



MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

An investigation into the challenges faced by school heads in ensuring the implementation of the competence based curriculum at primary school level in Chitungwiza District in Zengeza area, Harare.

BY

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Research proposal submitted to the Faculty of Education in the Department of Education

HARARE

ZIMBABWE

2020

RELEASE FORM

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DEGREE TO WHICH PROJECT WAS PRESENTED:

Bachelor of Education in Management and Leadership

YEAR: 2020

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DECLARATION

I Chitiyo Trader hereby declare that this research project is my own original work and that it has not been submitted to this university or any other university in fulfilment of a degree or any other qualification and that all sources used have been indicated and acknowledged by means of references.

Signature Date

DEDICATION

This research is sincerely dedicated to my beloved husband (Aleck Chitiyo) and children for their support and inspiration during the period of conducting my study. I further dedicate this piece of work to my friends for their encouragement and being my pillars of strength when difficulties seemed to block my way.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor Dr Rosemary Guvhu for her dedication, support, motivation, expert guidance and patience throughout my study. Without her immense contributions, this study would not have been successful.

I further express my gratitude and appreciation to my spouse and children for their support, encouragement and understanding that propelled and kept me focused until the end of this study. My gratitude is extended to my colleagues whose constant support, motivation and encouragement made me persevere.

My appreciation also goes to all school heads who participated in this project.

Lastly I would like to pay tribute to the Almighty for giving me strength and providing for everything to complete this study.

ABSTRACT

In order for a curriculum to be successful school heads play a pivotal role in ensuring its implementation. This study sought to investigate challenges that school heads are facing in ensuring Competence Based Curriculum implementation in Chitungwiza District, Zengeza area. Qualitative research methods were adopted in this study. A sample of 10 primary school heads was randomly and purposively selected from a population of 15 schools. The sample comprised of 5 males heads and 5 female heads. The descriptive survey was used to carry out this study. Data was generated through questionnaires and interviews. The data collected was presented in the form of tables and interpreted with the support of reviewed literature. Key findings revealed that the Competence Based Curriculum is being implemented at a slow pace due to the challenges that school heads are facing in ensuring its implementation. The challenges highlighted by school heads involved in the study were mainly shortage of resources which include finance and material. Unskilled human resources, negative attitudes by teachers and work overload were also cited as other challenges that school heads are encountering in the process of ensuring Competence Based Curriculum implementation. The school heads involved in the study recommended for adequate resources to be availed to schools through relevant authorities and continuous teacher training for effective implementation of the Competence Based Curriculum.

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CHAPTER 1

THE RESEARCH PROBLEM

1.1 Introduction

In an effort to meet the people's needs, the education system has been evolving since Zimbabwe got its independence in 1980. The current government in conjunction with educational planners have decided to create a new dawn in the education system by revising the curriculum due to a multiple of reasons. Initially it was called the New Curriculum, but after scrutinising it they recognised that it was not completely new but only changes were made so they called it Updated Curriculum (Maba, 2017). After some evaluations, they also realised that Updated was not the most suitable title for the curriculum, so curriculum designers finally named it the Competence Based Curriculum because of the competencies it offers (Dambudzo, 2015). Various scholars acknowledged that the Competence Based Curriculum assists learners to master skills, acquire information and become self-reliant in problem solving. However, curriculum implementation can be a complex process because of hindrances that may be encountered by implementers. Therefore, this research intended to examine obstacles that school heads are encountering in ensuring implementation of Competence Based Curriculum in primary schools in Chitungwiza District, Zengeza Area. This chapter outlined background of the study, statement of the problem, research questions, significance of the study, delimitations, limitations of the study, definition of key terms and a summary.

1.2 Background to the study

Curriculum change is cumbersome but inevitable in a dynamic teaching and learning environment. Curriculum change was seen by Ornstein and Hunkins (2018) as a noble idea which one needs to try. The required improvements in the quality of education especially on learners' achievement require efficient curriculum implementation. As Competence Based Curriculum portrays a great improvement in education standards however, there are some hindrances affecting effective implementation in schools since its adoption. Shirley (2018) contended that adoption of Competence Based Curriculum in schools is complex because teachers are struggling to develop content that learners would acquire to have the intended competencies. Hall and Hord (2015)

concluded that, resistance to curriculum change builds not because teachers do not have the willing to enhance but because collectively teachers value their freedom, worry about their increasing workload and work related constraints have a repugnance to risk and change. The Zimbabwean education has called for intensive training for professional development of teachers for the betterment of service to be offered. Therefore, the study investigated whether Competence Based Curriculum is fulfilling learners' needs from different social backgrounds and how school heads are trying to tackle challenges of Competence Based Curriculum implementation to learners from different backgrounds.

The Zimbabwean Herald newspaper of 25 September 2016, reported that the Ministry of Primary and Secondary Education was going to introduce a new education curriculum draft meant to enforce changes in the education system. The curriculum draft was approved by the Cabinet on 22 September. The Minister of education explained that the new education curriculum was designed to improve the education system to comply with modern technologies. The study also investigated on how school heads are managing their duty of ensuring effective implementation in relation to modern technologies.

1.3 Statement of the Problem

Although Competence Based Curriculum is furnishing learners with necessary skills and knowledge that would make them critical thinkers, self-reliant and self-supporting citizens, it has challenges in ensuring adoption of these well-planned curriculum ideas. This is made evident by mainly inadequate resources, financial constraints, inadequate training of educators regarding curriculum implementation and incapacitation of teachers who are major stakeholders in curriculum implementation. Currently, some educators in schools are failing to report for duty daily due to incapacitation. If these problems are left unaddressed, the result will be unskilled citizens. The consequences will not only affect the education system, but will also affect economic growth of the nation as a whole. Against this background, the study was designed to ascertain possible solutions to address challenges hindering school heads in ensuring Competence Based Curriculum implementation in Primary Schools in Zengeza Area, Chitungwiza District.

1.4 Research Questions

1. Which teaching and learning resources are available for primary school heads to ensure implementation of the Competence Based Curriculum?
2. What challenges are being faced by school heads in assisting the implementation of the Competence Based Curriculum?
3. What is the extent of implementation of Competence Based Curriculum at primary school level?
4. What strategies can be employed to enhance the implementation of Competence Based Curriculum?

1.5 Research Objectives

1. To identify teaching and learning materials at primary level for Competence Based Curriculum.
2. To discover obstacles faced by primary school heads when ensuring implementation of Competence Based Curriculum.
3. To evaluate extent of Competence Based Curriculum implementation in primary schools.
4. To find possible strategies to enhance Competence Based Curriculum implementation in primary schools.

1.6 Purpose of study

The former curriculum did not cater for competencies required by learners to be acquired by learners at the end of course of study. Therefore, the Ministry revised the curriculum from content-based to a competence-based. This research investigated to find the challenges that school heads are facing when ensuring implementation of the Competence Based Curriculum in primary schools in Chitungwiza District, Zengeza Area.

1.7 Significance of Study

This research is important to policy planners, as it will reveal what is hindering school heads from successfully implementing Competence Based Curriculum in their schools. The findings of this

research will furnish policy makers and stakeholders on current state of implementation phase of the revised curriculum. The results will help curriculum planners to identify areas that need adjustments. This will assist in improving the ongoing process of curriculum implementation to develop the child as a whole. This research will assist stakeholders in trying to address factors impeding ensuring effective curriculum implementation. The study will also help stakeholders to analyse complexities school heads are facing in ensuring the implementation of Competence Based Curriculum. Primary school teachers will be beneficiaries of this study.

The researcher will be a beneficiary of this research as her skills in data collection and analysis will be further enhanced. In addition, the researcher will gain an insight into the challenges being faced in ensuring the implementation of the Competence Based Curriculum, knowledge which is important in her profession.

1.8 Limitations of Study

In an attempt to hide their shortcomings, school heads resisted divulging information due to some requirements of the Official Secrecy Act. The researcher assured the respondents great confidentiality. Time management was another limitation for respondents to attend to the questionnaires due to workloads. The researcher proposed a time frame of one week for the respondents to work on the instruments. Financial constraints was also other limitations of the study as they restricted the researcher from catering for the research requirements.

1.9 Delimitations of Study

According to Creswell (2017) delimitation is a boundary of study. This study was bound to a sample of schools in Zengeza Area, Chitungwiza District. Chitungwiza is to the south east of Harare Province.

1.10 Definitions of key terms

Curriculum

Curriculum is a way of changing an educational idea into hypothesis testable in practice (Esau & Mpofu, 2017).

Implementation

According to Esau and Mpofu (2017) implementation is putting into practice a well prescribed plan.

Curriculum Implementation

Maba (2017) views curriculum implementation as the process of putting planned curriculum documentation into action in a school set up through combined efforts of different stakeholders and interested parties like teachers, parents and learners.

1.11 Summary

This chapter highlighted purpose of study, explained statement of problem, research objectives and questions. Limitations of study were highlighted and significance of study were indicated.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter examined literature in line with studies which have been done on challenges that school heads are encountering when ensuring adoption of Competence Based Curriculum. It dealt with literature related to availability of instructional materials, challenges to curriculum implementation, extent of implementation and strategies to overcome challenges of implementation.

2.2 Theoretical framework

The study was underpinned by Functional Theory. The theory stresses that learners should acquire knowledge and skills to become participants in the global economy (Ahmadi & Lukman, 2015). According to Priestley (2011) functional curriculum theory is grounded on the idea that an individual should develop a sense of pride in being a citizen through understanding the pride of one's country. In line with this, Competence Based Curriculum is encompassing all cultures from different communities and religions so that learners feel civilized. Functional Curriculum Theory emphasises the need to access knowledge, techniques, ideas and practices (Ahmadi & Lukman, 2015). According to Koo (2002) the theory emphasised on personal development for social transformation, interpersonal conduct and self-awareness. The developments should start at early stages of a child's education. Obanya (2004) pointed out that the way a child grows should determine the type of curriculum to be followed. Basing on this theory, the paper elaborated on what school heads are encountering in ensuring development of learners to become competent participants in the global economy.

2.3 History of Competence Based Curriculum

Various alterations of the Zimbabwean Primary and Secondary curriculum have been made since independence in 1980. The Nziramasanga Commission of 1999 was modified to respond to societal problems such as hyper unemployment believed to result from shortcomings of the

education system (Esau and Mpofu, 2017). The education system was believed to be irrelevant as it was producing workers instead of entrepreneurs (Dambudzo, 2015).

Ministry of Primary and Secondary Education (MoPSE) released Competence Based curriculum draft in September 2014 which was endorsed in January 2017 (GoZ, 2017). Implementation is guided by a curriculum framework for Primary and Secondary Education (CFPSE) 2015-2022. The CFPSE (2015-2022) is a long term policy directed to make improvements in the education system. The Curriculum provides learners with necessary competencies to improve the country's socio-economic growth.

Implementation was done in phases. The curriculum was implemented in 2017 as a transition from the former curriculum. Second phase of implementation shifted the way implementers viewed the curriculum and as a result it was termed the updated curriculum in 2018. The third and final phase of the implementation process unveiled the essential hallmark of the curriculum therefore it was named Competence Based Curriculum in 2019 (Sibanda and Blignaut, 2020).

2.4 Available Resources for Competence Based Curriculum Implementation

Resources are major anchors in curriculum implementation. Singh (2016) argued that implementation without necessary resources cause stress and strain which leads to terrible consequences and impact on teachers' morale. Hall and Hord (2015) said necessary resources like material resources, human resource, financial resources and physical facilities should be available. The resources should be adequate in schools for effective implementation. Lack of resources can inhibit effective implementation of Competence Based Curriculum.

Majority of schools in Zimbabwe have infrastructure like classrooms and laboratories but they are few. UNESCO (2017) revealed that most schools and colleges do not have access to computers, internet and email facilities which are important for learning and research purposes. Akker (2018) pointed out that instructional materials are essential in learning and curriculum cannot be successfully implemented without them. The author also mentioned that teachers cannot achieve set objectives without resources. For example, some schools do not have enough classrooms, furniture and learning materials leading to sessioning. By so doing, it becomes very difficult for school heads to ensure effective implementation.

Schools have financial resources received through payment of fees and levies. The income generated from these sources is inadequate to meet the demands of the curriculum. The socio economic background affects performance of learners and the school. Factors such as income determines successful implementation of Competence Based Curriculum. For instance some families lack enough finance to provide for their children some educational resources such as cell phones, laptops, and internet facilities. This means that learners from these families may fail to perform effectively. Matimbe (2016) stated that instructional materials such as syllabi and textbooks affect negatively on learning. Some schools are failing to purchase these materials which are very essential. Fullan (2016) observed that equipment like writing materials, science apparatus and reference books in libraries are in short supply. Esau and Mpofu (2017) propounded that school preparedness to implement curriculum is supported by availability of necessary resources like infrastructure and funds. Looking at infrastructure, classrooms at some schools are overcrowded and learners share a few resources available. This cripples effective implementation.

Majoni (2017) asserted that financial resources are required for smooth running of schools to avoid operating from a string tied budget. The socio economic status of a country affects adversely on acquisition of resources for implementation. Financial resources is required in education system to ensure smooth implementation. Due to world's rapid changes there is need for dynamism in curriculum which results in problems of availing requirements needed to perfect implementation. This results in slow implementation progress.

Esau and Mpofu (2017) pointed out that schools have qualified teachers but they lack the competencies to implement the curriculum. According to Rumahlatu, Huliselan and Takaria (2016) effective implementation is not progressing because teachers are not ready to implement it. Shirley (2018) added that initial teacher training is not providing teachers knowledge and skills necessary for lifetime teaching. Furthermore Fullan (2016) encouraged continuous training to impart knowledge and skills to cater for changes in education. This is supported by Mulenga and Kabombwe (2019) who said that teachers require to expand their level of knowledge and skills. Therefore, lack of continuous training leads to partial implementation.

2.5 Challenges of implementing Competence Based Curriculum

2.5.1 Knowledge and skills

The concept qualification and skills are an integral aspect in any education system the world over. UNESCO (2017) described that implementation does not involve following curriculum instructions by replacing former practices with new practices but it is fashioning the curriculum in a way that it becomes an integral part of the teacher. Initial teacher education training does not provide necessary knowledge and skills for implementation (Akker, 2018). According to Gasva (2017) teachers and school heads are not well versed with new content introduced by the New Curriculum. Lack of skills, knowledge and approaches in all subjects taught at their schools hinders effective implementation.

2.5.2 Teachers' Attitude

Curriculum implementation requires teachers who have enthusiasm and passion for teaching. Teachers' beliefs, values, practices and interests are not usually considered by policy makers in curriculum planning (Nyatanga and Jani 2016). This is a challenges on ensuring implementation by school heads since teachers lack basic understanding of curriculum changes. Ogar and Awhen (2015) enlightened that people adapt to new situations differently. Some teachers contribute to new innovations willingly and others take time to accept change. This happens when confronted with changes that need personal adjustment on values and beliefs rooted in past experiences and practices. Nyatanga and Jani (2016) highlight on staff turnover and lack of motivation to self-advancement. In addition, the authors opined on hostile communities and poor communication and transport services which drive teachers to negative attitude. This leads to delay success of implementation of curriculum.

2.5.3 Administrative Support

According to Fullan (2016) lack of administrative support has negative impact on curriculum implementation. Gondo, Maturure, Mutopa, Tokwe, Chirefu and Nyevedzanayi (2019) highlighted on serious shortages of financial resources from parents and government. This shortage results in over-crowded classrooms due to over enrolment, lack of libraries, laboratories and inadequate teaching and learning materials. Lack of clarity on development, understanding nature and extent

of change and ambiguity hinder successful implementation (Tikkanen, Pyhalto, Soini and Pietarinen, 2017). Maba (2017) added that content gap is a cause for concern on ensuring effective implementation of Competence Based Curriculum. Some school heads fail to progress because their subordinates may be failing to identify areas they need development. There are teachers who prefer structure, guidance and are even more rigid in their approach that they need support. There are no laid down clear policies, procedures or guidelines to follow hence it is being implemented haphazardly. Parent Ministry stakeholders have introduced a new programme without considering the requisites or work in consultation with school heads in relation to affordability of the teaching learning material. This demoralise the school heads because they discover that their efforts will be in vain.

2.5.4 Workload Management

Ogar and Awhen (2015) stated that some schools are experiencing shortage of teaching staff and most are affected. Teacher-learner ratio is too high in most schools due to the public service's recent stance of freezing teaching posts. For example, some primary school teachers are teaching composite classes as a consequence. The Competence Based Curriculum requires teachers to adjust in different ways which include workload, teaching methods and time meaning that if they fail to do that, it becomes a challenge to school heads to ensure its implementation (Chaudhary 2015). MoPSE Junior Syllabus (2015-2022) specifies number of lessons on subjects for example, Physical Education has 10 x30minutes lesson per week and Agriculture has 8 x 30 minute lessons per week. The number of lessons is not applicable to most Zimbabwean school set up because of hot sitting. Gasva (2017) highlighted on stuffed content in the syllabus. He postulated that Competence Based Curriculum has too many learning areas, the syllabi is too long and teachers are encountering difficulties in interpreting it. The teachers cannot teach the matter because of time allocated to them per session. This leads to skipping of some of valid learning matter hence implementation won't meet expectations.

2.5.5 Lack of resources

Physical resources are tangible resources that are observed at a school that are used to facilitate activities and processes in a school (Dangara, 2016). The resources consist of stationary, textbooks, audio-visual aids and all apparatus used in teaching and learning (Esau and Mpofu 2017).

Infrastructural developments such as classrooms, computer laboratories, school libraries, electrification of classrooms are important in a school. Ministry of Education (2017) specified buildings required in the primary school. The buildings include storerooms, classroom per class, school halls and library rooms. Due to constrained budgets in schools, the school heads cannot succeed in implementing the curriculum because available resources are not adequate.

2.6 Extend of Curriculum Implementation

As researchers do their work they have findings about the extent of curriculum implementation. Gasva (2017) highlighted on the extent saying it has been embraced with limited success. The author supports the ideas by saying implementers have limited understanding of adoption of curriculum. Munikwa (2016) propounded on limited financial resource and support from the community, relevant ministry and central government. The limitation has resulted in challenges such as acquiring appropriate teaching and learning resources or infrastructure. The economic status affects many schools as their source of income is solely fees and levies which are not being paid up because parents cannot afford. The shortage and inadequate funding in education leads to slow progression.

Schools have not been capacitated fully to implement the curriculum. Teaching resources like information and communication tools have been proved to be very useful and effective in the teaching and learning process but teachers are incapable of using the tools (Ramesh & Dibaba, 2017). School heads attributed specialised teacher shortage to teach newly introduced learning areas to government failure to avail skilled teachers and replacing staff on leave (Ncube and Tshabalala, 2016). Hence, teachers remaining at the station are forced to absorb classes of those on leave. The dilemma has resulted in educators delivering content they have not been trained to teach at college and subsequently increased their workload. Consequently, a compromised implementation becomes certain.

Munikwa (2016) said there is partial implementation. Gasva (2017) commented that the curriculum has too many learning areas and the syllabus is too long. Partial implementation is a result of shortage of appropriate instructional materials like textbooks, computers and internet connection.

2.7 Strategies to enhance effective curriculum implementation

School heads have to influence teachers to respond positively to change for effective implementation of a curriculum. Teachers need to be motivated to develop positive attitude and acceptance for long lasting systematic change. School heads need to be familiar with subject contents and methods of all learning areas taught in their schools so that they can facilitate change and offer support to teachers. Hall and Hord (2015) said that, the pivotal influence of a school head determines the pace and extent of change thus they should encourage facilitators and learners to embrace curriculum change. According to Ornstein and Hunkins (2015) school heads should question, modify and adapt the prescribed curriculum with set of values espoused by the school to meet learners' needs.

School heads are agents of change. They are responsible for ensuring effective curriculum implementation. Maba (2015) noted that school heads should be well capacitated on knowledge and skills for them to manage the implementation process. Smit (2016) said school heads should support their teachers on demands of the curriculum by recognising their efforts and areas of concern. School heads should evaluate their teachers and support their professional development (Wahyudin, 2015). Professional development can be supported by in-house training, workshops, seminars and engaging resource persons to address difficulties. School heads who are acquainted with the curriculum can manage shortfalls of teachers and identify areas which need development.

School heads should acquire skills through in-service training to assist and guide teachers and learners adapt to curriculum change for smooth implementation. If vision and mission of the school are shared, all stakeholders will understand and work towards achieving set goals. The school heads should be patient and encouraging so that teachers work towards achieving implementation of Competence Based Curriculum. They should arrange staff development programmes to find strategies that make teachers accept change. Ornstein and Hunkins (2015) asserted that, curriculum change should be periodically reviewed to identify areas lagging behind and finding possible solutions to guard against boredom, frustration and resistance from staff members.

According to Hall and Hord (2015) school heads should work hand in gloves with teachers exercising minimum autocratic approaches during curriculum implementation. They should create

a friendly and conducive environment with an open door policy that makes them approachable when teachers experience problems with curriculum implementation.

School heads need to review and avail materials through engaging parents and donor community to curb shortages that arise during the implementation process. (Fullan, 2016) said if teachers are motivated they can work beyond their capabilities. School heads should adapt Management By Walking Around (MBWA) approach while having informal chats to find out how they are coping and discussing way forward.

Competence Based Curriculum requires teachers to be trained adequately from college to be successfully implemented. If schools are not supplied with adequate and well trained teachers, it becomes difficult for school heads to ensure implementation. Teacher training and development is important since teachers are the ones who raise the young and cultivate values that sustain them for adult life. This promotes efficiency in performance.

According to Shirley (2018), the duty of teachers is extremely demanding and has a degree of continuity and important to the future generation. Due to extreme demands, resistance to change is inevitable, normal and necessary in schools. Therefore, there is need to have a balance between a long-lasting, predictable fundamental values that surpass generations and healthy adaptations which acknowledge different needs from generation to generation. Changes can be an opportunity for reflection and improvement on the status quo.

2.8 Summary

This chapter discussed ideas from different authorities related to challenges that are encountered on ensuring Competence Based Curriculum implementation. Previous studies have indicated that ensuring curriculum implementation cannot be successful unless educators have initial training, knowledge and skills, adequate resources, in-service training and a positive attitude in doing their work.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter focused on research methodology that the researcher employed in this study. Research design, population and sample, research instruments data collection procedures and data analysis plan was described. The advantages and disadvantages of method of data collection were outlined. Various data collection tools were used to avoid bias on findings.

3.2 Research Design

Kumar (2019) viewed research design as procedures and techniques that are used by researchers when collecting, analysing and interpreting data. According to Flick (2018), the research design describes how a research problem can be addressed in a study. The researcher used qualitative research method to collect data. This approach gave room to access the experiences and participants' viewpoints.

This study employed the structured survey. Marczyk (2019) defined structured survey as gathering information about prevailing conditions for the purpose of interpreting and describing. Balnaves and Caputi (2019) said structured survey involves studying cases aiming to draw conclusions for the generality of the whole group under study. Thus, structured survey is gathering data involving cases for the purpose of drawing conclusions.

Structured survey was chosen because it provides analysable data. It takes bulk surveying. It allows observation without affecting normal behaviour hence responses were free from bias. Jolivet (2019) explained that structured survey involves proper analysis, interpretation, comparison, identification of trends and relationships. It is quick and has low cost.

However, some may answer without giving a serious thought to what they are answering and why. Others may exaggerate their answers in order to look smart or well informed. Structured survey relies on breath instead of depth.

3.3 Population and Sample

3.3.1 Target Population

According to Merriam (2019) target population is a group of individuals or objects researchers are interested in generalizing the conclusions. Marczyk (2019) viewed target population as members of population from which the sample is chosen. Therefore, target population is a group of people from which study will be carried out. The target population of this study consisted of 15 primary school heads in Zengeza Area, Chitungwiza. Choice of population was because the area is easily accessible and cheap in terms of transport costs to get in touch with the school heads.

Table 3.1 shows target population from which the sample is going to be selected.

Table 3.1 Population Breakdown

Category	Target population
Female school heads	10
Male school heads	5
Total	N=15

3.3.2 Sample size

Sampling is selecting a sample from a population. Balnaves and Caputi (2019) viewed sample as a portion of a population under study. Creswell (2019) said it is a subset of population involved or represents entire population. Thus a sample is a group of chosen participants for a study to which researcher wishes to generalize findings. The sample reflects characteristics of the population.

Table 3.2 Study Sample

Category	Sample
Female school heads	5
Male school heads	5
Total	N=10

3.4 Sampling Methods

According to Kumar (2019), sampling refers to selection of individuals from a population. Creswell and Creswell (2019) viewed sampling as drawing a specimen from a population. Therefore, sampling is selecting individuals to represent a large group. There are a number of sampling procedures which can be employed, such as purposive, stratified, convenient and snowballing sampling. The researcher used purposive sampling techniques. Manion (2017) said sampling is done purposively in a qualitative research. Cohen (2017) posited that purposive sampling is when researcher select individuals for the study considering characteristics sought. On the same note, Kumar (2019) highlighted that researcher finds participants with information on the studying phenomenon. The sample for the study comprised of purposively selected primary school heads from Chitungwiza District in Zengeza Area where the researcher works for easy access to participants provided information on challenges encountered by school heads on ensuring implementation of Competence Based Curriculum.

3.5 Data Collection Procedures

The researcher received a letter from Midlands State University, Faculty of Education to assist in seeking permission from Ministry of Education Head Office, Provincial and District authorities to carry out the research in primary schools in Chitungwiza District, Zengeza Area.

3.6 Research Instruments

Kumar (2019) said research instruments are tools used for information collection to establish solutions to problem under study. Creswell (2017) observed that there is no single method which is reliable in collecting valid and reliable data. Therefore, questionnaires and interviews were employed as research instruments to reduce biases of using one method.

3.6.1 Interviews

Interviews were used to gather information from the participants. Rapley (2018) viewed interview as a two-way communication between interviewer and interviewee access participants' ideas, views, opinions and practices. On the same note, Marczyk (2019) defined interviews as face to face conversation between researcher and respondents on the topic under study. Therefore an interview is an interaction between two people to obtain information to be used in a study.

The researcher used questions to guide the interview procedure. Selected primary school heads from Chitungwiza District in Zengeza area participated. Individual interviews were held to get varied responses.

Interviews allow dialogue that enable responses to be clarified. Rapley (2018) pointed out that interviews allow probing answers from participants to provide more information which can be in written form. Manion (2017) said that an interview is a direct method of retrieving data on face to face situation. Follow up questions were made on what school heads are experiencing on ensuring Competence Based Curriculum implementation to clarify ambiguities.

The researcher opted for interviews to get cues from respondents. Creswell (2017) highlighted that cues can indicate unclear questions and show respondents' discomfort with questioning. The questions were rephrased for better understanding. By so doing, all questions were responded to.

3.6.2 Questionnaires

Structured questionnaires were employed to gather information from a specimen of primary school heads in Zengeza area, Chitungwiza District pertaining to difficulties they are encountering on ensuring implementation of Competence Based Curriculum. The questionnaires consisted of open ended questions.

Questionnaires were defined by Magwa and Magwa (2017) as written instruments with questions which respondents should respond to by writing their answers or selecting from given answers. Balnaves and Caputi (2019) viewed a questionnaire as an interrogation with well organised chain of questions to be responded to by selected people in a study. In other words questionnaires are laid down questions to be responded by participants in a research.

Use of questionnaires in this study enabled the researcher to gather data from school heads which was not going to be easy if other instruments were used. According to Gora (2016), questionnaires enable the researcher to collect information from different areas at the same time and is less expensive. Questionnaires were given to school heads so that they explain the difficulties they are encountering on ensuring Competence Based Curriculum implementation.

Manion (2017) observed that open ended questionnaires allow the researcher to make an accurate evaluation of respondents' experiences. Through use of questionnaires, school heads conveyed all

challenges they are facing on ensuring implementation of Competence Based Curriculum regarding resources, knowledge and skills, administrative support, workload management and teachers' attitude towards the introduced curriculum.

3.7 Data Analysis Plan

According to Flick (2018), data analysis is a process of preparing what has been gathered for presentation. Creswell and Creswell (2019) posited that data analysis procedures are useful in transforming ideas into communicable knowledge and allows researcher to delve into the association between parameters. Therefore, data analysis attempts to justify what has been collected in a research.

In this research, data gathered through questionnaires was presented first followed by interview responses. Interviews were conducted to collect qualitative data. Jolivette (2019) pointed out that, qualitative methods allow thorough and widespread understanding of what people are experiencing.

3.8 Validity and Reliability

Jolivette (2019) stated that validity is the suitability and meaningfulness of explicit conclusions from test scores. Validity makes sure adopted ways are suitable for inquiry that is intended to be carried out (Kumar, 2019). The researcher designed instruments while referring to research questions. A pilot test was done to ascertain if questionnaires and interview questions were going to measure what they intended to measure.

Jolivette (2019) viewed reliability as the extent to which a technique produces same results if repeatedly done. In other words reliability means consistency. Interview questions and questionnaires were examined so that they would provide reliable information from participants. Comprehensive and concise questions were employed. Reliability measures consistency of instruments.

3.9 Summary

This chapter looked at research methods used in this study. Research design, population, sample and sampling methods adopted were described. Research tools used which are, interviews and

questionnaires were discussed. Strengths of each research tool, which is the reasons why the researcher opted for them were highlighted. Data collection procedure and how the data was presented were also looked at

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter an analysis of information obtained through questionnaires and interviews held with school heads on the challenges they are facing on ensuring implementation of Competence Based Curriculum in primary schools in Zengeza area, Chitungwiza District. The data was collected according to research objectives and questions of the study. Results from the study were presented in the form of tables to illuminate and quantify issues under study, followed by interpretations and discussions supported by relevant literature reviewed in chapter 2.

4.2 Demographic characteristics of participants

Table 4.2.1: Gender of respondents

Gender	Frequency	Percentage
Male school heads	5	50%
Female school heads	5	50%
Total	N=10	100%

Table 4.2.1 shows the gender of school heads from selected schools who responded to questionnaires and interviews held by the researcher. There was equal representation of male and female participants reflecting a balance and gender equality on responses that the researcher got from the study.

Table 4.2.2: Age of respondents

Age	Frequency	Percentage
30 and below	0	0%
31-40	0	0%
41-50	3	30%
51-60	5	50%
60-65	2	20%

The information above shows age of school heads involved in the study. It reflects that no respondent is 40 years and below, 30% were 41-50 years, 50% were 51-60years and 20% were 60-65 years. This revealed that the respondents were relatively mature therefore were able to provide valid information on challenges school heads are encountering on ensuring implementation of Competence Based Curriculum.

Table 4.2.3: Working Experience of respondents

Working Experience	Frequency	Percentage
1 - 5 years	1	10%
6 - 10 years	4	40%
11 - 24 years	4	40%
25+ years	1	10%

Table 4.2.3 above shows working experience of school heads who were involved in the study. It shows that school heads consulted were experienced as indicated by the number of years on current post. The more experienced the respondents were, reflects valid and reliable findings from the study as they were capable of giving information from their experiences on implementation.

4.3 Available resources for implementing the Competence Based Curriculum

Results on available resources for Competence Based Curriculum implementation are summarised above. 100 % of responses revealed that text books are available although they are scarce. All the school heads consulted revealed that they have a few textbooks and in some grades mostly 5 and 6 only have text books for the teacher only. 100% of the responses showed that they have computer labs as well as the computers. All the respondents revealed that they have electricity at their schools but only 30% have electrified classrooms. Internet connections are said to be available to 60% of the schools but limited due to financial constraints. All the schools under study confirmed that they have libraries with most of the materials irrelevant to the new learning areas of Competence Based Curriculum. Only 10% of the school heads involved confirmed the availability of an Art and Culture centre at the school while 90% revealed that they do not have the centre. Human resource was confirmed available by all the respondents but lack adequate knowledge and skills to tackle some of the learning areas of Competence Based Curriculum. Findings on financial resources reflects that all the schools have funds but not adequate to meet the requirements of Competence Based Curriculum implementation. Findings showed that schools have resources but not adequate for implementing Competence Based curriculum. In line with above findings Fullan (2016) observed that resources are inadequate, not available at all or out dated in schools. UNESCO (2017) also said that most schools and colleges do not have access to computers, internet and email facilities which are important for the learning and research purposes.

According to Hall and Hord (2015) necessary resources like material resources, human resource, financial resources and physical facilities should be availed for successful implementation.

4.4 Why some resources were not available in schools

Findings from respondents showed that the main reason why some resources are unavailable in schools is financial constraints. All the school heads consulted revealed that levies are not adequate for acquisition of resources required for implementing Competence Based Curriculum. One school head revealed that;

“We do not have enough resources especially, financial resources due to the catchment area of our school, payment of fees and levies is a very big challenge”.

Other school heads highlighted that schools are running short of resources for effective Competence Based Curriculum implementation due to economic hardships making it difficult to develop the schools as the curriculum demands. Majoni (2017) pointed out that financial resources are required for smooth running of schools to avoid schools operating on string tied budget. According to Esau and Mpofu (2017) schools become ready to implement a curriculum when funds are available. This implies that lack of financial resources is resulting in slow implementation progress.

In addition, the respondents highlighted inadequate support from Ministry and parents on provision of important resources like text books and computers for easy implementation of the introduced curriculum. High enrolment was cited by all school heads consulted to be another cause of unavailability of some resources since it requires a lot of funds to acquire resources for large number of learners. On the other hand the few available were said to be destroyed quickly due to sharing.

Findings reflected that inadequate skilled teachers in all schools under research was due to lack of adequate orientation and training to furnish teachers with relevant knowledge and skills for implementing Competence Based Curriculum. This reflects that teachers were inadequately prepared for the implementation. According to Mulenga and Kabombwe (2019) curriculum changes need teachers to unfold their competences. Rumahlatu, Huliselan and Takaria (2016) propound that success of curriculum implementation is not in goodness of curriculum itself, but relies on the readiness of implementers.

4.5 Challenges in ensuring Competence Based Curriculum implementation

4.5.1 Lack of knowledge and skills

All the respondents highlighted that most teachers in schools are incompetent for Competence Based Curriculum (CBC) implementation. The school heads alluded that, the challenge emanated from inadequate preparation in terms of training. They pointed out that workshops held on Competence Based Curriculum implementation were not sufficient to equip teachers with the required knowledge. One respondent said;

“Most teachers lack the expertise to teach the competence based curriculum. They have the necessary pedagogy but lack in-service training to tackle the CBC.”

In addition, 8 out of 10 of the respondents said some of the teachers did not even have the opportunity to attend the few held workshops since they demanded a limited number especially grade 5 and 6 teachers. Esau and Mpofu (2017) agreed that schools have qualified teachers but they lack the pedagogical abilities and information to implement Competence Based Curriculum. According to Shirley (2018) initial teacher training is not adequately providing teachers with necessary competencies for lifetime teaching. Fullan (2016) added that all professions including teaching need ongoing upgrading of knowledge and skills.

All the school heads consulted highlighted that most teachers are computer illiterate hence cannot teach ICT. This concurs with Ramesh and Dibaba (2017) when they said failure of teachers to use ICT in teaching in primary schools is a major problem militating against successful implementation of primary school curriculum. The respondents also highlighted teachers’ lack of pedagogical knowledge in Visual and Performing Arts, Physical Education and Mass Displays. The school heads said most teachers do not have a background on these newly introduced subjects since training was not done at college. In line with this finding, Gasva (2017) said teachers do not have knowledge on new content introduced by Competence Based Curriculum. This implies that teachers are going to produce half-baked learners at the end of the primary school course.

4.5.2 Teachers’ attitudes

The school heads consulted said teachers have different feelings on Competence Based Curriculum and as a result some portray negative attitude towards its implementation. Ogar and Awhen (2015) concurs saying that people react differently to new situations because they are different. According to Nyatanga and Jani (2016), teachers’ inputs are not usually considered by policy makers in curriculum planning. 6 out of 10 of the respondents highlighted that some teachers do not understand Competence Based Curriculum since they feel that they were not well familiarised to the curriculum by responsible authorities before its introduction. One of the respondents said;

“Negative attitude is brought about by lack of information hence they will just teach what they know best (the old curriculum).”

The above findings agree with Tikkanen, Pyhalto, Soini, and Pietarinen (2017) who said there is ambiguity, no clarity and understanding of this conceived change. According to Maba (2017) policies need to be clarified for effective implementation.

Negative attitude was also said to be caused by shortage of resources. Nine school heads explained that teachers are being asked to implement the CBC without adequate resources leading to ignorance of the curriculum's requirements. In support of this Singh (2016) stated that implementing a curriculum without necessary resources cause stress and strain which leads to terrible consequences and impact on the teachers' morale.

The respondents alluded that some teachers are reflecting a negative attitude as they feel overburdened by heavy workload bunched on the schools' time table with large classes. All the school heads involved in the study explained that negative attitude is being caused by demotivation due to poor salaries resulting from the nation's current economic status. Fullan (2016) pointed out that ensuring curriculum implementation involve solving problems, encouraging and motivating implementers to work towards accomplishing positive results for change. This should be done to avoid negative attitude by teachers.

Resistance to change was also pointed by five of the respondents as a cause of negative attitude by teachers. Ornstein and Hunkins (2015) asserted that, curriculum change should be periodically reviewed to identify areas lagging behind and finding possible solutions to guard against boredom, frustration and resistance from staff members. In a different view Shirley (2018) said resistance to change is inevitable, normal and necessary in schools.

4.5.3 Administrative support

Responses from school heads highlighted lack of support from top authorities. They highlighted underfunding due to inadequate funds being allocated to the education sector by the state. This is supported by Munikwa (2016) who propounded that the education sector is suffering due to underfunding by the state. In addition, Gondo, Maturure, Mutopa, Tokwe, Chirefu and Nyevedzanayi (2019) pointed out that there is serious shortages of financial resources from parents and government resulting in shortage of teaching and learning resources. School heads consulted said this shortfall is having negative influence on curriculum implementation. One of them said;

“Administrative support is very minimum because of lack of financial resources and also lack of adequate information on the part of administrators.”

This means that due to inadequate funds and information about CBC, the school heads as administrators are failing to support teachers to implement it. According to Fullan (2016) lack of administrative support has negative impact on curriculum implementation.

4.5.4 Availability of resources

The respondents claimed that there is shortage of resources like textbooks, Agriculture equipment, and ICT tools among others due to inadequate funds in schools. 7 out of 10 of the respondents pointed out that there are no resources as the schools were left to source for the scarce resources that they have. The school heads highlighted that shortage of resources is resulting in lack of skill acquisition in learners as required by the Competence Based Curriculum. Akker (2018) pointed out that resources are essential in learning and curriculum cannot be successfully implemented without them. The author further said that teachers cannot achieve set objectives without resources.

Findings from the study showed that most schools lack skilled human resource. In line with this Ogar and Awhen (2015) stated that some schools are experiencing shortage of teaching staff and most are affected. School heads consulted revealed that the failure by Government to replace teachers on leave is causing overcrowding classrooms which is impeding Competence Based Curriculum implementation. The respondents highlighted unavailability of resources as the most drawback aspect in ensuring the implementation of the CBC. One school head said;

“The unavailability of resources is hindering the education system and as a result the Competence Based Curriculum remain stagnant.”

From the above findings, resources should be made available in schools if the CBC is to be implemented effectively. According to Esau and Mpofo (2017) curriculum is bound to suffer a still birth if sufficient resources to implement it are not supplied. Hall and Hord (2015) posited that necessary resources like material, human, financial and physical facilities should be availed for successful implementation.

4.5.5 Workload

Results from the study revealed that overcrowding classes are increasing teachers' workload leading to their failure to use learner centred approaches as required by Competence Based Curriculum. One school head said;

“The teachers have an overbearing workload, a class of more than 60 learners is not manageable in a standard classroom of 40 learners. Paper work is just another burden where teachers are required to update more than 10 records on weekly basis for more than 10 learning areas”.

They further elaborated that teacher-learner ratio is too high that teachers are failing to manage the classes leading to ineffective implementation of CBC. Ncube and Tshabalala (2016) concur with this finding when they say teacher shortage is ascribed to government failure to replace staff on leave.

The respondents highlighted time as a challenge leading to work overload since Competence Based Curriculum has many learning areas which are supposed to be taught using the same time table used in the old curriculum. 6 out of 10 of the respondents noted that the syllabi is too long to be covered in a year. Gasva (2017) concurs that Competence Based Curriculum has many learning areas and the syllabi has stuffed content making it difficult for teachers to interpret it.

School heads consulted confirmed that teachers are forced to absorb classes for teachers on leave leading to work overload which is a serious hindrance to CBC implementation.

Chaudhary (2015) pointed out that Competence Based Curriculum requires teachers to adjust in different ways which include workload, teaching methods and time meaning that if they fail to do that, it becomes a challenge to school heads to ensure its implementation.

4.6 The extent of Competence Based Curriculum implementation in primary schools

Table 5: Extent of Curriculum Implementation

Extent	Frequency	Percentage
Excellent	0	0%
Good	0	0%
Average	9	90%
Poor	1	10%

The table above indicates how the respondents evaluated the extent of CBC implementation. No respondent evaluated it as good or excellent. 90% of them said the implementation so far is on average and 10% viewed it as poor. From the findings, implementation of Competence Based Curriculum is being done in primary schools but at a slow pace due to shortage of resources which include human, material and financial. This concurs with Munikwa (2016) who said there is limited financial resource and support from the community, relevant ministry and central government. One respondent stated that;

“Competence Based Curriculum is being implemented to a lesser extent due to underlining challenges being faced in its implementation. Adequate and appropriate resources should be allocated to schools in line with the Competence Based Curriculum. Adequate information and skills pertaining to the curriculum should be disseminated to the appropriate people in time.”

Another school head explained;

“The implementation so far is not effective. Resources are still not enough and the facilities are not user friendly and adequate. I feel there can be noticeable change after 2022 evaluation.”

In line with the above findings, Gasva (2017) highlighted that Competence Based Curriculum is being embraced with limited success. This means CBC is being implemented but not meeting expected standard due to various impediments.

4.7 Strategies to enhance implementation of Competence Based Curriculum.

All school heads consulted recommended Government to provide adequate instructional materials needed for successful implementation. They further suggested that Government should seek for donor intervention, for example UNICEF and other Non-Governmental Organisations (NGOs). One of the respondents said;

“There was need to augment the meagre resources in the form of grants to buy textbooks. The distribution of resources should be done objectively and not selectively.”

Another respondent had the same view and suggested that Government should subsidize towards the learning materials immensely like what the UNICEF did way back.

5 out of 10 of the respondents recommended that the Curriculum Development Unit (CDU) should provide the Competence Based Curriculum syllabi together with reference books reflecting the current curriculum matter. They further pointed out that content in some of the textbooks from different publishers are contradicting. Six out of the ten school heads suggested syllabi content to be revised to suit the level of the learners especially grade three level. According to Matimbe (2016) instructional materials such as syllabi and textbooks affect negatively on learning.

On human resources all the respondents recommended the government to make replacements of teachers on leave to reduce overcrowding of classes and teacher workload. The respondents suggested for continuous upgrading of teachers for them to be competent for CBC implementation. Eight out of ten respondents suggested Competence Based Curriculum implementation training to be done at teacher training colleges (pre-service training). In support of this Rumahlatu, Huliselan and Takaria (2016) alluded that success of curriculum implementation is not in goodness of curriculum itself, but relies on readiness of implementers.

All the respondents said that teachers should be motivated to boost their morale and become optimistic about Competence Based Curriculum implementation both at school and national level. Gasva (2017) agreed saying that the Zimbabwe Public Service Commission should constantly increase teachers’ remunerations and ameliorate their working conditions to suit workloads caused by CBC.

6 out of 10 respondents suggested that book levies should be introduced so that parents intervene on raising funds to acquire required resources for implementing Competence Based Curriculum. From interviews held four school heads highlighted that they have already introduced the book levy and others have engaged in projects like horticulture, poultry and apiculture to raise funds for resource acquisition.

Other strategies suggested by consulted school heads were that the Government should allocate budgets for material resources, equip teachers and administrators with appropriate skills and knowledge to implement the curriculum especially I.C.T skills, give adequate and appropriate information about the curriculum and build appropriate infrastructure for the curriculum for example, laboratories that are well equipped.

4.8 Results from interviews

4.8.1 Other resources other than the available ones that should be availed by Ministry and parents for CBC implementation.

From the interviews held the respondents were of the idea that, financial resources should be allocated to the Ministry so that in turn it will equip schools with necessary items like books, ICT tools and also equip teachers and administrators with necessary skill and expertise. In addition all the respondents said that parents should contribute towards curriculum implementation by providing some of the resources needed such as ICT gadgets, source for books and built appropriate and adequate infrastructure for the curriculum.

4.8.2 Strategies that can help have resources at schools

The respondents suggested that the Government should allocate grants to all schools and not selectively. 7 out of 10 school heads further recommended Government to give schools authority to source for donations from other countries and Non-Governmental Organisations and allow twinning of schools with other developed countries. All the respondents were of the idea that Government should remove red tapes on donations. Eight respondents suggested that schools should engage in projects that help them generate income for CBC implementation requirements. They further said that parents should also be involved in these projects. Six school heads suggested special levies for CBC such as book levy and computer levy.

4.8.3 Successes and failures of CBC implementation at schools

Successes

All the respondents revealed that they have equipped the computer laboratories with a few computers and furnished the libraries with books and in-serviced some ECD-Grade6 teachers to equip them with pre-requisite skills. All the school heads interviewed highlighted that they have bought some CBC text books for ECD-Grade 6 learners. 3 out of 10 of the respondents revealed that they have electrified some of the classrooms and connected WIFI to the schools while others revealed electrification of classrooms as long term projects put on hold due to financial problems. In addition one of the schools involved in the study has engaged an expert from Bindura University to acquaint teachers on Information Communication Technology (ICT). Five schools managed to send a few teachers to train in ICT skills and obtain a certificate from one of the reputable college in Harare.

Failures

The respondents highlighted that they have failed to electrify all the classrooms at schools. 9 out of 10 of the respondents revealed that they have failed to build Art and Culture centres for Visual and Performing Arts (VPA) lessons. All the school heads interviewed highlighted that they have failed to have adequate computers to accommodate a full class and buy enough books for CBC. They further pointed out that they have failed to equip classrooms with appropriate gadgets for lessons such as white or interactive boards. Five of the respondents revealed that they have failed to equip teachers with relevant skills specifically ICT to implement the Competence Based Curriculum.

4.8.4 How challenges of CBC implementation have been dealt with at school level.

To deal with the challenges of curriculum implementation in schools, one of the ten respondents revealed that they sourced tablets and projectors from Higherlife Foundation. Four schools have implemented a book and computer levy for books and computer maintenance. Others have not yet introduced the levies. The school heads interviewed highlighted that they conscientious teachers to the curriculum skills through school based workshops and involved parents in the learning of their children through teacher meet parents sessions and open days. The school heads also

highlighted that they have allowed parents intervene by donating or sourcing donations for the school. Five of the ten schools have made efforts for teachers to have ICT skills through training. Eight out of the ten respondents revealed that they have engaged in projects to help them generate income for CBC requirements although they are facing some challenges caused by the nation's current economic status.

4.9 Discussion on findings

This study concludes that school heads are facing numerous challenges in ensuring curriculum implementation. Research findings indicated shortage of resources as the main hindrance in ensuring Competence Based Curriculum implementation. Results showed that resources are available in most schools but in short supply while other schools do not even have resources like electrified classrooms, internet and Art and Culture Centres. Only one school out of the ten under study has managed to build an Art and Culture Centre. Human resource was revealed to be available in all schools but lack relevant knowledge and skill as the Competence Based Curriculum demands. Financial resource was confirmed to be inadequate due to underfunding by the government and low levies being charged in primary schools. This is immensely affecting effective implementation of Competence Based Curriculum.

Internet connection was revealed to be available by three out of the ten schools but accessibility is limited due to high subscriptions which schools are failing to pay because of financial problems being experienced in the current nation's economy. Other schools heads revealed they have failed completely to connect internet due to financial challenges. Electrification of classrooms was revealed long term plans being impeded by financial constraints.

Negative attitude by some teachers was also highlighted as another hindrance in ensuring Competence Based Curriculum implementation. The school heads explained that teachers are portraying negative attitude due to low motivation caused by low salaries resulting from the country's current economy, work overload caused by packed timetable and overcrowding classes.

From the interviews held school heads suggested continuous in-service training to make teachers competent for effective implementation. Eight of the ten administrators were of the view that training of CBC implementation should commence at teachers' college. The results indicated that government and donor intervention on resource supply will positively influence implementing

curriculum. Research findings showed that Competence Based Curriculum implementation is being done but still below the expected standard.

Conclusion

This chapter presented, analysed and interpreted data. Data collected was presented in tables. Data presented, analysed and interpreted indicated that the curriculum is being implemented but still below the expected standard due to some impediments that school heads are encountering in ensuring its implementation. The school heads consulted highlighted incompetent teachers, shortage of human and material resources and inadequate funds as major hindrances on ensuring implementation of Competence Based Curriculum. Teacher training and stakeholder intervention on resources provision were suggested ways to enhance implementation.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarised the study, made conclusions and gave recommendations basing on results. The research focused on challenges which school heads are encountering on ensuring implementation of Competence Based Curriculum in primary schools in Zengeza area, Chitungwiza District.

5.2 Summary

The study was introduced in chapter one. Background of study, statement of problem, research questions and objectives were also outlined in the first chapter. Research questions were formulated basing on available resources, challenges and extent of implementation as well as strategies to enhance implementation of Competence Based Curriculum. Limitations and delimitations of the research were highlighted in chapter one.

Chapter two looked at literature related to the research. This is where the researcher gathered information from different authorities on challenges of ensuring Competence Based Curriculum implementation, extent of implementation and ways to enhance implementation. Challenges highlighted were rooting mainly from human, material and financial resources.

Research methods used were presented in Chapter three. Population, sample and data collection tools were looked at. To gather information which answered research questions, structured survey was employed. For data gathering, analysis and presentation, quantitative paradigm was used. Population and sample was purposively selected. The sample had 5 female heads and 5 male heads giving a total of 10 participants. To collect information from participants, questionnaires and interviews were used.

Data was presented, analysed and interpreted in Chapter four. Data presentation was done in tables followed by analysis then discussions.

Results from the research revealed that implementation of Competence Based Curriculum is being done but still below expected standard due to some challenges which include lack of competency

in teachers and shortage of human, material and financial resources. In addition, work overload was also highlighted as a challenge. It was established that continuous teacher and stakeholder intervention on resource provision can improve Competence Based Curriculum implementation.

5.3 Conclusion

Implementation of Competence Based Curriculum requires interaction with resources for it to be effective. This implies that resources play a major role in ensuring Competence Based Curriculum implementation. Challenges school heads are facing as a result of resource scarcity can be overcome if the government and other stakeholders intervene. Since teachers' competency guarantee success on Competence Based Curriculum implementation, it is essential for them to have continuous in-service training for learners to gain the relevant competencies that the curriculum demands.

5.4 Recommendations

To overcome the challenges school heads are facing, the following recommendations should be taken into account.

On the challenge of inadequate resources in schools the government should improve its funding to the education sector. It should also in conjunction with other stakeholders intervene on instructional materials provision. Schools should be allowed to increase levies to suit the current economic status of the country. Schools should engage in projects that will help them generate funds for acquiring resources.

Teachers should be continuously developed through training to acquaint them on implementation of Competence Based Curriculum. Teachers need to be motivated by high salaries and better working conditions.

Curriculum Development Unit (CDU) should provide the Competence Based Curriculum syllabi together with reference books reflecting the current curriculum matter or recommend textbooks before they are sold to schools. Syllabi content to be revised to suit primary school learner level.

Formative evaluations should be done involving the school heads since they are the ones ensuring Competence Based Curriculum implementation.

Government should formulate policy on colleges to include implementation skills on teacher training programmes.

Engage SDC to recruit teachers and pay them to reduce teachers' workload.

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QUESTIONNAIRE FOR SCHOOL HEADS

TOPIC: Challenges faced by school heads in ensuring the implementation of the competence based curriculum in Chitungwiza District in Zengeza area.

NB: Your response in respect of each and every question in this document will be treated with confidentiality and you are kindly asked to respond honestly.

QUESTIONNAIRE

I am Chitiyo Trader currently studying Bachelor of Education in Management and Leadership with Midlands State University. I am carrying out research on the challenges faced by school heads in ensuring the implementation of the Competence Based Curriculum at primary school level. May you please assist by completing this questionnaire? For confidentiality reasons, please do not write your name or name of school. Your cooperation is highly appreciated.

PART A: PERSONAL DETAILS

May you please tick the appropriate box and fill in provided spaces.

1. GENDER

MALE

FEMALE

2 AGE

BELOW 30 YEARS

31 – 40 YEARS

41 -50 YEARS

51 – 60 YEARS

60 -65 YEARS

3 WORKING EXPERIENCE ON CURRENT POST

LESS THAN 1 YEAR	
1-5YEARS	
6-10 YEARS	
11 – 24 YEARS	
25+ YEARS	

PART B

1. Which resources are available for implementing the Competence Based Curriculum at your school?

ITEM	REMARKS	
	YES	NO
Text books		
Computer laboratory		
Computers		
Electrified classrooms		
Internet		
Library		
Arts and Culture Centre		
Human resources		
Financial resources		

Comment on the resources

.....

.....

.....

.....

2 Why are some of the resources not available at the school?

.....
.....

3 What challenges are you facing in ensuring the implementation of the Competence Based Curriculum? Explain basing on the following:

i. Teachers' knowledge and skills

.....
.....

ii. Teachers' attitude

.....
.....
.....

iii. Administrative support

.....
.....
.....

iv. Availability of resources

.....
.....
.....

v. Workload

.....
.....
.....

INTERVIEW QUESTIONS

1. Which other resources other than the available ones do you think should be availed by both the Ministry and parents for the implementation of the Competence Based Curriculum?
2. Which strategies do you think can be done to help you have resources at your school?
3. What are the successes and failures of Competence Based Curriculum implementation at your school?
4. How have you dealt with challenges of Competence Based Curriculum implementation at school level?



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Tel: (263) 54 260404/260337/260667/260450
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FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

4 March 2020

TO WHOM IT MAY CONCERN

The bearer C. MUYIYO TRADER is a B.Ed/MED/ student at this University. S/he has to undertake **research** and thereafter present a **Research Project** in partial fulfilment of the degree programme.

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

Your cooperation and assistance is greatly appreciated.

Thank you



.....
Dr L. Museva

(Chairperson - Department of Educational Policy Studies and Leadership)

REC'D
15/03/2020
MUSEVA

All communications should be addressed to
"The Secretary for Primary and Secondary
Education
Telephone: 794895/796211
Telegraphic address: "EDUCATION"
Fax: 794505



Reference: C/426/3 Hre
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

23 June 2020

Chitiyo Trader
Tangenhamo Primary School
P.O. Box 32
Zengeza
Harare

**Re: RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE:
CHITUNGWIZA DISTRICT: TANGENHAMO; SHINGAI; TADZIKAMIDZI;
ZENGEZA 7 AND MBERI PRIMARY SCHOOLS:**

Reference is made to your application to collect data for research from the above mentioned schools on the research title:

**"THE CHALLENGES FACED BY SCHOOL HEADS IN ENSURING THE
IMPLEMENTATION OF THE COMPETENCE BASED CURRICULUM".**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Metropolitan Province, who is responsible for the school which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

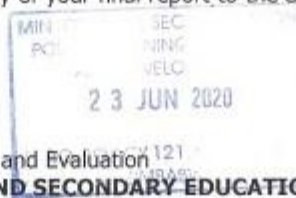
You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

A handwritten signature in black ink, appearing to be "L.D. Mkwala".

L.D. Mkwala

Acting Deputy Director: Monitoring and Evaluation
For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

cc: PED – Harare Metropolitan Province



All communication should be to
"The Provincial Education Director"

Telephone: 04-339334/332026
E-Mail: moesch@yahoo.com



Ministry Of Primary and
Secondary Education
Harare Provincial Office
P. O Box CY 1343
Causeway
Harare

Zimbabwe

14 July 2020

Tangenhama Primary School
P.O. Box 32
Zengeza
Chitungwiza

Attention: Ms. Chitiyo Trader

**RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE:
CHITUNGWIZA DISTRICT: E.C NO. 0952821 Z: CHITUNGWIZA DISTRICT.**

Reference is made to your application letter 14 July 2020, to Provincial Education Director to collect data at Tangenhama, Shingai, Tadzikamidzi Zengeza 7 and Mberi Primary Schools.

The Provincial Office also received and acknowledged your letter dated 23 June 2020 from the Secretary for Ministry of Primary and Secondary Education granting you permission to carry out research in Harare Metropolitan Province on the research title:-

**"THE CHALLENGES FACED BY SCHOOL HEADS IN ENSURING THE IMPLEMENTATION OF THE
COMPETENCE BASED CURRICULUM"**

Please be advised that the Provincial Education Director grants you permission to carry out your research on the above topic. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are required to provide a copy of your final report to the Provincial Education Director Harare Province.

MOE
For: Provincial Education Director
Harare Metropolitan Province
20 JUL 2020
P.O. BOX ZG 27, ZENGEZA
ZIMBABWE TEL: 0270 23900

MINISTRY OF PRY. & SEC. EDUCATION
DISCIPLINE SECTION
HARARE PROVINCE
14 JUL 2020
P.O. BOX CY 1343, CAUSEWAY
ZIMBABWE

TANGENHAMA PRIMARY SCHOOL
[Signature]
P.O. BOX 32 ZENGEZA
CELL: 09844148320

DEPUTY HEAD
SHINGAI GOVERNMENT PRIMARY
SCHOOL
17 JUL 2020
P.O. BOX ZG 24, ZENGEZA
TEL: 0270 24904

THE HEADMASTER
TADZIKAMIDZI PRIMARY
SCHOOL
20 JUL 2020
BOX ZG 156, ZENGEZA
CHITUNGWIZA, ZIMBABWE
TEL: 0270 23171

MINISTRY OF PRY. & SEC. EDUCATION
CHITUNGWIZA DISTRICT OFFICE
DISTRICT SCHOOLS INSPECTOR
18 JUL 2020
P.O. BOX 02682, CHITUNGWIZA
TEL: 0242 21 24072 218 204

THE HEADMASTER
MBERI GOVERNMENT PRIMARY
SCHOOL
17 JUL 2020
P. O. BOX 2G31, ZENGEZA
TEL: 02421 24904, 31266
MOBILE: 0773 486 846

Dissertation final

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