



STUDENTS AND LECTURERS' PERCEPTIONS OF NATIONAL AND STRATEGIC STUDIES AT TEACHERS TRAINING COLLEGES IN ZIMBABWE: A BRAND OF CITIZENSHIP EDUCATION

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ABSTRACT

This study investigated perceptions of students and lecturers on the teaching of National And Strategic Studies [NASS] in six Teachers' Training Colleges in Zimbabwe. The descriptive survey design was used to gather data from two secondary school teachers' training colleges and four primary school teachers' training colleges. The participants were 15 lecturers, 144 students and a retired policy maker who played a critical role in the introduction of NASS. Data was through questionnaires administered to lecturers and students as well as through an interview with the retired official. The NASS syllabi documents used by the colleges where participants for the study were drawn were analysed as part of data collection. The study established that, while there is general acceptance of NASS and its value to nation building and the moulding of responsible citizens, the subject is however, viewed with skepticism in some quarters where it is considered as political manoeuvring. It is recommended that there be a more rigorous coordination of NASS teaching in all institutions of Higher learning. It is also necessary to have continuous and consistent syllabus review to accommodate current developments of national significance.

Key Words: Citizenship, Unhu/Ubuntu

INTRODUCTION

The need for an educational brand that embodies the national philosophy and promotes a people's values, norms and beliefs has attracted efforts, commitment and resources of nations the world over (Moyo, Chinyani & Mavhunga, 2011). An educational programme that is devoid of these fundamental underpinnings is considered irrelevant and a waste of important resources (Mbizvo, 2009). In its widest sense education can be thought of as the transmission of culture considering that a child is born cultureless. Manandlar and Sthapit (2012) argue that education is the principal instrument to develop a responsible individual. The child has to acquire all the values, beliefs norms patterns of behaviour, skills and wisdom. As Barker (1989:10) argues, "There is much more to education than simply achieving paper qualifications. What we mean when we say someone is educated is that he is not only accomplished academically but that he possesses a sound, reliable and upright character..."

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This underscores the need for education for citizenship, a phenomenon that has gained currency in many countries. Special Committees have been set up by governments in such countries as Britain and Australia to look into how Citizenship Education can be formally taught in educational institutions (Davies I et al 1999; Smith 2000; & Moyo et al 2011). All are essentially meant to explore how Citizenship Education could be taught formally in educational establishments as the subject is considered to play a crucial role in nation building.

The search for curricula interventions that can address the issue of education for citizenship in Zimbabwe has been an ongoing process since 1980. Such efforts include attempts to introduce Political Economy in secondary schools in the 1980s, the teaching of Social Studies in primary schools, and more recently the introduction of National and Strategic Studies (NASS) in tertiary institutions in the country. These efforts were directed at accomplishing the goal of producing socially relevant individuals with desirable values and attitudes and who would be effective role models for future generations (Moyo et al 2011 and Zvobgo 1986).

The introduction of NASS was a response to the 1999 Nziramasanga Presidential Commission Report on Education and Training in Zimbabwe. The period preceding the work of the Nziramasanga Commission of Inquiry had been marked by political agitation accompanied by violent and destructive behavior amongst students in tertiary institutions in Zimbabwe (The Herald: 22 January; 29 and 30 September 1997; 25, 27 and 30 October 2001). The Report noted the indiscipline and moral decay among students in higher institutions of learning in the country and even among teachers (Nziramasanga Report 1999, 349-354). It advocated for the reform of “the educational system so that the rich diversity of our spiritual, cultural and moral values are incorporated into the curriculum” with a view to produce a student imbued with the attributes of unhu/ubuntu. The unhu/ubuntu concept is premised on the traditional African Philosophy of interdependence, i.e. I am because We are! You are of Me and I am of You! This is a translation of the Shona saying *Munhu munhu pane vamwe vanhu kana uri munhu pasina vamwe vanhu hausi munhu*. In addition, the Report underscored the need for the introduction of Citizenship Education in the Zimbabwean education system. It recommended that, because of its importance, the subject should be taught as an independent subject rather than being treated as a cross-curriculum issue. This would be consistent with developments in countries such as Britain, Australia and United States of America where Citizenship Education is part of the school curriculum.

It was against this background that NASS was introduced in tertiary institutions in the country. However, the introduction of the subject has been surrounded by controversy. Some have viewed NASS as unnecessary and an attempt to indoctrinate student teachers along the same lines as the infamous youth service introduced by the late Border Gezi. (Nyakudya, 2007; Ranger, 2004 & Mashingaidze ,2007). This view has however been countered by Maravanyika (2011), Apple (1990) and Jansen (1991) who argue that there is no education that is apolitical and that all education is designed to achieve certain political and economic objectives. Similarly, the permanent secretary of Higher and Tertiary Education Dr Washington Mbizvo, in response to an observation in Parliament that NASS was meant to advance political agendas, stated that: these studies clearly define where we came from and where we are going. There is nothing sinister about that. Every country does that. The aim is to produce skilled personnel with a sense of patriotism ... (The Herald, 12 Nov, 2009).

Such lack of consensus on the relevance of the subject is likely to manifest itself among the implementers and the consumers of the NASS curriculum as well as other stakeholders. This paper therefore seeks to examine the perceptions of students and lecturers about NASS as these perceptions have implications on the subject’s capacity to achieve the intended goals.

Conceptual Framework

Citizenship is a concept that has evolved over ages with each historical epoch having its own conceptions of what it entails. The Greeks, for example, emphasized civic responsibilities rather than rights - not everyone had a right to be a citizen.”(G Smith, 2000) The Romans on the other hand regarded citizenship as referring to “notions of patriotism and public duty” bringing with it “responsibilities such as military service and paying tax”. A good Roman citizen was expected to possess virtues of “self-restraint, courage, dignity, religious reverence and a sense of justice.” Smith went on to show that in the Medieval period the Church and the monarch demanded the allegiance of the people who were regarded as subjects and not citizens. Bodin (cited by Smith) linked citizenship with a strong state but regarded it as a cohesive force counteracting social, cultural and legal diversity. Thomas Hobbes, as noted by Smith recognized the need for citizens to have full knowledge of civic duties.

Rousseau added his voice to the concept of citizenship education by advocating that children should learn from an early age values and procedures that were beneficial to society that were acceptance of the general will and patriotism. Smith asserts that the French and the American Revolutions “irreversibly linked citizenship to democratic rights, equality and self-government”. With Marx came a new dimension that rights and responsibilities were key elements of citizenship within a democratic setup. This appears to have dominated Western conceptions of citizenship in recent decades (Smith 2000).

These conceptions are criticised as being narrow as it is argued that economic, cultural and ideological factors also impinge on conceptions of citizenship. Another development in the definition of citizenship has been an attempt by various non-western countries to move away from definitions of the concept formulated in the west. These are beginning to realise that these western definitions are rather limited and do not address issues that would be of interest to them. The western definitions tend to prioritise individual and economic rights whereas in the non-western cultures the unity and cohesion of the society are paramount. Another flaw in the western definition of citizenship is that the notion was associated with a liberal democratic state. This emphasized that in society where civil, political and social rights are observed members have a sense of belonging and participate freely.

Also interest groups have tended to manipulate the notion of citizenship to suit their needs and purposes. Citizenship education is usually a response to a crisis. Good citizens are regarded as crucial to nation building and paramount to survival of any society. Citizens with the right attitudes and values are pivotal to nation building. Such citizens would not only have skills but would also have the right Human Factor factors. Oliver and Heather cited in Davies et al (1999) argue that education is clearly one way in which the foundations for citizenship may be laid and be laid better.

Nevertheless issues of citizenship have tended to be treated with caution as they could be mistaken for indoctrination Nieuwenhuis (2007). The dominant force in any society more often than not dictates the nature, tone and tempo of what is to be learnt and why (Apple,1990). Thus, by its very nature education itself can be seen as some form of indoctrination when one considers its goals in general. Consequently, citizenship education remains a contested concept as those elements not included in the dominant force perceive the notion as a threat to their own interests, in the social, legal and economic as well as political realms. Meanwhile there is a general acceptance that citizenship qualities are learned and not bequeathed hence the need for a deliberate effort to socialise children into desirable citizens of the given society or country.

Good citizens are the foundations of a nation and the calibre of the citizenry that a nation has will determine its progress, development and well being. A nation could have people that are rich in qualified technical knowledge and skills i.e. human capital but if these people do not

possess the requisite qualities of a good citizen that nation is doomed. The social economic and political problems that such African countries as the Democratic Republic of Congo, Kenya and Nigeria and non-African countries like Mexico, Haiti and the Soviet Union have can be attributed to the human factor decay. In contrast, the social economic and political progress experienced by Singapore for example is a result of that country's national focus on issues of citizenship education (Ngwaru 2011). In the past, the foundation was laid in the home with parents acting as role models of decency, but today, children spend most of their time at school interacting with teachers and other children. The teacher's role in instilling citizenship education is important. In addition the teacher is a respectable member of society and many communities look up to the teacher to provide guidance in community activities. However if the teacher is to play an effective role in the provision of citizenship education (s)he needs the relevant orientation (Nziramasanga, 1999).

Purpose of the Study

The paper seeks to examine the rationale for citizenship education in teacher education colleges, its challenges and prospects from the perspectives of the implementers of the curriculum, the lecturers and the students. The study sought to address the following research questions;

- What are the attitudes of lecturers and students towards NASS?
- What Challenges confront the Effective delivery of NASS Goals and Objectives?
- What are the prospects for NASS in Teachers Training Colleges?

METHODOLOGY

The study adopted the descriptive survey approach to gather data from trainee teachers and lecturers in four primary teachers colleges, and two secondary teachers colleges. NASS lecturers at each of the participating colleges were requested to issue questionnaires to ten randomly selected first year students and twenty final year students All lecturers who teach NASS at the said institutions automatically became participants to the study and were requested to complete questionnaires. Data was also gathered through an interview with an official from the Ministry of Higher and Tertiary Education who had coordinated the introduction of NASS in colleges.

In addition a historical approach was used to analyse available historical documents that shed light on how NASS was introduced in colleges in Zimbabwe and the vision behind the subject. Such documents as minutes of workshop proceedings and college principals meetings and NASS syllabi from different colleges were scrutinised.

FINDINGS

Minutes of workshops held to consult on the introduction of NASS show that a wide array of stakeholders were consulted prior to the introduction of the subject in teachers' colleges. These included officials from the Ministries of Education Sport and Culture, Ministry of Youth Development, Gender and Employment Creation, College Principals, officials the National Museums and Monuments, the book publishing industry and the University of Zimbabwe (Teacher Education Department). (Minutes of the meeting of 43rd meeting of Principals of Teachers Colleges held at Belvedere Teachers College on 30 July 2003& Minutes of workshop on NASS held in Masvingo at Flamboyant Hotel from 13 to 16 July 2004).

Issues that took centre stage at these workshops were propagation of national consciousness and nation building which takes into account ideological reorientation, economic awareness,

ownership of means of production and the Zimbabwean identity; development of a curriculum that would be responsive to emerging national needs; which focuses on liberating experiences, indigenous knowledge, inventiveness, appreciation of our rich cultural heritage, national pride and science and technology; and one that would give prominence to the utilization of natural resources to provide quality products and services; the need to establish an all round student teacher in body and spirit with such universal characteristics as tolerance, honesty, respect, patriotism and other relevant attributes. (Chivanda 2004).

A total of fifteen lecturers responded to the questionnaire and only one of these was female. The qualifications of the respondents were varied although there was a preponderance of history as a subject of specialization. Only two of the lecturers had been part of the group that pioneered the teaching of the subject and had received some ad hoc in-service training in the form of workshops to prepare them to teach NASS. The rest had little experience and no training in the teaching of NASS neither did they appreciate its essence.

The response rate to the questionnaire sent out to student was 80%. Of these students 45 were first year students, 76 were third year students and 23 were post training students from one of the secondary teachers college.

All the lecturers, except one, who participated in the study, emphasized that teachers are the bridge between family and society and have a crucial role to play in passing on to the next generation the social and economic values as well as ethics espoused in NASS. With this base nation building and restoring lost pride would be possible. The lecturers added that the students had to be made to appreciate NASS not as subject imposed on them but rather as subject which would help them develop academically and be business minded and develop business skills. Some students indicated that it was necessary to study NASS for professional reasons, as they felt that the subject instilled responsibility and accountability which was considered as very important and expected of the teacher.

The participating students were majoring in different subjects that are offered in the different teachers college- a total of 23 specialist areas. Hence all areas of specialization offered in teachers training colleges were represented among the student respondents thus making the sample as truly representative as could be hoped. The majority of the students (69%), cited the main goals of NASS as being:

- to instil patriotism in student
- raise national consciousness
- Develop a sense of belonging and identity through a study of the country's history.

This would also include the values based on the national ethos and beliefs as well as ownership of national character centred on ubuntu/unhu. Other benefits of the subject cited were that it would enable students to appreciate and appropriately contextualize the economic, social and political challenges experienced by the country. It was argued that patriotism would make the students be responsible and loyal citizens, and eager to participate in national development and defense of the nation. Several students were of the view that NASS equips one with professional ethics and entrepreneurial skills thus preparing them for self reliance and even self employment. One respondent indicated that it groomed well knowledgeable citizens.

Additional comments made by respondents about the value of NASS included that it provided an understanding/insight into of issues that been misrepresented in the media. It would also enable students to contribute meaningfully to discussions on national issues, something they could not do before. On the issues of patriotism students indicated that they

would be in a position to know and exercise their rights in a democratic Zimbabwe. They would be able to appreciate their deployment wherever, within the country, to serve their nation.

70% of the student respondents indicated that they would choose NASS if it was an optional subject. They considered it an eye opener crucial for every Zimbabwean. Some of the students would welcome a chance to study NASS as their main subject. Others felt that the subject made them ready to seek strategies for survival as it offered opportunities to inspire other people.

While the above findings reflect that the majority of the respondents appreciate and value the contributions of NASS to nation building, a significant 28% of the student respondents were exceedingly vocal in their denunciation of NASS. They considered the subject to be irrelevant to what they would have to teach in schools. Some said they had done the subject at school and basic training so repeating it was a waste of time. Three of these were emphatic that it was politically driven in support of a party that was alleged to be running the country like a private company.

About 40% of the lecturers added their voice to explain the student attitudes. NASS had been made a compulsory subject when it was introduced. Students resented this element of compulsion to study a subject they believed to be a political ploy to brain wash them. One lecturer noted that students' response to topics was mixed with some topics receiving positive reviews. However, History topics tended to be less popular. The majority of the lecturers felt the response to NASS was generally positive as students were cooperative and actively participated during lectures. Indications were that many of them clearly enjoyed the subject and took it seriously. However, some lecturers were of the opinion that some students did not see the relevance of NASS to their daily lives. Such students would study NASS to fulfill a requirement for certification as teachers.

Students who had undergone initial training after NASS was introduced would have been exposed to the subject then and would be studying the same stuff for the second time. However there were some among the students who had graduated from college before the introduction of the subject. This technicality was in fact found to have a bearing on the responses of the concerned respondents. Of the respondents, there were fifty students from the two Secondary Teachers Training Colleges whose responses appear to have been affected by the fact that they specialized in subjects they actually go on to teach at secondary school. Since NASS is not taught in secondary schools they had problems identifying with the subject.

Contrary views were expressed by nine student respondents who felt strongly that the main goal of NASS was to create a strong support base for the country's ruling party (ZANU PF) among students by brain washing/indoctrinating them. They were concerned that the subject was politically driven and designed to overplay the contributions of the said political party.

The subject was rated as equally important as the other subjects on the teacher education curriculum by 60% of the student participants while the other 40% did not consider it to be that important. The respondents who did not consider NASS to be important thought that it was totally divorced from the other subjects on their curriculum. They were particularly critical of its historical inclination and did not see its relevance to everyday life and how it could be applied to classroom situation. The subject was seen as focusing on subjects or topics that were covered in several disciplines and was thus a waste of time which could be used for the main subject. One respondent actually said, *'It is better to hold rallies.'* Another declared that, *'I am a patriotic member by birth.'* In addition some participants were at pains

to equate NASS to the other subjects they were studying. Some responses showed that the students did not see how it could be applied in the real classroom teaching. The majority of the respondents however, reiterated their belief that the subject instilled patriotism, national consciousness and identity, a sense of belonging and citizenship of Zimbabwe as well as an understanding of the place of Zimbabwe in the international geo-politics. Many indicated that it was essential for them to study NASS in order to develop readiness, in themselves and the children they shall teach, to participate in the development of the country.

On the importance of the subject, one participant felt that NASS was a positive socialization process for changing attitudes towards Zimbabwe as a country and nation. Such components of the course as entrepreneurship skills, professional ethics, Zimbabwean culture, national ethos, norms and values, gender issues, human rights and impact of globalization were seen as important.

Exactly twelve students from all the colleges could not see how the trainees would apply NASS in the classroom after training. One respondent said the subject had no relevance except to brain wash while another condemned what was termed as *its preoccupation with on History at the expense of focusing on the future* which he saw as detrimental to national progress. Two said it could only be relevant to History teachers and to nobody else.

A significant 28% of the respondents indicated that they would not study NASS if it had been an optional subject. They argued that that it was not an important subject and that it would not add any value to their lives and, added that 31 years after independence, there was no need to focus on wars of the past but focus to on activities such as job creation. They found the subject boring since it was mostly History. One respondent claimed that, *'people were not interested in this subject out there.'* Another one thought that the aims for the subject were not clear. The respondents generally reiterated that the subject was irrelevant to the economy unlike such subjects as Mathematics and Home Economics and suggested that it be combined with other subjects.

In all colleges that participated in the study, NASS was allocated one and half hours per week (a mass lecture). It was not treated as a stand alone subject but as part of Professional Studies. Most respondents found this arrangement acceptable and argued that this reinforced the importance of NASS since it had a bearing on professional practice and contributed to professional ethics. One lecturer however felt this diluted the importance of NASS and indicated that the attitude of his college's administration to the subject was negative and the appreciation of the subject was poor.

DISCUSSION

The findings of the study clearly show that the generality of the respondents echo Moyo (2011) and Zvobgo (1986)'s sentiments that citizenship education is aimed at producing socially relevant individuals with desirable values and attitudes. Most of the respondents were of the view that it was necessary for teacher trainees to study the subject to instill in their pupils the relevant values and attitudes such as patriotism, and a sense of responsibility and national consciousness. This clearly responds to the advocacy by Rousseau that children should learn from an early age values of patriotism which are beneficial to society. This encompasses acceptance of the general will (Smith, 2000).

Firstly, the majority of the lecturers had majored in History, a subject which was considered relevant to the teaching of NASS, yet had not received additional training to orient them to it. This therefore implied that most lecturers who are teaching the subject may not be conversant with the philosophy or the methodology of the subject. (literature: use the internet to find an

answer to this question. why is it important for NASS lecturers to be acquainted with the philosophy and methodology of teaching NASS) Secondly, the relevance of the subject to the classroom situation was generally questioned with most respondents arguing that after completion of their course they felt the course would have no classroom relevance as the subject does not exist in the primary and secondary school syllabi. This view is contrary to the view expressed by Barker (1989:10) and Manandlar and Sthapit (2012) that education is the principal instrument to develop a responsible individual with a sound, reliable and upright character and not about paper qualifications. Thus, the fact that NASS is not taught in schools is not the point but that it imparts certain values to the teachers to be which they in turn shall pass on to their pupils is the goal of teaching NASS to teacher trainees.

There are generally mixed views from lecturers on the attitudes of students towards NASS and some felt it was politically driven. A few described the negative terms used to describe the subject such as indoctrination, and brainwashing, and the NASS lectures were sometimes accused of holding political rallies under the guise of NASS lectures. Negative attitudes were indicated by non attendance of lectures. What comes through in the study is that some students are against the subject completely but most students are against the procedures and methods employed in the subject. The sources of the negative attitudes seem to be the content of the subject, which is basically of a historical nature and is unpopular with the students and the association of the subject with the political machinations of the ruling party. However, this position contradicts the argument of Apple(1990) who argues that no curriculum innovation is completely apolitical .It is common with all curriculum innovations that the philosophy of the dominant party is advanced through education. That the subject is compulsory has reinforced the idea that it is politically driven. And there is no doubt that most students study the subject for certification purposes and therefore may emerge from college without quite appreciating the importance of the subject in nation building. Consequently they will not be able to pass on what they have learnt during training to the students they will teach. This was disputed by Davies (ibid) who contended that the young people did not become good citizens by accident. They needed to be taught to be patriotic.

The subject was seen as giving insights into issues pertaining to democracy and human rights, and this would be empowering for Zimbabweans especially with the political developments in the country in the past decade.

That there has been some debate about NASS is not surprising, as citizenship is a contested concept. The concept of citizenship is contested at every level, from its meaning to its political application, with its implications for the kind of society which is aspired (Lister 2003). One of the problems of NASS perhaps, is its focus on one component of citizenship, which is political citizenship. Yet according to T.H. Marshall, a theorist of citizenship, there are three components to citizenship, the other 2 components being civil citizenship(which include civil, legal and property rights) and social citizenship(which involves social entitlements).The emphasis on one component could be what is making the implementers and consumers of the NASS curriculum suspicious. Where a state has lost its capacity to protect its citizens, there are tensions and a struggle over the meaning and terms of citizenship. In the case of Zimbabwe, for the past few years, people have been preoccupied with bread and butter issues, probably this is why they would question the relevance of NASS.

The introduction of the curriculum from top to bottom may have made it difficult to identify with the subject. Simply put, citizenship defines who we are, and who we are not, members of a common society. The failure of the curriculum developers of NASS to consult with users widely may be a factor in the negative attitudes towards the subject. Clearly there were significant levels of negative attitudes to the teaching of NASS at the teachers colleges. These sentiments were, however, heavily drowned by those strongly in the affirmative which were

raised by more than seventy five percent of the students who responded to the questionnaires. One was left in no doubt that the generality of the student respondents clearly appreciated the essence and importance of the subject. The majority reiterated their belief that the subject instilled patriotism, national consciousness and identity, a sense of belonging and citizenship of Zimbabwe as well as an understanding of the place of Zimbabwe in the international geopolitics. Many showed that it was essential for them to study NASS in order to develop readiness, in themselves and the children they shall teach, to participate in the development of the country.

Pursuant to this sentiment was one contribution from a student who believed that NASS was a positive socialization process for changing attitudes and behaviour towards Zimbabwe as a country and nation. Some students saw the subject as providing a platform to view Zimbabwe from all angles while at the same time it encompassed elements that developed skills to cope with everyday life situations like how to deal with the different people one was likely to interact with in life. Such elements as entrepreneurship skills, professional ethics, Zimbabwean culture in its diversity, national ethos, norms and values, gender issues, human rights and impact of globalization were seen as important.

Apart from a few different responses, practically the rest of them echoed the general appreciation of the necessity to study the subject. The extra arguments raised included the need to gain a proper understanding of issues that would clear the air on some untruths that could be gleaned from the media. It also removed the generalizations that characterized student discussions prior to a serious study of NASS with a view to seek the actual facts surrounding an issue under discussion. On the issues of patriotism students indicated that they would be in a position to know and exercise their rights in a democratic Zimbabwe. They would be able to appreciate their deployment wherever, within the country, to serve their nation.

A significant 28% would not choose to do NASS if it was an optional subject. Points raised were that it was not an important subject and would not change anything in their lives.. It was a boring subject since it was mostly History. Another claimed quite vehemently that, 'People were not interested in this subject out there.' To one student the aims for the subject were not clear. Another point raised was that it did not help in improving the educational system and the economy as other subjects like Maths and Home Economics. This point tallied with one view that, 31 years after Independence there was no need to focus on wars of the past and guns but focus on activities such as job creation. Another felt it was better to combine it with other subjects.

Over 70% of the student respondents were very keen to take NASS as an optional subject. They considered it a fascinating eye opener crucial for every Zimbabwean. They would in fact urge the policy makers to ensure that it remained compulsory. Some of these students would welcome a chance to study NASS as their main subject. Others felt that the subject made them ready to seek strategies for survival as it offered opportunities to inspire other people. The subject was seen as enlightening on democracy and people's rights as Zimbabweans.

NASS was placed under Professional Studies. It did not stand on its own as an important subject in its own right. Some respondents felt this reinforced the importance of NASS since it had a bearing on professional practice and contributed to professional ethics. Some said it fell under the science cluster since it was one of the social sciences. One lecturer showed that this watered down the importance of NASS. He went on to say the attitude of the college administration was negative and their appreciation of the subject was low. In one college NASS was under PDS (Professional Development Studies) as an appendage and not as an independent subject.

The predominant mode of delivery was the mass lecture. This was also acclaimed by the students who mentioned that on the whole at each college the subject was given one and half hours a week for lectures. Tutorials, participatory methods, research methods, drama, and poetry were also mentioned but this was not supported by student responses. The lecturers were aware of other delivery approaches they could employ. Examples were out of school visits, consultation and participatory method, films video, debates, group discussion, field work, field trips, videos (resources allowing), modules, handouts. None indicated the reasons why they were not using such teaching methods.

CONCLUSION

While there were significant levels of antipathy towards NASS in Teachers Training Colleges, there can be no doubt that on the whole the subject received a high level of acceptance from both the lecturers and the students. A clear programme of citizenship education is of paramount importance for nation building and patriotic driven national development. The entrepreneurship skills programme embedded in the subject was highly acclaimed. In the view of the researchers it is not clear if those who are responsible for staffing requirements for this subject ever consider the needs of this branch of the subject. One glaring gap is on the need for constant induction and coordinating at both the institutional and national level for personnel who are tasked with the teaching of this subject. The subject is too important for the nation to be left to the whims of individuals. Indeed constant interaction between the institution of higher education, the community and nation is a must if Zimbabwe is to continually shape its future in positive directions. The top to bottom approach made it difficult for some NASS lecturers and students to identify with the programme. Emphasis on programmes introduced should not be just on knowledge development of values and attitudes. The emphasis might have a bearing on assessment procedures, a need to move away from the traditional assessment modes that would test facts. There is need to ensure that citizenship education does not become a phantom programme. Some NASS lecturers are manipulating the teaching of the subject to advance political philosophies thus making the subject notorious in some institutions.

Basing on the findings of the study the following recommendations are made:

- The subject should shy away from political alignments and be made compulsory at all tertiary institutions;
- There should be continuous syllabi review to accommodate current trends and community sensitivities and make the subject examinable;
- The allocated time for the subject should be increased so that the subject is taken more seriously;
- National and Strategic Studies lecturers should be given in-service courses and there should vigorous production of learning materials for the subject.
- Delivery approaches should be more creative to cater for freedom of expression and responsiveness.

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APPENDIX

Table-A. Respondents: Lecturers by Qualification

MA African History	1
M Ed History	2
M Ed, no subject indicated	1
M A/M Ed other subject areas; English, Admin, Planning and Policy Studies, not indicated	3
B Ed History and Development Studies	4
BA History and Political Science	1
BA and MSc, area of specialization not indicated	1
BA + Diploma in Business Management, General Management and Disaster Management	1
No qualifications given	1
TOTAL	15

Table-B. Respondents: Lecturers by College and Years of Service of teaching NASS

No.Of Years	UCE	Mas	Mut	MorgZ	Morg	Belv
0 – 2	3	0	0	1	2	1
3 – 5	0	1	2	1	1	0
6 +	0	2	0	1	0	0
Total	3	3	2	3	3	1

Key. Mut-Mutare Mas-Masvingo Belv- Belvedere Morg-Morgenster UCE-United College of Education