

*Full Length Research Paper*

# Curriculum governance and contestation in teacher education: The Zimbabwean experience

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**This study investigated factors which underlie controversies in the assessment of student teachers in teacher training colleges in Zimbabwe. A case study methodology was adopted. The results of the study indicate that student assessment activities in teacher education reflect ideological contests between external and internal assessors than professional judgments on students' performance. Firstly, it was revealed that teams of examiners approach assessment tasks from different axiological and philosophical perspectives. Secondly, lack of pre-assessment planning, trained personnel and adequate funding makes assessment exercises merely symbolic and perfunctory. Lastly, the personality differences fueled conflicts between external and internal examiners. This study recommended the reestablishment of a student assessment framework in associate teacher in colleges that would explicate assessment roles and mandates, define assessment goal and restore the credibility of student teacher assessment.**

**Key words:** Teacher education, student assessment, chief external assessor, internal assessor, link person, scheme of association.

## INTRODUCTION

Throughout the world, educational researchers are realizing that the school curriculum is a political arena in which the ideals, objectives and values are projected, contested and redefined (Elmore and Furman, 1994; Jansen, 1998). In Zimbabwe, the aspect of student assessment has generated a lot of controversy; some of these have been unearthed by the public media. Top officials of the Zimbabwe schools examination (ZIMSEC) were reported to be '...forging results for payment, sometimes preparing pass marks for people who had not sat for the examinations' (The Standard, 23 November, 2003). The Mirror has this to say, 'in what may be described as a vindictive feat of rage, authorities at Masvingo Polytechnic are alleged to have caused four students' representative council members to fail their

examination in pursuit of a grudge against these students who apparently had disgraced them several times in court' (The Masvingo Mirror, 17-23 March, 2006). In the same vein, the domain of student assessment has cast a pall on relations between the Department of Teacher Education (DTE) of the University of Zimbabwe and some associate primary teachers' colleges following a series of controversies. The intensity of controversies is aptly captured in the Chief Examiner's report (2001). In this report, college staff was accused among other things of manipulating students' marks to suit their own ends, lacking in critical supervisory knowledge and skills and being impervious to new ideas and suggestions.

In response, one Teachers' College has accused DTE external examiners of conducting 'witch hunts' under the guise of student assessment. Against this backdrop, the study sought to unravel the 'truth' with respect to factors which have now left a legacy of mistrust and simmering tension between the DTE and academic staff of

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Teachers' Colleges.

### Research questions

This study was guided by the following research questions:

1. Which assessment issues are at the centre of controversies between external assessors and college staff?
2. Do participants hold a shared understanding on the purposes of student assessment and is this understanding clearly articulated?
3. How do both sets of examiners (external examiners and internal examiners) rate each other in terms of knowledge and competencies with respect to student assessment?

### Purpose of study

The primary purpose of the study was to bring to the fore the causes of conflicts between University of Zimbabwe appointed external examiners and College Lecturers in primary associate teachers' colleges. Additionally, the study sought to unravel institutional factors which may hinder successful implementation of educational policies.

### THEORETICAL FRAMEWORK

Research studies on student assessment indicate that assessment is a complex and problematic area because of a host of conflicting interests and concerns. According to Rowntree (1977), the set of assumptions which an assessor holds may direct his/her attention to certain issues rather than others. In this regard, confusion may arise if student assessment is undertaken by people who fail to appreciate that other people they are working with may hold different opinions to theirs. Apple in Posner (1995) indicates that the ideological stances of assessors or their theoretical and philosophical persuasions may create conflict among assessors. In the same vein, some researchers on student assessment have emphasized the role of human factors, more specifically personal characteristics of key players in the assessment exercise as critical to implementation success. Howes and Quinn (1988) and also Miles and Huberman (1984) underscore the importance of human relations skills, more specifically, interpersonal ease, rapport and confidence building skill as pre-requisites in managing assessment tasks and activities.

Other studies on educational policy implementation (Berman 1978; Hall and Hord, 1984; Elmore and Furman, 1994) have reported on factors which may derail the operationalization of policy across institutional boundaries. Four clusters of factors were identified namely, goal discrepancies, influence and authority

differentials, resource deficiencies and communication difficulties among organizations. Literature reveals that conflicts are bound to arise when implementing policy across institutions that are loosely-coupled because each organization has its own concerns and its interests (Berman, 1978). According to Elmore and Furman (1994) organizations that are loosely coupled act more or less autonomously within the macro-structure of the sector as each organization has its own problems, perspectives and purposes that reflect its structure and culture. The concept of loose-coupling aptly describes relationships between the University of Zimbabwe and associate Teachers' Colleges. Chikomba (1980) describes this relationship as follows:

*'the teachers colleges design their own programmes but send their syllabuses to university for advice, similarly their examinations are also sent for suggestions and approval...if the syllabuses or any other aspects related to their teaching are considered inappropriate or inadequate the representative (university) discusses with the college concerned'*

It is within the aforementioned context that controversies between University in Zimbabwe UZ appointed external examiners and associate teacher colleges should be understood. Utilizing the aforementioned literature as conceptual guidelines, this study investigated the following aspects surrounding student assessment in order to establish the underlining causes of the conflicts:

1. Key participants' conceptions of the purposes of and their roles in student assessment
2. Participants' perceptions and assessments of each other's knowledge and competencies with respect to student assessment tasks and activities
3. The quality of assessment management

### RESEARCH METHODOLOGY

The study used two research methods firmly rooted within the qualitative research model namely, the case study and content analysis methods (McMillan and Schumacher, 1993). The decision to use the case study method was premised on the understanding that an in-depth study of one college among the three where assessment controversies had been reported would provide valuable insight into the nature of the conflicts surrounding student assessment.

Similarly, the content analysis method was extensively used to analyse documents, speeches, minutes and reports produced by the respondents. This approach is well supported by McMillan and Schumacher (1993) who argue that the content analysis method is capable of unraveling a person's or groups' conscious or unconscious beliefs. In this study the interview was used to collect data from senior college staff and administrator (Table 4).

Notwithstanding the qualitative nature of this study, the questionnaire was also used for data collection (Table 3). The major consideration that prompted the use of questionnaire could be best described by Heneson et al. (1987) that posit that the questionnaire is the best way to obtain information about the

**Table 1.** Summary of the Chief Examiner's Report (2001).

Topic category	Comments/ description
1. General preparedness for external assessment by college lecturers.	<p>"...the staff that was part of the assessment was not time conscious which irritated the link person."</p> <p>"Most departments misinterpreted the DTE policies."</p> <p>"...some staff members took that as criticism and perhaps feared that they would be victims of transfer from Masvingo."</p> <p>"This is a department where external assessment is not taken seriously."</p> <p>"The staff is impermeable to new ideas."</p> <p>"he should not wear a cyst and should be permeable to ideas"</p>
2. Quality of work assignments and examinations.	<p>"Course work should challenge students to think critically."</p> <p>"The assignments and examinations were too mechanical."</p> <p>"CDS projects reflected lack of thorough and skillful supervision."</p>
3. Quality of marking	<p>"The system followed allowed subjectivity, halo effect to affect marking."</p> <p>"The marking guides left much to be desired."</p> <p>"These were sketchy and lacked details which left much room for subjectivity inconsistency and halo effect to play a role."</p> <p>"Markers give teaching and not waking comments when marking assignments."</p>
4. Compliance with DTE policies	"Most departments misinterpreted DTE policies."

attitudes of adults

### Sample

In line with the qualitative thrust of the study, the respondents were purposively sampled from a population of 51 college lecturers. Twelve lecturers representing 100% of internal examiners or heads of departments comprised the represented sample. This group constituted the main focus of the study. Fifteen senior lecturers who had been involved in student assessment with different teams of external examiner were also targeted as respondents. This group comprised of college lecturers, whose experience in student assessment would bring a balanced perspective to the controversies.

### Instrumentation

The data collection instruments consisted of content analysis, a questionnaire and a structured interview. Content analysis was used to identify, sift, categorize and classify contested issues raised in the reports of external and internal assessors. The structured interview was used to collect data from 15 senior lecturers. This data is displayed in Table 4. Lastly, a questionnaire incorporating rating scales and open-ended formats was administered to internal examiners.

### Data collection procedures

Data collection occurred in three interlocking phases over a two year period. The initial phase of data collection involved a preliminary reading of all available documentary data pertaining to the controversies. The key documents which were analyzed included the Chief Examiner's Report (2001), Subject Specialists'

Reports (2001 to 2004) and the minutes of pre and post assessment meetings during the same period. This preliminary step was intended to identify trends and recurrent themes in the data. More importantly, this initial phase was considered as important in focusing the study and providing both a conceptual framework for the study. The six basic topic categories appearing in Table 1 were derived from a content analysis of the Chief Examiner's Report and the Subject Examiners' Reports (specialists' reports).

The second phase of data collection involved in-depth interviews with senior lecturers. The interview data was collected on an ongoing basis but was timed to coincide with the recurrent cycles of student assessment exercises so as to capture the data naturally as they occurred.

Questionnaire data was collected in the last phase since the respondents were readily accessible and the questionnaires could be administered easily. The questionnaires were hand-administered to the respondents from January to February 2004. Thereafter data analysis for the questionnaire data commenced. The next area describes in greater detail how the data collected by means of content analysis, interview and questionnaire were analyzed.

### Data analysis methods

Documentary data and interview data analysis was conducted in sequences indicated as follows:

1. Generating a summary of basic topics and trends evident in the data (Tables 1 and 2)
2. Taking conceptual interview of the data assisted by the research literature.
3. Noting patterns and recurring themes in the data (Tables 1, 4).
4. Making inferences and identifying casual links (results and discussion aspects)

The questionnaire data were analyzed in terms of frequency

**Table 2.** Summary of subject examiners (External Assessor's Reports 2001 to 2004).

Category	Comments
1. General preparedness	"The state of the presentation was unquestionable." "The internal assessors deserve to be highly commented for the professional teamwork approach it displayed throughout the period of external assessment. There was evidence of dedication commitment, willingness to learn, share and suggest where possible."
2. Syllabus coverage	"There was evidence of wide coverage of the syllabus over 3 years." "Course coverage was quite comprehensive and all sections of the syllabus were catered for through assignments, tests and exam."
3. Quality of work assignments and examinations	"Very challenging and relevant to the training of a primary school teacher." "The standard of work in the department was generally of high quality as evidenced by lecturers' comments in student files and the quality of marking in students assignments." "The range of questions presented in the examination addressed the syllabus adequately in terms of coverage of content and level of difficulty." "Marking guides for both coursework and examinations were informative and detailed."
4. Quality of marking	"The marking of internal assessors was reliable" "Marking was thorough and difference in marks was insignificant in most cases." "Marking guides were available and detailed."
5. Compliance with college policy	"Generally there was moderation of candidates work as per college policy."

distribution showing the number of respondents who chose certain options (Table 3).

In short, data analysis in this study entailed a process of reducing data into a brief and manageable form so that its key characteristics become more pronounced. The following area presents the findings or results of the study.

## RESULTS AND DISCUSSION

This area is in three sections. The first section presents a summary of the data collected by means of content analysis, a structured interview and a questionnaire whereas the second section presents the results descriptively and analytically. The third section discusses the findings.

### Summary of reasons for poor rating response (Table 3)

- 1."The Chief Examiner could not operate at an academic level"
2. "They lack exposure and a broad outlook"
3. "They misunderstood their roles-the conception was to control lecturers"
4. "They fail to understand the philosophy of the system"
5. "The choice of examiners should be transparent"
- 6." Link persons should be experienced, proactive and knowledgeable persons"
7. "The Chief Examiners should not be handpicked"
8. "The DTE Examiners should scrutinize the attributes of the Chief Examiners"
9. "DTE should standardize/rationalize, student assess-

ment procedures in teachers colleges"

10. "The Scheme of association should be revamped"
11. "The Chief Examiners and link person are fault finders"
- 12."They think that they are colonial school inspectors"

The results of the study revealed that the site of conflicts are located outside the traditional assessment domain which focused more on student learning than on the teacher accountability. From the data displayed in Tables 1 to 4, student assessment exercises are an area of competing interests, values, ideologies and personality theories among the participants. More specifically, the following areas constituted conflictual governance issues:

### Purpose of student assessment

1. The roles and mandates of external examiners
2. The leadership style of the Chief Examiner and link person
3. Personality traits of the participants
4. Attitudes of college lecturers
5. Management dysfunctions

### Conception of the purpose of the external assessment as a conflictual factor

Data in Tables 1 and 3 revealed that both external and internal assessors had different views on the purpose of external assessment. More specifically, the assessment leadership (The Chief Examiner and link person)

**Table 3.** Summary of Internal assessors' ratings of DTE assessors' knowledge, skills and attitudes towards college lecturers.

Chief Examiner	Good		Fair		Poor	
	No	%	No	%	No	%
1. Inter-personal ease					12	100
2. Knowledge of student assessment system					12	100
3. Knowledge of Chief Examiner's role in student assessment.					12	100
4. Knowledge of external assessors role in assessment			2	17	10	83
5. Knowledge of the primary teacher education programme			1	8	11	92
6. Knowledge of examination setting procedures					12	100
7. Ability to interpret marking guide					12	100
8. Knowledge of assessment regulations					12	100
9. Broad knowledge of the scheme of association between DTE and Teachers' Colleges			2	17	10	83
10. Rapport building skills					12	100
<b>B. The Link Person</b>						
11. Ability to co-ordinate activities in time and people			3	25	9	75
12. Abilities to improve situations where multiple incompatible interest are in plan					12	100
13. Relating simple and direct to others					12	100
14. Developing sense of reduced threat on the part of teachers					12	100
15. Locating and proving timely to student assessment			3	25	9	75
16. Anticipating potential problems relation to student assessment			4	33	8	67
17. Diplomacy			3	25	9	75
<b>Subject (specialists) assessors</b>						
18. Interpersonal ease	10	83	2	17	2	
19. Familiarity with assessment procedures in the department			4	33	8	67
20. Knowledge of external assessors' role	7	58	3	25	2	17
21. Knowledge of internal assessors' role	1	8	7	58	4	
22. Knowledge of subject expertise	11	92			1	8
23. Knowledge of exam procedure	8	67	4	33		
24. Meaningful input in setting examinations					12	100
25. Capacity to interpret marking scheme	6	50	5	42	1	8
26. Knowledge of assessment regulation					12	100
27. Knowledge of adequacy of external personnel					12	100
28. Experience in external assessment	6		6	50	26	51
29. Staff development training					12	100
30. Time to assess work meaningfully					12	100

The data represents internal assessors' rating of the DTE's knowledge, skills and attitudes towards college lecturers. Participants were expected to give reasons supporting a "poor" rating. N =12

**Table 4.** Summary of interview data culled from senior lecturers' and college administrators' responses.

Perceived cause of conflict	Description
1. Assessment leaders qualities	The person appointed as chief examiners lacked scholarly integrity and credibility. The normal tradition has been the appointment of an internationally renowned scholar or a chief examiner with impressive curriculum vitae and respected academic record. Such an individual commanded respect and brought global insights into new trends in teacher education.
2. Quality of the student assessment management system	A process approach or formative approach to a student assessment in teachers' colleges would produce better results. Current practices whereby a team of assessors invade colleges over a two day period produces superficial results.
3. Resource shortages	DTE lacks adequate personnel and finances to provide assessment leadership in teachers' colleges. Both external and internal assessors have not been staff-developed hence their effectiveness is limited in terms of assessment vision and procedures.
4. Follower ship characteristics that is, Knowledge, experience and qualification of college staff	A significant number of internal assessors are more experienced and hold higher qualifications than the chief examiner and external assessors. Such a situation creates legitimacy problems on the part of DTE representatives. In contrast some internal assessors may lack knowledge about assessment procedures. Similarly some departments lack induction programmes for new lecturers and these may feel threatened by DTE officials.

conceived student assessment as serving various administrative and management purposes, a view which is hotly contested by college staff. The following remarks illustrate the accountability thrust of the Chief Examiners' report:

"Generally, the staff who were part of the assessment exercise were not time conscious which somewhat irritated the link person. External assessment is not taken seriously" (Table 1).

Similarly, the conception of student assessment as serving staff appraisal purposes further is illustrated by the following comments. "The department should prepare for external assessors in good time and make sure that everything is available (Table 1). More authoritatively, the Chief Examiner recommends that "...the college administration must do something" (that is demote lecturers) perceived to be "...extremely resistant to suggestions" or those who were "...impermeable to new ideas" (Table 1)

In contrast, college staff perceives the aforementioned actions by the Chief Examiners as a "witch hunt or fault finding exercise. The following remarks by internal assessors support this inference:

"The Chief Examiner and link person are fault finders"  
 "They think that they are colonial school inspectors (Table 3)

The contested conception of student assessment reflected by the Chief Examiner's responses may imply that students' assessment serves the function of a staff performance appraisal. This view can be deduced from the following comments in the Chief Examiner report:

"Marking was done but there was an unpleasant scratching and rubbing of original marks and new better marks were awarded especially for distinction" (Chief Examiner's Report: 9)

"CDS projects reflected lack of thorough and skillful supervision"

"The department did not interpret the DTE requirements well"

College staff apparently rejected this purported advice on the grounds that, "The Chief Examiner could not operate at an academic level" (Table 3). But more importantly respondent data indicate that college staff, in particular internal assessors, believed that the assessment leaders lacked knowledge, skills and experience to make such judgments on college lecturers. For instance, all (100%) internal examiners thought the Chief Examiner lacked the expertise, in particular the knowledge of assessment process and the skills to interpret marking guides (Table 3, item 3 and 7). In this regard college lecturers felt demeaned by the comments of a non-specialist-hence the following comments:

"They misunderstood their roles –their intention was to control lecturers"

"They fail to understand the philosophy of the system"

### **The leadership style and personality traits as conflicting factors**

Data revealed that the leadership style and personality of DTE representatives fueled the controversies. Firstly, textual analysis of the Chief Examiner's Report (Table 1) shows that the information is communicated in an authoritative and combative manner leading to

confrontation with college staff. The following remarks are indicative of authoritarianism:

“The marking guides left much to be desired” (Table 1)  
 “...a workshop for staff should be organized on the skills required in CDS action research projects”

Secondly, the liberal use of demeaning language seems to have provided the spark to the controversies. Examples of provocative language included the following; “my heart bleeds for this college-there are lecturers here wearing blinkers”. (Comment in a post assessment meeting -30 November, 2001). “He should not wear a cyst”. Thirdly, respondent data indicate that the manner in which DTE representative exercised their authority generated resentment among college staff. Whereas the link person believed that the Chief Examiner had the authority to make a final determination on whether to fail or pass a candidate, college staff rejected this view as contrary to the assessment regulations (Table 3 item 8). In some departments disputes flared up when the Chief Examiner decided to pass failing candidates because “The department used 50% and not the DTE’s 40% (the Chief Examiner’s Report: 3)

#### **Attitudes of college staff as a conflicting factor**

The data indicate that there is acrimony between college lecturers and external assessors particularly the link person and the Chief Examiner (Table 3). All respondent lecturers rated the Chief Examiner poorly in almost all areas. Reasons advanced for the poor ratings were that; “He could not operate at an academic level, he lacked knowledge of student assessment and his role in student assessment. Hence, the assessment battles appear to revolve around the credibility and legitimacy of the Chief Examiner, whom respondents viewed as being “handpicked”.

Table 3 item 7 also indicates that all the internal assessors, considered both the Chief Examiner and link person to be overstepping their mandate by getting involved in the actual assessment of candidates work in departments-tasks normally conducted by the subject expert.

Lastly, college staff’s negative attitudes towards the DTE representatives seem to have been worsened by the apparent contradictions between the subject examiners’ reports and that of the Chief Examiners. Whereas the Chief Examiner’s Report pointed a negative picture of the quality of work in the college, the subject examiners reports were generally positive (Table 2).

#### **Management failure as a contributory factor to disputes *Pre-assessment planning***

The collected data indicated that during the period under-

study, assessment exercises took off with minimum planning. Similarly the data in Table 3 indicates that 67% of subject examiners were not familiar with college curriculum contrary to laid down assessment regulations, but they were also novice lecturers (Table 3 item 19 and 20). More worryingly, the number of subject examiners assigned per subject area were inadequate. As a result, the assessments were rushed, rendering the whole exercise tentative and superficial. Consequently, lack of involvement by external assessors at initial phase of the assessment process creates misunderstandings during final assessment.

#### **The coordination organization of assessment activities**

Data revealed that transport arrangements for external assessors left a lot to be desired. The recruitment of requisite personnel was ad hoc to the extent that the link person himself had to replace subject assessors who had failed to turn up. In view of this, the link person was perceived to be disorganized, lacking in organizational skills (Table 3 item 14 and 16)

#### **Lack of an effective communication system**

The results indicated that ongoing communication between the College and DTE were non-existent as reflected in the following comments:

“Most of the departments misinterpreted DTE guidelines”  
 “The department should be very clear about the policy on minimum pass mark”  
 “The department used 50% and not the DTE 40% (Table 1). From the scenario depicted earlier one can therefore conclude that failure to install a responsive two way communication system between DTE and college department was a major contributory factor to the controversies surrounding student assessment.

Another contributory factor to the assessment dispute was found to be the lack of interpersonal communication between the Chief Examiner and college staff. The results of this study indicated that interpersonal relations between key DTE officials namely the Chief Examiner and college staff plunged to an all time low during the period under study. The data revealed that all internal assessors overwhelmingly rated assessment leadership poorly in the aspect of interpersonal relations (Table 3 item 1, 9, 12, 13 and 17).

The previous area of this article reported factors which generated conflicts between external assessors and college staff in one of the primary teacher training colleges in Masvingo province. The factors were identified as conflicting with respect to purpose of

assessment, followership characteristic, and management failure. The findings support and extend similar findings reported by the research literature in emerging disciplines such as educational policy analysis, curriculum evaluation and management theory.

Recent literature on education policy analysis, more specifically curriculum policy implementation has reported on factors leading to failure in implementing policies in the educational field. Berman (1978) posits that implementing policy across institutional boundaries was problematic because each institution has its own perspectives and purposes that reflect its particular structure and culture. The conflicts between external assessors and college staff over the purposes of assessment exercise can be understood in terms of Berman's conception.

In the same vein, Kritek (1976), Clune (1993) and Smith and O'Day (1993) have also highlighted the important role of resources in ensuring the implementation of educational policies. This study has found that poor funding has forced the DTE to replace the services of internationally renowned academics with local expertise. As reported in this study, such individuals have been rejected and regarded as inferior by college staff, some of whom are better qualified academically and more experienced than the locally appointed Chief Examiners. More significantly, lack of funding has led to the appointment of subject examiners who are untrained. Consequently, these subject assessors have contributed very little towards academic and professional discourses in teachers' colleges.

The research literature on curriculum evaluation, more specifically student assessment, has revealed that conflicts in assessing students are inevitable if the purposes of assessment are not clarified from the onset. Scriven (1967) was the first to suggest the distinction between formative and summative assessment. In its formative function assessment may be used for improvement, growth and development of the programme (Keeves, 1994; Posner, 1995; Posner and Rudnitsky, 1997; Nevo, 1995) and in its summative function, assessment may serve teacher accountability and certification purposes (Posner, 1995; Nevo, 1995). The study discovered that college staff was largely opposed to the use of external assessment results for accountability purposes whereas external assessors in particular the Chief Examiner emphasized and focused exclusively on this function. This resulted in conflicts as reported in this article.

Data also revealed that the link person monitors the strict adherence of guidelines by Teacher Training Colleges and hence the constant reminder by the DTE official to college staff to adhere to "DTE guidelines or to the DTE policies".

It was also established from the study that student assessment may also serve summative functions (Scriven, 1967). Table 4 indicates that subject assessors

sought to determine whether the objectives of the teacher education programme had been achieved using predetermined criteria, namely assessment guidelines which assess specific aspects of the programme (Table 4).

The results of the study also indicated that a mismatch between leadership style and followership characteristics leads to conflict. This finding is similar to what other studies on leadership have reported. Fred Fiedler's model in Robbins (1991) states that effective leadership depends upon the proper match between the leader's style of interacting with his/her subordinates and the degree to which the situation gives control and influence to others. The study also showed that one of the conflicting factors relates to the perceived lack of professional knowledge and skills by DTE officials. It was found out that some college officials particularly Head of departments believed that they were more knowledgeable and experienced than the assessment leadership-hence the mutual antagonism between the two groups of assessors.

It was also established that communication between college departments and DTE was impersonal as it did not permit cross-pollination of ideas. This one sided communication was perceived to be retrogressive, brought suspicion and antagonism. Howes and Quinn (1987) warned that organizations that do not set up efficient communication channels between users have less success in implementing their programmes.

## Conclusions

The results of the study undoubtedly cast a pall over collaborative efforts in the governance of teacher education curriculum. In view of the findings the researchers suggested the following recommendations which can bring about effective teacher education curriculum governance:

Firstly, there should be improved collaborative participation between the DTE and affiliate Teachers' Colleges. Goldhammer in Sergiovann and Starrat calls for collegiality relationships which do not compromise professional boundaries. Such a spirit brings in a shared vision and esprit decorp between DTE and associate colleges. Secondly, funding should be improved by the University to permit staff development workshop, seminars, training of both external and internal assessors as enshrined in the DTE's scheme of association. Thirdly, the DTE should devolve the credentialing and certification powers to other provincial state universities whose proximity to Teachers Colleges might be of great advantage in monitoring professional standards.

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