

Factors causing lecturers' resistance to effective implementation of competence based education and training in Harare Polytechnic colleges in Zimbabwe.

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Abstract

The purpose of this study was to find factors causing lecturers' resistance to effective implementation of competence based education and training in Harare poly-technic colleges. Qualitative research design, grounded in the interpretivist paradigm was used. The data generating instruments were observation and interview guides as well as document analysis. The findings show that most lecturers were holders of national certificate which is lower than the recommended national diploma, lecturers perceived competence based education as same as technical and vocational education, non-involvement of lecturers in planning the curriculum and shortage of machinery and equipment were major factors hampering the implementation of competence based education and training. It was recommended that poly-technic colleges should embark on staff development programs to equip lecturers with new competences and that there is need to re-tool and equip the existing engineering workshops so that they are abreast with new technologies