjects.

Learning of the mother tongue therefore enables better understanding of other subjects, including job-tailored areas. African languages are no doubt the major vehicles for human resources management and development (Kembo-Sure, 2006:43).

Many renowned African language scholars, including Mazrui (2000), Mazrui and Mazrui (1998), Chimhundu (2001), Mutasa (2006), Magwa (2008) and, Magwa and Mutasa (2007) concur that, nation building does not happen when foreign languages, instead of

indigenous languages, are centred in all economic, educational and literary domains. It seems these scholars believe that no country in the world has developed on the basis of foreign languages. By inference, the scholars seem to be suggesting that the education system and the institutions of learning that groom human resources necessary for participation in economic development, ought to promote African languages rather than promoting the hegemony of English (or any other foreign language) in academic circles. That is the best way to contribute to the economic success of a given African nation, Zimbabwe being one. This fact seems to have dawned on participants in this study too.

Three quarters of the participants in interviews and FGDs submitted that there is a very close relationship between the study of African languages and human resources development and management. Their argument was based on the following:

- Every language forms the basis of communication necessary in the day-to- day activities of a job, it is prudent to use a language in which one is competent in;

- Ability to use any language helps in one's development of intellectual skills, for according to renowned scholars like Vygotsky language and thought are closely intertwined;

- Participation can only be possible and meaningful through language. A natural language can enhance that very well.

These reasons, as part of the responses, are testimony that participants were very clear about the positive relationship between African languages and, human resources and management. The only limitation that could impede use of indigenous languages on the job market is the limited vocabulary to express technical jargon, again emphasising the

urgent need to 'real' specialists in African languages who squarely work against such impediments otherwise African might forever think that her languages are crippled.

Phillipson (1992) summarises the influence that English has had in educational and employment circles especially by reiterating that it has become a *lingua franca* to the point that any literate person does not feel educated if he or she does not know English. English has become the language in which the future of most of the world's millions is decided. It has claimed a dominant position in science, technology, medicine, business, mass media and many other areas of human endeavor hence it becomes the most widely learnt (foreign) language. This non-exhaustive list of the domains in which English has a dominant place is indicative of the functional load carried by English as opposed to African languages in Zimbabwe. However, this does not mean that studying African languages should be rendered as useless, gap-filling and time wasting for there are a myriad of local languages - related professions with the wrong people and that deplorable state of affairs should be addressed. There is need to expose students to all that information so that they are guided accordingly with respect to prospective careers. How much of this is being done in institutions of learning became the next port of call in the questionnaires for the different categories of participants.

5.3.3.3 Career guidance

Before delving into how frequent career guidance is being offered by institutions, it was important to establish if career guidance was being done at all. To this question students responded as shown in the two tables below.

Table 5.61: High school learners' responses on career guidance

Availability	A	B	C	D	E	F	Total	% total
Yes	17	11	18	14	17	0	77	**51,3**
No	13	19	12	16	13	0	78	**49,7**
Total	**30**	**30**	**30**	**30**	**30**	**0**	**150**	100

Table 5.62: University students' responses on career guidance

Availability	X	Y	Z	Total	% total
Yes	13	0	15	28	**87,5**
No	3	0	1	4	**12,5**
Total	**16**	**0**	**16**	**32**	100

From the questionnaire findings depicted in the tables above, about half of high school students, 51,3% acknowledged having been exposed to some form of career guidance of some yet an overwhelming 87,5% of university students testified to having the exposure. This kind of response surely called for probing because one could not understand how some of the students could have received career guidance yet others, in the same circumstances, could have missed such an activity. Focused group discussions revealed that those who had denied having received career guidance in the questionnaire actually were not clear as to what 'career guidance' meant to them. On further probing it was evident that teachers and lecturers do offer career guidance to their respective students but the efforts were unplanned and therefore uncoordinated

too, especially in high schools. As a result the targeted audience does not take the erratic career guidance stints seriously and dismisses the information as part of campaign by Ndebele/Shona educators to draw students to their 'half empty' classes. One high school student had the audacity to say,

> *Ini ndinotofunga kuti vanenge vachitoedza kuvharidzira hudera hwavo hwekudzidzisa ChiShona vachisiya ma*subjects *ane musoro akaita se*Maths *ne*Integrated Science *ini.*
>
> (I actually think the teacher will be covering up for his/her inadequacies reflected by his/her choosing to teach Shona instead of challenging subjects like Mathematics and Integrated Science.)

Such sentiments strengthen the study's argument that perception and attitude towards the study of African languages impacts on human resources potential. A question on career guidance offers was surprisingly twisted and ended up getting an answer which is perception and attitude laden. It is not surprising then that such students have negative perception and attitude towards the study of African languages and are forgiven for taking such a stance.

Variably, educators were given a slightly different question; theirs emphasised on how frequent career guidance is done in their institutions. The responses are depicted in Tables 5.63 and 5.64.

Table 5.63: High school teachers' responses on career guidance frequency

Frequency	A	B	C	D	E	F	Total	% total
Yearly	1	0	0	1	1	0	3	16,7
Every two years	0	3	1	0	0	0	4	22,2
Rarely	2	0	2	2	2	0	8	44,4
Never	0	0	0	0	0	3	3	16,7
Total	3	3	3	3	3	3	18	100

Table 5.64: University lecturers' responses on career guidance frequency

Frequency	X	Y	Z	Total	% total
Yearly	0	0	0	0	0
Every two years	0	0	0	0	0
Rarely	8	0	2	10	100
Never	0	0	0	0	0
Total	8	0	2	10	100

A relative majority of high school teachers at 44,4% and all university teachers concurred that career guidance is rarely offered in their respective institutions. The reasons given pointed fingers at the administrative entities in institutions of learning. A relative majority of high school teachers concurred that it is the duty of school administrators to organise for such activities. Allegations were that schools are

preoccupied with having students passing official examinations with flying colours without looking beyond. One is left with so many questions as to how students are expected to plan for the future without such valid orientation concerning the future.

During interviews with the educator category it was evident that the issue of career guidance is being neglected by institutions. Teachers' responses acknowledged that they usually hint their students on possible areas of employment during Shona lessons as a way to encourage them. One participant apologetically remarked,

> In most cases when I am taking a class for the first time, I usually take pains telling the students that the subject can enhance chances of being news readers or court interpreters.

At least this shows that some of the teachers were aware of some of the various jobs that can absorb specialists in African languages. This knowledge has to cascade down to those students at the initial stages of high school education before they develop negative perception and attitude towards the study of African languages. The onus is on the school system to psychologically prepare students for their future.

All the four sub groups of participants in this study concurred that there is need for having career guidance especially to students studying African languages. This is evidenced by the fact that 94,6% of high school students and 100% of university students and educators/teachers view career guidance as a necessity for the upcoming candidates in the local languages discipline. Findings supporting this are in the four tables that follow.

Table 5.65: High school learners' views on necessity of career guidance

View	A	B	C	D	E	F	Total	% total
Strongly agree	26	16	27	27	26	0	122	**81,3**
Agree	4	7	3	3	3	0	20	**13,3**
Neutral	0	6	0	0	1	0	7	**4,7**
Disagree	0	0	0	0	0	0	0	**0**
Strongly disagree	0	1	0	0	0	0	1	**0,7**
Total	**30**	**30**	**30**	**30**	**30**	**0**	**150**	**100**

Table 5.66: University students' views on necessity of career guidance

View	X	Y	Z	Total	% total
Strongly agree	16	0	16	32	**100**
Agree	0	0	0	0	**0**
Neutral	0	0	0	0	**0**
Disagree	0	0	0	0	**0**
Strongly disagree	0	0	0	0	**0**
Total	**16**	**0**	**16**	**32**	**100**

Table 5.67: High school teachers' views on necessity of career guidance

View	A	B	C	D	E	F	Total	% total
Strongly agree	3	2	3	3	3	3	**17**	**94,4**
Agree	0	1	0	0	0	0	1	**5,6**
Neutral	0	0	0	0	0	0	0	**0**
Disagree	0	0	0	0	0	0	0	**0**
Strongly disagree	0	0	0	0	0	0	0	**0**
Total	**3**	**3**	**3**	**3**	**3**	**3**	**18**	**100**

Table 5.68: University lecturers' views on necessity of career guidance

View	X	Y	Z	Total	% total
Strongly agree	3	0	0	3	**30**
Agree	5	0	2	7	**70**
Neutral	0	0	0	0	**0**
Disagree	0	0	0	0	**0**
Strongly disagree	0	0	0	0	**0**
Total	**8**	**0**	**2**	**10**	**100**

From the findings it is therefore apparent that career guidance has to be offered to African languages students as a way of decolonising them from the colonial mentality that local languages have nothing to offer on the job market. Lack of such knowledge could be contributing to the kind of perception and attitude students have towards the

study of African languages in Zimbabwean high schools. One cannot be blamed therefore for the misconception that studying indigenous languages does not land one with a lucrative job if one has not been exposed to such information. Admittedly, it is not an easy task to convince people that African languages channel into equally good jobs since they have those fossilised beliefs since time immemorial.

The decolonisation process in the teaching of African Languages and Literature courses in local languages at a local Zimbabwean university for example, could not take off without its share of problems. Students undertaking different programmes apart from African Languages and Literature would persistently ask their colleagues why they were lowering university standards by learning in the mother tongue. Some lecturers in other Departments even rebuked and warned students in the Department of Languages, Literature and Music of running the risk of failing to pursue postgraduate studies in other universities where English is the medium of instruction (Gudhlanga & Makaudze, 2005). In addition, some nongovernmental organisations, which have been funding indigenous languages projects in Zimbabwe, have since withdrawn aid from Zimbabwe citing lack of good governance. These and many more stumbling blocks pose as challenges to efforts in the advancement of mother-tongue education in Zimbabwe and it is important to educate the general populace on the bright prospects that await an African languages student before their thinking is drowned by fears based on unfounded assumptions.

There is need to conscientise the masses of the link between studying an African language and economy in general and employment opportunities in particular. Magwa and Mutasa (2007) assert that there is a link between economic success and the use of indigenous languages in the production of wealth. The two make reference to the Asian

champions as examples of countries that have achieved economic success due to use of indigenous languages in their economic activities. This study buys in this assertion in view of the fact that indigenous languages, by virtue of their being the languages of the majority of African workers, have the potential of improving business communication in industries, factories and firms. Once that dawns on the mindset of the African people then, it is assumed that, African languages students and specialists would be satisfied in their discipline.

5.3.3.4 Satisfaction with African languages

The study was also interested in finding out whether those already studying or teaching African languages have any joy in doing that. Tables 5.69 and 5.70 indicate that only 52% and 62,5% of high school and university students, respectively, are satisfied by being in the discipline of African languages.

Table 5.69: High school learners' views on satisfaction in African languages

View	A	B	C	D	E	F	Total	% total
Satisfied	19	13	15	17	14	0	78	**52**
Not satisfied	11	17	15	13	16	0	72	**48**
Total	**30**	**30**	**30**	**30**	**30**	**0**	**150**	**100**

Table 5.70: University students' views on satisfaction in African languages

View	X	Y	Z	Total	% total
Satisfied	11	0	9	**20**	**62,5**
Not satisfied	5	0	7	**12**	**37,5**
Total	**16**	**0**	**16**	**32**	**100**

From these findings one becomes worried that there are some students in the classroom or lecture room who are not enjoying at all what they are engaged in on a daily basis. This is at variance with the fact that most of the same students had earlier on indicated that they prefer using indigenous languages in their social interactions. Asked why they are not enjoying being in the area of studying local languages during FGDs most of the responses pointed to the issue of not being sure of being absorbed in the job market in addition to the low paying jobs that draw from African languages specialists. It was also frightening to hear submissions to the effect that some students actually took an African language just to complete the threesome combination required at Advanced level. As such they do not find any joy in studying either Shona or Ndebele. In short, this kind of thinking becomes an academic threat in the study of African languages which consequently poses an economic threat to development and management of human resources in related spheres. The views of students/learners *visa vis* those of educators/teachers testify that massive career guidance has to be carried out in schools in order to give students the correct picture on career opportunities offered by African languages.

Are those already employed in African languages-related fields satisfied? Responses by teachers and lecturers are shown in Tables 5.71 and 5.72 below.

Table 5.71: High school teachers' satisfaction in African languages

View	A	B	C	D	E	F	Total	% total
Satisfied	3	3	3	3	3	3	18	100
Not satisfied	0	0	0	0	0	0	0	0
Total	3	3	3	3	3	3	18	100

Table 5.72: University lecturers' satisfaction in African languages

View	X	Y	Z	Total	% total
Satisfied	8	0	2	10	100
Not satisfied	0	0	0	0	0
Total	8	0	2	10	100

In the questionnaire 100% of both teachers and lecturers said they were satisfied in teaching African languages. Although this is good news, it was not in tandem with sentiments aired during the interviews in respect of study of African languages as an area of specialisation. Educators were generally indicating that they had no option except being comfortable in their predicament because the situation is not as rosy as

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that for their counterparts who specialised in other subjects. To them there were not many success stories of African languages specialists. The main differences were to do with motivation. Things are such that institutions can function without African languages as subjects of the curriculum, for the following can be observed pertaining to high school systems:

- There is no hard and fast policy, on the part of the responsible ministry as an arm of the government, that African languages are part of the core curriculum;

- Teachers of African languages are not seriously considered on matters of incentivising the teaching force as is done with other subjects like English language and sciences;

- Sessions for extra tuition lessons, for a fee of course, are organised for other subjects of the curriculum except African languages;

- Parents make sure that their children attend extra tuition in some subjects other than African languages;

- There are no special programmes for African languages specialists to advance or develop. In Zimbabwe so much has been said and done with regard to the teaching/learning of sciences and practical subjects to the fact that one can conclude that languages, especially local ones, do not have space in education and industry.

The arguments suggest the primacy of the human factor in pedagogical renewal in the area of local indigenous languages. Dembele and Miaro-II (2003: 29) emphasise that

effective pedagogical practices depend "… primarily on knowledge, skills, dispositions and commitments of adults in whose charge children are entrusted …" The positive perception and attitude of educators stand therefore as key enabling conditions for development of the same in the learners. This is in line with what emerged from comparative studies conducted in West Africa, China and Mexico where findings showed that, among other things, there is need for investing more in the human factor (Dembele and Miaro II, ibid). To deal with the human factor, the following are lessons learnt from these studies:

- Besides the well known factors, namely decent salaries and working conditions, having a career plan stands as a critical motivational factor. This helps attracting the correct people for the correct professions;

- Establishing a career ladder makes one aware of what one can possibly do within a professional line;

- Recommending a career plan as a strategy for making teaching an attractive career, sustaining the enthusiasm of prospective teachers, and retaining them in teaching upon graduating;

- Designing how best to prepare teachers for teaching and providing for their further development in the service.

Educator attitude towards job and career have a relationship with perception and attitude of students towards study of the subject being taught/learnt. The matter has so many issues to be addressed for its resolution and such issues that could not perfectly fit in sections above hence they are briefly spelt out in section 5.3.4.

5.3.4 General views from focused group discussions and interviews

This section gives a brief of some of the views from the participants regardless of the participants' categories. The views were not directly linked to any of either the questionnaire or FGD and interview questions but they add gravity to arguments advanced in this study.

Many of such submissions point to the fact that development in Zimbabwe cannot be achieved without serious considerations of the significant role of African languages in education. Cultural, economic, pedagogical and social advancement of the Zimbabwean people will not register significant milestones without the serious and mandatory inclusion of indigenous languages in the education curriculum. African languages are therefore the people's greatest economic, cultural, social and pedagogic inheritance which should be properly nurtured within the society right from birth through stages of formal education up to employment. Apparently the only stage that local languages can be mandatory is at high school where foundation for subjects' specialisation is laid down. Views that support this and came up during discussions and interviews are discussed separately in the following segments.

5.3.4.1 Economic value of African languages

Language deficiency may lead to economic deprivation. The language recognised by government as official affords economic opportunity to often scarce resources and services. If better recognition of African languages is made by the government, the languages would provide the link between the individual and their economic

environment and ability to express their potentials. A mother tongue does the following which are critical from an economic viewpoint:

- Gives a speaker his/her identity. Knowing oneself helps in understanding the economic environment one is thriving in and also in adjusting to the needs of the moment;

- Enables the speaker to communicate and acquire economic ideas from others;

- Helps exploitation of opportunities with ease.

The general consensus among participants was that African languages need to be revitalised and modernised to match global languages like English and this can be made possible through management and development of human resources correctly. In that regard, submissions were that:

- Orthographies be expeditiously developed or reformed, vocabulary expanded, dictionaries compiled, grammars written and textbooks prepared;

- The development of grammars and dictionaries be stepped up in African languages.

5.3.4.2 Cultural value of African languages

Learning a language is actually a process of enculturation since language is a vehicle of culture. Appreciation of one's cultural background promotes a smooth adaptation to one's environment. From findings of this research it became clear that mother-tongue education,

- Helps in defining who we are both in terms of identity and culture;

- Provides initial contact with the world and facilitates the formation of values and our view of ourselves;

- Helps the learner understand more and more of African culture and thus become part of it;
- Facilitates fusion of cultures at the job market.

Every employer surely prefers a cultured employee; hence African languages enhance the total development of a person.

The other cultural values gained through mother tongue education, as brought up during data gathering through FGDs and interviews, are entwined in the social values which are highlighted in section 5.3.4.3 below.

5.3.4.3 Social value of African languages

Submissions during data collection in the study indicated that mother tongue education promotes social interaction in and understanding of society. The following views on the social values of mother tongue education topped the list:

- As a means of communication and culture African languages help the learners interact with other people. Knowing oneself helps one in understanding the needs of others;
- Leads to self realisation and self actualisation;
- Enables understanding the diverse cultural differences and be able to adapt in different environs;
- Communication and social interaction will be enhanced through language;
- One would be able to interact well with older folk.

The language which government recognises and uses as official provides access to often-scarce resources and services such as health care which is of crucial social value.

The general feeling was to have study of African languages for everyone throughout high school for the languages to fulfill these and more social values.

5.3.4.4 Pedagogical value of African languages

Participants indicated that the use of African languages as languages of study in education:

- Definitely makes African people in Zimbabwe feel proud of being African and will also make them become less and less dependent on European languages thus enhancing their participation in national development;

- Facilitates teaching and learning in other subjects;

- Bridges the gap between home and school environment;

- Makes education relevant to everyday life.

Realising that African languages have a lot to offer at an individual and at a national level enables Africans develop the right perception and attitude towards the study of local languages. Consequently that will have a positive impact on the development and management of human resources in areas that draw from specialization of local indigenous languages.

5.4 Conclusion

The findings presented, analysed and discussed in this chapter clearly indicate that many Zimbabweans still believe that only English can provide the gateway to success in terms of employment. The view stems from their perception and attitude of English as

the key to success socially, economically, educationally and even politically. As the results indicate, English is firmly entrenched as a language of business, economy, industry, training, education and wider communication. African languages are thus denigrated and so is the culture they carry. Consequently, local indigenous languages continue to be downplayed especially in the education and employment systems.

Findings show that the continued preference for the foreign language(s), as language(s) of study in Zimbabwe's education system will inevitably lead to more human resource poverty in African languages related areas. The nation thus needs to use indigenous languages in building a reserve for the glaring lack of the rightful people for the right professional positions at the work place. The African *lingua francas* in Zimbabwe such as Shona and Ndebele, for now, alongside English, could be considered as mandatory subjects throughout different high school levels. The two languages would be the right option since they are generally accessible to the majority of the population making them the best suited to preserve the *Africanness* of the population through the education system for now.

Development in Zimbabwean African languages therefore cannot be achieved without serious considerations of the significant role of the local languages in education. Cultural, economic and social advancement of the Zimbabwean people will not register significant gains without the right perception and attitude towards the study of indigenous languages. African languages are therefore the people's greatest cultural, social and economic inheritance which should be properly nurtured within the future generations. The serious study of African languages in formal education will definitely

make African people in Zimbabwe feel proud of being African and will also make them become less and less dependent on European languages thus enhancing their participation in national development. It was again evident from the preceding discussion that Africans have been brainwashed to perceive that English is the language that is capable of expressing complex and abstract ideas in the face of modernisation and technological advancement.

An additional argument in favour of English is that it is the language, which children will require when they pursue further studies. The belief that English facilitates the expression of new concepts and ideas has also been put forward by some of the participants who argued that learners for example, find it very difficult to express academic and technical issues in African languages. On the contrary, this researcher strongly believes that if African languages are to attain realistic academic and human resource value there has to be a well thought out and carefully articulated policy on languages of and in education. This is so because for as long as the languages that empower citizens to attain any meaningful levels of education are foreign, there will never be adequate and relevant human power to reverse the *status quo*. It therefore can be concluded in this chapter that there can never be any meaningful advances in rescuing local languages from possible extinction except according them value in educational and employment circles. However, it has been made clear that it is improper for language policy makers in Zimbabwe to advocate for wholesale mother tongue-education at the present moment because such a policy would be unrealistic in this era where a language of wider communication has become an essential component in national, regional and international development. Mother tongue-education cannot be

fully implemented at present because of impeding sociolinguistic factors, the major being the attitude of the parents, learners, teachers and lecturers towards the study of African languages. Mutasa (2004:123) wraps up these attitudinal problems by simply saying, "Our minds remain our number one enemy." Change in language issues can only be realised through change in the mindset. The proposal being advocated by this research to have indigenous African languages studied by every high school student might be met with resistance for quite some time in Africa and Zimbabwe in particular. In light of that, the next chapter draws the study's summary and conclusions before proposing the way forward.

CHAPTER 6

CONCLUSION

6.0 Introduction

This chapter ties up the major findings of the research while drawing conclusions from the study. Inferences that were drawn from data presented, analysed and discussed in the previous chapter are correlated to the major research themes and questions. Basing on evidences from the research findings, the chapter wraps up by suggesting recommendations for possible implementation.

6.1   Summary

The purpose of the study was to establish the perception and attitude of participants towards the study of African languages in Zimbabwean high schools in an effort to ascertain the implications for the development and management of human resources. Basically, the study was an exploration of the different patterns in the Zimbabwean education system with regards to general language use, language value, the multilingual context of the country, the school curriculum and the resultant implications on human resource issues.

In this study, various methods were used to gather data. The research involved wide pre-reading on the area of study and the theoretical framework on which the research was grounded, which is sociolinguistics in general and language of, and in, education planning to be specific. The study involved interaction with educators and students in selected high schools and universities in Zimbabwe so as to establish perception and attitude towards studying African languages. Implications for human resources

development and management were drawn thereof. The questionnaire was administered to all sub groups of the participants. In addition to the questionnaire, focused group discussions and interviews were conducted with students and individual educators respectively. The data gathered were presented, analysed and discussed systematically in order to establish the participants' view points with regards to perception and attitude towards the study of African languages and the influence on human resources potential. Some interesting trends emerged during data gathering, presentation, analysis and discussion. These shall be briefly explored below as conclusions of the study.

6.2 Findings

The following conclusions can be drawn from findings of the study.

6.2.1 Myths about the English Language

The results revealed that many educators and students still believe that only English can effectively serve as the gateway to economic mobility. Therefore to many in the education system, English is a treasure and a source of livelihood.

This emanates from their perception of English as the key to success economically. African languages are viewed as economic stumbling blocks or hindrances and are therefore segregatory. In light of that, it is evident that the marginalisation of African languages in the education system, particularly in high school, engenders negative attitude towards the languages. Yes African languages are being recognised as official both by the Education Act and the recently passed Constitution of Zimbabwe (2013), but without practical implications is certainly an insult for, African languages specialists are excluded

from effectively participating in the employment sector. It is therefore necessary that African languages should be practically visible in the education system as well as in tertiary education in preparation for the employment market. Students of African languages would benefit from a scenario where all languages, foreign or indigenous, are considered where employment opportunities are concerned. All languages have the right to exist and governments have the duty to guarantee that as a basic right (Kembo- Sure, 2006:39).

6.2.2 Ndebele and/or Shona dominate the speech discourse of speakers

The findings also indicate that although the participants have a high preference for African languages in social discourse they preferred studying English in high school. Such behavior is indicative of people's perception and attitude towards the study of African languages because if one would prefer using African languages in social discourse one would obviously value the study of the same language. This study concludes that speakers of African languages are characterised by a high esteem of English and unjustified low opinion of African languages. The study of English language in high school is associated with mental prowess and automatic passage from one level of education to the other. English is thus regarded as an indispensable instrument for economic gains, as most of the participants in this study confessed. Many scholars also subscribe to the view that the English language will remain the language of economic value, as long as there is no radical language policy implementation in African states (Skutnabb-Kangas, 2008). The assumption that English is the language of wider

communication in Zimbabwe strips the potential of local languages and is tantamount to instituting cultural and linguistic destruction or death.

6.2.3 All languages are equal

The view that English language is a better medium of instruction than an African language is deeply rooted in the mindset of the people. This seems to stand out more than the fact that there are cultural concepts in some subjects of the curriculum, like Religious and Moral Education and History, which cannot be adequately expressed in English as well. Thus, in the manner that African languages fall short in some instances the same is also true with English language in other instances. There is no justification therefore; that African languages should be allowed to die. Language awareness campaigns would surely shift the students' perception and attitude as they choose subjects of study in high school. Intensive and extensive study of African languages will certainly help in developing African languages to keeping abreast with technological development.

6.2.4 Multilingualism is an asset and not a liability

The research findings also show strong preference for multilingualism in the education system. It is no news that a very large portion of the population in Zimbabwe is multilingual. Many people are bilingual while a sizeable number is trilingual, being able to communicate in Ndebele and/or Shona and English especially in educational and employment institutions. The research findings indicate that the diversity in languages should not be viewed as a liability on the part of African languages specialists and students. Linguistic diversity is natural

and so should be viewed positively as a resource for socio-economic and educational advancement. The Zimbabwean education system can thus utilise its human resource reserves. Kashioki (1993:150) in Mutasa (2003:293) notes, "Where multilingualism is consciously built into the country's language policy as the dominant principle, it has the likely consequence of broadening opportunities for more citizens to participate in national affairs". Once the language policy of Zimbabwe takes cognisance of that view, multilingualism in the education system would enable maximum participation of varied talent in the national affairs and economy by many graduates. As long as African languages are sidelined in the school and college curriculum and employment sector, the languages remain excluded from these spheres. Interestingly, it is quite natural and normal to find an African language being used in banks, industry and schools to facilitate communication and better understanding. Multilingualism is therefore very prominent in the very institutions which call for English only as the prerequisite language for employment opportunities. If multilingualism is instituted at an official level in the language policy and school curriculum the study of African languages in high school, and beyond, would certainly improve. Speakers, students and specialists of African languages would consequently benefit in the economic and social sense.

Multilingualism should be perceived as natural, normal and desirable so that the nation can realise the diverse talent as human resource potential. In any way, bi- and multi-linguals have a broader linguistic base which facilitates economic

activity. Thus being multilingual should be rewarded instead of being punitive. Multilinguals are well placed and more comfortable when it comes to interacting with other people of different linguistic backgrounds. Products of the education system who are proficient and competent in two or more languages should feed into high paying jobs. Besides the linguistic value, multilingualism is an asset for cognitive and social reasons; it enhances creativity.

6.2.5 Language promotion and preservation vis- a - vis language policy

The research findings also reveal that the preservation of linguistic and cultural heritage of a people belongs to the realm of language planning and language policy. In light of that, promotion of African languages in the school curriculum is applauded by the participants and viewed as important for building up human resource reserves in related spheres. The minds of Zimbabwean citizenry have been fossilised to value that which results in one landing a prestigious and well paying job. In view of that, the government has to enforce implementation of the Education Act (2006) so as to promote the value of African languages in the school curriculum. There has to be some monitoring and evaluation of the pronouncements of the Education Act (2006) on the status of national languages. This would answer the participants who expressed their concern about discrimination of African languages in education, commerce and industry. Problems pertaining to the teaching of African languages across levels should be addressed practically so that students and educators feel they are part of nation building. Greater employment of African languages in education, media, commerce and industry would help preserve and promote the languages.

6.2.6 English hinders meaningful communication

From the research findings, there is overwhelming evidence that African languages are used even in professional or formal discourse in educational institutions. English is the official medium of instruction in all the other subjects in high school except for African languages subjects but, people resort to code-switching and code-mixing as a strategy to improve communication between the educator and learner. This study therefore concludes that the government should think of re-visiting the language of education policy so that English can be used alongside Shona/Ndebele as media of instruction. Implementation of multilingualism in medium of instruction ensures participation by students, effective communication during teaching-learning and, African languages students are assured of employment opportunities. African languages continue to gain territory even in the work environment. It is therefore pointless to insist on English as a pre-requisite for entrance into the next educational level or employment yet only a small proportion of black people are proficient in English and cannot use it meaningfully to participate within the work place for the benefit of the country's economy. This means that a larger proportion of the population is denied the chance to enter into the work environment just because they lack English competences.

However, this does not mean that English is not useful in the development and management of human resources but that it is pertinent to maximise on

meaningful participation both in education as well as in the work place. It is for that reason that this study concludes; the Zimbabwean government has to re-construct, monitor and evaluate the implementation of, the language policy through continued enforcement of linguistic diversity in the education system and requirement at the work place. If English continues to dominate then it becomes a barrier to meaningful participation of many citizens in education, the economy and even politics. Hence, the government has to institute a policy which gives African languages a significant role in administration, education, politics, nation building, economy and that would enhance human resource development and management through the school curriculum.

6.2.7 Current language policy as a colonial legacy

The research findings also show that participants regard the current Zimbabwean language policy (Education Act) as a product of the colonial influences; it is a replica of colonial language policy. Although the current language policy looks progressive, educator - participants view that there is very little change in language policy showing that the colonial legacy is a recurrent factor in the language policies of Africa. Most of the educators in the study indicated that it is the speakers of African languages who continue to denigrate their first languages as reflection of their attitude and perception. People believe that being educated or learned is equated to proficiency in the English language only. Skutnabb - Kangas (2008) refers to such an attitude as linguistic imperialism which leads to the underdevelopment of African languages in the sense that there is no human resource potential to work on jargon and terminology to match the rapid

technological advancement.   English continues to top the list because the attitude and perception is that African languages cannot adequately address digital requirements, which is not true.   However, this does not mean that advocating for the study and use of African languages equates to completely displacing English on the linguistic landscape.

6.2.8 Language status hinges on attitude and perception

Although the Amended Education Act (2006) of Zimbabwe places English at parity with indigenous languages, the language practice in schools and universities and, administration, business and other systems is not reflecting the contents of the document.   The function and status of a language is determined by the perception and attitude of the speech community towards the language.   It is the multilingual context of Zimbabwe that determines the status or prestige of the various languages in the environment.   In Zimbabwe English, as has been said, continues to enjoy greater space as a subject of the curriculum, qualification beyond the educational realm and beyond the country's borders.   Hence, African languages are placed on the other side of the scale since they seem not to count in terms of importance.   For that reason, African languages are being disadvantaged thus there is negative perception and attitude towards their study in schools.

6.2.9 Language policy and linguistic human rights

On paper, the Amended Education Act (2006) of Zimbabwe sounds perfect as it affords every speaker the right to one's first language.   However, in the classroom those linguistic human rights seem not to be upheld by prevailing

school language practices. Upholding linguistic human rights in the education system and work place is important for the promotion, preservation and development of both the language and culture of the speakers. If speakers are denied the opportunity to study and use their first languages, the languages face possible extinction. The death of a language translates into the death of a people, an identity, a culture, knowledge, norms and values. A language has to continue to be learnt for its survival and all that is embedded within it. This study concludes that the study of African languages throughout high school should be a must since it is a linguistic human right.

6.2.10 English is still powerful for employment opportunities

The research findings indicate that English is still preferred by many students because of what it offers as opposed to African languages. It is generally assumed that English offers better and superior jobs. On the contrary, African languages are perceived as being able to offer inferior, less paying and very few jobs. African languages are equated to second class citizenry and this is evidence enough of negative perception and attitude towards the study of these languages in high schools and consequently impacts on development and management of human resources. To many of the participants, it was clear that the advantages of specialising in English outweigh those of studying African languages especially at high school level. This means that English remains powerful on the job market. Just as its speakers colonised and ruled the black people, English language seems to have colonised and is ruling African languages. African languages and English have to play complementary roles as

an eclectic strategy in a bid to work towards changing the perception and attitude that people have towards the study of African languages in high school. English is viewed as the gateway to success in all spheres while at the same time the system advocates for the preservation and promotion of African languages for their survival and development. However, what worries is that the study of English is compulsory whilst that of an African language is optional. This is a waste in terms of human resources because some talent is deliberately excluded from advancement in education and skills. This is why the research findings indicate that some of the African languages - related jobs are being held by incompetent people. Focus is given to competency in English where communication skills are required, for example. Additive bilingualism/multilingualism benefits the speakers and the nation at large.

6.2.11 Development of African Languages

The research findings also revealed that there is need to step up development of African languages in terms of literary corpus. In order to catch up the technological advancement, there is need to work on the lexicon and literature of African languages in Zimbabwe. Once the languages are ill-equipped, it follows then that even the human resource pool would be ill-equipped too. Some of the poor news reading, news reporting, word division and general editing that the participants complained about are a result of poor human resource development and management which continues to reproduce itself over time. If a radical improvement has to be realised, there is need to have intensive and extensive research into the development of African languages visa vis technological

advancement. Reconstructionism is the answer to human resource development and management in the African languages area. Such would improve even the learning materials for the teaching and learning of indigenous languages in educational institutions, even if it means translating books written in English into the respective African languages as a starting point.

6.2.12 Challenges in the teaching and learning of African languages

The research findings revealed that teaching and learning of African languages is still clouded by many constraints which influence perception and attitude in the process. Most of the participants from universities indicated that lack of literature in the indigenous languages is a major constraint in the teaching–learning of African languages. English has a large corpus of literature that is available in institutional as well as public libraries. As long as there is no literature in indigenous languages, it is very difficult to change the perception and attitude towards the study of African languages. This intimates that there is a lack in expert skill in authorship of texts in indigenous languages especially for the higher levels of education and that has implications on human resource development and management.

The other constraint that came up is lack of political will in practically promoting African languages especially in the educational sphere. Language planning and language policy belong to the political realm. There is belief by participants that the government has to rise up and impose the study of African languages in schools thus promoting the languages in terms of status. It is the government's

duty to protect and preserve diversity of languages, to uplift its citizens socially, educationally and economically. It is the government's role is to provide financial resources for the implementation of the language policy. Perception and attitude towards the study of African languages rests on the government's efforts to monitor and evaluate the implementation of language policy in order to avoid the 'declaration without implementation syndrome' common among African states.

6.2.13 Compulsory study of African languages in high school

The study of African languages in high school impacts on development and management of human resources since language and culture are intricately linked. African languages socialise the youth into the broader economic society, so that they do not become social misfits. From the participants' point of view, African Traditional Education helped in maintaining the social fabric during its hey-days. The same can still be instituted today through the compulsory study of African languages in high school so that the products being churned out by the education system are hardworking, cooperative, conscientious and human as per African philosophy of *ubuntu/hunhu.*

6.2.14 Career guidance for African languages

Career guidance has been viewed positively by participants since such programmes would help coscientise people of possible employment opportunities in line with a good pass in an African language. Study findings have shown that despite the negative perception and attitude displayed by participants, career guidance should play a positive role in improving perception and attitude towards the study of African languages in Zimbabwean high schools.

6.3 Recommendations

Basing on the research findings and conclusions that were drawn in section 6.2 above, the following recommendations are suggested for adoption and implementation where possible.

6.3.1 The government should find means and ways of promoting and empowering the study of African languages in high school such that those with potential in the area are attracted into the discipline. This could be in the form of financial injections targeted at the teaching and learning of African languages.

6.3.2 Universities should carry out intensive and extensive research into African languages especially in terms of authorship, lexicography and translation. That research culture would naturally cascade into colleges and schools. This is the only way to build on the existent literary corpus on African languages.

6.3.3 African languages should be a prerequisite for entry into universities and other tertiary institutions just as is happening with English. This would reduce the loss of talent in African languages which culminates in a huge loss of potential human resources especially in related fields.

6.3.4 Tertiary institutions should focus on development of human resource for African languages-related fields so as to address the multilingual context of the country. More should be done in terms of teacher training, editing, translation, writing of books, interpretation, news reading and news reporting with an African languages bias.

6.3.5 Introduction of incentives for those teaching of African languages, in the form of perks and scholarships for further studies, should be introduced. This would facilitate in making African languages compulsory subjects of the school curriculum, and that also promotes additive bilingualism.

6.3.6 Specialist institutes for African languages, such as the African Languages Research Institute at the University of Zimbabwe, should be increased in the same manner there are numerous institutes for technical apprenticeship. Such institutes should be well resourced in terms of human and financial capital. This would promote the development of African languages.

6.3.7 Speakers of African languages should promote their languages by using them in all domains whenever it is feasible. Languages develop through use.

6.3.8 Only those people with sound educational background and are proficient in African languages should be allowed to write for, edit and present on television, radio and newspapers.

6.3.9 Teaching of African languages should be done by trained teachers only, who should have specialised in the respective language. The right perception and attitude towards the languages is inculcated in that way.

6.3.10 There should be some awareness raising campaigns to conscientise students, parents, the general populace and policy makers on the importance of studying African languages.

6.3.11 Vigorous career guidance in high schools with a bias towards African languages should be instituted. This would help many students in plotting or mapping out their career path more informatively.

6.3.12 The government and other stakeholders should establish scholarships for those studying African languages. This would draw the much needed talent in disciplines that draw from African languages specialisation.

6.3.13 The Ministry of Education should think of using English alongside African languages as media of instruction in some subjects, like humanities, for a start. Bilingual education places school products at an advantage nationally, regionally and internationally.

6.3.14 African languages-related jobs should be taken up by more qualified personnel; those that specialised in African languages and the skill that should be employed in the specific post. This would erase distortions in activities like news editing, reading and reporting on television and radio.

6.3.15 African languages should be officially declared languages of the work place since in practice they are already languages of the work place. This raises their status in terms of usefulness and prestige.

Human resources in Zimbabwe cannot be achieved without serious considerations of the significant study of African languages in high schools. African languages are the people's greatest economic, cultural, moral and social inheritance which should be properly nurtured through one's education. Economic, cultural, moral and social gains

can only be realised when the study of African languages in high schools is taken as part of the core-curriculum.

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APPENDIX A

INTERVIEW GUIDE FOR HIGH SCHOOL TEACHERS

Introduction

My name is Ruth B. Gora. I am conducting research for a DPhil (Literature and Philosophy in African Languages) degree with the University of South Africa. The research is entitled: **Perception and Attitude towards the Study of African Languages in Zimbabwean High Schools: Implications for Human Resources Development and Management**. You have been identified as one person whose informative contribution is very important to this study. The information gathered is strictly for the purpose of the research and all responses will be treated confidentially. You are also free to withdraw from participating at any stage of the interview without incurring any penalties. Can you kindly spare a few moments of your valuable time to answer the following questions which are related to the study.

QUESTIONS

(1) What factors do you think influence the study of African languages in Zimbabwean high schools?

(2) What do you consider as barriers to the study of African languages in Zimbabwean high schools?

(3) How do you see the role, if any, played by the following in choosing subjects of study at high school: the learner, parent, school and the government?

(4) How do you view the perception and attitude of students in this institution towards the study of African languages?

(5) What strategies can be implemented to improve perception and attitude towards the study of African languages in Zimbabwean high schools?

(6) How can drop-out rates in African languages be reduced in Zimbabwean high schools?

(7) In your opinion, how important is the study of African languages a criterion for employment opportunities?

(8) What kind of subject-based career guidance support do students of African languages receive through your Department? What successes, if any, have such support achieved?

(9) In your opinion, how important are career guidance programmes?

(10)   How can the system allay fears of those who think that the study of African languages has no place in commerce and industry?

(11)   How satisfied or dissatisfied are you with being a teacher of African languages?

(12)   What other comments can you make on the issue of study of African languages in Zimbabwean high schools?

I thank you for your valuable contribution.

APPENDIX B

INTERVIEW GUIDE FOR UNIVERSITY LECTURERS

Introduction

My name is Ruth B. Gora. I am conducting research for a DPhil (Literature and Philosophy in African Languages) degree with the University of South Africa. The research is entitled: **Perception and Attitude towards the Study of African Languages in Zimbabwean High Schools: Implications for Human Resources Development and Management**. You have been identified as one person whose informative contribution is very important to this study. The information gathered is strictly for the purpose of the research and all responses will be treated confidentially. You are also free to withdraw from participating at any stage of the interview without incurring any penalties. Can you kindly spare a few moments of your valuable time to answer the following questions which are related to the study.

QUESTIONS

(1) What factors do you think influence the study of African languages in Zimbabwean high schools?

(2) What do you consider as barriers to enrolment for African languages in Zimbabwean high schools?

(3) How do you view the perception and attitude of students towards the study of African languages?

(4) What do you think can be done to improve perception and attitude towards the study of African languages in the Zimbabwean education system?

(5) How does that influence their choice of programme of study at tertiary level?

(6) How can drop-out rates in African languages be reduced in the Zimbabwean education system?

(7) In your opinion, is the study of African languages considered important by the learner, parent and education system?

(8) In your opinion, how important is the study of African languages as a criterion for employment opportunities?

(9) How does the study of African languages influence human resources management and development?

(10)   How does your Department handle subject-based career guidance? What successes, if any, have such activities achieved and what problems have been encountered? How have the problems been resolved?

(11)   Would you consider career guidance programmes to be of importance for African languages students?

(12)   How can the Zimbabwean system allay fears of those who think that the study of African languages has no place in commerce and industry?

(13)   In your opinion, how does the study of African languages impact on the quality of the learner that the education system produces in the end?

(14)   How satisfied or dissatisfied are you with being a lecturer of African languages?

I thank you for your valuable contribution).

APPENDIX C

FOCUS GROUP DISCUSSION GUIDE FOR HIGH SCHOOL STUDENTS

Introduction

My name is Ruth B. Gora. I am conducting research for a DPhil (Literature and Philosophy in African Languages) degree with the University of South Africa. The research is entitled: **Perception and Attitude towards the Study of African Languages in Zimbabwean High Schools: Implications for Human Resources Development and Management**. You have been identified as a group whose informative contribution is very important to this study. The information gathered is strictly for the purpose of the research and all responses will be treated confidentially. You are also free to withdraw from participating at any stage of the interview without being penalised. Can you kindly spare a few moments of your valuable time to answer the following questions which are related to the study.

QUESTIONS

(1) Why have you chosen to study African languages as one of your subjects at high school level?

(2) Who else has influenced your choice of studying African languages at high school?

(3) Of what help, in your opinion, is the study of African languages in your life?

(4) How is the study of African languages viewed generally in Zimbabwean high schools?

(5) What can be done to improve views about study of African languages in Zimbabwean high schools?

(6) How important is the study of African languages at high school for job opportunities in Zimbabwe?

(7) What kind of career guidance support do you receive through the Department of (African Languages) Shona, if any?

(8) How important are career guidance programmes for students of African languages?

(9) How satisfied or dissatisfied are you with being an African languages student?

(10)   What additional information do you have with regard to the study of African languages in Zimbabwean high schools?

I thank you for your valuable contribution.

APPENDIX D

FOCUS GROUP DISCUSSION GUIDE FOR UNIVERSITY STUDENTS

Introduction

My name is Ruth B. Gora. I am conducting research for a DPhil (Literature and Philosophy in African Languages) degree with the University of South Africa. The research is entitled: **Perception and Attitude towards the Study of African Languages in Zimbabwean High Schools: Implications for Human Resources Development and Management.** You have been identified as a group whose informative contribution is very important to this study. The information gathered is strictly for the purpose of the research and all responses will be treated confidentially. You are also free to withdraw from participating at any stage of the interview without being penalised. Can you kindly spare a few moments of your valuable time to answer the following questions which are related to the study.

QUESTIONS

(1) Why did you choose to study African languages as one of your subjects at high school level?

(2) Who else influenced your choice of studying African languages at high school?

(3) Of what help, in your opinion, is the study of African languages in your life?

(4) How is the study of African languages viewed generally in the Zimbabwean education system?

(5) What can be done to improve views about study of African languages in the Zimbabwean education system?

(6) How important is the study of African language for job opportunities in Zimbabwe?

(7) What kind of career guidance support do you receive through the Department of African Languages, if any?

(8) How important are career guidance programmes for students of African languages?

(9) What career prospects lie ahead of you on completion of your degree?

(10) How satisfied or dissatisfied are you with being an African languages student?

(11) What additional information do you have with regard to the study of African languages in the Zimbabwean education system?

I thank you for your valuable contribution.

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

Introduction

The purpose of this questionnaire is to find out perception and attitude towards the study of African languages in Zimbabwean high schools. The questionnaire further seeks to find out how you consider the perception and attitude influences management and development of human resources in fields related to African languages. Please kindly answer all questions as objectively as possible. Your identity is anonymous. Your response will be treated in strict confidence and for the sole purpose of the study. This study, on the basis of your contribution, may be important in shaping future development of positive perception and attitude towards the study of, and development of human resources in fields related to, African languages.

Thank you for your generous contribution and valuable time in answering the following questions which are related to the study.

Please tick inside the box and/or fill in the blank spaces

A. BACKGROUND INFORMATION

1. Sex

Female	
Male	

2. Age

<20 years	21 -30 years	31-40 years	41-50 years	>50 years

3. First language

English	
Ndebele	
Shona	

Other (Specify)……………………………………………….

4. Second language

English	
Ndebele	
Shona	

Other (Specify)……………………………………………

5. Level(s) taught

ZJC	
'O'	
'A'	

6. Teaching experience

>5 years	6 -10 years	11 -15 years	16 – 20 years	>20 years

7. At what type of school are you teaching?

Government urban	
Government rural	
Mission/Church boarding	
Private boarding	
Government boarding	
Former group A	

8. Qualifications

   (a) Academic………………………………………………………………….

   (b) Professional…………………………………………………………………

B. PERCEPTION AND ATTITUDE

9. The study of the mother tongue is a definite advantage

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

10. Which language do you use when speaking to peers outside institutional business?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

11. Which language do you prefer for professional uses?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

12. Which language do you regard to be most valuable?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

13. Which language do you consider most important for study in high school?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

14. Rank the languages above in order of value

1	
2	
3	
4	

15. You prefer reading novels written in:

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

16. You prefer listening to news bulletin in:

Indigenous languages	
Foreign languages	

17. TV and Radio programmes in indigenous languages are boring

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

18. Which language is mostly used as medium of instruction in your institution?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………

19. Rate the general level of students in expressing themselves in the language you mentioned in the previous question.

Very high	
High	
Moderate	
Low	
Very low	

20. It is not effective to teach through the learner's mother tongue.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

21. Most problems in studying indigenous languages are attributed to the learners' perception and attitude towards African languages

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

C. HUMAN RESOURCES ISSUES

22. The study of African languages is desirable

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

23. The study of African languages contributes towards human resources management and development.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

24. How often do you offer career guidance in your subject area?

Yearly	
Once every 2 years	
Rarely	
Never	

25. Career guidance is necessary in the African languages field.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

26. Are you satisfied with being a teacher in African languages?

Yes	
No	

Feel free to add any other comments on all of the above

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Thank you once again for sparing your time.

QUESTIONNAIRE FOR UNIVERSITY LECTURERS

Introduction

The purpose of this questionnaire is to find out perception and attitude towards the study of African languages in Zimbabwean high schools. The questionnaire further seeks to find out how you consider the perception and attitude influences management and development of human resources in fields related to African languages. Please kindly answer all questions as objectively as possible. Your identity is anonymous. Your response will be treated in strict confidence and for the sole purpose of the study. This study, on the basis of your contribution, may be important in shaping future development of positive perception and attitude towards the study of, and development of human resources in fields related to, African languages.

Thank you for your generous contribution and valuable time in answering the following questions which are related to the study.

Please tick inside the box and/or fill in the blank spaces

A. BACKGROUND INFORMATION

1. Sex

Female	
Male	

2. Age

<20years	21 -30 years	31-40 years	41-50 years	>50 years

3. First language

English	
Ndebele	
Shona	

 Other (Specify)…………………………………………….

4. Second language

English	
Ndebele	
Shona	

 Other (Specify)…………………………………………….

5. Level(s) taught

Bachelors	
Masters	
Doctoral	

6. Teaching experience

>5 years	6 -10 years	11 -15 years	16 – 20 years	>20 years

7. At what type of university are you teaching?

State	
Private	
Church	

8. Qualifications

    (a) Academic……………………………………………………………………

    (b) Professional………………………………………………………………

B. PERCEPTION AND ATTITUDE

9. The study of the mother tongue is a definite advantage

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

10. Which language do you use when speaking to peers outside institutional business?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………….

11. Which language do you prefer for professional uses?

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………….

12. Which language do you regard to be most valuable?

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………….

13. Which language do you consider most important to study in high school?

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………….

14. Rank the languages above in order of value

1	
2	
3	
4	

15. You prefer reading novels written in:

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………….

16. You prefer listening to news bulletin in:

Indigenous languages	
Foreign languages	

17. TV and Radio programmes in indigenous languages are boring

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

18. Which language is mostly used as medium of instruction in your institution?

English	
Ndebele	
Shona	

 Other (Specify)………………………………………………………

19. Rate the general level of students in expressing themselves in the language you mentioned in the previous question.

Very high	
High	
Moderate	
Low	
Very low	

20. It is not effective to teach through the learner's mother tongue.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

21. Most problems in studying indigenous languages are attributed to the learners' perception and attitude towards African languages

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

C. HUMAN RESOURCES ISSUES

22. The study of African languages is desirable

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

23. The study of African languages contributes towards human resources development.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

24. How often do you offer career guidance in your subject area?

Yearly	
Once every 2 years	
Rarely	
Never	

25. Career guidance is necessary in the African languages field.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

26. Are you satisfied with being a lecturer in African languages?

Yes	
No	

Feel free to add any other comments on all of the above

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Thank you once again for sparing your time.

QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

Introduction

The purpose of this questionnaire is to find out perception and attitude towards the study of African languages in Zimbabwean high schools. The questionnaire further seeks to find out how you consider the perception and attitude influences management and development of human resources in fields related to African languages. Please kindly answer all questions as objectively as possible. Your identity is anonymous. Your response will be treated in strict confidence and for the sole purpose of the study. This study, on the basis of your contribution, may be important in shaping future development of positive perception and attitude towards the study of, and development of human resources in fields related to, African languages.

Thank you for your generous contribution and valuable time in answering the following questions which are related to the study.

Please tick inside the box and/or fill in the blank spaces

A. BACKGROUND INFORMATION

1. Sex

Female	
Male	

2. Age

<18years	18 – 20 years	>21 years

3. First language

English	
Ndebele	
Shona	

Other (Specify)……………………………………………….

4. Second language

English	
Ndebele	
Shona	

Other (Specify)…………………………………………….

5. Level of study

Lower 6	
Upper 6	

6. Who influenced your choice to study Shona at 'A' level?

Self	
Parent(s)/Guardian	
School	

7. At what type of school are you learning?

Government urban	
Government rural	
Mission/Church boarding	
Private boarding	
Government boarding	
Former group A	

8. Which other subjects are you studying? (a)…………………………………………………

(b)…………………………………………………

B. PERCEPTION AND ATTITUDE

9. The study of the mother tongue is a definite advantage

315

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

10. Which language do you use when speaking to friends outside the classroom?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………….

11. Which language do you prefer for learning other subjects?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

12. Which language do you regard to be most valuable?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

13. Which language do you consider most important to study at high school?

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

14. Rank the languages above in order of value

1	
2	
3	
4	

15. You prefer reading novels written in:

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………….

16. You prefer listening to news bulletin in:

Indigenous languages	
Foreign languages	

17. TV and Radio programmes in indigenous languages are boring

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

18. Which language is mostly used teaching in your school?

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………

19. It is not effective to be taught in a language one speaks at home.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

C. HUMAN RESOURCES ISSUES

20. The study of African languages is desirable

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

21. The study of African languages contributes towards job creation.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

22. Does your school offer career guidance programmes?

Yes	
No	

23. Do you think that career guidance is necessary for those studying African languages?

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

24. Can the study of a mother tongue guarantee a future job?

Yes	
No	

Feel free to add any other comments on all of the above

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Thank you once again for sparing your time.

QUESTIONNAIRE FOR UNIVERSITY STUDENTS

Introduction

The purpose of this questionnaire is to find out perception and attitude towards the study of African languages in Zimbabwean high schools. The questionnaire further seeks to find out how you consider the perception and attitude influences management and development of human resources in fields related to African languages. Please kindly answer all questions as objectively as possible. Your identity is anonymous. Your response will be treated in strict confidence and for the sole purpose of the study. This study, on the basis of your contribution, may be important in shaping future development of positive perception and attitude towards the study of, and development of human resources in fields related to, African languages.

Thank you for your generous contribution and valuable time in answering the following questions which are related to the study.

Please tick inside the box and/or fill in the blank spaces

A. BACKGROUND INFORMATION

1. Sex

Female	
Male	

2. Age

<18years	18 – 20 years	>21 years

3. First language

English	
Ndebele	
Shona	

Other (Specify)…………………………………………

4. Second language

English	
Ndebele	
Shona	

Other (Specify)…………………………………………

5. Level of study

Bachelors	
Masters	
Doctoral	

6. Who influenced your choice to study Shona at 'A' level?

Self	
Parent(s)/Guardian	
School	

7. At what type of university are you learning?

State	
Private	
Church	

8. Which other subjects are you studying? (a)………………………………………….

(b)………………………………………………

B. PERCEPTION AND ATTITUDE

9. The study of an indigenous language is a definite advantage

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

10. Which language do you use when speaking to friends outside the lecture room?

English	
Ndebele	
Shona	

Other (Specify)…………………………………………………………….

11. Which language do you prefer for learning other subjects?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………………….

12. Which language do you regard to be most valuable?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………………….

13. Which language do you consider most important to study?

English	
Ndebele	
Shona	

Other (Specify)………………………………………………………………….

14. Rank the languages above in order of prestige

1	
2	
3	
4	

15. You prefer reading novels written in:

English	
Ndebele	
Shona	

Other (Specify)……………………………………………………….

16. You prefer listening to news bulletin in:

Indigenous languages	
Foreign languages	

17. TV and Radio programmes in indigenous languages are boring

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

18. Which language is mostly used teaching in your university?

English	
Ndebele	
Shona	

 Other (Specify)……………………………………………………

19. It is not effective to be taught in an indigenous language.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

C. HUMAN RESOURCES ISSUES

20. The study of African languages is desirable

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

21. The study of African languages contributes towards job creation.

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

22. Does the Department of African languages offer career guidance programmes?

Yes	
No	

23. Do you think that career guidance is necessary for those studying African languages?

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

24. Can the study of a mother tongue guarantee a future job?

Yes	
No	

25. What kind of job do you wish to be employed in?..

…………………………………………………………………………………………………

Feel free to add any other comments on all of the above

…………………………………………………………………………………………………

…………………………………………………………………………………………………

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…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you once again for sparing your time.

DEPARTMENT OF CURRICULUM & ARTS EDUCATION   P.O BOX MP 167
FACULTY OF EDUCATION   Mount Pleasant
          HARARE, Zimbabwe
          Tel: 333619; CELL: 0772380550
          Telex: 26580 UNIVZ

CHAIRPERSON   **Telegrams: UNIVERSITY**
RB GORA: M.Ed.,B.Ed.,CE (University of Zimbabwe)   Fax: (263)-(4)333407
          E-mail: **goraruth@yahoo.com**

UNIVERSITY OF ZIMBABWE

27th August 2013

The Permanent Secretary
Ministry of Education, Sport, Arts and Culture
P O Box CY 121
Causeway
Harare

Dear Sir/Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH IN SCHOOLS IN AND AROUND HARARE

I am a lecturer in the Department of Curriculum and Arts Education, Faculty of Education at the University of Zimbabwe. I am pursuing DPhil studies with the University of South Africa (UNISA) in a research entitled **Perception and Attitude towards the Study of African Languages in Zimbabwean High Schools: Implications for Human Resources Development and Management**. I therefore write seeking your permission to carry out the research in selected high schools in and around Harare. The data gathered during the process shall be used for research purposes only. I have enclosed a brief background to the research and copies of the data gathering tools that will be used.

Your assistance will be sincerely appreciated.

Faithfully

RB GORA (Mrs)

ZIMBABWE

Ref: C/426/3
Ministry of Education, Sport, Arts
and Culture
P.O Box CY 121
Causeway
Zimbabwe

RUTH B. GORA
• LECTURER — UNIVERSITY OF ZIMBABWE
• STUDENT — UNISA

RE: PERMISSION TO CARRY OUT RESEARCH

Reference is made to your application to carry out research in the Ministry of Education, Sport and Culture institutions on the title:

PERCEPTION AND ATTITUDE TOWARDS THE STUDY OF AFRICAN LANGUAGES IN ZIMBABWEAN HIGH SCHOOLS : IMPLICATIONS FOR HUMAN RESOURCES DEVELOPMENT AND MANAGEMENT

SCHOOLS IN HARARE

Permission is hereby granted. However, you are required to approach the Provincial Education Director responsible for the schools you want to involve in your research for assistance and permission to enter schools.

You are also required to provide a copy of your final report to the Ministry since it is instrumental in the development of education in Zimbabwe.

2 9 AUG 2013

Z. M. Chitiga
FOR: SECRETARY FOR EDUCATION, SPORT, ARTS AND CULTURE

334

addressed to
"THE PROVINCIAL EDUCATION DIRECTOR"

Telephone : 792671-9
Fax : 796125/792548
E-mail :
moeschre@yahoo.com

ZIMBABWE

Ministry of Education,
Sport and Culture
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Zimbabwe

20.09.2013

R B Lira of
University of
S.Africa

RE : PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS

To carry out research into perception
and attitude towards the study of
African Languages in Zimbabwean
High Schools: Implications for
Human Resources Development
and Management

Reference is made to your letter dated...

Please be advised that the Provincial Education Director grants you authority to carry out your
research on the above topic. You are required to supply Provincial Office with a copy of your
research findings.

For Provincial Education Director
Harare Metropolitan Province
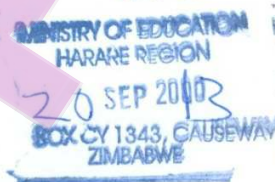
C U R R I C U L U M   V I T A E

PERSONAL DETAILS:

SURNAME:	GORA (nee MAFURA)
FORENAMES:	RUTH BABRA
SEX:	FEMALE
MARITAL STATUS:	WIDOW
DATE OF BIRTH:	06/12/1964
PLACE OF BIRTH:	BUHERA
LANGUAGES SPOKEN:	ENGLISH, SHONA
NATIONALITY:	ZIMBABWEAN
PRESENT POSITION:	LECTURER IN SHONA LANGUAGE & LITERATURE AND LANGUAGE EDUCATION
CONTACT ADDRESS:	DEPT. OF CURRICULUM AND ARTS EDUCATION FACULTY OF EDUCATION UNIVERSITY OF ZIMBABWE P O BOX MP 167 MOUNT PLEASANT HARARE ZIMBABWE

PHONE:	**BUSINESS:**	263-4-333619
	MOBILE:	263 772 380 550
FAX:	**BUSINESS:**	263-4-333550
E-MAIL:		goraruth@yahoo.com

ACADEMIC QUALIFICATIONS:

- **MASTER OF EDUCATION (LANGUAGE EDUCATION)**
  UNIVERSITY OF ZIMBABWE: 2002-2003

- **BACHELOR OF EDUCATION**
  UNIVERSITY OF ZIMBABWE: 1997-1998

PROFESSIONAL QUALIFICATIONS

- **CERTIFICATE IN EDUCATION 1985-1988**
  HILLSIDE TEACHERS' COLLEGE (UNIVERSITY OF ZIMBABWE)

PROFESSIONAL EXPERIENCES

- **LECTURESHIP AT UNIVERSITY LEVEL**:
  - PERMANENT FULL-TIME LECTURESHIP (August 2005 to date).
    UNIVERSITY OF ZIMBABWE

  - SABBATICAL FELLOWSHIP: (1 September 2011 to 30 March 2012).
    MIDLANDS STATE UNIVERSITY

  - PART-TIME LECTURESHIP:
    - UNIVERSITY OF ZIMBABWE (February to June 2005).
      DEPARTMENT OF CURRICULUM & ARTS EDUCATION

    - CATHOLIC UNIVERSITY IN ZIMBABWE (August 2008 to December 2011).
      FACULTY OF HUMANITIES

- **LECTURESHIP IN TEACHER EDUCATION**:
  MORGAN ZINTEC TEACHERS' COLLEGE (May 2003 to July 2005).

- **TEACHING**
  - MAKOSA SECONDARY SCHOOL (January 1989 to December 1990).
  - GLEN NORAH 2 HIGH SCHOOL (January 1991 to April 2003).

ADMINISTRATIVE EXPERIENCES

UNIVERSITY LEVEL

- **Chairperson -** Department of Curriculum and Arts Education, University of Zimbabwe (24 October 2010 to 30 November 2013).
- **Proctor** – Faculty of Education, University of Zimbabwe (April 2008 to April 2010).

- **Acting Chairperson** - Department of Curriculum and Arts Education, University of Zimbabwe (March 2007 to September 2007).

SECONDARY SCHOOL LEVEL

- **Acting Deputy Head**, Glen Norah 2 High School, HARARE (2000).
- **Senior Woman**, Glen Norah 2 High School, HARARE (1999).
- **Head of Shona Department,** Glen Norah 2 High School, HARARE (1994 to1996).
- **Head of Geography Department,** Makosa Secondary School, MUTOKO (1989 to1990).

PUBLICATIONS

- 2 **book chapters**
- 8 **articles/papers** in national and international refereed journals.

REFEREES

- Professor DE Mutasa - Email: Mutasde@unisa.ac.za Phone: +27124298248
- Professor Rosemary Moyana - Email: rosemarymanasemoyana@gmail.com Phone: +263 772 565 285
- Dr Liveson Tatira - Email: livesontatira@gmail.com Phone: +263 772 723 521

UMI

DOCTORAL DISSERTATION

PUBLISH ABSTRACT ONLY AGREEMENT

PERSONAL DATA

1. Last Name   First Name   Middle Name

    GORA   **RUTH**   **BABRA**

2. Year of Birth (Optional)   3. Country of Citizenship

    1964   **ZIMBABWE**

4. Present Mailing Address Street address:

    DEPARTMENT OF CURRICULUM & ARTS EDUCATION

    UNIVERSITY OF ZIMBABWE

    PO BOX 167

    MT PLEASANT

    HARARE

    ZIMBABWE

    _____

    City   State/Province   Postal code   Country

    __HARARE__   **HARARE**   **_+263__ __ZIMBABWE_**

    Future Mailing Address   Street address:

    _____AS ABOVE _____

    City   State/Province   Postal code   Country

    ___AS ABOVE___   **__AS ABOVE____**   **AS ABOVE __AS ABOVE___**

    Effective date for future mailing address (mm dd yy) **__N/A_____**

    E-mail address: **goraruth@yahoo.com**

DOCTORAL DEGREE DATA

5. Full name of university conferring degree, and college or division if appropriate

    UNIVERSITY OF SOUTH AFRICA, COLLEGE OF HUMAN SCIENCES, DEPT OF AFRICAN LANGUAGES

Do not write in this space

Vol/Issue

School Code

6. Abbreviation for degree awarded 7. Year degree awarded

DLITT ET PHIL (AFRICAN LANGUAGES)   _2014___

TITLE/SUBJECT AREA

8. Enter the title of dissertation. If dissertation is written in a language other than English, please specify which language and translate title into English. Language of text: _____

    Title: ____**PERCEPTION AND ATTITUDE TOWARDS THE STUDY OF AFRICAN LANGUAGES IN ZIMBABWEAN HIGH SCHOOLS: IMPLICATIONS FOR HUMAN RESOURCES DEVELOPMENT AND MANAGEMENT_____**

9. Subject category of dissertation. Please enter four-digit code from "Subject Categories" on following page.

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