



**CHALLENGES FACED BY TEACHERS IN IMPLEMENTING THE 2017 FAMILY,
RELIGION AND MORAL EDUCATION (FAREME) CURRICULUM: A CASE OF
SELECTED GROUP B PRIMARY SCHOOLS IN MKOBA GWERU**

By

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SUPERVISOR'S STATEMENT

The dissertation report, **Challenges Faced by Teachers in Implementing the 2017 Family, Religion and Moral Education (FAREME) Curriculum: A Case of Selected Group B Primary Schools in Mkoba Gweru** by Guyo Sarudzai is hereby submitted for examination.

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ACCEPTANCE

This dissertation, **Challenges Faced by Teachers in Implementing the 2017 Family, Religion and Moral Education (FAREME) Curriculum: A Case of Selected Group B Primary Schools in Mkoba Gweru** was prepared under the direction of the candidate's Dissertation Supervisor. It is accepted by the Department in partial fulfilment of the requirements for the Bachelor of Degree in Primary Education in the Faculty of Education, Midlands State University.

The Dissertation Supervisor and the student's Department Chair, as representatives of the Faculty, certify that this dissertation has met all the standards of scholarship as determined by the Faculty of Education concurs.

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DEDICATION

I dedicate this study to my husband who gave me support to pursue higher goals in life.

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The production of this research study was a culmination of immense contribution of various people. First and foremost, I am indebted to Dr E. Manyumwa for her academic guidance throughout the process of compiling this document. I appreciate her patience and guidance which made this study a success even during the COVID-19 pandemic era. Working under her supervision was a pleasure as she offered constructive criticism and guidance which made my work easier. My profuse gratitude also goes to all school heads and teachers who participated in this study. Special thanks go to my husband, Dr Upenyu Guyo who kept on pushing me and checking on my progress. I wish to thank my beloved friends and class colleagues who despite distance always encouraged me to aim high in my academic pursuit. Special thanks goes to my children, Jeminah, Tadiwanashe and Kayla for being patient when I sometimes ignored them while concentrating on my studies. Finally, to the Almighty God, thank you for taking care of me throughout this tedious journey.

ABSTRACT

The main purpose of this study was to determine the challenges faced by teachers in implementing the 2017 Family, Religion, and Moral Education (FAREME) curriculum at selected Group B primary schools in Mkoba Gweru in Zimbabwe. The study was compelled by a lack of implementation of the FAREME curriculum and earlier reported resistance of the curriculum. The research questions of this study were: What are the strengths of 2017 introduced FAREME curriculum? What challenges are faced in implementing the new FAREME curriculum? and How could the perceived challenges be alleviated? In navigating this research, the researcher targeted two Group B primary schools in Mkoba Gweru. The research was guided by a mixed-methods approach and case study design. The sample considered for this study comprised teachers in each grade (Grade 3 to Grade 6 teachers, who are currently teaching the new FAREME curriculum) in each school, thus 34 teacher participants, and two school heads. Questionnaires were administered to teachers and interviews were conducted on school. Graphs, pie charts, and tables were used to quantify and clarify issues under investigation. Graphs, pie charts, and tables were used to quantify and clarify issues under investigation. The research findings revealed that the new FAREME had significant strengths as it equips learners with knowledge of various religions thereby creating an acceptance of other people's religions especially indigenous religions. It was also revealed that the new 2017 FAREME curriculum had several challenges that inhibited its successful implementation. The findings showed that there is a need to provide teaching and learning resources, in-service teacher training, and demarcation of curriculum. As a result, the study recommended a multi-stake holder approach in the provision of FAREME resources and a need for revision of the curriculum to demarcate content per each level.

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ACRONYMS

FAREME	Family, Religion, and Moral Education
RME	Religious and Moral Education
GoZ	Government of Zimbabwe
MoPSE	Ministry of Primary and Secondary Education
SDC	School Development Committee
ZIMSEC	Zimbabwe Schools Examination Council
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme

CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.0. Introduction

This research focuses on the exploration of the challenges faced by teachers in implementing the 2017 Family, Religion, and Moral Education (FAREME) curriculum at selected Group B primary schools in Mkoba, Gweru in Zimbabwe. This chapter focuses on the background of the study and its context. Following is the research problem, discussing the problem that the research sought to address. The chapter proceeded with the significance of the study, limitations, and delimitations of the study. Thereafter, key terms were also defined and the chapter concluded with a summary of the major points.

1.1. Background to the study

The Zimbabwe education system has had several curriculum reforms with the latest one from grade one to Advanced level introduced by the Ministry of Primary and Secondary Education (MoPSE) in 2017. The new curriculum is supplanting the customary educational program which was embraced in 1980 from the frontier Rhodesian system (Gasva & Moyo, 2017). Zimbabwe inherited a two-level racially organized education system which was aimed at advancing the interests of the predominant racial oppressors, while African education was intended to fortify subjectivity and enslavement. The then Minister of Education Lazarus Dokora worked on inverting the whole education system as stipulated by the Nziramasanga Commission of 1999 which focussed on an education system that benefits the lives of the people of Zimbabwe (Nziramasanga, 1999). One notable weakness of the inherited educational system was that it was prevalently scholarly arranged and depended much on summative assessment.

The new curriculum was purposed to produce some solid scientific, mathematical, and technologically oriented learners to meet moral, national identity, pride, civic obligations, and value country heritage. Its intention was to prepare learners for work and life in an indigenised economy, a competitive and globalised environment, ensuring that learners demonstrate numeracy, literacy, and practical competencies necessary for life (Utete-Masango, 2017). Implementation of the new curriculum has faced many challenges including resistance by parents and teachers. As objective as the intentions of the Ministry were, MoPSE was taken to

court in a motion to dismiss the new curriculum (Nkala, 2017). Other obstacles to the implementation of the new curriculum include the ineptness of schools to carry out the tasks as outlined in the new curriculum (Mangwaya et al., 2016), work over-burden on teachers and learners, unavailability of the necessary resources for the school, and teachers to actualize the new educational plan (Murava, 2017), mere cynicism by teachers, learners and parents (Dzimiri & Marimo, 2015), and lack of qualified teachers to actualize the new curriculum (Marume, 2016).

In 2017, Zimbabwe in a move to reconsider a Christo-centred curriculum, introduced a new curriculum, family, religious and moral education (FAREME) which infused Islam, Hinduism, and other religions. Thus, the motivation was to recognise other religions and move from a Christianity orientation to a multi-religion angle. Moyo and Modiba (2013) assert that the presence of religious complexities in a nation such as the existence of multi religions causes nations to accommodate religious diversity. Policymakers and curriculum planners are ceased with challenges for crafting, acceptance, and implementation of policies associated with religious hegemony as there will be competition between local identities and global needs. Though noble the idea of going the multi-region way, the new FAREME curriculum introduced new religious trajectories which were and is a cause for concern.

The Grade 3-7 Family, Religion, and Moral Education (FAREME) curriculum was planned to promote learners' awareness and acceptance of different religions practised in Zimbabwe. The curriculum seeks to develop a sense of moral uprightness, family cohesion, inclusivity, unity, and tolerance among citizens with behaviours and values (*Unhu/ Vumunhu/ Ubuntu*) that are acceptable. The curriculum involves religious teachings, rites, practitioners, and rituals and their impact on families and on an individual, local, national, and global community. It seeks to develop moral responsibility and behaviour, capacity for discipline, a sense of sound ethical norms goals, and, values. The learning area is hypothesized to lead to the understanding of the processes of a free society, and intensifying awareness of the importance of character development which contributes to success, peace, and stability of the Zimbabwean society.

Despite the brilliancy of the aims of the new curriculum, the change provoked mixed reactions. It was considered a curriculum that breeds “hierarchies, exclusions and inequalities” (Davies, 2011). Many people took it as an anti-Christ curriculum which aimed at smuggling in Muslim religion with the intent to ban Christian activities such as Scripture Union in schools

(Katongomara, 2016). People felt betrayed by the then Minister of Primary and Secondary Education, Lazarus Dokora which provoked resistance by multitudes who embarked on demonstrations. Some mission schools went to court challenging the new curriculum feeling that there was no enough consultation and felt that that curriculum was imposed on them. Many mission schools withdrew the curriculum from mainstream learning as they perceived it as anti-Christ. In other words, many Christian schools withdrew the FAREME curriculum and this withdrawal means they were not prepared to implement the curriculum. The introduction of other religions into the curriculum meant that there was a need to design new teaching methods, and eliminate conventional teaching styles. Furthermore, it meant that the curriculum implementers and learners had to appreciate other religions as legitimate and streamline them into curriculum practices. Amid these resistances, teachers as curriculum implementers are expected to deliver the FAREME curriculum.

Dzimiri and Marimo (2015) investigated the challenges in the implementation of a localised Advanced Level Geography syllabus in Zimbabwe. Their findings indicated that educators employed teacher-centred methods, lacked suitable instructional media and resources, had challenges in curriculum interpretation, and students had negative attitudes towards certain syllabus topics.

Chirume and Ngara (2018) analysed the new FAREME and Mathematics curricula and teachers' readiness to implement them. They noted that the Mathematics and FAREME curricula had noble aspects such as innovativeness, creativity, entrepreneurship, collaboration, problem-solving but had weaknesses such as real practical applications, time frames, what exactly learners were supposed to do, and resources. Other highlighted shortcomings include inadequate resource materials and infrastructure and lack of induction on teachers to ensure effective implementation.

This research was, therefore, aimed at unveiling the challenges faced by teachers in implementing the new FAREME curriculum. It was hoped that if the challenges were brought to light, solutions would be found to mitigate them.

1.2. Statement of the problem

Since the presentation and implementation of the new Grade 3 -6 Family, Religion, and Moral Education (FAREME) curriculum in Zimbabwe in 2017, various challenges have been felt

experientially without logical scientific determination. It seems that the implementation of the new 2017 FAREME curriculum in primary schools in Zimbabwe did not have full support from classroom practitioners and stakeholders. Be that as it may, challenges ought not to be seen as dangers to the curriculum but to be viewed as chances to enhance future updates or structure and implementation of the new FAREME curriculum. In this investigation, the fundamental research question was: What challenges are faced in executing the new 2017 FAREME curriculum? This investigation questioned the implementation of the new 2017 FAREME educational program and aimed to offer recommendations on future improvement in the implementation of the FAREME curriculum.

1.3. Main research question

What are the challenges faced by teachers in the implementation of the 2017 FAREME curriculum in selected primary schools in the Gweru district of Zimbabwe?

1.4. Sub-research questions

What are the strengths of the 2017 introduced FAREME curriculum?

What challenges are faced in implementing the new FAREME curriculum?

How can the perceived challenges be alleviated?

1.5. Significance of the study

Unearthing the challenges faced by the executors of an educational program brings out information useful to educational policymakers and interested stakeholders, which becomes handy when reviewing the curriculum. This study revealed the perspectives of the curriculum implementers and allowed discussions around these areas on how to assist the implementers during the curriculum change process. The concerns and reservations made by teachers were better understood. These concerns were major obstacles to curriculum change and if unearthed and addressed, the goals of the FAREME curriculum would be achieved. The study would also benefit primary schools in Zimbabwe to successfully implement the FAREME curriculum. The study was also envisaged to benefit the Ministry of Primary and Secondary Education since it will produce a guide for the implementation of the FAREME curriculum. Finally, the study

would contribute to the existing theory and practice relating to curriculum implementation in teaching and learning.

1.6. Limitations

The main purpose of the research was to determine the challenges faced by teachers in implementing the new FAREME curriculum. The research, however, had some limitations. The research was limited to two primary schools in Mkoba Gweru as the researcher is familiar with the locality as she resides in the area and the travel restrictions as a result of the COVID-19 pandemic lockdown restrictions. This limited the scope of information obtained since only Group B primary schools were studied. Moreover, the study did not focus on other stakeholders such as parents and education officers who might have given more vital information.

1.7. Delimitations

This study was limited to primary schools in the Mkoba residential area in Gweru in the Midlands Province of Zimbabwe only. The study focussed on the challenges facing teachers concerning the implementation of the new FAREME curriculum. The findings of the study shall not be generalised to other primary schools in other residential areas and districts of Zimbabwe.

1.8. Definition of key terms

Curriculum

A curriculum is an educational program that is regarded as the “heart” of any learning institution which implies that schools, colleges, or universities cannot exist without an educational plan. Curriculum refers to the learning zones, societal and cultural qualities that are presented to students while at school (Mawere et al., 2006). Broadly, curriculum, therefore, alludes to the "all learning encounters of people in school and society " (Bilbao et al., 2008). The curriculum is also viewed as an instrument that dictates the affairs of every educational system (Alebiosu, 2005). It is therefore a vehicle through which knowledge and other learning activities are disseminated.

Curriculum change

Curriculum change is an inevitable process in education set up as it is dictated by several dynamic variables. The clear development of general social lag and maladjustment has caused many to look for methods for improving the curriculum. Curricula have been seen as signs of social lag and unbalance. Curriculum depending on its nature, maybe a significant method for bringing a more extensive social change or a method for impeding a change, for keeping up the norm or encouraging acclimation to new conditions. Curriculum change can be viewed as a curriculum update focused on making instructive encounters progressively pertinent to learners and socio-cultural needs. A change may be sought or opposed; may occur by structure or chance and involves going through zones of uncertainty (Fullan & Stiegelbauer, 1993).

Curriculum Implementation

Implementation is a term conceptualized as a process of putting an agreed design, idea, plan, proposal, or policy into effect (Mezieobi, 1993). The implementation process includes the provision of organized assistance to teachers to ensure that the new curriculum and the most powerful instructional plans are delivered at the classroom level (Offorma, 2005). Stenhouse (1975) identifies the teacher as the important agent in the curriculum implementation. When people are provoked with a change and even if the change is good and valuable, they tend to approach the change with mixed feelings (Ball & Cohen, 1999). Curriculum change is associated with several reservations that negatively affect curriculum implementation (Hall, 1975).

1.9. Summary

This chapter provided some background for this research study, defined the problem that was addressed, outlined research questions that had been formulated to fulfil the aim of this study, and articulated the significance, limitations, and delimitation of the study. The researcher stated by giving the curriculum reforms that have happened in Zimbabwe including the 2017 curriculum change which has faced much resistance. The researcher went on to introduce the FAREME curriculum, its strengths, and the challenges it has faced. The researcher cited other curriculum reforms that have taken place and the challenges they have faced. This was followed by the definition of the research problem followed specification of three key research questions. The main limitation of the study was that it was conducted on two Group B primary schools in Gweru. The next chapter reviews literature that covers the three research questions.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

A literature review is a synopsis of a subject field that supports the distinguishing proof of explicit research questions (Rowley, and Slack, 2004). The literature review is significant in distinguishing the literature to which the research will contribute, and contextualizing the exploration inside that literature. Literature from high profile publications important to the setting of this study was looked into, to assemble the vital data to accomplish the goals of the research. In the current study, a literature review was done to explore the challenges faced in the implementation of new curricula. This review of related literature has been proffered to reflect on the literature that touches on the theory of implementation of new school curricula.

2.2. Strengths of the new FAREME curriculum

With the advent of the new curriculum, Family, Religion, and Moral Education (FAREME) was designed for Grades 3-7 levels to replace the conventional Religious and Moral Education (RME). This learning area was designed to instigate among learners awareness and acceptance of different religions practiced in Zimbabwe. The learning area tries to build up a feeling of family attachment, solidarity, moral uprightness, inclusivity, and resilience among citizens with satisfactory practices, behaviours, and values (Unhu/Ubuntu/Vumunhu). The study of FAREME is noteworthy in the advancement of good moral responsibility and conduct, a sense of sound moral standards, values, and objectives. The learning zone prompts the comprehension of the procedures of a free society, and uplifting familiarity with the significance of character advancement to the proceeded success, harmony, and security of the Zimbabwean society. The FAREME curriculum which covers family, religion, ethics, and qualities, religion, and wellbeing is intended to create in students the abilities of critical thinking, basic leadership, social awareness, and self - character among different aptitudes. The implementation of the new curriculum both at primary and secondary levels in Zimbabwe was incepted in January 2017 and it faced so many challenges with teaching and learning of specific areas. One of the learning areas that faced much resistance, criticism, and brought much uproar was the FAREME. Based on the grand challenges the FAREME syllabus seemed to present, this study is meant to unveil challenges faced by teachers in implementing the curriculum.

2.3. Challenges faced in the implementation of a new curriculum

Change is part of our reality, and education should be a part of it if it is to satisfy its decree which is to get ready youngsters not exclusively to live on the planet but to control the evolving world (Alberta Teachers' Association, 2004). Educators assume a key role in curriculum change as they will probably improve understudy learning. Fullan (2001) asserted that curriculum change is a learning experience for the adults who are included, and that teachers are the delegations of the change. Quinn (1996) expressed: "Profound change contrasts from a gradual change in that it requires better approaches for thinking and responding. Profound change requests the securing of new knowledge and skill for educators, and transformative learning that influences their convictions about instructing and learning. In reality, change is rarely convenient, universally well known, risk-free, or without resistance. There are three fundamental change strategies as articulated by Bennis, Benne, and Chin (1985).

The force coercive technique is authoritative, and can be effective for a short term, yet relies generally upon the pioneer to drive the change. In the long haul, this strategy faces resistance and ends up being inadequate. The rational-empirical strategy portrays that as individuals react to new data or information, they change through discerning reactions. This strategy is not effective, since people do not normally change on account of new information or proof. The normative re-educative change strategy interfaces individuals' drives and needs to change. This strategy has the greatest long-range impact, however it likewise requires the most exertion.

2.3.1. Causes of curriculum change

Curriculum change can be motivated by financial, political, and social factors (Smith 2001). Constitutional adjustment programmes have in the past impacted negatively on many emerging technologies. A new government can introduce new ideologies which may cause the curriculum to change. Overall, a mixture of economic and political factors informs the quality of education.

Corridor and Hord (2006) view change as a procedure through which people and organisations move as they continuously come to comprehend and become competent in the utilisation of new ways. Generally, change can be portrayed as the way toward examining the past to evoke present activities required for the future (Badugela, 2012). Change involves moving from a current state, through a central state, to a future wanted state. The focal point of change is to

present an advancement that produces something better, henceforth the execution of the new curriculum. Magano (2009) states that adjustments in the approach have prompted extraordinary changes in the desire educators have about how students ought to learn in the classroom. There are many different reasons which propel and drive nations in looking to execute a re-examined curriculum. As indicated by Rogan and Aldous, “planned educational change occurs regularly throughout the world”

During the past, educational program changes have been reacting to social, political, and economical changes in every single nation in which they happen. Camille (2010) affirms that "there are numerous wide factors that shape an educational plan, set its scope, and that gives a feeling of cognizance all through the instructive experience". Camille (2010) further notes that even though there are similitudes in these curriculum changes over the globe, the curriculum is constantly shaped by the nearby setting in which it happens. The needs of society will in general be at the core of curriculum changes over the globe. Over the globe, curriculum change is motivated by an effort to prioritize curricula that focus on problem-solving, skills, and application (Adam, 2009). While there are similitudes regarding the conditions that are favourable for curriculum change in a worldwide setting and the Zimbabwean context, the dissimilarities give off an impression of being substantive.

2.3.2. Factors that can inhibit curriculum change and implementation

In the previous section, the researcher discussed curriculum change, curriculum change in the global fraternity, and the causes of curriculum change. In this section, the researcher will review the factors that inhibit curriculum change and implementation. According to Carl (1995), several factors can lead people to resist change, and these include:

- Poor motivation;
- Inadequate resources to support the specialised knowledge
- Lack of understanding of nature and extent of the envisaged change;
- Uncertainty about what the curriculum changes imply
- The traditional way of doing things;
- Inadequate support from educational practices;

- Lack of clarity about development

The effectiveness of a curriculum change process relies upon those in leadership positions to impact individuals to react positively to change. Principals should ensure that the curriculum change is well comprehended and acknowledged by everybody involved. Principals additionally need to consider not showing bureaucratic mentalities when new social changes are occurring.

Teacher attitudes

The success of the curriculum relies on the capacity of teachers to comprehend curriculum alterations they face regularly (Nsibande, 2002). The understanding of the curriculum policy into practice relies basically upon the teachers who influence to impact change in various strategies. This becomes important that they have the information, aptitudes, positive methodology, and enthusiasm for teaching. Glatthom (2000) contends that much of the time when curriculum changes are being thought of, teachers' convictions, qualities, practices, and interests are ordinarily not considered by policymakers. This may inhibit implementation since teachers may not comprehend the motivation for curriculum change. Resistance may be faced when teachers are confronted with changes that have to do with modifying their values and beliefs that are established in past encounters and practices.

Untrained teachers and principals

Teachers should be trained on how to build up their resource materials and this needs time in favour of teachers to get ready and develop study materials, to profile and track every student (Badugela 2012). A teacher's responsibility is significant in impacting the implementation of the educational curriculum. The success of a curriculum demands that every member of a group is knowledgeable with expertise, skills, and knowledge on the curriculum. If principals in schools lack information on the curriculum, then, they are cannot support the teachers. Henceforth teachers can fail to design certain parts of the curriculum (Nsibande 2002). Lack of curriculum knowledge leads to deprived lesson planning and the absence of confidence when teaching. Principals as curriculum leaders should continually refresh and update their knowledge on curriculum issues concerning contemporary ways to effective teaching and learning so they can adequately pass on, give and facilitate data about the most recent thoughts

and approaches of subjects and evaluation procedures to staff members. They ought to make a situation that is responsive and supportive of the requirements of staff. This should be possible through formative workshops, in-service training, while simultaneously encouraging innovation in the classroom (West-Burnham, 1993). Principals as change agents have positive behaviours and attitudes towards change and should not only communicate verbally (Ngcongco, 2001). Teachers should be actively involved in decision making so that they do not defy resolutions taken that concern teaching and learning.

Inadequate resources

Curriculum management relies to a greater extent upon resources available in schools and hence resources are viewed as the most important support structure. According to Singh (2012), the execution of a curriculum change without the important resources to teach it would cause anxiety prompting critical outcomes and affecting the teachers' confidence to actualize the planned curriculum changes. The absence of assets fundamental to the execution of educating and learning can restrain effective curriculum implementation. Providing basic materials enables teachers to concentrate on teaching their students, as opposed to searching for materials (Singh, 2012). Deficiency of school facilities such as classrooms, libraries, playing grounds, and laboratories can influence the execution of the new curriculum (Jansen and Taylor, 2003; Van der Nest 2012). The accessibility of resources, funds, and a conducive environment for teaching and learning likewise have a fundamental impact on guaranteeing the viable implementation of the new curriculum. Mdutshane (2007) contends that the allotment of resources also influences curriculum change, as it will have a major effect on students in severely resourced schools and students in under-resourced schools. Van der Nest (2012) argued adequate classrooms to mitigate the congestion of students are equally essential requirements to ensure the successful implementation of the new curriculum. There is additionally a requirement for a fully-resourced library in a school to offer students and teachers a wide scope of reading materials (Mdutshane, 2007). Badugela (2012) included that "the accessibility of resources, funds, training, instructors and a positive school atmosphere were similarly significant for the accomplishment of curriculum implementation".

Parental involvement

According to Sclafani (2004), the envelopment of parents in their children's education advances academic achievement. Teachers, however, do not get full support from the parents as parents do believe that it is not their duty to help children with school work (Mohamed 2004). Furthermore, parents are ill-informed concerning the implementation of the new curriculum. Consequently, this leaves them not knowing how to assist their children with school work (Fullan, 2007). It is therefore important that teachers and principals be in touch with parents who are important drivers of the curriculum since they have a better knowledge about their children that is not available to anyone. Schools must have friendly cooperation to encourage parents to feel that they are part and parcel of the school community.

2.4. Strategies that can be used to the alleviation of challenges faced in the implementation of a new curriculum

There are changing patterns in the social, political, and economic association of human movement that changes our social-cultural practices and modifies our vision for ourselves and society. The reason for changing curricula is considered fundamental when current content, strategies, and structures of the education system do not appear to respond to new social needs coming about because of social, political, monetary, and innovative changes that inform new expectations (Flores, 2005). The Government of Zimbabwe recognizes that education is a basic necessity, a human right and it is an investment in human capital critical in the sustenance and acceleration of socio-economic development and economic growth (Ngwenya, 2019). Education, therefore, fosters the maintenance of social structure in a community (Ngwenya, 2019). As described by Shizha and Kariwo (2011); in 1980, Zimbabwe inherited a racially structured education system that protected the interests and dominance of the small white kleptocracy (Shizha & Kariwo, 2011). Education in post-independent Zimbabwe has been based on the mass education philosophy though it has promoted an increase in learning opportunities for the black majority, expanding knowledge and skills development. The national literacy rate in independent Zimbabwe rose to as high as 91.4% by 2009, making Zimbabwe one of the countries with the highest literacy rates in Africa (UNDP Baseline Survey, 2009; UNESCO Study, 2011). Though the literacy rate as purported by the set standards was enhanced, what comes out of the education is important in bringing about stability in the socioeconomic realm. Contemporary quality in education is related more to the relevance and value of the institution's mission, purpose, goals, and objectives, as well as the achievement of identified outcomes (Bergmann, 1996). Quality in education, according to Hoy

et al (2001) entails “an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and meets the accountability standards set by the customers who pay for the of educating”(Hoy et al., 2001).

Generally, research points that there are challenges faced in achieving the expected quality of the educational system products, even where a community-developed, robust, and comprehensive educational plan is thought of as the solution. However, educational modifications and implementation of new curricula become successful where communities are involved, educational agencies, as well as the government, provide the necessary resources for its development and implementation; especially one that responds to emerging national needs (Anane, 2016). Be that as it may, budgetary limitations concerning focal government and the relevant line Ministry may create impediments in the implementation of different actions in schools including the introduction of the New Curriculum. Challenges involving teachers are seen as the most significant factors in deciding the achievement or failure of the implementation of any new educational plan (Gasva & Moyo, 2017). To be best, quality training must be arranged in a setting of value procedures and a joint effort between and among key partners; in which case teachers should be valued most as they are vital to the execution of new curricular (Dobrzanski, 2007; Michael Fullan, 2001).

Until recently, much dialogue of educational quality has been focussed on system inputs, such as pupil-teacher ratios, infrastructure, and curricula content. More attention has however been paid to educational processes, including how teachers and school administrators use inputs to outline meaningful learning experiences for students. However, teachers’ roles and efficiency are often affected by different factors, one of which is the level of their knowledge and acceptance of a new operational curriculum (Bergmann, 1996).

Several factors influence the successful implementation of a new school curriculum (Global Partnership in Education, 2014). These include teachers’ professional knowledge; consistency in children’s backgrounds and school work; ongoing professional development for teachers; active, standards-based participation methods; teacher-learner feedback mechanisms; teacher beliefs that all students can learn and adapt to curricular changes; teachers’ general working conditions; the extent of Information and Communication use; diversity of school processes and facilities; administrative support and leadership; and political will and support for educational reform.

2.5. Summary

This chapter reviewed the general challenges associated with curriculum changes. Specifically, the chapter discussed educational changes, causes of curriculum changes, key factors that inhibit the successful implementation of the new curriculum, the historical development of the new curriculum in Zimbabwe, and the new FAREME curriculum. The following chapter discusses the methods that were employed to meet the objectives of this research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapter, the researcher gave a review of the literature on the subject being talked about. In this chapter, a point by point depiction of the research design and techniques that were utilized was done to guarantee the reliability and realness of this study. This chapter gives a precise method for solving the present problem and describes how the necessary data were gathered. The researcher describes the research design, approach and process, data collection methods, and data analysis techniques that were employed to accomplish the research objectives.

3.2. Research design

The research methodology is the philosophy or general principle which guides one's research (Dawson, 2006). It is a study of the logic or rationale underlying the implementation of the scientific approach to the study of reality. In this study, the research approach was guided by a mixed-methods design. Mixed methods combine quantitative and qualitative approaches at the various stages of the research process. Quantitative research describes observations of materials or characteristics numerically and the method of data collection is rigid and regimented (Burns, 2000). Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Creswell & Clark, 2011). Qualitative research is interested in understanding the meaning people have constructed that is how they make sense of their world and the experiences they have in the world (Creswell & Clark, 2011). Elements of qualitative and quantitative research approaches were combined in this study during data collection as data was collected using questionnaires with both closed and open-ended questions. The use of both these studies in this research was meant to address the shortcomings of either of the approaches.

A research design is an outline that should be followed to accomplish the research objectives (Mouton, 2003). It is likewise clarified as a plan for researching to boost control of factors that could interfere with the validity and reliability of the research findings (Burns and Grove, 2003). It is therefore imperative that the researcher chooses the most appropriate research design that enables one to meet the study aims and objectives (Parahoo, 1997). A case study research design was used in the current study.

A case study is a research approach and an empirical investigation on a contemporary phenomenon within its factual context. It is based on a thorough investigation of an individual, group, or event within a restricted system to explore the causes of primary principles (Creswell, 2009). It is defined as an empirical investigation on a contemporary phenomenon within its real-life setting; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used (Yin, 1984). It is an *approach* used to narrow down a very broad field of *research* into an easily researchable topic. A case study approach enables a researcher to meticulously examine the data within a specific framework as it selects or a very limited number of individuals as the subjects of study (Zainal, 2007).

Since the case study method receives criticism as it lacks of robustness as a research tool, constructing the design of case studies is of supreme importance. Researchers can adopt either a multiple-case design or single-case design depending on the subject in question (Zainal, 2007). A single-case design can be adopted where there are no other cases available for replication. However, a single-case design cannot provide a generalised conclusion when the events are rare. Triangulating the study with other methods for validity purposes is one way of doing away with the weakness of a single-case study.

The multiple-case design can be adopted with real-life events that show various sources of evidence through replication rather than sampling logic. By replicating the case through pattern-matching (Campbell, 1975), a multiple-case design supports and enhances the previous results. This helps raise the level of confidence in the sturdiness of the method. For this study, the researcher chose a multiple-case study.

The choice of picking the case study design was arrived at dependent on the comprehension of the strengths and shortcomings of the method. While there is no particular formula for picking a case study design, cognisance of the underlying favourable characteristics was considered. The examination of the data is often done within the context of its use (Yin, 1984), that is, within the condition in which the activity occurs. Variations in terms of instrumental, intrinsic, and collective approaches to case studies allow for both qualitative and quantitative analyses of the data. The detailed qualitative accounts often produced in case of studies also help to clarify the complexities of real-life circumstances that may not be captured through experimental or survey research (Zainal, 2007).

3.3. Population

A population is defined as a totality of all the members, subjects, or objects that conform to a set of specifications (Yin, 2013). According to Burns and Grove (2005), the target population is the totality of respondents that meet a specific set of criteria. The target population for this research was two Group B primary schools. The schools have a total of 78 teachers.

3.4. Sample and sampling procedure

It is impossible to include every subject in a population in most research (Yin, 2013). Sampling involves a process of selecting a sub-section of a population that represents the whole populace to get data regarding the phenomenon of interest. Sampling is the part of statistical practice focussed on the selection of individual observations meant to yield some information about a population of concern, especially for purposes of statistical inferences (Palit, 2006). This statistical approach yields information about a populace without examining the entire population. A sample, therefore, is a sub-section of the population, which is selected to take part in a study. The sample considered for this study comprised all class teachers in each grade (Grade 3 to Grade 6 teachers, who are currently teaching the new FAREME curriculum) in each school, thus 34 teacher participants, and two school heads.

There are two methods of sampling, namely probability sampling in which the probability of selection of each respondent is assured and non-probability sampling in which the probability of selection is unknown (Polit & Hungler 1995). In this study, a non-probability sampling technique, purposive sampling was used. In this type of sampling, the researcher selects the most useful subjects to represent the research (Babbie, 2006). Thus, the most readily available and most convenient group of subjects is chosen. The methods provide easy access to respondents, it is simple, economic, practical, and quick (Babbie, 2006).

The following section discusses the instruments used to collect data in this study.

3.5. Data collection instruments

Data collection methods inquire about feelings, attitudes, experiences, motivations, and accomplishments of individuals (Gall et al., 1996). The most extensively used data collection tools in educational research to collect information that is not directly observable are interviews and questionnaires. According to Gall et al. (1996), a wide array of issues in education can be investigated with questionnaires. However, using several data collection methods enables one to look at the phenomenon of interest in different perspectives (Oates, 2006). Moreover, this

allows the findings to be questioned by comparing it with information from another method (Yin, 2009). Self-structured questionnaires and interviews were used in this study to gather the anticipated data.

3.5.1. The questionnaire

A questionnaire is a set of questions completed by a respondent (Opie & Sikes, 2004). A questionnaire is a written document containing questions that are used to get attitudes, perceptions, values, beliefs, traits, and perspectives (McMillan, 2008). A questionnaire is a tool that provides a way to obtain a specific subject. The main objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on a particular issue. A questionnaire is associated with several advantages and disadvantages. The advantages of a questionnaire are as follows: it provides an opportunity for respondents to give frank, anonymous answers; it allows a wider range and distribution of the sample than the survey interview method; it provides greater access to more educated respondents and persons in higher income brackets; it can be constructed so that quantitative data are relatively easy to collect and analyse; it can be designed to gather background information about respondents; it facilitates the collection of large amounts of data in a short period, and it can be completed at the leisure of respondents- within time limits (McMillan, 2008).

The disadvantages are as follows: it does not allow respondents to qualify ambiguous questions; if the prepared instrument does not arouse respondent emotions (for example, when the questionnaire is too impersonal), valid responses might not be elicited; poorly worded or direct questions might arouse antagonism or inhibitions on the part of respondents; some potential respondents may be antagonistic towards questionnaire, regardless of the purpose or quality of the instrument distributed; verification of the accuracy of questionnaire responses might sometimes be difficult, or even impossible, and uneducated subjects might not respond to a list of printed questions.

3.5.2. The interview

An interview is a data collection technique that involves the oral questioning of respondents, either as individuals or as a group (Denscombe, 2001). An interview allows the interviewer to get the interviewee's opinion and to evaluate the person (Cohen, 2007). Whilst interviews allow that participants provide historical information and give the researcher control over the line of questioning (Cohen, et al 2009; Cresswell, 2014), not every participant is perceptive and can articulate issues (Cresswell, 2014). This prompted the researcher to use more than one data

collection instruments. In this study, the researcher adopted semi-structured interviews that are non-standardized and frequently used in mixed methods research (Kajornboon, 2004). Semi-structured interviews have greater flexibility in the discussion by the participants on a particular subject (Cohen et al, 2007; Magwa & Magwa, 2015). The order of the questions can be altered depending on the direction of the interview (Corbetta 2003). An instrument was developed for the semi-structured interviews which complemented the questionnaires.

3.6. Data collection procedures

The researcher obtained an introductory letter to conduct research from Midlands State University's Faculty of Education. The questionnaires were self-administered as soon as permission to conduct research was sought and collected upon completion. To conduct interviews, the researcher made appointments during lunch hour and took down notes of the responses.

Participation in this research was voluntary and the participants provided informed consent. The participants were free to withdraw from participating at any time. The obtained information was handled confidentially and the participants were made to be aware of this.

3.7. Data management

Data management is a regulatory procedure that includes acquiring, approving, storing, securing, and handling expected information to guarantee the availability, reliability, and practicality of the information for its users. The researcher stored the obtained data in a cloud, flash drive, and in the computer hard drive. This was meant to avoid any chances of losing data

3.8. Data analysis plan

Data analysis an important stage in the research process involves making sense of image and text data (Creswell, 2003). According to Neuman (2007), a reader a condensed picture of the data from charts, graphs, and tables (Neumann, 2007). In the study, the collected data were tallied presented in the form of pie charts, and tables. Descriptive statistics including percentages and statistics were used. This was followed by summarisation and interpretation of the data to give theoretical meaning of the findings.

3.9. Summary

This chapter looked into the research design followed in this study. A case study design was employed. The chapter also discussed the research approach and process that was employed. The study employed a mixed-methods research approach. Questionnaires and interviews were used to collect data. Ethical considerations and data analysis plans were also discussed. The next chapter looks at data presentation, analysis and discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1. Introduction

The main focus and objective of this chapter are to present data, analyse it, interpret it, and discuss the findings based on the sub-research questions presented in Chapter 1, thus 1. *What are the strengths of the 2017 introduced FAREME curriculum? 2. What challenges are faced in implementing the new FAREME curriculum? 3. How could the perceived challenges be alleviated?* The instruments and methods that were used to collect data are discussed in chapter three, namely, interviews and questionnaires. Data were generated through various research techniques. Graphs, pie charts, and tables were used to quantify and clarify issues under investigation. The data were first presented before being discussed for each research question.

4.2. Demographic data

Thirty-eight questionnaires were distributed to teachers at the two selected Group B schools. The response rate is shown in Table 4.1.

Table 4.1 Questionnaire Response Rate for Teachers

School	Targeted participants	Distributed questionnaires	Actual participated	Response rate (%)
A	12	10	9	90
B	34	28	25	89
TOTAL	46	38	34	89

Of the targeted forty-six participants, only thirty-eight participants were reachable and thirty-four teachers participated, giving a response rate of 89%. 11% of the distributed questionnaires were not returned. The Covid-19 lockdown restrictions made it difficult for the researcher to reach out to all the targeted participants as they were not at their work stations. Some participants were reached through the heads of the schools whilst some were reached through church colleagues.

Only two heads of the targeted four heads (2 heads and 2 deputy heads) were interviewed. The interviews were conducted after the questionnaires had been collected to address issues that were not fully addressed by the participants.

The gender distribution of the participants is shown in Figure 4.1.

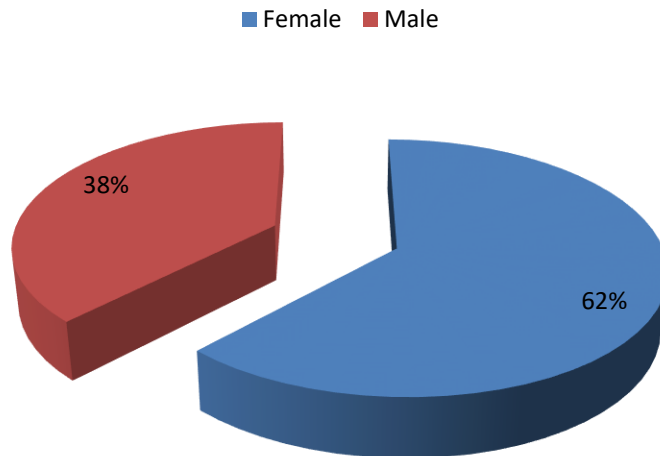


Figure. 4.1 Gender distribution of participants

Figure 4.1 shows the gender distribution of the participants used in this study. 38% of the participants were male whilst 62% were female. Two female school heads and one male head participated in the interviews. The demographic data shows that there were more female than male teachers in the schools under study. However, gender was considered to have no significant impact on the implementation of the new curriculum.

Information on the age distribution of the participants was solicited, the results of which are shown in Table 4.2.

Table 4.2 Age of participants (N=36)

Age	Frequency	Percentage	Cumulative Percentage
Less than 25	1	2.8	2.8
26-40	11	30.6	33.4
41-50	12	33.3	66.7
51 and above	12	33.3	100.0
Total	36	100.0	

The majority of the teachers (33.3%) were between the ages of 41 and 50 years, and above 50 years. Only 33.4% of the participants were below 40 years, meaning that a significant number of these were towards the age of retirement which limits their chances of upgrading themselves by acquiring higher degrees. These teachers aged 51 and above normally face challenges in using technology in teaching and learning.

The participants (teachers and heads) were asked to indicate their highest qualifications as shown in Table 4.3. It is postulated that there is a direct relationship between teacher competence and teacher qualification as indicated by Kurebwa & Nyaruwata (2013). The researcher postulated that the qualifications of a teacher affect their teaching competence.

Table 4.3 Highest professional qualifications of teachers (N=36)

Qualification	Frequency	Percentage	Cumulative Percentage
Certificate in Education	4	11.1	11.1
Diploma	16	44.4	55.5
Degree	14	38.9	94.4
Masters	2	5.6	100.0
Total	36	100.0	

Table 4.3 shows that 11.1% of the participants had Certificates in Education, 44.4% were holders of a Diploma in Education, 38.9% had a university degree and 5.6% were holders of a Masters degree. The information depicted shows that the participants had the minimum prerequisite qualifications to teach at the primary school level. As highlighted by Daft (2008), teachers should continuously develop themselves academically as this enhances professional growth.

The researcher saw it prudent to establish the teaching experience of the participants, the results of which are shown in Table 4.4

Table 4.4 Distribution of teaching experience (N=36)

Teaching experience	Frequency	Percentage	Cumulative Percentage
Less than 2 years	4	11.1	11.1
2 to 4 years	3	8.3	19.4
4 to 6 years	5	13.9	33.3
6 to 8 years	4	11.1	44.4
8 to 10 years	2	5.6	50.0
Above 10 years	18	50.0	100.0
Total	36	100.0	

Table 4.4 shows the distribution of teaching experience among the participants. 50% of the participants had teaching experiences of over ten years. This means that the majority of the participants have been in the teaching for a lengthy period and have gained experience which can make them quick to grasp the new FAREME curriculum.

4.3. Data presentation and analysis

In this study, the main research question was on challenges faced by teachers in the implementation of the new FAREME curriculum in selected group B primary schools in the Gweru district of Zimbabwe. The study was aimed at unearthing the challenges and suggests possible solutions to the challenges. The main research question was broken down into some sub-research questions. The following sections answer the sub-research questions.

4.3.1 Research question 1: *What are the strengths of the 2017 introduced FAREME curriculum?*

The first research question required that the participants provide their opinions on the merits the 2017 FAREME curriculum offers. To answer the sub-research questions, two questions were asked: “Does the new FAREME curriculum have any advantages to pupils?” and “Does the new FAREME curriculum have any advantages to the society?” The participants were requested to answer with either “yes” or “no” to the questions and to give reasons for their answers. The responses of the teachers are presented in Table 4.5.

Table 4.5: Responses of teachers to questions on the advantages of FAREME curriculum (N=34)

Question	Yes	No	Total
Does the new FAREME curriculum have any advantages to pupils?	33	1	34
Does the new FAREME curriculum have any advantages to society?	31	3	34

From Table 4.5, it is apparent that more than 91% of the teacher participants strongly believed that the new FAREME curriculum offers significant benefits to the pupils and the society.

In an attempt to answer the same question, the researcher interviewed the school's heads. One of the heads gave a response to the question:

“Some of topics in the FAREME curriculum are analogous to those in the Heritage curriculum and so the teacher does not have to repeat these in the next subject which is an advantage to both the teacher and the learners.”

The other head gave the following response:

“The 2017 FAREME curriculum arms learners with knowledge of numerous religions thereby ensuring an acceptance of other people’s religions. It also teaches pupils moral values and prepares them to be acceptable members in the societies they live in.”

Thus the school heads indicated that the curriculum does indeed offer some significant merits to the pupils and the society at large.

4.3.2 Research question 2: *What challenges are faced in implementing the new FAREME curriculum?*

The second research question required that participants highlight the challenges they are facing in implementing the new FAREME curriculum. The participants chosen were teachers teaching grade 3 to grade 6, which is the group of students currently doing the launched FAREME curriculum. To answer sub-research question 2, six questions that respond to the sub-research questions were crafted and included in the questionnaire.

When asked if the new FAREME curriculum had any shortcomings, twenty-nine (29) participants believed that the curriculum had some shortcomings whilst five (5) participants believed that it was a perfect curriculum.

One of the senior teachers at one of the schools lamented, *“As stated before, it has become an integration of other subjects such that it is like one is having an unnecessary repetition of subjects.”*

Another senior teacher at the other school remarked, *“It has too many learning areas which are difficult to fit into the timetable.”*

When asked the same question, one of the heads said: *“The content is not demarcated for different grades and hence it stretches too much. The contents are not clear and there is no teachers’ guide”*

When asked if the school administrators cooperated in the provision of teaching and learning resources, twenty-five teachers believed that the school administrators were doing their best in providing the resources whilst nine (9) felt that the administrators could do better.

When interviewed, one of the heads said “*The best resources are priced in the United State of America (US) currency and schools are not allowed by their line ministry to use the currency.*” The other head remarked, “*Moreover, pupils are not paying fees and hence scarce monetary resources are available to purchase the important resources.*”

The participants were asked to indicate the level of satisfaction with resource availability for the implementation of the new FAREME curriculum in their schools. The findings of the question obtained after extracting data from the four-point Likert Scale: not satisfactory= 0, somewhat satisfactory= 1, more satisfactory= 2, and most satisfactory= 4, are presented in Figure 4.2.

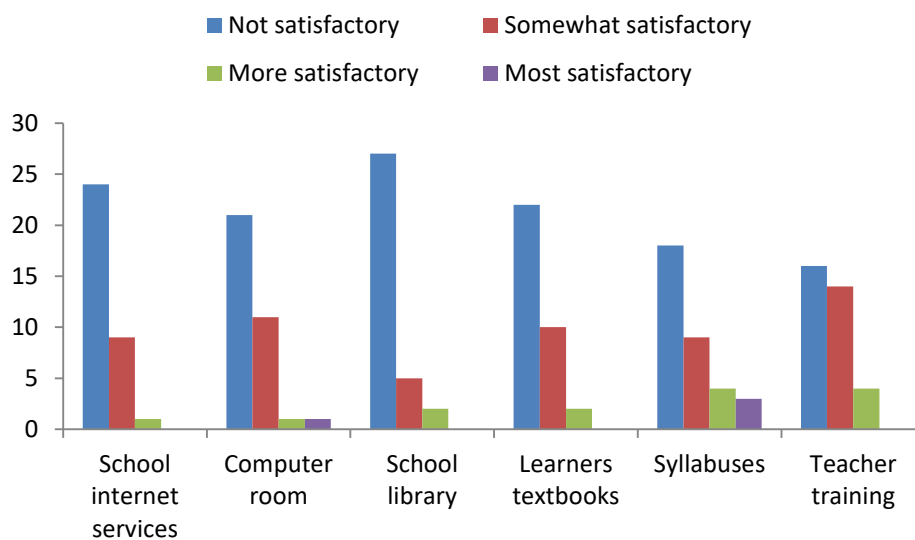


Figure 4.2: Teacher satisfaction level with available FAREME resources (N=34)

In an attempt to unearth further challenges be delving teachers in implementing the FAREME curriculum, the participants were asked to assess the effectiveness of the various stakeholders in resourcing the FAREME curriculum. The findings are presented in Figure 4.3.

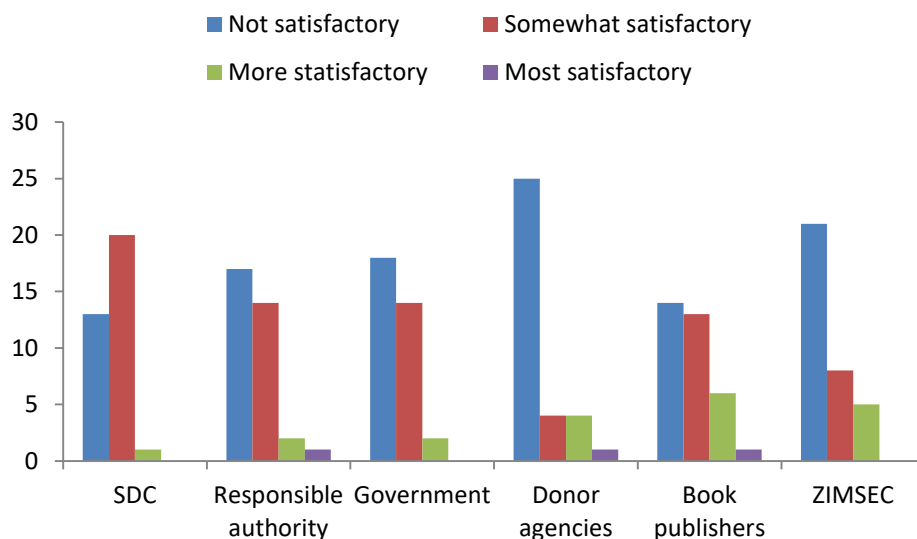


Figure 4.3: Stakeholder effectiveness in resourcing the updated curriculum (N=34)

The contribution of the stakeholders to resourcing the schools has been rated as not satisfactory by the respondents. However, a significant number feels that the contribution of the stakeholders is somewhat satisfactory. On interviewing, one of the heads remarked, “*The donor community is trying its level best to resources schools concerning textbooks. UNICEF had just donated textbooks for learners during the COVID-19 lockdown and we are yet to check if the FAREME curriculum was covered.*” The other head said “*Some parents are willing to buy textbooks for their children, however, the line Ministry does not allow parents to buy textbooks. The SDC is interested in resourcing the school but they have no money. Government grants are so small that they only buy a few textbooks for each grade just for the teachers. ZIMSEC was doing absolutely nothing except providing examinations.*”

Concerning training on the new FAREME curriculum, only 24% of the participants indicated that they had been trained. On further inquiry to the nature of the training, those who had indicated that they had received training highlighted that the training they received was not specific to the FAREME curriculum.

One of the heads remarked, “*The training was done in form of a workshop that covered the whole new 2017 curriculum. Only a few teachers per school were invited to the workshop.*”

When asked about the specific challenges they were facing in implementing the new FAREME curriculum, the teachers gave several challenges. The challenges include, lack of learning and teaching resources; lack of training on the FAREME curriculum; lack of knowledge on where to reach in terms of content at each grade level as teachers’ guides are not available; very high pupil-to-teacher ratio which makes it difficult to make a follow up on every pupil and provide

adequate feedback; the curriculum is somewhat too integrated is difficult to differentiate it from Heritage Studies.

When interviewed, both heads' remarks and opinions were in agreement with the sentiments of the teachers.

One of the heads remarked, *“The FAREME curriculum is broad and not demarcated to differentiate levels of scholarly. This presents so teaching challenges to teachers as they would know what to teach and what not to teach at each level. The FAREME resources are scarce and there are no sample test questions to guide the teachers.”*

4.3.3 Sub-research question 3: *How could the perceived challenges be alleviated?*

Research question 3 required that the participants indicate strategies that can be used to address the perceived challenges faced in the implementation of the 2017 FAREME curriculum. To tackle this research question, the participants were asked whether they wanted to be trained on the new curriculum and also to list the strategies that can be used to enhance the implementation of the curriculum. The school heads were asked the same question during the interviews.

All the thirty-four participating teachers indicated that they do want to receive training on the new FAREME curriculum.

The participants highlighted the followings as some of the strategies that can be used to alleviate the challenges they currently face in the implementation of the 2017 FAREME curriculum: regular in-service training to equip the teachers with the prerequisite knowledge of the curriculum; availing resource materials for learners and the teacher; having training workshops to change the teachers' attitude towards the curriculum; involvement of other stakeholders such as parents and responsible authorities in training on the FAREME through workshops, revising the curriculum to avoid topics that are covered in other subjects such as Heritage studies; adjustment of the pupil to teacher ratio to enhance interaction between teachers and pupils.

When interviewed, one of the heads remarked, *“The curriculum needs to be reviewed such that there is clear demarcation on the content to be taught at each grade level. Moreover, there is a need for samples to be provided for testing the FAREME subject. Currently, it is not clear on the magnitude and the nature of the content of concepts to be taught and examined.”*

The other head remarked, “*There is a dire need for evaluation of the progress made on the implementation of the new curriculum by our parent Ministry. In addition to the provision of learners’ textbooks, it is necessary to provide teachers’ guide to teachers in all the grades.*”

4.4. Discussion of findings

4.4.1 Sub-research question 1: *What are the strengths of the 2017 introduced FAREME curriculum?*

The questionnaire data showed that the new FAREME curriculum does have some strengths as it has several advantages it offers to the learners, the teachers, and the society at large. Interview data were in agreement with the questionnaire data to the fact that the 2017 introduced FAREME curriculum had some attractive strength. Most of the participants felt that the new FAREME curriculum brought about aspects of innovativeness and creativity which is in agreement with Chirume & Ngara (2018). The participants strongly believed that the new FAREME imparted a sense of family cohesion, unity, and moral uprightness in learners which ultimately developed acceptable social behaviours and values (Ubuntu) among learners. Moyo & Modiba (2013) concur with the fact that such curriculum initiatives lead to the accommodation of religious diversity ultimately giving rise to the understanding of a free society which heightens awareness of the important development, peace, and stability of a society.

The researcher observed from the responses of the participants and their attitudes towards the FAREME curriculum, that the curriculum was suitable for grooming the learners at such a tender age and enhance acceptance of other religion in the society.

Whilst some felt that the new FAREME curriculum offered several advantages, the researcher observed that some of the participants felt that the curriculum has a major weakness. They felt that the curriculum is too wide and lacks the basis for morality in addition to being a duplication of the Heritage Studies curriculum. The following section discusses data for sub-research question 2.

4.4.2 Sub-research question 2: *What challenges are faced in implementing the new FAREME curriculum?*

Questionnaire responses showed that the majority of the teachers were not satisfied with FAREME resources available at their schools concerning internet services, computer rooms, and accessories, school libraries, textbooks, and syllabi. The data from the interviews were in agreement with the questionnaire responses which indicated the absence of suitable teaching and learning resources affected the successful implementation of the curriculum by teachers. The researcher observed the teachers had no resources for the new FAREME curriculum and this greatly affects the successful implementation of the curriculum. Curriculum execution relies on resources available in schools, and hence resources are an important support structure in the implementation of the new curriculum. Without these support structures, implementation becomes difficult. Singh (2012) asserted that the execution of a curriculum change without important resources to teach it would cause anxiety prompting critical outcomes and affecting the teachers' confidence to actualize the planned curriculum changes. Singh (2012) went on to highlight providing basic materials enables teachers to concentrate on teaching their students, as opposed to finding materials they do not have. This is in agreement with the remarks made by the participants of this study. The participants' remarks are further supported by Jansen & Taylor (2003) and Van der Nest (2012) who highlighted that deficiency of school facilities influences the execution of a new curriculum.

The success of a curriculum demands that everyone involved has the expertise, skills, and knowledge of the curriculum. Lack of curriculum knowledge leads to deprived lesson planning and a lack of confidence when teaching. It is quite evident from the remarks of the participants and their responses that they lack adequate training on the FAREME curriculum. This is quite clear from the questionnaire responses and the interview data which are in agreement. The researcher observed that teachers did not receive specific training on the FAREME curriculum and that just a few were selected to undergo training though not specific training. This presents challenges to teachers as they implement the curriculum. Badugela (2012) asserts that teachers should be trained on how to build up their resource materials and this needs time in favour of teachers to get ready and develop study materials, to profile and track every student. It is also evident that teachers were not involved during the development of the curriculum as none of the respondents participated in the development of the FAREME curriculum. Ngcongco (2001) emphasized that teachers should be actively involved in the decision making process so that they do not challenge resolutions taken with regards to teaching and learning. The following section discusses sub-research question 3.

4.4.3 Sub-research question 3: *How could the perceived challenges be alleviated?*

The questionnaire responses revealed that challenges currently being faced by teachers in implementing the 2017 FAREME curriculum can be alleviated by providing enough FAREME resources such as textbooks, teachers' guides, and in-service training of teachers through workshops and short courses. The interviewees highlighted the need for the provision of resources, training, and demarcation of the curriculum to be specific to the contents of each grade level. This is in agreement with Mdutshane (2007) who contended that the allotment of resources also influences curriculum change, as it will have a major effect on students in severely resourced schools and students in under-resourced schools. The researcher observed that the teachers and the heads required training on the FAREME curriculum and that there was a need to involve other stakeholders such as parents and the SDC committee members in the implementation of the curriculum. Sclafani (2004) also highlighted that the involvement of parents in their children's education improves academic achievement. If also involved and possibly trained, they may know how to assist their children with school work. The researcher further observed that there was a need to adjust the pupil to teacher ratio to enhance interaction between teachers and pupils. Training on the curriculum is important in the success of the new curriculum as it encourages innovation in the classroom. Badugela (2012) highlighted that teachers should be trained on how to build their resource material, to get ready, and profile every pupil. Dobrzanski (2007) and Fullan (2001) asserted that quality training must be arranged in a setting of value procedures and a joint effort between and among key partners; in which case teachers should be valued most as they are vital to the execution of new curricular. This is in agreement with the responses from the interviews and the questionnaires. The researcher observed that the teachers had to improve their attitudes towards the FAREME curriculum. Attitude is another inhibitory factor in the successful implementation of the curriculum. Nsibande (2012) asserted that teachers need to have the information, aptitudes, positive methodology, and enthusiasm for teaching for the implementation of the new curriculum to be successful. This can only be achieved if the teachers are motivated. The next section summarizes this chapter.

4.5. Summary

This chapter presented, analysed, and discussed the data for this research. Available evidence in this research suggests that school teachers are facing challenges in the implementation of the

2017 FAREME curriculum. The responses from school heads and teachers showed that they were not satisfied with available resources for the implementation of the 2017 curriculum. The majority of participants ranked lack of teaching and learning resources as the major challenge faced by teachers in addition to the lack of training in the curriculum in question and higher pupil-to-teacher ratio. The next chapter is a conclusion for this research. It will summarize the findings, draw some conclusions, and give recommendations according to the findings of this research.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Introduction

This chapter provides a conclusion for this research. Its drive is to summarize the research, draw some conclusions, and give recommendations according to the findings of this research. The chapter starts by giving a summary of the research, followed by drawing some conclusions based on the research findings and provide recommendations at the end of this chapter. The next section is a summary of the findings.

5.2. Summary of chapters

The study unearthed the challenges faced by primary school teachers in implementing the 2017 introduced FAREME curriculum in Zimbabwe. The study was compelled by a lack of implementation of the FAREME curriculum and earlier reported resistance of the curriculum. The research answered three research questions which are: *What are the strengths of the 2017 introduced FAREME curriculum? What challenges are faced in implementing the new FAREME curriculum? and How could the perceived challenges be alleviated?* This research would be of benefit to the government of Zimbabwean, Zimbabwean primary schools, and the Ministry of Primary and Secondary Education schools as well as other involved stakeholders. The study was limited to two primary schools and to the challenges faced by teachers in implementing the 2017 FAREME curriculum only. The data were collected during the COVID-19 lockdown restriction period when schools were closed. It was difficult to make appointments with the participants because of the fear of transmitting the coronavirus. All the targeted participants were not reached due to these restrictions. Schools chosen for study are in the vicinity of the researcher and most of the teachers live in the same neighbourhood as the researcher. As such, the researcher managed to reach out to most of the participants.

Chapter two reviewed literature related to educational changes, causes of curriculum changes, key factors that inhibit the successful implementation of the new curriculum, the historical development of the new curriculum in Zimbabwe, and the new FAREME curriculum.

Chapter three highlighted the research methodologies that were used to gather the required data. A case study was used with the mixed methods design while questionnaires and

interviews were used to collect data. Thirty-four teacher respondents participated in a targeted sample of 43 teachers.

Chapter four presented the data, analysed it as well as giving a detailed discussion. Data were analysed using qualitative and quantitative means. Graphs, pie charts, and tables were used to present data that was gathered quantitatively. Some of the data collected were qualitatively analysed.

5.3. Findings and Conclusions

The research findings revealed that the new FAREME had significant strengths as it equips learners with knowledge of various religions thereby creating an acceptance of other people's religions especially indigenous religions. It also teaches pupils moral values and prepares them to be acceptable members of the societies they live in. This concludes that the 2017 FAREME curriculum has significant strengths that can be embraced by the learners and by society.

It was also revealed that the new 2017 FAREME curriculum had several challenges that inhibited its successful implementation. The challenges include lack of teaching and learning materials such as textbooks and teachers' guide; lack of training of the implementers on the new curriculum, non-demarcated and wide curriculum which does not spell out the limits of content to be taught per each grade level; high pupil-to-teacher ratio which inhibits sufficient interaction between teachers and pupils, and non-involvement of parents in the curriculum. It can be concluded that teachers are facing several challenges in teaching the new 2017 FAREME curriculum and these challenges inhibit the successful implementation of the curriculum.

The findings also revealed the need for the provision of resources, in-service teacher training, demarcation of curriculum, provision samples for testing the FAREME subject, and the need to evaluate the progress of the implementation of the curriculum. It can be concluded that there is a need for in-service training of teachers and some stakeholders in addition to resourcing schools if the challenges currently faced by teachers are to be alleviated.

5.4. Recommendations

Based on the findings of this research, the following recommendations were made:

- Teachers should upgrade themselves to higher qualifications which will enhance their critical thinking skills and make them even more innovative inside the classroom.
- There is a need for an in-service staff development programme so that all teachers possess the skills and competencies required in FAREME curriculum implementation.
- There is a need for the Ministry of Primary and Secondary Education to organise training workshops at district, cluster, and school levels that aim at equipping teachers and heads with skills for effective curriculum implementation.
- There is a need for a multi-stakeholder approach in the provision of resources for effective FAREME curriculum implementation.
- The government and the responsible authorities should equip schools with resources that enhance the implementation of the 2017 FAREME curriculum.
- Parents and guardians of learners should be involved in training and sensitised to take an active role in providing that some of the resources needed for curriculum implementation.
- More primary school teachers should be recruited in schools where the pupil-teacher ratio is high.
- The FAREME curriculum should be revised to demarcate the content per each level.

5.5. Suggestions for further research

Since the study was only limited to two primary schools, the results cannot be generalized to include other primary schools in Zimbabwe and hence there is a need for further studies. Further studies can go on to include other primary schools within Zimbabwe including those in Group A schools and those in the remote areas.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Participant.

My name is Sarudzai Guyo. I am a Bachelor of Education in Primary Education degree candidate in the Faculty of Education at Midlands State University under the supervision of Dr E. Manyumwa. The title of my dissertation is CHALLENGES FACED BY TEACHERS IN IMPLEMENTING THE 2017 FAMILY, RELIGION AND MORAL EDUCATION (FAREME) CURRICULUM: A CASE OF SELECTED GROUP B PRIMARY SCHOOLS IN MKOBA GWERU

Within the context of this study, it is necessary to determine some factors that are asked in this questionnaire.

Please take note of the following:

- Your participation in this study is completely voluntary and you are free to withdraw from the study at any point.
- Your participation in this study does not include any compensation.
- Confidentiality will be maintained and your identity will in no way be linked to your responses to the questions.
- You will be provided with feedback from the results when the study is completed.

INSTRUCTIONS

- Please answer all questions honestly.
- Kindly indicate your answers by ticking where appropriate in the boxes and writing in the spaces provided.
- Your name or your identity is not required.

SECTION 1: GENERAL INFORMATION

1.1 Gender of participant

Male	
Female	

1.2 Age of participant

Less than 25 years	26-40	41-50	51 and above

1.3 Highest professional qualifications

Diploma	Degree	Masters	Others (Specify)

1.4 Experience as a teacher

Less than 2 years	2-4 years	4-6 years	6-8 years	8-10 years	10 years and above

SECTION 2: STRENGTHS OF THE 2017 FAREME CURRICULUM

2.1. Does the new FAREME curriculum have any advantages to pupils?

Yes	No

If yes, what are the advantages?

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.....

If no, why?

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.....
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.....

2.2. Does the new FAREME curriculum have any advantages to the society?

Yes	No

If yes, what are the advantages?

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.....

If no, why?

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.....

SECTION 3: CHALLENGES FACED IN IMPLEMENTING THE NEW FAREME CURRICULUM

3.1. Does the new FAREME curriculum have any shortcomings?

Yes	No

If yes, what are the shortcomings?

.....

.....

.....

.....

.....

.....

.....

3.2. Does the school administrators cooperate in the provision of teaching and learning resources?

Yes	No

If yes how?

.....

If no why?

.....

3.3. Indicate your satisfaction with resource availability for the implementation of the new FAREME curriculum at your school.

Key: 1=Not Satisfactory 2=Somewhat Satisfactory 3=More Satisfactory 4=Most Satisfactory

						1	2	3	4
--	--	--	--	--	--	---	---	---	---

(a)	School internet services				
(b)	Computer room				
(c)	School library				
(d)	Learners textbooks				
(e)	Syllabuses				
(f)	Teacher training				

Comment

.....

3.4. Assess the effectiveness of the following stakeholders in resourcing the FAREME primary school curriculum

Key: 1=Not Effective 2=Somewhat Effective 3=More Effective 4=Most Effective

		1	2	3	4
(a)	SDC				
(b)	Responsible authority				
(c)	Government				
(d)	Donor agencies				
(e)	Book publishers				
(f)	ZIMSEC				
(g)	Others (specify)				

Comment

.....

3.5. Have you received any training on the new FAREME curriculum?

Yes	No

If yes, where did you train?

.....

3.6. What challenges are you facing as a teacher in implementing the FAREME curriculum?

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.....

SECTION4: STRATEGIES TO ADDRESS THE CHALLENGES FACED IN IMPLEMENTATION OF 2017 FAREME CURRICULUM

4.1. Would you want to be trained on the new curriculum?

Yes	No

If yes, how do you propose that be done?

.....

If no why?

.....

4.2. What strategies do you think will enhance implementation of FAREME curriculum in schools?

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

THANK YOU

APPENDIX B: The Head's interview guide

1. What do you perceive as the strengths of the 2017 introduced FAREME curriculum?
2. What do you perceive as short comings of the FAREME curriculum?
3. What challenges are you facing as a school in providing teaching and learning resources for the FAREME curriculum?
4. Do school stakeholders cooperate in the provision of teaching and learning resources for the FAREME curriculum?
5. What do you think are the challenges faced by teachers in implementing the new FAREME curriculum?
6. What are the ways that can be implemented to alleviate the challenges that you highlighted above?
7. Please provide any other comments.

APPENDIX C: INFORMED CONSENT FORM

RESEARCH TITLE: Challenges faced by teachers in implementing the 2017 Family, Religion and Moral Education (FAREME) curriculum: A case of selected Group B Primary Schools in Mkoba Gweru

RESEARCHER: Guyo Sarudzai R181000T Bachelor of Education in Primary Education Degree

CELL NUMBER: 0773026358

SUPERVISOR: Dr E. Manyumwa, Midlands State University

PREAMBLE: You are kindly invited to participate in the attached research study.

The study is aimed at unearthing the challenges faced by the teachers in the implementation of the new 2017 FAREME curriculum which brings out information useful to educational policy makers and interested stakeholders which becomes handy when reviewing the curriculum. The researcher is a student at Midlands State University pursuing Bachelor of Education in Primary Education Degree.

INFORMATION: Individuals are invited to read through the survey questions and provide answers

BENEFITS: Participation in this study will assist school teachers in sharing their experiences in implementing the 2017 FAREME curriculum and interrogate resourcing schools for the curriculum implementation.

RISKS: It appears to be no risks involved in participating in the study.

CONFIDENTIALITY: After participating in this study, no names of participants or even their institutions will be released in the publication of this study.

PARTICIPATION: your participation in this study is voluntary and you may decline to take part without any penalty.

CONTACT: if you have any question about this study or if you encounter problems as a result of participating in this study, you may contact the supervisor Dr E. Manyumwa cell number: 0772431823

CONSENT: I have read and understood the attached information. I agree to participate in this study.

Participant's signature Date

Researcher's signature Date

APPENDIX D: APPROVAL LETTER



MIDLANDS STATE UNIVERSITY

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FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND PRIMARY EDUCATION

21 JULY 2020

TO WHOM IT MAY CONCERN

The bearer GUYO SARUDZAI is a B.Ed. student at this University. She 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 endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

A handwritten signature in black ink, appearing to read 'E Muguwe'.

.....
Dr E Muguwe
(Chairperson – Educational Foundations and Primary Education)

APPENDIX E: TURNITIN REPORT

GUYO PROJECT

ORIGINALITY REPORT

18%	16%	4%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Midlands State University Student Paper	4%
2	saspjournals.com Internet Source	4%
3	ir.cut.ac.za Internet Source	3%
4	core.ac.uk Internet Source	2%
5	docplayer.net Internet Source	2%
6	www.iier.org.au Internet Source	1%
7	Submitted to University of KwaZulu-Natal Student Paper	1%
8	uwispace.sta.uwi.edu Internet Source	1%
9	Submitted to University of Stellenbosch, South Africa Student Paper	1%
10	Submitted to Fiji National University Student Paper	1%