

Experiences and coping strategies of school heads implementing Competence Based Curriculum. A case study of ten primary school heads in Chirumanzu Rural District, Zimbabwe.

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Abstract

This case study explored how school heads' experienced and managed the implementation of Competence Based Curriculum. School heads of ten rural primary schools in Chirumanzu District in the Midlands province of Zimbabwe participated in the study. Questionnaires and interviews were used to collect data after seeking consent from participants. Findings of the study were that school heads were surprised by the announcement to introduce a Competence Based Curriculum since they saw no need to introduce it. The school heads expressed ignorance about the Competence Based Curriculum. The demands of the Competence Based Curriculum was a burden on their poor schools already struggling to keep afloat in a sinking and declining economy. Threats from the minister to hastily implement the Competence Based Curriculum disoriented, overwhelmed and left school heads very insecure. The school heads coped with the implementation of the Competence Based Curriculum under these conditions by; managing educator emotions, providing leadership and stress management, empowerment of educators, involvement, rational persuasion and using legitimate authority. To manage resource constraints, school heads reprioritised school budgets and encouraged improvising where possible and the use of the local environment as well as encouraging innovations.