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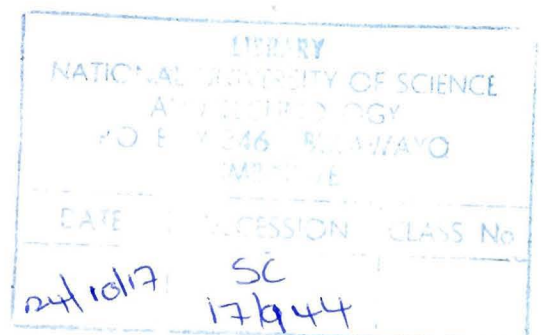
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION

Title of Thesis: Towards an understanding of the vision-mission statements of higher education institutions in Zimbabwe and the extent they foster a technological society for sustainable development

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Abstract

The objective of the Thesis was to investigate the professional rationale for the adoption of the vision-mission philosophy by higher education institutions in Zimbabwe. The visions of excellence, technopreneurship, premier, world class seek to stimulate the market model to foster the technological society objective for sustainable development. The study built the footprints conceptual model based on the statements of 34 tertiary institutions. In driving the mandates, the brands seek to promote the constituency servicing, governance, quality assurance, comportment, and evaluation footprints in line with opportunities for continuous improvement to match globally renowned examples. Specifically, the statements inspire the infinite manpower pool of thinkers, builders, improvers and providers to meet demand for infinite production, consumption, growth and development. However, the evidence was inconclusive to justify the statements as the default policy yardstick inducing sufficient strength, motivation and fit in the delivery of the mandates, failing which they are the classical model of intellectual dependency, leading to the principles and attitudes of copy-write. Steered through the post-positivist paradigm and using the mixed methods approach, drawing data from document sources, a diversity survey and interviews, the study interrogated the multiple-case study of four science and technology universities. Enumerative content analysis and the QCA program were used in the presentation and analysis of the data by method of verification per footprint. From the empirical evidence, the philosophy was justified as an all-purpose purpose vehicle inspiring the core deliverables of excellence, research-innovation-entrepreneurship, the leadership-committee system, moral efficiency, and sustainable development. The predominant average mean rating of 2.4 meant that the statements were rated 'normal/adequate' rather than the aspired 'exceptional/world class', revealing evidentialism as being the missing link at adoption. The study accepted the proposition that the statements fail to inject the aspired technopreneurial-sustainable development revolution. Instead, they emerge as a realistic novelty and fantasy. The rigid macro-bureaucracy, coupled with diverse stakeholder interests, resource constraints and external pressures emasculated the academic-administrative infrastructures jeopardising the aspired continuous improvement and reducing the statements to a *fait accompli*. The constrained sustainable development escalated the challenges of technological imperialism and the vicious cycle of *Homo simplex*. The study recommended a personalised mission model anchored on a practice-theory curriculum fusion to fashion out much more functional skills befitting local conditions.