Full Length Research Paper

The socio-emotional dilemmas of primary school teaching in Anglophone post-colonial Africa: Policy implications for developing countries

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This study investigated the underlying reasons for pre-service university student teachers' negative responses toward an innovative faculty-based primary teacher education programme. The purpose of the study was to understand and explain post-Sixth form trainee teachers' resistance to teach in primary schools. The data to address the problem was collected by means of the descriptive survey comprised of a questionnaire and structured interview. The participants in the study consisted of 54 post-sixth form student teachers intake class 2004 who were the first group to pioneer a university based pre-service primary teacher training programme, 8 teacher educators and 12 school based mentors participating in the implementation of the programme. The results of the study indicate that post-Sixth form student teachers undertaking primary pre-service teacher education programme are at a socio- moral and emotional crossroads. Socially and morally, primary school teaching is perceived by trainees as being inferior and less rewarding than secondary school teaching. Economically, university based primary teacher education programs are felt to be financially stressful to the prospective student. Emotionally, students feel isolated and unsupported by their tutors. In light of the above, this study proposes a major overhaul in the conceptualisation, design and delivery of university based pre-service primary teacher education programmes for post sixth form student teachers. First, at policy level, funding policies for primary teaching should be coherent across colleges and universities. Second, at implementation level, university lecturers should regard primary school teaching as problematic emotionally, morally and financially. In view of this the concerns of university students should be incorporated in both the design and delivery of primary teacher education programmes.

Key words: Primary school teaching; emotional dilemmas; resistance, post-Sixth form student teachers, Zimbabwe.

INTRODUCTION

The post-sixth form primary teacher education pro-gramme in Zimbabwe represents a convergence of various historical and social influences. Historically, the programme could be linked to the emergence of various universities in the post-colonial period in Zimbabwe. Against a backdrop of increasing demands for tertiary education and the inability of existing institutions to accommodate school graduates, many universities and polytechnics were established. According to Chombo (2000), each of the new state universities was given a mandate to fulfil. Some universities were intended to address equity and access issues (Chikunda, 2008). Others were given the mandate to enhance technological education and still others were meant to improve the quality of primary education. In this regard Masvingo State University was initial intended as centre for

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providing excellence in primary education (Chombo, 2000). Initially mentored by the University of Zimbabwe as the Masvingo degree programme, Masvingo State University received its charter in 2004 and thereafter launched its programme as a full corporate entity. Among the first programmes launched, was the Bachelor of Education degree programme which is subject of this study. This programme was ground breaking in the sense that the group of students came from the cohort of post-sixth form students. Usually, successful post-sixth form students who seek to join the teaching field enrol for secondary teacher training programmes. However in this case the pre-service students were expected to enrol for a primary teacher training course. What prompted this study are the responses of these students to primary teacher education curricula. Throughout the programme these students looked demotivated and uninterested in learning. However the most puzzling development came at the end of their training when they refused to be deployed in primary schools. Instead they requested to be posted in secondary schools. Today a significant number of these students can be found vending and hawking various commodities in Masvingo town.

Purpose of study

In light of the above scenario, this study sought to establish the effectiveness and efficacy of the innovative post-sixth form teacher education programme in transforming post-sixth form students into professional primary school teachers. The innovative programme targeted for evaluation is the primary teacher preparatory course known as the Bachelor of Education (Primary) pre-service degree (B.Ed pre-service).The study sought to identify possible flaws in the design and delivery of the programme which may have induced negative attitudes among student teachers.

Statement of the problem

The response of the student intake groups of the class of 2004 to primary teacher training at Masvingo State University is unprecedented in the annals of teacher training in Zimbabwe. Throughout their four-year study for the Bachelor of Education degree in primary education, the group was always critical of every aspect of their primary teacher education curriculum. For instance some members would question this writer why they should be compelled to study methodological and pedagogic courses in all the eleven subjects constituting the primary school curriculum in Zimbabwe whereas their counterparts in secondary schools were specializing in two subjects only. More significantly, they wanted to know why a pass in "O" level Mathematics was a pre-requisite fro primary and not secondary schools. The ultimate

negation by this group was their refusal to be deployed in the primary school at the end of their teacher training.

Research questions

The following questions constituted the main problem to be investigated:

1. Which pre-programme beliefs and values might hinder acceptance of primary school teaching by post-Sixth form student teachers?
2. Which facets of in-course socialization may induce negative feelings towards primary teaching by student teachers?

Conceptual framework

The Concerns-Based Adoption Model (Hall et al., 1973) provides a useful framework for conceptualising change experienced by individuals who are being asked to change their behaviour in particular ways. The Concerns-Based Adoption Model (CBAM) gives specific attention to two aspects of the individual's developmental growth in relation to any idea or programme that requires different behaviours of the user. The two dimensions are namely Stages of Concern (Fuller, 1970) and Levels of Use (Hall et al., 1975). The concept of concerns relates to the feelings, perceptions, motivations and attitudinal dynamics students may experience in relation to a new programme. Fuller's (1969) pioneering studies reported on three phases of concerns pre-service student teachers experienced as they were involved in teacher education programmes. The first of these are self concerns. At this phase student teachers are concerned about developing an understanding of the classroom environment. Once s*elf concerns* are resolved the second set which are *task concerns* emerge. These relate to the methodology and logistics of teaching. Ultimately, pre-service students develop *impact concerns.* Impact concerns refers to teacher worries about the impact of their teaching upon students. In this study, the concept of concerns provided useful guidelines for collecting data in respect of the quality of programme design elements (Table 1). It was hypothesized that up to date research based information on post-A level student teachers' personal concerns and informational needs was a prerequisite for designing a high impact transformational teacher education programme.

The second dimension of the CBAM is the Levels of Use (LoU). LoU describes how an individual becomes more skilful and confident as he becomes familiar with an innovation (Hall and Loucks, 1979). In this study, the concept of LoU was used in collecting data with respect to the operational dimension of the post-sixth form teacher education programme (Tables 2 to 4). This

Table 1. Summary of interview data on pre-programme beliefs and values.

Aspect of social beliefs or values	Comment
Status of primary school teachers	Lowly ranked
	Poorly remunerated over.
	Over subscribed.
	Rural bound.
Social status of Sixth form students	Academic careers in universities and secondary schools.
Quality of housing in primary schools	Generally poor.
	No water and electricity
Expectations of family	Mixed some families care some do not mind.
Expectations of peers	Anti-primary school teaching.
	Regarded as demeaning for Sixth formers.

information was deemed essential in assessing student support systems both at the university and at school level. Without an adequate support system, student teachers were most likely to feel frustrated and hence develop negative attitudes towards the programme. The following section presents the literature review which assisted in clarifying and focusing the study.

LITERATURE REVIEW

An abundant range of research literature on initial teacher education has reported on factors which may subvert the impacts of initial teacher preparatory programs. Day's (1999:5-10) concept of teacher professionalism provides a useful conceptual framework for understanding the ingredients of an effective teacher education programme. According to Day (1999:5) an effective teacher preparatory programme should cultivate and develop in novices the following:

- A specialized knowledge base-technical culture;
- Commitment to meeting client needs-service culture;
- Strong collective identity-professional commitment; and
- Professional autonomy.

Similarly, Hargreaves in Day (1999:9) has identified a competence-based model of professional teacher education as incorporating the following principles in its architecture;
- Teachers are understood to have life-long professional needs and these will be met only if treated as in the case of any learner, in terms of continuity and progression;
- Teachers' development needs must be assessed on a regular basis;
- Schools devise a plan for development, and
- Professional needs arising from personal assessments have to be reconciled to institutional needs.

In light of the above, developers of teacher preparatory programmes should incorporate developmental perspectives in the design and delivery of teacher education curricula. These programmes should attempt to foster professional growth in pre-service teachers.

The aforementioned literature points to the need for designers of teacher preparatory programmes to incorporate developmental perspectives in the design and delivery of teacher education curricula as proposed by the CBAM.

According to Joram and Gabriele (1998), student teachers have a set of well developed pre-programmes beliefs that act as a screen for processing new programme. These beliefs are unconsciously held, deeply entrenched and difficult to change. Similarly, Tann (1993) found that the student's lifetime experiences may influence their concepts of teaching roles and models.

Other writers have identified different attributes of content teacher education programmes should possess to have an impact on trainees. According to Day (1999), teacher education programmes should seek to impart to teacher trainees content which is situated in the context of classroom events and activities. These writers claim that it will take about three years for experienced teachers to develop and engage in classroom enactments that are complex and robust. In view of this, they recommend the utilization in initial teacher training of multimedia systems which may assist in portraying the complex nature of teaching through video-based clips and teacher-based videos that will capture the richness and complexity of classroom experiences.

Similarly, Hollingsworth in Fullan (1991:295) claims that there are at least three knowledge bases teachers need to be effective in the classroom namely (1) subject matter or content; (2) general management instructional pedagogy; and (3) the ability to diagnose and evaluate learning outcomes. By implication, teacher preparation courses

should equip with a broad range of professional know-ledge, skills, desirable attitudes and values. In addition, developers of teacher education courses should consider and anticipate problems likely to emerge in classroom context.

In the same vein, Lortie in Fullan (1991:119-112) claims that the teacher training programmes do not prepare teachers for the realities of the classroom. Classroom realities refer to tasks and activities inherent in teaching such as: the individual nature of the teaching process; lack of concrete models for emulation; uncertainly due to the inability to evaluate learning outcomes or student achievement, and maintaining discipline in classrooms composed of children from different social and ethnic backgrounds.

Other curriculum researchers have also identified major weaknesses in teacher education programmes. Fullan (1994:291) claims that teacher education programmes lack coherence and that their goals are complex and hazy. He states that "...learning theories in psychology, socialization, philosophies of education, and the application of theory-based teaching techniques across subject areas have all remained source of promises, frustration and confusion." In support, Sarason, Davidson and Blatt, in Fullan (1991:295) found that supervising teacher have no special qualification for the supervisory role.

The implication of the studies cited above is evident. Student teachers may not respond positively to poorly designed and implemented teacher education program-mes. Hence these student teachers may develop negative ideas feelings towards the profession. In this regard researchers have come up with benchmarks which teacher education programmes should seek to attain. Goodlad in Fullan (1991) suggested standards by which teacher education programmes should be mea-sured. They include among others developing student teachers intellectually and providing trainees with a sound foundation in pedagogy and equipping teachers with the necessary knowledge and skills in running schools. Other researchers on teacher education have proposed issues which should be incorporated in the design and delivery of teacher education preparatory courses. Other studies have revealed issues in which trainee teachers and their superiors may clash. They include some of the following:

- conflict of values among prospective teachers, college staff and school teachers which may affect the attitudes of the three groups towards the programme,
- most supervising teachers lack the time, capability and energy to give adequate support to student teachers, and
- lack of professionalism and among teachers in general.

In light of the above, this study sought to assess to what extent the issues of student concerns, feelings, moral values and attitudinal dynamics were anticipated and incorporated in the design and delivery of the teacher education programmes under study. Specific areas targeted for analysis and evaluation were:

- the quality of the programme design (that is quality of programme elements such as needs assessment, format, vision, content specification and assessment protocols), and
- quality of programme delivery (the quality of manage-ment of the implementation in terms of planning, co-ordination, monitoring, supervision and assessment).

EVALUATION METHODOLOGY

In this study, an evaluation methodology utilizing principles, guidelines, standards and categories developed by Wang (1983) were adapted. Wang evaluation model has two dimensions namely the structural and action domains. The structural domain relates to programme design work that constitute the management and resource support required to implement the programme effectively. It refers to infrastructural aspects of a programme such as clear goals, equipment and trained personnel that constitute building blocks of a programme. The action domain relates to those behaviours, motivations that are essential for the programme to be implemented. In this study, the structural domain was regarded as the goals, structure and content of the B.Ed programme (Table 1) whereas the action domain was taken to mean student teacher behaviours, mentor attitudes and teacher educator knowledge and skills which were essential for the programme to be successfully implemented (Tables 2 to 4).

Method

In this study, four methods namely document analysis, question-naire observation and interview were used to collect data pertaining to three critical aspects of the problem being investigated namely pre-programme beliefs, programme design and delivery. In this study, the documentary analysis method was used to collect data with respect to design components of the teacher education pro-grammes namely programme vision, content specification, time-frame and assessment procedures.

Participants

The study was conducted at the then Masvingo State University one of the emerging universities in Zimbabwe that pioneered the concept of pre-service teacher training for post-Sixth Form students. More precisely, the sample consisted of 54 student teachers who pioneered the B.Ed pre-service teacher education programme 15 teacher educators involved in teaching the pro-gramme and 20 school based mentors. A study of the experiences, attitudes and feelings of these individuals was regarded as critical in providing meaningful insights into possible reasons for students' resistance to this revolutionary programme.

Instrumentation

Three instruments namely a content analysis tool, an un-structured interview, and a student rating form were used to collect data to answer the two research questions. The content analysis tool based on Lewy's (1977: 25-36) scheme was used in identifying and delineating key aspects of the teacher training programme (Tables 1 to 3). The unstructured interview schedule was used to collect

Table 2. Students' rating of facets of the training programme.

Question	Effective (%)	Somewhat effective (%)	Not effective (%)
Clarity of programme goals	22.7	23.9	53.4
Clarification of uniqueness of programme by teacher educators	31	32.2	36
Emotional support from mentors	19	39.3	41.7
Professional support from mentors	34.6	25.6	39.8
Professional support from fellow teachers	20.8	39	40.2
Support from community	16	22.6	52.4
Financial support from government	10	30.1	59.9
Financial support from university	4.1	19	76.9
Provision of distance education materials	13	22.8	64.2
Adequacy of cultural content	19	28	53
Financial support from family	87	9.4	3.6

Table 3. Teacher educators' understanding of programme features.

Programme dimension	Summarized comments
Familiarity with policy context of the programme	Most are unaware. They found the programme running when they joined the faculty
Clarity about programme vision	No clear vision of a prototype primary school teacher
Knowledge about programme operations	Differences expressed in respect of technical aspects only such as duration of the programme and entry requirements
Clarity about new roles for teacher educators	There were no guidelines in respect to this
Quality of practices embedded in the programme	No practice chalkboard skills but enough time to gain substantive knowledge
Content balance and coverage of the new programme	Cognitive content dominates programme delivery
Existence of a responsive and communication and administrative structures	Such structures do not exist. Information collection system largely based on school visits
7. Quality of mentoring guidelines	There is no mentoring handbook
8 Mentor feedback on the programme	Mentors' marks are disregarded in the final computation of marks

data in respect of pre-course socialization of student teachers and to answer question 1 (Table 1). The student rating form was intended to collect attitudinal data to answer question 2 (Table 2). The structured interview schedule was intended to collect data from teacher educators and mentors that would provide more information to answer question (Tables 3 and 4).

Sample

The sample consisted of the following groups of respondents:

- 54 student teachers in their final year of training,
- 15 teacher educators equally drawn from a teacher education department and teachers' college.
- Curriculum documents: programme regulations, course outlines, syllabuses and schemes of work (See references), and
- 12 school-based mentors.

Data collection procedures

Data collection activities in this study were organised around key phrases of the university calendar, namely, the period close to the deployment of student teachers for field practice, during teaching practice and the return of from field practice. These periods were regarded as profitable in eliciting the data useful for understanding students' emotions and feelings towards primary school teaching.

Documentary data was collected on an on-going basis since time is not a critical factor in its collection. The key documents subjected to content analysis included teacher education syllabuses, course outlines, internal and external assessor's reports, regulations governing teacher education, policy reports and documents, schemes of work, college calendars and timetables.

Data collection from returning students teachers commenced in the first semester when their memories were still fresh from field practice experiences. The student rating form (Table 3) was administered during sessions when returning students were conducting post-mortems of their teaching practice experiences. Respondents were readily accessible at these times and quality data can be collected.

Interviews with student teachers during field practice commences in the first and semester. Quality data can be collected during this period because respondents would have settled and adapted the new school environment. To enable interviewees to freely express their views the interview will be conducted as an aspect of teaching

Table 4. Mentors' perceptions of the new teacher training programme.

Programme dimension	Summarized comments
Familiarity with programme vision	Weak. Very unfamiliar.
History of the programme	Weak. Unfamiliar.
Philosophy of the new programme.	Not clear. Most are unsure.
Clarity about mentor's role in the programme	Do not to have any.
New roles of the student.	Inadequate
Resource support for mentor	None-existant
Quality of communication with colleges.	One way only. Mostly addressing administrative rather than curriculum issues.
Quality of mentor incentives.	Poor. Treated as junior partners.
Quality of student assessment	Shallow and artificial
Quality of relationships with student teachers	Some were respectful whilst others were aloof due to perceived superiority of their qualifications.
Quality of partnerships between collaborating schools and university	University regard schools as junior partners in issues related to student assessment and supervision.

practice supervision, which every teacher training college in Zimbabwe undertakes.

Content analysis is an established procedure for collecting data of a qualitative nature. In this study, the purpose of conducting content analysis the teacher education programme was to assess whether design aspects of the documents may have an influence on student teachers' perception of primary teaching.

The evaluation design, methods and data collection instruments were designed in view of the problem being investigated.

RESULTS

The data collected by means of the above instruments are presented, analysed, and discussed in the following section.

The data displayed in Tables 1 reveals that post-sixth form student teachers flaws in terms of its architecture. In terms of the programme design, the following aspects were found to produce negative impacts:

- unclear vision, goals and objectives;
- content balance and coverage;
- structure and duration of the programme.

The data displayed in Table 1 indicates that the key participants in the implementation of the programme' namely teacher educators, mentors and teacher trainees are not clear or familiar with the B.Ed programme's original vision, goals and objectives. An analysis of the documents (regulations and courses) produced during this period indicates that the goal of producing a proto-type primary teacher is hardly articulated. Key partici-pants in the implementation namely university lecturers, prospective students and mentors seem unaware of the original objective of the programme expressed above. As a result, very little effort has been expended in

persuading students to live up to the realisation of a new type of a primary school teacher. Related to the above is the lack of specification on standards or benchmarks that would differentiate the new programme from existing primary teacher education models. Because of this participants in the implementation seem to lack the sense of mission in their responses to the new programme. Another aspect of the programme inducing resentment is the structure and duration of the programme. Post-sixth form student teachers consider the four year period required too long and financial stressful in comparison to similar university programmes. Further these students are required to pass "O level" Mathematics as a require-ment for teaching in primary schools. Their peers enrolled in programmes leading to a B.Ed secondary school degree certificate are not subjected to this requirement. Consequently prospective students feel that the programme is too costly in terms of time, effort and financial demands. The other significant flaw is in respect to content orientation and focus the programme. Pro-gramme content is largely cognitive in its orientation and discipline-based.

The data in Table 2 reveals three serious flaws as experienced by recipients of the programme namely student teachers'. These are:

- beneficiaries' ignorance about uniqueness of the programme;
- inadequate student support systems at university and school levels, and
- poor induction into primary school teaching realties.

The data display in Table 2 indicates that this pioneering group of student were not aware that they were on a historic-mission in primary teacher education. Most probably, their induction programme did not stress this

point. However it is clear that 53.4% of the students teachers were not aware of their unique place in primary teacher education history.

More significantly, the data in the table indicates that the student support system with regard to this programme is woefully inadequate. The data indicates that 87% of student teachers depended on their families for their financial upkeep during field practice as there was no support forthcoming from government, university or school.

More worrying is the fact that the majority of students 53% prepared indicated that they were not adequately for teaching practice realities. Cumulatively, the above factors may influence post-sixth form student teachers to view primary teaching negatively.

From the data displayed in Table 4, four key issues stand out as possible influences on post-sixth form students' attitudes towards primary school teaching. They are:

(1) Knowledge on the origin and history of the programme;
(2) Skewed content;
(3) Insufficient time to acquire cherished primary skills;
(4) Lack of distance education and other support materials, and
(5) Low status of school based mentors.

The first issue which may undermine the impact of the programme relates to teacher educators' seeming ignorance about the history and origin of the programme. Without clear background information of the programme these lecturers are unlikely to motivate students towards the desired goal. Secondly, the data display indicates that the content underpinning programme discourses is largely cognitivistic and oral. The moral and ethical dimensions of the teaching act are confined to the periphery of lecture room discourses. Lack of facilities such as chalkboards where students can practice writing and studios to produce teaching materials constitutes some of the glaring blind spots of this teacher education programme.

The third issue is intimately linked to the second discussion. The programme is operated without a responsive communication structure or office which would address timeously the students' concerns during field practice. Lastly, the marginalization of the primary school mentor in programme assessment might be a contributory factor to students' feeling of alienation to primary school teaching. The data indicates that mentors' assessments and views with regard to teaching practice are generally viewed as suspect and unreliable. There is no doubt that mentor support is critical in influencing student teachers in their care positively.

The data displayed in Tables indicates that in relation to the programme design, mentors lack background information about programme goals, history and vision of the new programme. Additionally, the data indicates that the mentor has no support in terms of incentives, motivation and information. Consequently, the mentor cannot be expected to provide meaningful assistance to the student. Cumulatively, these factors seem likely to generate negative feelings towards the programme by the mentors.

DISCUSSION AND IMPLICATION OF THE STUDY

This study set out to analyse and evaluate components of an innovative primary teacher education programme crafted by one of the emerging universities in Zimbabwe. The results of the study indicate that a cluster of three interrelated factors account for the low impacts of the programme in transforming post-sixth form students into proto-type primary school teachers. These factors are namely student teachers; pre-programme socio-moral belief systems, design flaws of the programme and more importantly operational limitations of the programme.

The results of the study presented above indicate that the post-A level student are significantly different from the post "O" level student teacher in their social needs and concerns. These concerns revolve around issues of social status, career and lifestyle aspirations. The failure by the designers to recognise and appreciate post-Sixth form student teachers' concerns, aspirations and underpinning value systems constitutes an indictment on the quality of pre-implementation planning by the programme designers. The literature on implementation has revealed that quality planning is a pre-requisite for programme implementation success (Kritek, 1976). A thorough needs assessment could have captured and factored in a number of socio-moral realities. Firstly, the results of the study indicate that the prevailing social value system in Zimbabwe view primary teaching as inferior to secondary school teaching. Against such a backdrop, post Sixth Form students regard deployment in the primary school as demotion or an academic failure. Post-sixth form situate themselves in terms of social rank among the intellectual elites. In this regard, they therefore believe rightly or wrongly that teaching in the primary school is both a demotion and failure. As Mswazi and Shumba (2008) reported, the passage from a student teacher to a professional teacher is weighed down with socio-moral dilemmas. The results of the study indicate confirms Fuller (1969) in Hall and Loucks (1979) observation that students teachers progress with their initial teacher training, they experience and encounter numerous socio-moral dissonance. In the context of this study the affective and ethical dimensions of primary teaching were overlooked in the programme design.

This is clearly attested by post-sixth form student teachers' opposition to deployment into the primary school after completing their training.

In addition, issues related to the appeal and glamour of academic specialization is a throw-back to the persistence and influence of the colonial curriculum (Jansen,

1991). Subject specialisation is a key feature associated with the secondary school curriculum. It does not exist in the primary school teacher education curriculum. In view of this student teachers seem to lose the all important subject specialist identity.

More significantly, the issue of accommodation and recreational facilities in the primary school crops up in interviews with the students. Post-sixth form students rightly or wrongly believe that housing and recreation facilities are better off in secondary than in primary schools. In view of this they resist taking up posts in the primary school.

To sum up this section, designers of the post-sixth form primary teacher education programme failed to engage in a quality transparent, consultative and inclusive needs assessment prior to the crafting and operationalization of the programme.

The quality of programme planning preceding implementation has been recognised as critical a factor in realising programme goals. The results presented above reveals that the key design elements of the programme namely goals, content and assessment procedures lack procedural clarity and specificity. In view of this, the participants in programme implementation approach their work in a non-systematic fragmented and disjointed manner. The systemic approach (Clune, 1993) has advocated for coherence and synchronisation of design components of a programme to optimise its impact. From the results of the study presented above, a number of design blind spots stand out. Firstly, ambiguous programme goals make focused implementation of the programme impossible. Without synergy and clarity about the goal region implementation across the faculty become disjointed and unfocused.

Secondly, the structure of the programme, in terms of duration and cost is viewed by student teachers as a financial burden. Consequently, the students do not see any benefits of continuing with the programme at huge costs to their families or sponsors.

Thirdly, the over emphasis on discipline-based content in the programme fails to equip students with practical teaching skills and methods that are critical in primary teaching. Consequently, student teachers may lose face and integrity among their peers during field practice-hence the desire to opt out.

To sum up, the design dimension of the programme appears to have failed to anticipate key challenges related to implementing an innovative curriculum such as the post-sixth form primary teacher education programme.

Lastly, recent literature has revealed that successful implementation of programmes is contingent upon adequate and appropriate resources. Critical resources highlighted in this literature include personnel with the necessary knowledge, skills and motivation; inspirational leadership and management and adequate budget (Fullan, 1991; Day, 1999). In the context of this study, the results indicate that it has hit a snag in issues related to professional relationships among key participants in the implementation namely teacher educators mentors and students. Teacher educators as managers of the programme, seem not to appreciate their implementation roles such as advocacy and leadership of this programme. As a result, standard practices such as workshops and seminars to disseminate information about the programme have not been conducted. More importantly, the recipients and beneficiaries of the programme namely the post-A level students and the Ministry of Primary and Secondary (MPS) education respectively, do not seem to appreciate the uniqueness and value of the programme in improving and enhancing the quality of the education system in Zimbabwe. MPS has not committed financial support to post- A students during teaching practice. Similarly, the post-sixth students seem to be oblivious to the fact that they were undergoing a defining and historic moment in primary teacher education.

Further marginalising the school-based mentor in initial teacher education is counter productive. Mentor support is critical in terms of controlling classroom resources, providing useful teaching insights and experiences that are crucial in the development of a new generation of primary teachers. Whilst mentors have been sidelined in crucial assessment issues, some post-A level students' relations with mentors have been unsavoury. Some mentors have reported arrogance and haughtiness among post-A level student teachers because ultimately, student teachers would obtain higher qualifications than their mentors. This has strained personal and profess-sional relations between some mentors and student teachers thus undermining the key objective of the programme.

An adequate budget is a pre-requisite to implementation success of the programme (Kritek, 1976). The results of this study indicate that financial constraints have underpinned the implementation of this programme. This is partly due to the deterioration in the socio-economic environment which frames the implementation. However, oversight at the planning phase might account for lack of essential materials such as distance education materials, mentor guidelines, staff development work shops and seminars.

To sum up, successful implementation of innovation is premised upon a combination of factors. Key among these are good ideas supported by sound planning and management, goodwill, adequate resources and inspired leadership. This has been missing in the case of the B.Ed pre-service teacher education programme. Such a scenario has a number of implications to curriculum workers and institutions involved in educational programme.

Conclusion

This study discovered that negative displayed by student teachers towards the primary teaching is influenced by a group of interrelated factors. The three groups of factors

are namely pre-programme misconceptions about primary teaching, blind spots in programme design and operationalization or delivery.

The overall social context from which trainee teachers are drawn, was found to significantly shape student teachers attitudes the teaching of primary teaching. Two factors in particular, the post A level students teachers pre-programme beliefs and elitist educational heritage, were discovered to be obstacles in the acceptance of primary teaching. These findings confirm LaBoskey studies (1993) which reported that student teachers educational past may distort or block any new information presented in teacher's education programmes. LaBoskey (1993: 23:24) observed:

"...novices do not enter teacher's education programmes as blank slates. After many years in the classroom they have ideas about what teacher do. But these ideas... are very likely to be inappropriate and incomplete".

This study discovered that student teachers preconceptions about primary teaching, were inconsistent with the intended goals of the programme. Consequently, when student are compelled to adjust their behaviours in line with programme vision they feel threatened and as a result they develop negative towards the programme.

Elitist beliefs were found to be another barrier to the acceptance of the philosophy embedded in the programme. The study discovered that post-Sixth form student teachers regard themselves as prospective academics who should not operate at primary school level. This discovery confirms Tann's (1993:56) assertion that student teachers' personal theories or ideologies (that is sets of beliefs values and understandings) underpin their conceptualisations about teaching, learning and the curriculum. In general, this study noted that the student teachers pre-training experiences, socially and educationally predisposed them into resisting teaching at primary school level.

The other deficiency of the post-sixth form primary teacher education programme school was found in its architecture. Key design weaknesses discovered include ambiguous programme goals, an unwieldy format, skewed content and inadequate consultations with the stakeholders. These weaknesses cumulatively influence the way the programme is perceived and received by other players in primary education. More importantly, the design weaknesses would affect negatively its implementation. Elmore and Fuhrman (1994; 183) states, "...the personal characteristics of key central administrators ...shaped the central office's response to the policy". In this study, it was discovered that the developers of the programme did not engage in a transparent and meaningful consultative process with all stakeholders. As a result, programme implementation is fragmented and incoherent.

The influence of user–settings in determining implementation success. Hargreaves (1994:165) underscored the influence of cultures of teachers on the curriculum whereas Fullan (1991:73-78) revealed that the school system could be viewed either as a constraint of resource in the implementation of new programmes .in Zimbabwe. Jansen (1991) indicated that the colonial academic orientated education culture was a major obstacle in the transition to a socialist curriculum. In this the institutional cultures in both at university and in most primary schools in Zimbabwe were not supportive to the preparation of a new type of primary teacher. Some of the constraints discovered had historical antecedents, for instance the influence of the pre-independent education system (Jansen, 1991). Other constraints could also be traced back to the poorly managed implementation process whereby post-A level student teachers were just deployed to primary schools before headmasters and mentors were appraised of the nature of the programme and its goals. Consequently, the mentors and headmasters, did not have the capacity, in terms of knowledge and skills, to provide guidance and direction with respect to the development of prototype primary school teachers.

Recommendations

The results of this study have a number of implications for teacher education institutions, agencies and individuals involved in curriculum work at all educational levels. Firstly the findings of the study are a clarion call for a paradigm shift in emerging universities' curriculum-making processes. University programmes need to be responsive to the socio-democratic realities of the new millennium. To come up with responsive programme, university departments need to engage in broad consultative and inclusive curriculum-making processes. The era for elitist Tylerian approaches to programme planning is now outdated with the dawn of the new millennium. As Chombo (2000) correctly observed the university in the new millennium will require partnerships with other institutions that generate knowledge. The results of this study have shown that a well intended programme suffered tissue-rejection due to among other things inadequate consultations of stakeholders.

Second, the results of the study provide useful insights into the complexities and dynamics of transforming novices into professional teachers. Pre-course socialisation, individual values and dispositions constitute some of the variables shaping and influencing student teachers' attitudes towards teacher training programmes.

Third, the results of the study reveals the perils of locating teacher education programmes within the rationalist/essentialist paradigm. The teaching act according to Oser and Altof (1993) is a moral enterprise. It is therefore instructive for programme designers to elicit and incorporate student teachers views in programme design and

implementation.

Against the aforementioned background, the study recommends the following measures to enhance the efficacy and impacts of faculty-based teacher education programmes in Zimbabwe:

- Develop structures across educational levels that will allow for partnerships and collaboration in planning, implementing and monitoring teacher development programmes;
- Initiate responsive and relevant teacher education programmes that address systemic and individual concerns;
- Desist from educational fads and dogmatic initiatives that have been rolled-out as ready made solutions to complex problems, and
- Recognise initial teacher education as the bedrock upon which professional teacher development and quality education systems are built, and
- Incorporate cultural issues in the design and delivery of teacher education programmes.

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