



Challenges being faced by satellite schools in implementing the Competence Based Curriculum (CBC) in Shayauripo Cluster Chiredzi District, Masvingo Province.

By

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Declaration

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I, Netsai Marashe declare that:

Challenges faced by satellite schools in implementing the competence based curriculum in Shayauripo Cluster, Chiredzi Distric in Masvingo province is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed byon the.....day of.....2020

Dedication

This piece of work is dedicated to my husband Noel Mawere who gave his time and financial support for my research study to be a success. Also to my beloved parents Mr and Mrs Marashe, Mr and Mrs Mawere and my children Atidaishe and Takudzwa for their endless daily prayers, much encouragement and motivation that contributed much to the successful completion of this project. May our Almighty God bless them all.

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Abstract

The implementation of the Competence Based Competence in Zimbabwe's education system in satellite schools is faced by so many challenges despite it being introduced three years ago in 2017. The Government of Zimbabwe through the Ministry of Primary and Education (MoPSE) opened satellite schools in resettlement areas as a way of promoting the right to education to the learners whose parents had relocated to these resettlement areas. However there is poor growth and development of these schools in terms of infrastructure and other vital teaching and learning resources for the successful implementation of the curriculum. It was because of these basis that this research study was carried to identify the challenges being faced in satellite schools in implementing the CBC. The researcher used a case study as a qualitative research design and interviews and observations were the research instruments used for data gathering. The sample included 9 Teachers from 3 satellite schools and 3 TICs. The identified challenges by both the Teacher in Charges (TICs) and teachers include lack of text books, inadequate and suitable infrastructure, lack of confidence amongst the administrators amongst others. However the researcher came up with recommendations as solutions to the challenges faced.

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List of Abbreviations

AIR	American Institute of Research
CBC	Competence Based Curriculum
CIET	Commision of Inquiry into Education and Training
CFPSE	Curriculum Forum for Primary and Secondary Education
GoZ	Government of Zimbabwe
ICT	Information Communication Technology
MoPSE	Ministry of Primary and Secondary Education
ODL	Open Distance Learning
PTUZ	Progressive Teachers Union in Zimbabwe
SCR	Stakeholder Consultations Report
TIC	Teacher in Charge
TPS	Teacher Professional Standards
TR	Teacher
UNICEF	United Nations Children Fund
VPA	Visual and Performing Arts
WEF	World Education Forum
ZIM-ASSET	Zimbabwe Agenda for Sustainable Economic Transformation

CHAPTER ONE

1:1 Introduction

The chapter looked at the background and the statement of the problem of the study. The research objectives and questions were listed. The significance of the study, delimitations and limitations of the study were also explained. Key terms in the research study were defined and a summary rounded off the chapter.

1:2 Background of the study

In a way to improve the standard of education in the country to suit the rising global standards, the Government of Zimbabwe assigned a Commission of Inquiry known as the Nziramasanga Commission of Inquiry into Education and Training (CIET) of 1999. This commission did an inquiry of the Education Systems in other countries and came up with recommendations on how to improve the curriculum of the Zimbabwe's education system. These recommendations were presented to the President in 1999. The objective of the Nziramasanga Commission 1999 was bring about an educational curriculum that was relevant and an answer to the socioeconomic challenges faced in Zimbabwe. The recommendations of the curriculum were to shift the curriculum from being theory to a curriculum which emphasizes hands on and this led to the development of Vocational Technical Skills. This is in line with the SDG4:4: By 2030, aims to increase the number of youth and also adults who have relevant skills, for entrepreneurship and employment. Education and Curriculum is of benefit for sustainable entrepreneurship development when student life and learning are in line. The Ministry of Primary and Secondary Education (MOPSE) designed the CBC based on the recommendations of the Commission of Inquiry. The CBC is based on the national economic blue print which is known as the Zimbabwe Agenda for Sustainable Economic Transformation (ZIM_ASSET) (2013). According to the Information Communication Technology (ICT) Policy for MoPSE in

Zimbabwe (2016) ZimAsset posits for improvement on the access and quality to education, and promotion on the use of ICT and expansion of e-learning programme.

The CBC aims to make education fit for purpose through addressing quality issues. The government's vision was to provide a curriculum that develops and meets the country's economic developmental needs. The government believed that the education system was producing job seekers instead of producing entrepreneurs (Dambudzo, 2015). The CBC was implemented in January 2017 across the country. The introduction of the CBC gave birth to learning areas like (ICT), Visual and Performing Arts (VPA), Heritage Studies, Mass displays and Agriculture which were absent in the traditional curriculum. The CBC is different from the traditional one in the sense that it is rooted in patriotism, hard work, unhu\ Ubuntu and entrepreneurship. Utete (2017) alludes that the learner must be equipped with values and ethics which enables them to make the right choices for themselves. In Zimbabwe the President champions the use of ICTs in education by donating ICT equipment to schools, colleges, polytechnics and universities. The curriculum is competency based in order to come up with a productive, responsible and self-sustaining citizen. The CBC seeks to motivate learners to love their identity and value their history, heritage and cultural values and to prepare them taking part as citizens (MoPSE 2017). Thus teaching and learning of Heritage Studies will achieve its goal.

The CBC came in 2017 when most schools especially satellite schools were not prepared as stated by the Progressive Teachers Union (PTUZ) (News Day Zim 09|01|17). The unpreparedness of the schools were also unleashed by the Dadaya High School SDC which was against the introduction of the CBC in the High Court (The Herald 15|02|17). Therefore it

is against this background that the researcher conducted this study. According to Rusare (2017) the unpreparedness to implement the CBC was rampant in most satellite schools because of lack of teacher's awareness and training, lack of learning resources like computers, textbooks also resources teachers. Rural Teachers Union of Zimbabwe (2017) (Sunday Mail 05/02/17) also stated that the implementation of the CBC is hindered by absence of skilled personnel and suitable infrastructure. The introduction of satellite schools developed as a temporary measure to offer education to the resettled farmers, therefore appropriate infrastructure was scarce and tobacco barns and old farm houses were converted into teaching and learning areas. Tarisai & Manik (2017) established that the black farmers who benefited from the land reform programme are investing in schools from proceeds from their farms and this is slowing down the growth and development of satellite schools in terms of infrastructure. The government was unable to adequately fund the schools as stated by Scoones (2016) that although schools were required, the government was unable to meet the local need and communities then decided to rally together and partner with the government. The government agreed to provide teachers, but communities had to build their own schools using own resources.

1:3 Statement of the problem

The main reason of carrying out the research was to investigate the challenges being faced by satellite schools in Shayauripo Cluster in Chiredzi District in implementing the CBC. The demands of the curriculum which includes computers, ECD play centres and blocks, teaching of Agriculture, Mass displays and Visual and Performing Arts was existing evidence that the implementation of the CBC was a challenge as these resources did not exist in satellite schools in Shayauripo Cluster. Reniko (2019) states that teachers as frontline users of the curriculum are vital to its successful implementation as is a critical part of implementing a curriculum. For the efficient and effective implementation to occur, there is need for teacher's training and orientation, appropriate learning and teaching resources and adequate classrooms. The assumed

limited know how by the teachers on Zimbabwe's CBC in satellite schools and resistance in some cases caused challenges to the effective implementation of the curriculum. The challenges being faced by educators in satellite schools like inadequate resources, lack of finances and proper training have proved that the implementation of the curriculum was a challenge (Rusare 2017). The make shifts and learning areas made of dagga poles are not a conducive environment for implementing the CBC. The challenges of implementing the CBC in Zimbabwean Schools in which satellite schools are part of them has been evident since it was effected in 2017 till to date. This was made evident by some previous research which was carried in the country (see for example Hwande 2017, Mpofu 2017, & Mukomana 2017) though they did not focus on satellite schools. In this regard, it was very crucial to conduct a study on the challenges faced by satellite schools in Chiredzi District in implementing the CBC.

1:4 Research Objectives

The main purpose of the study was to find out the challenges being faced by satellite schools in Shayauripo Cluster in Chiredzi District in implementing the CBC. The study was guided by the following objectives:

1. Assess how the implementation of the CBC is hampered by lack of resources in satellite schools.
2. Examine how teachers in satellite schools are trained and capacitated for the successful implementation of the CBC.

3. Establish the support and monitoring given to the teachers by the school administrators to make the implementation process more effective.
4. Establish the challenges faced by TICs which affects the successful implementation of the CBC.

1:4:1 Research Questions

The research study was guided by the following research questions.

1. How does the lack of resources hamper the smooth implementation of the CBC in satellite schools?
2. How are teachers in satellite schools trained and capacitated to make the implementation process successful?
3. How much support is given to satellite school teachers by the administrators for effective implementation of the CBC?
4. What challenges do TICs face which affects the successful implementation of the CBC?

1:5 Significance of the study

The essence of this study was to identify challenges being faced by satellite schools in Shayauripo Cluster in Chiredzi District in implementing the CBC and find proper ways of solving them. The information obtained from the study were useful in coming up with ways of improving the teaching and learning process of the satellite schools. The findings from this research gave room for further research on this same subject matter. In addition, the research findings can be used by the GoZ together with the MoPSE to put appropriate measures in

improving the conditions of the satellite schools for the best of the learners in fulfilling the provisions of the Education Act. Those in administrative positions for example The District Schools Inspectors and school administrators will identify ways of supporting the teachers for successful implementation of the curriculum and decision making process. Satellite school teachers will also benefit from the study by unpacking all the discords and challenges they are facing, which will later be addressed.

1:6 Assumptions

1. Inadequate teaching and learning resources like computers, classrooms, resource teachers and lack of technical skills in satellite schools.
2. Satellite schools are administered by Teachers in Charges (TIC's).
3. Satellite schools are attached to a mother school.

1:7 Delimitations

The research focused on the challenges being faced by satellite schools in Shayauripo Cluster in Chiredzi district. It was confined to only 3 out of 5 satellite schools in the cluster and not all the satellite schools in other clusters in Chiredzi District because the researcher needed to stick to the time bound of completing the research. An experimental research design was not used as this research did not have independent and dependent variable. No tests were administered as the research focused on the challenges which could not be established through tests.

1:7:1 Limitations of the study

The research study was limited to only 3 satellite schools in Shayauripo Cluster because of limited time and financial constraints .Diffusion might have occurred as the nearby satellite schools might have shared information on the interview questions .However the researcher used

the little available resources effectively to carry out the research. And also the interviews were done for a short period to the 3 selected schools to avoid diffusion.

1:8 Definition of key terms

Curriculum

Curriculum is the totality of learning methods and activities and the opportunities that are exposed to learners (MoPSE 2015). A curriculum as the planned and guided activities within and outside a school that are intended to achieve some set objectives, goals and learning outcomes. A curriculum as the taught or learnt content, courses or subjects. The recommended teaching and learning methods, assessment and evaluation procedures are components of a curriculum. According to Brown (2018) a curriculum is a designed way for learning which requires a purposeful management of the interactions between the teacher and the student. A curriculum produces both ways for learning and the actual delivery of those plans. Hall (2017) alludes that curriculum is all the experiences experienced by students, content of learning and the extra curricula activities. According to Rumahlatu (2016) curriculum is a planned learners experience acquired in schools through educators. This defines curriculum as a selected and planned teaching and learning program for schools, which gives clear guidelines of the intended learning outcomes.

Curriculum review

According to the MoPSE (2017) it is a renewal process which is carried out to adjust and improve the existing education practises in line with emerging national and global socioeconomic trends. It is a process which regular and continuous adjustment and

improvement of the education practises in line with arising global and national socio-economic trends (GoZ, 2015). Curriculum review entails amendments to improve of what is to be taught in schools and how it should be taught.

Curriculum implementation

According to Bediako (2019) it is a process which involve helping the learner to obtain knowledge. It includes the activities involved in transforming curriculum designs into classroom activities. Esau and Mpofu (2017) defines curriculum implementation as practicing a well prescribed plan which plays a crucial role of directing and guiding the learning activities. Curriculum implementation can also be defined as the assistance rendered to the staff in order to ensure that the developed curriculum is delivered at classroom level.

Satellite School

A satellite school as an unregistered school which is attached to an established school termed a mother school. It is a school which is not registered by the MoPSE and it operates under a registered school which acts as its mother school. A satellite school is a school which is established as a temporary measure since the schools do not meet the expectations of the established schools.

1:9 Summary

This chapter presented the research topic which was on the challenges faced by satellite schools in Shayauripo Cluster Chiredzi District in implementing the CBC. The background of the study was highlighted. The statement of the problem was clearly defined. The research objectives and questions were stated. The significance of the study and the assumptions were given. The delimitations and limitations of the study were also explained and key terms were defined.

CHAPTER TWO

2:1 Introduction

This Chapter highlighted a review of literature which is important to the theoretical basis of the research study of the challenges being faced by satellite schools in implementing the CBC.

This Literature review provided the theoretical framework of the research study. The phrase Theoretical Framework was highlighted. A summary rounded up the chapter.

2:2 Theoretical framework

According to Vinz (2020) it is where you discuss and evaluate theories that are relevant to your research problem. Hussein (2018) defines it as model based on the existing theory in a specific field of study that reflects the hypothesis of the study. A theoretical framework stimulates research by providing a way to the research enquiry (Adom 2018). It is a group of terms within which the problem is identified and solved. It is also defined as a description of the characteristics operating within the place of the problem to be followed together with the researchers with the view of how the characteristics interact to produce comprehensive model of relevant problems that has not been available for enlightening the problem.

2:2:1 The historical background of the CBC in Zimbabwe

Attempts to improve the curriculum dates back to the late 1990's where an inquiry into training and education was carried out under a commission that was assigned by his Excellency, the

former president of Zimbabwe Comrade Robert Gabriel Mugabe. The commission was chaired by Dr Nziramasanga. The CIET report finally came out in 1999 and it came out with a lot of recommendations with regard to how the school curriculum was to be replaced. Zimbabwe inherited an educational system that was based on inequality along racial lines from its colonial masters (Zvobgo 1996). The commission laid a foundation on how Zimbabwe was to transform its school curriculum to make it relevant the country's needs and the learner (CIET 1999). One of the major recommendations by the commission was on the teaching of Technical and Vocational training and education, culture art education, Early Childhood development Education and indigenous languages as compulsory subjects in all schools. The commission recommended that there was need to review the curriculum to suit today's challenges. Rapid technological advancement over the past decades and the use of ICT also necessitated the need to review the curriculum. Emphasis was on improving skills of the learner hence the curriculum was called CBC .Since 2014, the MoPSE embarked on a comprehensive curriculum reform process which is meant to enhance the quality of education in Zimbabwe. A CBC framework was developed and finalised in 2015 and its implementation commenced in 2017 (MoPSE 2020). The inception of the CBC began when the framework for MoPSE (2015-2022) was implemented in January 2017. The Curriculum Framework for Primary and Secondary Education (CFPSE 2015-2022) the MoPSE came up with a Curriculum Framework which provides a way for a rapid transformation of the education system up to 2022. Other principal pillars for development of the CBC are the Education Act as amended in 2006, Zimbabwean Constitution (2013), the ZIMASSET (2013) and the country's history, heritage, national ideas and aspirations. The CBC introduced new learning areas like ICT, VPA, Mass Display, Family Religion and Moral Education (FAREME), Heritage Studies and Science and Technology.

2:2:2 Philosophical ideas

Pragmatism by John Dewey

John Dewey is recognised for his principles that bring pragmatism into philosophy and design of the school curriculum. The pragmatic theory of learning by doing and experimentation contributed to the change of the old curriculum in the education of Zimbabwe to a CBC which more practical in nature. The term pragmatism is comes from the Greek word pragma meaning actions. Pragmatist believe that learners obtain their knowledge through experimenting and interacting with their environment. According to Shawal (2016) education should be founded in the leaners experiences as well as different preparation and activities for their future. The pragmatist view education as a means for preparation of practical life. According to Sharma (2018) Children needs to be so that they will be able to solve their present day problems and to adjust themselves to their social life. Pragmatism gives emphasis on what is efficient practical, satisfying and fruitful. According to Devi (2018) pragmatism gives a principle of utility to which experiences, activities and subjects should be included in the curriculum. Modern societies are increasingly based on information and knowledge, with communication technologies as main drivers. According to the UNESCO's report on The Global Education2030 Agenda (2017) the basic requirements for education in the 21st century is to make learners participate in a knowledge based economy. In the Qingdao Declaration (2015), signed d by Ministers of Education at the International Conference on ICT and Post -2015 Education conference to which Zimbabwe also participated, it was stated that full potential of ICT for education must be unleashed for achieving the SDGs and the vision of Education 2030. Utete (2017) explained that ICTs are influencing all aspects of life and making dynamic changes in society to which education needs to respond. According to Dambudzo (2017) ICT have caused an increase access to education and improved quality of education in developing countries like Zimbabwe. UNESCO (2017) integrating ICTs is also recognised in the Global Development Agenda SDG9 on innovation and SDG4 on Education. This was presented by the

minister of Education at the Southern Africa Regional Meeting on Integrating ICTs in Botswana 2015. The Minister identified challenges and concerns such as inadequate ICT readiness in terms of infrastructure and the need for teacher capacity building for ICTs. John Dewey says that children learn by experimenting which is required in every social life. MoPSE (2017) curriculum aim 1.6.2 which prepares learners for work and life in an economy which is based on agriculture and a competitive environment. When learners learn by doing it makes a person confident, cooperative and creative (Sharma, Devi and Kumari 2018). According to Dewey (1992) the utility for human development and welfare a thing for real values. According to Sharma et al (2018) a social function and real-life experience of a child depends on education. Dewey (1992) is of view that the materials and ideas that interests and motivates children should be plan accordingly by educators. Problems are solved in an interdisciplinary way when the curriculum brings the curriculum together. Pragmatists believe that through experimental inquiry learners will be applying their knowledge to real life situations. This prepares students for future careers, daily living and citizenship. Science and Technology allows the learners to interact with their environment and coming up with findings on their own. This is supported by Dewey (1915) who emphasised that learning makes sense of the world through active interaction. According to Kouneiher & Barbachoux (2017) pragmatists focus on the process of using and testing knowledge. The learner should be prepared to learn skills and attitudes of a society for them to live as to live as useful member of the society. **2:2:3**

Literature based on research question 1

Support of school administrators

According to Mestry (2017) the principals of schools face the more complex decisions, new demands, and more responsibilities than ever before. School administration involves planning and organising instructional work and materials for both teachers and learners (Norgesskolen

2019).The school administrator's schedules are usually filled with many activities of management and administration, and also solving teacher and learner crisis (Bottery 2016). According to Lim-Ratman (2017) heads can improve the school environment by creating conducive conditions. They should create a positive school climates, motivating learners and teachers and managing resources effectively to promote best teaching and learning practises (Mestry 2017). Therefore school administrators play a pivotal role in the maintenance and development of academic standards which include the skills and knowledge learners are to learn in a subject in each grade. Van Deventer (2016) asserts that so many school heads have no time for their instructional leadership functions, most of them spend little time in classrooms and analysing curriculum delivery with teachers. Instructional leadership is applied in supervision and monitoring curriculum implementation as this improves quality of education and enhances academic (Okoth 2018). School administrators are positioned to support the implementation of instructional standards in their schools by designing school schedules, class observations and allocating resources (Rigby, Forman and Lewis 2019).According to LarbiCherif (2017) school heads are instructional leaders through actions of supporting teachers. Woulfin & Rigby (2017) asserts that principals must both evaluate and support teachers through teacher development and evaluation policies. Ismail, Don, Husin & Khalid (2018) a principal is a supervisor, leader, innovator, an educator, a manager and an administrator.

2:2:4 Literature based on research question 2

Teacher competences

According to Southern Africa regional meeting on teacher Standards and Competencies (SATSC) (2017) teacher standards refer to expectations about teachers' knowledge,

competencies and attributes, and desirable level of performance. Competencies are the skills and knowledge that enable a teacher to be successful. The Incheon Declaration at the World Education Forum (WEF) (2015) expressed concern to make sure that teachers are well trained, adequately recruited, empowered, motivated and professionally qualified. UNESCO teacher conference Maputo (2015) made some recommendation of supporting Open and distance Learning (ODL) for teacher education to strengthen the teaching profession. This commitment is translated into SDG4 and the 2030 Framework for Action 2030 on Education, in which Goal 4c focuses explicitly on the teacher challenge. UNESCO Regional Meeting (2016) in this meeting, the countries in the Southern Africa Sub-region shared practices on teacher standards and competencies. Teacher Professional standards (TPS) (2016) launched a package for teacher professional standards and competencies for implementation of the CBC. According to the ICT policy (2016) inadequate ICT knowledge, skills and competencies at all level on all areas hampers the successful implementation of the curriculum. According to Anonuevo (2017) the little expertise on the use of computers for educational purposes by teachers is a threat to the implementation of the curriculum as teachers are reluctant to take the first step. MoPSE (2015) defines skill as the capacity and ability acquired through systematic, and sustainable zeal to carry out complicated activities. According to the Stakeholder consultation report (2016), teachers' needs to be equipped with skills which will help them in implementing the curriculum without any hustles.

2:2:5 Literature based on research question 3

Facilities and resources in curriculum implementation

According to Munikwa (2016) the education sector in Zimbabwe has suffered the plight of inadequate instructional facilities and materials. Enough facilities such as laboratories, playing fields, classrooms and libraries are mostly needed for successful implementation of the

curriculum. In line with the provision of the Zimbabwe Schools Health Policy on infrastructure that must be available in schools, a clean and safe environment must be provided in all schools (GoZ 2018). Dangara (2016) states the development of a conducive teaching and learning environment takes place when they are adequate education resources. According to Stakeholder Consultations Report (SCR) (2016) infrastructure should be provided to remove barriers to accessibility of education. The law must outline the minimum infrastructure requirements that should be in place before satellite schools can be legally operational (SCR 2016). Availability of teaching and learning materials must be consistently ensured across all educational institutions.

2:3 Summary

This chapter outlined a literature review on the philosophical ideas and theories on the CBC. The historical background of the development of the CBC was addressed. The literature review in relation to research questions was also highlighted.

CHAPTER THREE

Research methodology

Sileyew (2019) posits that a research methodology shows a way through which most researchers come out with their problem and objective and present their result from data collected during the research study.

3:1 Introduction

This chapter looked at the research design which was used in the study which is the case study. Research instruments were also highlighted. The Reliability and Validity of Research Instruments were explained. The targeted population used in carrying the research was identified. Sampling procedures, data collection and data analysis procedures were highlighted. The ethical considerations followed when carrying the study were explained. A summary ended the chapter.

3:2 Research Design

According to Lenzholder (2017) a research design is a plan used to explain the procedure or methods to be used to collect data and to analyse it. Research design provides a way of collecting and analysing data (Ngozwana 2018). A research design refers to the framework for collection and analysis of data thus answering the research questions. It is a way that one chooses to integrate the different components of the study in a logical way. According to Tobi and Kampen (2017) a research design addresses the basic research questions and also helps to draw valid conclusions. Akhtar (2016) posits that a research design is a strategy that clearly states the type of information and sources relevant to the research problem, it also specifies the techniques and procedures and to be used for data collection. The research design intends to give a suitable framework for study (Sileyew 2019).

3:2:1 Case study design

According to Goundar (2019) a case study is a qualitative research method with a detailed examination of real experiences of a person, community or an organisation. The researcher used a case study design. The case study design is considered as a tool in educational studies because of its prominence. A direct observation method to get detailed information of the phenomenon through contextual data gathering settings and interactions. Gerring & Mahoney (2016) states that a case study searches for meaning and understanding of a problem. According to Queiros, Faria & Almeida (2017) it offers a proper way for innovation and challenge existing assumptions. According to Heale & Twycross (2017) a case study is an investigation of a single individual or group in which the researcher examines in-depth data. Morgan, Pullon Macdonald, Mckinlay & Gray (2016) defines a case study as a comprehensive method that uses many sources of data to provide detailed answers to complex research problems in real-life situations. The advantage of using a case study is that can be applied to real- life situations and provide in-depth understanding.

Strengths of case study

According to Krusenvik (2017) in a case study the data will not be taken out of context and includes so many variables. Its strength is that the examination of gathered information is conducted within the real situation in which the activity has taken place. According to Yin (2017) the use of case studies allows in-depth knowledge of a given situation. The detailed information produced in case studies also helps to address the complexities of real life situations. According to Harrison (2017,) a case study has the opportunity of carrying out in-depth studies of a phenomenon, and allows flexibility in the data analysis process which will result in low cost of the research process. A case study can help one to clearly a complete

situation, and may give understanding of a new issue or increase evidence to previously carried research. Its detailed and in-depth results are not taken out of context and help create new theories as well as add strength to previous research (Ritzen,Sagen, Sjoberg & Thundsted et al 2016).A case study explains well the how and why questions. Gerring (2016) mentioned that it is mostly used in situations where the available theories are contradictory or not adequate.

The down side of a case study design is that it is said to lack rigour. A case study also gives little basis for scientific generalisation as they are sometimes conducted with only one subject and also they may use a small number of subjects (Krusenvik 2017). The other weakness is that a case study may have challenges in reaching a conclusion as it depends on a single case exploration.

3:2 Qualitative research

A qualitative research was used in this study to address the research questions. According to Almeida (2017) Qualitative methodology seeks to address complicated reality and give meaning of the actions in a given situations. Brans (2017) explain that a qualitative research is an inquiry in which a problem is investigated in order to get a clear understanding of the problem. The aim of the qualitative methodology is to come up with an in-depth understanding of the problem being analysed. The other objective of qualitative research is to prevent generalisation of a phenomena, but to have a deep understanding of the problem (Almeida 2017). According to Meanwell (2017) a qualitative research generates in-depth understanding of meanings. It is therefore concerned with unquantifiable reality, focusing on the explanations and understanding of social relations. Fetters (2017) defines qualitative research as an approach to seek answers to a question and follow a procedure to answer the question, collect evidence

and produce findings. A qualitative research clearly defines the research design that the research will encircle (Yin 2016). Kalu & Bwalya 2017 states that qualitative research explores complex problems that cannot be measured quantitatively. According to Jameel & Majid (2018) qualitative research produces the accounts of different individuals and groups by observing their behaviour and interacting with them. Gopaldas (2016) propounds that qualitative research uses purposive sampling and semi-structured and open-ended interviews. Creswell & Poth (2017) postulates that the qualitative approach allows an in-depth description of the phenomenon through capturing and understanding individuals' points of view on a given subject. The research questions direct the methodology to be used in qualitative research (Viswambharan & Priya 2016). Jones & Smith (2017) explains that qualitative research methodologies focus on meaning.

Strengths of qualitative research

In this research qualitative research was conducted because the answers to the research questions could not be quantified. Rahman (2016) posits that qualitative research produces detailed description of individual participant's opinions, experiences and feelings, and give interpretation of the meanings of their actions. Qualitative research helps to understand individuals' values, beliefs and cultures and also to develop theories that describe these experiences (Holloway & Galvin 2016). The other strength of qualitative research is that it gives meanings and insights to a given situation (Levitt 2017).

Weaknesses of qualitative research

According to Rahman (2016) qualitative research approaches focuses mostly on meanings and experiences and may sometimes leave out contextual issues. The other weakness of the

qualitative research is that data collection can be costly and time consuming, and may require a lengthy period of time to collect data, analysis it and interpret the findings (Haradhan 2018). In qualitative research the researcher's interpretations are subjective; as personal experience and knowledge may influence the observations and conclusions.

3:3 Research instruments

Interviews

The researcher collected data through conducting interviews. An interview is one of the data collection techniques in qualitative research (Adhabi & Anozie2017). According to Meanwell (2017), use of interviews helps to gain access to hidden knowledge from marginalised respondents and also to get in-depth understanding of meanings and processes. Interviews help to have an insight into the personal experiences and situations of the participants (Jammel & Majid 2018).When collecting data through interviews the researcher will interact with the directly Thiessen, Buchan & Daly (2016). According to Kfourri (2017) the aim of a qualitative interview is to find out the interviewee's own framework of meanings. Interviews in research seeks to understand the world from the participants' point of view, and to unfold the meaning of people's experiences (Voughn & Dejonckheere 2019). The researcher used semi-structured interviews. The semi- structured interviews involves series of open-ended questions which the researcher wants to cover. The open-ended questions provides opportunities for both interviewer and interviewee to discuss in detail some topics which may need to be addressed.

Strengths of interviews

The strength of interviews is that it gives opportunity for feedback and also it gives opportunity for clarifications and probing of complex answers Kfourri (2017). The other strength of the interviews is that it builds rapport and allows the researcher to make participants feel more comfortable with the research process (Ahabi & Anozie 2017). Semi-structured interviews allows the researcher to explore participant feelings and thoughts and also enables the researcher to collect open-ended data (Vaughn & Dejonckheere 2019). According to the sociology Group(2019) interviews allows the interviewer to be able to judge the non-verbal behaviours of the respondent. Interviews allow exploration into how different problems experienced and perceived (McGrath, Palmgren & Liljedahl 2018).

Weaknesses of interview

The weakness of interviewing is that some interviewing methods like the face to face interviewing promotes bias, and they are time consuming (Adhabi & Anozie 2017). According to the Social Group (2019) there is less anonymity with interviews which becomes a challenges and concern provide for the respondents.

Observation

The researcher also used observation as a research instrument to gather data. Queiros, Faria & Almeida (2017) defines an observation as a process of collecting data through observing a phenomenon in its natural setting. Through observation data can be collected without much interference with the occurrence of the event. When using the observation method to collect data, the researcher will be observing within a specific research field. Ferguson (2018) states

that observation is a research tool suitable for situations in which nonverbal communication is important for complete research. When observing, the researcher records what will be taking place as he or she is present in the daily life and activities of participants (Jameel & Majid 2018). The researcher through closer involvement will gain an insider's view of the field, and this will allow him or her to find out issues that in many occasions are often missed by the scientific enquiries. Steber (2017) state that observational research observes behaviour as it unfolds in a natural setting.

Strengths of observation

According to SharnaAbby (2017) with observations participants will be in their normal setting and they are likely to react in a genuine way. Also. Observations helps to give a detailed descriptions of behaviours and this will give a more complete picture of the situation (SharnaAbby 2017). According to Mckinlay & Gray (2017) an observation approach can reach beyond other methods of collecting data that rely on self-report. Observing people in their natural setting is very important when carrying out a research as it helps to reveal insights not accessible from other data collection methods. Steber (2017) alludes that observational research allows researchers to observe their participants in a natural environment. Data collected through observations is valuable as it gives researchers information that goes beyond numbers and statistics (Ferguson 2018). Observational data is very accurate and reliable.

Weaknesses of observation

According to SharnaAbby (2017) in observations responses given by participants are more likely to be unrealistic or genuine as the participants are in an artificial environment to which they are aware that they are being observed therefore actions and responses will not reflect what they would do in a normal situation without being observed. Ferguson (2018) states that observations limits the researcher to depend on interpretations, as the researcher will not be able to see attitudes or thoughts, and this hinders the accurate analysis of the findings.

3:3:1 Validity

Vuye (2016) states that validity mainly focuses on how well a data collection instrument measures what the researcher intends to measure. It is the depth, honesty, richness of the data collected. According to Goundar (2019) with validity the correct procedures in collecting data should be applied in order to find answers to a question. Validity also means the truth and accuracy of a description. Yin (2017) advocates for use of different sources and much evidence for construct validity. Data is said to be valid when it measures what it intends to measure. Data Validity refers to the extent that a data collection instrument measure what it purports to measure.

3:3:2 Reliability

According to Azorin & Gamero (2016) reliability is the degree of consistency that the instrument being used to collect data for a research study demonstrates. It can also be defined as the extent to which data analysis procedures will yield consistent results. Bruns et al (2017) explain that reliability is the stability of response to a data collection tool no matter how many

times the tool has been administered to the same respondents. Reliability refers to the consistency of the results of measurements produced all the time. Reliability proves that even if the operations of study are repeated, they will yield the same results. Yin (2017) advocates that reliability can be achieved by using reliable sources of information.

3:4 Population

According to Magwa & Magwa (2017) a research population is the total number of individuals from which a sample is chosen. It refers to the group of individuals where a sample will be drawn and to which results can be generalised. According to Fetters & Azorin (2017) a population is a group of objects that become the targets of the research. Can also be defined as a special group of people to which the researcher will be much interested in gaining information regarding a specific problem that regularly occurs and how they perceive it. In this research study the population comprised of 3 satellite schools in Shayauripo Cluster in Chiredzi District targeting 9 teachers and 3 T I C's. The researcher used this population because it was a source of rich information for the study. The targeted population could not be manageable due to geographical location of the schools. The teachers were in a position to give the most needed information regarding the challenges they are facing in the implementation process of the CBC. Their views and experiences in CBC contributed to the success of this research study.

3:5 Sample and Sampling procedures

Arami (2016) states that it is a sub group of the total population to which conclusions will be made. Magwa & Magwa (2017), explains that a sample defined as a subset of the population.

It is a small set of participants selected by from the entire population by the researcher for conducting the research.

Sampling procedure is a prescribed process of selecting a subset of cases with the aim of drawing conclusions about the whole population. Sampling procedures are vital in the selection of a set because they allow the researcher to generate data in an economic way and give each individual an equal opportunity to be selected. In this research study the researcher used the purposive sampling method whereby the researchers uses their own judgement in choosing sample members. Hamound (2016) emphasises that in qualitative research samples are usually purposive, meaning participants are selected on the basis that they are able to generate informative data to be used in the research study. This means that participants are selected because they are likely to generate useful data for the project. TIC's were the key respondents and professionals who are administrators of the satellite schools. The researcher had a judgement in selecting respondents that best answered the researcher questions which met the research objectives. The TIC's had rich information on the challenges they faced in implementing the CBC. According to Bahadur (2017) in purposive sampling the researcher purposively chooses participants relevant to the research topic. Purposive sampling involves choosing participants according to the set standard relevant to the research questions. This is supported by Tobi and Kampen (2017) who also claim that the in-depth understanding of research problem is where the power of purposive sampling is derived from. When using purposive sampling small groups or individuals chosen are most likely to have useful information about the phenomenon of interest. In this research study the researcher sampled participants involved in the implementation of the CBC.

3.6 Data collection

3:6:1 Collecting data using interviews

The researcher also collected data by conducting interviews with teachers and the TIC's. The researcher started by building good rapport with the participants as it enabled the respondent to give useful data and the experiences much needed in the study. The researcher achieved this by approaching interviews openly and being specific on why she is carrying the research study and why she is interested in their specific point of view (McGrath 2018). Open-ended Interviews were administered as they entailed a set of the same interview questions that were interviewed to all interviewees as this enabled the interviews to be easily analysed and compared. Adhabi & Anozie (2017) posits that building good rapport with the participants and the researcher's ability to make participants to feel more comfortable with the research process helps to gather valid results. The interviews were semi-structured so as to avoid imposing. A semi-structured interview guide allows the researcher to explore matters brought forward by the interviewee (Laksov 2017). The aim of the research study was clearly explained to the participants before conducting the interviews. The Interview proceedings were recorded by writing. The semi-structured interview made data collection systematic for each respondent and gave rich information that could not be attained through classical experimentation. The Interview guide was semi-structured in nature and remained flexible to allow for the exploration of participant's experiences and any new issues that arised. The researcher was cautious about sensitive issues which needed attention (Varpio 2017).According to Giger (2017) the interviewer will actively listen to respondents by being able to identify silent moments.

3:6:2 Collecting data by observations

The researcher was a non-participant observer and did direct observation. The researcher was an overt observer that is she was honest with participants by letting them know that they are being observed (Ferguson 2018). The researcher visited the selected schools and observed their teaching and learning environments. Unstructured observation were done through the use of observation guides to collect data. Information gathered through common, unstructured observations is often employed to make decisions (Hubers 2017). The researcher as an observer observed the teaching and learning environments, the availability of the teaching and learning resources taking notes and gathering unformed data to generate an interpretation of the circumstances being studied

3:7 Data Analysis

The researcher analysed data first by proof reading all the data collected followed by removing all irrelevant information to the study and only remaining with relevant data. This helped the researcher in verifying data collected in which the significant observations were made to remove unnecessary information. The researcher edited, summarised and interpreted collected data for presentation of findings. Tables were also used to enhance clarification of the findings. The collected data was analysed qualitatively for clear presentation.

3:8 Ethical considerations

Ethical considerations are values and principles that determine what is wrong and what is right to do in a particular context. According to Parveen & Showkat (2017) research ethics distinguishes between right and wrong and they help to identify acceptable and unacceptable

behaviours when conducting a research study. Agwor & Osho (2017) defines ethics as all moral principles followed when conducting a research study which governs the behaviour of an individual or a group of individuals. Arifin (2018) state that human subjects are protected through appropriate application of ethical principles in all research studies. Researchers have moral and professional obligation to be ethical even in contexts where respondents were unaware or unconcerned about research ethical norms and standards. Ethical standards should be maintained all the times when collecting research data, as it protects the rights and welfare of the participants. Ethics are acknowledgements and respecting the rights of others. When conducting a research study, research ethics such as applying moral values and professional codes of conducts when collecting, analysing and reporting should be followed to protect the rights of the participants. Research ethics are norms or for the conducting a research in a professional way as they help in identifying acceptable and unacceptable behaviour. Research ethics serve as a guiding set of principle that help researchers in carrying out their studies. These ethical considerations serve as a standard to follow when conducting a research study and during the research process. The researcher observed the following ethical considerations.

Informed consent

Informed consent seeks to ensure that participants in a research process are aware that they are being researched. It involves participants volunteering on their own to participate in the research study. According Shawa (2017) it is concerned with the voluntary consent of an individual to participate in research. Bruns (2017) alludes that potential participants must be provided with a chance to make a decision whether they want to participate in the research study or not. These participants must be provided with adequate information concerning the purpose of the research, nature and conditions of the study. Possible benefits and risks to which the participants may be exposed to should be clearly defined, and any information which helps

to establish the credibility of the researcher must be provided to potential participants. Arifin (2018) alludes that there is need to adequately inform the participants about the freedom of choice which allows them whether to participate or decline. The participants' privacy and sensitivity needs to be protected and that the information they would have imparted will be used only for academic purposes. The researcher obtained an informed consent from the chosen sample of the research study. The researcher explained the nature of the study to the participants (Kfoouri 2017). The researcher assured the participants that there is no victimisation whether they want to participate or not. The participants were assured that they will be allowed to withdraw from the study whenever they feel like without prejudice.

Confidentiality

According to Allen (2017) Confidentiality is defined as the separation or modification of any personal, identifying information which might have been provided by participants from the data. Confidentiality makes the researcher to be able to manage private information given by the participants and not share it to anyone without the knowledge of the participant.

Confidentiality is maintained when participant's identities are not linked to the information provided and are never divulged publicly. The researcher assured the participants that information obtained will be confidential. No name shall be linked to individual respondents to guarantee confidentiality. The researcher used the obtained information for academic purposes only.

Permission

The researcher secured the approval of the research participants and beneficiaries before conducting the research study. The researcher sought permission from the District Schools Inspector of Chiredzi District, and from the TIC's of the selected schools and permission was also obtained from the participants to be interviewed.

Access to results

The researcher provided a copy for each selected school that participated in the study for the recommendations identified to solve the challenges being faced by satellite schools in implementing the CBC.

3:9 Summary

This chapter dealt with the methodology that were employed by the researcher in generating data. The most suitable research design was identified and discussed. The researcher used a case study design as it gave her an opportunity to understand the experiences of challenges faced by satellite schools in implementing the CBC. Purposive sampling was done in the selection of participants. Research Instruments used when collecting data were also identified which are interviews and observations. Finally Ethical considerations which were followed when carrying the research were highlighted.

Chapter Four

4:1 Introduction

This chapter presented, analysed and discussed data collected on the challenges faced by satellite schools in implementing the competence based curriculum (CBC) in Shayauripo Cluster Chiredzi District. The findings were obtained from the two research instruments which are the interviews and observations. The researcher conducted interviews with 9 teachers and 3 Teacher in Charge (TICs) and 3 satellite schools were observed. The researcher will only present data relevant to the research questions. The data from the interviews is presented in Italics to make the contributions of the interviews more visible. Data collected from observation was presented on an observation guide and described.

4:1:2 Qualitative Data analysis

The researcher completed a qualitative analysis of data collected through interviews in order to answer the research questions . This involved thematically analysing the data collected through interview from the respondents was thematically analysed. These respondents were primary school teachers and TICs who participated in semi-structured interviews. The researcher organised, coded and sorted the field data. A code book was created by the researcher for descriptive codes, keywords and phrases that represented each code. Coding is a process of bringing data into pieces of information that share properties for meaningful analysis. Data collected through observation also helped in developing a complete understanding of the phenomenon (Creswell & Clark, 2017).

4:2 Demographic data of respondents who participated in the interviews

The number of the respondents who participated, their professional qualifications, age and gender were considered in this study and the following information was obtained.

a) (i) Number of Teachers who participated in the interview

Table 4:1:2

Gender	Frequency	Percentage %
Female	5	56%
Male	4	44%
Total	9	100%

Source: Field Data

Table 4:1:2 shows the number of respondents who participated in the interview sessions. A total number of 9 teachers participated with 5 female teachers with a response percentage of 56% and 4 male teachers with a response percentage rate of 44%, females are the dominating group as they have the highest percentage.

(ii) Number of TICs who participated in the interview

Table 4:1:3

Gender	Frequency	Percentage %
Female	2	67%
Male	1	33%
Total	3	100%

Source: Field Data

Table 4:1:3 shows the number of the TICs who participated in the interview session with a total number of 3 TICs, 2 females with a percentage rate of 67% and 1 male with a percentage of 33%. Female TICs are the dominating group with the highest percentage of 67%.

b) Age regiments of respondents both teachers and TICs

Table 4:1:4

Age Group	Male	Female	Frequency	Percentage %
24-28 years	0	1	1	8%
28-32 years	0	0	0	0%
32-36 years	1	1	2	17%
36-40 years	1	2	3	25%
40years &above	3	3	6	50%
Total	5	7	12	100%

Source: Field Data

Table 4:1:4 shows the age range of respondents which ranged from 24-40 years and above. The findings most of the teachers fall in the range of 40 years and above which has a total number of 6 teachers with a percentage rate of 50%, followed by the range of 36-40 which had a total

number of 3 teachers with a percentage of 25%. The range of 32-36 years had a total number of 2 teachers with a percentage of 17%, there was no respondent from the age range of 28-32 years and only 1 responded is in the range of 24-28 years with a percentage of 8%.

c) Academic qualifications of respondents for both teachers and TICs

Table 4:1:5

Qualification	Frequency	Percentage %
Certificate/Diploma	8	67%
Bachelor's Degree	3	25%
Master's Degree	1	8%
PHD	0	0%
Total	12	100%

Source: Field Data

Table 4:1:5 show the professional qualifications of the respondents with 8 of them being diploma holders with a percentage of 67% to which 6 are full time classroom teachers and 2 are TICs. 3 of the respondents are holders of a Bachelor's degree who are all full time classroom teachers and only 1 respondent is a holder of a master's degree and is one of the TICs. The information above shows that the majority of the teachers in satellite schools are diploma holders, and that the teachers are not much upgrading themselves professionally, also it shows that being a TIC does not require a higher professional qualification as 2 of the TICs are diploma holders. Failure of teachers to upgrade themselves contribute to the unsuccessful implementation of the CBC as they will continue to lag behind in areas such as ICT which is now a common module across the board at Universities for Bachelor of Education programmes.

4:3 Findings of the interviews

The findings of this study are in agreement with the research objectives which aims to find out the challenges being faced by satellite schools in Shayauripo Cluster in implementing the CBC. The findings of the interviews and the observations revealed a number of challenges faced by satellite schools in implementing the CBC.

a) Teacher competencies

On answering interview question on how competent the teachers are TR 1 said

The challenge I am facing is incompetency, I was previously teaching grade six which is still doing the old curriculum so in this new grade I am teaching right now am just a novice, I totally know nothing about the CBC.

This response shows that the responded had no knowledge on how to implement the CBC as she was previously teaching a class which was still following the traditional curriculum which is a bit different from the CBC in terms of the new learning areas which were introduced like Mass Display, Visual and Performing Arts (VPA), Information Communication Technology, Science and Technology and Heritage Studies. The most important person in the curriculum implementation is the teacher, with his or her knowledge and competencies he or she is central to any curriculum development. According to Alsubaie (2016) Best teachers support best learning because they are competent in introducing the curriculum in the classroom. This assertion indicate that if the teacher is not competent enough in introducing a curriculum in the classroom no effective and efficiency learning will take place. Therefore the incompetency of the teacher in teaching the CBC is hindering its successful implementation.

Lack of competency skills was also supported by the other five teachers who also identified lack of competency skills in the teaching of practical subjects like Information Communication technology (ICT), Physical Education (PE) and Agriculture as a challenge when they said

Lack of knowledge in new learning areas on teachers as they cannot afford to attend workshops (TR 7)

TR 2 said that teachers are not competent enough to teach ICT and Visual and Performing Arts (VPA). Also TR 5 and TR 9 identified competence gap in the teaching and learning of ICT

There are no experts to teach ICT, PE and Agriculture (TR 8)

The above responses shows that teachers are having challenges in teaching the newly introduced learning areas as they have no skills and knowledge on how to teach them, and this is hampering the successful implementation of the CBC. Lack of competent skills make the teachers not to have confidence when they are teaching those subjects in which they are incompetent. According to the American Institute of Research (AIR) (2016) adopting new curricula requires teachers confidence in delivering the lessons and also in the purpose of the materials they use in order to ensure successful implementation of the curriculum. Lack of knowledge may be caused by unpreparedness of the teachers to implement the CBC. Teacher preparedness in curriculum implementation is supported by McNeil (2016) who posits that teachers need to be prepared for successful curriculum implementation. This shows that the teachers were not prepared enough when the CBC was introduced right from the beginning, as they are still struggling even today when the CBC was introduced 3 years ago. Preparing the teachers well in advance before the curriculum is introduced helps them to be confident when they delivering lessons and helps to avoid confusion as this affects the teaching and learning process and also affects the learner's performance. Dangara (2016) asserts that teachers should

be given the opportunity for in-service training in order to improve their career and also for professional development.

In support of the above challenge identified by teachers of incompetence one of the interviewed TICs said

There is lack of knowledge on staff members in new learning areas as they treat themselves as satellite teachers hence they continue lagging behind (TIC 1).

This response from the TIC shows that teachers are not competent enough though he was putting the blame on the teachers themselves that they look down upon themselves as satellite school teacher hence they are taking too long to adopt to the new ways of teaching, and this is affecting the successful implementation of the CBC. Mohyuddin & Khali (2016) says teachers' incompetence in curriculum implementation hinders learners understanding and performance. According to Bautista (2016) teachers beliefs also influence their views of the curriculum, for example if they perceive themselves as being if they have a belief that they are not prepared or not familiar with a curriculum, then they will fail to respond to and teach the curriculum.

The other interviewed TIC gave her response as a solution to the challenges the teachers are facing in implementing the CBC though she was also pointing out that the teachers were not competent enough to teach the new learning areas as she said

There is need for In-service training for teachers in areas like ICT and VPA as they are incompetent in these areas (TIC 2)

The response of the TIC revealed that the teachers were incompetent as they needed in-service training in ICT and VPA so that they will be equipped with skills. Jerotich, Kurgat & Kimutai (2017) state that In-service training is proper when teachers need special training to correct

incompetencies. In-service training promotes professional growth for teachers. The need for in-service training is a clear indication that teachers are in need of requisite skills to meet the demands of the CBC. In-service training will enable to be efficient in the school system in order to achieve educational goals (Dangara 2016). Teachers need to be equipped with new forms of knowledge, new teaching methods and strategies, purpose and scope of the CBC. Inservicing of teachers greatly improves the quality of curriculum implementation.

b) Teaching and Learning resources

On answering interview question on how adequate the teaching and learning resources are seven teachers identified lack of textbooks as a challenge as they said

There are no textbooks for Heritage studies in grade five (TR 4 and TR 2)

Grade 6 does not have a single textbook (TR 5) and TR 2, TR 7, TR 8 also said they are no textbooks for grade six. TR 9 also emphasised that grade six class lack adequate text books.

The above sentiments show that there are no textbooks for grade the grade 6 classes and for grade five Heritage Studies which is affecting the implementation process of the CBC. Effective teaching and learning takes place when teaching and learning resources like textbooks and chalks are adequately available. Bukoye (2019) posits that teaching and learning materials are important tools in the teaching and learning of each and every subject in the school curriculum. Instructional materials allows learners to interact with words and symbols to develop their abilities in reading and writing, and also to improve their listening and speaking skills. Textbooks are essential resources which promotes the effective and efficient implementation of the CBC. The learners in grade have been affected by the shortage of textbooks from the onset in 2017 when the CBC was introduced up to date, and this is a seriously challenge which satellite schools are facing as they failed to acquire textbooks well

in advance due to financial problems. Instructional materials are important tools needed for teaching and learning to be more interesting, practical and realistic (Olayinka, 2016). Textbooks play an important role in imparting knowledge to the learners in developing countries (Bukeyo, 2019). Teaching and learning resources like textbooks are important instructional materials however it's unfortunate that they are missing in other grades thereby affecting the successful implementation of the CBC in satellite schools.

The other teaching and learning resources which were said not to be available are the ICT tools as the two teachers said

Lack of exposure to some technological gadgets hinder learning in pupils (TR 7) and TR 6 said that they are no computers for the teaching of ICT.

The above responses shows that the teaching of ICT in these satellite schools is a very big challenge as there are no computers and other ICT tools. The learners have no real picture of what a computer is they only see it on pictures and drawings in the textbooks. ICT is a practical subject which needs to be taught practically with real computers and ICT tools. According to Echazarra & Radinger (2019) Computers and tablets motivates and improves academic performance if they are effectively integrated into daily teaching and learning. Information Communication technologies(ICTs) help to improve the quality of education by increasing learner motivation and acquisition of basic skills (Dangara, 2016). The shortage of ICT tools affects the teaching and learning of ICT and therefore the aim of the ICT policy of 2016 in the Zimbabwe's education system will not be achieved. The shortage of computer will cause the teachers not to teach the subject and the learners in satellite schools will be lagging behind in terms of ICT skills than their counterparts in other established schools.

Lack of teaching and learning resources was also identified in other learning areas like P E and Agriculture as the other interviewed teacher gave this response

Lack of resources in teaching of PE and agriculture for example tools like garden forks, picks, wheelbarrows and watering cans (TR 8).

This response reveals that they are no resources in the teaching of practical subjects like P E and Agriculture, and this is a big challenge to implementation process as these practical subject cannot be taught successfully without these required resources. Accessibility of teaching and learning resources makes school administration effective and efficient (Dangara, 2016). P E and Agriculture are practical subjects which needs adequate resources for their successful teaching and learning to occur. Also the shortage of the above mentioned tools will cause teachers to neglect these subjects' areas, and only concentrate on other learning areas at the expense of these practical subjects.

The responses of the TICs on how adequate are the teaching and learning resources was also in sync with the teacher's responses as they also said

There is a shortage of teaching and learning materials e.g. textbooks and this has led to the use of wrong materials (TIC 1)

There are no textbooks for grade six class and Heritage studies for grade 5 (TIC 2).

The above response of the TICs supports the challenge of lack of textbooks in grade five and six classes as earlier on identified by the teachers and this is also affecting the implementation process of the CBC. According to Behnke (2018) textbooks improve learner achievement by addressing day-to-day teaching practices. Therefore if the implementation of the CBC is to be successful, the issue of the shortage of textbooks need to be addressed as early as possible, as the teachers may end up teaching with irrelevant information which will affects the performance of the learners.

c) Infrastructure

To answer the question on how adequate and suitable the infrastructure is three teachers pointed out that there is shortage of learning areas as they said

There are no good learning areas (TR 2) and Tr 8 also said poor working conditions which include lack of classrooms for teaching and learning process. TR 7 said lack of infrastructure is also a challenge

These responses clearly indicates the issue of classrooms in these satellite schools is a big challenge and that those that are being used at present moment are not suitable and conducive for the successful implementation of the CBC. Suitable and adequate infrastructure is of paramount importance in the effective and successful implementation of a curriculum. According to Barret & Shmis (2019) educational inputs such as adequate and proper infrastructure helps to improve the quality of education. Proper and conducive learning only takes place in a suitable and conducive environment like a classroom, therefore any shortage of this is a night mare to the successful implementation of any classroom The Sustainable Development Goals which are defined by the United Nations and scope for the development agenda for all countries in the world, require countries to build educational facilities that are child friendly for effective learning (Barret & Shmis,2019).Good infrastructure and adequate classrooms promotes the effective implementation of the CBC as they will be no disruptions during the teaching and learning process. Also learning aids like charts displays are successful well presented in schools where there is good infrastructure and this makes the teaching and learning process efficient. Good infrastructure promotes a child friendly environment.

Lack of infrastructure for successful teaching and learning also included computer laboratories as the other two teachers added that

There is no infrastructure for the teaching of ICT (TR 6)

TR 9 added that learning areas are inadequate for the teaching of practical subjects like ICT

The above responses shows that they are no computer laboratories in these satellite schools and which also clearly states that the teaching and learning of ICT is not being implemented in these schools as the teaching of ICT should be conducted in computer lab fully furnished with computers for practical lessons. ICT integration in learning plays a crucial role in making learning more effective and efficient (Cha, Park & Seo, 2020). ICT-integrated learning environments such as classrooms should be designed and developed in order to improve the quality of education in developing countries (Cha et al ,2020). Computer laboratories are needed for the teaching of ICT and also for the safe upkeep of the computers when they are available.

In support of the above sentiments on how adequate and suitable the infrastructure is one of TICs said

There is insufficient and non-conducive infrastructure as the structures do not match the needs of teaching and learning of competitive curriculum. (TIC 1)

This response is an indicator that there is shortage of classrooms and also that the available learning areas are not conducive for successful implementation of the CBC which is more demanding than the previous traditional curriculum. Lack of proper services and buildings is not safe for both teachers and learners and will make them not to feel the classroom as a positive learning environment (Lasky, 2018). When learners have clean, safe and reliable learning environment, their performance is better than they would otherwise. This challenge is also an eye opener to the Ministry of Primary and Secondary Education (MoPSE) in preparation for the re-opening of schools after the lockdowns caused by COVID-19 as satellite schools needs

much attention more than any schools in terms of making the infrastructures more conducive and safe in order for the learners to be able follow precaution measures like social distancing.

The TIC also had this to add

There is no proper accommodation for teachers as they are accommodated in temporary structures and the teachers are demotivated hence affecting the successful implementation of the CBC. (TIC 1)

This response shows that the accommodation for satellite school teachers is not adequate to accommodate all the teachers, and so some of the teachers are still using temporary structures as houses, and this is demotivating teachers thereby affecting their morale in delivering lessons in a successful way. According to Kapur (2019) infrastructure development needs to be taken into account and schools need to bring about improvements in infrastructure. When the infrastructure in schools is good, the staff members would be able to carry out their duties in an efficient manner. Small rural communities may have challenges in investing in infrastructure and maintenance due to lack of funds (Echazarra & Radinger, 2018). Proper accommodation motivates the teachers and they will be able to perform their duties effectively without any hustles. A demotivated teacher will not perform his or her duties efficiently as shelter is one of the basic need according to Maslow's hierarchy of needs.

d) Administration support

On answering the questions on how supportive the administration is one of the teachers had this to say

The school administration is very reluctant towards the implementation of the CBC (TR 5)

The teacher argued that the school administrators were reluctant by not quickly responding to their needs on time for example when they request for resources like syllabi, chalks and pens

the administrators may take too long to respond. School management involves the implementation and facilitation of school programmes and resources for successful achievement of school goals (Dangara, 2016). This explains that administrators have responsibility of managing school resources by acquiring the needed teaching and learning resources on time with few available resources.

But the other teacher indicated that though the administrators were willing to support their hindrance was that of inadequate funds.

The school administration is trying to support us but because of lack of funds they have challenges in sending teachers to attend workshops. (TR 6)

This teachers admitted that the school administrators were willing to support them through providing the teaching and learning resources but due to financial constraints they may take too long to acquire the needed resources and this negatively affects the successful implementation of the CBC. Bakir, Devers & Hug (2016) state that school principals' support is necessary for the success of the school and the implementation of new ideas. The administration of a school has the responsibility of bringing together resources and allocating them effectively to accomplish the objectives of the institution. According to Dangara (2016) the availability and accessibility of school materials helps the teachers to achieve good results. Therefore it is the responsibility of the school administrators to provide teaching and learning materials for their teachers and also supporting them financially when there are some workshops to be attended.

In their response on how supportive they are the TICs said

We are trying by all means to be supportive by acquiring learning materials though not adequate due to lack of finances. (TIC2)

We are trying to be supportive but due to lack of funds we fail to send teachers to attend workshops (TIC 3).

The TICs admitted that they were willing to support the teachers with adequate teaching and learning resources but due to financial challenges which are mainly caused by non-payment of school fees they end up failing to meet the demands of the requested resources hence affecting the implementation of the CBC. This is supported by Echazarra & Radinger (2018) who posits that school funding systems in rural schools hinders the smooth running of the school. At times they fail to provide the travelling and subsistence funds for the teachers in order for them to attend workshops which are meant to equip teachers with skills to cope with the demands of the CBC. This have caused satellite teachers in Shayauripo Cluster to lag behind in terms of knowledge and skills to effectuate the successful implementation of the CBC.

e) Challenges faced by TICs

The TICs identified challenges they are facing when administering these satellite schools which are negatively affecting the smooth running of the school which also is a hindrance to the successful implementation of the CBC.

On answering the question on the challenges they are facing in administering the school as TICs which affects the implementation of the CBC they said *The teachers are adamant to change in the teaching and learning methods as they would not take formal teaching and learning advices from the administration believing that they have the same or more knowledge than the administrators (TIC 1).*

TICs in satellite schools are appointed on seniority and not on professional grounds and this have caused teachers not to trust their administrators in terms of technical knowhow and skills some of the teachers have professionally upgraded themselves more than their TICs .The

negative behaviours of teachers towards their administrators maybe caused by lack of confidence and trust. Torres (2016) states that understanding teacher's strengths and weaknesses helps to build trust and to create a positive influence over the staff. Margolis (2017) alludes that teacher confidence must be maintained in order to reduce anxiety and this helps to support teachers through curriculum changes. Teachers and TICs need to build good relationships for the smooth running of the school and successful implementation of the curriculum. The TICs and the teacher should have trust in one another and this help to rebuild the confidence which would have been lost.

The other TIC identified network challenges as a hindrance to the smooth running of the school which may affect the successful implementation of the CBC as she said

There is no proper network for easy communication and access of information from the responsible authorities (TIC 3)

This poor network system affects the successful implementation of the CBC as the TICs might miss important information on time such as staff development workshop. In some cases they will receive the information late when the workshops are already underway, and the teachers will end attending workshops late thereby missing some important aspects which would have been already covered. The TIC also identified a challenge of unequal treatment by the responsible authorities

Satellite schools are treated as second class by the district or other authorities in addressing the needs of the school (TIC 1).

The responsible authorities like the District Schools Inspectors give much attention to established schools at the expense of the satellite schools and this have caused teachers not to comply with some policy requirements because they are not constantly supervised by the District. Echazarra & Radinger (2018) states that the lack of quality teachers and limited

educational offerings in rural schools is increased by their geographical locations. Most of the satellite schools are in remote areas where the responsible authorities do not regularly visits.

The other TIC had to say this as a challenge

Being an administrator and a teacher at the same time affects the teaching and learning process at the end the learners suffers most. (TIC 2)

Being an administrator and a teacher is a big challenge which is affecting the effective implementation of the CBC as the TICs are always in their offices most of the time and the learners will spend most of their time on their own. According to Alsubaie (2017) school heads play the role of administrators and at the same time participating in teaching activities. The CBC needs a full time classroom practitioner as the learning areas are now much more as compared to the traditional curriculum therefore the learners need the teacher all the time.

4:4 Data Analysis from an observational guide

The researcher collected data through observing three satellite schools in Shayauripo cluster.

The obtained data was useful for data triangulation and also for validity of the research finding

4:4:1 OBSERVATIONAL GUIDE

Name of School	Physical Environment/Infrastructure	Availability of Teaching/Learning Resources	Teaching/Learning Activities
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A	3 classroom blocks with 2 classrooms per block 1 house for teachers accommodation	No textbooks for grade 6 and Heritage Studies for grade 5	Most of the teaching and learning activities are done outside under tree shades with built walls used as blackboards
			All ECD Learners take classes seated on the ground outside under a tree shade. Some learners sit on benches whilst some sit on the ground as the teaching and learning process takes place.
B	2 blocks each block with 2 classrooms per block. 2 houses for teachers' accommodation.	No textbooks for grade five Heritage Studies and no textbooks for grade 6 all subjects	For some learners Teaching and learning takes place outside the classrooms under tree shades with movable blackboards
			ECD learners take classes outside
C	Makeshift classrooms 3 classroom blocks with 2 classes per block. 1 house for the teacher's accommodation.	No textbooks for grade five Heritage studies and grade six	Some learners use makeshift classrooms made of poles and thatched with grass
			No ECD classroom block

Source: Field Data

Table 4:3:1 shows how the physical environment or the infrastructure of the 3 schools which were observed looks like to help answer the research question on how adequate or suitable the infrastructure is for effective and efficient implementation of the CBC. From the above

observation guide there is clear evidence that there is inadequate infrastructure as school A have only 3 classroom blocks with 2 classrooms per block giving a total of only 6 classrooms for the whole school. School B have 2 classroom blocks with 2 classrooms per block giving a total of 4 classrooms for the whole school. School C have 3 classroom blocks with 2 classrooms per block giving a total of 6 classrooms for the whole school. Alsubaie (2017) states that learning resources like classrooms contributes to the achievement of goals. These means the shortage of classroom affects the school from achieving its desired goals that is successfully implementing the CBC as per the Ministry's expectations. There is also shortage of accommodation for the teachers as shown on the guide that at school A there are is only 1 standard house for teachers accommodation and the teachers share a single room each with some of the teachers using temporary structures. At school B there are only 2 standard houses and teachers also share a single room each and others use temporary structures. At school C there is only 1 standard house and there teachers share a single room each and to those with families resort to commuting from Chiredzi town on daily basis which is an expense and burden to the teachers due to the economic situation of our country at present moment.

The researcher could not observe how the learners and teachers do their teaching and learning activities due to the delay of opening of schools caused by the lockdowns due to the outbreak of COVID-19. The researcher had to resort to interviewing the teachers on how they conduct their learning activities with the shortage of classrooms. The teachers at School A indicated that teachers and learners at grade level take turns to use the available classrooms, but for the Early Childhood Development (ECD) learners they all take classes outside as there is no any ECD classroom block. When a certain grade is using the classroom, the other learners will be outside under a tree shade. The teachers use built walls under the tree shades as boards. Teachers at school B indicated that almost half of the learners take classes outside under the tree shades and the teachers will be using mobile boards for any written work. There is no ECD

block. Teachers at school C indicated that some learners take classes in makeshift classrooms which are not conducive for teaching and learning as there is shortage of classrooms and also there is no ECD classroom block.

From the observation guide for the three of the satellite schools there are no textbooks for grade five Heritage Studies and also there is no single textbooks for the grade six learners. The available textbooks for the rest of the grades were donated by United Nations International Children's Education Fund (UNICEF) through the MoPSE. Therefore there is an indication that satellite schools have challenges of acquiring textbooks as they are failing to buy textbooks for only the grade five and grade six classes. According to Okendu in Alsubaie (2017) school management involves all the processes through which resources are mobilised in educational institutions to accomplish the goals of education. Therefore the school administrators in these satellite schools should find ways of mobilising parents to pay fees that they will be acquire the needed resources like textbooks.

4.5 Discussion

The findings on how competent the teachers are revealed that teachers are not competent enough to implement the CBC as they are still struggling to teach almost all the newly introduced learning areas like ICT, Agriculture, Mass Display and VPA. Thou the interviewed teachers indicated that some of their colleagues attended workshops on the implementation of the CBC, some would not bother themselves feedback to the other staff members as staff development, Also thou some teacher may give feedback they may fail to fully explain themselves for the benefit of all the members and at the end of day the objectives of the workshops will not be achieved This is one of the reasons why the teachers still have challenges in implementing the CBC as some researches indicate that a number of staff development

workshops for the implementation of the CBC have been held at provincial, district, cluster and school levels across the country, but teachers are still having challenges in implementing the CBC. The aims of the workshops will be to equip teachers with requisite skills on how to implement the CBC. But with the other teachers it was a different story as they indicated that they were incompetent because they failed to attend workshops. This means that the TICs in one of these satellite schools is failing to send his or her teachers to the workshops mostly due to lack of funds. Jerotich et al (2017) state that teachers should receive their first professional support from the head teachers of their respective schools. Therefore TICs should support their teachers by making them to attend workshops or any refresher courses. Workshops help teacher to professionally develop themselves in terms of skills and knowledge. This is supported by

Bathey (2016) who state that teachers deliver the prescribed curriculum with commitment if they are supported through staff development programmes. The findings also revealed that the reason why teachers continue to be incompetent is because of the attitudes of the teachers themselves as they treat themselves as inferior as compared to their counterparts in wellestablished schools as was indicated by one of the TICs. This attitudes also affects satellite school teachers when they attend workshops they will be very perceive and not contributing much and at end their challenges will not by addressed by the responsible authorities. The findings indicates that the TICs are aware that their staff members are not competent enough to implement the CBC as they proposed for In-service trainings. According to Alsubaie (2016) teachers need workshops in order to acquire knowledge and skills so that they will be able to contribute to curriculum implementation successfully. Therefore in-service training is necessary and appropriate when teachers need special training to correct deficits in their skills.

These findings on how adequate are the teaching and learning resources revealed that there is a shortage of textbooks in grade five and grade six in each of the school which was interviewed and observed. The reason why all the three school had similar shortage of textbooks in similar grades is that UNICEF donated textbooks of all the new learning areas except for grade five Heritage Studies and all areas for grade six. These findings also reveals that satellite have a challenge of finances as the TICs are having challenges in acquiring the textbooks for the two remaining grades. According to Mkapu and Mpofu (2017) a curriculum may fail if insufficient resources to implement it are not supplied. And if this challenge is not addressed the grade five and six classes will be negatively affected.

Teachers who are teaching grade have a challenge as they don't have a single textbook and some of them have resorted to using wrong materials which they deem necessary as this was indicated by one of the interviewed TICs. Therefore lack of these textbooks in grade six will cause poor performance of the learners as this is the pioneer grade which is going to sit for the first public examination of the Zimbabwe School Examination Council (ZIMSEC) in 2021. From the interview findings and observation guide there was clear evidence that they are no computers and computer laboratories in all of the three satellite schools for the teaching of ICT. This have hampered the successful implementation of the CBC as the teachers are finding it difficult the subject as it is a practical subject which needs real functional computers for its successful teaching and learning. A computer serves as a tool for learning and is also an instructional material used to enhance teaching and learning (Bukeyo, 2019). Therefore lack of computers affects the teaching and learning of ICT and also other subjects which can be learnt through e-learning and other necessary information that the learners can find from the internet. According to the ICT policy for MoPSE in Zimbabwe (2016) ZimAsset speaks on the need for improvement on the quality and access to education promotion of the use of ICT and expansion

of e-learning programmes. Therefore the operations of these satellite schools is against the ICT policy of the Ministry as the learners have no access to e-learning programmes. The findings also reveals that there are no resources like balls, whistles, garden tools for the teaching of Agriculture and the teachers are having challenges in teaching these subject hence affecting the successful implementation of the CBC. According to the observations made by the researcher at all the three schools there was no any functional garden as an indicator that the teaching and learning of Agriculture is taking place. Some teachers only teach the theoretical part of the subjects and neglect the practical part, thereby not doing justice to the subjects as these are practical subjects which needs practical lessons.

The findings on how adequate and suitable the infrastructure is indicated that there is a great shortage of classrooms in all the three schools as most of the teachers' responded that there is shortage of classrooms which is negatively affecting the successful implementation of the CBC. The results from the observations shows that shortage of classroom is of concern as almost half of the learners in each school take classes outside the classrooms under tee shades and some in makeshifts classes. This is a challenge not only to the learners but also it is challenges to the good care of textbooks as they are exposed to damage when learners use them outside while sitting on the ground. The learners also have challenges when they are writing as they do not have desks. The use of inbuilt walls as boards increases the failure rate to the implementation of the CBC as the teachers fail to produce four written exercises a day s per policy requirement. In all the three schools all the ECD learners take classes outside and this is a big grave to the successful implementation of the CBC, According to Lasky (2018) infrastructure is important to learning especially for infant learners, no matter how good the teacher or how motivated the learner is, their education can not be successful without adequate infrastructure. ECD learning is the foundation of learning which prepares the learners with

skills which will make them to be fully prepared when they proceeds with their level of education. The shortage of classrooms also affects the teaching and learning when there is bad weather like in rain seasons, all the learners will be forced to use the few available classrooms which is an impossible mission which yields no result. From the observations made there is serious shortage of accommodation for the teachers as most of the teachers use single rooms and to those who have their families with them resort to using temporary rooms so that they can have at least two rooms. Some of the teachers use classrooms storerooms to accommodate themselves as the available houses are not sufficient for all the teachers. Teachers in these satellite are demotivated and this is affecting them to fully perform their duties fully as they always think of transferring to better school with proper accommodation. This low morale of teachers is affecting the efficient and effective implementation of the CBC.

These findings on how supportive the administration is indicated that one of the interviewed teachers could not believe that the administrators had challenges of funds to provide them with teaching and learning materials, as the teacher believed the administrators were too reluctant to assist them even when the funds were there. Bakir et al (2016) alludes that administrative support influences teachers positively and will improve their morale for work . Therefore for the teachers to be motivated to work the need to be provided with all the needed resources on time. But some teachers had an understanding that the administrators recognised their responsibility to provide materials for them but due to lack of funds they could not do it on time. The TICs admitted that they are aware of their duties as administrators to provide and support teachers for successful implementation of the curriculum. According to Dangara (2016) school administrators have an important role to play in ensuring effectiveness and efficiency at a school through procurement or acquisition of resources. It is the role of the TICs to procure and acquire the needed teaching and learning resources for the successful implementation of

the CBC. The TICs also indicated that they have challenges in sending teachers to workshops due to financial constraints caused by non-payment of fees by learners. Alsubaie (2017) propounds that financial resources are the funds required for the day to day smooth running of a school. This explains for a school to function properly and efficiently funds should be available when ever needed and its lack is a hindrance to the successful implementation of any curriculum. Failure of teachers to attend workshops affects the implementation of the CBC as they will continue to lag behind in terms of skills and knowledge.

The findings on the challenges faced by TIC in administering the schools indicated that the TICs have many challenges they are facing which affects the effective implementation of the CBC. Lack of trust to the administrators by teachers affects the running of the school as teachers find it difficult to take advices and ideas from their TICs which might be useful information for the implementation of the CBC. Teachers will only believe some of the information after they had confirmed with other teachers from established schools. Phillips (2017) agrees that teacher beliefs and consistency directly affect preparedness. Therefore satellite teacher's needs to have confidence and believe in themselves for successful implementation of the CBC than relying on other teachers who might also be having challenges in implementing the CBC. This is supported by MacDonald (2016) who posits that teachers can overcome the challenges of curriculum change if they are flexible and willing to learn. Teachers must be willing to receive help and assistance in the challenges they are facing from the superiors rather than trusting in their counterparts who might also need help in some areas.

The poor network in satellite schools is a challenge to the successful implementation of the CBC as both the TICs and teachers may fail receive important information on time like workshops. The information may reach the schools late when the workshops are already in progress and at times they will get to know about the workshops when the date had already

passed. The TICs identified a challenge of not being equally treated by the responsible authorities for example the District schools Inspector and the schools Inspectors. This unequal treated may reduce confidence in these TICs and may fail to perform their duties effectively as they feel that their efforts are not being recognised and this will affect the implementation of the CBC. The other TIC's response that being an administrator and a teacher at the same time is a great challenge as the TIC spends most the time doing administrative duties at the expense of the learners who are most of the times without being occupied and this is affecting the successful implementation of the CBC. According to Van Deventer (2016) many school administrators have no understanding of their leadership roles, but spend relatively little time in class. Balancing administrative and classroom duties is very difficult and the end of it all is that the leaners performance will be negatively affected.

4.6 Summary

This chapter presented, analysed and interpreted data that was gathered by carrying out interviews and also through observations on the challenges faced by satellite schools in implementing the CBC in Shayauripo cluster in Chiredzi District. The challenges include teacher in competencies, lack of adequate teaching and learning resources, lack of funds and suitable infrastructure among others. The demographic data of the respondents which is their age, gender and professional qualifications were also presented.

Chapter Five

Summary of Findings, Conclusions and Recommendations

5:1 Introduction

The previous chapter presented, analysed and discussed the research findings. The aims of the study was to identify challenges faced by satellite schools in implementing the CBC in Shayauripo Cluster in Chiredzi District. This chapter presents the summary, conclusions and recommendations of the research study basing on the findings of the data collected from interviews and observations.

5:2 Research Findings

5:2:1 Findings from teachers who were interviewed

- 9 teachers participated in the interviews, with 56% being females and 44% were males.
 - The age group of the respondents ranged from 24 years up to 40 years and above.
- The research findings of the qualifications of the respondents revealed that 6 (67%) teachers are diploma holders and 3 (33%) are holders of a Bachelor's degree.
- Most of the teachers who were interviewed indicated that they were not competent enough to successfully implement the CBC as they had challenges in teaching practical subjects which were newly introduced in CBC e.g. VPA, ICT, Agriculture and Mass Displays.
- All of interviewed teachers indicated that the grade five classes had no textbooks in Heritage studies and also that the grade six classes did not have a single textbook for the new subjects.
- All the interviewed teachers revealed that the infrastructure in these satellite schools was not suitable and inadequate for the successful implementation of the CBC.
- One of the interviewed teachers indicated that the administrators were not supportive to make the implementation process successful.
- Some of the interviewed teachers indicated that the administrators were willing to support them but the schools were facing financial challenges due to non-payment of fees.

5.2.2 Findings from the interviewed TICs

- All the interviewed TICs indicated that the teachers were not competent enough to successfully implement the CBC as they lacked skills in teaching new learning areas.
- One of the TICs revealed that the reason why teachers continue to lag behind in terms of skills is because of the teachers' negative attitudes and behaviours as they do not

trust and have confidence with their administrators.

- All the TICs agreed with the teacher's findings that there were no textbooks for grade five and grade six classes.
- All the TICs agreed that the infrastructure was not suitable and conducive for effective and efficient implementation of the CBC.
- All the interviewed TICs indicated that they are willing to support the teachers with the needed teaching and learning areas, and also in any area they might need assistance but due to financial constraints they cannot afford to do it on time as expected by their staff members.
- On the challenges the TICs are facing when administering the schools some revealed that they had a challenge in balancing between administrative roles and teachers roles as are operating as both an administrator and a teacher and they said this is affecting the successful implementation of the CBC.
- The other challenge they identified was of poor network coverage as they had challenges in receiving information on time from the responsible authorities. The TICs revealed that they had a challenge of unequal treatment they are given by the responsible authorities.
- The TICs also revealed that they are having challenges with their subordinates as some of their staff members have excelled them professionally and they are having challenges in doing their administrative roles to these teachers as they no longer take advice from them.

5:2.3 Findings from the observations made

- The researcher observed that there serious shortage of infrastructure in satellite schools as the learners take classes outside under tree shades. Also some learners use classrooms

made from pole and dagga which are not safe and conducive for successful implementation of the CBC.

- There is no proper accommodation for the teachers as the teachers share a single room from the available houses and others are using temporary structures whilst some teachers use classroom storerooms as houses.
- The researcher observed that there are no textbooks for grade five and six learners.

5:3 Recommendations

The challenges being faced by satellite schools in implementing the CBC needs to be addressed and the following are the researcher recommendations.

- ❖ To improve the teacher competencies the MoPSE should organise more workshops, Inservice training and refresher courses specifically for the teachers in satellite schools as they failed to attend the ones which were previously done. The TICs in these satellite schools should support the teachers financially in order for them to be able to attend workshops and refresher courses or In-service trainings. Also teachers in satellite schools are encouraged to upgrade themselves professionally as this will improve their competencies as they will engage themselves in many research studies and this will improve their knowledge and skills.
- ❖ To improve the infrastructure the TICs together with the School development Committees (SDCs) should mobilise funds through asking for donations and also

mobilise people in the local communities to offer their labour in production of bricks and building of the school to reduce financial needs.

- ❖ TICs and the SDCs should find ways of making parents pay fees for example engaging debt collectors so that they may have funds for purchasing of textbooks and also acquisition of teaching and learning materials on time.
- ❖ The District Schools Inspectors should treat schools equally regardless of it being a satellite or an established school when supervising and offering support in schools so that the TICs will regain their confidence and also will be motivated to perform their duties successfully.
- ❖ To address the issue of poor network the TICs should use the network service provider most accessible in their areas for example using Netone as it is accessible even in remote areas and avoid using Econet network which is not easily accessible in remote areas.
- ❖ TICs should be exempted from having classes and concentrate only on their administrative roles for the successful implementation of the CBC.

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Appendices

Appendix I

INTERVIEW GUIDE FOR TEACHER IN CHARGES

I am Marashe Netsai studying Educational management and Leadership degree programme at Midlands state University. The purpose of this interview is to collect information on the challenges faced by satellite schools in Shayauripo Cluster in implementing the Competence Based Curriculum. The information collected will be used for academic purposes and Confidentiality will be observed. Include their demographic data eg age, gender etc

- How adequate are the teaching and learning resources? E.g. textbooks, syllabi (if they are not adequate, what are the causes for the shortage).
- Is the available infrastructure suitable for effective implementation of the CBC? (If No, please explain why they are not suitable).
- How competent are the teachers in implementing the CBC? (If they are not competent what kind of support do they need?)
- In what way are you supporting the teachers to make the implementation of the CBC effective?
- Are there any stakeholders who offer support to the school?(if yes, what kind of support)
- What personal challenges do you face in administering the school as a TIC?

Thank you for your co-operation

INTERVIEW FOR TEACHERS

I am Marashe Netsai, studying Educational Management and Leadership degree programme at Midlands state University. The purpose of this interview is to collect information on the

challenges faced by satellite schools in Shayauripo Cluster in implementing the Competence Based Curriculum. The information collected will be used for academic purposes and Confidentiality will be observed.

- Do you have adequate teaching and learning resources? (If no, please explain).
- How competent are you in implementing the CBC? (If incompetent, please explain briefly).
- How supportive is the school administration in making the implementation process successful?
- How suitable is the infrastructure for efficient implementation of the CBC?(if not suitable, please explain)

Thank you for your co-operation

Appendix II

OBSERVATIONAL GUIDE

Name of School	Physical Environment/Infrastructure	Availability of Teaching/Learning Resources	Teaching/Learning Activities
A			
B			
C			

Appendix III Consent letters to Teacher in Charges

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

5 May 2020

The Teacher in Charge

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

RE: APPLICATION FOR CONSENT TO COLLECT DATA IN SHAYAURIPO CLUSTER ON THE CHALLENGES FACED BY SATELITE SCHOOLS IN IMPLEMENTING THE COMPETENCE BASED CURRICULUM.

I do hereby apply for your consent to collect data in Shayauripo Cluster on the challenges they are facing in implementing the curriculum based curriculum. I am studying Bachelor of Education in Educational Management and Leadership at Midlands State University. I am carrying out a research study on the challenges faced by satellite schools in implementing the competence based curriculum.

Your co-operation is greatly appreciated

Yours faithfully

Marashe Netsai (0981453W)

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

5 May 2020

The Teacher in Charge

Romwe Primary School

P. O. Box

Chiredzi

RE: APPLICATION FOR CONSENT TO COLLECT DATA AT YOUR SCHOOL ON THE CHALLENGES FACED BY SATELITE SCHOOLS IN IMPLEMENTING THE COMPETENCE BASED CURRICULUM.

I do hereby apply for your consent to collect data at your school on the challenges you are facing in implementing the curriculum based curriculum. I am Marashe Netsai a teacher at Masimbaavanhu Primary School studying Bachelor of Education in Educational Management and Leadership at Midlands State University. I am carrying out a research study on the challenges faced by satellite schools in implementing the competence based curriculum. Your co-operation is greatly appreciated

Yours faithfully

Marashe Netsai (0981453W)

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

5 May 2020

The Teacher in Charge

Kushinga Primary School

P. O. Box

Chiredzi

RE: APPLICATION FOR CONSENT TO COLLECT DATA AT YOUR SCHOOL ON THE CHALLENGES FACED BY SATELITE SCHOOLS IN IMPLEMENTING THE COMPETENCE BASED CURRICULUM.

I do hereby apply for your consent to collect data at your school on the challenges you are facing in implementing the curriculum based curriculum. I am Marashe Netsai a teacher at Masimbaavanhu Primary School studying Bachelor of Education in Educational Management and Leadership at Midlands State University. I am carrying out a research study on the challenges faced by satellite schools in implementing the competence based curriculum. Your co-operation is greatly appreciated

Yours faithfully

Marashe Netsai (0981453W)

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

5 May 2020

The Teacher in Charge

Takunda Primary School

P. O. Box

Chiredzi

RE: APPLICATION FOR CONSENT TO COLLECT DATA AT YOUR SCHOOL ON THE CHALLENGES FACED BY SATELITE SCHOOLS IN IMPLEMENTING THE COMPETENCE BASED CURRICULUM.

I do hereby apply for your consent to collect data at your school on the challenges you are facing in implementing the curriculum based curriculum. I am Marashe Netsai a teacher at Masimbaavanhu Primary School studying Bachelor of Education in Educational Management and Leadership at Midlands State University. I am carrying out a research study on the challenges faced by satellite schools in implementing the competence based curriculum. Your co-operation is greatly appreciated

Yours faithfully

Marashe Netsai (0981453W)

Masimbaavanhu Primary School

Appendix IV: Permission Letter from Midlands State University



MIDLANDS STATE UNIVERSITY

P. BAG 9005
Gweru
Zimbabwe

Telephone: (020) 94 80404/82227/8227/82443
Fax: (020) 94 82220/82311

**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL POLICY STUDIES
AND LEADERSHIP**

TO WHOM IT MAY CONCERN


The bearer..... is a
B.Ed/MED/PGDE student at this University. She / He has to undertake research and
hereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

MIDLANDS STATE UNIVERSITY
EXECUTIVE DEAN'S OFFICE
FACULTY OF EDUCATION
26 MAY 2020
PRIVATE BAG 9005, GWERU
ZIMBABWE TEL/FAX: 020-94-25


.....

Dr L. Museva
(Chairperson - Educational Policies Studies and Leadership)

Appendix V: Consent and Permission letter from the District

Masimbaavanhu Primary School

P. O. Box 227

Chiredzi

29 June 2020

The District Schools Inspector

Ministry of Primary and Secondary Education

P. O. Box 181

Masvingo

RE: APPLICATION FOR CONSENT TO COLLECT DATA IN SHAYAURIPO CLUSTER
ON THE CHALLENGES FACED BY SATELITE SCHOOLS IN IMPLEMENTING THE
COMPETENCE BASED CURRICULUM.

I do hereby apply for your consent to collect data in Shayauripo Cluster on the challenges they are facing in implementing the competence based curriculum. I am Marashe Netsai a teacher at Masimbaavanhu Primary School studying Bachelor of Education in Educational Management and Leadership at Midlands State University. I am carrying out a research study on the challenges faced by satellite schools in implementing the competence based curriculum.

Your co-operation is greatly appreciated

Yours faithfully

Marashe Netsai (0981453W)



ORIGINALITY REPORT

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SIMILARITY INDEX

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STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Midlands State University

Student Paper

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2

hdl.handle.net

Internet Source

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erepository.uonbi.ac.ke

Internet Source

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www.diva-portal.se

Internet Source

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Submitted to University of KwaZulu-Natal

Student Paper

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Submitted to University of Zululand

Student Paper

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Submitted to Mancosa

Student Paper

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Marashe Netsai Project BED202

8

repository.up.ac.za

Internet Source

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repository.unam.na

Internet Source

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11

Hyunjin Cha, Taejung Park, Jongwon Seo.

"What Should Be Considered when Developing ICT-Integrated Classroom Models for a Developing Country?", Sustainability, 2020

Publication

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12

ulspace.ul.ac.za

Internet Source

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Submitted to Coventry University

Student Paper

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Publication

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