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TABLE OF CONTENTS

EDITORIAL	i
Revamping Indigenous Cultures at Midlands State University: The Case of the Faculty of Arts Tyanai Charamba	1
Empowering or Disempowering the Learner? A Study of Learner Choice and the Cultivation of Responsibility in Zimbabwean Secondary Schools Canisius Manyumwa	2
Pre-Colonial Drought Security, Colonial Policies and Famine in North-Western Zimbabwe, 1850-1960 Godfrey Tabona Ncube	3
The Dynamics of African Literature and its Criticism: Perspectives from Zimbabwe Wiseman Magwa	4
Christianity and Zimbabwe through the eyes of Solomon Mutswairo (1956, 1983 and 1988) Livingstone Makondo	5
The Impact of Financial Conditions and Liberalisation on Savings Mobilisation in Zimbabwe Zachary Tambudzai	6
Bachelor of Education students' attitudes, beliefs and awareness of multicultural education issues Pesanai Gwirayi	7
Call for Papers and notes for contributors	8

EDITORIAL

I have been the Editor-in-Chief for The Dyke for more than 3 years and through this experience, I have come to identify a set of common problems that cause manuscripts not to be accepted for publication. By talking about these common problems, I hope to demystify our decisions regarding the acceptance of manuscripts in The Dyke.

The goal of The Dyke is to provide a forum for original research in the fields of Education, Commerce, Law, Social Sciences and Arts. This makes The Dyke a multidisciplinary journal. The Dyke is a biannual journal published in June and December, all factors being equal. This means that the competition for space in The Dyke is quite high. We publish original, empirical, historical, philosophical studies and book reviews.

The Dyke uses a peer review system for selecting manuscripts to publish (with the exception of book reviews). The process is double blind i.e. the authors do not know the identity of the peer reviewers and the reviewers do not know the identity of the authors. The peer review process begins by an initial editorial review. The Editor-in-Chief reviews each manuscript submitted and conducts an evaluation of the appropriateness of the submission given the scope of the journal. If the manuscript is outside the scope of the journal, it is returned to the author. If the manuscript merits peer review, the manuscript is sent to appropriate reviewers.

I would like to admit that the review process of The Dyke has not been all that smooth. The main challenge that we have been facing is the slow return rate of reviewed manuscripts. In some cases it has taken more than a year for reviewers to return manuscripts and in other cases the reviewers have left their institutions unceremoniously and has become very difficult to trace them. All along, our reviewers have been offering their services for free as part of their community service and this might have contributed to the challenges that we have been experiencing. In my opinion, this behaviour is quite normal considering the harsh macro-economic environment that we have been experiencing of late. In 2008 and part of 2009 it was not uncommon to see academics spending 90% of their time doing non-academic work in order to

survive and those are the very same people that we were expecting to review our manuscripts for free.

However, to mitigate against this challenge, I have requested the Director of Research to consider giving our reviewers a small honorarium. Hopefully, this will motivate our reviewers so that they can return the reviewed manuscripts promptly.

A key criterion for publication is the potential a manuscript has to contribute to original ideas. Studies that are reasonably conducted, with comprehensive reviews of literature, good questions, sensible methods, valid findings and so forth but do not make knowledge claims that serve as original contributions are not likely to be published. Therefore, it is important to identify the current knowledge base in the field and point out how the manuscript makes a contribution to this knowledge. Moreover, we expect that all the different components of the manuscript will form a coherent argument or set of arguments, for example, if the research questions posed require an experimental design to address the implied causality, then the design needs to follow accordingly.

A number of manuscripts submitted to the journal suffer from problems concerning the research design and methods. First, often key theoretical ideas or constructs are not carefully defined. Such ambiguities lead to questions about the measures taken and what the results mean. Second, some studies lack coherence across the research questions, methods and analyses. The author's methodological perspective should be clear. The research design needs to be constructed in such a way that the question can be answered in a reasonable manner in a way consistent with the methodological orientation of the study. Third, the reader should not be left guessing about how the analyses were conducted. Fourth, methodological problems are often not acknowledged, suggesting unwarranted methodological rigour. Recognising methodological limitations presents an honest portrayal of the ways claims can be interpreted. Nevertheless, the case must be made that despite certain methodological limitations, the substantive arguments derived from the analyses are maintained. Finally, the substance of the claims may not be obviously drawn from the description of the methods, thus leading to claims without sufficient methodological backing.

The results of the study should be presented in a clear manner so that the readers can identify the central features of the argument and the central

findings of the study. The major shortcoming in this area is often that, given questions about the research methods and ambiguity of the analyses, the validity of the findings can be called into question. Furthermore, the results should speak to the identified research issues, forming coherence across the manuscript.

The discussion and conclusion sections should do more than repeat the results. The expectation is that the discussion engages the field in the meaning and significance of the results. Often, issues identified in the literature review are re-examined in light of the study's findings.

Prof Alois S Chiromo
Editor-in-Chief - The Dyke

REVAMPING INDIGENOUS CULTURES AT MIDLANDS STATE UNIVERSITY: THE CASE OF THE FACULTY OF ARTS

BY

Tyanai Charamba

Department of African Languages
Midlands State University
Zimbabwe

Abstract

This article has a fourfold goal. Firstly, the article foregrounds the role educationists at a university set up need to play in culture and cultural studies. Secondly, the article explores and assesses concepts and ideas which educationists can possibly employ in cultural studies if they are to become ministers of culture and of a cultural revolution in Zimbabwe. Thirdly, the article singles out Midlands State University's Faculty of Arts to discuss how much the university in question seeks to promote cultural studies. Fourthly, the article foregrounds those hopes and impediments encountered in culture and cultural studies in the Faculty of Arts of the Midlands State University. Infact, this article is crafted on the idea that, culture and cultural studies need to be promoted at all universities. As such, the article refers to different scholarly propositions in order to lobby for the idea that educationists who deal in cultural studies need to be cultural revolutionaries in their societies' quest for total independence from cultural imperialism, which of course is a watchdog of colonialism and neocolonialism in Africa.

EMPOWERING OR DISEMPOWERING THE LEARNER? A STUDY OF LEARNER CHOICE AND THE CULTIVATION OF RESPONSIBILITY IN ZIMBABWEAN SECONDARY SCHOOLS

By

Canisius Manyumwa
Department of Educational Foundations,
Management and Curriculum Studies
Midlands State University
Zimbabwe

Abstract

This study seeks to analyse the level of learner choice allowed in Zimbabwean secondary schools and its relation to the levels of responsibility developed among the learners. A descriptive survey approach was adopted to collect the relevant data from teachers and students in four urban centres. The study finds that students are allowed to choose in aspects of the school that are not central to the teaching/learning process. In critical learning areas, very little or no student choice is allowed. Levels of responsibility are correspondingly rather low. The study recommends that schools should allow learners more choices to develop greater levels of responsibility in them.

PRE-COLONIAL DROUGHT SECURITY, COLONIAL POLICIES AND FAMINE IN NORTH-WESTERN ZIMBABWE, 1850 - 1960

By

Godfrey Tabona Ncube

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Midlands State University
Zimbabwe

Abstract

This paper makes a contribution to the debate about the causes and control of famine in the pre-colonial and colonial periods which has concerned historians, social scientists, and development workers since the nineteenth century. It locates the causes of colonial famines in North-western Zimbabwe in the agrarian crisis created in the African Reserves by the segregatory land policies of Southern Rhodesia, population displacement, and land degradation, which reduced total African grain production per head from the 1930s onwards, and contributed significantly to the number of famine years experienced by Africans in the 20th century. The paper presents two main arguments. Firstly, that while drought and scarcity had been common enough in North-western Zimbabwe in the pre-colonial period, the indigenous societies had possessed many agricultural techniques that sought to prevent crop failure and minimize the risk of famine. Consequently, death from actual starvation was very uncommon in the Zambezi valley; a fact that David Livingstone had learnt as early as 1855, when he was in the valley for the first time. However, in the colonial period, land alienation and population displacement to make way for key colonial development projects, such as railway construction, coal mining, game reserves, and dam construction, dispossessed the Africans of productive land, and destroyed their pre-colonial methods for drought security. Consequently, famine and famine-mortality became more common during the colonial period. Secondly, the paper argues that, even the Famine Relief Scheme introduced by White capitalist farming in the early 20th century did not render much assistance during famines due to the general shortage of cash among the impoverished indigenous societies for the purchase of grain. It argues that this colonial situation, whereby it was possible for people who could not afford to buy grain to starve to death outside well-stocked grain stores, was indicative of the fact that the nature of scarcity itself had changed from its pre-colonial form.

THE DYNAMICS OF AFRICAN LITERATURE AND ITS CRITICISM: PERSPECTIVES FROM ZIMBABWE

By

Wiseman Magwa

Department of African Languages
Midlands State University
Zimbabwe

Abstract

This paper argues that Africans should view their literature as an autonomous entity separate from all other literatures of the world. The author argues for a perspective of literature and its criticism that is African in nature. The article discusses how African literature, both oral and written, has over the years received negative criticism from Euro-centric literary critics. Western critics, it is further argued, habitually view African literary works using European eyes to the extent that some even consider African literature as an overseas Department of European Literature (Palmer, 1979; Povey, 1972 and Roscoe, 1971). Charges against African literature range from technical and thematic inadequacies as if African literary works have been written to be consumed by natives of Europe. Regrettably, some Africans, have unwittingly accepted these criticisms and adopted the use of foreign theoretical tools to understand and analyse literature found on the African continent. The paper concludes by discouraging African scholars from gazing westwards for signals of approval that their statements and views about literature conform to the canons of European literature. Africans should establish their own tools of analysing literature that are relevant and appropriate to needs and interests of the African people.

**CHRISTIANITY AND ZIMBABWE THROUGH THE EYES OF
SOLOMON MUTSWAIRO (1956, 1983 AND 1988)**

By

Livingstone Makondo
North-West University
South Africa

Abstract

This article examines how Solomon Mutswairo presents the advent, entrenchment and impact of Christianity on the Zimbabwean political, social, economic and religious landscape in Feso (1956), Maondera, Soldier of Zimbabwe (1983) and Mweya WaNehanda (1988). The discussion suggests that the diverse missionary movements were active agents in the subjugation and establishment of the imperialistic system under the disguise of being men of the cloth. The article shows how various myths are created to justify whatever preferred positions. It highlights how Mutswairo used Christianity to write back against the oppressive system amidst the repressive administration in a concealed way that the system and its machinery failed to observe. The African elite, among other things is called upon to be vigilant in its dealings with leaders from whatever continent.

THE IMPACT OF FINANCIAL CONDITIONS AND LIBERALISATION ON SAVINGS MOBILISATION IN ZIMBABWE

By

Zachary Tambudzai
Department of Economics
Midlands State University
Zimbabwe

Abstract

The impact of financial variables on savings mobilisation is a bone of contention. The relationship between financial liberalisation and financial repression theory to savings mobilisation is empirically tested. The main approach employed is the modelling procedure suggested by Engle and Granger (1987). The regression results suggest that financial variables do matter in the process of savings mobilisation. From the empirical analysis, financial liberalisation had significant impact on the accumulation of savings in Zimbabwe. Therefore, policy-makers can promote savings mobilisation by designing policies that impact positively on the financial sector's development.

BACHELOR OF EDUCATION STUDENTS' ATTITUDES, BELIEFS AND AWARENESS OF MULTICULTURAL EDUCATION ISSUES

By

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Department of Educational Foundations, Management
and Curriculum Studies
Midlands State University
Zimbabwe

Abstract

This study investigated Bachelor of Education students' attitudes and awareness of multicultural education issues. Anonymous questionnaires with closed questions were completed by a randomly selected sample of 123 (63 male, 60 female) Bachelor of Education students at a university in Zimbabwe. Results show that most participants are aware of multicultural education issues. Although participants indicated that their professional courses adequately prepare them to deal with multicultural education issues, their need for more training is unequivocal. Results also suggest that participants' views on appropriate classroom practices for multicultural education are inconsistent with current research. Although the findings indicate that participants' attitudes towards multicultural education issues are ambivalent, a sizeable proportion of them have personal attitudes that may incapacitate them from embracing effective multicultural approaches. The introduction of a number of courses on multicultural education will go a long way in equipping students with knowledge that will help them deal with multicultural education issues with confidence as well as demystify some of the misconceptions they have about the discipline.

THE DYKE

CALL FOR PAPERS

This is an official call for papers to be considered for publication in **The Dyke**: A journal of the Midlands State University. The journal borrows its name from **The Great Dyke** which is a mineral rich feature that cuts across Zimbabwe. The journal resembles **The Great Dyke** in that it is rich in knowledge that cuts across academic disciplines. **The Dyke** is a refereed biannual journal published in June and December. The journal publishes original articles from the fields of Social Sciences, Commerce, Humanities and Education.

Submission information

Send three hard copies and one soft copy of manuscript to:

The Editor-In-Chief
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Private Bag 9055
Gweru
Zimbabwe
Email: *chiromoa@msu.ac.zw*

A cover letter confirming that the manuscript has not been published or is not under consideration for publication elsewhere should be submitted. The cover letter should also indicate the address and telephone number of the author. Please note that manuscripts will be blind reviewed by at least two authorities in the research area.

Format and organization

Manuscripts should not be longer than 20 typed pages inclusive of references and appendices. Double space all text including references. Use **Times New Roman Font Size 12** and avoid unnecessary graphics. Manuscripts will be blind reviewed hence the title page with author's name and his/her organizational affiliation must be detachable. In the article there must be no material that can enable the reviewer to know or infer the name of the author.

Style and references

Use the American Psychological Association [APA] Style (5th Edition)

TABLE OF CONTENTS

Editorial
Editor-in-Chief

Revamping Indigenous Cultures at Midlands State University:
The Case of the Faculty of Arts
Tyanai Charamba

Empowering or Disempowering the Learner? A Study of Learner Choice
and the Cultivation of Responsibility in Zimbabwean Secondary Schools
Canisius Manyumwa

Pre-Colonial Drought Security, Colonial Policies and
Famine in North-Western Zimbabwe, 1850-1960
Godfrey Tabona Ncube

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Perspectives from Zimbabwe
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