RESOURCING THE IMPLEMENTATION OF ZIMBABWE'S NEW UPDATED CURRICULUM: ANALYSIS OF RURAL PRIMARY SCHOOLS EXPERIENCES IN MUREWA NHEWEYEMBWA CLUSTER IN MUREWA DISTRICT.

By

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The dissertation report, **Resourcing the Implementation of The Zimbabwe's New Updated Curriculum: Analysis of Rural Primary Schools Experiences in Murewa Nheweyembwa Cluster in Murewa District** by Chinaka Gift is hereby submitted for examination.

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ACCEPTANCE

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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 wife who always gave support to pursue higher goals in life.

ABSTRACT

The main purpose of this study was to analyse rural primary schools experiences in resourcing the implementation of the Zimbabwe 2017 updated primary school curriculum in Nheweyembwa Cluster in Murewa North district in Mashonaland East province. The objectives of this study were: To determine factors that are affecting the implementation of the updated primary school curriculum in rural primary schools; to establish the extent to which school mobilisation strategies are addressing resource inadequacy in schools; to determine resource mobilisation efforts for the implementation of the new curriculum; and explore schools mobilisation efforts for the implementation of the updated curriculum. In navigating this study, the researcher adopted the system model as the theoretical framework because of the fact that resources needed for curriculum implementation are inputs, management functions are processes and learner achievements and competences achieved are outputs of the system. The study targeted 7 primary schools in Nheweyembwa Cluster in Murewa District. The study was underpinned by the interpretive paradigm based on participants' experiences. In navigating this study, a mixed method approach and a case study design were employed. The questionnaires were administered to all Heads of primary schools in the Cluster and forty-one (41) teachers who were currently teaching from ECD level up to Grade 5 level. Piloting of the questionnaires was conducted before the actual data collection to determine the validity and reliability of the research instruments. Research permit was obtained from the Ministry of Primary and Secondary Education Mashonaland East Provincial office and Murewa District offices. The data collected were processed and analysed using descriptive statistics. Major findings of the study are that most school have a critical shortage of material resources; teachers lack skills needed in the implementation of the Competence Based Curriculum The study recommends that school should be adequately be supported with material resources as well as human resources for effective implementation of the Competence Based Curriculum. Government to fund professional development of teachers so as to promote professional competence by offering training support services to teachers and school heads on resource mobilisation strategies and to ensure equitable distribution of resources to schools for curriculum implementation; further research be carried out in urban primary schools to identify challenges and opportunities that have so far been experienced in the implementation of the Competence Based Curriculum.

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Table of Contents

LIST OF FIGURES

ACRONYMS

CBC	Competence Based Curriculum
CIET	Commission of Inquiry into Education and Training
DSI	District School Inspector
ECD	Early childhood development
GoZ	Government of Zimbabwe
ICT	Information and Communication Technology
MoPSE	Ministry of Primary and Secondary Education
SDC	School Development Committee
SDP	School Development Plan
STEM	Science Technology Engineering Mathematics
TPS	Teacher Professional Standards
UNICEF	United Nations Children's Fund
ZSHP	Zimbabwe School Health Policy
ZIMSEC	Zimbabwe Schools Examination Council

CHAPTER 1

THE RESEARCH PROBLEM AND ITS CONTEXT

1.0 INTRODUCTION

In the beginning of 2017, Zimbabwe introduced the updated school curriculum in all primary schools. The updated curriculum opened a new education watershed for Zimbabwean primary schools in terms of how resources were to be mobilised for the curriculum implementation. Resource mobilisation is a critical component of the success of any school that seeks to accomplish its goals and objectives (Riddel, 2003; Syacumpi, 2012). Resource inadequacy is one factor that seriously derails the gains and provision of quality education to the public. In Zimbabwe, rural schools in particular have suffered a lot due to lack resources for the purposes of teaching and learning (Mupindu, 2011). Without teaching and learning resources, problems of implementing the curriculum can be experienced.

This chapter is an introduction to this research study as it spells out the research problem and its context. The chapter begins with a background of the study highlighting key issues that are related to the research problem. The statement of the problem, purpose of the study, research questions, assumptions of the study, significance of the study, delimitations and limitation of the study are also covered in this chapter. A summary highlighting main issues raised in the chapter marks the end of the chapter.

1.1 BACKGROUND OF THE STUDY

Resources are the bedrock of any successful organisation worldwide. Viable resource mobilisation underpins all innovations for any education system (CIET, 1999). As noted by Nkomo (1995) the provision of physical infrastructure, human resource and financial resources are important for effective curriculum implementation. In order to meet government's obligation to promote quality education in schools, various resources must be made available in schools. As aptly noted by Whitaker (1998), quality education is relative to instructional resources. Without adequate resources, organisations such as schools hardly succeed in achieving their goals of promoting quality education. Implied in the above is that

resource mobilisation is a vital aspect in any school that seeks to provide quality education to its learners. In fact, resource mobilisation is a critical facet of any school that aims at achieving its goals. One of the Sustainable Development Goals (SDGs), goal number 4 of achieving quality education cannot be realised without the provision of resources in schools. Nevertheless, literature overwhelmingly identifies school heads as instructional leaders and chief architects in the provision of teaching and learning resources (Naidu et al., 2010). In many African countries, induction courses and resource provision are limited (Nyamwea, 2006). Nyamwea went further to assert that instead of appointing school heads basing on leadership potentials, most of them are appointed based on teaching experience. In pursuit of global goal of Education for All, the government of Zimbabwe has made significant advances in quest for Universal Primary Education. Against the above background, the road to full achievement of UPE has not been characterised with complex inefficiencies due to issues of resource inadequacy (Nyatanga & Jani, 2014). Admittedly, the Darkar Framework for Action Article 10 points outs that Education for All (EFA) in many states will be thwarted in their achievement by lack of resources.

Notwithstanding the above, in Zimbabwe there are various government initiatives designed to support schools in resourcing schools. In a study that was carried out by Syacumpi (2012) in Zambia, rural schools received between 10% and 15% of their budgeted amounts. This implies that funding is a challenge in schools which are in rural set-up. In Zimbabwe, the establishment of School Improvement Grant (SIG) in 2013 was an important action by government to support financially constrained schools and contribute to meeting minimum functionality school standards (MoPSE, 2017).The establishment of the School Development Committees (SDCs) and School development Associations (SDAs) in every school wasinitial step towards ensuring that resources were a cause for concern. The institution of the SDC/SDA in the management of schools was a cost sharing measure which was meant to help the government in financing education (Zvobgo, 1994; Mapolisa, Mawere, Shava, Matsinde & Zivanayi, 2006).

The Presidential Commission of Inquiry into Education and Training (CIET) of 1999 in one of its recommendations called for the overhaul of the school curriculum to meet the needs of the individual learner and society at large (GoZ, 2015). The CIET laid a foundation that gave birth to the updated curriculum in schools. In order to meet the goals of the updated curriculum, mobilisation of resources which include textbooks, stationery, infrastructure and teaching aids. It is therefore imperative for all stakeholders to be sensitised with the

requirements of the curriculum. Members of a school SDC should be alert to the needs of the children besides just the academic learning needs (GoZ 2010, p. 60). Resources such as playgrounds, school gardens and reliable water supply are some of the needs that a primary school require to operate effectively.

In Zimbabwe, there are some disparities that exist in terms of how schools are resourced. The capacity to develop the curriculum and improve teaching and learning in a manner that leads to achievement of goals no doubt rely on available resources (Naidu et al. 2012). In the preamble of the Curriculum Framework for Primary and Secondary Education the then Head of State for the Republic of Zimbabwe, Comrade R. G. Mugabe said, *"... the nation should support by offering appropriate human, material and financial resources, so that the sterling work does not again become archived"* (MoPSE, 2010 p. ii). Challenges manifest themselves as school heads play their role as taskforce individuals in dealing with the business of ensuring that learning and teaching take place (Zvobgo, 1997).Thus it must be borne in mind that resource provision has a great impact in school improvement.

Additionally, the inception of the updated curriculum in Zimbabwean schools in 2017 ushered in a new dispensation with more sceptical eyes being cast on school heads as instructional leaders to ensure that resources needed for purposes of teaching and learning are made available in schools. Against the backdrop of the fact that the 2017 updated primary school curriculum is being implemented at a time when the old curriculum is still on course, the dual curriculum that still exists in the primary school needs to be funded and resourced fairly. One of the key strategies for effective curriculum implementation is resource mobilisation and creation of synergies by partners and implementers (Ministry of Primary and Secondary Education, Curriculum Framework for Primary and Secondary Education 2015-2022). The implication to the above is that various stakeholders must compliment government efforts in ensuring that schools are adequately resourced for effective curriculum implementation. Various workshops have been conducted to equip both teachers and schools heads with knowledge and skills on how to implement the revised curriculum which demands the provision and utilisation of various resources. Ideally the updated curriculum has be named competence based curriculum due to its nature of emphasis on skills.

Arguably, resources are an effective vehicle for the realisation of quality education. The introduction of new learning areas in primary schools has necessitated the need to put up infrastructure and equipment to ensure that the demands of these subjects are met. Learning

areas such as Information and Communication Technology (ICT), Guidance and Counselling (G & C) Science and Technology, Visual and Performing Arts, Family Religious and Moral Education (FAREM), Heritage Studies, Agriculture and Physical Education require special infrastructure in the form of rooms

In line with the thrust of the Ministry of Primary and Secondary Education to promote quality education through the formation of the Teacher Professional Standards (TPS), there are existing initiatives by government to promote the resourcing of primary schools in Zimbabwe. As heralded by Van der Berg (2008), many teachers are finding it difficult to provide quality learning and teaching due to lack of requisite skills and experience. Thus, it becomes essential for the researcher to carry out a study on the need to determine experiences of schools in resource provision for the implementation of the new curriculum in the resourcing of the Zimbabwe 2017 New Updated Curriculum in primary schools. The above background information presented a fertile ground for the researcher to embark on a study on experiences of schools in resourcing the implementation of the Zimbabwe updated new curriculum in rural primary schools in Murewa District.

1.2 STATEMENT OF THE PROBLEM

The inception of the updated school curriculum in 2017 ushered in a new dispensation in terms of resources needed by schools for curriculum implementation. It is worth noting that the sudden introduction of the new updated curriculum came in at a time when the Ministry of Primary and Secondary Education was experiencing inadequate funding from the government caused by economic instability in Zimbabwe. Where the school fails to have resources needed for the effective curriculum implementation, teaching and learning are compromised (Nkomo, 1995). Since resources are a critical aspect in curriculum implementation, resourcing schools for the implementation of the updated curriculum in primary schools is of paramount importance. Basing on the above information, the central problem that is to be looked at in this research study will be: What are the experiences of primary schools in resourcing the implementation of the new update curriculum?

1.3 BROAD AIM OF THE STUDY

The study aims to explore how rural primary schools are resourced for the implementation of the updated school curriculum in Nheweyembwa Circuit in Murewa North in Mashonaland East Province in Zimbabwe.

1.4 RESEARCH OBJECTIVES

1.4.1 To determine school resources that are available to implement the primary school curriculum.

1.4.2 To establish the extent to which school mobilisation strategies are addressing resource inadequacy in schools

1.4.3 To determine resource mobilisation efforts for the implementation of the new curriculum

1.4.4 Explore schools mobilisation efforts for the implementation of the updated curriculum

1.5 RESEARCH QUESTIONS

The main research question for this study is as follows:

- What are the experiences of rural primary schools in the implementation of the Zimbabwe 2017 updated primary school curriculum in Nheweyembwa Cluster schools?

To break down the main question, the following sub-questions were formulated:

1.5.1 What school resources are available to implement the updated new curriculum?

1.5.2 What resource mobilisation challenges are arising in rural primary schools for the implementation of the new curriculum?

1.5.3 What mobilisation strategies are in place in schools to address resource inadequacy?

1.5.4 What resource mobilisation efforts are schools making to acquire resources needed in the schools?

1.5.4 What is the extent to which school stakeholders are assisting in the resourcing for the implementation of the primary school curriculum in rural primary schools in Nheweyembwa Cluster in Murewa North Mashonaland East Zimbabwe?

1.6 SIGNIFICANCE OF THE STUDY

The study adds a vital perspective in the discourse of promoting quality education through adequate resourcing primary schools for the implementation of the updated curriculum. The study upon completion will bring tremendous benefits by extending knowledge on resourcing the implementation of the 2017 updated primary school curriculum to the following: Primary school teachers, Primary school heads, the donor community, the Ministry of Primary and Secondary Education (MoPSE) and more importantly the researcher who is also a university student. The study is going to contribute significantly to the following:

1.6.1 Knowledge, theory and literature

This is one of pioneering studies that attempts to explore experiences of rural primary schools in resourcing the implementation of the New 2017 Updated primary school curriculum in rural primary schools in Zimbabwe. The study can be a real eye opener to various stakeholders in education sector as it attempts to significantly contribute to theory and knowledge on resourcing schools. In line with practice and policy, the study will assist both policy makers and policy implementation on how schools should be resourced by tackling how to adequately resource the updated primary school curriculum. The study is going to contribute immensely to educational theory by illuminating both policy and practice on issues resourcing curriculum implementation.

1.6.2Policy Implications

The Ministry of Primary and Secondary Education (MoPSE) will find this study important as it is going to be useful to policy makers in education in formulating policies that improve resource provision for curriculum implementation. The MoPSE will find this study significant as it will enable them to identify schools that need assistance and those that have made headway in terms of implementation of the updated curriculum. To policy makers, a clear picture of how to resource the implementation of the competence based curriculum will

be made. Government will therefore allocate funds to improve skills needed by teachers to implement the curriculum.

1.6.2 The Researcher

Through this study, the researcher as a university student also broadens his understanding on experiences of schools in resourcing curriculum implementation. Knowledge gained through the study will enable the researcher to deal with challenges associated with teaching and learning resources in primary schools. The research study will assist the researcher to apply various models and theories learnt to improve his research skills. Upon completion of this study, the professional status of the researcher is going to be raised as this is one of the requirements in fulfilling requirements of a master of education degree at Midlands State University. Furthermore, as a Master of Education student, the study lays a firm foundation for a topic that can be developed by the researcher at doctoral level.

16.4 Practical Implications

The study is going to be useful to primary school heads in the cluster as they are going to use the findings from the study in working out plans on improving resource provision in schools. Through implementing findings from this study, the cluster school Heads can staff develop each other on various ways of improving teaching and learning resources. The study will also contribute immensely to the operations of the SDCs/SDAs in the area of resource mobilisation for curriculum implementation. Findings from this study can be used to come up with strategies that aim at improving resources in schools through cluster workshops.

The donor community play a vital role in the success of the Zimbabwean education system. Through findings from this study, the donor community will be able to appreciate that they have a great role to play to play in issues to with resources provision in schools. To recommendations of this study, proactive actions targeting resourcing schools can be taken by donors to ensure teaching and learning resources are provided in schools.

1.7 ASSUMPTIONS OF THE STUDY

In carrying out the research study, the researcher had the following assumptions:

(a) Participants understand the updated primary school curriculum syllabi.

(b) Participants in this study will be readily available to give information needed by the researcher

(c) Documents needed by the researcher as data gathering instruments will have relevant information needed to provide answers to the research questions

(d) All the participants in this study are qualified teachers who are currently implementing the updated curriculum as required by MoPSE

(e) All schools under study are experiencing resource challenges for the implementation of the updated primary school curriculum

1.8 LIMITATIONS OF THE STUDY

While the researcher appreciates the careful planning he has done, he is still aware of some of the limitations and shortcomings that have a bearing on the final results of the research. Below are some of the limitations:

(a) Financial constraints might be a limitation in carrying out the study due to the meagre resources of the researcher who is self-financing the project. The researcher will therefore reduce the sample size to a level that meets the available resources.

(b) Time might be limited due to the fact that the researcher is a full-time classroom practitioner who has other school duties to attend to. This applies to the participants as well. Convenient time to generate data was created after consultation with the participants

(c) The geographical location of the schools under study might pose a challenge on the side of the researcher in terms of accessibility from the station the researcher is based. To minimise this challenge, the researcher used own transport to get quick access to the schools.

(d) Participants may misinterpret questions on a questionnaire thus affecting the results (Cresswell, 2009). In mitigating this, the researcher will carry out a pilot study using research instruments so that modifications of the instruments can be done. Modification of instruments enabled them to collect required data as well as ensuring common meaning among participants in the study.

1.8 DELIMITATION OF THE STUDY

It was the focus of this research study to explore the resourcing of the implementation of the updated new curriculum in rural primary schools in Murewa North District in Zimbabwe covering the period from October 2018 to April 2019. The target population in this study were school heads of primary schools and teachers who are currently teaching in the aforementioned schools. All the schools under study were in a rural set-up of Nheweyemba Cluster in Murewa North District of Mashonaland North Province.

1.9 DEFINITION OF KEY TERMS

The researcher finds it worth to define terms that are frequently used throughout the study as these terms may have other meaning outside this study. The following terms are worth defining in the context of this study so that the reader and the researcher share the same meaning:

Curriculum: Curriculum is the totality learning experiences and opportunities that are exposed to learners in the context of formal and non-formal education (MoPSE, 2015). In this study, curriculum is planned experiences and learning areas that learners are exposed to under the guidance of the school

Curriculum review: Curriculum review is a process which regular and continuous adjustment and improvement of the education practices in line with emerging national and global socio-economic trends (GoZ, 2015). Curriculum review entails making amendments to improve of what is to be taught in schools and how it is should be taught.

Instructional supervision: supervision that is meant to improve teaching and learning in a primary school

Learner: a person who is getting education at a primary school

Learning area: A learning area as a cluster of knowledge domains around which related themes and topics are constructed (MoPSE, 2016 p. 30). Learning areas are subjects that learners are exposed to in teaching at school. They are the constituency of the curriculum in a primary

ICT: ICT according to the UNESCO (2002) is the combination of informatics technology with other related technologies, specifically communication technology. ICT is made up of various devices, applications and programmes that permit people to communicate. In this research study, ICT refers to the computer both hardware and software and internet connections used for the purposes of learning in schools.

Qualified teacher: a teacher who has undergone training in a recognised institution and has been successfully awarded a teaching qualification

Resources: Resources are ways by which the practice of education may be operationalised (Foskett & Lumby, 2003). Resources are anything that is used to facilitate teaching and learning in a primary school which include financial, human resources, time and material.

Resource mobilisation: various activities that aim at acquiring materials or equipment for use in the school

Updated curriculum: the curriculum that was adopted by schools in the year 2017 and replaced the old one

1.10 SUMMARY

This chapter has introduced the study by unpacking the research problem and its context. The chapter has discussed the issues of resourcing the updated new curriculum in rural primary schools as a way of justifying the existence of this study. Primarily, this chapter unveiled the research problem in the background of the study before delving on to the statement of the problem, significance of the study, assumption of the study, limitations of the study, and delimitation of the study. The chapter also defined key terms which the researcher would like to share the same contextual meaning with readers. The chapter has paved a way for the researcher to review literature that relates to this study in the next chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In this chapter, the researcher reveals literature that relates to the study in an attempt to put the study into context. Prior to the main discussion, the chapter discusses the theory that underpins the study in an attempt to realign the literature review with the research topic. In an endeavour to identify the research gap, the researcher is going to review literature on studies carried out in Zimbabwe and other countries in an attempt to answer research questions. The chapter is organised in sub-topics in the form of themes that are in line with research questions and objectives of the study. Types of school resources shall also be discussed and lastly, the major thrust of this chapter is on challenges in resourcing schools. Studies that have been done in Zimbabwe and elsewhere in the world will be referenced as they relate to the objectives of this study. This chapter rounds off with a summary which gives a synopsis of the whole chapter.

2.1 Theoretical Framework

This study is based on the system model of organisational management. The systems model provides lenses which the researcher uses to view the operations of a school. A system is a set of interdependent components to form a unit (Erasmus, Loedolff, Mda & Nel, 2010; Smit et al, 2011).The systems model clarifies the fundamental elements that function in a school set-up. The major elements of the model are made up of five parts namely inputs, transformation processes, output, feedback and the environment. The forces that form the school environment include political, economic, social, technological, international, or ecological forces. Fig 2.1 below shows the main parts of a system.

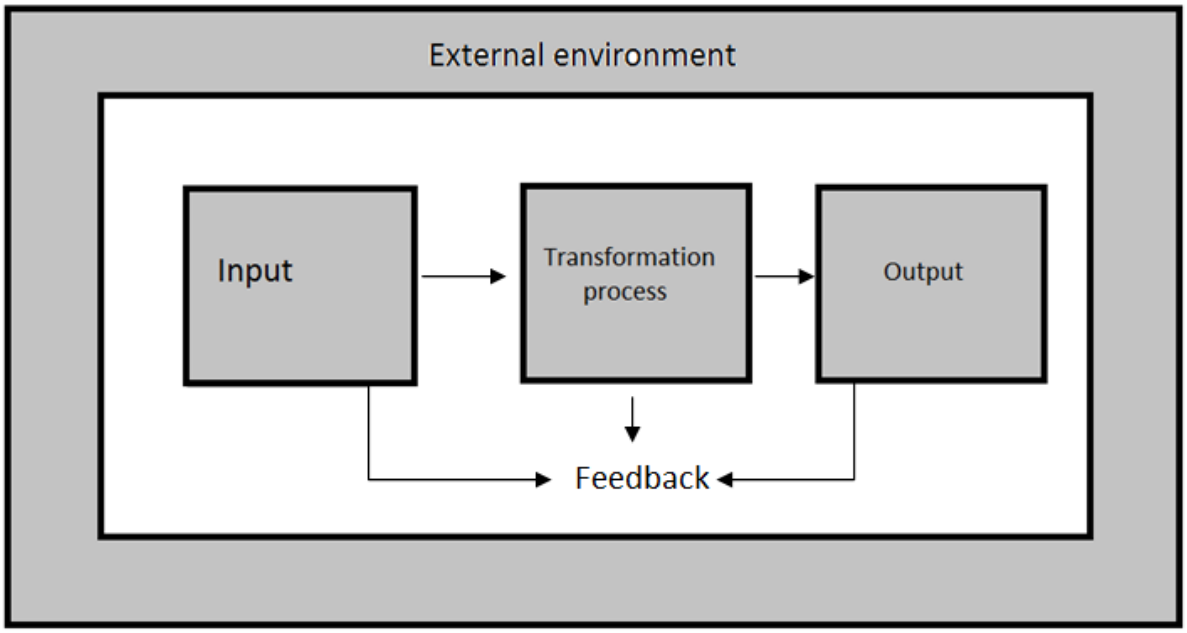


Fig 2.1 Theoretical Framework of the systems model

Source: Lunenberg, F. C. and Ornstein, A. C. (2004). *Educational Administration: Concepts and Practices (4th Edition).*

From a management point of view, schools are open systems because they obtain their resources from the environment (Erasmus et al, 2010). Resources such as labour, financial and capital are obtained from the community within which the schools exist. The systems model helps to understand how a school operates within the environment where it exists. In systems theory, the school is viewed as one of a number of elements that act interdependently (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2012).

A school as a system has inputs which are resources that are needed for the purposes of teaching and learning. Key resources needed in a school include material (physical, financial, human and information resources which are used to produce the learning service (Lunenburg & Ornstein, 2004 p. 43). The inputs are a crucial component of the system because without inputs there is neither processing/transformations nor outputs in terms of desirable process of acquisition of, and demonstration of requisite knowledge, skills and attitudes. Inputs in a school system can be exogenous or endogenous (Hanushek & Kimko, 2000).

In its financial report, UNICEF (2012) heralds that there exist inequality between outputs and inputs in many schools in East Asia. The report further points outs that there exist several bottlenecks resource mobilisation and resource allocation. Exogenous inputs are those inputs

that the school as an organisation has no direct control over. Exogenous inputs are external in nature which means they come from the school's external environment (Hanushek & Kimko, 2000). Grants from the government, levies and fees paid by parents and guardians of the learners and donations from various stakeholders all constitute school resources.

Implicit to the above is that, the more the inputs mobilised the better the quality of what is produced from the school. Another vital component of the environmental input is the economic state of a country (Erasmus et al, 2010). Zimbabwe has implemented the new updated curriculum in an environment where its economy is not performing well. The freezing of teacher recruitment and poor funding of schools by the government are to a greater extent affecting the smooth operations of schools.

The second component of the system is the transformation phase. As noted by Smit et al. (2011), the transformation process involves the processing of the inputs from the environment into products and services for the environment. In the education system, inputs are converted into outputs through various processes in the transformation process. The transformation processes are basically centred on teaching and learning. Other subsidiary processes that fall under teaching and learning include evaluation, assessment, planning, monitoring and controlling. The interaction of the learners and educators in the school constitute the transformation process. The inputs undergo the transformation process through technology and administrative functions (Naidu et al., 2012). The administrative function referred to in the above include planning, organisation, leading and controlling. In schools, teachers plan lessons, organise how the learning is going to take place, lead learners and control the learning process. The aforementioned activities cannot happen without the supply of adequate resources in the school.

After the transformation process, there are outputs. According to Naidu et al (2012), outputs are products and services from the school which include the generation and distribution of knowledge. As observed by Cohn & Geske (2006), the education sector is faced with the problem of multiple outputs. The failure to adequately define and measure the many multiple outputs as caused a lot of debate among scholars in the educational fraternity. As opined out by Hanushek (2012), maximisation of student achievement and cost reduction are lacking from decision makers with regard to public schools. In the systems model, the environment exerts pressure on school managers to manage internal operations while anticipating and responding to external environment (Naidu et al., 2012). As noted by Gupta & Gupta (2013),

the feedback loop assists the teacher to check the various stages of his/her action. For example the suitability of teaching methods and media used in the lesson can be tested following the input, process, output and feedback stages. If the method produced desired outcomes, it is regarded as ideal.

Within the context of resourcing the curriculum, the issue of resource provision and allocation in school management is predominantly a management role (Naidu et al., 2012. It is therefore vital that school heads as managers to strive to ensure that instructional resources are made available in schools. The theory of the production function can also be interrogated in terms of the functional relationship between the inputs and outputs of the education system. Nevertheless the law of diminishing returns is also applied in the education system in various ways. The addition of a variable factor of production, keeping other things constant will yield increasing returns per unit of variable factor added (Nyatanga & Jani, 2014). Nyatanga & Jani (2014) went further to state that the total product will eventually fall (diminish) in spite of a variable factor added. For example, increasing ICT resources in a school will to improve teaching and learning, but there is time when an increase in the same resources will not improve or change teaching and learning.

2.2 Conceptual Framework

In navigating this study, the researcher conceptualised dependent and independent variables that have to do with resourcing the school curriculum. The conceptual framework of this study represents the relationship between the dependent variables and independent variables with regards to resourcing the implementation the school curriculum. Fig 2.2 below shows the resource mobilisation and management functions in resource provision in schools.

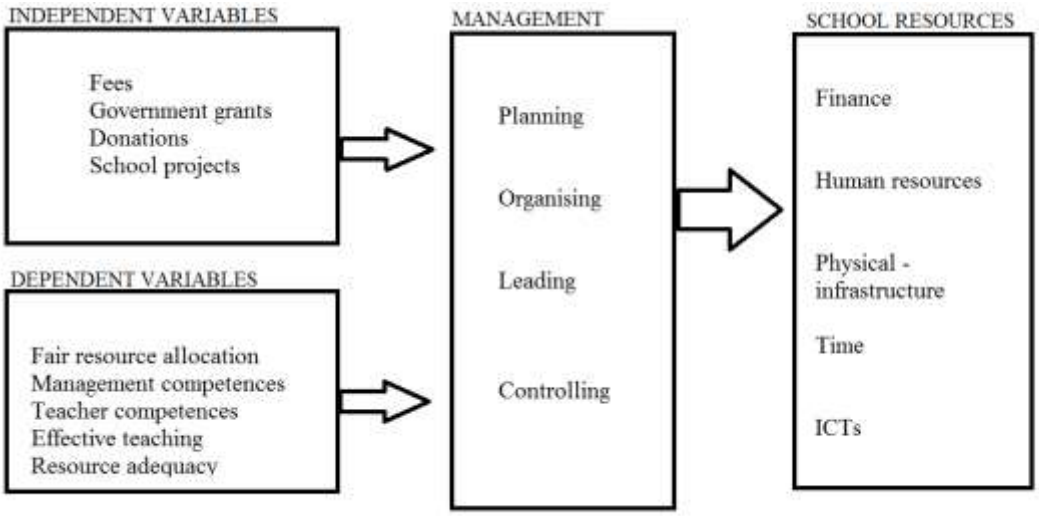


Fig 2.2: Conceptual Framework

As shown in Fig 2.2, the independent variables which include government grants, fees donations and income generating projects and dependent variables such as fair resource allocation, management competence and resources adequacy are connected to management functions leading to school resources being to the school for curriculum implementation.

Against the above analysis of the applicability of the systems model in resourcing schools for the implementation of the Zimbabwe updated primary school curriculum, the discussion below reviews what scholars and researchers have explored with regard to research questions of this study.

2.3 The historical development of the Zimbabwe updated curriculum

Attempts to improve the curriculum dates back to the late 1990s where an inquiry into education and training was carried out under a commission that was assigned by His Excellency the then President of the Republic of Zimbabwe Comrade Robert Mugabe. The commissioned was chaired by Dr Nziramasanga. The Presidential Commission of Inquiry into Education and Training (CIET) report was finally published in 1999 and it came out with a lot of recommendations with regard to how the school curriculum was to be replaced. Zimbabwe inherited an educational system that was based on inequality along racial lines from its colonial masters (Zvobgo, 1996). The commission laid a foundation on how Zimbabwe was to transform its school curriculum to make it relevant to the needs of the country and the individual learner (CIET, 1999 p. xxvi).

The Zimbabwean school curriculum from the days of colonial rule tended to be overly academic (Zvobgo, 1997; CIET, 1999). The commission of inquiry came up with several recommendations with regards to the Zimbabwean school curriculum in particular and the education system in general. Due to changes taking place in today's life, more emphasis is now on competency development (GoZ, 2015). One of the major recommendations by the commission was on the emphasis on the teaching of vocational and technical education and training, culture art education and Early Childhood Development education and indigenous languages as compulsory subjects in all schools. The Commission recommended that there was need to review the curriculum to suit today's challenges. Below are some of the recommendations.

Rapid technological advancement over the past decades and the use of ICT has also necessitated the need to review the curriculum. The use of internet and computers in accessing information and knowledge has been part of the recommendations made by the CIET. In order to maximise the above opportunities, there was need for the review of the curriculum. It is through the use of ICT resources that teachers are viewed as the sources of knowledge but as facilitators in teaching and learning (CIET, 1999).

Since the attainment of national independence, educational practice and theory has experienced enormous change (GoZ, 2015). In order to get benefits from pedagogical and curricular shifts, there was need to shift from teaching to learning. More emphasis is now on improving skills of learner hence the curriculum was called the Competence Based Curriculum.

Another important issue raised in the recommendations is that of financing education. Some of the recommendations as noted by Nyatanga & Jani (2014) include the following schools to play a pro-active through raising of funds for the sustenance of school facilities, increase in budgetary allocation towards training and education and last but not least was the need for a paradigm shift from dependency syndrome to self-reliance at every level of the education system. Effective implementation of the curriculum requires meaningful networking with all school stakeholders which include parents, community groups, school staff and the Government through the Ministry of Primary and Secondary Education.

The inception of the updated new curriculum as alluded to earlier on began when the Curriculum Framework for Primary and Secondary Schools (2015-2022) was implemented in

January 2017. The researcher tracked the phases of the implementation and represented diagrammatically as shown in Fig. 2.3 below.

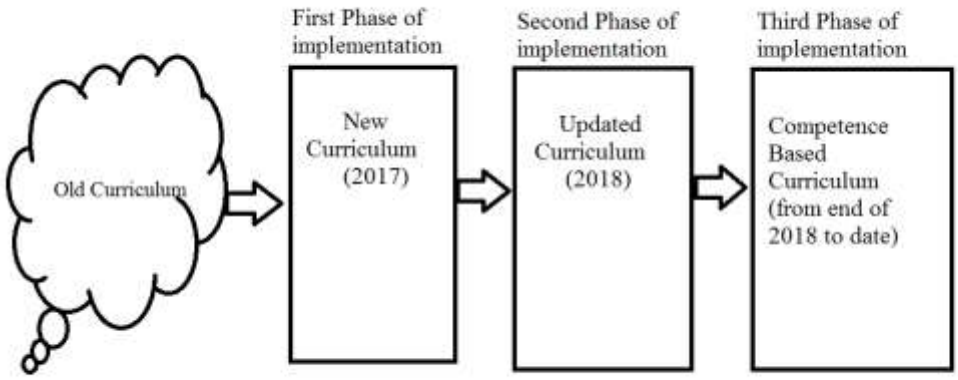


Fig 2.3: Phases of the implementation of the Competence Based Curriculum

As shown in Fig 2.3 above, when the new curriculum was rolled out in 2017, it was a transition from the old curriculum to the new curriculum. The second phase of the implementation was characterised by a paradigm shift in the way implementers were to view the curriculum hence it was termed the updated curriculum. The third and final phase of the implantation process was the crucial one as it unveiled the essential hallmark of the curriculum. The curriculum was hence named the Competence Based Curriculum.

2.4.0 The taxonomy of resources needed in a school

The world over, education resources are no doubt important in the development of a conducive teaching-learning environment (Naidu et al, 2012; Dangara, 2016). The processes of teaching and learning are supported by means of resources in order to achieve schools goals, (Foskett & Lumby, 2003). The use of these resources could give more valuable and powerful direction to both the learner and the teacher in the learning and teaching process. Various resources are needed in a school to operate effectively. Naidu et al (2012) suggest that control mechanism must be put in place eradicate or at least reduce their misappropriations. National Open University of Nigeria (2009) provides a list of fundamental resources found in schools which include the following: school buildings, teaching and learning aids, stationery, chalk and display boards, and books. Key resources in a school

include physical resources, human resources and financial resources. Below is a brief description of the key resources needed by a school.

2.4.1 Physical 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). These resources play an important part in any school because they can be easily seen by anyone who finds his /her way in the school. Physical recourses include all stock and equipment such as stationary, textbooks and audio-visual aids and all apparatus used in the teaching and learning process (Naidu et al, 2012 p. 177). Infrastructural developments such as classrooms, computer laboratories, school libraries, ablution facilities and electrification of classrooms are important in a school. The Ministry of Education, Sport, Arts and culture (2010) specifies buildings that are required in the primary school. The buildings include storerooms, classroom per class, school halls, library room and adequate ablution facilities.

Physical facilities possessed by a school are a linchpin in achieving academic excellence (Adeogun, 2003). Mirowski& Ross (2005) argues that the availability of physical facilities and the quality of such physical facilities are key factors that lead to learner achievement in schools. Guided by the Director Circular No. 23 of 2005, Zimbabwean schools must have facilities that should be used as counselling rooms. Computer laboratories must also be made available for learners to do their ICT lessons. Further, libraries are also important buildings in schools as these are used by learners in their study. The aforementioned infrastructure requires funding so that there is proper implementation of the new learning areas in schools.

In line with the provisions of the Zimbabwe Schools Health Policy (ZSHP) on infrastructure that must be available in schools, a clean and safe environment must be provided in all schools (GoZ, 2018). The ZSHP has eight components that form the school health package namely: (i) Competency based health education

(ii) psychosocial support services

(iii) Safe and Sanitary School Environment

(iv) Disaster Management

(v) School Based Health and Nutrition Services

(vi) Support facilities and services for learners with special needs

(vii) Support facilities and services for learners with special needs

(viii) Health Promotion for School Staff.

The provision of the school health package requires physical resources such as buildings, playgrounds, equipment and materials such as safe water facilities.

In Zimbabwe, one of the underpinning principles of the 2017 updated school curriculum cherished by MoPSE is the inclusivity. The eighth component of the ZSHP compliments the principle of inclusivity. As noted by Miles (2000), the environment is the major impediments in the implementation inclusive education in school. In line with the demands of Minimum (Functionality) School Standards, every building must address the requirements of learners with special needs (GoZ, 2013). Resources units must be made available in all school to cater for all learners with different disabilities. Equipment such as Braille machines, suitable furniture, and ramps should be available in schools. However, physical resources require maintenance for them to last longer.

In order to properly resource school, a facility maintenance plan must be worked out. Asabiaka (2008) identifies four types of facility maintenance plan namely: preventive, routine, emergency repairs and predictive maintenance.

2.4.2 Financial resources

Dangara (2006) asserts that financial resources funds required for the smooth running of the school. Financial resources are a vital component in a school. Financial resources are inputs in the education system. Financial inputs are amounts of money expended on education such as expenses either on the staff or on learners. They include items like administrative expenditure, teacher salaries and fringe benefits (Beker & LeTender, 2005). In Zimbabwe, best schools have more capital than poor schools (Nyatanga & Jani, 2014). Mapolisa et al. (2006) maintain that financial management is a sensitive discipline that needs close monitoring and supervision. Funds that find their way into the school need to be managed well. Financial resources are a critical facet in making resources available for any organisation. School administrators must be cognisant of how to manage school finances in a proper way.

Financial resources in Zimbabwean schools came from various sources depending on the nature of the school. Sources of school finances are obtained from within the school, community, well-wishers and the government (Chivore, 1995). Resources for the purposes of teaching are mobilised by parents and guardians of learners in the schools. The Zimbabwe education landscape in the post-independence era has witnessed legally sanctioned active involvement of the parents and the local community in the life of a school, mainly in relation to physical development and general resourcing of the school (Dzimiri in Zvobgo, 2014). Various ways can lead to external environment contributing significantly to the financial mobilisation in the for the purpose of improving teaching and learning.

In South Africa, School Governing Bodies (SGBs) according to the Section 20 of the Schools Act of 1996 has a mandatory role of managing the finances of the school (Naidu et al., 2012). The Act also spells out responsibilities of the SGB in respect of administering and controlling school assets. Naidu et al. went further to assert that Section 21 schools enjoy far more financial freedom than non-Section 21 schools.

In Zimbabwe, school fees are the major source of revenue for schools. As observed by Naidu et al., (2012), more than 90% of income on annual budgets of advantaged schools in South Africa is derived from school fees but in disadvantaged school. In Zimbabwe, no learner is refused entry in schools for failure to failure to pay fees guided by the Education Amendment Act chapter 25:01. School fees for a school is determined by parents and guardians of learners at a general meeting usually held in October of the year to be budgeted. In countries like South Africa, learners who live in foster homes or whose parents' combined gross salary is less than ten times the annual school fees are to be totally exempted from school fee payment (GSA, 1998).

The school as an open system, in the context of resourcing the curriculum is heavily influenced by its external environment (Naidu et al., 2012). The external environment provides the necessary resources needed by the school to function effectively.

In school management and administration, the functions financial resources are quite varied. From a procurement point of view funds are necessary for the procurement of facilities, equipment, electronic and communication gadgets (Dangara, 2016). Schools managers must be prepared to and be equipped with requisite financial skills and competences to enable them to be accountable for all funds placed in their care (Bisshchoff and Mestry, 2003). For

example, aspects such as budgeting, financial accounting, budgeting and procurement are vital skills that school administrators need to possess.

Sound financial management are a prerequisite for the success of a school (Mestry, 2005). Financial planning according to Naidu et al. (2012) is synonymous with budgeting. Sound financial planning provides a school with a clear view of how to utilise its resources Naidu et al., (2012). In conceptualising financial planning, two elements are of paramount importance, that is, the School Development Plan (SDP) and the school budget. While the SDP forms the foundation for constructing a school budget, Naidu et al. (2012 p. 173) budgeting addresses the following questions:

- What does the school wish to receive?
- What are the priorities?
- What does the school need to do in order to achieve these objectives?

In light of the above question, one can conclude that a budget has various purposes in organisations such as schools. Firstly, budgets can be used to compare income and expenditure of a school (Mestry, 2005). Budgets also are used as decision making tools in an organisation (Smit et al., 2011; Naidu et al., 2011). From an educational administrator perspective, budgets can be considered as the mission statements expressed in monetary terms (Naidu et al., 2012). It is therefore for schools to formulate budgets that lead to goal attainment.

2.4.3 Human resources

An organisation cannot effectively achieve its goals and objectives without human resources (Daft, 2008). In schools, human resource is a critical function in the success story of a school. The most important resource of any nation is its people (NAP, 2005, p. iii). As noted by Mapolisa et al. (2006), humans are asset that need to be allocated and invested in. The updated curriculum cannot be fully implemented without teachers who possess the requisite skills and knowledge to implement the curriculum. Qualified teachers are needed in schools to teach new learning areas which include ICT, Agriculture, Mass displays, Visual and Performing Arts and Guidance and Counselling.

From an education production function perspective, human resources are viewed as factor of production (Eamon, 2005). Productivity of labour is greatly determined by the level of skills

possessed by individuals in an organisation (Erasmus et al., 2010; Nyatanga & Jani, 2014). Whilst government has invested in training it human resources, some of the labourers end up leaving the country to work in foreign countries, thus constituting brain drain.

Human resources constitute a vital facet in any institution that seeks to achieve its goals and objectives. Support staff, teachers, and SDC and SDA members all constitute human resources in a school. According to MoPSE (2015), the development process in the Ministry of Primary and Secondary Education in Zimbabwe rests on the five pillars of the curriculum framework namely:

- The legal regulatory framework
- Teacher capacity development programme
- Teacher professional standards
- Infrastructure development and
- The centre of education research, innovation and development

Two of the five pillars of the Zimbabwe curriculum framework have to do with human resources function of the education system, that is, teacher capacity development programme and Teacher Professional Standards (TPS). In Zimbabwe the teacher capacity development programme was launched in 2014. In order to promote implementation and innovation, the thrust of the programme is to encourage and structure progression of teacher status from diploma to a minimum of first degree in education (MoPSE, 2015). However, it is important to note there are trends that govern human resources.

Elwood and James (1996) identify three major trends in governing human resources. First, there is need to consider demographies, second is diversity and third is skills and qualification.

(a) Demography

Demography in this context encompasses a wide spectrum with regards to the workforce of any organisation. Demographic variables such as gender, age and the social class of are an important consideration in any organisation. Dangara (2016) purports that the demographic trends have an effect in the operations of any organisation that has goals to achieve.

(b) Diversity

One of the challenges facing modern organisations is adapting to people who are different (Smit et al, 2011). According to Sit et al diversity is the mosaic mosaic of people who bring a variety of backgrounds, styles, perspectives and values and beliefs. Dingara (2016) postulate that employee base is a minor reflection of the make-up of the society in as far as gender, race, age are considered. In interrogating this, issues such as gender, disabilities, language and age should be considered. Zimbabwe has sixteen official languages enshrined in the national constitution. The updated curriculum addresses the need for one to learn indigenous language. Sensitivity in this regard needs to be demonstrated in the choice and application of the language policy in the school.

The concept of disability is one of the key areas that the Zimbabwean updated curriculum focuses on. People with disability should not be subject to prejudice and stereotyping and discrimination.

Another concept of diversity is age. The supply of young workers is dwindling while the older workers constitute a significant a population (Smit et al., 2011). Smit et al argues that the presence of both older and younger workers present management with challenges.

(c) Skills and qualification

The concept qualification and skills are an integral aspect in any education system the world over. Underpinned by the human capital theory, humans are assets that organisations should invest in through skills training.

In understanding the human resources aspect of school, it is not only about teachers but also school management. The responsibility of school mangers to improve teaching and leaving is commonly known as instructional leadership (Kruger, 2003).

2.4.4 Time resources

Due to its nature of being non-recoverable, time is one of the most expensive resources (Dangara, 2016). Dangara goes on say that the use of time is one of the parameters to measure an effective school administration. In a school set-up, time tables are tools that are used to effectively manage time to achieve educational goals. In light of the above, there is

need for proper management of time effectively implement the curriculum effectively. Issues to do with the drawing of school timetables is all part of time management.

2.4.5 Information and Communication Technology resources

ICTs are important resources in any organisation nowadays. For various sectors to leapfrog in development, ICTs should be given a key role (GoZ, 2015). The introduction of ICTs in the school curriculum in Zimbabwe was first mooted in the CIET Report (1999). The Commission recommended that design and technology be introduced in Basic Education to promote a scientific and technological culture, Science and Technology museums be set up (CIET, 1999 p.412). The use of computers, overhead projectors, video cameras, broadband services all constitute ICT. Cognisance of the dynamism of the ICT sector, the government of Zimbabwe has adopted the use of ICTs not only as a learning area but for use as pedagogical tools. Guided by the ICT (2015) Policy framework, the overall objectives are as follows:

1. Transformation- the focus was to facilitate delivery of various national development goals
2. Growth- to enable and foster access to and increased use of telecommunications in all spheres of life including e-Government, e-education and e-commerce.
3. Inclusiveness- to bridge the gap between provide broadband for all
4. Sustainability- the focus is to manage challenges emanating from ICT development
5. Innovation and partnership- the aim is to improve and adapt to the changing ICT environment

In line with the Ministry of Information Communication Technology, Postal and Courier Services (ICTPCS) vision of *"A knowledge based society with ubiquitous connectivity by 2020,"* Zimbabwe has realised the use of ICTs as indispensible to the need of the society. Hawkridge (1990) identified four main roles of ICT in education namely, vocational rationale, pedagogical rationale, social rationale and catalytic rationale. Further, the role if ICT in education can also be understood basing on Taylor's model which distinguishes three aspects of ICTs as tool, tutee and tutor.

ICT according to the UNESCO (2002) is the combination of informatics technology with other related technologies, specifically communication technology. ICT is made up of various devices, applications and programmes that permit people to communicate. In this research study, ICT refers to the computer both hardware and software and internet connections used

for the purposes of learning in schools. As a tutor, computers can be used to take the place of the teacher. In teaching and learning, the use of tutorials, subject simulations are examples of ways in which the computer can be used as a tutor. Mikre (2011) observed that learners who use simulation software in science subjects usually perform higher than those who do not have such facilities. He went further to say the tutor mode of ICT is dynamic, flexible and interactive. For example, a primary school learner can work out mathematical problems and getting a quick feedback from the computer.

Another role of ICT in education is that it can take the role of a tutee in school education. When a computer is used as a tutee, the learner has the opportunity to control it. Chai, Koh, Tsai and Tan (2011) opine that when computers are used as tutees, the users are given a chance to teach/program the computers to perform actions that represents specific subject matter. In his study in Ethiopian schools, Mikre (2011) observed that the most challenging condition was the inadequacy of existing infrastructures. He went on further to say that about forty percent of schools in the country had computers but most of these schools are in Addis Ababa.

In a study that was carried out by Chitanana (2009) in Gweru urban schools, he revealed that the majority of teachers were computer illiterate with twenty-eight (28%) indicating that they could not operate a computer independently. In Zimbabwe, the implementation of programmes such as Science Technology Engineering and Mathematics (STEM) in schools cannot succeed without improved provision of ICT resources. The programme was designed to equip learners with requisite knowledge and skills that promote economic growth and increased opportunities for employment (Kadani, 2016).

The use of ICTs has a social benefit in schools. It is through the use of ICTs that learners interact with each other since they provide an opportunity for communication and exchange projects around the world that help develop an understanding of multicultural sensitivity (Capuk & Ahmet, 2015). Both teachers and learners can connect people around the world on diverse platforms. For example, Whatsapp, twitter, facebook and instagram are examples of platforms that can promote multicultural education in schools. Implied in the above is the fact that we are now in a global village through the use of ICTs.

In a study that was carried out by Hadad & Drexler (2002), they revealed five level of technology use in education namely: presentation, demonstration, drills & practice, interaction and collaboration. Mikre (2011) suggests that schools should profoundly revise

current teaching practices and resources to build effective learning environments and improve life-long learning skills. Today's education does not require learners to be static but aims at sustaining life-long learning. School learners need to develop new skills that can help them not to be obsolete after completing their secondary education. In order to promote life-long learning, there is need to harness the power of technology through the use of multimedia packages, online courses and use of radios and televisions in schools. In order to prepare the learner for the workforce, and to cope with changes that are taking place globally, Chai, et al. (2011) advise that educators need to resolve the dilemma between knowledge acquisition and knowledge creation. Implied in the above is the fact that technology use can go a long way in improving knowledge creation.

In line with the provisions of the competence based curriculum, one fundamental role of ICTs in schools is that it allows learners to be researchers of knowledge. Teachers are no longer dispensers of knowledge but proactive facilitators (Facer, 2011). The use of computers has brought in a paradigm shift from the traditional teaching to modern ways of learning in schools. The use of multimedia elements such as videos, audio and graphics thus promotes discovery learning. Through active involvement in technology use, learners are engaged in a variety of learning modalities which include visual, auditory and at times kinaesthetic which can motivate learners.

2.5. FACTORS INFLUENCING RESOURCING THE UPDATED PRIMARY SCHOOL CURRICULUM

2.5.1 Lack of pedagogical knowledge and skills of new learning areas

Productivity of labour in any organisation is determined by the level of skills possessed by members in that organisation. (Erasmus, 2011; Cohn & Geske, 2006; Eamon, 2005). Skills possessed by employees constitute the human capital (Eamon, 2005). Implied in the above view is that investment in training and education of the labour force leads to increased productivity from the individual worker. As chronicled by Adeogun (2003), the relationship between educational input and a measure of output is what is called educational production. Knowledge of the production function is therefore important in strategic planning to ensure efficient resource provision and allocation.

Skills and knowledge on how to impart knowledge on learners are critical in teaching and learning. Educational economists have always argued that human capital is investment in human beings (Todaro in Nyatanga & Jani, 2014). In other words, education and training are

important as they bring both private and social benefits. A vital facet of the human capital theory has to do with on-the job training (Nyatanga & Jani, 2014). Teachers are therefore supposed to be endowed with the requisite knowledge and skills on how to teach earners. Lack of expertise is a phenomenon that must be part of teachers in order to promote effective teaching and learning. Teachers as curriculum implementers must possess expert power have special power over those who need their knowledge (Smit et al, 2011). Teachers must possess high level of skills so that he/she is able to perform his/her role as a coach and a mentor in the school. Subjects in schools must be taught by teachers who have the requisite skills and knowledge to teach those areas. Teacher needs professional development so that they cope with changes that are taking place in the education system. For example, harnessing ICT as pedagogical tool will help to improve learning and teaching by increasing access and quality of learning. As noted by Armstrong (2014), teacher professional training contributes positively to the academic success of learners. Armstrong went further to recommend that teachers should professionally be geared to improve educational excellence.

Training is done and in various forms in the education sector in various ways. Nyatanga & Jani (2014) identified two types of training that namely specific training and general training.

In Zimbabwe and many countries in the sub-Saharan Africa, skills shortage has been a problem (Kapfunde, 2004; Nyatanga & Jani, 2014). While various authors have defined skill in different ways, MoPSE (2015) defines skill as the ability and capacity acquired through deliberate, systematic and sustained effort to carry out complex activities. In unpacking the concept skills shortage, Boxall and Purcell, (2012) define it as shortage of relevant skilled and qualified people in the labour market. When there is a shortage, the number of available workers is less than the number needed (Van der Broek, 2012). Arguably, if all jobs and individuals have same skills, there is no skills shortage. Macroeconomic and microeconomics forces have a great role to play in terms of regularising the balance in skills needed in organisations. At organisational level that is, at school level shortage may come as result of factors such as high staff turnover and lack of motivation to self advancement. Nyatanga and Jani (2014) point out that teacher turnover in rural areas was high due to factors such as hostile communities and poor communication and transport services. On the other hand, the economic environment at school level can lead to shortage due to fact that brain drain can be experience.

Of paramount importance too, is the 'learning organisation' concept popularised by Peter Senge. Learning organisations are fostered by devoting time, energy and resources to the training and development of people (Erasmus et al., 2010). Erasmus et al went further to say that learning organisation do not only learn from the environment but also actively encourages learning within the environment. Apparently, there are various training that training that teachers are taking in an attempt to empower teachers with skills and competences that relates to their job.

In light of the 2017 updated school curriculum, the Zimbabwean education system has a critical shortage of requisite skills in schools. The updated curriculum ushered in a new dispensation which saw the government investing heavily in the learning and teaching of science subjects. The launching of the updated curriculum came in at a time when the government launched the Science Technology Engineering and Mathematics (STEM) programme in schools.

2.5.2 Limited revenue inflows

In a study that was carried out in Kadoma District by Mupindu (2012), most SDCs/SDAs lacked fundraising initiatives and depended on donor funds which are reliable. As alluded to by Nyatanga & Jani (2014), responsible authorities of rural schools operate on shoe string budgets which prejudice their capacity to provide adequate resources. Schools cannot function without money. Funds must always be available for the smooth running of the school. In fact lack of funds is a hindrance to school success. Funding is of paramount importance since there are many compelling education needs which include teaching and learning equipment and material, in-service training programmes and conferences (Kelly, 1999).

In 2018, Zimbabwe adopted the Zimbabwe School Health Policy (ZSHP) which was a launched following of one of the CIET recommendations. Schools should be user friendly to all pupils and learners with disabilities (CIET p. 395). As a measure to ensure learners develop healthy lifestyles, the ZSHP was a culmination of efforts by both MoPSE and Ministry of Health and Child Care (MoHCC) with the aim of operationalising the school health programming from infant level to their exit upon completion of secondary education (GoZ, 2018). As a package for all schools in Zimbabwe, the comprehensive school health package has eight components which need to be complemented by resource provision in

schools. The eight components of the comprehensive school package listed in the ZSHP (2018 p.11) are:

i. Competency based health education
ii. Psychosocial support services
iii. Safe and sanitary school environment
iv. Disaster risk management
v. School based health and nutrition services
vi. School-family-community health linkage services
vii. Support facilities and services for learners with special needs
viii. Health promotion for school staff

In view of the above, the MoPSE and MoHCC should work hand in glove to ensure the success of the implementation of the policy in schools.

Limited revenue inflow is leading to lack of adequate and relevant infrastructure in schools. Infrastructural challenges as alluded to by Naidu et al., (2012) are a great challenge in many schools especially in rural areas. Most rural schools in particular have classrooms which are in deplorable state. Kelly (1999) describes some of the infrastructure used by teachers and learners as dilapidated, unsafe and sometimes unusual. High staff turnover from such schools is very common. In support of the above, Makandiware (2008) makes a list of facilities and equipment that must be available and be in sound condition in a school. These include classrooms, library, furniture, resource centres, office, desks school halls, desks.

2.5.3 Negative attitude towards the content of curriculum

Leaders have an ethical responsibility of attending to the needs and concerns of their followers in order to be effective (Northouse, 2010). Ikpe (2005) in his work argues that poor motivation of teachers has an impact on their attitudes towards their profession. Both school heads and teachers are obliged by the law to adhere to sound ethical principles in carrying out their daily duties of improving the quality of education. Heads of schools do not lead the school alone but work in collaboration with parents of learners in the community in the overall management of the school as provided for in the Education Act, 2006. It has however been observed that many school heads and their deputies are not aware of their roles as exofficio members of the School Development Committees (SDCs) in their schools (The

Secretary's Circular NO. 5 of 2015, p. 2). Cognisance of the provisions of the 1991 amendment act no. 26 and Statutory Instrument 70 of 1993 on SDC and SDA, the involvement of parents in school development through resourcing. It is therefore important for the instructional leaders to be aware of their roles in the schools. Furthermore, the instructional leader's roles as an exofficio member of the SDC are critical in promoting teaching and learning in the school.

As noted by Ornstein and Hunkins (2018), unless curriculum is implemented by teachers and learners, it will remain as a plan. Therefore curriculum planning is as equally important as curriculum implementation. With respect to practicality and feasibility of curriculum implementation, teachers give judgements by considering factors such as resources available, time, teaching methodologies and learners' needs. In Greece, Sofou & Tsafos (2010) carried out a study on preschool teachers' perceptions on the National Preschool Curriculum (NPC) and came up with a conclusion that these teachers viewed the curriculum as open and flexible enough to be tailored to meet learners' needs and interests.

In contrast to the above, Fang & Garland (2013) carried out an ethnographic study on the implementation of the New English Curriculum (NEC) in Chinese secondary schools and established that teachers felt distant from the NEC syllabus due to its abstractness and the theoretical nature of the syllabus provided. Further, Fang & Garland observed that the teachers were concerned about textbook materials and considered them more relevant rather than adhering to the NEC guidance (syllabus).

In South Africa, Bantwini (2010) carried out a study in the Eastern Cape Province on how teachers perceived the Revised National Curriculum Statement (RNCS). The revealed that teachers lacked an understanding new curriculum and as a result they saw the curriculum as burdensome and consequently they were not implementing the curriculum as expected.

Studies reviewed above showed that teachers' attitude towards curriculum implementation has a tremendous impact in the successful teaching and learning in schools. Therefore teachers' attitudes must be compatible with the proposed changes in the curriculum in order to yield positive results.

2.5.4 Prohibitive teaching loads and large class sizes

Teacher pupil ratio is vital in any school that expects high quality teaching. The world over, scholars have failed to reach a consensus as to the impact of class sizes and learner achievement (Vander, 2003). As noted by Vander Ark (2003), small classes heighten teacher morale and improve classroom control. Globally, teacher-learner ratio is controversial variable among educationists. The table below shows teacher pupils ratio of various countries in the world. The statistics in Table 2.1 below were arrived at by dividing the total number of learners in a school by teachers.

Teacher-pupil ratio

Country	**2011**	**2012**	**2013**
Algeria	23	23	23
Austria	11	11	11
Benin	44	44	44
Burkina Faso	53	48	46
Central Africa Republic	81	80	80
Chad	63	61	62
China	17	18	17
Mozambique	55	55	55
Zambia	56	49	48
Zimbabwe	36	36	37

Source: World Bank (2013)

In Zimbabwe the teacher pupil ratio stands at 1: 40 for junior classes in primary schools, for ECD Classes is 1: 25 and 1: 35 in secondary schools (GoZ, 2013). According to Tendai Guta in the Daily News of 17 March 2017, SDCs in many schools especially in urban areas have

resorted to recruit teachers who will paid not by the government. The newspaper article went further to say that some of the teachers recruited teachers are not qualified teachers to teach the assigned classes.

Lowe (2001) carried out a study in Senegal, Madagascar, Burkina Faso, Cameroon and Cot d'Voire and concluded that there is an inverse relation between learning outcomes and class size. Implied in the above is that the bigger the class size, the weaker the learner outcomes. Research has revealed that learners spent little time on class assignments when there are in big classes (Blatchford & Mortimore, 1994). Blatchford and Mortimore went further to maintain that small classes permit the teacher to deal with individual differences of each learner in the class.

Samkange (2013) carried out a study in Harare and found out that teacher overload resulted in learners with special needs being neglected during teaching and learning. Class sizes in many schools are too big in most schools in Zimbabwe. Learners above acceptable range of below forty-five learners would mean a heavy load to the teacher. The freezing of recruitment of Early Childhood Department (ECD) teachers by the government due to economic hardships is posing a great challenge to instructional leaders in terms of how learning for ECD learners should be catered for.

Quality learning is not possible when large number of learners is packed in a small classroom (Carlson, 2000). In their studies, Shah and Inamullah (2012) found out that overcrowded classes do not only affect learner performance, but also make it difficult for the teacher to enforce discipline and problems such as increase in dropout rate and poor health. Overcrowded classrooms also limit movement of both teachers and learners. Therefore, the quality of teaching and learning diminishes when classrooms are overcrowded.

2.5.5 Lack of instructional materials

Instructional resources are a crucial component of curriculum implementation. Lack of adequate supply of materials and equipment needed for teaching and learning are attributed to direct costs. Nyatanga & Jani (2014) view direct educational costs as all expenditures made by individual or family so that the learner gets goods and services such as tuition, books, clothes transport. The updated curriculum calls for the use of ICT resources such as computers as tools, tutee and tutors. Computers can be used by both learners and teachers as resources in teaching and learning.

In line with the dictates of the Minimum (Functionality) School Standards Chapter 4 (a) every school should have:

(i) One textbook for each core subject per learner
(ii) Teacher's guide for each core subject per student
(iii) Syllabi for every subject offered by the school
(iv) A school bell/gong
(v) Computer accessories
(vi) At least 10 holes, slashers and 10 shovels
(vii) Radio
(viii) Culture hut

Reference books such as textbooks are important for learners. Some of the advantages of using textbook as noted by Chandra, Shah & Josh (1995) are as follows: they permit individualised study, they are economic since they can be used and reused, they are portable and easy to maintain, helps the teachers to guide the learners from known to unknown and helps learners to study more critically. Against the above background, it is therefore important for schools to make sure that they have relevant textbooks to support the implementation of the updated primary school curriculum. Rural schools in particular require textbooks they are convenient to learners.

2.5.6 Administrative capacity

Due to changes that are taking place in the socio-economic environment, school heads as instructional leaders in the school must keep abreast with the latest technologies, philosophies and knowledge concepts in the modern society. Among the prerequisites for quality education in a school that is of being led by a well-qualified, dynamic, innovative and creative head (Ministry of Education, Sport, Arts and Culture, 2010). Implied in the above is that the instructional leader's qualification and competence have also a bearing in the roles performed in the school. As noted by Wallace (1991) progress of knowledge leads to renewed information which is of paramount importance to a continuous and sustained professional development. Teachers cannot afford to ignore continuous learning as it leads to professional growth (Daft, 2008).

Quality leadership contributes significantly towards school and learner outcomes (Bush, 2007). School manager's level of education is a critical aspect as it enhances how resource

mobilisation can be effectively carried out in the school. In Zimbabwean schools, the role of a school head as an instructional leader in the school has become acceptable as indispensable to the needs of every school that seeks to achieve its goals of promoting quality education. Daft (2008) identifies some of the duties and responsibilities of school leaders as follows: involving and motivating staff, maximising human resource utilisation, creating a positive school culture, building group vision, developing quality educational programmes, providing a positive instructional environment, encouraging high performance, applying effective evaluation processes, analysing and interpreting educational outcomes, being accountable for results, stimulating public support, and engaging school stakeholders such as community leaders. The head's competence is correlated to competence in carrying out their duties. Due to the various roles the school head play in promoting teaching and learning, it should be the school head's competence that ensures improved educational programmes in the school (Bush, 2007).

2.6 SUMMARY

What the researcher has basically done is to review literature that is relevant to the study guided by the main research question and its sub-questions. The theoretical framework underpinning this study is based on the systems model where the school is considered to have inputs, transformation processes and outputs. Various studies that were conducted in Zimbabwe and other countries were revealed in attempt to identify a research gap. Resourcing curriculum implementation, as shown by literature, highlight strongly that there is need for a multi-stakeholder approach in provision of resources for teaching and learning. The researcher has explored the key issues in as far as resourcing the school curriculum are concerned. Basing on the above review, it is evident that in Zimbabwe very few studies have been conducted on resourcing the implementation of the 2017 competence based curriculum. The next chapter will focus on the methodology that the researcher is going to use in this study.

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter gives a detailed discussion of the methodology that was used by the researcher. In order to demonstrate the relevance of each section in this chapter, and to ensure that the researcher shares the same contextual meaning with the readers of this study, key concepts were defined in each section. The research paradigm, the research design, sampling, data gathering instruments, data management plan and ethical considerations were discussed in relation to the research questions and objectives of the research study. In rounding off this chapter, a synopsis of the whole chapter highlighting main issues raised is given in the form of a summary.

3.1 THE RESEARCH PARADIGM

Cresswell (2007) points out that a paradigm is a worldview that addresses the philosophical ideas in the study. Morgan (1979) in Cohen, Manion& Morrison (2007) identified the four assumptions that educational researchers can use. The assumptions are ontological, epistemological, methodological and human. These assumptions about the social world help to shape the research study by underpinning the researcher's actions (Cresswell, 2007). The ontological assumption argues that knowledge exist and must be studied. Reality is out there and it is up to the researcher to go it find out the truth through an investigation using various methods. The epistemological assumption empirical findings are going to form the foundation of the study. Considering the epistemological approach, this study will get empirical evidence through use of interview guides, questionnaires and documents. the methodological assumption.

In this research study, ontological assumptions are that there are multiple realities that make it difficult to measure. Real world phenomena can be best understood by an investigation of the context in which these realities exist. Since this study is investigating issues that have to do with experiences of schools in the implementation of the competence based curriculum, the ontological assumptions are relevant as they allow the researcher to unearth the reality.

Hence the interpretive approach is applicable in this study. Reality in this context is viewed in a multifaceted way (Teddlie & Tashakkori, 2013). Teachers and school heads are going to their views based on their experiences in resourcing the implementation of the new curriculum.

Several research paradigms can be used by educational researchers in their attempt to investigate issues that relates to education. While the researcher appreciates the benefits of various research paradigms, this research study adopted a post-positivist paradigm. Underpinned by the deterministic philosophy, post-positivists maintain that causes determine outcomes (Cresswell, 2012). The paradigm asserts that events can be observed empirically and can be explained with logical analysis and described in an objective way. Through the use of this paradigm, the researcher is detached in an attempt to avoid bias (Chiromo, 2009). The post-positivist worldview will enable the researcher to understand the opinions, perceptions and experiences of participants with regards to how primary schools can be resourced for the implementation of the updated primary school curriculum. Thus the researcher is able to see what is happening out there in schools. The updated school curriculum has created a dual curriculum in the primary school with some grade levels still doing the old curriculum and the Grade Five level and below doing the updated school curriculum. Interaction of the researcher with teachers enabled him to come up with robust explanations on various issues related to resourcing the updated curriculum.

The researcher examined the experiences of primary school teachers in Nheweyembwa Cluster in order to come up with explanations on challenges in resourcing schools for the implementation of the updated primary school curriculum. As noted by Teddlie and Tashakkori (2013), the post-positivist paradigm allows the researcher to review and appreciate reality in a multifaceted way. From a reductionist point of view, the researcher through the use the post-positivist view is able to split data into discrete units that are measurable (Cresswell, 2012).The implication is that, the researcher will obtain different views and experiences regarding resources the school for the implementation of the primary school curriculum. Furthermore, the paradigm will lead to a mixed approach form of research methodology due to the fact that data is going to come directly from participants' views and observations that are in schools under study. The epistemological orientation of this study will again enable the researcher to see beyond the interpretive perspective by applying qualitative interpretation of findings on resourcing the updated new curriculum. Through the use of the post-positivist paradigm, analysis of experiences of experiences of teachers and

primary schools heads will be theory-based. The nature of this study is descriptive because the review of related literature based on the research questions and research objectives is the backdrop of the study. However, statistical analyses were used to support findings in the study.

3.2 RESEARCH APPROACH

A triangulated (mixed methods) approach attempts to look at the research problem from different angles (Moyo et al., 2016). In an attempt to get data that are relevant to the study, methodological triangulation was used. In the same vein, Cohen et al (2007) points out that methodological triangulation uses different methods on the same object of study. In this case the main methods of collecting data in this study are observations, document analysis, questionnaires and interview discussions. Since a case study is precise and accurate, this study will adopt it because it involves description of events in a logical manner (Cohen at al., 2007). Furthermore, a case study design allows observation of participants in natural settings which brings rich data that lead to sound recommendations. For instance, the researcher can observe teaching and learning materials used in schools and their relevance.

In support of the above, triangulated approaches help to improve on validity of the study. (Moyo et al., 2016). Chivore (1994) maintains that validity is whether that researcher is observing or measuring what is intended by given instruments. It is through triangulation that an authentic research will be produced through the use of various data gathering instruments.

3.3 RESEARCH DESIGN

In an attempt to get answers to research questions in this study, there is need for a research design. In navigating this study, a case study design was adopted. The design enabled the researcher to gather data in depth, thus minimising time spent in gathering data. As Hitchcock and Hughes (1995) in Cohen, Manion and Morrison (2007) remark, a case study is valuable when the researcher has very little control over the events. Furthermore, the use of a case study allowed the researcher to mark boundaries about the case under investigation.

In this study, institutional boundaries were drawn to mark the cluster that was to be studied in depth. Nheweyembwa Cluster has seven (7) schools that were studied. The researcher will study the experiences of primary schools in the cluster with a view to unearth challenges related to resourcing the implementation of the updated new curriculum. The study is

exploratory as it acts as a pilot for generating hypotheses that are tested in larger scale surveys (Cohen et al., 2007). Through the use of a case study, the researcher is able to generate rich data about resourcing the updated curriculum. A case study design allowed the researcher to get extensive data on the experiences of primary schools in resourcing the implementation of the updated new curriculum.

In this study, a case study was used because it allowed the researcher to collect reliable data basing on the participants' experiences. Shumbayawonda (2011) is of the view that reliability is a measure of consistency with which an instrument measures. Basing on the above, the use of questionnaires becomes relevant in generating data that require uniform responses. Data to be collected will be gathered from rural primary school teachers and school heads in different schools in the same cluster so that conclusion can be drawn.

3.4 POPULATION

Population is the sum total of objects that have common characteristics in respect of the research problem (Kumar, 2003). Similarly Shumbayawonda (2011) and Magwa & Magwa (2017) concur that a research population is the totality of individuals from which a sample is chosen. In this study, the research population comprised of primary school heads and teachers in Nheweyembwa Cluster in Murewa District. Heads of schools and teachers were the target group because of their great role in curriculum implementation is concerned. Their views and experiences in implementing the updated curriculum contributed to the success of this research study. Seven school heads and forty-one teachers took part in the study.

3.5 SAMPLING

Questions of sampling emanate directly out of the issue of defining the population on which the research focused, (Cohen et al., 2007 p. 100). A sample is a subset of the population (Magwa & Magwa, 2017; Cohen, et al., 2007). In the same vein, Babbie (2007) maintains that a sample is a set of elements representative of the population. In the selection of schools for this research study, the researcher used cluster random sampling since the study focused on schools in one cluster. As alluded to by Magwa & Magwa (2017) elements of the population are grouped into heterogeneous clusters. In this study, teachers and school heads in Nheweyembwa Cluster constituted the sources of data to be collected by the researcher.

In this study, seven schools were selected for study in Murewa North district. In an attempt to provide the researcher with relevant and richest information, purposive sampling was used in the selection of participants (Best & Khan, 2006). As noted by Saunders (2009) purposive sampling identifies respondents who will provide have the potential to provide significant data to the study. Therefore, school heads were purposively selected because of their role as resource providers in the school. The technique was suitable because currently there is a dual curriculum in all primary schools in Zimbabwe, that is, learners from ECD-A to Grade 5 are following the 2017 updated new curriculum while Grade 6 to Grade 7 learners are following the old curriculum. This study therefore focused on teachers who are currently teaching EDCD-A, ECD-B, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5 as participants. The aforementioned participants provided the researcher with rich information on issues to do with resourcing the implementation of the updated new curriculum. All school heads in schools under study were given questionnaires followed by an interview.

3.6 STRATIFICATION OF THE STUDY AREA

In order to come up with a sample that permits the researcher to collect relevant data, a sample size was drawn by sampling each school as a stratum. The sampling was done on proportional basis. Table 3.1 below shows the sample representatives of teachers.

Table 3.1 Sample representative of teachers in each school

School	**Population of teachers**		**25% of the teachers**
INYAGUI	8		6
NYAMASHATO	22		6
GUZHA	10		6
DANDARA	25		7
MATENHA	6		5
CHINGWARU	8		5
MATUTUTU	10		6
Total sample representative	89		41

All school heads of the seven schools took part in the study as these were to provide useful data to the researcher.

A sampling frame according to Kothari (2005) is a physical representation of a target population which is made up of all units that are potential members of a sample. Out of a total of 89 teachers, 25 teachers constituted the sample size. Therefore the sample was 28% of the population. Muswazi & Kanhukamwe (2003) state that a sample of 10-20 percent is used in descriptive research. The sample size for this study was influenced by factors such as the availability of resources which include money, time and human resources.

3.7 Pilot Study

Questions on interview guides were tested in the field (school) before the actual data collection was done. The purpose of carrying out the field test was to enhance validity of the questionnaire.

3.8. DATA GENERATING INSTRUMENTS

One of the fundamental elements of carrying out a useful research is gathering reliable data (Chiromo, 2009). Implied in the above is that there is need for the designing of data gathering instruments that will help to collect relevant data. Questionnaires, document analysis and interview guides were designed to generate data that answer the research questions.

In navigating this study, the four strategies were used to collect data which provided answers to the research questions were interviews, questionnaires, document analysis and observations.

3.8.1 DOCUMENT ANALYSIS

Documents are a key source of data when carrying out qualitative research. Documents allowed the researcher to access data at time convenient to him. As heralded by Cresswell, (2014), document analysis saves the researcher's time and expense of transcribing. Through document analysis, primary and secondary documents are analysed in order to get a deeper understanding and possibly new interpretations (Dhingra & Dhingra, 2012). The researcher is aware of the fact that some documents may be incomplete. Document analysis was used to find out the quantity, quality, and type of teaching and learning resources that are available

and those that are not. Since documentary records are data in their own right, the researcher is going to get information that cannot be easily available through the spoken discourse. The researcher analysed documents such as School Development Plans (SDPs), procurement minutes, class inventories, department inventories, class attendance registers and school asset registers. Teacher evaluations in their lesson plans were also analysed with a view to identify teachers' comments on resources used during teaching and learning. Challenges faced by teachers were also identified through the use of document analysis technique. Documents analysis in this study assisted the researcher in complementing other data generating instruments, thus enhancing the validity and reliability of the findings. The analysis of data in documents provides the researcher with an entry point as well as guiding principle in the research topic.

3.6.2 INTERVIEW GUIDES

Cresswell (2014) identified four options within interviews that can be used by a researcher, namely: face to face, telephone interview, focus group and e-mail internet interviews. Among the advantages of using interviews include the fact that participants are able to provide historical information and allows the researcher to be able to have control over the line of questioning (Cohen, et al 2009; Cresswell, 2014). As chronicled by Cohen et al (2007), one of the purposes of interviews is get respondents' opinions and to evaluate a person. Interview questions in this study were generated from the questionnaires. Babbie (2007) asserts that the use of both questionnaires and interviews enhances objectivity. Further, the use of interviews reduces the chances of other researchers replicating the study. However, one of the limitations of interviews is that not every participant is equally articulate and perceptive (Cresswell, 2014). To mitigate this, the researcher did not solely rely on interviews as data gathering instruments.

Interviews were quite useful in this study as they gave the researcher the opportunity to get the story behind the participant's experiences. The researcher in this study played the role of interviewer. The researcher used the structured interview because it is more conversational and hence led the interviewee unveiling more useful information relevant to this study. Muswazi & Kanhukamwe (2003) argues that unlike in questionnaires where some questions are not responded to due to boredom, in interviews almost all questions are answered. In using semi-structured interviews, interview guides were used as guides and not as prescriptive devices. The main reason for the use of semi-structured interviews is that they

have greater flexibility in discussion by the interviewees on a particular theme (Cohen et al, 2007; Magwa & Magwa, 2015). Five interviews were conducted from a total of five school heads. School heads in particular and at least one teacher per school were interviewed. School heads as instructional leaders responsible for allocation of resources in an organisation.

Interviews are very important in carrying out this research study. During an interview the researcher (interviewer) had a chance to elicit information from the participants (interviewee). As noted by Creswell (2009), interviews have the following advantages: Respondents usually respond when confronted in person and interviews are flexible but rigid. Further, interviews allow interviewees to clarify vague statements (Chiromo, 2009). Interviews enabled the research to analyse perceptions of participants which cannot be possible with questionnaires.

In this study, interviews were used ideal because they gave the researcher a chance to elaborate on certain questions which the researcher might be unclear to them. As noted by Creswell (2014) through interviews, the researcher was able to comment on specific responses which he feels might give him the necessary information to answer research questions in the study. More importantly, interviews allowed the researcher compare and contrast data from questionnaires and that from interviews.

3.8.3 QUESTIONNAIRES

A questionnaire is a data document containing questions designed to solicit information appropriate for analysis (Muswazi & Kanhukamwe, 2003). Questionnaires are data gathering instruments that were used in this research. Since questionnaires can be self administered, the researcher used them because they are able to produce information needed in this study. In order to get views from a wider audience, two sets of questionnaires were designed which targeted teachers and school heads. Prior to the questions, there are few instructions that guided the respondent on how to complete the questionnaire. The questionnaires contained demographic data of participants followed by a section issues related to curriculum resources and the final section is on financial issues in schools. Also to be included in the questionnaires were tables with a five-point Likert scale to enable the researcher to collect data that can be analysed statistically. Biographical data of participants which include their qualifications and work experience and age were also in the questionnaire. More importantly,

questionnaires will help the researcher to collect information that will answer the main research questions and its sub-questions.

On the questionnaires, open ended sections will be provided so as to provide an opportunity to those respondents who want to comment or add more information. Open ended questionnaires evoke a fuller and richer response than closed questions (Kumar, 2011). This helped not to restrict the respondent in terms of giving responses. Questionnaires were used to collect data from both school heads and teachers in an attempt to answer the research questions. Participants were given questionnaires were selected randomly among teachers from each sampled school and questionnaires for school heads were purposive sampling.

While the researcher appreciated the advantages of using questionnaires in this study, he was also aware of their limitations. The aspect of misinterpretation of questions cannot be ruled out (Babbie, 2007). Further, the researcher was also aware of the fact that some respondents can falsify information and give information they think pleases the researcher (Mupindu, 2012). In order to reduce the above limitations, a pilot study was conducted to test the strength of the questions on validity.

Key issues in the questionnaire for heads were as follows:

(i) Professional qualification
(ii) Resource mobilisation in the school
(iii) Stakeholder effectiveness in resourcing the school
(iv) Financial management skills for the heads
(v) Challenges in resourcing the competence based curriculum

Main issues in the questionnaire for teachers were as follows:

(i) Professional qualifications
(ii) Level of curriculum resources available
(iii) Their perception on stakeholder participation on resourcing the school
(iv) Challenges in implementing the curriculum

3.9 DATA GENERATION PROCEDURE

The obtained an introductory letter from the university faculty of education which he used to get permission letter from MoPSE head office in Harare. After getting a permission letter from ministry head office, the research used that letter to get another letter from the provincial office in Marondera. Finally, the researcher got a permission letter from Murewa district office. The researcher made appointments indicating dates to meet all participants by writing letters to them. The researcher visited all respondents on agreed dates and times. The researcher visited each school and distributed the questionnaires after prior to conducting interviews.

All participants in this study were assured of anonymity. The explained to the participants how they were going to complete the questionnaires. Clarifications were also made on ethical considerations that the researcher thought participants needed to know before being in the study.

3.10 ETHICAL CONSIDERATIONS

In research, ethical issues command increased attention (Cresswell, 2014). Informed consent, protection from harm, non-maleficence and beneficence were some of the ethical considerations that the researcher upheld (Cohen et al., 2007; Neuman, 2011; Stringer, 2007). Ethical considerations are values and principles that determine what is wrong and what is right to do in a particular context (Drake, 2015). The concept of ethics can be applied in this study by upholding the principles and values that adhere to legal, professional and social obligations. Below are major ethical considerations that the researcher upheld in conducting this research study.

3.10.1 Anonymity and Confidentiality

In carrying out this research, the researcher guaranteed participants of confidentiality of all information that they supplied. In all research endeavours, researchers must strive to value confidentiality (Stringer, 2007). In this research, information from documents such as government grants, donation letters and resource used by the researcher in this study will forever remain confidential. Institution names, names of participants and their contact numbers were kept confidential. Hogg &Vughan (2014) advise that instead of using real

names of people, code numbers can be used as a way of ensuring confidentiality and anonymity. To increase confidentiality levels, letters were used for names of schools for identity instead of their actual names.

3.10.2 Right to withdraw

The researcher valued the freedom of all participants to withdraw from the study when they feel so. Shumbayawomba (2011) called it the ethical principle of autonomy. Prior to data collection and issuance of research instruments to participants, the researcher made it clear that all participants had freedom to withdraw when they felt so. The researcher assured all participants that no unfavourable consequences would come on their way as a result of withdrawal from the study. In this regard, Cohen et al (2007) warns that researchers should not offer inducement or payment for participants not to withdraw. However, for one to have the right to withdraw there must be informed consent.

3.10.3 Informed consent

In carrying out this study, the researcher valued the ethics of informed consent. According to Sotuku&Duku (2015), informed consent seeks to ensure that participants in a research process are aware that they are being researched. In carrying out research, participants were given the opportunity to willingly take part in the study. In support of the above, Babe (2011) advises that the researcher must enter into negotiation to find out if the participants are willing to take part in the research project. A person cam exercise informed consent when he/she can make voluntary decisions to either participate or not in research after learning about the study (Sanderson, 2010; Chiromo, 2009). The researcher sought informed consent as a way of ensuring participants is protected.

3.10.4 BENEFICIENCY

Another ethical consideration in this study is beneficence. In the context of this study, the term beneficence is used to refer to the benefits of the study. Gay (2013) argues that care must be taken at every stage of the research process to ensure that new knowledge is generated. The researcher clarified that findings from the study will benefit the participants and all school stakeholders who have interest in resourcing schools. To fulfil this ethical obligation, the researcher demonstrated empathy, altruism and care (Glesne, 2015).

3.11 Data Management

It is of paramount importance for any researcher to ensure that data collected in research is properly managed and safely stored. In an attempt to ensure sound management of collected data, the researcher used various ICT resources such as computers, flash drives, external hard drives and memory cards for data storage. Each chapter was also saved via email so that in case it has been damaged, it can be retrieved electronically.

3.12 Data Analysis Plan and Data Presentation

Data must be sifted and summarised to enhance easy of presentation (Shumbayawonda, 2011). Since the study adopted the post-positivist paradigm, both qualitative and quantitative analysis of data was adopted. In qualitative data analysis, the researcher used literature review and theories to reinforce and findings. The analysis of data started during the data collection period. In data analysis, the researcher checked to see if all questionnaires were completed. Data collected was also analysed using the Statistical Package for Social Sciences (SPSS) programme together with Microsoft excel for generation of reports such as graphs and pie charts. Data gathered were expressed in percentages. Due to the fact that the study is qualitative, data will be organised in themes. The emerging themes formed the foundation for further investigation through interviews. In analysing and interpreting data for this research, a thematic approach (Neuman, 2011) was used. A comparison of data generated from interviews and questionnaires, and data from document analyses was used to validate the findings.

Owing to the bulkiness of the data, data was presented in the form of tables, graphs and pie charts. On data presentation, Chisi et al (2004) advises that all data presentation forms should be structured around research sub-problems. The profile of the participants were organised as follows: gender of participants, age of respondents, profession qualifications and work experience. The emerging themes were used to examine experiences of teachers in resourcing the implementation of the competence based primary school curriculum.

For biographical data collected from schools under study, pie charts were used and they clearly show the trends in the distributions.

3.13 SUMMARY

This chapter has dealt with the methodology that was employed by the researcher in generating data. The research paradigm and the research design were identified and discussed. The researcher adopted a case study design as it gave him an opportunity to understand the experiences of rural primary schools in resourcing the implementation of the competence based curriculum in schools. Heads and teachers in schools under study constituted the study population. Purposive sampling was done in the selection of participants who would provide rich and relevant data. Triangulation was used as a technique of enhance validity of the findings as well as increasing the researcher's understanding of the phenomena. Finally, the research upheld ethical considerations such as informed consent, the right to withdraw, protection from harm and confidentiality. This chapter has paved way for the researcher to present and interpret data in chapter 4.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents data, analyse it, interpret it and discuss the findings in an attempt to provide answers to the research questions. In order to get an in-depth understanding of experiences of primary schools in resourcing the implementation of the updated curriculum, data that was generated through various research techniques. Firstly the data had to be presented before being analysed. To enhance the quality of the research, graphs, pie charts and tables were used to clarify and quantify issues under investigation. Data analysis was done with the use of SPSS, a statistical package for social sciences. To maintain credibility of views of participants who were interviewed, verbatim quotations were italicised as discussion of findings unfolds. During discussions, the researcher also links the findings of the study to literature that has been revealed in chapter 2. Also important in this chapter are attempts to demonstrate how the research findings are related to the research problem. The chapter rounds off with a summary highlighting main points raised.

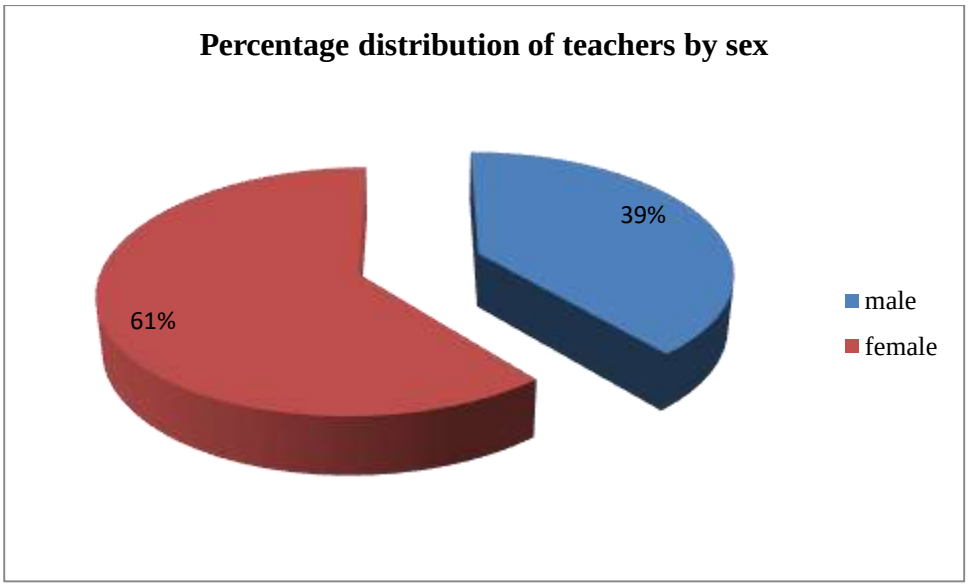
Questionnaire response rate

School	Target	Actual	Response Rate
A	7	7	100
B	6	5	83.33
C	7	6	85.7
D	5	5	100
E	7	6	85.7
F	6	6	100
G	7	6	85.7
TOTAL	**45**	**41**	91.1%

Table 4.1 Questionnaire Response Rate for Teachers

A total of forty-one questionnaires were distributed to teachers and seven to school heads. The above table depicts a response rate of 91.1% on the questionnaires which were used by the researcher to collect data on teachers' experiences on the implementation of the competence based curriculum. 8.9% of the distributed questionnaires were not returned. The above figures indicated that participants were very much willing to contribute to the research. Participants were given questionnaires well in advance so that they have enough time to complete them. The completed questionnaires were physically collected by the researcher from schools under investigation to protect the participants' right to privacy. Again, questionnaires were collected by hand as a way of allowing the researcher to address gaps that have not been filled using questionnaires. Efforts to get questionnaires that were not returned were futile because some of the teachers were not available at the station when the researcher made a follow-up.

All the seven primary school heads in the Cluster were interviewed as planned. On the day questionnaires were collected, each school head was interviewed as a way of ironing-out issues that were not fully answered in the questionnaires. Documents that the researcher managed to analyse were the School Development Plans, Asset register and Result Based Management forms.



N=48

Fig 4.1Demographic data of school heads and teacher

The pie chart above depicts the sex of the participants of this study. 65% were females and 35% were male. Gender issues are important variables in teaching fraternity. The implication to the above is that more female teachers are teaching in schools than males. However, there is only one female school head of the sampled seven school heads. Therefore, few females are taking up management roles of school resources. In a study that was carried out by Kay (2006), he concluded that in terms of technology adoption, male teachers take a leading role. In this study, the researcher is convinced that gender has very little impact in resourcing the implementing of the school curriculum.

4.2 AGE OF PARTICIPANTS

Participants in this study were asked to indicate their age and the age distribution was tabulated as shown below. In the context of this study, age refers to the number of years the whole duration (in years) from birth to present day.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 25	4	9.8	9.8	9.8
26-40	18	43.9	43.9	53.7
41-50	15	36.6	36.6	90.2
51and above	4	9.8	9.8	100.0
Total	41	100.0	100.0	

N=41

Table 4.2 Age of participants

As shown in Table 4.2, in Nhweweyembwa Cluster, the majority (43.9%) of teachers are between the ages of 26 years and 40 years. Also important is that few teachers (9.8%) are towards age of retirement which means teachers in this cluster have chances of upgrading themselves professionally by acquiring higher qualifications such as degrees. In terms of technology use, research as shown that it is the young population that can effectively harness technology in teaching and learning.

4.3 Teacher qualifications

Both teachers and school heads were asked to indicate their professional qualification and the results were presented on Tables 4.3 and 4.4 respectively. Kurebwa & Nyaruwata (2013) in their study on assessment challenges in Gweru urban schools pointed out that there is a positive correlation between teacher qualifications and teacher competence. In the same vein, Ndalichako (2004) in his study in Tanzanian primary schools teachers relied on traditional methods of assessment due to incompetence. In line with this study, the CBC is skewed at developing skills in learners and therefore teachers should upgrade their qualification to meet the demands of the curriculum. The researcher was convinced that teacher qualifications have a bearing on identifying pedagogical skills needed for effective teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Degree	4	57.1	57.1	57.1
Masters	2	28.6	28.6	85.7
Others	1	14.3	14.3	100.0
Total	7	100.0	100.0	

N=7

Table 4.3 Highest professional qualification for school heads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	40	97.6	97.6	97.6
	Degree	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

N=41

Table 4.4 Teachers' Highest professional qualifications for teachers

As noted by Daft (2008), teachers cannot afford to ignore continuous learning as it leads to professional growth. The results of this research study showed that 97.6% teachers who took

part in the study were holders of Diploma in Education. One teacher (2.4%) was a holder of a university degree. No teacher was a holder of a masters degree. This means teachers in the cluster have basic pedagogy to teach in primary schools. Of the teachers who were interviewed, one teacher had a certificate in netball coaching. Only one school head (14.3%) of them was a holder of a Certificate in Education (CE). One school head in the study was a holder of Masters degree.

In line with the demands of the updated primary school requirements, and the TPS standards, teachers should be computer literate. No participant had a qualification in specialised areas such as special needs education and ICT. Teacher qualifications play an important role in as far as curriculum implementation is concerned. Teachers need to improve teaching skills and pedagogical knowledge through teacher education (Naidu et al., 2012). It is against the above background that teachers should engage themselves in continuous professional development throughout their professional career. Out of the seven school heads who took part in this study, six of them were degree holders from different local universities.

The researcher interviewed some of the teachers on reasons why they were not advancing their studies. One of the teachers lamented, "*With the little salary that we are getting, I can't afford to pay for my education at university because my salary is too little to cater for that."*

Pertaining to the issue of upgrading teacher qualification, a senior teacher at one of the schools in the cluster remarked: *"The problem with our education system is that those who are degree holders are not being rewarded for self advancement so even if I advance myself my salary grade will remain the same."*

Based on the above findings, it is therefore important for teachers to improve themselves professionally through upgrading their qualifications.

4.4 Resources available in schools and their impact on teacher satisfaction

In this study, research question 1.5.1 was on school resources that were available to implement the updated the new curriculum. This section answers the second research sub-question: "What school resources are available to implement the updated the new curriculum?" as observed in a study that was carried out by Mafa (2012), most school buildings a failing to meet the educational needs of learners. No school in the cluster had ramps on all classrooms which imply that the inclusivity as one of the principles of the

curriculum framework is not being put in practice. Participants (teachers) were asked to indicate the level of satisfaction with resources available in their schools and the findings of the research question were recorded shown in Fig 4.2 below using the following keys on a four point Likert Scale: not satisfactory= 0, somewhat satisfactory= 1, more satisfactory= 2 and most satisfactory= 4.

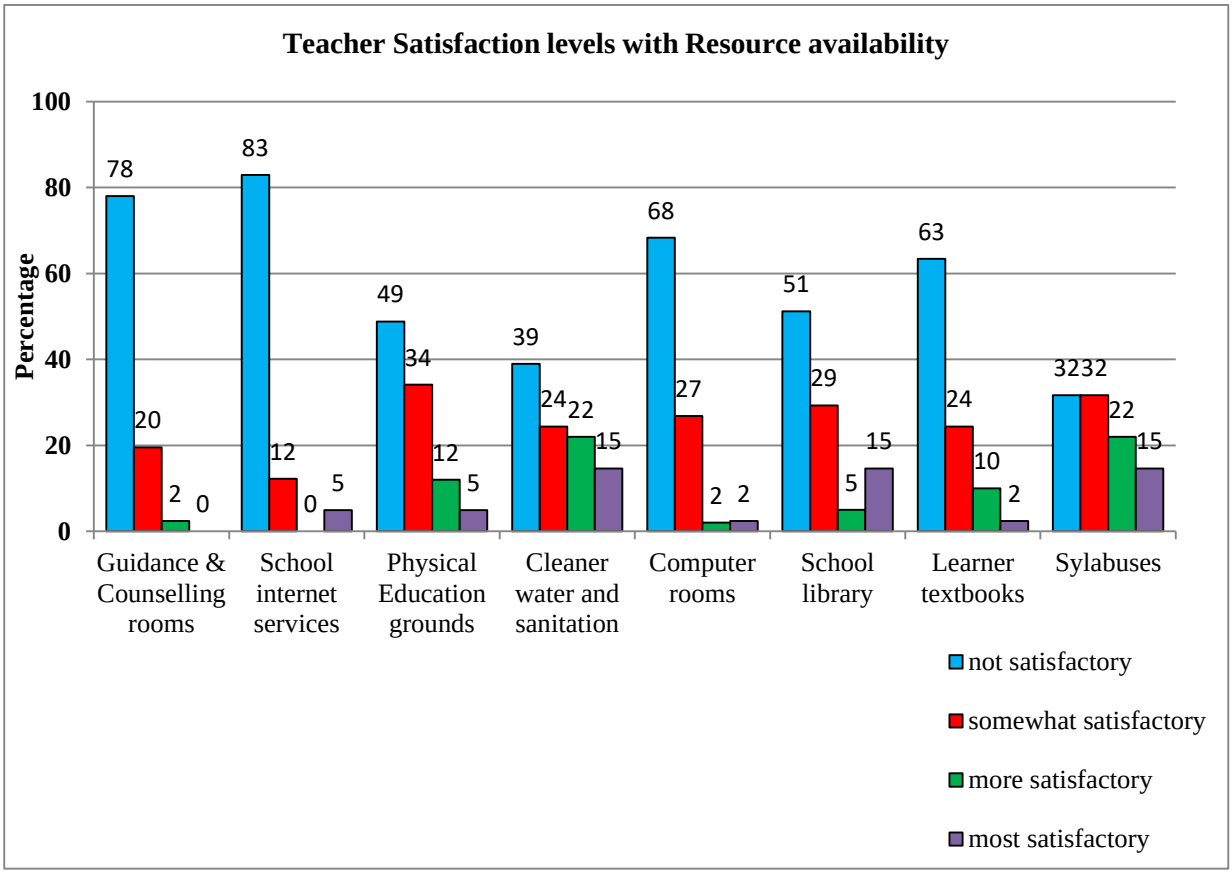


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Fig 4.2 Teacher satisfaction levels with available resources

Undisputedly, the majority of sampled teachers indicated that they were not satisfied with resources available within their schools. As shown in the above, the provision of internet services (83%), guidance and counselling rooms (73%) and computer laboratories (68%) were not satisfactory to teachers. Another issue of concern to teachers and school heads is the textbooks availability in schools. 63% of the sampled teachers indicated that they were not satisfied with quantity of books available for in the school and only 2% indicated that learner textbooks were most satisfactory. In an interview that was carried out by the researcher, most teachers indicated that they had only books for use by the teacher and not enough to be used

by learners. In his study, Nkoma (2013) suggested that it is the responsibility of the school administration to make sure that facilities, equipment and materials needed for teaching and learning are provided by the school. Nkoma went further to say that implementation of educational programmes in many schools was greatly affected by lack of adequate resources. Basing on the above figures, it is undisputable that teachers are generally not satisfied with resources such as school libraries, computer laboratories, water and sanitation services, internet services and textbooks in schools.

In line with the provisions of the ZSHP, schools must have clean water and sanitary services for use by learners. Borehole water or taped water is recommended for used in schools to prevent the spread of water-borne diseases. Thirty-nine percent of the teachers indicated that the water and sanitary situation in their schools were not satisfactory. While most teachers pointed fingers on school administrators on prioritisation of teaching and learning resources, some teachers however pointed out that they needed in-service training especially on how to use the locally available resources to implement the CBC.

4.5 Stakeholder participation level in resourcing the curriculum implementation

In an attempt to provide answers to the third research question on strategies to address resource inadequacy in schools, participants were asked to indicate stakeholder participation levels in resourcing the implementation of the CBC. Teachers' responses are shown on the graph in Fig 4.3 below.

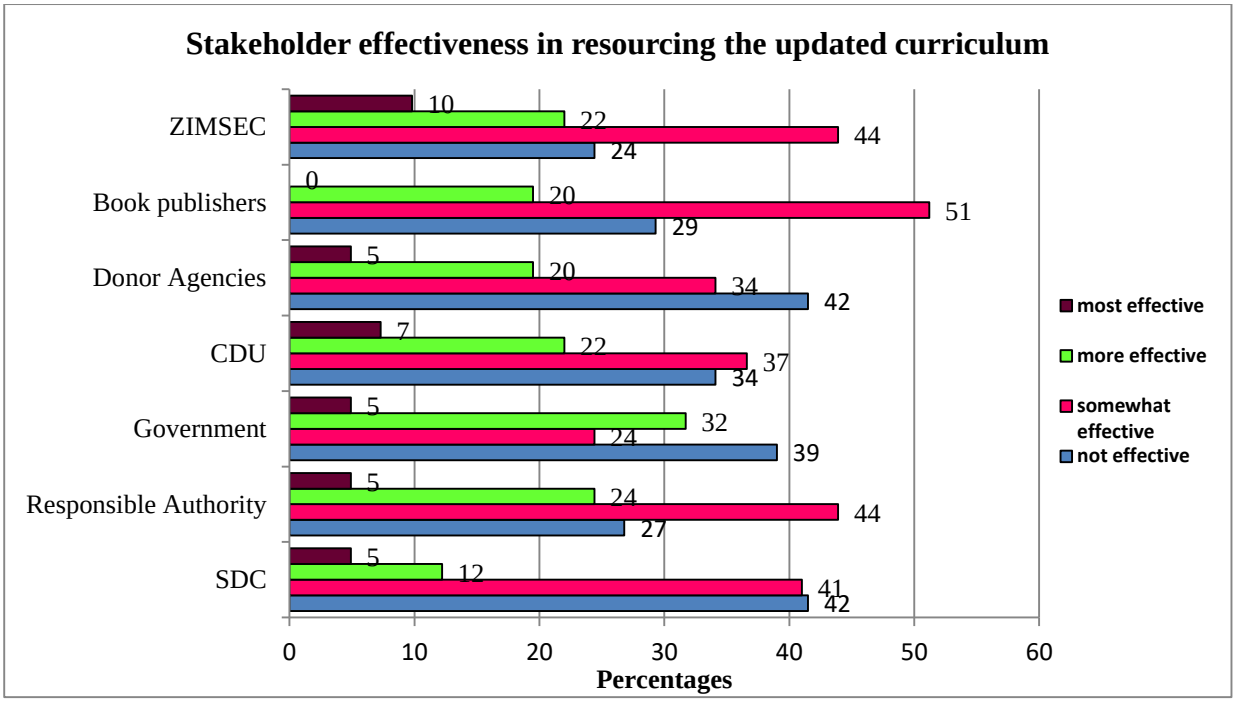

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Fig 4.3: Stakeholder effectiveness in resourcing the updated curriculum

Generally, the contribution of stakeholders has been rated by respondents (teachers) as somewhat. However, Government (32%), responsible authorities (24%), book publishers (20%) and ZIMSEC (22%) were rated as more effective in terms of contribution to resourcing the implementation of the updated curriculum. The above graph shows that the SDC (42%) and donor agencies (20%) were rated the least effective contributors in resourcing the implementation of the updated curriculum. However, one school head commented that the donor community was doing a great job especially in textbook supply. He went further to say UNICEF donated textbooks for learners from ECD to Grade 3. Most teachers commented that parents and guardians of learners were not fully participating in ensuring that learners have adequate resources for use at school.

In a study that was carried out by Naidu et al. (2012) in many rural schools in India, stakeholders such as parents of learners cannot afford to purchase resources needed to provide quality education. On government effectiveness in resourcing the CBC, ZIMSEC (10%) was rated as the most effective contributors as the most effective stakeholder in terms playing its roles in resourcing the implementation of the updated curriculum. Although SDCs was rated by the majority (42%) of teachers as not effective in the provision of school resources, they have a mandatory role of ensuring that resources needed by school are

provided. Naidu et al. (2012) went further to state that bitter resentment has been met from rich parents who are not happy with the prospect of paying school fees while children from poor families are like being subsidised. School heads have admitted that SDCs have played a pivotal role in infrastructural development especially at this period where school enrolments are rising so fast due to rural-urban migration.

One of the school heads in the Cluster pointed out that the SDCs have been instrumental in mobilisation of resources especially through levies and school fees. Guided by the Education Amendment Act Chapter (25: 04) of 2006, SDCs are supposed to take part in the financial management of all funds and resources of the school. Members of the SDCs have made efforts to educate parents and guardians of learners in school to make efforts of ensuring that school resources are made available. One of the senior heads in the Cluster confirmed that, *"Training members of the SDCs is important as a way of improving the quality of resources in the school. The SDCs must augment government efforts of providing resources such as teaching and learning materials through initiating income generating projects."*

The researcher interviewed school heads to establish the role of NGOs in resource provision in primary schools. All school heads acknowledged the great support they have received from NGOs in resourcing the implementation of the CBC. One of the school heads remarked: *Resourcing the implementation of the Competence Based Curriculum was not going to be possible without acknowledging the immense contribution made by organisations such as UNICEF*. Information gathered from school asset registers by the researcher also revealed that primary schools received textbooks for the competence based curriculum. Training workshops on syllabus interpretation were also being funded by NGOs. The researcher also obtained evidence of materials such as textbooks and sports equipment that were donor funded to help in the implementation of the curriculum.

On programmes such as Schools Feeding Programme (SFP) and WASH, teachers confirmed the tremendous benefits they have received from partners in education. In Nheweyembwa Cluster, three schools have benefited from the construction of state-of-the art feeding centres. In the three schools, boreholes were sunk so as to provide clean water for used in schools. Furthermore, water from the boreholes is going to be used to Agriculture practical lessons.

4.6 Stakeholder participation in resourcing the updated school curriculum

Research question 1.5.4 of the study was on the extent to which school mobilisation strategies are addressing resource inadequacy in schools. The researcher gathered both teachers' views and school heads' views with regard to how school stakeholders were participating in resource provision. The researcher used a five-point Likert Scale with no extent= 0, little extent= 1, neutral= 2, great extent= 3, very great extent= 4. Findings for the question are shown in Fig 4.4 and Fig 4.5 below.

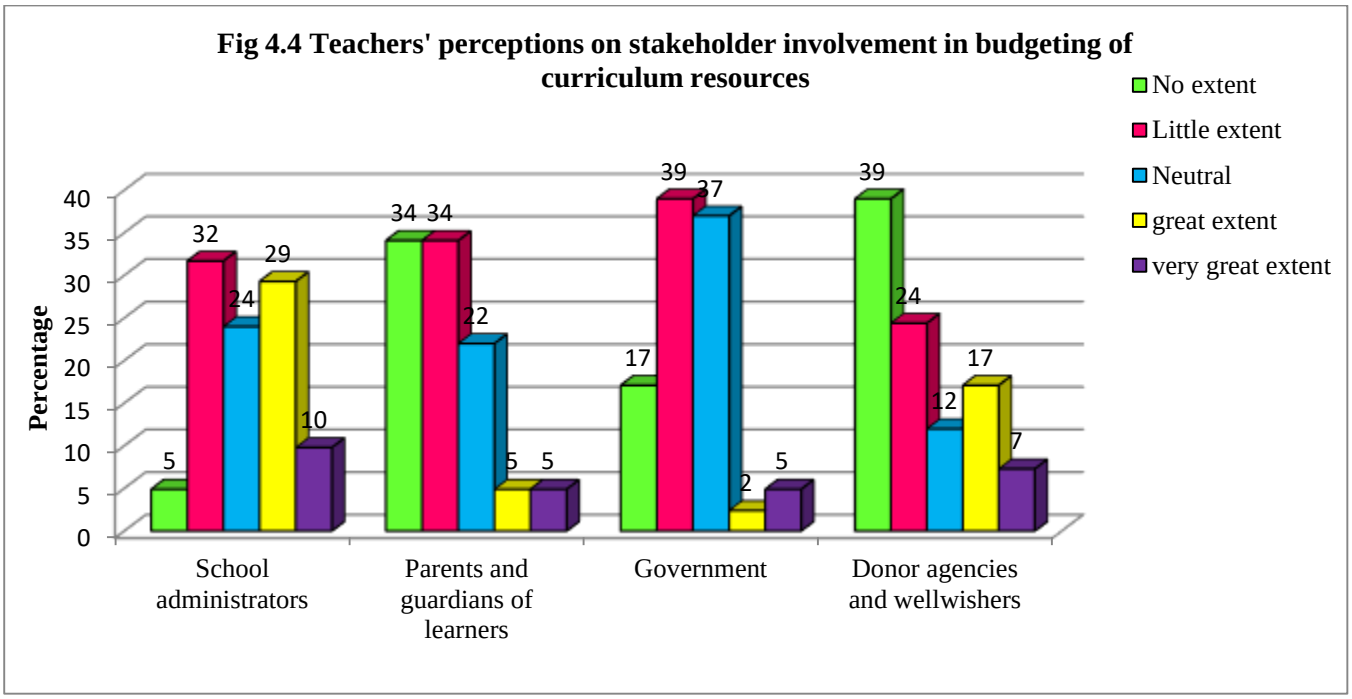

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Fig 4.4 Teachers' perceptions on stakeholder involvement in budgeting of curriculum resources

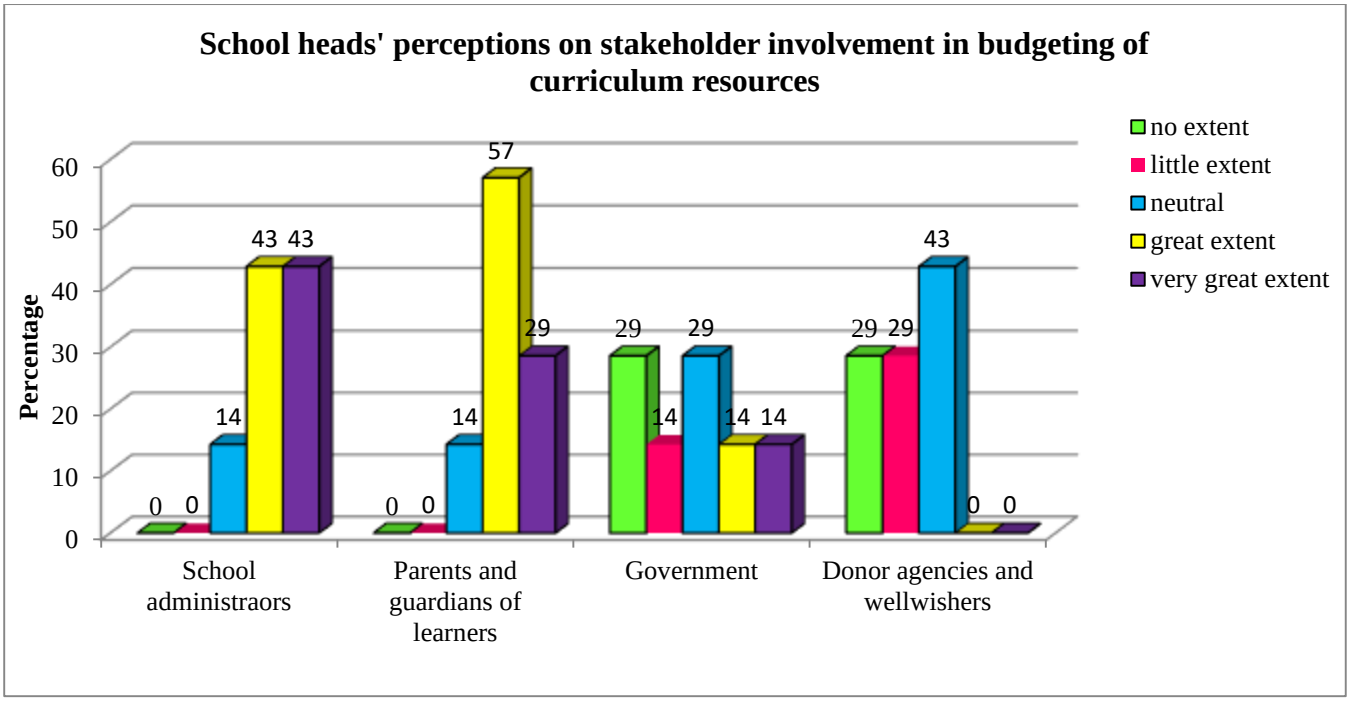

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Fig 4.5 School heads perceptions on stakeholder involvement in budgeting

Basing on findings of this study, most teachers perceived that the major contributor in the budgeting of the acquisition of teaching and learning resources is government (10%). Donor agencies and well-wishers (37%) and parents and guardians of learners (34%) were rated by teachers as no extent in terms of involvement in budgets of teaching and learning resources.

Contrary to the teachers' views, school heads perceived that parents and guardians of learners (57%) and school administrators (43%) were to a greater extent involved in budgets for the acquisition of teaching and learning resources in schools. However, government was regarded as the least contributor in budgets for the acquisition of teaching and learning resources.

In a study that was carried out by Mupindu (2012) in Kadoma district, he found out that 80% of the parents were not eager to make budget contributions even if they had the resources. This was a sign that they were not supportive. The parents were so scattered and it was a problem to gather them together for such functions. In line with findings from this study, parents should be educated so that they appreciate the need to cooperate in school business.

4.7 Availability of specialist teachers

For the effective implementation of the competence based curriculum, there is need for teachers who possess the necessary skills to promote effective learning. The table 4.5 below shows the number of specialist teachers available in sampled schools.

Table 4.5 availability of specialist teachers

Specialist Teacher	**Number of teachers available in the Cluster**
ICT Teacher	1
Agriculture teacher	0
Physical Education	0
Special Needs education	0
ECD teachers	7

Table 4.5 Availability of specialist teachers

In line with the demands of the updated primary school curriculum and also guided by the TPS, skills are of paramount importance to every teacher. As shown on Table 4.5 all schools indicated that there was a shortage of specialist teachers in specific learning areas. In all the seven schools under study, there were no qualified special needs education teachers, Agriculture teachers and Physical Education teachers. In Nheweyembwa Cluster, there are seven ECD teachers and one ICT teacher which mean there is a shortage of ECD teachers in all schools because at each school there are ECD-A and ECD-B classes. Specialist teachers act as resource persons in schools where they operate from. Additionally, school heads also pointed out that although there are ECD teachers in schools, they are teaching too large classes bigger the prescribed teacher- pupil ratio of 1: 25. ECD classes in all the schools under study were reported to be having not less than sixty learners.

4.8 Challenges faced in provision of resources in rural primary schools

School heads expressed the challenges they faced in decision making with regard to resourcing the implementation of the competence based curriculum. The majority of school heads admitted that they had problems in acquiring financial and physical resources for effective curriculum implementation. One of the interviewed school heads lamented: *"The majority of parents and guardians of learners do not voluntarily fund for the education of their learners through fees payment."* This concurs with findings form a study that was conducted by Mupindu (2012) who most rural guardians and parents of learners were not cooperating in providing some of the resources needed for the purposes of teaching and learning.

4.8.1 High teacher-pupil ratio

Another challenge which teachers and school heads face in resourcing the curriculum implementation is the issue of high teacher-pupil ratio. Documents reviewed by the researcher showed that class registers of infants classes (ECD-A and ECD-B) were having not less than sixty learners. One of the teachers lamented, *"I am teaching a class of sixty-three ECD (B) learners instead of teaching twenty-five learners."* Too large classes actually reduce teacher morale as well as hindering classroom control (Vander Ark, 2003). Further, two out of the seven school heads who took part in this study had no classes the rest had classes they fully responsible for. One school heads concurred that out of the Authorised Teacher Establishment (ATE) of eleven teachers, there are only six teachers. Implied in the above is that schools are understaffed.

One of the teachers interviewed boldly stated that the updated new curriculum was rolled in at a time when many government programmes such as Performance Lag Address Programme (PLAP) and (ERI) are being implemented thereby overburdening the teacher with roles of preparing teaching and learning materials. PLAP and ERI programmes were rolled out in schools in 2015 prior to the inception of the updated curriculum. Admittedly, teachers argued that there is a lot of paperwork that is placed upon the teacher.

4.8.2 Resource Prioritisation

In order to promote effective learning, educational activities need to be prioritised (Naidu et al., 2012). Briggs & Burton (2001) concurs with Naidu et al (2012) that school managers should carefully audit the available learning resources before obtaining new ones. In interrogating resource prioritisation issues, the concept of opportunity cost needs to be considered. School heads as instructional leaders through their role of resource provision must prioritise certain resources in order to promote curriculum implementation. In this study most school heads argued that prioritisation issues are being crippled by limited revenues inflows in the school. One of the key factors in allocation and prioritisation of teaching and learning resources is as suggested by most schools heads was the amount of funds available. One of the interviewees said, *"We are currently prioritising new learning areas in the CBC because these have inadequate resources, for example, our Agriculture department does not have enough equipment for use during practical lessons."* Evidence from School Development Plans (SDPs) revealed that new learning areas were given top priority in terms of resources needed for teaching and learning. Materials such as Agriculture equipment, drums and radio players were on the top of the list in the SDPs.

In prioritisation of learning and teaching resources, teachers have a difference perception from their school heads' views. One of the interviewed teachers argued that the issue of resource prioritisation starts when school budgets are drawn because it is when some of the basic needs which enable the school to meet the functionality standards are stated. In support of this, Briggs & Burton (2001) argued that effective management of learning resources is vital in promoting a child's learning experiences. In support of the above, this study actually sheds more light on the what resource decisions should be handled. The researcher noted that there is lack of consensus in identifying needs, wants and likes in a school. One teacher who took part in the study argued that, needs (essential resource requirements for meeting basic standards of accessibility) should be prioritised in the school.

Another vital concept related to resource prioritisation is resource allocation. Participants in this study indicated that resource allocation by government through the MoPSE must be done by considering needs of the school. In South Africa, the Norms and Standards for School Funding uses a resource table in an attempt to correct the imbalances by considering issues such as cost allocations and resources the school possess (Naidu et al. 2011). This study revealed that school heads wanted District Schools Inspectors (DSIs) to rank their schools in

terms of curriculum resources they possess so that there is equitable distribution of funds by government. The implication to the above is that disadvantaged public schools will receive large amount of funds than schools with better resources.

4.9 Resource mobilisation efforts in schools

In line with the provisions of Secretary's Circular number 3 of 2019 on *"Measures to strengthen sector performance in the provision of equitable access to infant, junior and secondary education for all,"* Section 6.0 contains roles and responsibilities of Heads of schools and SDC, Responsible Authorities and Provincial Education Directors. In light of the above, teachers who took part in this study had different perceptions on resource mobilisation efforts schools are making. Fig 4.6 has findings that answer research question 1.5.3.

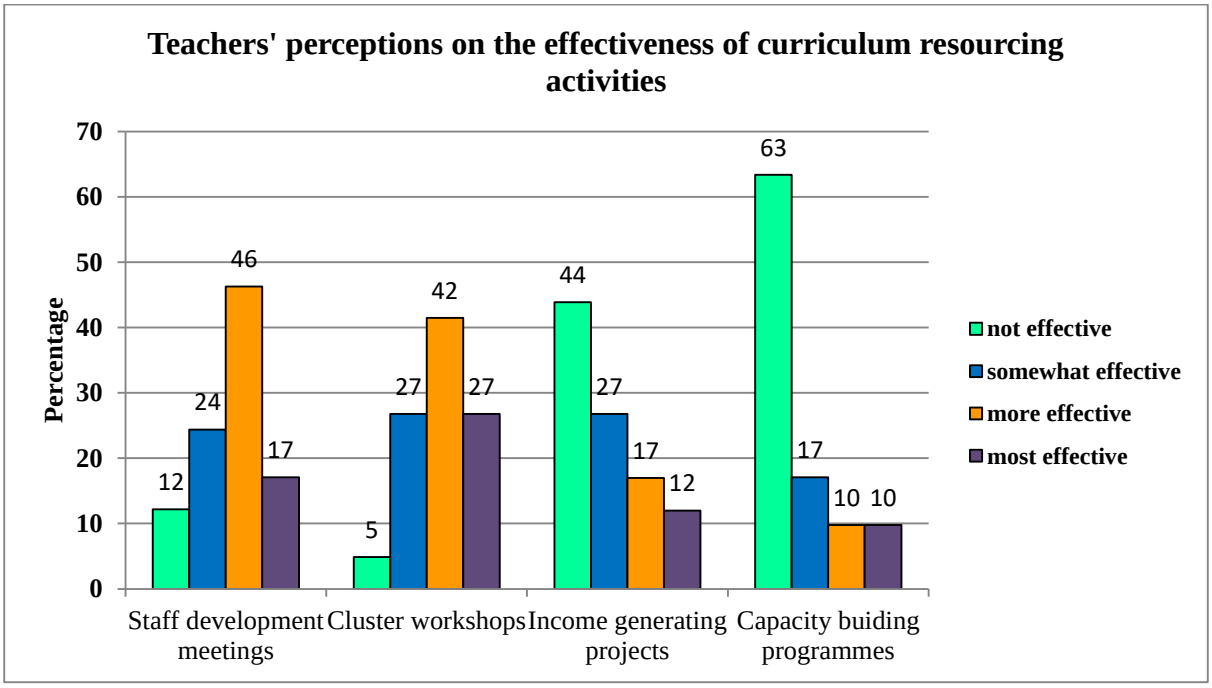

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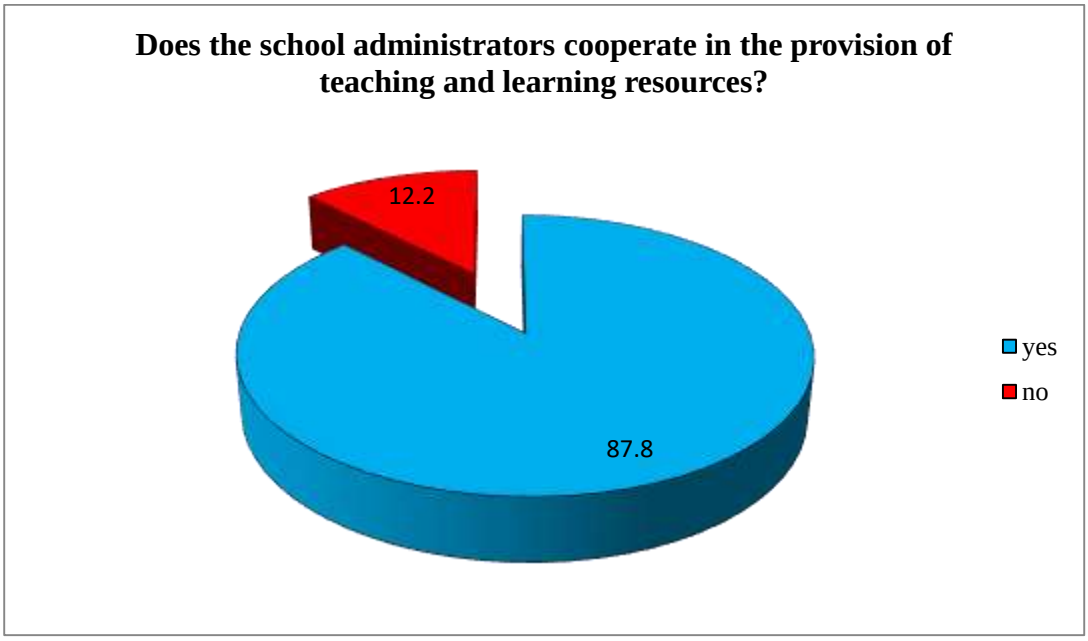
Fig 4.6: Teachers' perception on the effectiveness of curriculum resourcing activities

As shown in the above, 46% of teachers indicated that staff development meetings at school level was more effective strategy in resourcing the implementation of the CBC. However, on school income generating projects, the majority (63%) of teachers indicated that it was not an effective strategy in resourcing schools. A study that was conducted by Awuor, Wanjala & Muriithi (2016) revealed that there was a positive correlation between resources mobilised through income generating projects and internal efficiency of the schools because their

proceeds were used to subsidize the lunch and boarding budgets hence releasing more funds for tuition related activities. In an interview, one of the school heads admitted that "*We are aware that income generating projects are important as a source of raising funds for the school, our main challenge is that we know very little on how to manage these projects and as result many school income generating projects fail to yield positive results."* In the same vein, a study that was carried out by Mupindu (2012) revealed that SDCs lacked initiatives on how to run school projects and depended on increasing school fees and levies for them get teaching and learning resources.

When one of the school heads in the Cluster was interviewed, he lamented that rural schools are incurring huge debts due to non-payment of levies and fees. He said, *"Schools affiliate to different boards and structures in the education system such as NAPH and BSPZ but we are failing to settle the debts because of non-payment of levies and fees."*

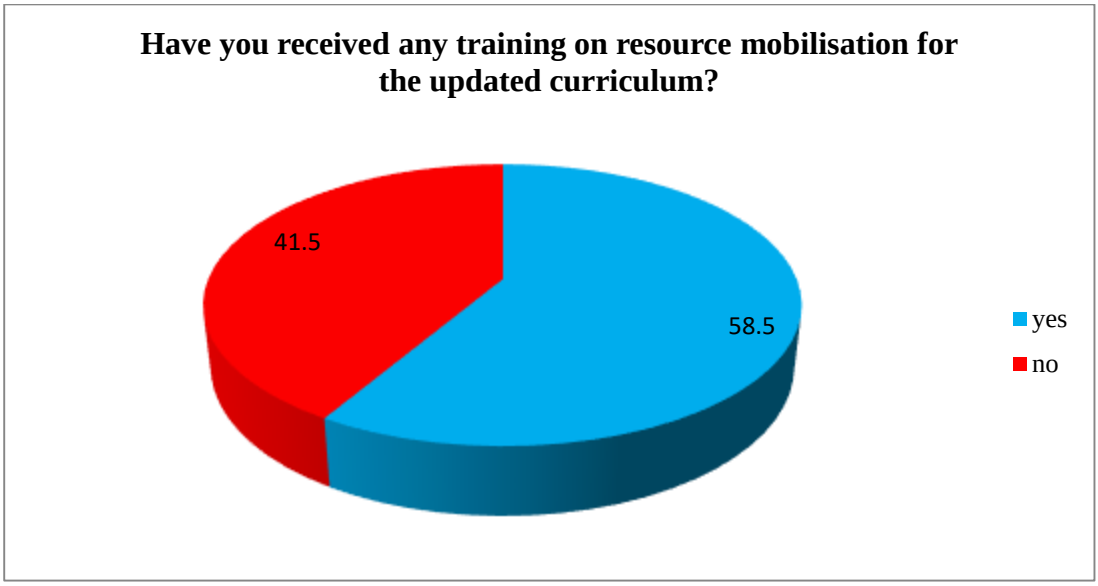


N=41

Fig 4.7 Do school administrators cooperate in provision of teaching and learning resources?

Fig 4.7 reveals that there is lack of cooperation in terms of how teaching and learning resources are provided in the school. 87.8% of teachers indicated that school administrators were not cooperating in the teaching and learning. Naidu *et al.* (2012) point out that empathy,

trust and willingness to assist each other underpin the existence of relationships in a school. Implied in the above is the fact that school administrators should creating an environment that is inviting to teachers so that they are able to work in teams. The researcher went further to interview some teachers and also found out that teachers have different views on issues of provision of teaching and learning resources. One of the interviewed teachers pointed out that school heads should consult teachers on timely basis on prioritisation of materials to be purchased.



N=7

Fig 4.8 Have you received any training on resource mobilisation for the updated curriculum?

The results from Fig 4.8 revealed that 58.5% of primary school heads who took part in the study acknowledged that they have received training on resource mobilisation for the implementation of the competence based curriculum. Those who did not receive training acknowledged that training on strategies of mobilising resources for curriculum implementation was critical. In this research study, what has become clear is that resourcing the implementation of the CBC in rural primary schools in Zimbabwe has faced numerous challenges. The study revealed that schools in Nheweyembwa Cluster have hurdles in acquiring materials, equipment and textbooks needed in different learning areas. Practical subjects are poorly resourced due to failure by schools to raise funds. Furthermore, fees charged are not matching the high costs of materials needed.

The study revealed that teacher qualifications need to be upgraded so that they acquire appropriate skills that promote effective teaching and learning. The basic qualification of having a diploma in education is not good enough to equip a teacher with adequate skills for curriculum implementation.

4.10 Summary

Available evidence in this study suggests that schools in Nheweyembwa Cluster are facing challenges in getting curriculum resources. Main findings from this chapter revealed that resourcing the implementation of the Zimbabwe updated primary school curriculum is facing various challenging. Virtually all schools in the Cluster appear to be trapped in a low-level equilibrium of failing to meet the standards of meeting the requirements of the resourcing the implementation of the CBC. The responses from teachers and school heads showed that they were not satisfied with resources that are available for the implementation of the updated curriculum. The majority of respondents ranked lack of material resources as the major challenge faced by schools. Shortage of adequate infrastructure, high teacher learner ratio and lack of adequate teaching and learning materials such as textbooks are some of the major challenges in schools.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter of the research study in which the silent aspects of the research findings are synthesised and concretised in the form of summary, conclusions and recommendations. The study revealed that there are indeed different experiences of rural primary schools with regards to resourcing the implementation of the Competence Based Curriculum in rural primary schools. Conclusions were drawn so that recommendations based on findings in Chapter 4 were to be made.

5.2 Summary of the study

The research explored experiences of rural primary schools in resourcing the implementation of the updated primary school curriculum. The first chapter of the study was an introduction which highlighted the research problem and its context. Chapter 1 also clarified that rural schools where experiencing problems in terms of resourcing the implementation of the updated primary school curriculum in an attempt to justify the worthiness of carrying out a study. The research objectives and research questions were formulated in such a way that they were going to provide answers to the research problem. The statement of the problem was stated in such a way that it became a "*unifying thread*" that runs throughout the research process (Leedy & Ormrod, 2005). The researcher was constantly referring to the statement of the problem so that current issues are addressed.

Chapter 2 of this researcher study was a review of related literature. In reviewing related literature, the researcher was guided by research questions which were translated into themes. Prior to literature review, a theoretical framework of the study was discussed in such a way that the issue of resourcing the implementation of the updated school curriculum. The theoretical framework of this study provided lenses to interrogate the systems approach and the education production function vis-à-vis education inputs, processes and outputs/outcomes. Various publications were reviewed at the same time trying to link them with problem under investigation. After reviewing literature, there was need to focus on the methodology that the researcher was going to use to address the research gap.

The methodology that the researcher used in this study was covered in chapter 3. The chapter started with a discussion on the research paradigm that was going to be used in the study. A justification for the adoption of the post-positivist paradigm was done which led to a case study research design being adopted. A mixed method approach was adopted because the research used questionnaires, document analysis and interview guides to generate data which called for the amalgamation of both quantitative and qualitative data. Purposive sampling was done so that rich data were to be collected from people whom the researcher knew were able to provide data. A total of forty-one (41) teachers and seven (7) Heads of primary schools took part in the study. The researcher had an opportunity to also analyse official documents which had information on school resources. Documents such as School Development Plans (SDPs), school asset registers and Result Based Management (RBM) were analysed guided by guidelines and provisions in the MoPSE documents such as the Minimum (Functionality) School Standards (2013), TPS handbooks (2017), Curriculum Framework Primary and Secondary Education 2015-2022 and the ZSHP (2018). Data gathered was analysed using SPSS package. Tables, graphs and pie charts were used to present data that was gathered quantitatively. Some of the data generated were qualitatively analysed.

The research study was wrapped up in Chapter 5 where a summary of the research process was given. Findings, conclusions and recommendations were also made. Among the major findings were that school teachers were generally not satisfied with resources available in schools. Secondly, teacher qualifications are so low that they are not in tandem with the demands of the curriculum. More importantly, the respondents confirmed that Government, book publishers and responsible authorities were the least effective in resourcing curriculum implementation.

5.3 Conclusions

Within the context of resourcing curriculum implementation, the results of the study revealed that rural primary schools are experiencing several challenges which were investigated in this study. This study established that rural schools rural primary school teachers and their school heads were to greater extent not satisfied with infrastructure available for the implementation of the updated primary school curriculum. Infrastructure such as computer laboratories and libraries are not available in rural schools. Adequate classrooms are not available for the implementation of the competence based curriculum.

The success of curriculum implementation is based on the teachers' level of proficiency in skills required for curriculum implementation. Since, teachers are therefore the backbone in implementing the curriculum, finding from this study showed that teachers need to upgrade their professional qualifications in order to meet the demand of the current curriculum.

Negative attitude by some teachers is a factor contributing to the poor resourcing of the implementation of the curriculum. For various reasons, school heads and teachers have different beliefs. The teaching methodologies in curriculum framework for Primary and Secondary schools (2015-2022) represent a paradigm shift from teaching to learning. The use of technology in teaching and learning is also a factor that is contributing to negative attitudes towards curriculum.

The study also concluded that a limited revenue inflow in schools is contributing to failure to adequately fund resources needed for curriculum implementation. School fees and levies in schools are so erratic that schools are finding it difficult to acquire curriculum implementation resources.

There must be increased resource mobilisation strategies in schools

5.4 Recommendations

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

5.5.1Teachers qualifications should be upgraded to suit demands of the updated curriculum. Designing capacity development programmes for teachers will help to ensure that schools are equipped with a workforce that is able to effectively implement the updated curriculum.

5.5.2 Government should work to ensure that rural primary schools are resourced with infrastructure that promotes inclusivity and life-long learning. Infrastructure such as electrified classrooms and availability of clean water facilities in school the school premises. Government should be assessed the infrastructure in school to see if they are meeting the minimum school functionality standards. School libraries, computer laboratories and sports equipment should be made available in all schools.

5.5.3 There is need for a multi-stakeholder approach in the provision of resources for effective curriculum implementation

5.5.4 There is need for MoPSE to organise training workshops at district, cluster and school level that aim at equipping teachers with skills for effective curriculum implementation.

5.5.5To ensure availability of specialist teachers in all schools, government must take the role of ensuring all specialist teachers such as special needs education teachers and ICT teachers are fairly distributed in schools.

5.5.6 Parents and guardians of learners should be sensitised to take an active role in providing that some of the resources needed for curriculum implementation.

5.5.7 There is need to recruit more primary school teachers in schools where the teacher-pupil ratio is high.

5.5.8 There is need for a continuous staff development so that all teachers possess skills and competences required in curriculum implementation.

5.5 Suggestions for Future research

This research study made a considerable stride in giving an insight on resourcing the implementation of the 2017 updated primary school curriculum by giving analyses of the experiences of rural primary schools in Zimbabwe. The following was suggested areas for further research: similar study can be done in rural schools other provinces in Zimbabwe and results compared. This would improve this study by investigating the issue at a macro-level.

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APPENDIX A

QUESTIONNAIRE FOR HEADS

My name is CHINAKA GIFT. I am student at Midlands State University pursuing a Master of Education Degree in Education Management. I am required to carry out a research project in partial fulfilment of the requirements for the degree. As such the student is carrying out a research on "***Resourcing the Implementation of the Zimbabwe's 2017 New Updated Curriculum: Analysis of Rural Primary School Experiences in Murewa North Circuit, in Murewa District***" The researcher is kindly asking for your assistance as participants to the research understudy by filling in the questionnaire. The responses you will provide will be treated with utmost confidentiality and will be used exclusively for academic purposes. Your co-operation will be greatly appreciated.

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 A: GENERAL INFORMATION

1.1Gender of participant

Male	
Female	

1.2Age of participant

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

1.3Highest professional qualifications

Diploma	Degree	Masters	Others (Specify)

1.4Experience as the School Head/Deputy

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

SECTION B: CURRICULUM RESOURCES FOR TEACHING AND LEARNING

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

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

		1	2	3	4
(a)	Guidance and Counselling rooms				
(b)	School internet services				
(c)	Physical education grounds				
(d)	Clean water and sanitation				
(e)	Computer room				
(f)	School library				
(g)	Learners textbooks				
(h)	Syllabuses				

Comment

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

2. Assess the effectiveness of the following stakeholders in resourcing the updated 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)	The CDU				
(e)	Donor Agencies				
(f)	Book Publishers				
(g)	ZIMSEC				
(h)	Others (specify)				

Comment

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

Assess the effectiveness of the following activities to resourcing the school curriculum

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

		1	2	3	4
(a)	Staff development meetings at school level				
(b)	Workshops at cluster				
(c)	Income generating projects				
(d)	Capacity building programmes				

Comment

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

Teachers in the school

	Write in figures
What is your teacher establishment?	
Indicate your actual teacher-pupil ratio	

Indicate in figures if there is overstaffing/understaffing	Overstaffing	
	Understaffing	

Specialist teachers

Teacher	Tick if available/X if not there
ICT teacher	
Agriculture teacher	
Physical Education teacher	
Special Needs Education teacher	
ECD teacher	

SECTION C: FINANCIAL RESOURCES MANAGEMENT

To what extent are school stakeholders involved in budgets for acquisition of teaching and learning materials?

1=No extent 2=little extent 3=neutral 4=great extent 5=very great extent

		1	2	3	4	5
(a)	School administrators					
(b)	Parents and guardians of learners					
(c)	Government					
(d)	Donor agencies and well-wishers					

What strategies are used to allocate teaching and learning resources?
.....
.....
.....

What is your understanding of quality education in your school?
.....
.....

SECTION D: CHALLENGES IN PROVISION OF TEACHING AND LEARNING RESOURCES

1.Do school stakeholders cooperate in the provision of teaching and learning resources?

Yes	No

If yes how? .....

If no why? .....

2. Have you received any training on resource mobilisation for the updated curriculum?

Yes	No

If yes where did you train? .....

3. What challenges are you facing as a school in providing teaching and learning resources?

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

4. What strategies do you think will enhance resource availability in schools?

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

Thank you for your cooperation

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

My name is CHINAKA GIFT. I am student at Midlands State University pursuing a Master of Education Degree in Education Management. I am required to carry out a research project in partial fulfilment of the requirements for the degree. As such the student is carrying out a research on "***Resourcing the Implementation of the Zimbabwe's 2017 New Updated Curriculum: Analysis of Rural Primary School Experiences in Murewa North Circuit, in Murewa District***" The researcher is kindly asking for your assistance as participants to the research understudy by filling in the questionnaire. The responses you will provide will be treated with utmost confidentiality and will be used exclusively for academic purposes. Your co-operation will be greatly appreciated.

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 A: GENERAL INFORMATION

1.1Gender of participant

Male	
Female	

1.2Age of participant

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

1.3Highest professional qualifications

Diploma	Degree	Masters	Others (Specify)

1.4Experience as a teacher

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

SECTION B: CURRICULUM RESOURCES FOR TEACHIND AND LEARNING

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

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

1 2 3 4

(a) Guidance and Counselling rooms

(b) School internet services

(c) Physical education grounds

(d) Clean water and sanitation

(e) Computer room

(f) School library

(g) Learners textbooks

(h) Syllabuses

Comment

.....
.....

2. Assess the effectiveness of the following stakeholders in resourcing the updated 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)	The CDU				
(e)	Donor Agencies				
(f)	Book Publishers				
(g)	ZIMSEC				
(h)	Others (specify)				

Comment .....

What is your understanding of quality education?.....

Assess the effectiveness of the following activities to resourcing the school curriculum

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

1 2 3 4

(a) Staff development meetings at school level

(b) Workshops at cluster

(c) Income generating projects

(d) Capacity building programmes

Comment

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

SECTION C: FINANCIAL RESOURCES MANAGEMENT

To what extent are school stakeholders involved in budgets for acquisition of teaching and learning materials?

1=No extent 2=little extent 3=neutral 4=great extent 5=very great extent

		1	2	3	4	5

(a)	School administrators					
(b)	Parents and guardians of learners					
(c)	Government					
(d)	Donor agencies and well-wishers					

What strategies are used to allocate teaching and learning resources at your school?

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

SECTION D: CHALLENGES IN PROVISION OF TEACHING AND LEARNING RESOURCES

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

Yes	No

If yes how? .....

If no why? .....

2. Have you received any training on resource mobilisation for the updated curriculum?

Yes	No

If yes where did you train? .....

3. What challenges are you facing as a teacher in providing teaching and learning resources?

.....
.....

.....

4. What strategies do you think will enhance resource availability in schools?

.....

.....

.....

Thank you for your cooperation

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS

1 What infrastructural resources do you need at your school?

2 What is the state of learner textbook ratio in classes doing the competence based curriculum at your school?

3 Are teachers adequately equipped to teach new learning areas in the school curriculum? What challenges are they facing?

4 What training needs do you think are needed to fully implement the school curriculum?

5 To what extent are school administrators assisting in providing the necessary resources needed in teaching and learning?

6 What strategies do you think will enhance resource availability in schools?

7 What is your understanding of quality education with regards to quality education?

APPENDIX D

LETTER TO THE PERMANENT SECRETARY SEEKING PERMISSION TO CARRY OUT A RESEARCH STUDY

Inyagui Primary School

P O Box 144

Murewa

16 May 2019

The Permanent Secretary

Ministry of Primary and Secondary Education

P O Box121

Causeway

Harare

Dear Sir/Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT A RESEARCH IN MASH-EAST PROVINCE IN MUREWA NORTH DISTRICT: GUZHA, DANDARA, INYAGUI, NYAMASHATO, CHINGWARU, MATUTUTU AND MATENHA

I am kindly asking for permission to carry out a research study in the above mentioned schools on the topic *"Resourcing the Implementation of the Zimbabwe's 2017 New Updated Curriculum: Analysis of Rural Primary School Experiences in Murewa North Circuit, in Murewa District"*

I am a Master of Education student at Midlands State University and this research that am going to undertake is partial fulfilment of the degree programme. The responses from all participants will be treated with utmost confidentiality and will be used exclusively for academic purposes.

I am committed to submit a copy of the final completed document to the Ministry of Primary and Secondary Education before 30 July 2019. I have attached copies of my university ID, National Registration ID and the background of the study.

Yours faithfully

Chinaka Gift
E C Number: 0959555T
Cell Number: 0773527140
Designation: Deputy Head

APPENDIX E

INFORMED CONSENT FORM

RESEARCH TITLE: Resourcing the Implementation of the Zimbabwe's 2017 New Updated Curriculum: Analysis of Rural Primary School Experiences in Murewa North Circuit, in Murewa District.

RESEARCHER: Chinaka Gift R15170V Master of Education in Education Management Degree

CELL NUMBER: 0773527140

SUPERVISOR: Dr W. Dzimiri, Midlands State University

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

The study aims at exploring the experiences of rural primary schools in resourcing the implementation of the updated primary school curriculum in Nheweyembwa Cluster in Murewa North in Mashonaland East Province. The researcher is a student at Midlands State University pursuing Master of Education in Education Management Degree.

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

BENEFITS: Participation in this study will assist schools in sharing their experiences and interrogate resourcing schools for 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 W Dzimiri cell number: 0773632903

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

Participant's signature ..... Date .....

Researcher's signature ..... Date .....

MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax: (263) 54 60233/60311

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

22 February 2019

TO WHOM IT MAY CONCERN

The bearer CHINAKA GIFT (R151702) is a ~~B.Ed~~ MED ~~PGDE~~ student at this University. ~~She~~ / 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 endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

Dr. E. Muguwe
(Chairperson – Educational Foundations Management and Curriculum Studies)

MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
22 FEB 2019
PRIVATE BAG 9055, GWERU
ZIMBABWE TELEPHONE 054-260233

All communications should be addressed to "The Secretary for Primary & Secondary Education
Telephone: 794895
Telegraphic address : "EDUCATION"

ZIMBABWE

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

23 May 2019

Chinaka Gift
Inyagui Primary School
P. O. Box 144
Murewa

Re: **PERMISSION TO VISIT MASHONALAND EAST PROVINCE FOR RESEARCH: MUREWA DISTRICT: GUZHA, DANDAR, INYAGUI, NYAMASHATO, CHINGWARU MATUTUTU AND MATENHA PRIMARY SCHOOLS.**

Reference is made to your application to collect data for research purposes at the above mentioned schools in Mashonaland East Province on the research titled:

"RESOURCING THE IMPLEMENTATION OF THE ZIMBABWE'S 2017 NEW UPDATED CURRICULUM: ANALYSIS OF RURAL PRIMARY SCHOOL EXPERIENCES IN MUREWA NORTH CIRCUIT, IN MUREWA DISTRICT."

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Mashonaland East Province who is responsible for the schools 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 by December 2019.

pp

S. Mugari
Acting Deputy Director: Innovation and Development
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
Cc: P.E.D – Mashonaland East Province

MIN. OF PRY & SEC. EDUCATION
POLICY PLANNING & DEVELOPMENT
22 MAY 2019
P.O. BOX CY121

Reference: Chinaka G.

E. C. No.: 0959555 T

All communications should be addressed to
"The Provincial Education Director
Mashonaland East Province"
Telephone: 0279-24811/4 and 24792
Telex :
Fax: 079-24791
E-mail: mopsemeped@hotmail.com

ZIMBABWE

Ministry of Primary & Secondary Education
Mashonaland East Province
P.O. Box 752
Marondera
Zimbabwe

23 MAY 2019

Mr./Mrs./~~Miss~~ GIFT CHINAKA

INYAGUI PRIMARY SCHOOL

MUREWA

PERMISSION TO CARRY OUT RESEARCH IN SCHOOLS FOR EDUCATIONAL PURPOSES: MR/~~MRS/MISS~~ CHINAKA GIFT E. C. NO. 0959555 T
STUDENT I. D. R151702 V TEACHER AT INYAGUI SCHOOL

Reference is made to your minute dated 23 MAY 2019
Please be advised that permission has been granted that you carry out research work in our schools. You are accordingly being asked to furnish the Ministry with information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

MIN. OF PRY. & SEC. EDUCATION
HUMAN RESOURCES DISCIPLINE
MASHONALAND EAST PROVINCE
23 MAY 2019
P.O. BOX 752, MARONDERA
ZIMBABWE TEL: 0279-21866

N. SENGWAYO

HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE
/mm

Education Officer
MINISTRY OF EDUCATION
MUREWA DISTRICT OFFICE
24 MAY 2019
P BAG 611 MUREWA
TEL 078-22230/22250