



**MIDLANDS STATE UNIVERSITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES**

**HOW SCHOOL HEADS ARE COPING WITH THE IMPLEMENTATION OF THE  
COMPETENCE BASED CURRICULUM. A CASE STUDY OF SIX SCHOOLS IN  
DZIVERESEKWA CLUSTER IN WARREN PARK/MABLEREIGN DISTRICT**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULLFILMENT OF THE  
REQUIREMENTS FOR THE BACHELOR OF EDUCATION DEGREE IN  
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## APPROVAL FORM:

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“HOW SCHOOL HEADS ARE COPING WITH THE IMPLEMENTATION OF THE COMPETENCE BASED CURRICULUM.A CASE OF SCHOOLS IN WARRENPARK/ MABELREIGN DISTRICT IN HARARE”, in partial fulfilment of the requirements for the Bachelor of Education in Management and Leadership Degree.

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## DEDICATION

This project is dedicated to my loving and caring family for continuously being supportive and being there for me throughout my entire studies.

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## **ABSTRACT**

*The study aimed at establishing how school heads are coping with the implementation of the Competence Based Curriculum in the Warren Park/Mabelreign District. Three main objectives were raised to guide the study: How are school heads coping to manage the CBC budget? , how are schools capacitating teachers for the implementation of the CBC and finally how have school heads prepared students for the CBC? The study sampled six secondary schools heads, eighteen teachers and forty eight students by convenient and random sampling techniques. The design used for the study was descriptive survey. Face to face interview, questionnaire and observation were used to generate data for the study. Closed questions and observations were analysed by means of frequency tables while open ended questions were analysed by means of subjective note making. The findings of the study revealed that schools heads, teachers and learners are aware and understand the importance of the competence based curriculum, school heads are doing a great job in ensuring that the Competence Base Curriculum is a success. The researcher also concluded that it is the responsibility of the government to provide capacity building to both head and teachers in curriculum matters. The study recommends that heads need training in financial planning to enhance their coping skills on CBC implementation. The government should provide in-service training to both school heads and teachers on curriculum issues. Also it is important for learners to be provided with adequate information on curriculum matters and that heads should encourage methodologies that motivate learners to embrace the Competence Based curriculum.*

## ACRONYMS

- 1 BEAM ----Basic Education Assistance Module
- 2 C B C ----Competence Based Curriculum
- 3 UNESCO ----United Nations Education, Scientific and Cultural Organisation
- 4 UNICEF ---- United Nations International Children`s Education Fund
- 5 MoPSE ----Ministry of Primary and Secondary Education
- 6 SADC ----Southern Africa Development Community
- 7 ZIMSEC ----Zimbabwe Schools Examination Council

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## CHAPTER 1.

### Overview of the study.

#### 1.1 Introduction

Understanding the role played by school heads in the implementation of the Competence Based Curriculum is vital but equally important is the understanding of how the heads are coping with the implementation of the Competence Based Curriculum given the complex issues they have to grapple with, the context and the environment in which they are operating in their bid to successfully achieve the desired results. This section's focus is on the problem and context in which it exists. The areas covered under this section are: background to the study, statement of the problem, purpose of the study, research objectives. The section also looks at Research questions, assumptions, significance of the study, delimitation, limitations, definition of terms and a conclusion is given at the end of the section.

#### 1.2 Background to the study

School heads are responsible for ensuring that national policies are implemented and followed as per requirement. One of the most important policies they implement and oversee is the education curriculum. This task of implementing and making sure that the curriculum takes off and progresses smoothly is not any easy task for school administrators. The process of making sure that the curriculum is running smoothly requires proper and adequate planning. If planning is not done properly the whole process will not operate smoothly and may come to grief. According the Public Service Commission S.I 2000, a school Head's duties involve among others, making critical decisions around teaching and learning methodologies and curriculum implementation issues, another factor which school heads need to put into consideration is resource mobilisation. According to Wilson, Ruch, Lymbery and Cooper (2008), school heads

are also responsible for checking on capacity-utilisation of the resources that have been mobilised. For a school to implement and run its curriculum successful, it requires a lot of resources, such resources as textbooks, stationery, classrooms, transport and teachers. Most of these resources require vast amounts of money, as a result school heads need to do a lot of planning if at all they wish to manage the curriculum in a successful way.

Amongst the most important resources that school Heads should provide are:-

Time to allow for the school activities to take place, material resources such as books, furniture and buildings, human resources such as teachers and other employees and financial resources.

In order to fulfil the above provisions, school heads need to come up with strategies that enable them to source for these resources. Heads need to be innovative and think outside the box since it has become increasingly difficult to provide adequate resources due to the prevailing harsh economic conditions in Zimbabwe.

The government and various stakeholders have been offering invaluable assistance to schools in order for them to cope with the implementation of the Competence Based Curriculum. School heads have been working with such Organisations as the Capernaum Trust, Plan International, UNICEF and UNECSCO in their quest to successfully offer the Competence Based Curriculum. These have been known to be traditional partners of the education sector as they meet most of the material and financial requirements that the education sector requires in order to realise its goals.

The researcher seeks to find out how school heads are managing to deal successfully with the difficult task of implementing the Competence Based Curriculum given the unfavourable economic conditions currently prevailing in the country. The research will suggest ways of

improving school heads' coping strategies to ensure the success of the Competence Based Curriculum. The researcher shall work with schools in the Warren Park/Mabelreign District which is situated in the province of Harare, which the researcher believes will provide an insight on how school heads are coping with the implementation of the Competence Based Curriculum. The research is very important in that school heads' coping abilities need to be enhanced so that they will be able to implement the Competence Based Curriculum in an efficient and effective way.

### 1.3 Statement of the problem

The ushering in of the Competence Based Curriculum brought with it a number of operational challenges in its implementation and continued smooth running. When it was introduced, there was a lot of confusion as to how it was to operate. It required the injection of huge resources especially regarding the introduction of new compulsory learning areas such as Agriculture and vocational subjects such as Technical Graphics and Food Technology and Design. These presented a number of challenges to the school heads in trying to cope with the implementation of the Competence Based Curriculum. Therefore there is need to examine how heads are managing so that improvements can be made to equip them with better coping skills in order to successfully discharge their curriculum related duties.

### 1.4 Purpose of the study

The purpose of the study is to investigate how school heads are coping with the implementation of the Competence Based Curriculum in their quest for the achievement of educational goals and objectives in the Warren Park/Mabelreign District.

### 1.5 Research objectives

The study was guided by the following objectives:-

1. To investigate how school heads are managing to meet the huge budget required for the implementation and running of the competence Based Curriculum.
2. To investigate how capacity building for teachers lead to the success of the Competence Based Curriculum.
3. To find out what school heads are doing in order to prepare students for the Competence Based Curriculum .

#### 1.6 Research Questions

The research was guided by the following research questions:-

1. How are school heads coping to manage the competence based curriculum budget?
- 2.- How are schools capacitating teachers for the implementation of the Competence Based Curriculum?
3. How have school heads prepared students for the Competence Based Curriculum?

#### 1.7 Significance of the study

The research is important to the government of Zimbabwe, the ministry of Primary and Secondary Education, school heads and the various stakeholders in the education system as the results will provide an insight on the challenges and successes faced by school heads during the implementation of the Competence Based Curriculum in the Zimbabwean Education System. It is hoped that the study will be able to assist educational planners to be able to create more educational possibilities for the learners through capacitating schools and schools heads in particular with the necessary requirements for the success of the C.B.C. The results of the study will inform educational policy planning and influence government to come up with measures to

improve the skills of management among school heads for them to efficiently and effectively manage the implementation and sustained smooth running of the Competence Based Curriculum.

Another important contribution of the findings is that it may influence the various stakeholders in the education system to forge genuine and productive partnerships with school heads in order to establish strategies of improving the implementation of the Competence Based Curriculum for better results.

Accordingly, the research is important since it seeks to establish engagement mechanisms between the school and its various stakeholders that enhance the effectiveness of school heads in managing the Competence Based Curriculum.

### 1.8 Assumptions

The researcher assumed that the target respondents were truthful, genuine and honest in the responses they gave during the interviews and to the questionnaires.

Government secondary school heads might be facing several challenges related to the implementation of the Competence Based curriculum.

The researcher also assumed that, that school heads were knowledgeable of the various ways and means at their disposal to overcome obstacles that may hinder the successful implementation of the Competence Based Curriculum.

### 1.10. Delimitation of the study

The study was carried out in Harare Metro-politan Province, Zimbabwe in the Warren Park/Mabelreign district. The study aimed to ascertain how secondary school heads are coping with the implementation and sustained running of the Competence Based Curriculum. It also aimed at identifying challenges and acknowledging the successes experienced by the heads during the implementation of the program. The study was also limited to six secondary schools

within the Warren Park/Mabelreign District and results can be generalised to other secondary schools in the district and the country at large.

### 1.11 Limitations

Simon(2011) postulates that limitations are potential weaknesses or challenges that interfere with the achievement of the desired results and are usually beyond the control of the researcher. The researcher is likely to face challenges from these unforeseen eventualities. The researcher there has to come up with contingency measures to overcome those challenges, to ensure that the research remains reliable. For instance the school heads might not be comfortable with the idea of discussing aspects of their managerial roles, especially the challenges they face in implementing the Competence Based Curriculum. To deal with this, the researcher will assure the participating heads that the information will be kept confidential. Another limitation could be related to keeping to schedule, that is meeting the appointed times. Sometimes scheduled meetings can be cancelled due to situations outside the researcher`s control. To curb that challenge, the researcher will have to exercise patience and tolerance in order to obtain the information.

The choice of the study sample, was influenced by the availability of resources and time factors. The six secondary schools under this study represent a wide spectrum of environments and situations currently prevailing in most Zimbabwean schools. Therefore the results can be representative of the situation in almost every school in the country and this gives the study credibility and authenticity.

### 1.12 Definition of terms

This section provides a definition of the key terms used in this research as these might mean different things to different people and disciplines.

**Cluster:** is a collection of schools within the same geographical location, for economic, pedagogic administrative purposes (Giordano 2008).

A cluster according to the researcher is a group of similar things or entities such as schools or people positioned closely together for easy administration.

**Coping:** According to Wolf (2001), coping is an adaptive or otherwise successful method of dealing with individual or environmental situations.

It refers to how one manages to achieve set objectives in the face of challenges or obstacles.

**Challenges:** According to Zheng and Borg (2014), challenges refer to new and difficult experiences which require great effort and determination.

Therefore challenges are the obstacles or difficulties faced during the process of implementing and running the Competency Based Curriculum.

**Curriculum implementation:** refers to the activity of actually putting the curriculum into use through practical processes (Ndawi and Maranyika 2011). Also according to Lim (2007), it is the integration of instructional content, the arrangement, interventions, management and monitoring in the classroom.

Curriculum implementation is therefore the actual application of the curriculum in the classroom.

**District:** is a kind of administrative division that is run by a local government. (Giordano 2008).

For the purposes of this research it is an area that has fixed borders drawn by the Ministry of Primary and Secondary Education and comprises a number of both primary and secondary school. Warren Pak/Mabelreign is one such district.

**Effectiveness:** Wolf (2001) defines effectiveness as the quality of being able to bring about an effect or result.

It refers to how well the school head's strategies contribute towards the success of the Competence Based Curriculum.

**Financial management:** is the activity that entails planning and budget control.

**School head:** Is the one who is responsible for the day to day running of the school. He or she is in charge of the general administration of the school in such areas as timetabling, curriculum implementation resource mobilisation and allocation as well making decisions on what is to be taught and the methodologies to be adopted including also the management of the members of staff. (Zheng, X and Borg, S.2014)

**Secondary school.** A secondary school is an organisation that offers secondary education to learners. It basically offers general, technical, vocational or college preparatory courses. The school being referred to in this study is an organisation where learners of between 11 and 20 receive an education (Manitoba family services and Housing 2008).

It is an educational facility where learners receive instruction after primary education and usually leads to university education.

**Stakeholders:** Refer to people who have an interest in the issue at hand. They include among others, service providers, politicians, parents, communities, government, teachers, learners and expert advisors (Manitoba family Services and Housing 2008).

Stakeholders are all the people and organisations that have any interest in what goes on in a particular organisation such as a school. The chief stakeholders in a school are the teachers,

school heads and the learners while the other stakeholders are the community, the suppliers, the government and the trade unions among others.

### 1.13. Conclusion

The chapter looked at all the aspects the research proposal is covering. An overview to the study was given under the section on the background to the study. The statement of the problem provided the focus point of the research. Further, the significance of the study highlighted the practical benefits of the research to various stakeholders. The delimitation specified the precise limit to the research while the limitation also highlighted circumstances that are likely to interfere with the validity and reliability of the results. Chapter Two will focus on the conceptual framework as well as a review of related literature on the aspect of Competence Based Curriculum Education in the education systems of various countries.

## CHAPTER 2.

### REVIEW OF RELATED LITERATURE

#### 2.0. INTRODUCTION

In this chapter, related literature for the study shall be discussed under the following sub headings; theoretical framework, what is competence based curriculum (internationally, regionally and nationally), related research studies to the topic from other countries, research gap.

##### 2.1.1 Theoretical framework

This research was influenced by Von Ludwig's Systems Theory which says that the different parts in an organisation work together like a system to achieve goals. Based on the Systems Theory by Von Ludwig (1968) Effective curriculum implementation hinges on the complex intrapersonal, intergroup and human interaction within the education system. Systems theory deals with the individuals who cooperate within a formal framework involving both human and financial resources for the achievement of the organisation's goals.

Systems approach involves the examination of the relationship between parts of a whole and how these work together for the good of the organisation. The approach also analyses the relationship and the interaction between the parts of a system and their environment for instance the open system to which education belongs is characterised by a continuous interaction between the system and its environment, how it receives inputs from the external environment and how it processes and then supplies output to the external environment.

The researcher considers the school as a whole based on the systems approach. By incorporating psychological, stakeholders and social strategies, the Systems Theory offers a unitary approach not found among other theories. Of note among its many advantages is its superiority when

compared to other theories in its inherent regard for interactive processes (Rutan, Stone and Shay 2014). Consequently, it eases the conceptualisation of how humans interact and how they impact one another in their quest for goal achievement. Therefore, the head's task is to ensure that all the parts within the system are well oiled and coordinated. The successful implementation of the Competence Based Curriculum rests in the hands of school administrators with the help of teachers and other important stakeholders. Systems approach allows the researcher to examine all aspects of the organisation and ascertain the effects of one set of decision to another and to optimally utilise all the resources at their disposal to overcome challenges.

### 2.1.2 Conceptual framework

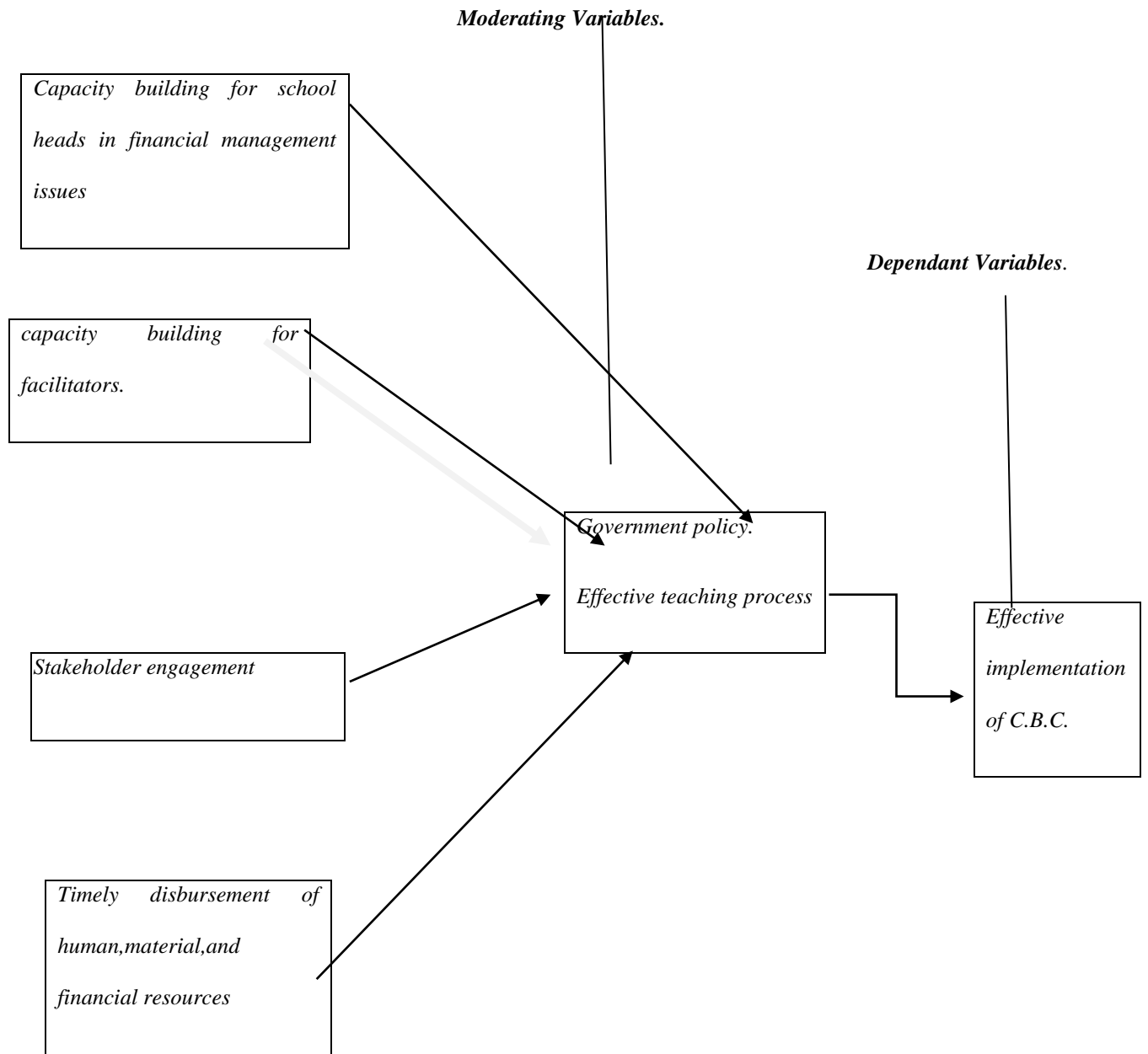
According to Kombo and Tromp (2006) a conceptual framework is a set of broad ideas and principles taken from the relevant fields of inquiry and is used to structure a subsequent presentation. This framework is a research tool meant to aid a researcher to understand and be aware of the situation under study. Based on the systems theory by Von Ludwig (1968) Effective curriculum implementation hinges on the complex intrapersonal, intergroup and human interaction within the education system.

The diagram below is a conceptual framework showing the relationships between obstacles and implementation and management of the Competence Based Curriculum.

Figure 1 below of the conceptual framework represents:

**Relationships between implementation of Competence Based Curriculum and Challenges; depicting how school heads are coping with the implementation.**

**Fig.1**



The above, shows the conceptual relationship which is based on the reviewed literature and related theory. The independent variables are the following, capacity building for both heads and teachers, distribution of teaching and learning materials, stake holder engagement and the

provision of physical facilities, while the dependant variable is government policy and effective teaching process. Implementation is the process.

School heads need to improve their managerial skills and coping capabilities. This is especially important in the implementation and successful running of the competence Based Curriculum. If heads attend refresher courses, they will be determined to cope with the challenges or new issues in their schools. It is glaringly apparent that with the introduction of the C.B.C, this has put a great strain on schools and the government in relation to resources such as properly trained teachers, funds, holding capacities and school facilities. These are among some the challenges school heads have to grapple with in their quest to successfully implement the Competence Based Curriculum.

## 2.2 What is Competence Based Curriculum?

### 2.2.1. Internationally

Competence based curriculum which is also known as Outcome based education or competence based training in some sectors is a development in the global education system which is associated with the shift from a provider-led and academically focused education to an industrial-led labour market and entrepreneurship focused education (chappell et al.2003). The competence based curriculum global system is centred on the development of industry–driven competence skills which are applicable to the global market. The ever changing trends in education such as the divergent and shifting study purposes, new learning characteristics, new relationships between learners and facilitators and new demands for wide ranging-industry and commerce have led to the relevance of competence based curricula. Given the rising transnational skills mobility an internationalised curriculum is beneficial for all the nations. Hellsten (2008) argues that contemporary students are global citizens who see their future opportunities beyond the boundaries of their nation, and professional prospects outside locally

defined parameters. This is supported by Leask (2008) who says that a competence based curriculum should at the lowest level, cater for the dynamic and divergent needs of all learners as universal citizens.

The principle underpinning the global view for the competence based curriculum is the belief that it can reshape teaching and learning in ways relevant to industry and commerce demands. Therefore the decision to implement the competence based curriculum was based on the hope of developing a skilled workforce through a centrally controlled and industry driven internationally uniform provision of vocational training through the nations' various education systems became the prime impetus. Wheelahan (2010) postulates that technical or vocational education should strongly emphasise the dual outcomes of preparing students for a field of practice and providing them with the conceptual knowledge as a springboard for their occupational progression. Hence Competence based curriculum is a move beyond learning for work and an exclusive emphasis on workplace outcomes to encompass content that support educational advancement and knowledge that can be potentially valuable for lifelong learning (Boud and Hawke 2003). Competence based curriculum is designed to meet the demands of the global industry and commerce and is expected to lead to the attainment of the world's best practice and seeks to encourage the development of skills for competent management of the diverse world.

### 2.3. Nations that have adopted the Competence Based Curriculum

In Africa, South Africa was the first country to adopt the Competence Based Curriculum in 1998. This was as a result of a serious lack of professionals such as architects, accountants, farmers and artisans. The country viewed the competence based curriculum as the solution to end the challenges facing its industry of shortage of skilled manpower. It was meant to equip the

South African learners with relevant skills to enable them to cope with the 21<sup>st</sup> century challenges.

Rwanda also implemented the Competence Based Curriculum in 2016 after in-depth research and study of curricula from neighbouring countries and in developed countries such as the United States of America, United Kingdom and Singapore. According to the Rwanda Education Board (REB)(2015), the competence based curriculum was meant to be less academic and be more practical, more skilled based oriented toward the working environment and daily life.

In Germany Competence Based Curriculum was introduced in the 1970s and it was characterised by specialisation and a high degree of abstract knowledge and skills. Around 1996 the German system of competency based education started to follow an action competence approach.

### 2.3.1. Regionally

Most African countries began the process of curriculum reform soon after they attained independence from their former colonial masters. This was important in order to Africanise and decolonise the previous curricula so as to meet the new demands of their societies and to promote their local cultures. Most African countries however adopted the content or knowledge based approaches to curricula and they later realised that the content based curricula was inadequate in meeting the dynamic nature of their societies. By the 1990s most African countries started to make attempts to revise their curriculum from knowledge based to a competence based curriculum.

The Competence based curriculum was viewed as the panacea for the challenges Africa was facing as it was expected to be more effective and responsive to the political, social and the harsh economic realities (Taasisi ya Elimu, 2013). African governments opted for the

Competence based curriculum because unlike the contented based one which produced learners who lacked skills, had no applicable knowledge and no appropriate attitudes, in contrast the Competence Based Curriculum offered the development of invaluable knowledge, skills and real-life competencies for the learners.

The Southern African Development Community (SADC) is a regional grouping made up of 15 countries in Southern Africa. SADC's vision is to have a common future that ensures economic success and establish better standards of living and quality of life for the people of Southern Africa. SADC sees education as the very important for the creation of better standards and quality of life as it is the foundation of human capital. Hence the Competence Based Curriculum is regarded as the foundation for improvement in both social and economic growth. SADC nations realise that globalisation calls for people to advance in knowledge and skills on a continuous process. The Competence Based Curriculum is meant to provide the knowledge and practical skills that empower people to improve the quality of their daily lives and earn income by making use of their skills. SADC countries therefore realise the need to forge strong relationships between education and sustainable social and economic development, through the introduction of Competence Based Curriculum which opens pathways to higher education and improves prospects for employment and entrepreneurship. Across the region, it is explicitly understood that economic development should be built on firm foundations that include improved international competitiveness, technological development and improvements in employment and employability. Hence Competence Based Curriculum has a place in the wider economic advancement as it has an important role in nurturing skills that enhance individual skills and national economic competitiveness. CBC reforms in the SADC region are driven by the strong desire to ensure that education is responsive to and relevant for labour market and

industry requirements. As a result member countries have taken strides to understand that learners should be allowed to decide on educational and occupational paths as early as possible in their lives and that education systems should not lock them into specific routes.

However Competence Based Curriculum is a complex resource based curriculum that requires remarkable capacity for it to be effective. There abound a number of hurdles for the effective implementation of the CBC and its subsequent smooth functioning which include among other things: limited institutional capacity, poor funding, lack of skilled manpower. The region is basically seized with the desire to see all the member countries implementing the Competence Based Curriculum such that at present the concern is not really on effectiveness but on implementation. These are concerns that the region has to address in order to improve effectiveness in the running of the competence based curriculum.

#### 2.4 Competence Based Curriculum in Zimbabwe

In Zimbabwe curriculum reform on the Competence Based Curriculum also known as the Revised Curriculum, began around 2014 by the Ministry of Primary and Secondary Education (MOPSE). It was done in order to prepare learners to be able to face and overcome future challenges in today's world. It was viewed as instrumental in assisting learners to increase the mastery of skills and acquire relevant knowledge necessary for problem solving. The government of Zimbabwe finalised its curriculum review in 2015 from being content based to competence based but it was not until 2017 that it was implemented in phases. The major aim was to equip learners with the relevant knowledge and life skills to enable them to survive academically and socially in the modern world (Kitta and Tilya 2010). This was also a response to the demands of industry which required manpower with the relevant skills to stir economic growth. According to Professor Mavhima during a press conference on the Revised Curriculum,

he revealed that the fourth industrial revolution in Zimbabwe was the basis upon which the Revised Curriculum was developed.

It is the vision of the Ministry of Primary and Secondary Education that through the Revised Curriculum, learners would acquire the following competencies namely, relevant practical skills, applicable knowledge and appropriate values and attitudes which will enable them to be employable and become entrepreneurs. Therefore school heads need to come up with contingency measures to overcome challenges in order to realise the ministry's vision.

However, the Revised Curriculum is of a complex nature hence its effective implementation requires commitment by various players. It is meant to develop higher order thinking and the development of critical skills. Therefore teachers are expected to take an innovative approach when teaching. Teachers as the implementers of the curriculum are required to have clarity of focus and set high standards for the learners.

When the Revised Curriculum was introduced in 2017, it started at Early Childhood (pre-school) and grade one to seven at primary school level. In the secondary sector, at its inception, the emphasis was on science and Mathematics(STEM). The government encouraged the uptake of sciences and Mathematics as these were seen as the drivers of economic and social development. The government through the Ministry of higher and tertiary education funded the education of learners who took up science and mathematics subjects as a way to encourage more learners including female learners to take up these subjects. The Revised Curriculum has also seen a number of subjects being introduced in the schools such as: Information and Communication Technology, Heritage and life skills studies, Indigenous languages (as medium of instruction) Mass displays, Agriculture and Sports science to mention just a few.

Of note are the changes in the assessment methods ,for example continuous assessment now contributes to the final examination mark of learners in all terminal examinations. The Ministry of primary and secondary education came up with a framework for clear guidelines on continuous assessment. In-service training led by ZIMSEC was done to equip teachers with the relevant skills on the assessment modalities for all learning areas.

However, Zimbabwe's curriculum reform has not been without hurdles. Attaining effective implementation in all Zimbabwean schools is still work in progress and requires the support of various stakeholders. A lot of effort has been made by the government to ensure that the CBC kick starts in all the schools but very little is being done to ascertain how the schools are grappling with the implementation with particular reference to how school heads are coping with all the associated challenges related to the implementation. The government is trying very hard to make all the necessary resources available especially in rural areas where human capital, facilities such as laboratories and sports equipment are inadequate or non-existent. The government is also carrying out capacity development for teachers on the Competence Based Curriculum to equip teachers with the relevant skills to be effective in implementing the curriculum.

#### 2.5. Financial planning and how it improves effectiveness of heads in managing CBC.

Planning is a vital component of effective school financial management (du Preez et al 2003) the planning of a school budget usually begins with a school budget (Kruger 2005). When there is proper financial planning at a school incidences of overspending, under spending and financial waste will be minimised to a greater proportion. In educational organisations such as schools, financial management entails bringing all possible input from other staff members such as

teachers, bursars, also from students as well as parents. This allows for the delivery of quality education.

As financial managers of schools, heads are expected to budget for all the resources used at the school and are also responsible for their distribution. Resources such as textbooks, furniture, computers, sports facilities and equipment which are important in the implementation of the CBC. Need to be carefully budgeted for and distributed fairly. A budget allows the school head to prioritise, coordinate and communicate activities within the school in order to enhance curriculum implementation. Sound financial management skills are essential for every school head. Therefore the Ministry of Education should line up relevant financial management courses for school heads at district or cluster levels in order to enhance their financial management skills with a view to successfully manage curriculum implementation.

## 2.6 Teacher Capacity-development and its impact on the CBC implementation

In-service professional development training needs are crucial and should be provided to teachers to equip them with the expertise needed for the successful implementation of the competence based curriculum. Curriculum implementation is a change process which can be fraught with a lot of challenges that can affective the implementation process. Fullan and Pomfret (2007) believe that effective curriculum implementation requires in-service training of teachers and other forms of people based support. This approach is important in that it can minimise the effects of anxiety and resistance to change. In-service teacher training is necessary as it provides the support necessary for the change associated with instruction or delivery of the curriculum. Once the implementation process has commenced its success not only relies on the in-service teacher training and change in beliefs and practices but the on-going support of the implementation process (Fullan and Pomfret 2007).The belief and attitudes of school heads to

support the CBC is essential and channelling this to teachers with support and capacity building is essential for the success of its implementation.

### 2.7 Obstacles against learners to fully embrace CBC

The implementation of a new or revised curriculum require that all stake holders are involved and oriented about the aims and objectives of that curriculum. Forums for discussion ,support and feedback involving learners are important as these help the learners to prepare and embrace for the revised curriculum.

Roger (1981) asserts that inadequate infrastructural facilities and instructional media are major causes of lack of motivation for learners to fully embrace the CBC. Structural materials and facilities are important in learning in that they provide practice and feedback in learning track. In most public schools learners sit on the floor during lessons or learn in dilapidated classrooms. These classes are in most cases overcrowded. All these militate against fully acceptance of the CBC by learners. In most African Countries ,schools lack modern media such as video tapes, flash cards, computers, and newspapers.

Mohammed (1998) observed that CBC implementation is affected by lack of appropriate and adequate teaching methods. He adds that teachers prefer to use traditional ways of teaching which they are familiar with. He asserts that teachers need to use the right techniques in order to effectively implement CBC. It is therefore clear that lack of innovation by the teacher and the inability of the teacher to use modern instructional media or material impact on the readiness of learners to fully embrace the Competence Based Curriculum.

Therefore the researcher would like to explore how school heads are managing this very important task of equipping school children with contemporary knowledge and skills that are

relevant in the dynamic as well as the global community. In particular, this study seeks to achieve the following objectives:

To find out how school heads are coping with the implementation of the CBC in the WarrenPark/Mabelreign district and to establish school heads` suggestions on how to improve their coping skills regarding the implementation of the competence based curriculum.

### 2.8 The Gap.

Basing on the literature reviewed above, there searcher noted that most studies done up to date have concentrated on the establishment or the implementation of the competence based curriculum in the mentioned countries. No study was devoted to the specific area of how school heads are coping with the implementation. This creates a gap in the body of existing knowledge about how school heads are managing and grappling with the daily activities of ensuring the success of the Competence Based Curriculum. As such this study tries to fill this gap by researching on how school heads in the Warren Park/Mabelreign Mabelreign District are coping with the implementation and sustained running of the Competence Based Curriculum.

### 2.9 Summary of Literature Review.

The researcher reviewed the literature of this study under the following areas, Theoretical frame work based on Von Bertalanffy Ludwig(1968) `s General Systems Theory, Conceptual framework, what competence based curriculum is; internationally, regionally and nationally. The researcher further looked at some specific countries that have implemented the competence based curriculum in the region and internationally. He also discussed how financial management skills, capacity building for teachers and obstacles that hinder learners from fully embracing the Competence Based Curriculum all influence curriculum implementation in the Warrenpark/ Mabelreign District.

## CHAPTER 3.

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION.

This chapter focused on the procedures employed to carry out the research. The chapter provides an insight of the methodologies used in the data collection process. It presents the procedures used to conduct the research, focusing on research design, target population, sample size and sampling techniques, research techniques, validity of instruments, data collection procedures and data analysis techniques.

#### 3.2 RESEARCH DESIGN

Robson (2011) explains that a research design is a comprehensive outline of how the study was conducted detailing how data were collected, the instruments employed and the intended methods for analysing data. According to Babie (1993), surveys can be used for researches that are descriptive, explanatory and explanatory. This research used a descriptive survey research design which is a strategy of generating data by carrying out interviews or through the use of a questionnaire to a sample population. The researcher adopted that method because the design portrays the actual picture of the situation as it exposes attitudes, opinions, values, beliefs and behaviour data from a sizeable sample of respondents which enabled the researcher to make generalised conclusions. A survey was appropriate for this study in that it has broad coverage and ensures efficient data collection. The samples collected are large enough to reflect the population under study. According to Bell (1996) points out that a survey is a quick way of gathering information. Borg and Gall (1989) point out that a descriptive survey research design is meant to provide statistical data about aspects of education that interest educators and policy

makers. The descriptive research design was appropriate for this study as it was used by the researcher to explore, analyse and evaluate how school heads manage the challenges they face when implementing the Competence Based Curriculum. The descriptive design was therefore appropriate as it allowed for accurate information to be gathered for large numbers of people while using a small sample.

### 3.2.3 Population.

Chiromo (2009) indicates that a study population includes all the individuals, units ,objects or events that will be taken into account in the research. Cohen et al,(2007) defines a study population as the total collection of all the elements or number about which the researcher considers to draw conclusions. In this research the target population comprises all the school heads ,teachers and parents from the six selected secondary schools in the warren Park /Mabelreign District. The number of school heads from the six secondary schools was 6,teachers were 306, while combined total of learners was 3434 .Therefore the total population was 3746.

### 3.2.4 Sample.

According to Lay and Charles,(1980) a sample is a subject of population which is representative of the whole. The study used a representative sample size of school heads ,teachers ,students and parents and other stakeholders who were selected randomly and also purposively to come up with a sample size for the research study. The study employed a sample of 72 participants made up of the following; 6 school heads,48 learners and 18 teachers that were recruited from the six schools in the Warren park/Mabereign District.

### 3.2.5 Sampling Procedure.

Cresswell (2014) explains that : sampling is the process of selecting participants for a research from the total population. Also according to Borg and Gall a sampling technique refers to a way respondents are chosen from a population to be in the sample for a sample survey. The researcher used the convenient sampling method by Robson (1993).A convenient sample is where the population members are chosen for participation because they are similar to one another on important variables. According to Mugenda and Mugenda (2003) ten percent of the population can be used sampling. Therefore ten percent of 3746 is 374 however it is not possible to enquire from every one of them due to limitations of time, urgency and practicability. As a result the researcher will also employ simple random sampling proposed by Borg and Gall(1989),which give the researcher room to identify the population of interest, a group of people he wants to make assumptions about. Therefore the sampled population was 74 participants that were selected from the six schools in Dzivaresekwa.

### 3.3 RESEARCH INSTRUMENTS

According to Denzin and Lincoln (1994) research instruments are what is used to collect the information in a qualitative field study. This study employed a variety of instruments for data generation such as a semi-structured questionnaire, face to face interviews and observations were used as the data generation instruments for the study. Interviews with structured questions were used. Interviews involve direct data gathering as there is face to face interaction between interviewer and interviewee. Pandey and Pandey (2015) believe that some confidential information can be obtained.

The rationale for the selection of these data generation methods was to obtain rich and in depth data.

### 3.3.1 Questionnaire

A questionnaire, is a set of questions which may be employed in a variety of research to elicit information that is not available in documented records, was used in the research. Questionnaires were administered personally to the teachers and parents and responses collected after they are completed. That was done to reduce the chance of the respondents not completing the questionnaires. The questionnaire contained both closed and open ended questions. Leedy(1977) points out that a questionnaire does not have interviewer bias and has privacy that enable respondents to the questions at their own time and pace. The questionnaires contained short questions that require The researcher used in-death interview with school heads. Interview guides were employed to guide the interview process. The choice of interviews was based on their effectiveness in gathering in-depth information and to supplement information from questionnaires.

### 3.3.2 Face to Face Interviews

An interview is a conversation for gathering information,( Easwaramoorthy and Zarinpoush 2009).The researcher used in-death interview with school heads. Interview guides were employed to guide the interview process. . Frank (2012) emphasises the strengths of interviews on data generation, which give the interviewer more time to be with the interviewee rather than filling in forms which might contain a set of questions which limit interviewee from expressing fully what he/she wants on the subject. Moreover an interview can really show the interviewer what kind of a person the interviewee is really like. Also the questions tend to be a bit more relaxed in some parts. The choice of interviews was based on their effectiveness in gathering in-depth information and to supplement information from questionnaires.

### 3.3.3 Observation.

The researcher engaged in some observational techniques, defined by Weeick (1985) as sustained and methodical observing of social situations in their naturally occurring contexts. The researcher observed some selected teachers especially in tech-voc subjects conducting lessons. Sidhu (1984) points out that observation goes deeper than surface domains. The purpose for observation was to obtain first hand information.

### 3.4. Conformability, Trustworthiness of Research Instruments.

Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same time of subjects. On the other hand validity refers to how accurately a research answers the study question or the strength of the research conclusions. Therefore in order to assess the reliability of the questionnaire and interview, a pilot study was administered to enable the researcher to evaluate the validity and reliability of the instruments making certain that the questions clear and not ambiguous. The study used multiple data generation methods(triangulation) so that they contribute to the trustworthiness of the data.

#### 3.4.1 Dependability of research instruments.

According to Mungenda and Mungenda (2003) define dependability(validity) as the accuracy and meaningfulness and inferences that are based on the study result. Content validity is the most important and useful. The researcher presented the questionnaire and interview guide to the supervising lecturer to determine their dependability and representativeness. Dependability implies the accuracy of the research instrument and its usefulness as a tool. Therefore expert judgment of the supervising lecturer validates the instrument.

#### 3.4.2 Dependability of research instruments.

According to Kothari (2011),instrument reliability is the dependability of a measuring instrument to provide consistent results and that a reliable instrument should not be a varied instrument. The

researcher was able to improve on the quality of the research instruments by assessing the clarity of the research guide and questionnaire questions through a pilot study hence improving their dependability.

### 3.5. Data Collection Procedures

The researcher obtained a consent letter to carry out the study from the Ministry of Primary and Secondary Education. In addition a letter from the university was shown to the participants in order to validate the aim of the study. The researcher clearly explained to the participants on the purpose, benefits and involvement in this study. The researcher approached potential participants and introduced himself and informed participants of the study's intention.

The *interview guide* was used to collect data from participants after booking appointments with the school heads to carry out the interviews. Appointments with SDA members were also made at their convenience. The researcher had no specific duration time for the interviews but instead interviewed the participants until he was satisfied with their answers. The researcher took almost three consecutive weeks to collect data from the participants.

*Questionnaires* were physically distributed to teachers after obtaining permission by the school heads. The researcher gave the participants a time frame of a whole day and collected the participants' responses for analysis and interpretation.

The researcher also employed *observation method*. Dennis (2013) says observation deals with phenomena which are not capable of giving verbal information about their behaviour, feeling and activities because they cannot speak. It does not require the willingness of the observed to provide information about them. Dennis(2013) again assets that, observation requires less active cooperation and willingness of respondents hence it is ever possible without the knowledge of the participants.

### 3.6. Data Presentation and Analysis

Content analysis was used to analyse the qualitative data based on the analysis of meanings derived from participants' information from each instrument? Debra (1997) describes content analysis as a research method for studying documents and communication artifacts, which might be texts of various formats, pictures or audio .Gray (2004) explains that qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events which often lead to chance findings.

The data collected from the questionnaires were analysed qualitatively through content analysis as pointed out by Garland ,et al(2010).The data were transcribed partially and organized to find common words and phrases. According to Whitteaker, (2012),this is a systematic method of processing information from the target population.

Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner because it is non-invasive in nature, in contrast to simulating social experiences or collecting survey answers. Hence the researcher analysed data from the interviews and came up with findings regarding how school heads are coping with the implementation of the Competence Based Curriculum.

Strauss and Corbin (1998) describe analysis as a science and an art that entails interaction between the researcher and the data. The researcher also analysed data from observing tech-voc teachers in class with learners and was able to reach conclusions that reflect how schools are managing with the implementation of the Competence based curriculum.

According to Creswell (2009) data analysis and presentation involve ordering and structuring of data to produce information. This means that it involves attaching meaning to data collected. The closed questions were analysed by means of frequency tables, pie charts and graphs while the

open ended questions, interviews and observations were analysed by means of subjective note making by the researcher.

### 3.7. Trustworthiness and Credibility

Since qualitative researchers do not use instruments with established metrics about validity and reliability, the researcher will conclude that the research study's findings will be credible, transferable, confirmable, and dependable. Credibility is the how confident the qualitative researcher will be in the truth of the research study's findings (Letwin, 2001). Triangulation will be used to demonstrate that the study's findings can be trusted. Transferability is how the qualitative researcher will demonstrate that the study's findings can be used in other contexts. In this regard, "other contexts" can mean identical situations, similar populations, and similar phenomena. The researcher will use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations.

Conformability is the degree of neutrality in the research study's findings (Lindsley, 2002). This means that the results will be based on the key participants' responses and not any potential bias or personal inclinations or feelings of the researcher. This includes ensuring that the researcher bias will not alter the interpretation of what the research participants would say to fit a certain narrative. In order to establish conformability, the researcher will provide an audit trail, which will highlight every stage of data analysis that will be made so as to provide a rationale for the conclusions arrived at. This will help to establish that the research study's findings accurately depict participants' responses. Finally, dependability reflects the degree to which the study could be repeated by other researchers and that the findings would be consistent (Cobus, 2003). It means that, if the researcher decides to replicate his study, there should be enough information from his research report to do so and obtain similar findings as his study does. The researcher

will use inquiry audit to establish dependability, which requires an external person to review and examine the research process and the data analysis so as to ensure that the findings are consistent and could be replicated.

### 3.8. Ethical Considerations.

According to Shumbayaonda (2011) Ethics are a set of principles that are put forward by an individual or group. Ethics are therefore generally accepted and provide rules and behavioral expectations about the most appropriate conduct towards participants. Therefore participants were not forced to participate. The participants were told that only those who were willing to be involved in the study would be expected to participate. The participants were educated on the aims of the research. Hence principles of research ethics; respect anonymity, confidentiality and informed consent were upheld.

#### 3.8.1. Protecting the Rights of the Participants .

##### INFORMED CONSENT

Informed consent is voluntary agreement to take part in the research by the participants.

Consent was sought from all the participants and all the participants signed consent forms. The participants were free to participate or not to take part.

##### ANNONYMITY

Anonymity and confidentiality was adhered to throughout the data generation process and interpretation and after as the discussion between the participant and researcher was never disclosed to anyone throughout the study. The responses from the participants were not be used for any other purpose but solely for the purposes of this study only.

##### CONFIDENTIALITY.

The names of the participants were kept anonymous, the information remained confidential. To protect the identity of the participants, the researcher used pseudo names, which means that participants were protected from any harm, threats and abuse.

The researcher emphasised that participation was voluntary and that participants were free to withdraw from the study at any given time should they wish or feel to do so.

#### PRIVACY:

Privacy is freedom an individual has to determine the time, extent and general circumstances under which information will be shared with or withheld from others. In this study, the researcher will respect the privacy of the subjects by not asking dehumanising and personal questions Shared information will be treated with strict confidentiality.

#### DUTY TO INFORM:

The researcher will provide the participants with adequate information about the field of research ,the purpose of the research the research. The will also be information on the intended use of the research results. The researcher will explain clearly every aspect of the research to the subjects. William (2011) says when collecting and processing personal data, research have a statutory obligation to notify the subjects in the research.

#### FREEDOM FROM HARM.

Freedom from harm an ethical consideration is the act of protecting subjects from physical and mental harm. The researcher will ensure that participants are not exposed to serious physical harm or other forms of strain as a result of the study. The researcher will ensure that the information collected will not be used against them on their personal and professional life.

#### 3.9. CONCLUSION.

The chapter presented the research design, research methods, study population ,sampling and procedures, sample size, data collection techniques, research instruments, validity and reliability, validity of research instruments ,data analysis plan and ethical consideration and reliability and validity.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter mainly focuses on the findings that the researcher managed to gather during the data collection process. The information was gathered through questionnaires, interviews and observation. The data collected is going to be presented through tables and narrative descriptions. Analysis and discussion of responses from each questions asked is going to be done in this chapter using statistical tables.

**Data were analysed to address following :**

- 1.How are school heads coping to manage the Competence Based Curriculum?
- 2.How capacity building for teachers leads to the success of the Competence Based Curriculum?
- 3.How have school heads prepared students for the Competence Based Curriculum?

The study sample was made of 6 school heads 18 teachers and 48 learners. All the questionnaires that were distributed were returned and the researcher was able to interview all the school heads from the selected schools. The 100 percent response rate gives credibility to the results of the findings and can therefore be generalized across the whole district.

#### 4.2 Demographic information on respondents.

**Age categories and work experience. School heads.**

Age group	School Heads	Percentage	Work experience	Frequency	Percentage
20-30 years	0	0	0-10 year	1	17

<b>31-40 years</b>	<b>0</b>	<b>0</b>	<b>10-20 years</b>	<b>2</b>	<b>33</b>
41-50 years	4	67	20-30	2	33
<b>Above 50 years</b>	<b>2</b>	<b>33</b>	<b>Above 30 years</b>	<b>1</b>	<b>17</b>
<b>Total</b>	<b>6</b>	<b>100</b>	<b>Total</b>	<b>6</b>	<b>100</b>

#### Age categories and work experience. School Teachers.

<b>Age group</b>	<b>Teachers</b>	<b>Percentage</b>	<b>Work experience</b>	<b>Frequency</b>	<b>Percentage</b>
20-30 years	2	11%	0-5 years	2	11
<b>31-40 years</b>	<b>5</b>	<b>28%</b>	<b>6-10 years</b>	<b>3</b>	<b>17</b>
41-50 years	8	44%	10-15 years	2	11
<b>Above 50 years</b>	<b>3</b>	<b>17%</b>	<b>Above 16 years</b>	<b>11</b>	<b>61</b>
<b>Total</b>	<b>18</b>	<b>100</b>	<b>Total</b>	<b>18</b>	<b>100</b>

#### Age categories and number of years at school. Students.

<b>Age group</b>	<b>Learners</b>	<b>Percentage</b>	<b>No of years at the school</b>	<b>Frequency</b>	<b>Percentage</b>
15-16 years	12	25	1 year	4	8
<b>17-18 years</b>	<b>12</b>	<b>25</b>	<b>2 years</b>	<b>13</b>	<b>27</b>
19-20 years	12	25	3 years	19	40
<b>Above 20 years</b>	<b>12</b>	<b>25</b>	<b>Above 3 years</b>	<b>12</b>	<b>25</b>
<b>Total</b>	<b>48</b>	<b>100</b>	<b>Total</b>	<b>48</b>	<b>100</b>

From the above table ,it is evident that most of the respondents fell within the 41 to 50 age group for heads and teachers while 16-18 years age group is for learners. The respondents with

the greatest number of years at the school constituted 33 percent for heads and 61 percent for teachers while 40 percent was for learners. It can therefore be concluded that the majority of school heads ,teachers and learners have vast experience in the education sector hence their views regarding the study can be relied upon.

#### 4.3 QUESTIONNAIRE RETURN RATE FOR RESPONDENTS AND DATA ANALYSIS.

Response rate for school heads.n-6

<b>Questions for heads</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
1)Is school fees your main source of financing?	4	67	2	33
2)Do you have any other sources of income generation to support curriculum implementation?	5	83	1	17
3)Does your school receive government assistance towards the running of CBC.	4	67	2	33
4)Do you budget for the provision of learning resources.	6	100	0	0
5)Are teachers ,learners and parents involved in the budget planning	2	33	4	67
6) Do you involve other stakeholders such as teachers and learners in the procurement and distribution of resources	3	50	3	50
7)Do you think financial planning is effective in the implementation and running of CBC?	4	67	2	33
8)Do you think with adequate financial resources CBC can be effectively implemented and run?	6	100	0	0

**Responses from school heads on the Interview Data.**

Refer to the above table. For the purposes of this research six school heads were interviewed. From their responses most indicated that they carry out financial planning .All the six heads carry out the budgeting processing at the beginning of each financial year. However about 50 percent of the school heads interviewed involve other stakeholders in the budget process and 33 percent of them involve local stakeholders such as learners and teachers in the procurement and distribution of resources. This is line with Von Ludwig(1968)` s systems theory which states that different parts in an organisation work together like a system to achieve goals . During the interview, one school head had this to say:

*At this school we view financial planning as the motor power for everything that goes on here ,It is through sound financial management that we are able to realise our goals as a school. We work mostly with the parents in the preparation of budgets and we also involve teachers and sometimes even the learners contribute towards the budgets.*

Most school heads 83 percent, indicated that their schools have other sources of income involving income generating projects such as garden projects, fish projects, poultry to tuck-shop projects. Funds from these projects are used to finance school programs such as the implementation of the competence based curriculum. Another school head said the following during the interview:

*To augment the income we collect from fees ,we run several projects in the school that help us with the much needed finances to be able to implement and run the Competence Based Curriculum Successfully. We have a vibrant school tuck-shop ,we also run a thriving poultry project as well as a garden project. These projects have given us the opportunity to get supplementary cash to enable us to run school programs effectively.*

In response to the question on what they think about the effectiveness of financial planning in enhancing the implementation of the CBC most school heads all of them (100 percent) were emphatic about the positive relationship between financial planning with effective

implementation and running of the CBC. All of them concurred that adequate financial resources are the crucial element needed for the complete success of the CBC .In support of the effectiveness of financial planning one of the heads pointed out that:

*For the education system to be very effective and in particular for the Competence Based Curriculum to be effective, school administrators need to take financial planning seriously. The Ministry of Primary and secondary Education should take a leading role in making sure that school heads are equipped with relevant financial planning skills.*

The implications of what the majority of heads said was that financial planning was at the core of the successful implementation and continuous running of the Competence Based curriculum and that the government had a major responsibility in assisting schools with financial resources as well as equipping school heads with financial resources.

**TEACHERS `S RESPONSE RATE :KEY:**

**T G Extent ---- To a greater extent.  
Not .at. all -----Not at all**

**T.M. Extent-----To a moderate extent**

<b>ITEM</b>	<b>T.G.EXTENT</b>	<b>T.M.EXTENT</b>	<b>NOT AT ALL</b>
1)Do you fully understand what CBC entails?	<b>5</b>	<b>5</b>	<b>8</b>
2)Do heads allocate resources fairly to all learning areas?	<b>4</b>	<b>8</b>	<b>6</b>

3)Do heads prioritise teaching/learning materials when making school orders?	4	8	6
4)How often do you have staff development sessions or training?	3	6	9
5)Does head encourage teachers to attend cluster and district CBC workshops?	9	5	4
6)Has head established continuous in-service courses on CBC?	2	6	10

**Teachers responses to the questionnaire.**

Refer to the above table. The emerging picture is that most teachers 44 percent do not fully comprehend what CBC is all .Many teachers feel heads are not doing enough to prioritise the distribution of resources to all learning areas. They feel some learning areas are preferred ahead of others thereby disadvantaging others. Teachers are also unhappy about the level and frequency of staff development sessions and in-service training related to CBC. About 56 percent of the teachers feel that nothing is being done about continuous in-service training. However whenever there are cluster or district workshops most heads about 50 percent encourage their teachers to attend such meeting.

**RESPONSE RATE FOR LEARNERS.**

<b>Item</b>	<b>T.G .Extent</b>	<b>T .M. Extent</b>	<b>Not.at.All.</b>
<b>1)Where you educated on what the CBC is?</b>	<b>6</b>	<b>8</b>	<b>34</b>
<b>2)Do you think your school is doing enough to make C B C run well?</b>	<b>24</b>	<b>14</b>	<b>10</b>
<b>3)Do you have adequate resources in all learning areas ?</b>	<b>16</b>	<b>34</b>	<b>8</b>
<b>4)Do you often go for educational tours?</b>	<b>4</b>	<b>6</b>	<b>38</b>
<b>5)Have teachers changed their teaching methods to suit the CBC.</b>	<b>28</b>	<b>12</b>	<b>8</b>
<b>6)Have class sizes reduced due to meet CBC standards?</b>	<b>0</b>	<b>12</b>	<b>36</b>
<b>7)Do you have teachers in all the learning areas?</b>	<b>28</b>	<b>16</b>	<b>4</b>
<b>8)Do qualified teachers carry out demonstrations to assist the unqualified teachers concerning CBC?</b>	<b>12</b>	<b>24</b>	<b>12</b>
<b>9)Do you think your school is doing enough to make CBC a success?</b>	<b>12</b>	<b>28</b>	<b>8</b>

## **STUDENTS RESPONSES TO THE QUESTIONNAIRE.**

Refer to the table above. The researcher worked with 48 students drawn from A` and O` level classes. Most learners about 71 percent lamented the lack of information on what CBC is all about from school authorities .This goes against the systems theory as postulated by Von Ludwig (1968) as effective curriculum implementation hinges on the complex intra-personal, intra group and human interaction on relevant information .Learners also feel that the school is not doing much to encourage educational tours as 79 percent indicated that their schools do not conduct school tours at all. Seventy five percent of the learners also feel that oversized classes are a hindrance to the smooth running of the CBC. However on a positive note most learners acknowledge the positive work being done by the schools to prepare them for the C.B.C. Fifty percent of the learners think that their school administration is doing enough to motivate them in the learning of the CBC. In addition 58 % of the learners are happy that most of their teachers are qualified teachers and they are also happy that 50 percent of qualified teachers assist their unqualified counterparts in the delivery of lessons in the CBC. All in all 58 percent of the learners feel that to a moderate extent schools are doing enough to prepare them for CBC.

The results confirm that the school heads are managing the implementation of the CBC to a moderate success as learners have cited a number of challenges that need to be addressed by the school heads such as reduction of class sizes and stepping up awareness among others for the learners benefit from the Competence Based Curriculum. On the positive side, the learners are motivated by the efforts by school heads in making sure that resources such as current textbooks ,specialist rooms and equipment are available for the CBC to run smoothly.

### [4.4 Discussion and Findings.](#)

The study established that all the school heads interviewed carried out financial management, have put in place strategies to equip teachers with relevant skills and knowledge and employ

various motivational strategies to encourage learners to take up competence based learning seriously, in order to manage the implementation and running of the CBC in the Warren Park /Mabelreign District. The researcher established that efficient management of financial resources is a crucial task for school heads. Defined tasks such as sporting activities, practical subjects such as Food Technology and Agriculture require adequate resources hence the need for heads to be equipped with sound financial management skills. The research was also able to establish the importance of the interactive process during budgeting .It was clear that during the preparation of the budget ,the school head must engage all the relevant stakeholders: teachers, parents and learners to allow for a comprehensive view of everything required at the school .Enlisting the cooperation of all the relevant stakeholders, creates the much needed *esprit de corps* and ensures total support for the budget by all the people involved in its preparation. The research also established that most schools do not or rarely get government assistance as a result schools have engaged in income generating projects to supplement their incomes in order to meet their financial commitments. It was also noted during observation activities by the researcher that heads have to grapple with inadequate resources such as shortage of classrooms and equipment. The researcher noted that the overcrowded classrooms in almost all the six schools compromise the effective implementation of the Competence Based curriculum. Lack of equipment especially in practical subjects make it very difficult for the Competence Based curriculum to run smoothly.

#### 4.5 Obstacles related to lack of /inadequate capacity building for school teachers.

Education international (EI),( 2006) say that teachers are the backbone of the education system and they have the capacity to provide learners with essential skills on a daily basis as long as they are well trained on curriculum issues and possess a positive attitude towards the program. A study carried out in several African countries revealed that training programs can improve

teachers knowledge, attitudes and readiness to implement programs to their learners(Kathleen, 2005).

The importance of Attitude in the implementation of any new program cannot be over emphasised. The attitudes held by the school heads, teachers, learners and other stake holders about the Competence Based Curriculum play an important part in determining how the program will roll out. The success of any new educational program depends on the positive attitudes of the stake holders.( Shiundu and Omulando 1992).

Lack of adequate teacher training and support is one of the main reasons why successfully curriculum implementation in the Warren Park/Mabelreign District could have been hampered. Learners need to see the value of learning in their own lives. This is an important reason why teachers need to be equipped with the relevant skills and knowledge in order to impart same to their learners.

According to Moodely (2013),teachers should be armed with the relevant expertise in their area of speciality in order for them to produce the desired results. The teacher should be equipped with the relevant skills and knowledge necessary to enable the learners to learn( Botha and Reddy, 2011). All serving teachers require in-service education to enhance their skills in the appropriate implementation of the Competence based curriculum. The training should cover most of the aspects concerning CBC such as assessment modalities for learners ,issues of supervision and methodologies, including the use of information technology, applicable to the Competence Based Curriculum.

Most of the teachers admitted that if they were adequately trained on issues involving the CBC ,their job would be much easier and they would enjoy it much more. Therefore , capacity

building , if it is done properly, could benefit the teachers as well as the learners too. The main reason cited by both teachers and learners for hitches in the smooth running of the CBC is the lack of resources or sometimes no resources at all especially in practical subjects such as Food technology, Agriculture and Metal work .

The researcher also concluded that it is the responsibility of the school head through the Ministry of Primary and Secondary Education (MOPSE) to staff develop teachers through in –service training ,workshops and seminars to enable them to deal successfully with any changes in the curriculum as this helps them to develop professionally.

#### 4.6 The strategies school heads have put in place to motivate learners to fully embrace the Competence Based curriculum .

Most schools are over enrolled hence there is over crowdedness in classrooms and this has impacted heavily on the implementation of the Competence Based Curriculum since ,learner centred approaches are difficulty to administer with very large classes. Learner centred approaches are difficult to implement in such situations as teachers find it difficult to move around and assist learners with learning difficulties. Most classrooms in the district were designed to accommodate a maximum number of 45 learners but generally most classes hold between 55 and 60 students. As a result classrooms are congested as the classrooms exceed the number prescribed by the ministry of education.

All the schools in the district under this study have resorted to double sessions as a way to manage the huge enrolments in the school. According to the school heads, double sessions allow the sharing of the limited available resources hence all the learners have access to resources such as teachers, textbooks, workshops, science laboratories and classrooms.

Another challenge that school heads in the District have to deal with was fact that the majority students joining secondary education have a low ability. The majority of learners enrolled in government secondary schools have a low academic ability since most of the high achievers prefer boarding schools, hence learner centred approaches are difficult to administer as the learners need a lot of help from the teachers.

According to Education International (2006) Participatory learning is an effective way to motivate learners in the learning process. Almost all the school heads encouraged the utilisation of a variety of instructional methodologies to stimulate interest in the learners. Heads encouraged teachers to vary tasks and methods during the learning process as a way to stimulate interest and foster understanding. School heads conducted workshops and invited expert resource persons to facilitate staff development on teaching methodologies relevant for the Competence Based Curriculum .Teachers should offer a balance between teacher –assigned and student assigned activities. Schenker (2011) points out that teachers should ensure that students have choices in their learning.

#### 4.7 Summary

The chapter presented findings from data collected through three data collection methods namely interview, questionnaire and observation. Data were interpreted and analysed qualitatively .The findings were discussed in answer to the 3 research questions. Recommended strategies as suggested by the participants and from the researchers` own study are also presented. The next chapter presents the summary, conclusion and recommendations of the study project.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

### 5.1 Introduction

The chapter provides the summary, conclusions and recommendations of the research study. The researcher summarised the study by reviewing the questions guiding the study. The research conclusions have been derived from the collected and analysed data. The chapter concludes by providing recommendations drawn from the findings of the research .

### 5.2 Summary of the study

This study was an inquiry into how school heads are coping with the implementation of the Competence Based Curriculum in the Warren Park/ Mabelreign District, in Harare Province. The study was necessitated by the realization of the vital role played by school heads in implementation and management of curriculum issues in schools .

#### **The research was guided by the following research questions.**

- 1 How are the secondary school heads` use of financial management enhancing their coping skills with the implementation of the Competence Based Curriculum?
- 2 What are schools heads doing to motivate teachers to effectively implement the Competence Based curriculum?
- 3 What are schools heads doing to encourage learners to embrace the Competence Based Curriculum?

Chapter 1 provided an overview of the study by stating the background of the study and statement of the problem .Chapter 1 also outlined the research objectives and explained that the researcher hoped to identify how school heads were coping with the implementation of the Competence based Curriculum.

The study also reviewed literature under Chapter Two, based on the Competence Based Curriculum implementation focusing at the national, regional and international levels. Chapter two also discussed all the research questions in this study.

Chapter Three highlighted the methods and procedures that were employed in the gathering of data to establish how school heads were managing with the implementation of the CBC. The study employed a qualitative approach and employed the use of questionnaires and interviews to collect data from respondents.

Chapter four dealt with the presentation and analysis of data using tables and explanations. The findings portrayed that school heads were able to cope with the implementation and running of the CBC through a number of strategies at their disposal such as resource mobilization ,financial planning and motivating both teachers and learners through various ways.

### 5.3 Conclusions

The study made the following conclusions:

School heads, teachers and learners are all aware and comprehend the importance of Competence Based Curriculum in the education system. School heads are doing everything in their power to ensure that the Competence Based Curriculum is moving on smoothly. The researcher concluded that it is crucial for school heads to ensure that CBC is a success through involving both teachers and learners in planning ,that is during budgeting and distribution of resources such as learning materials, rooms and equipment .Involving teachers and learners will make them feel that they are part of the system hence they will be motivated to work hard and embrace the CBC.

The researcher also concluded that the responsibility to staff develop teachers rests with the Ministry of Primary and Secondary Education(MOPSE) through the school head. This should be

achieved through in –service training ,workshops and seminars to enable them to deal successfully with any changes in the curriculum as this helps them to develop professionally.

For school heads to successfully cope with the implementation of the CBC , it is important for everyone at the school to work together as a system.

#### 5.4 Recommendations

The following recommendations are drawn from the above findings and conclusions:

The researcher recommended the following:

- School heads also need continuous training on financial planning to enhance their coping skills on Competence Based Curriculum implementation and they should involve both Teachers and learners in the planning of financial resources and during their distribution since their contribution is very important as they know exactly what they need with regards the CBC implementation.
- Government should be responsible for In-service training of both school heads and teachers on financial matters and curriculum issues to enhance effectiveness.
- Learners should be adequately informed of Curriculum changes in the education system so that they perceive instructional supervision from an informed position and also school heads should encourage various teaching /learning methods such as discovery, excavations and educational tours to motivate learners to embrace CBC.
- Finally, it is recommended that school heads, teachers and learners work together as a team in order to remove barriers that hinder the smooth implementation and running of the CBC.

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## APPENDICES.

### APPENDIX 1.

Interview Guide for School heads in the Warren park/Mabelreign District.

My name is Wilson Chagonda , a student with Midlands state University ,pursuing a Bachelor's Degree in Educational Management and leadership. In fulfilment of my degree ,I am carrying out a research project on the topic `` How are school heads coping with the implementation of the Competence Based Curriculum, a case of six schools in the Warren Park/ Mabelreign District, Harare.``

I would like to interview you to find out more on the topic. There are no right or wrong answers. Please be free and share your true feelings and opinions with me. The discussion will be kept confidential.

**Section A:** Bio- data.

**Section B:** Head`s Views on Financial Planning.

**Section C:** Respondent`s Views on what heads are doing on capacitating teachers regarding C.B.C implementation.

**Section D:** respondent`s Views on what school heads are doing to encourage learners to embrace CBC.

**Section E.** Respondent`s Views on strategies to improve coping skills of heads.

#### INTERVIEW QUESTIONS.

1. Is school fees your main source of income?

2. Do you have any other source of income generation to support curriculum implementation?
3. Does your school receive any form of government assistance?
4. Do you compile a budget towards the acquisition of learning resources?
5. Do you involve your teachers ,learners and parents in the budget planning?
6. Do you involve other stakeholders such as teachers and learners in the procurement and distribution of resources?
7. Does financial planning play an effective role in the implementation and running of CBC?
8. Do you think with adequate financial resources CBC can be effectively implemented and run ?

## APPENDIX 2

### TEACHERS' QUESTIONNAIRE FORM

My name is Chagonda Wilson, studying for a Degree in Educational Management and Leadership with Midlands State University. As part of the fulfillment of the requirements of the degree, I am to carry out an educational research project entitled `` An investigation into how school heads are coping with the implementation of the Competence Based curriculum a case of six schools in the Warren park/ Mabelreign District, Harare.

My University and I would appreciate you taking the time to complete the following questionnaire which should take about ten minutes of your time .This information will remain confidential to the researcher and the Faculty of Education at Midlands State University. The results obtained may not be linked to individual teachers or schools. Do not write your name or the name of your school on the questionnaire.

**Please fill in the blank spaces and tick where possible in the boxes provided.**

#### SECTION ONE

✓ Indicate your response by using an ( )

#### GENERAL INFORMATION

##### 1. Gender:

Male

Female

##### 2. Age:

20-30 years

31-40 years

41-50 years

51 and above

##### 3. Highest professional Qualification:

Certificate in Education

Diploma in Education

Bachelor of Education

Masters Degree in Education

Others (specify) \_\_\_\_\_  
\_\_\_\_\_

**4. Years of teaching experience:**

- 0-5 years
- 6-10 years
- 11-15 years
- Over 15 years

**SECTION 2**

**Indicate your response by putting a tick**

**5. Do you full understand what CBC is all about?:**

- Yes
- No
- To some extent
- Not at all
- 

Other (specify) \_\_\_\_\_  
\_\_\_\_\_

**6:Do you think school heads distribute learning resources fairly to all learning areas.**

- Yes
- No
- To some extent
- Not at all

Other (specify) \_\_\_\_\_  
\_\_\_\_\_

**7. Do Heads prioritise teaching /learning materials when making school orders?:**

- Yes
- No

To some extent

Not at all

Other (specify) \_\_\_\_\_

---

**8. Do you often conduct staff development sessions or training on CBC?:**

Yes

NO

Not at all

Other (specify) \_\_\_\_\_

---

**9. Do heads encourage teachers to attend cluster and district CBC workshops?:**

Yes

NO

Not at all

Other (specify) \_\_\_\_\_

---

**10. Has your school head established a continuous in-service courses for CBC?**

Yes

NO

Not at all

Other (specify) \_\_\_\_\_

## APPENDIX 3

### LEARNERS QUESTIONNAIRE FORM

My name is Chagonda Wilson, studying for a Degree in Educational Management and Leadership with Midlands State University. As part of the fulfillment of the requirements of the degree, I am to carry out an educational research project entitled `` An investigation into how school heads are coping with the implementation of the Competence Based curriculum a case of six schools in the Warren park/ Mabelreign District, Harare.

My University and I would appreciate you taking the time to complete the following questionnaire which should take about ten minutes of your time .This information will remain confidential to the researcher and the Faculty of Education at Midlands State University. The results obtained may not be linked to individual teachers or schools. Do not write your name or the name of your school on the questionnaire.

**For the following questions please mark the box (x) that indicates your level of agreement.**

**To a greater extent (T.G.E) /To a Moderate Extent(T.M.E) / Not at all ( N.A.All).**

Question	T.G.E	T.M.E	N.A.All
1.Where you educated on what CBC is all about?			
2.Do you think your school is doing enough to make CBC run smoothly?			
3.Do you have adequate learning resources in all the learning areas at your school?			
4.Do you sometimes go for educational tours?			
5.Have teachers adapted their teaching methods line with the CBC?			
6.Have class sizes been reduced to meet CBC requirements?			
7.Do qualified teachers sometimes carry demonstration lessons to assist the untrained teachers concerning CBC?			
8.Do you think your school is doing enough to encourage learners to embrace CBC?			

**9. If you were in a position of authority at your school what areas would you improve in order to encourage more learners to embrace CBC?**

---

---

## APPENDIX 4.

### OBSERVATION GUIDE.

Preliminary details.

Learning Area(s).

Facilitator`s qualifications

Class Level

Average age of pupils

Number of pupils

Time.

Topic.

Instructional Media.

Methodolog(ies).

Learner activities.

Facilitator activities

Follow up activities.

## APPENDIX 5

### TURNITIN ORIGINALITY SUMMARY

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CHAPTER 1. Overview of the study. 1.1 Introduction Understanding the role played by school heads in the implementation of the Competence Based Curriculum is vital but equally important is the understanding of how the heads are coping with the implementation of the Competence Based Curriculum given the complex issues they have to grapple with, the context and the environment in which they are operating in their bid to successfully achieve the desired results. This section's focus is on the problem and context in which it exists. The areas covered under this section are: background to the study, statement of the problem, purpose of the study, research objectives. The section also looks at Research questions, assumptions, significance of the study, delimitation, limitations, definition of terms and a conclusion is given at the end of the section. 1.2

Background to the study School heads are responsible for ensuring that national policies are implemented and followed as per requirement. One of the most important policies they implement and oversee is the education curriculum. This task of implementing and making sure that the curriculum takes off and progresses smoothly is not any easy task for school administrators. The process of making sure that the curriculum is running smoothly requires proper and adequate planning. If planning is not done properly the whole process will not operate

smoothly and may come to grief. According the Public Service Commission S.I 2000, a school Head's duties involve among others, making critical decisions around teaching and learning methodologies and curriculum implementation issues, another factor which school heads need to put into consideration is resource mobilisation. According to Wilson, Ruch, Lymbery and Cooper (2008), school heads are also responsible for [checking on capacity-utilisation of the](#)

[resources that have been mobilised.](#) For a school to implement and run its curriculum successful, it requires a lot of resources, such resources as textbooks, stationery, classrooms, transport and teachers. Most of these resources require vast amounts of money, as a result school heads need to do a lot of planning if at all they wish to manage the curriculum in a successful way. Amongst the most important resources that school Heads should provide are:- Time to allow for the school activities to take place, material resources such as books, furniture and buildings, human resources such as teachers and other employees and financial resources. In order to fulfil the above provisions, school heads need to come up with strategies that enable them to source for these resources. Heads need to be innovative and think outside the box since it has become increasingly difficult to provide adequate resources due to the prevailing harsh economic conditions in Zimbabwe. The government and various stakeholders have been offering invaluable assistance to schools in order for them to cope with the [implementation of the](#)

[Competence Based Curriculum. School heads](#) have been working with such Organisations as the Capernaum Trust, Plan International, UNICEF and UNECSCO in their quest to successfully offer the Competence Based Curriculum. These have been known to be traditional partners of the education sector as they meet most of the material and financial requirements that the education sector requires in order to realise its goals. The researcher seeks to find out how school heads are managing to deal successfully with the difficult task of implementing the Competence Based Curriculum given the unfavourable 2 economic conditions currently prevailing in the country. The research will suggest ways of improving school heads' coping

strategies to ensure [the success of the Competence Based Curriculum. The](#) researcher shall work with schools in the Warren Park/Mabelreign District which is situated in the province of Harare, which the researcher believes will provide an insight on how school heads are coping

with the [implementation of the Competence Based Curriculum. The research](#) is very

important [in](#) that school heads' coping abilities need to be enhanced so that [they will be](#)

[able to implement the Competence Based Curriculum](#) in an efficient and effective way. **1.3**

**Statement of the problem** The ushering in [of the Competence Based Curriculum](#) brought with it a number of operational challenges in its implementation and continued smooth running. When it was introduced, there was a lot of confusion as to how it was to operate. It required the injection of huge resources especially regarding the introduction of new compulsory learning areas such as Agriculture and vocational subjects such as Technical Graphics and Food

Technology and Design. These presented a number of [challenges to the school heads in](#)

trying to cope with the [implementation of the Competence Based Curriculum. Therefore](#)

there is need to examine how heads are managing so that improvements can be made .  
to equip them with better coping skills in order to successfully discharge their  
curriculum related duties. 1.4 Purpose of the study The purpose of the study is to investigate how

school heads are coping with the implementation of the Competence Based Curriculum in their quest for the achievement of educational goals and objectives in the Warren Park/Mabelreign District. 1.5 Research objectives The study was guided

by the following objectives:- 1. To investigate how school heads are managing to meet the huge budget required for the implementation and running of the Competence Based Curriculum. 2. To investigate how capacity building for teachers lead to the success of the Competence Based Curriculum. 3. To find out what school heads are doing in

order to prepare students for the Competence Based Curriculum . 1.6 Research Questions

The research was guided by the following research questions:- 1. How are school heads coping to manage the competence based curriculum budget? 2.- How are schools capacitating teachers for the implementation of the Competence Based Curriculum? 3. How have school

heads prepared students for the Competence Based Curriculum? 4. 7 Significance of the study The research is important to the government of Zimbabwe, the

ministry of Primary and Secondary Education, school heads and the various stakeholders in the education system as the results will provide an insight on the challenges and

successes faced by school heads during the implementation of the Competence Based Curriculum in the Zimbabwean Education System. It is hoped that the study will be able to assist educational planners to be able to create more educational possibilities for the learners through capacitating schools and schools heads in particular with the necessary requirements for the success of the C.B.C. The results of the study will inform educational policy planning and

influence government to come up with measures to improve the skills of management among school heads for them to efficiently and effectively manage the implementation and sustained smooth running of the Competence Based Curriculum. Another important contribution of the findings is that it may influence the various stakeholders in the education system to forge genuine and productive partnerships with school heads in order to establish strategies of

improving the implementation of the Competence Based Curriculum for better results.

Accordingly, the research is important since it seeks to establish engagement mechanisms between the school and its various stakeholders that enhance the effectiveness of school heads in managing the Competence Based Curriculum. 1.8 Assumptions The researcher assumed that the target respondents were truthful, genuine and honest in the responses they gave during the interviews and to the questionnaires. Government secondary school heads might be facing several challenges related to the implementation of the Competence Based curriculum. The researcher also assumed that that school heads were knowledgeable of the various ways and means at their disposal to overcome obstacles that may hinder the successful implementation of the Competence Based Curriculum. 1. 10.

Delimitation of the study The study was carried out in Harare Metro-politan Province, Zimbabwe in the Warren Park/Mabelreign district. The study aimed to ascertain how secondary school heads are coping with the implementation and sustained running of the Competence Based Curriculum. It also aimed at identifying challenges and acknowledging the successes experienced by the heads during the implementation of the program. The study was also limited to six secondary schools 5 within the Warren Park/Mabelreign District and results can be generalised to other secondary schools in the district and the country at large. 1. 11 limitations Simon(2011) postulates that limitations are potential weaknesses or challenges that interfere with the achievement of the desired results and are usually beyond the control of the researcher. The researcher is likely to face challenges from these unforeseen eventualities. The researcher there has to come up with contingency measures to overcome those challenges, to ensure that the research remains reliable. For instance the school heads might not e comfortable with the idea of discussing aspects of their managerial roles, especially the challenges they face in implementing the Competence Based Curriculum.

To deal with this, the researcher will assure the participating heads that the information will be kept confidential. Another limitation could be related to keeping to schedule, that is meeting the appointed times. Sometimes scheduled meetings can be cancelled due to situations outside the researcher`s control. To curb that challenge, the researcher will have to exercise patience and tolerance in order to obtain the information. The choice of the study sample, was influenced by the availability of resources and time factors. The six secondary schools under this study represent a wide spectrum of environments and situations currently prevailing in most Zimbabwean schools. Therefore the results can be representative of the situation in almost every school in the country and this gives

the study credibility and authenticity. 1.12 Definition of terms This section provides a

definition of the key terms used in this research as these might mean different things to different people and disciplines. Cluster: is a collection of schools within the same geographical location, for economic, pedagogic administrative purposes (Giordano 2008). A cluster according to the researcher is a group of similar things or entities such as schools or people positioned closely together for easy administration. Coping: According to Wolf (2001), coping is an adaptive or otherwise successful method of dealing with individual or environmental situations.

It refers to how one manages to achieve set objectives in the face of challenges or obstacles. Challenges: According to Zheng and Borg (2014), challenges refer to new and difficult experiences which require great effort and determination. Therefore challenges are the obstacles or difficulties faced during the process of implementing and

running the Competency Based Curriculum. Curriculum implementation: refers to the activity of actually putting the curriculum into use through practical processes (Ndawi and Maranyika 2011). Also according to Lim (2007), it is the integration of instructional content, the arrangement, interventions, management and monitoring in the classroom.

Curriculum implementation is therefore the actual application of the curriculum in the classroom. District: is a kind of administrative division that is run by a local government. (Giordano 2008). For the purposes of this research it is an area that has fixed borders drawn by

the Ministry of Primary and Secondary Education and comprises a number of both primary and secondary school. Warren Pak/Mabelreign is one such district. Effectiveness: Wolf (2001) defines effectiveness as the quality of being able to bring about an effect or result. It

refers to how well the school head's strategies contribute towards the success of the

Competence Based Curriculum. Financial management: is the activity that entails planning and budget control. School head: Is the one who is responsible for the day to day

running of the school. He or she is in charge of the general administration of the school in such areas as timetabling, curriculum implementation resource mobilisation and allocation as well making decisions on what is to be taught and the methodologies to be adopted including also the management of the members of staff. (Zheng, X and Borg, S.2014) Secondary school. A secondary school is an organisation that offers secondary education to learners. It

basically offers general, technical, vocational or college preparatory courses. The school being referred to in this study is an organisation where learners of between 11 and 20 receive an education (Manitoba family services and Housing 2008). It is an educational facility where learners receive instruction after primary education and usually leads to university education. .

Stakeholders: Refer to people who have an interest in the issue at hand. They include among others, service providers, politicians, parents, communities, government, teachers, learners and expert advisors (Manitoba family Services and Housing 2008). Stakeholders are all the people and organisations that have any interest in what goes on in a particular organisation such as a school. The chief stakeholders in a school are the teachers, 8 school heads and the learners while the other stakeholders are the community, the suppliers, the government and the trade unions among others. 1.13.

Conclusion The chapter looked at all the aspects the research proposal is covering. An overview to the study was given under the section on the background to the study. The statement of the problem provided the focus point of the research. Further, the significance of the study highlighted the practical benefits of the research to various stakeholders. The delimitation specified the precise limit to the research while the limitation also highlighted circumstances that are likely to interfere with the validity and reliability of the results. .

Chapter Two will focus on the conceptual framework as well as a review of related literature on the aspect of Competence Based Curriculum Education in the education systems of various countries. CHAPTER 2. REVIEW OF RELATED

LITERATURE 2.0. INTRODUCTION In this chapter, related literature for the

study shall be discussed under the following sub headings: theoretical framework, what is competence based curriculum (internationally, regionally and nationally), related research studies to the topic from other countries, research gap. 2.1.1 Theoretical framework This research was influenced by Von Ludwig's Systems Theory which says that the different parts in an organisation work together like a system to achieve goals. Based on the Systems Theory by Von Ludwig (1968) Effective curriculum implementation hinges on the complex intrapersonal, intergroup and human interaction within the education system. Systems theory deals with the individuals who cooperate within a formal framework involving both human and financial resources for the achievement of the organisation's goals. Systems approach involves the examination of the relationship between parts of a whole and how these work together for the good of the organisation. The approach also analyses the relationship and the interaction between the parts of a system and their environment for instance the open system to which education belongs is characterised by a continuous interaction between the system and its environment, how it receives inputs from the external environment and how it processes and then supplies output to the external environment. The researcher considers the school as a whole based on the systems approach. By incorporating psychological, stakeholders and social strategies, the Systems Theory offers a unitary approach not found among other theories. Of note among its

many advantages is its superiority when compared to other theories in its inherent regard for interactive processes (Rutan, Stone and Shay 2014). Consequently, it eases the

conceptualisation of how humans interact and how they impact one another in their quest for goal achievement. Therefore, the head's task is to ensure that all the parts within the system are well oiled and coordinated. The successful implementation of the Competence Based Curriculum rests in the hands of school administrators with the help of teachers and other important stakeholders. Systems approach allows the researcher to examine all aspects of the organisation and ascertain the effects of one set of

decision to another and to optimally utilise all the resources at their disposal to overcome challenges. 2.1.2. Conceptual framework According to Kombo and Tromp (2006)

a conceptual framework is a set of broad ideas and principles taken from the relevant fields of inquiry and is used to structure a subsequent presentation. This framework is a research tool meant to aid a researcher to understand and be aware of the

situation under study. Based on the systems theory by Von Ludwig (1968) Effective curriculum implementation hinges on the complex intrapersonal, intergroup and human interaction within the education system. The diagram below is a conceptual framework showing the relationships between obstacles and implementation and management of the Competence Based Curriculum. Figure 1 below of the conceptual framework represents: Relationships

between implementation of Competence Based Curriculum and Challenges; depicting how

school heads are coping with the implementation. Fig.1 Moderating Variables. Capacity building for school heads in financial management issues Dependant Variables. capacity building for facilitators. Government policy. Effective teaching process Effective Stakeholder engagement implementation of C.B.C. Timely disbursement of human,material,and financial resources The above, shows the conceptual relationship which is based on the reviewed literature and related theory. The independent variables are the following, capacity building for both heads and teachers, distribution of teaching and learning materials, stake holder engagement and the provision of physical facilities, while the dependant variable is government policy and effective teaching process. Implementation is the process. School heads need to improve their managerial

skills and coping capabilities. This is especially important in the implementation and successful running of the competence Based Curriculum. If heads attend refresher courses, they will be determined to cope with the challenges or new issues in their schools. It is glaringly

apparent that with the introduction of the C.B.C, this has put a great strain on schools and the government in relation to resources such as properly trained teachers, funds, holding capacities and school facilities. These are among some the challenges school heads have to grapple with in

their quest to successfully implement the Competence Based Curriculum. 2.2.

What is Competence Based Curriculum? 2.2.1. Internationally Competence based curriculum which is also known as Outcome based education or competence .

based training in some sectors is a development in the global education system which is .

associated with the shift from a provider-led and academically focused education to an industrial -led labour market and entrepreneurship focused education .

(Chappell et al. 2003). The competence based curriculum global system is centred on the development of industry-driven competence skills which are applicable to the global market. The ever changing trends in education such as the divergent and shifting study purposes, new

learning characteristics, new relationships between learners and facilitators and new

demands for wide ranging- industry and commerce have led to the relevance of competence based curricula. Given the rising transnational skills mobility an internationalised curriculum is beneficial for all the nations. Hellsten (2008) argues that contemporary students are global citizens who see their future opportunities beyond the boundaries of their nation, and

professional prospects outside locally defined parameters. This is supported by Leask (2008) who says that a competence based curriculum should at the lowest level, cater for the

dynamic and divergent needs of all learners as universal citizens. The principle

underpinning the global view for the competence based curriculum is the belief that it .

can reshape teaching and learning in ways relevant to industry and commerce demands.

Therefore the decision to implement the competence based curriculum was

based on the hope of developing a skilled workforce through a centrally controlled and

industry driven internationally uniform provision of vocational training through the nations' various education systems became the prime impetus. Wheelahan (2010) postulates that technical or vocational education should strongly emphasise the dual outcomes of preparing students for a field of practice and providing them with the conceptual knowledge as a

springboard for their occupational progression. Hence Competence based curriculum is a .

move beyond learning for work and an exclusive emphasis on workplace outcomes to

encompass content that support educational advancement and knowledge that can be potentially valuable for lifelong learning (Boud and Hawke 2003). Competence based curriculum is designed to meet the demands of the global industry and commerce and is expected to lead to the attainment of the world's best practice and seeks to encourage the development of skills for competent management of the diverse world.

2.3. Nations that have adopted the Competence Based Curriculum In Africa, South Africa was the first country to adopt the Competence Based Curriculum in 1998. This was as a result of a serious lack of professionals such as architects, accountants, farmers and artisans. The country viewed the competence based curriculum as the solution to end the challenges facing its industry of shortage of skilled manpower. It was meant to equip the South African learners with relevant skills to enable them to cope with the 21st century challenges. Rwanda also implemented the Competence Based Curriculum in 2016 after in-depth research and study of curricula from neighbouring countries and in developed countries such as the United states of America, United Kingdom and Singapore.

According to the Rwanda Education Board (REB)(2015), the competence based curriculum was meant to be less academic and be more practical, more skilled based oriented toward the working environment and daily life. In Germany Competence Based Curriculum was introduced in the 1970s and it was characterised by specialisation and a high degree of abstract knowledge and skills. Around 1996 the German system of competency based education started to follow an action competence approach.

2.3.1. Regionally Most African countries began the process of curriculum reform soon after they attained independence from their former colonial masters. This was important in order to Africanise and decolonise the previous curricula so as to meet the new demands of their societies and to promote their local cultures. Most African countries however adopted the content or knowledge based approaches to curricula and they later realised that the content based curricula was inadequate in meeting the dynamic nature of their societies. By the 1990s most African countries started to make attempts to revise their curriculum from knowledge based to a competence based curriculum. The Competence based curriculum was viewed as the panacea for the challenges Africa was facing as it was expected to be more effective and responsive to the political, social and the harsh economic realities (Taasisi ya Elimu, 2013). African governments opted for the

Competence based curriculum because unlike the content based one which produced learners who lacked skills, had no applicable knowledge and no appropriate attitudes, in contrast the Competence Based Curriculum offered the development of invaluable knowledge, skills and real-life competencies for the learners. The Southern African Development Community (SADC) is a regional grouping made up of 15 countries in Southern Africa. SADC's vision is to have a common future that ensures economic success and establish better standards of living and quality of life for the people of Southern Africa. SADC sees education as the very important for the creation of better standards and quality of life as it is the foundation of human capital. Hence the Competence Based Curriculum is regarded as the foundation for improvement in both social and economic growth. SADC nations realise that globalisation calls for people to advance in knowledge and skills on a continuous process. The Competence Based Curriculum is meant to provide the knowledge and practical skills that empower people to improve the quality of their daily lives and earn income by making use of their skills. SADC countries therefore realise the need to forge strong relationships between education and sustainable social and economic development, through the introduction of Competence Based Curriculum which opens pathways to higher education and improves prospects for employment and entrepreneurship. Across the region, it is explicitly understood that economic development should be built on firm foundations that include improved international competitiveness, technological development and improvements in employment and employability. Hence Competence Based Curriculum has a place in the wider 16 economic advancement as it has an important role in nurturing skills that enhance individual skills and national economic competitiveness. CBC reforms in the SADC region are driven by the strong desire to ensure that education is responsive to and relevant for labour market and industry requirements. As a result member countries have taken strides to understand that learners should be allowed to decide on educational and occupational paths as early as possible in their lives and that education systems should not lock them into specific routes. However Competence Based Curriculum is a complex resource based curriculum that requires remarkable capacity for it to be effective. There abound a number of hurdles for the effective implementation of the CBC and its subsequent smooth functioning which include among other things: limited institutional capacity, poor funding, lack of skilled manpower. The region is basically seized with the desire to see all the member countries implementing the Competence Based Curriculum such that at present the concern is not really on effectiveness but on implementation. These are concerns that the region has to address in order to improve effectiveness in the running of the .

competence based curriculum. 2.4 Competence Based Curriculum in Zimbabwe In

Zimbabwe curriculum reform on the Competence Based Curriculum also known as the Revised Curriculum, began around 2014 by the Ministry of Primary and Secondary

Education (MOPSE). It was done in order to prepare learners to be able to face and overcome future challenges in today's world. It was viewed as instrumental in assisting learners to increase the mastery of skills and acquire relevant knowledge necessary for problem solving. The government of Zimbabwe finalised its curriculum review in 2015 from being

content based to competence based but it was not until 2017 that it was implemented in phases. The major aim was to equip learners with the relevant knowledge and

life skills to enable them to survive academically and socially in the modern world (Kitta

and Tilya 2010). This was also a response to the demands of industry which required manpower with the relevant skills to stir economic growth. According to Professor Mavhima during a press conference on the Revised Curriculum, he revealed that the fourth industrial revolution in Zimbabwe was the basis upon which the Revised Curriculum was

developed. It is the vision of the Ministry of Primary and Secondary Education that through

the Revised Curriculum, learners would acquire the following competencies namely, relevant practical skills, applicable knowledge and appropriate values and attitudes which will enable them to be employable and become entrepreneurs. Therefore school heads need to come up with contingency measures to overcome challenges in order to realise the ministry's vision. However, the Revised Curriculum is of a complex nature hence its effective implementation requires commitment by various players. It is meant to develop higher order thinking and the development of critical skills. Therefore teachers are expected to take an innovative approach

when teaching. Teachers as the implementers of the curriculum are required to have clarity of focus and set high standards for the learners. When the Revised Curriculum was introduced in 2017, it started at Early Childhood (pre-school) and grade one to seven at primary school level. In the secondary sector, at its inception, the emphasis was on science and Mathematics (STEM). The government encouraged the uptake of sciences and Mathematics as these were seen as the drivers of economic and social development. The government through the

Ministry of higher and tertiary education funded the education of learners who took up science and mathematics subjects as a way to encourage more learners including female learners to take up these subjects. The Revised Curriculum has also seen a number of subjects being introduced in the schools such as: Information and Communication Technology, Heritage and life skills studies, Indigenous languages (as medium of instruction) Mass displays, Agriculture and Sports science to mention just a few. Of note are the changes in the assessment methods, for example continuous assessment now contributes to the final examination mark of learners in all terminal examinations. The Ministry of primary and

secondary education came up with a framework for clear guidelines on continuous assessment. In-service training led by ZIMSEC was done to equip teachers with the relevant skills on the assessment modalities for all learning areas. However, Zimbabwe's curriculum reform has not been without hurdles. Attaining effective implementation in all Zimbabwean schools is still work in progress and requires the support of various stakeholders. A lot of effort has been made by the government to ensure that the CBC kick starts in all the schools but very little is being done to ascertain how the schools are grappling with the implementation with particular reference to how school heads are coping with all the associated challenges related to the implementation. The government is trying very hard to make all the necessary resources available especially in rural areas where human capital, facilities such as laboratories and sports equipment are inadequate or non-existent. The government is also carrying out capacity

development for teachers on the Competence Based Curriculum to equip teachers

with the relevant skills to be effective in implementing the curriculum. 2.5. Financial planning and how it improves effectiveness of heads in managing CBC. Planning is a vital

component of effective school financial management (du Preez et al 2003) the planning of

a school budget usually begins with a school budget (Kruger 2005). When there is proper financial planning at a school incidences of overspending, under spending and financial waste will be minimised to a greater proportion. In educational organisations such as schools, financial management entails bringing all possible input from other staff members such as teachers, bursars, also from students as well as parents. This allows for the delivery of quality education. As financial managers of schools, heads are expected to budget for all the resources used at the school and are also responsible for their distribution. Resources such as textbooks, furniture, computers, sports facilities and equipment which are important in the implementation

of the CBC. Need to be carefully budgeted for and distributed fairly. A budget allows the school head to prioritise, coordinate and communicate activities within the school in order to enhance curriculum implementation. Sound financial management skills are essential for every school head. Therefore the Ministry of Education should line up relevant financial management courses for school heads at district or cluster levels in order to enhance their financial management skills with a view to successfully manage curriculum implementation. 2.6 Teacher Capacity-development and its impact on the CBC implementation In-service professional development training needs are crucial and should be provided to teachers to equip them with the

expertise needed for the successful implementation of the competence based curriculum. Curriculum implementation is a change process which can be fraught with a lot of challenges

that can affective the implementation process. Fullan and Pomfret (2007) believe that

effective curriculum implementation requires in-service training of teachers and other

forms of people based support. This approach is important in that it can minimise the effects of anxiety and resistance to change. In-service teacher training is necessary as it provides

the support necessary for the change associated with instruction or delivery of the curriculum. Once the implementation process has commenced its success not only relies on the in-service teacher training and change in beliefs and practices but the on-going support of the implementation process (Fullan and Pomfret 2007). The belief and attitudes of school heads to support the CBC is essential and channelling this to teachers with support and capacity building is essential for the success of its implementation. 2.7 Obstacles for learners to fully embrace

CBC The implementation of a new or revised curriculum require that all stake holders are involved and oriented about the aims and objectives of that curriculum. Forums for discussion ,support and feedback involving learners are important as these help the learners to prepare and embrace for the revised curriculum. Roger (1981) asserts that inadequate

infrastructural facilities and instructional media are major causes of lack of motivation for learners to fully embrace the CBC. Structural materials and facilities are important in learning in that they provide practice and feedback in learning track. In most public schools learners sit on the floor during lessons or learn in dilapidated classrooms. These classes are in most cases overcrowded. All these militate against fully acceptance of the CBC by learners. In most African

Countries ,schools lack modern media such as video tapes, flash cards, computers, and newspapers. Mohammed (1998) observed that CBC implementation is affected by lack of appropriate and adequate teaching methods. He adds that teachers prefer to use traditional ways of teaching which they are familiar with. He asserts that teachers need to use the right techniques in order to effectively implement CBC. It is therefore clear that lack of innovation by the teacher and the inability of the teacher to use modern instructional media or material impact

on the readiness of learners to fully embrace the Competence Based Curriculum. Therefore the researcher would like to explore how school heads are managing this very important task of equipping school children with contemporary knowledge and skills that are relevant in the dynamic as well as the global community. In particular, this study seeks to

achieve the following objectives: To find out how school heads are coping with the implementation of the CBC in the WarrenPark/Mabelreign district and to establish school heads' suggestions on how to improve their coping skills regarding the implementation of the

competence based curriculum. 2.8 The Gap. Basing on the literature reviewed above, there searcher noted that most studies done up to date have concentrated on the establishment or the implementation of the competence based curriculum in the mentioned countries.

No study was devoted to the specific area of how school heads are coping with the implementation. This creates a gap in the body of existing knowledge about how school heads are managing and grappling with the daily activities of ensuring the success of the

Competence Based Curriculum. As such this study tries to fill this gap by researching on how school heads in the Warren Park/Mabelreign Mabelreign District are coping with the implementation and sustained running of the Competence Based Curriculum. 2.9.

Summary of Literature Review. The researcher reviewed the literature of this study under the following areas, Theoretical frame work based on Von Bertalanffy Ludwig(1968) `s General Systems Theory, Conceptual framework, what competence based curriculum is; internationally, regionally and nationally. The researcher further looked at some specific

countries that have implemented the competence based curriculum in the region and internationally. He also discussed how financial management skills, capacity building for teachers and obstacles that hinder learners from fully embracing the Competence Based Curriculum all influence curriculum implementation in the Warrenpark/ Mabelreign District. CHAPTER 3.

RESEARCH METHODOLOGY 3. 1 INTRODUCTION. This chapter focused on the procedures employed to carry out the research. The chapter provides an insight of the methodologies used in the data collection process. It presents the procedures used to conduct the research, focusing on research design, target population, sample size and sampling techniques, research techniques, validity of instruments, data collection procedures and data analysis techniques. 3.2 RESEARCH DESIGN. Robson .

(2011) explains that a research design is a comprehensive outline of how the study was conducted detailing how data were collected, the instruments employed and the intended methods for analysing data. According to Babie (1993) ,surveys can be used for researches that are descriptive,explanatory and explanatory. This research used a descriptive survey research design which is a strategy of generating data by carrying out interviews or through the use of a questionnaire to a sample population. The researcher adopted that method because the design portrays the actual picture of the situation as it exposes attitudes, opinions, values, beliefs and behaviour data from a sizeable sample of respondents which enabled the researcher to make generalised conclusions. A survey was appropriate for this study in that it has broad coverage and ensures efficient data collection. The samples collected are large enough to reflect the population under study. According to Bell (1996) points out that a survey is a quick way of gathering information. Borg and Gall (1989) point out that a descriptive survey research design is meant to provide statistical data about aspects of education that interest educators and policy makers. The descriptive research design was appropriate for this study as it was used by the researcher to explore, analyse and evaluate how school heads manage the .

challenges they face when implementing the Competence Based Curriculum. The descriptive design was therefore appropriate as it allowed for accurate information to be gathered for large numbers of people while using a small sample. 3.2.3 Population. Chiromo (2009)

indicates that a study population includes all the individuals, units, objects or events that will be taken into account in the research. Cohen et al, (2007) defines a study

population as the total collection of all the elements or number about which the researcher considers to draw conclusions. In this research the target population

comprises all the school heads, teachers and parents from the six selected

secondary schools in the warren Park /Mabelreign District. The number of school heads from the six secondary schools was 6, teachers were 306, while combined total of learners was

3434. Therefore the total population was 3746. 3.2.4 Sample. According to Lay and

Charles, (1980) a sample is a subject of population which is representative of the whole. The study used a representative sample size of school heads, teachers, students and parents and other stakeholders who were selected randomly and also purposively to come up with a sample size for the research study. The study employed a sample of 72 participants made up of the following; 6 school heads, 48 learners and 18 teachers that were recruited from the six schools in the Warren park/Mabereign District. 3.2.5 Sampling Procedure. Cresswell (2014)

explains that : sampling is the process of selecting participants for a research from the total population. Also according to Borg and Gall a sampling technique refers to

a way respondents are chosen from a population to be in the sample for a sample

survey. The researcher used the convenient sampling method by Robson (1993). A convenient sample is where the population members are chosen for participation because they are similar to one another on important variables. According to Mugenda and Mugenda (2003)

ten percent of the population can be used sampling. Therefore ten percent of 3746 is 374 however it is not possible to enquire from every one of them due to limitations of time, urgency and practicability. As a result the researcher will also employ simple random sampling proposed by Borg and Gall (1989), which give the researcher room to identify the population of interest, a group of people he wants to make assumptions about. Therefore the sampled population was 74 participants that were selected from the six schools in Dzivaresekwa. 3.3 RESEARCH

INSTRUMENTS. According to Denzin and Lincoln (1994) research instruments are

what is used to collect the information in a qualitative field study. This study employed a variety of instruments for data generation such as a semi-structured questionnaire, face to face

interviews and observations were used as the data generation instruments for the study. Interviews with structured questions were used. Interviews involve direct data gathering as there is face to face interaction between interviewer and interviewee. Pandey and Pandey (2015) believe that some confidential information can be obtained. The rationale for the selection of these data generation methods was to obtain rich and in depth data.

3.3.1 Questionnaire A questionnaire is a set of questions which may be employed in a variety of research to elicit information that is not available in documented records. Questionnaires were administered personally to the teachers and parents and responses collected after they are completed. That was done to reduce the chance of the respondents not completing the questionnaires. The questionnaire contained both closed and open ended questions. Leedy(1977) points out that a questionnaire does not have interviewer bias and has privacy that enable respondents to the questions at their own time and pace. The questionnaires contained short questions that require The researcher used in-death interview with school heads. Interview guides were employed to guide the interview process. The choice of interviews was based on their effectiveness in gathering in-depth information and to supplement information from questionnaires. 3.3.2 Face to

Face Interviews An interview is a conversation for gathering information,( Easwaramoorthy and Zarinpoush 2009).The researcher used in-death interview with school heads. Interview guides were employed to guide the interview process. . Frank (2012) emphasises the strengths of interviews on data generation, which give the interviewer more time to be with the interviewee rather than filling in forms which might contain a set of questions which limit interviewee from expressing fully what he/she wants on the subject. Moreover an interview can really show the interviewer what kind of a person the interviewee is really like. Also the questions tend to be a bit more relaxed in some parts. The choice of interviews was based on their effectiveness in gathering in- depth information and to supplement information from questionnaires. 26 3.3.3 Observation. The researcher engaged in some observational

techniques, defined by Weeick (1985) as sustained and methodical observing of social situations in their naturally occurring contexts. The researcher observed some selected teachers especially in tech-voc subjects conducting lessons. Sidhu (1984) points out that observation goes deeper than surface domains. The purpose for observation was to obtain first hand information. 3.4.CONFIRMABILITY, TRUSTWORTHINESS OF RESEARCH.

INSTRUMENTS. Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same time of subjects. On the other hand validity refers to how accurately a research answers the study question or the strength of the research conclusions. Therefore in order to assess the reliability of the

questionnaire and interview, a pilot study was administered to enable the researcher to

evaluate the validity and reliability of the instruments making certain that the questions clear and not ambiguous. The study used multiple data generation methods (triangulation) so that they contribute to the trustworthiness of the data. 3.4.1

Dependability of research instruments. According to Mungenda and Mungenda (2003) define

dependability (validity) as the accuracy and meaningfulness and inferences that are based on the study result. Content validity is the most important and useful. The

researcher presented the questionnaire and interview guide to the supervising lecturer to determine their dependability and representativeness. Dependability implies the accuracy of the research instrument and its usefulness as a tool. Therefore expert judgment of the supervising lecturer validates the instrument. 3.4.2 Dependability of research instruments. According to

Kothari (2011), instrument reliability is the dependability of a measuring instrument to

provide consistent results and that a reliable instrument should not be a varied

instrument. The researcher was able to improve on the quality of the research instruments by assessing the clarity of the research guide and questionnaire questions through a pilot study hence improving their dependability. 3.5. Data Collection

Procedures The researcher obtained a consent letter to carry out the study from the Ministry of Primary and Secondary Education. In addition a letter from the

university was shown to the participants in order to validate the aim of the study. The researcher clearly explained to the participants on the purpose, benefits and involvement in this study. The researcher approached potential participants and introduced himself and informed

participants of the study's intention. The interview guide was used to collect data from participants after booking appointments with the school heads to carry out the interviews. Appointments with SDA members were also made at their convenience. The researcher had no specific duration time for the interviews but instead interviewed the participants until he was satisfied with their answers. The researcher took almost three consecutive weeks to collect data from the participants. Questionnaires were physically distributed to teachers after obtaining permission by the school heads. The researcher gave the participants a time frame of a whole day and collected the participants' responses for analysis and interpretation. The researcher also employed observation method. Dennis (2013) says observation deals with phenomena which are not capable of giving verbal information about their behaviour, feeling and activities because

they cannot speak. It does not require the willingness of the observed to provide information about them. Dennis (2013) again asserts that, observation requires less active

cooperation and willingness of respondents hence it is ever possible without the knowledge of the participants.

### 3.6. Data Presentation and Analysis

Content analysis was used to analyse the qualitative data based on the analysis of meanings derived from participants' information from each instrument? Debra (1997) describes content analysis as a research method for studying documents and communication artifacts, which might be texts of various formats, pictures or audio. Gray (2004) explains that qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events which often lead to chance findings. The data collected from the questionnaires were analysed qualitatively through content analysis as pointed out by Garland, et al(2010). The data were transcribed partially and organized to find common words and phrases. According to Whitteaker, (2012), this is a systematic method of processing information from the target population. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner because it is non-invasive in nature, in contrast to simulating social experiences or collecting survey answers. Hence the researcher analysed data from the interviews and came up with findings regarding how school heads are coping with the implementation of the Competence Based Curriculum. Strauss and Corbin (1998) describe analysis as a science and an art that entails interaction between the researcher and the data. The researcher also analysed data from observing tech-voc teachers in class with learners and was able to reach conclusions that reflect how schools are managing with the implementation of the Competence based curriculum. According to Creswell (2009) data analysis and presentation involve ordering and structuring of data to produce information. This means that it involves attaching meaning to data collected. The closed questions were analysed by means of frequency tables, pie charts and graphs while the open ended questions, interviews and observations were analysed by means of subjective note making by the researcher.

### 3.7. Trustworthiness and Credibility

Since qualitative researchers do not use instruments with established metrics about validity and reliability, the researcher will conclude that the research study's findings will be credible, transferable, confirmable, and dependable. Credibility is the how confident the qualitative researcher will be in the truth of the research study's findings (Letwin, 2001). Triangulation will be used to demonstrate that the study's findings can be trusted. Transferability is how the qualitative researcher will demonstrate that the study's findings can be used in other contexts. In

this regard, “other contexts” can mean identical situations, similar populations, and similar phenomena. The researcher will use thick description to show that the research study’s findings can be applicable to other contexts, circumstances, and situations.

Conformability is the degree of neutrality in the research study’s findings (Lindsley, 2002).

This means that the results will be based on the key participants’ responses and not any potential bias or personal inclinations or feelings of the researcher. This includes ensuring that the researcher bias will not alter the interpretation of what the research participants would say to fit a certain narrative. In order to establish conformability, the researcher will provide an audit trail, which will highlight every stage of data analysis that will be made so as to provide a rationale for the conclusions arrived at. This will help to establish that the research study’s findings accurately depict participants’ responses. Finally, dependability reflects the degree to

which the study could be repeated by other researchers and that the findings would be consistent (Cobus, 2003). It means that, if the researcher decides to replicate his study, there should be enough information from his research report to do so and obtain similar findings as his study does. The researcher will use inquiry audit to establish dependability, which requires an external person to review and examine the research process and the data analysis so as to ensure that the findings are consistent and could be replicated.

3.8. Ethical Considerations. According to Shumbayaonda (2011) Ethics are a set of principles that are put forward by an individual or group. Ethics are therefore generally accepted and provide rules and behavioral expectations about the most appropriate conduct towards participants. Therefore participants were not forced to participate. The participants were told that only those who were willing to be involved in the study would be expected to participate. The participants were educated on the aims of the research. Hence principles of research ethics; respect anonymity, confidentiality and informed consent were upheld.

3.8.1. Protecting the Rights of the Participants . INFORMED CONSENT Informed consent is voluntary agreement to take part in the research by the participants. Consent was sought from all the participants and all the participants signed consent

forms. The participants were free to participate or not to take part. ANNONYMITY Anonymity and confidentiality was adhered to throughout the data generation process and interpretation and after as the discussion between the participant and researcher was never disclosed to anyone throughout the study. The responses from the participants were not be used for any other purpose but solely for the purposes of this study only. CONFIDENTIALITY. The names of the participants were kept anonymous, the information remained confidential. To protect the identity of the participants, the researcher used pseudo names, which means that participants were protected from any harm, threats and abuse. The researcher emphasised that participation was voluntary and that participants were free to withdraw from the study at any given time should they wish or feel to do so. PRIVACY: Privacy is freedom an individual has to determine the time, extent and general circumstances under which information will be shared with or withheld from others. In this study, the researcher will respect the privacy of the subjects by not asking dehumanising and personal questions Shared information will be treated with strict confidentiality. DUTY TO INFORM: The researcher . will provide the participants with adequate information about the field of research, the purpose of the research the research. The will also be information on the intended use of the research results. The researcher will explain clearly every aspect of the research to the subjects. William (2011) says when collecting and processing personal data, research have a statutory obligation to notify the subjects in the research. FREEDOM FROM HARM. Freedom from harm an ethical consideration is the act of protecting subjects from physical and mental harm. The researcher will ensure that participants are not exposed to serious physical harm or other forms of strain as a result of the study. The researcher will ensure that the information collected will not be used against them on their personal and professional life. 3.9. CONCLUSION. The chapter presented the research design, research methods, study population ,sampling and procedures, sample size, data collection techniques, research instruments, validity and reliability, validity of research . instruments ,data analysis plan and ethical consideration and reliability and validity. 32 CHAPTER 4 DATA PRESENTATION AND ANALYSIS 4.1 INTRODUCTION This chapter mainly focuses on the findings that the researcher managed to gather . during the data collection process. The information was gathered through

questionnaires, interviews and observation. The data collected is going to be presented through tables and narrative descriptions. Analysis and discussion of responses from each questions asked is going to be done in this chapter using statistical tables. Data were analysed to address following : 1.How are school heads coping to manage the Competence Based

Curriculum? 2.How capacity building for teachers leads to the success of the Competence Based Curriculum? 3.How have school heads prepared students for the Competence Based

Curriculum? The study sample was made of 6 school heads 18 teachers and 48 learners. All the questionnaires that were distributed were returned and the researcher was able to interview all the school heads from the selected schools. The 100 percent response rate gives credibility to the results of the findings and can therefore be generalized across the whole district.

4.2 Demographic information on respondents. Age categories and work experience. School heads. Age group School Heads Percentage Work experience Frequency Percentage 20-30 years 0 0 0-10 year 1 17 31-40 years 0 0 10-20 years 2 33 41-50 years 4 67 20-30 2 33 Above 50 years 2 33 Above years 30 1 17 Total 6 100 Total 6 100 Age categories and work experience. School Teachers. Age group Teachers Percentage Work experience Frequency Percentage 20-30 years 2 11% 0-5 years 2 11 31-40 years 5 28% 6-10 years 3 17 41-50 years 8 44% 10-15 years 2 11 Above 50 years 3 17% Above years 16 11 61 Total 18 100 Total 18 100 Age categories and number of years at school. Students. Age group Learners Percentage No of years at the school Frequency Percentage 15-16 years 12 25 1 year 4 8 17-18 years 12 25 2 years 13 27 19-20 years 12 25 3 years 19 40 Above 20 years 12 25 Above years 3 12 25 Total 48 100 Total 48 100 From the above table ,it is evident that most of the respondents fell within the 41 to 50 age group for heads and teachers while 16-18 years age group is for learners. The respondents with 34 the greatest number of years at the school constituted 33 percent for heads and 61 percent for

teachers while 40 percent was for learners. It can therefore be concluded that the majority of school heads ,teachers and learners have vast experience in the education sector hence their views regarding the study can be relied upon.

4.3QUESTIONNAIRE RETURN RATE FOR RESPONDENTS AND DATA ANALYSIS. Response rate for school heads.n-6 Questions for heads Yes % No % 1)Is school fees your main source of financing? 4 67 2 33 2)Do you have any other sources of income generation to support curriculum implementation? 5 83 1 17 3)Does your school receive government assistance towards the running of CBC. 4 67 2 33 4)Do you budget for the provision of learning resources. 6 100 0 0 5)Are teachers ,learners and parents involved in the budget planning 2 33 4 67 6) Do you involve other stakeholders such as teachers and learners in the procurement and distribution of resources 3 50 3 50 7)Do you think financial planning is effective in the implementation and running of CBC? 4 67 2 33 8)Do you think with adequate financial resources CBC can be effectively implemented and run? 6 100 0 0 Responses from school heads on the Interview Data. Refer to the above table. For the purposes of this research six school heads were interviewed. From their responses most indicated that they carry out financial planning .All the six heads carry out the budgeting processing at the beginning of each financial year. However about 50 percent of the school heads interviewed involve other stakeholders in the budget process and 33 percent of them involve local .

stakeholders such as learners and teachers in the [ ] procurement and [ ] distribution of resources. This is line with Von Ludwig(1968)` s systems theory which states that different parts in an organisation work together like a system to achieve goals . During the interview, one school head had this to say: At this school we view financial planning as the motor power for everything that goes on here ,It is through sound financial management that we are able to realise our goals as a school. We work mostly with the parents in the preparation of budgets and we also involve teachers and sometimes even the learners contribute towards the budgets. Most school heads 83 percent, indicated that their schools have other sources of income involving income generating projects such as garden projects, fish projects, poultry to tuck-shop projects. Funds from these projects are used to finance school programs such as the implementation of the

competence based curriculum. [ ] Another school [ ] head said the [ ] following during the interview: To augment the income we collect from fees ,we run several projects in the school that help us with the much needed finances to be able to implement [ ] and run the

Competence Based Curriculum [ ] Successfully. We have a vibrant school tuck-shop ,we also run a thriving poultry project as well as a garden project. These projects have given us the opportunity to get supplementary cash to enable us to run school programs effectively. In response to the question on what they think about the effectiveness of financial planning in enhancing the implementation of the CBC most school heads all of them (100 percent) were emphatic about the positive relationship between financial planning with effective implementation and running of the CBC. All of them concurred that adequate financial resources are the crucial element needed for the complete success of the CBC .In support of the effectiveness of financial planning one of the heads pointed out that: For the education system to be very effective and in particular for the Competence Based Curriculum to be effective, school administrators need to take financial planning seriously. The Ministry of Primary and secondary

Education should take a leading role in making sure that [ ] school heads are equipped with [ ] relevant financial planning skills. The [ ] implications of what the majority of heads said was that financial planning was at the core of the successful implementation and continuous

running of the Competence Based curriculum and that the [ ] government had a major responsibility in assisting schools with financial resources as well as equipping school heads with financial resources. TEACHERS `S RESPONSE RATE :KEY: T G Extent ---- To a greater extent. T.M. Extent-----To a moderate extent Not .at. all -----Not at all ITEM T.G.EXTENT T.M.EXTENT NOT AT ALL 1)Do you fully 5 5 8 understand what CBC entails? 2)Do heads allocate 4 8 6 resources fairly to all learning areas? 3)Do heads prioritise teaching/learning materials when making school orders? 4 8 6 4)How often do you have staff development sessions or training? 3 6 9 5)Does head encourage teachers to attend cluster and district CBC workshops? 9 5 4 6)Has head established continuous in-service courses on CBC? 2 6 10 Teachers responses to the questionnaire. Refer to the above table. The emerging picture is that most teachers 44 percent do not fully comprehend what CBC is all .Many teachers feel heads are not doing enough to prioritise the distribution of resources to all learning areas. They feel some learning areas are preferred ahead of others thereby disadvantaging others. Teachers

are also unhappy about the level and frequency of staff development sessions and in-service training related to CBC. About 56 percent of the teachers feel that nothing is being done about continuous in-service training. However whenever there are cluster or district workshops most heads about 50 percent encourage their teachers to attend such meeting. RESPONSE RATE FOR LEARNERS. Item T.G .Extent T .M. Extent Not.at.All. 1)Where you educated on what the CBC is? 6 8 34 2)Do you think your school is doing enough to make C B C run well? 24 14 10 3)Do you have adequate resources in all learning areas ? 16 34 8 4)Do you often go for educational tours? 4 6 38 5)Have teachers changed their teaching methods to suit the CBC. 28 12 8 6)Have class sizes reduced due to meet CBC standards? 0 12 36 7)Do you have teachers in all the learning areas? 28 16 4 8)Do qualified teachers carry out demonstrations to assist the unqualified teachers concerning CBC? 12 24 12 9)Do you think your school is doing enough to make CBC a success? 12 28 8

STUDENTS RESPONSES TO THE QUESTIONNAIRE. Refer to the table above. The researcher worked with 48 students drawn from A` and O` level classes. Most learners about 71 percent lamented the lack of information on what CBC is all about from school authorities .This goes against the systems theory as postulated by Von Ludwig (1968) as effective curriculum implementation hinges on the complex intra-personal, intra group and human interaction on relevant information .Learners also feel that the school is not doing much to encourage educational tours as 79 percent indicated that their schools do not conduct school tours at all. Seventy five percent of the learners also feel that oversized classes are a hindrance to the smooth running of the CBC. However on a positive note most learners acknowledge the positive work being done by the schools to prepare them for the C.B.C. Fifty percent of the learners think that their school administration is doing enough to motivate them in the learning of the CBC. In addition 58 % of the learners are happy that most of their teachers are qualified teachers and they are also happy that 50 percent of qualified teachers assist their unqualified counterparts in the delivery of lessons in the CBC. All in all 58 percent of the learners feel that to a moderate extent schools are doing enough to prepare them for CBC. The results confirm that the school heads are managing the implementation of the CBC to a moderate success as learners have cited a number of challenges that need to be addressed by the school heads such as reduction of class sizes and stepping up awareness among others for the learners benefit from the Competence Based Curriculum. On the positive side, the learners are motivated by the efforts by school heads in making sure that resources such as current textbooks ,specialist rooms and equipment are available for the CBC to run smoothly.

4.4 Discussion and Findings. The study established that all the school heads interviewed carried out financial management, have put in place strategies to equip teachers with relevant skills and knowledge and employ various motivational strategies to encourage learners to take up competence based learning seriously, in order to manage the implementation and running of the CBC in the Warren Park /Mabelreign District. The researcher established that efficient management of financial resources is a crucial task for school heads. Defined tasks such as sporting activities, practical subjects such as Food Technology and Agriculture require adequate resources hence the need for heads to be equipped with sound financial management skills. The research was also able to establish the importance of the interactive process during budgeting .It was clear that during the preparation of the budget ,the school head must engage all the relevant stakeholders: teachers, parents and learners to allow for a comprehensive view of everything required at the school .Enlisting the cooperation of all the relevant stakeholders, creates the much needed esprit de corps and ensures total support for the budget by all the people involved in its preparation.

The research also established that most schools do not or rarely get government assistance as a result schools have engaged in income generating projects to supplement their incomes in order to meet their financial commitments. It was also noted during observation activities by the researcher that heads have to grapple with inadequate resources such as shortage of classrooms and equipment. The researcher noted that the overcrowded classrooms in almost all the six schools compromise the effective implementation of the Competence Based curriculum. Lack of  equipment especially in practical subjects make it very difficult for the Competence Based curriculum to  run smoothly. 4.5 Obstacles related to lack of /inadequate capacity building for school teachers. Education international (EI),( 2006) say that teachers are the backbone of the education system and they have the capacity to provide learners with essential skills on a daily basis as long as they are well trained on curriculum issues and possess a positive attitude towards the program. A study carried out in several African countries revealed that training programs can improve teachers knowledge, attitudes and readiness to implement programs to their learners(Kathleen, 2005). The importance of Attitude in the implementation of any new program cannot be over emphasised. The attitudes held by the school heads, teachers, learners and other stake holders about the Competence Based Curriculum play an important part in determining how the program will roll out. The success of any  new educational  program depends on the  positive attitudes of  the stake holders.( Shiundu and Omulando 1992). Lack of adequate teacher training and support is one of the main reasons why successful curriculum implementation in the WarrenPark/Mabelreign District could have been hampered. Learners need to see the value of learning in their own lives. This is an important reason why teachers need to be equipped with  the relevant skills and knowledge  in order to impart same to their learners. According to Moodely (2013 ),teachers should be  armed with the  relevant expertise in  their area of  speciality in order for them to  produce the desired results. The teacher should be equipped with the relevant skills and knowledge necessary to  enable the learners to learn( Botha and Reddy, 2011). All serving teachers require in-service education to enhance their skills in the  appropriate implementation of the Competence based curriculum. The  training should  cover most of the  aspects concerning CBC such as assessment modalities for learners ,issues of supervision and methodologies, including the use of information technology, applicable to the Competence Based  Curriculum. Most of the teachers  admitted that if they were adequately trained on issues involving the CBC ,their job would be much easier and they would enjoy it much more. Therefore , capacity building , if it is done properly, could benefit the teachers as well as the learners too. The main reason cited by both teachers and learners for hitches in the smooth running of the CBC is the lack of resources or sometimes no resources at all especially in practical subjects such as Food technology, Agriculture and Metal work . The researcher also

concluded that it is the responsibility of the school head through the Ministry of Primary and Secondary Education (MOPSE) to staff develop teachers through in –service training ,workshops and seminars to enable them to deal successfully with any changes in the curriculum as this helps them to develop professionally. 4.6 The strategies school heads have put in place to motivate learners to fully embrace the Competence Based curriculum . Most schools are over enrolled hence there is over crowdedness in classrooms and this has impacted heavily .

on the implementation of the Competence Based Curriculum since ,learner centred approaches are difficulty to administer with very large classes. Learner centred approaches are difficult to implement in such situations as teachers find it difficult to move around and assist learners with learning difficulties. Most classrooms in the district were designed to accommodate a maximum number of 45 learners but generally most classes hold between 55 and 60 students. As a result classrooms are congested as the classrooms exceed the number prescribed by the

ministry of education. All the schools in the district under this study have resorted to double sessions as a way to manage the huge enrolments in the school. According to the school heads, double sessions allow the sharing of the limited available resources hence all the learners have access to resources such as teachers, textbooks, workshops, science laboratories and classrooms. Another challenge that school heads in the District have to deal with was fact that

the majority students joining secondary education have a low ability. The majority of learners enrolled in government secondary schools have a low academic ability since most of the high achievers prefer boarding schools, hence learner centred approaches are difficult to administer as the learners need a lot of help from the teachers. According to Education International (2006) Participatory learning is an effective way to motivate learners in the learning process. Almost all the school heads encouraged the utilisation of a variety of instructional methodologies to stimulate interest in the learners. Heads encouraged teachers to vary tasks and methods during the learning process as a way to stimulate interest and foster understanding. School heads conducted workshops and invited expert resource persons to facilitate staff development on teaching methodologies relevant for the Competence Based Curriculum

.Teachers should offer a balance between teacher –assigned and student assigned activities. Schenker (2011) points out that teachers should ensure that students have choices in their learning.

4.7 Summary The chapter presented findings from data collected through three data collection methods namely interview, questionnaire and observation. Data were interpreted and analysed qualitatively .The findings were discussed in answer to the 3 research questions. Recommended strategies as suggested by the participants and from the researchers`

own study are also presented. The next chapter presents the summary, conclusion and recommendations of the study project. CHAPTER 5 SUMMARY,

## CONCLUSIONS AND RECOMMENDATIONS. 5.1 Introduction

The chapter provides the summary conclusions and recommendations of the research study.

The researcher summarised the study by reviewing the questions guiding the

study. The research conclusions have been derived from the collected and analysed data. The chapter concludes by providing recommendations drawn from the findings of the research.

## 5.2 Summary of the study.

This study was an inquiry into how school heads are coping with

the implementation of the Competence Based Curriculum in the Warren Park/

Mabelreign District, in Harare Province. The study was necessitated by the realization

of the vital role played by school heads in implementation and management of

curriculum issues in schools. The research was guided by the following research

questions. 1 How are the secondary school heads' use of financial management enhancing their coping skills with the implementation of the Competence Based Curriculum? 2

What are schools heads doing to motivate teachers to effectively implement the

Competence Based curriculum? 3 What are schools heads doing to encourage learners

to embrace the Competence Based Curriculum? Chapter 1 provided an overview of the

study by stating the background of the study and statement of the problem.

Chapter 1 also outlined the research objectives and explained that the researcher hoped to identify how school heads were coping with the implementation of the Competence

based Curriculum. The study also reviewed literature under Chapter Two, based on the

Competence Based Curriculum implementation focusing at the national, regional and international levels. Chapter two also discussed all the research questions in this study. Chapter

Three highlighted the methods and procedures that were employed in the

gathering of data to establish how school heads were managing with the implementation of the CBC. The study employed a qualitative approach and employed the use of questionnaires and

interviews to collect data from respondents. Chapter four dealt with the presentation and

analysis of data using tables and explanations. The findings portrayed that school heads were able to copy with the implementation and running of the CBC through a number of strategies at their disposal such as resource mobilization ,financial planning and motivating both

teachers and learners through various ways. 5.3 Conclusions The study made the following conclusions: School heads, teachers and learners are all aware and comprehend the

importance of Competence Based Curriculum in the education system. School heads are doing everything in their power to ensure that the Competence Based Curriculum is moving on smoothly. The researcher concluded that it is crucial for school heads to ensure that CBC is a success through involving both teachers and learners in planning ,that is during budgeting and distribution of resources such as learning materials, rooms and equipment .Involving teachers and learners will make them feel that they are part of the system hence they will be motivated to work hard and embrace the CBC. The researcher also concluded that the responsibility to staff develop teachers rests with the Ministry of Primary and Secondary

Education(MOPSE) through the school head. This should be achieved through in – service training ,workshops and seminars to enable them to deal successfully with any changes in the curriculum as this helps them to develop professionally. For school heads to

successfully cope with the implementation of the CBC , it is important for everyone at the school to work together as a system. 5.4 Recommendations The following

recommendations are drawn from the above findings and conclusions: The researcher

recommended the following: ? School heads also need continuous training on financial planning to enhance their coping skills on Competence Based Curriculum implementation and they should involve both Teachers and learners in the planning of financial resources and during their distribution since their contribution is very important as they know exactly what they need with regards the CBC implementation. ? Government should be

responsible for In-service training of both school heads and teachers on financial matters and curriculum issues to enhance effectiveness. ? Learners should be adequately informed of Curriculum changes in the education system so that they perceive instructional supervision from an informed position and also school heads should encourage various teaching /learning methods such as discovery, excavations and educational tours to motivate learners to embrace CBC. ?

Finally, it is recommended that school heads, teachers and learners work together as a team in order to remove barriers that hinder the smooth implementation and running of the CBC.

1 3 4 6 7 9 10 11 12 13 14 15 17 19 20 21 22 23 24 25 27 28 29 30 31 33 35 36 37 38 39 40 41  
43 44 45 47

