A STUDY INTO THE PERCEPTIONS OF EDUCATORS ON THE NEW ZIMBABWE COMPETENCE BASED CURRICULUM'S FORMATIVE AND SUMMATIVE ASSESSMENT IN FOUR SECONDARY SCHOOLS IN MUZARABANI DISTRICT OF MASHONALAND CENTRAL IN ZIMBABWE

A RESEARCH PROJECT

BY

GEORGE CHISENGA

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APPROVAL FORM

The undersigned certify that they have read, and recommended to the Midlands State University for acceptance to a research entitled, *A study into the Perceptions of Educators on the New Competence Based Curriculum's Formative and Summative Assessment in four Secondary Schools in Muzarabani District of Mashonaland Central in Zimbabwe'* submitted by **George Chisenga** in partial fulfillment of the requirements of a Bachelor of Education in Management and Leadership Degree.

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SUPERVISOR(S)

…………………………………………..

PROGRAMME COORDINATOR

MIDLANDS STATE UNIVERSITY

RELEASE FORM

NAME OF AUTHOR: George Chisenga

TITLE OF PROJECT:

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DEDICATION

This research project is sincerely dedicated to The Most High God and my one and only son, aka

KING in remembrance of their support and inspiration during the period of my study.

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I a m deeply under obligation to thank the Ministry of Primary and Secondary Education for allowing me to carry out this research in their five schools in Muzarabani District of Mashonaland Central Province. Special thanks also go to all the educators who spared their valuable time participating in this research study. Furthermore, special thanks go to all the heads of the five secondary school for allowing me to get into their schools conducting this research study.

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ABSTRACT

The reason for carrying out this study was to investigate the perception of educators on the new competence based curriculum"s two assessment procedures of formative and summative in four secondary school of Muzarabani District of Mashonaland Central Province.

Four schools were selected from the district through random sampling and this saw about forty educators being involved. A descriptive survey method was also applied .Furthermore the questionnaire was used for data collection as the main tool. To substantiate the data collected through questionnaires, interview was also used.

In an attempt to analyze quantitative data, frequency tables were employed through questionnaire. The qualitative data gathered through interviews were analyzed thematically. It was therefore observed that the perceptions of educators on the new competence based curriculum was not that negative as they indicated that they did appreciate the introduction of the new assessment techniques which they felt was long overdue and felt it was a step in the real direction. The results also indicated that they had no problem in embracing the new curriculum as it goes a long way into revolutionizing our education system thereby producing an individual who is competent in knowledge, skills and attitudes. The results indicated that the new competence based curriculum implementation had taken off in our secondary schools in the real sense.

However, constructive recommendations were that the introduction of the competence based curriculum should have been well scheduled, well planned and consolidated by an active involvement of all stake holders like the policy makers, examination boards and many other educational partners for the smooth implementation of the assessment procedures. Further suggestions were that the policy makers should initiate an active approach to staff development of the educators so as to capacitate them into the employment of the new assessment procedures, which most educators felt needed a strong back up.

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CHAPTER 1

INTRODUCTION

1.0 Background to the study

According to the Ministry of Primary and Secondary Education,s Curriculum Framework for Primary and Secondary Education 2015-2022, the curriculum framework takes a holistic approach to assessment. It further asserts that the process entails the assessment of learners" competences on a continuum that includes knowledge, skills, abilities and knowledge in an integrated manner. Basically, there is the formative/continuous assessment and the summative assessment. The earlier focusses on the tracking of learners" behavior and performance on an ongoing process at school level. It informs the teaching and learning process and contributes to learner profile. Above all, this assessment allows for effective measurement of skills and values in the likes of leadership, innovation, problem solving, collaboration and team work. Another aspect of assessment advocated by the new competence based curriculum framework is summative assessment, which focusses on measuring learner performance at the end of the learning program. It assesses knowledge and the grasping of facts culminating on grading, placement, selection, informing systems performance.

"We use the general term assessment to refer to all those activities undertaken by teachers and by their students in assessing themselves-that provide information to be used as feedback to modify teaching and learning activities" Black and William (1998:14)

The above unveilings about the concept of assessment in general and in particular to the Zimbabwean new curriculum induced interest and desire to the researcher to carry out an investigation into the educators" perception to the assessment approaches of the Zimbabwean new curriculum

in the District of Muzarabani ,Mashonaland Central. Furthermore, because the assessment procedures, especially the school based continuous assessment, particularly the profiling of learners from ECD to high school and the school based assessment and evaluation tests in collaboration with the examination board has been surrounded with so much uncertainty, controversy, and near resistance, the researcher was caught up with the desire to carry out the research study. Finally, because the assessment procedures have an impact in fostering effective teaching and learning for example according to policy number 36 of 2000 on the amount of written work, the researcher hoped to find out whether the educators perceive the two approaches

on assessment to be of vital importance in the realization of the Ministry"s vision and mission.

1.1 Statement of the Problem.

The fifteen years following the 1999 Commission of Inquiry into Education and Training (CIET) report have brought in many changes which have necessited a review of the curriculum laying the foundation for institutionalization of the practice of regular curricular review to guide educational provision. The Zimbabwean government therefore introduced the new curriculum, which according to the Curriculum Framework (2015-2022:50), "entails assessing learner

competences on a continuum that includes knowledge, skills, abilities, values and traits. "This

was a sharp shift from the post-independence curriculum which was mostly exam oriented at the end of certain given periods of learning and this determined the educational life of a learner. The proposed assessment strategies have generally been met with some resistance and some form of

contempt from teachers in most parts of the country. The main question which this research

intends to answer is. What are the perceptions of the educators on formative/continuous and

summative assessment in the new competence based curriculum in four secondary schools

of Muzarabani District of Mashalonand Central in Zimbabwe?

1.2 Objectives of the Study.

a) To investigate the educators‟ perceptions on the school based formative assessment and the

public examination summative assessment in the Zimbabwean newly competence based

curriculum.

b) To find out how prepared educators are in terms of the implementation of the assessment

procedures of the new competence based curriculum in Zimbabwe.

c) To find whether the assessment process is of benefit to the learner.

d) To find out what measures the policy makers may take to have a successful implementation of

assessment procedures in the new curriculum.

1.3 Research Questions.

a) How do educators take the school based formative assessment and summative public

examinations?

b) How prepared are the educators in implementing the school based formative assessment in our

secondary schools.

c) Does the assessment process benefit learners?

d) How do the perceptions of the educators to the assessment procedures benefit policy makers

in implementing the newly competence based curriculum.

1.4 Significance of the Study

By conducting this research study, the researcher had the hope that what comes out would expose areas where formative assessment would need adjustments thus helping in the effective implementation of the new curriculum in Zimbabwe. In a related effort, the researcher hoped that the results of the study will facilitate positive attitudes towards the new curriculum in both the learners and the educators. The researcher also hoped the findings will provide the basis for further researches into the assessment procedures in the new curriculum in Zimbabwe. Furthermore, the findings could be used as a start off point in the curriculum review and planning activities and the setting of agendas for staff development programs organized for educators and policy implementers. This will ultimately lead to the successful implementation of the newly updated curriculum. With reference to one of the approaches to assessment ,Looney(2005) opines it as frequent interactive assessment of students" progress

and understanding to identify learning needs and adjust teaching appropriately ,hence the outcomes of the research is hoped to go a long way in boosting the efforts to achieve the goals of the newly updated curriculum.

1.5 Assumption

In this research, it was assumed that;-

- All respondents were literate.

- All the respondents were going to give honest responses.

- The assessment processes in the competence based curriculum were already being implemented in all the secondary schools in Zimbabwe.

1.6 Delimitation of the Study.

The research was only confined to a few secondary schools in both upper and lower Muzarabani District of Mashonaland Central with a population of 150 secondary school educators.

1.7 Limitations.

The study was confined to only a few secondary school in such a big province due to financial resources challenges. Time factor was another limiting factor since the researcher is a full time classroom practitioner who has a teaching load of 32 periods per week plus other posts of responsibilities like Sports Director and School Health master. Above all, some areas of lower Muzarabani are in accessible due to poor road network.

1.8 Definition of key terms.

Perception:-According to this research, it refers to how the educators take, feel or views assessment .Should it be or it shouldn"t be in the Zimbabwean curriculum?

An educator: - refers to the person who presents information to learners, assesses, revisit, and assesses again until he or she is satisfied that learning has taken place.

Learners:-Used in this context, it refers to the young people in our schools who are learning about different subjects or skills.

Continuous assessment/formative assessment:-This is the process which involves tracking leaner behavior and performances on an ongoing basis and contributes to learner profile. In this

research, it also refers to school based assessment used to assess knowledge, skills, and values, otherwise known as assessment for learning.

Summative assessment : - According to this research, this is the measurement of learner performance at the end of a learning program. It focuses on assessing knowledge and the regurgitation of facts .It focuses on grading, selection, placement and informing the system performance.

1.9 Summary and Organization of the Study.

The first chapter was looking at the source of the problem, what really drove the researcher to undertake the study the nature and extent of the problem. The whole research study will then be organized as follows. Chapter two will deal with the review of related literature and the types or approaches to the assessment procedures, which will be dealt with in details. The third chapter will look at the methodology and designs of the research. In this case, the population sampling, sample size as well as data analysis and collection plan will be considered. The fourth chapter deals with data presentation in form of tables, analysis and interpretation while the fifth and final chapter will look at the summary, conclusion and recommendations.

1:10 Ethical considerations.

Ethics in the context of research refers to a set of standards that can guide adult education researchers on how they should interact with the respondents and how the research problems can be conceived and formulated (Chilisa and Preece, 2005).In conducting this research, permission would be sought from the Ministry of Primary and Secondary Education and secondary school heads of the selected schools before administering the instruments. Assurance was given to the respondents that no harm, neither emotional nor physical, pain was to be inflicted on them.

Assurance was further made that the findings of the research are to be used for academic purposes only and that confidentiality is adhered to; that names of the subjects were withheld. Professional mandate was also sought from Ministry authorities to do an effective and significant research so as to better serve and promote the welfare of the continuance, as advised by Beauchamp and Childress (2001).

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

1.0 Introduction

The literature review devotes itself to presenting the current local, global and even some regional literatures in the area of assessment. It will commence by tracing a brief history to the development of the concept of assessment and the purpose or role of assessment in our educational system. It is in this chapter that the researcher will go on to expound on the various literature views to the concept of assessment in general and in particular with reference to the new competence based Zimbabwe curriculum .It will conclude by a brief summary of the main issues discussed in the chapter and with a highlight of the main topic in the next chapter.

2.1 The Concept of Assessment

2.1.1 Historical Developments.

According to the United States Department of Education (2008), the history of assessment of students began as far back as when the doors of school houses were first opened .By early 19th

Century, teachers tested their students to see if they had mastered what was taught. Since then, the process has become popular at all levels of education and a great deal of activity is centered on it. With the progression of time, the process has become something like a bandwagon which many policy makers and educational institutions are keen to join. Dylan (2011), pointed out that for many years the word assessment has been used primarily to denote solely the process of evaluating the effectiveness of a sequence of instructional activities at completion stage. This means other actions that guided the learning process before the end of the sequence were generally not regarded as any form of assessments. The French language lite related this to simple aspects of the regulation of the learning process, while the British lite just described this

as an aspect of good teaching .However, with time, there has been a growing need to seek for a better understanding to the activities that are intended to guide the leaning process towards the intended goals, hence the term has continued to gain more meaning and more relevance. According to Guskey (2010), the works of Bloom have led to the germination of a better understanding of the term describing it as feedback and correctness, and this has come to be the part of the standard way of talking about assessment ever since with many more connotations attached to it, to gain relevance in the quest to ascertain that educational goals are attained in various given situations.

2.1.2 Assessment process.

Angelo at el (1993), assert that the concept maybe defined in multiple ways by different individuals or institutions, perhaps with different goals. From an educational perspective, the concept has to do with all the activities which are used to gather information about

children"s knowledge, ability, understanding, attitudes in order to determine the extent to which

a program meets its goals (Ioannou-Georgiou et al 2003).According to Moon,(2000),this is an activity that most educators spend their time doing. The authors take their views further in the educational context to mean a process to determine quality in the teaching and learning situation which is done through the collection of data by way of testing, observations, interviews compared against a criteria. Kizhk, (2014), joins the list of authors to the concept of assessment by further affirming that this is a process by which information is obtained relative to some known objectives or goals. Fundamental to the aforesaid views on the concept of assessment by the various authors, it appears that the concept is cardinal in education as a system which operates to realize certain goals.

John Lovell, as cited in Sergiovanni &Starratt postulates that the concept of assessment denotes a process that seeks to determine teaching and learning progress and also to appraise student performance against a set criteria. A more wider view to the concept of assessment argues that this is a process which occurs at different levels in the interaction between the learner and the educator or instructor, be it in the classroom, national level and even at international level (Kumekpar 2007).Further to the concept is the National Standards as cited in Pennington (2001) asserts that this is a systematic collection and analysis student of information to improve student learning and program viability through the gathering of evidence to make inferences about how students are progressing towards specific goals, This implies an analytic strategy to determine the degree to which students change from the beginning to the end of the program.

Further review of the related literature, according to Palomba at el (1999) reveals that the concept has to do with a systematic collection review and use of information about educational programs undertaken for the purpose of improving learning and development with particular

focus on the learners" learning. Denton (2001) adds that assessment of students learning is seen

as a participatory interactive process that provides data or information one needs on his or her

students „s learning in order to confirm and improve teaching. This would subsequently produce

evidence that students are learning for the intended outcomes thereby guiding the educators in making educational and institutional improvements. The Zimbabwean Curriculum Framework for Primary and Secondary Education 2015-2022 stipulates that assessment is concerned with measuring learner performance against set standards or bench marks as defined by the curriculum and that it is both formative and summative. It further postulates that the process takes various forms, namely profiling, portfolios in continuous assessment and final

examinations, in summative assessment. Masuku(2011) is also of the view that this is a cooperative action which is supposed to satisfy the needs of the child, teachers and the system as a whole.

According to Jarrett (2016), perceptions is one‟s interpretation or understanding of a particular phenomenon. For the purpose of this research perception will relate to specifically to the teachers‟ and learners‟ interpretation and take of formative and summative assessment in the newly updated curriculum at secondary level in Zimbabwe. It is generally viewed that where teachers and learners are aware of the various methods of assessment for the attainment of educational goals, they are likely to view both formative and summative assessment positively but where the participants‟ views are negative, it is highly unlikely that they will view assessment as a perfect strategy the curriculum to attain its educational goals.

In this research, education is viewed as an ongoing activity in in the teaching-learning for the benefit of teachers/educators, learners and parents and even the policy makers to see if they are all working towards the intended educational goals as stated in the national curriculum especially at secondary schools. Considering this, teachers‟ perspective to the new competence based curriculum summative and formative assessment is of necessity to consider, if the reviews are to be of any benefit to the educational system in Zimbabwe.

2.1.3 Purposes of Assessment

The purposes of assessment are quite diverse and numerous, chief among them are ,for feedback, monitoring students‟ learning, reporting, certification and tracking students „ learning profiles.

As alluded to in the preceding paragraphs of the researches, one of the major concerns in teaching for most educational systems is to assess and evaluate learners progress during the their courses of study as well their classroom achievements at the end of "s Bigg (1999) maintains, that two functions can be pointed out of classroom assessment. One is to show whether or not learning has been successful and the other is to clarify the expectations of the teachers and the curriculum at large. Genesee et al (1996) maintain that assessment and evaluation, under the active management of teachers can serve important and professional development purposes since the information resulting from such evaluations and assessments provides teachers and educational planners with valuable feedback about their professional skills and expectations and this will subsequently enhance student learning and give students a measure of their progress.

According to the Zimbabwe Curriculum Framework 2015-2022, the framework takes a holistic approach to assessment. The approach focusses on assessing learner competences on continuum, emphasizing on knowledge, skills, abilities, values and traits. It further points out that at levels of classroom, school and public examinations, assessment information enables teachers to make a meaningful judgment about learner progress towards the desired learning outcomes in a fair manner which promotes learning.

Fundamental to the above literature reviews, all pointers are to the fact that assessment functions multifaceted roles in helping teachers, learners and other key stake holders to be in a picture of what learners can do unassisted; when assisted; what they can do when working in groups; when working alone. The reviews further show that assessment is vital for the purposes of feedback,

monitoring students learning, reporting certification, accountability and for tracking students learning profile ,among many other purposes.

2.3 Zimbabwean newly competence based curriculum and formative assessment.

Curriculum Framework for Primary and Secondary Education (2015-2022: 67), "envisages the use of continuous, practical and summative assessment regimes in the measurement of theoretical and applied learning." It further postulates that continuous assessment carries a greater percentage in the final mark for practical subjects up to secondary levels. According to the Framework, the rationale for the shift to embrace a broad range of assessment approaches in the system is to ensure that all learner competences are examined. The Curriculum Framework (pg. 50-55) further clearly spells out learner exit profiles at various levels in the education system and in this case the exit profiles describe the acquired knowledge, skills, values, attitudes and attributes that a learner should possess as a result of the learning experiences. It stipulates assessment for learning or formative assessment which make use of the classroom measurements to support ongoing teaching and learning. It is used in the diagnostic process to gauge weakness of learners and assist teachers to provide effective remedies. This aspect of assessment, which is otherwise known as school based assessment in the new curriculum is applied to track learner behavior and performance on an ongoing process and is used for effective measurement of skills values like leadership, innovation, problem solving and team work. Above all, it forms part of the weighted contribution to learner performance outcome at Grade 7, form 4 and 6 public examination.

Looney (2005) then refers the process of formative assessment to frequent interactive assessments of students" progress and understanding to identify learning needs and adjust

teaching appropriately. Kahl (2005) further insists that it is an assessment approach that teachers use to measure students" grasp of specific topics and skills they are teaching and that it is a midstream tool to identify specific students" misconception and mistakes while the process of

teaching is going on. Broadfoot et al (1999) are of the view that this concept is open to a variety of interpretations and often means no more than that assessment is carried out frequently and is planned at the same time as the teaching process. This is an informative approach in that it helps the teacher to identify areas where more explanation or practice is needed. For the students, the marks and remarks on their work may tell them about their success and their success thereby telling them where they are in their learning, where they need to go and how best to get there.

Ogunniyi (1986:113) asserts that, "a formative evaluation procedure is concerned with finding out, in a systematic manner, the overall gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experiences. "He insists that this is an ongoing process which involves continuous monitoring and guidance of learners in a cumulative and guidance oriented manner. Above all, this happens mainly in classrooms, schools and at times at district and national levels. As for Black et al (2003), another distinction that underpins formative assessment is student involvement and that for formative assessment to be implemented in its fullness, students should be involved. Saddler (1998) further asserts that students, need to be involved as both assessors of their own learning and as resources to other their learning thereby being capacitated since they will have been given ownership of their work. To really succeed, however students must learn to self-assess, so that they can understand the

main purposes of their learning and thereby grasp what they need to do to achieve Black et al (1998).

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2.3.1 The new Zimbabwean competence based curriculum and Summative Assessment.

The curriculum Framework also provides for assessment of learning (summative), page 51.It measures the learner performance at the end of a learning program. The focus is on assessing knowledge and the regurgitation of facts hence the need by policy makers to bring in the classroom based formative assessment. Above all, this approach to assessment involves the use

of tasks/activities to measure, record and report on a learner"s capacity to recall, apply and

analyze with regard to specific body of knowledge mostly for purposes of grading, placement, selection and informing system performance

Hanna et al (2004) views this approach to assessment as a kind of evaluation that takes place after learning has been completed and provides information and feedback that sums up the results and goals of the teaching and learning process. It is more product oriented and assesses the final product. Black et al call it the stage when the customer tastes the soup. In our Primary and secondary education system it occurs at two levels: within institutions and nationally (End of term and ZIMSEC/Cambridge and HEXICO) which are all used to determine the quality of certification and making life decisions about the students. In all our primary and secondary school, it is characterized by end of year or end of level test culminating in the reporting the

students" career paths. Harnae(2007) joins the list of many other scholars in clarifying the

concept of summative assessment by perceiving this kind of assessment from its use by stating

that it has to do with summing up something ,usually pupils" performance, for example at the end

of the year or after some other given period of time. Its fed back to teachers and students is usually final and post learning though at times though at times a summative assessment can easily be turned into a formative .The curriculum framework blueprint further stipulates that

summative assessment relates to the end of program evaluation by stating that, "specifically, it entails use of tasks/activities to measure, record and report on a learner"s capacity to recall, apply and analyze with regard to specific body of knowledge." Curriculum Framework for Primary and

Secondary Education (2015-22:53).

2.3.2 Relationship between summative and formative assessment

The curriculum blueprint has it clearly that the use of continuous, practical and summative assessment regimes in the measurement of theoretical and applied learning is quite essential in the ministry"s efforts to make sure that the intended outcomes are realized. The use of all these tools is cardinal as a driving force towards the attainment of satisfactory results and continuous assessment is designed to contribute a large percentage in the attainment of final score at the highest level in the secondary school education system.

Considering the advent of a broader range of assessment approaches in the system, the educators are faced with a change from the usual system of assessment. Because this is change and because of various other reasons, the educators have come to perceive the curriculum differently and the degree of their preparedness to implement the curriculum needs to be investigated. Furthermore the policy makers need to find out at the end of the day how the two forms of assessment can help in the successful implementation of the new competence based curriculum. This is what the research intends to investigate and come up with possible recommendations which are hoped to go a long way in helping policy makers and the system in general.

2.3.2 Strategies for assessment in the competence based curriculum.

Several assessment strategies have been put in place for the successful implementation of the new Zimbabwean curriculum in as far as the assessment of knowledge, skills, values and attitudes is concerned (Curriculum Framework for Primary and Secondary School 2015-22, pg 54).There is learner profiling which details the learner traits, discipline, values, attitudes, skills, knowledge and abilities as acquired since entry into the system. Portfolios is a collection of learners work done over time highlighting learner efforts, development and achievement over a long period thereby measuring their ability to apply knowledge, for example in Art showing creativity, critical thinking and originality. Learner teacher assessment is another strategy which has to do with insights expressed by learners over the educators" delivery methods as learners reflect on their teachers" abilities.

It can be noted also that the employment of such new strategies for assessment inevitably leads to educators perceiving the whole assessment concept differently from the previous system hence this generated much interest within the researcher to find out how the educators perceive the summative and formative assessment in the newly competence based curriculum in Zimbabwean secondary schools. Again considering this array of assessment strategies, the researcher was caught up with an interest to find out the educators" preparedness to implement the new curriculum since it involves various activities which are quite demanding on their part. Above all, the implementation strategies calls for a lot in as far as resource allocation is concerned, the policy makers are inevitably faced by a challenge to motivate educators and to see to it that the new curriculum is successfully implemented. The research will try and give recommendations to this basing on the findings made to help the education system.

2.4 Summary

Chapter two has dealt with the historical development of the concept of assessment. It further looked at the concept of assessment and its purpose. Above that it went on to look at the two main forms of assessment, mainly formative and summative with focus on the newly Zimbabwean competence based curriculum as well as the assessment strategies as stipulated in the Curriculum Framework for Primary and Secondary Education concluding by looking at the relationship between formative and summative evaluation. All this was done making reference to the general literature and the new competence based curriculum of Zimbabwe. The next chapter is on research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

According to Polite &Beck (2007),research methodology refers to techniques which are used to structure the study ,gather and analyze information in a systematic way .These methods used were described comprehensively ,including the context in which the data collection took place, particularly the relationship between the research questions and data collection Devos et al (2005).This chapter looked these areas: research design, population of the study, sample size, sampling techniques, data collection procedure, data collection, instruments and data analysis.

3.1 Research Design

A research design is that part of the research .It strives to show how all the parts of the study work together to address the research question. Kombo & Troomp (2006) asserts that this is the scheme, outline or plan that is applied to generate responses to research problems. In this study the researcher will apply the descriptive survey design. The survey approach was seen as appropriate for this study because it gives guidelines to the researcher to get relevant answers to the research questions. Above that, it is also an approach which is suitable for researches that involve many respondents over a wide geographical area. It allows for the studying of numerous cases with the view of drawing up meaningful conclusions that cover the generality of the whole group under study. It is the design which Seidu (2007) views as one of those designs which reduces bias and distortion. Furthermore, this approach allows for data to be gathered from a more natural setting Cohen & Manion (2006).In an effort to get more accurate results, the researcher went on to adopt a mixed approach and used both quantitative and qualitative research

designs. This was done because the study used research instruments which included structured interview schedules (with some participants and key informants) and open ended questionnaires. The triangulation was applied basing on the idea that any method on its own has its own limitations and biases which can be cushioned by employing triangulation (Cresswell (2006).It was because of the above reasons that the researcher adopted both the quantitative and the qualitative approaches.

3.2 Population and Sampling

3.2.1 Population

According to Seidu (2007) the term population refers to the totality or aggregate of objects or individuals regarding which inferences are to be made in a sampling study .In this research study, the population will be composed of all the educators stationed at four randomly selected registered and unregistered secondary schools in upper Muzarabani District of Mashonaland Central which has a total of about seventy five educators.

3.2.2 Sampling

According to Best et al (2009), sampling is a process of selecting a subset or sample from the entire population so that generalizations of the results can be made to the population from which the elements were chosen. Burrington (2005) argues that a sample is a subset of a population

.The sample must have properties which make it representative of the whole. This is a procedure

a researcher uses to gather or choose participants or choose participants or respondents to a

sample Borg et al (2006).Furthermore, in defining sampling, Kumerkpor (2007:29) asserts that,

"it is the use of a definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of a whole." The researcher used both simple random and purposive sampling procedures in this study. The representative sampling of this study was drawn from all educators in the Muzarabani District secondary schools. Because the District is fairly vast, with most secondary schools scattered and poorly linked in terms of road network, cluster sampling was used as the target population was widely dispersed. Furthermore, this kind of sampling is a version of simple random sampling that applies to large populations that are spread over large geographical scatterings. The researcher chose cluster sampling because it helps to save time and money as the researcher implied to carry out the research study on a few randomly selected clusters. The District has an establishment of 25 secondary schools of which 10 are registered and 15 are satellite schools. The schools are then grouped into 15 clusters and the researcher then picked the representative sample from all the fifteen clusters. The researcher used simple random sampling to select five clusters in the district. According to Best & Khan (2008), once a sample of clusters has been selected, simple or systematic random sample of individual elements can be selected from the chosen cluster.

When using simple random sampling the researcher ensured that each element of the population had an equal chance of being included in the sample. To ensure all the fifteen clusters got an equal chance of being included in the sample, random sampling was employed putting them in alphabetical order from one to fifteen. The researcher then put the corresponding number of slips numbered one to fifteen in a small cardboard box and the researcher picked from the box thereby ensuring that each cluster stands an equal chance of being selected. Such an outcome meant that there was an equal representation of all elements of the whole population. The next step saw the

researcher mixing the slips of paper in the container and later drawing the slips and recording the numbers. The process was repeated several times until the required number of five clusters was achieved.

At the completion of the cluster sampling process, the researcher went on to do random sampling of picking from the box in selecting one secondary school from each cluster depending on the number of secondary schools in that cluster as a representative sample of study. Whenever the cluster was comprised of one secondary school, purposive sampling of just picking the school to represent the sample was done. Four secondary schools came out of the twenty five for this study. The researcher assumed to draw all the educators from the selected schools as its participants.

3.3 Research Instruments

Both questionnaires and interviews were used by the researcher in the research study. Questionnaires were chosen by the researcher in this study because the District is vast composed of twenty five secondary schools which are all over the area. Therefore the researcher felt the questionnaires was the most appropriate for the study because it would enable the researcher to collect data from the whole intended constituency regardless of how dispersed the secondary schools are. Furthermore, the questionnaires contain preset questions to which the respondents are asked to supply answers. Above all, the strength of this instrument rests in that the respondent can provide confidential information as anonymity is guaranteed by not asking their identity, thereby encouraging honesty on the part of the respondents. However, because this

instrument has its own share of weaknesses, the researcher found it necessary therefore to use the two in order for them to complement each other.

The researcher also decided to use interviews in this research because it allows greater depth than in the use of questionnaires. Robson (2005) postulates that it allows the interviewer to follow up a respondent‚s answer to obtain more information and where necessary clarify vague statements. Since there is interfacing between the respondent and the researcher, it reduces the risks of misinterpretation by respondent as the interviewer has chances of explaining the aim of the study and clarifying any grey areas in the interview. Cohen & Manion (2006).The other strength associated with interview is that it allows good rapport and breeds confidence and mutual trust between the interviewer and the respondent consequently creating an atmosphere permissive of retrieval of information which would not have been obtained by any other method of data collection. However it may be important to note that the method goes without its own share of disadvantages in that it is prone to subjectivity and bias on both parties.

3.4 Plan of action of Data collection

Having obtained a letter of introduction from the Midlands State University, the researcher sought for permission from the Ministry Primary and Secondary Education starting from the head office going down to school level. The researcher went on to design questionnaires for educators which were distributed to the sampled secondary schools to gather data. This was done personally by the researcher for speedy distribution, to get to the respondents within ten days and

for reliability so as to make sure they reach the intended respondents. In the case of interviews, the researcher communicated with the heads in order to make appointments for interview dates and answers from interviews were collected directly from the respondents.

3.5 Data Analysis

This is a concept which involves ordering, categorizing, summarizing the data as well as trying to describe it meaningfully. The two, qualitative and quantitative forms of data analysis were used and their combination is known as triangulation. The data which was gathered was then edited and then presented in a table. The next step the researcher took was to put together the data and worked out the total scores using the Likert scale in conjunction with the following scoring guide: Each positive item received a score based on the key below Robbins (2010)

Strongly agree=5 Agree=4 Undecided=3 Disagree=2 Strongly disagree=1.

Above all, the scoring for each negative item would be reversed to mean to say that the number of respondents who disagreed with the given statements support the theme in question. Thus strongly Agree =1, Agree= 2, Undecided=3, Disagree=4, Strongly D isagree=5

The tables were accompanied by explanations. The researcher would convert the total scores into number of people who positively perceived the given themes as well as those who negatively perceived the given themes and the figures are finally converted into percentages. The next step was to divide the total frequency by the product of given assigned score and the number of items in the same table. This will be done for those who strongly agree, agree, and undecided and

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added them to get the total number of people who positively perceived summative and formative assessment in the implementation of the new competence based curriculum. The researcher would do the same to those who negatively view formative and summative assessment as ineffective in the implementation of the new competence based curriculum. Moreover the

researcher used the percentages of the total scores to measure the educators‟ perceptions of the

two forms of assessment. Qualitative data were analyzed thematically using the open code method.

3.7 Summary

This chapter has provided an in depth overview into the research methodology to be used in the study, Discussed under this chapter were the research design, study population, sample size, sampling techniques, data collection procedures, research instruments, and data analysis.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The reason for carrying out this research study was to find out how educators take assessment procedures in the newly competence based curriculum in four school in Mashonaland Central"s Muzarabani District. The researcher took the approach of focusing on stated questions in the opening chapter of the project document so as not to lose track of the research problem. Furthermore, aggregated data collected on the surveys was tabulated and to back it up, brief discussions were presented. This was also further consolidated by qualitative information and where necessary by verbatim statements of the respondents.

4.1 Qualitative data

During the research, sixty three participants were involved and observations were that, of these, only fifty managed to give their views on the competence based curriculum"s assessment procedures. A total of forty five questionnaires were given out to would be respondents and in the end about forty were effectively responded to and returned, with five of them remaining uncompleted. Out of the sixty three participants, the researcher managed to have a face to face interview with fifteen participants. In a strategy to quantify the outcomes from the survey, the researcher went on to assign scores to various categories and the total score became the measure of the respondents" perception to the competence based assessment procedures.

4.1.1 Profile of Respondents (n=50)

Gender	Male	Female	Totals
	30 (60%)	20 (40%)	50

Source: Primary Data from Author

Indications from the above table point to the fact that the composition of the respondents by gender showing that 60% were male and 40% were female, also showing a gender imbalance. Such an imbalance can be explain by the harsh weather conditions and the geographical location of the district in general. Therefore lady teachers tend to find remote areas and hash weather conditions undesirable and unfavorable to them.

4. 1.2 Educators' perceptions to assessment in the new competence based curriculum

It was in this section of the research that the educators expressed their views towards the assessment process in the new competence based curriculum indicating whether they strongly agree, agreed, undecided, disagreed or strongly disagreed with the researcher. Scores were then assigned to each category. In this case, forty respondents managed to give enough attention to the questionnaires which the researcher has represented by (n=40).

Questions 5, 6, 8, 9, 15,17and 20 of the questionnaire were designed to determine the respondents" perceptions to the assessment process of the new competence based curriculum.

Table 4. 1. 2; Educators' perceptions of the assessment process in the competence based curriculum (n=40)

Questionnaire Statement	SA	A	U	DA	SD	Score
	5	4	3	2	1	
5. Activities related to the assessment procedures are easy to carry out.	0 0 0%	1 4 6.2%	2 6 9.2%	18 36 55.4%	19 19 29.2%	65
6 Not enough exam specimens have been produced for educators to use.	0 0 0%	30 120 80%	10 30 20%	0 0 0%	0 0 0%	150
8. Supervision by the CDU and Education inspectorate has been helpful in the implementation of assessment procedures.	8 40 26%	20 80 51.9%	10 30 19.4%	2 4 25%	0 0 0%	154
9. Educators at our school appear very much prepared to embrace the new curriculum assessment procedures.	0 0 0%	30 120 82.8%	5 15 10.3%	5 10 6.9%	0 0 0%	145
15. In my view, a lot has been done by the policy makers in providing enough materials for assessment drills.	2 10 12.1%	1 4 4.8%	1 3 3.6%	30 60 72.2%	6 6 7.2%	83
17. In my view, assessment procedures should receive attention from both policy makers and the educators.	30 150 78.9%	10 40 21.1%	0 0 0%	0 0 0%	0 0 0%	190
20. I dislike the new assessment procedures because they delay syllabus	15 75	10 40	15 45	0 0	0 0	160

coverage	46.9%	25%	28.1%	0%	0%	
Total score	**280**	**412**	**132**	**106**	**15**	**945**
Number of respondents who positively viewed assessment	29 respondents =73%			11 respondents=4.5%		

Source: Primary source from the author's survey.

The table above indicates how the educators take the assessment procedures in the new competence based curriculum.73% of the respondents positively viewed the assessment procedures.

4.1.3How prepared are the educators in implementing the new assessment procedures in our schools?

Questions 1, 2,4,11 and 21 were designed to get responses to determine the educators" views on

how prepared they were in implementing the assessment process in the new competence based curriculum. The table below shows the responses from the educators on the research question.

Table 4.1.3: How prepared educators are in the implementation of the assessment process in the competence based curriculum. (n=40)

Questionnaire statement						
	SA	A	U	DA	SD	SCORE
	5	4	3	2	1	
	Freq. S	Freq. S	Freq. S	Freq. S	Freq. S	
1. Educators were given ample time to put forward their views on the new curriculum.	0 0 0%	2 8 10.3%	6 18 23.2%	20 40 51.2%	12 12 15.4%	**78**
2. Comprehensive literature has always been rolled out to educators on	5 25	10 40	5 15	15 30	5 5	**115**

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the new curriculum.	21.8%	34.8%	13%	26.1%	4.3%	
4. Meaningful interaction between ZIMSEC,HEXICO & educators has been continuously taking place.	0 0 0%	0 0 05	5 15 27.3%	5 10 18.2%	30 30 54.5%	**55**
11. Educators at your school are generally still in favor of the old curriculum.	0 0 0%	25 100 71.4%	10 30 21.4%	5 10 7.2%	0 0 0%	**140**
21. Practicals are generally difficult areas when it comes to assessment.	29 145 77.9%	9 36 19.4%	1 3 1.7%	1 2 1%	0 0 0%	**186**
Total Score	**170**	**184**	**181**	**92**	**47**	**674**
Number of respondents who perceived preparedness positively	21 respondents=52.5%			8 negatively viewed preparedness=20.6%		

Primary source from the author's survey.

The table above show the educators‟ views on how prepared the educators‟ are on the

implementation of the assessment procedures in the curriculum.52.5% were positive in their

view while 20.6% were negative.

4.1.4 Is competence based assessment beneficial to the learners?

The responses which were given to questions *3, 12, 12, 16, 22 and 23* were aimed at addressing

the question on whether the competence based assessment procedures are of any benefit to the

learners.

Table 4.1.4 (n=40)

Questionnaire statement	Combined perceptions					
	SA	A	UD	DA	SD	SCORE
	5	4	3	2	1	
	Freq. S	Freq. S	Freq. S	Freq. S	Freq. S	
3. Enough staff development sessions have been conducted at clusterlevelonthenew curriculum.	0 0 0%	0 0 0%	1 3 4.2%	30 60 83.3%	9 9 12.5%	**72**
12. The use of the competence based assessment procedures has improved teaching and learning in schools	10 40 27.5%	20 80 55.4%	5 15 10.3%	5 10 6.8%	0 0 0%	**145**
16. In my view, the assessment procedures are developmental, ongoing and directed towards competence realization.	25 100 64.9%	10 40 25.9%	4 12 7.9%	1 2 1,3%	0 0 0%	**154**
22. The 2018 „O" &A Level results prove the feasibility and validity of the new curriculum.	0 0 0%	20 80 61.5%	10 30 23.2%	10 20 15.3%	0 0 0%	**130**
23. I perceive the new forms of assessment as the most effective way of feedback to both the educators and parents.	15 75 51.3%	10 40 27.4%	5 15 10.4%	6 12 8.2%	4 4 2.7%	**146**

Total score		215	240	75	104	13	647
Numberof educators who positively viewed benefits positively	28 respondents=70%			7 respondents=18%			

Source from survey by Author.

The table above shows that 70% of the respondents were positive on the benefits of the assessment procedure in the curriculum while 18% were negative.

4.1.5 Do the perception of educators to the competence based curriculum benefit policy makers? (n=40)

The questionnaires and responses administered in items *7, 10, 13, 14, 18* were aimed at at examining and finding out whether the perception of the educators to the competence based curriculum benefit the policy makers. This is presented in table 4.1.5 below.

Statement Questionnaire						
	SA	A	U	DA	SD	Score
	Freq. S	Freq. S	Freq. S	Freq. S	Freq. S	
7 The assessment procedures are clear enough to give proper guidelines on their implementation	10 50 32.5%	20 80 52%	5 15 9.7%	4 8 5.2%	1 1 0.6%	**154**
10. Not enough instrument have been put in place for an objective and easier way in profiling learners.	25 75 60%	10 40 32%	1 3 2.4%	3 6 4.8%	1 1 0.8%	**125**
13. There is need to review the competence based curriculum as soon as possible.	30 150 81.9%	5 20 10.9%	3 9 4.9%	2 4 2.3	0 0 0%	**183**

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14. Examination boards should actively educators in item writing.	30	10	1	0	0	**193**
	150	10	3	0	0	
	77.7%	20.7%	1.6%	0%	0%	
18. In my view, the new assessment procedures need Ministry support for the achievement of curriculum goals.	25	13	2	0	0	**133**
	75	52	6	0	0	
	56.4%	39.1%	4.5%	0%	0%	
19. Staff development at school levels were very beneficial for the rolling out of the new curriculum.	15	20	5	0	0	**170**
	75	80	15	0	0	
	44.1%	47.1%	8.8%	0%	0%	
24. Schools have received very positive contributions from community and educational partners.	10	25	5	0	0	**165**
	50	100	15	0	0	
	30.4%	60.6%	9%	0%	0%	
Total Score	**625**	**382**	**66**	**18**	**2**	**1093**
Number of educators who positively viewed their perceptions benefit policy makers	36 respondents=**92%**			7 respondent=**0.2%**		

Source from primary data by author

The above table shows that 92% of respondents were positive that their perception will benefit policy makers while 0.2% were negative.

4.2.1 The responses of participants to structured questions of section C of the questionnaire.

In an attempt to adequately address issues which came out of the efforts to address the research questions, this section focused on the respondents" views. These are some of the comments and

quotations which provide some insight into what some respondents viewed as the perception of

educators‟ views on competence based assessment procedures in secondary schools.

> It is good but requires time and a lot of inductions and that a lot of other materials are needed to support the implementation. Some of the quotations to support the above views are as follows;-

"It promotes hands on skills"

"It‟s good and acceptable"

"It caters for all around development of the learners"

> It is a useful tool in the measurement of the learners, progress and learning outcomes thereby helping the educators to realize their strengths also. Some of the quotations to support the above views are as follows:-

"Strengths and weaknesses of the learners are noted comprehensively"

"It gives meaningful feedback to the teachers as a way of helping him discover his or her strengths in the teaching process"

4.2.2 How prepared are the educators in implementing the new forms of assessment in the new competence based curriculum?

With reference to item 5 of the questionnaire in section C, the questionnaire asked on what challenges have the educators met in the employment of the employment of assessment in the

new competence based curriculum. The respondents were of the views that, although they were

prepared, there was the main challenge were in the form of the shortage of resources and that it

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needs a lot of time to design the tools like portfolios and other practical subjects like Mass displays were of the views that they needed a lot of support from the District Inspectorate and ZIMSEC staff.

These are some of the following quotations from the interviews which support the above views on how prepared the educators are in the implementation the assessment procedures in the new competence based curriculum. "The curriculum faces many challenges in form of resources but it is possible to implement in our school" In addition, some of the responses of the view that as long as the Education Inspectorate are so frequent and comprehensive in supervisions are carried out. This shows that the educators have no problems in implementing the new curriculum and its tools of assessment as long they get support from the relevant stakeholders.

4.2.3. Benefits of the educators' views to the policy makers.

➢ The policy makers need to be very much active by putting in place regular efficient measures to make sure there is compliance in the assessment procedures in the education

system. This can be in form of supervisions and regular reviews to the curriculum framework.

The quotation to support this view is, "Evaluate the progress of the curriculum implementation on time and provide the necessary adjustments on time."

4.3 Face to face Interviews for Qualitative Data

The main themes that emerged from the face to face interviews responses when the researcher was trying to adequately address the problem. Below is a summary of the comments that gives an insight into how some respondents said were the views of the educators to assessment in the new competence based curriculum.

4.3.1 Educators' views or perceptions on assessment in the competence based curriculum

It was during the interviews that the educators were asked to say how they perceive the new curriculum assessment procedures .The dominating responses were that it was traceable, reliable and developmental. This was a question item which consolidate the results of the views which had come out in section B on the same issue. Indications are that the educators are see the summative and formative assessment procedures as being quite an indispensable tool in the teaching and learning process. When asked to elaborate on the issue, one respondent was of the view that it was unfair to determine the future of a learner who has been into the school for four years, in a space of two hours. Besides this point, another respondent went on to elaborate this point by asserting that this this is vital in the curriculum as it provides feedback on the effectiveness of instruction and gives the learners a measure of their progress over o noticeable period of time. In support of the above views, Biggs (1999) states that the functions of

assessment are, "to show whether or not the leaning has been successful and the other one is to

clarify the expectations of the teachers from the students."

4.3.2 How prepared are the educators in implementing the assessment processes in the new curriculum?

The preparedness of the educators in the implementation of the new assessment procedures was given by the respondents as follows:

The following views came out from the face to face interviews on the subject matter. Generally, most respondents were of the view that they don"t have any negative views on the use of these procedures since they offer meaningful activities to the teaching and learning experiences in our

educational system but they were mostly concerned with the preparedness of the policy makers. They lamented the lack of consistency by ZIMSEC in the provision of research topic projects and the requisite assessment tools which has been introduced and cancelled and still pending

.One respondent noted that, "Whilst we may be zealous and confident that the new curriculum brings meaning to our curriculum, all these hopes are dashed out due to lack of seriousness on the part of the policy makers who leave the whole process to the school."

4.3.3 Does the assessment procedure benefit the learners?

From and the interviews conducted, there were indications that the educators were of the view that the assessment process is quite helpful to the learners as it caters for learners with different levels of abilities and talents. Besides, some felt that the new curriculum learning outcomes have so much to do with skills attainment and competence in various areas. Program goals and objectives are met in relationship to the needs of the learner and they can easily fit into the society and the job market.

4.3.4 How do the educators' perceptions to the assessment benefit makers?

In a face to face interview with most of the respondents, indications were that the policy makers have a lot to learn from the educators as this was a major feedback to use in the reviews concerning the new curriculum. In response to question 3, each of the educators interviewed contributed the following: The Ministry should put in place measures to disseminate as much information as possible to the implementers in form cluster workshops. This was after citing the challenge related to lack of adequate information on the assessment techniques. ZIMSEC to involve teachers from each cluster in the country in item writing so as to have qualified

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manpower in every part of the county when it come to the assessment of learners. Furthermore some teachers were of the view that challenges on lack of textbooks should be addressed to allow for the smooth flow of the new curriculum.

4.4 Conclusion

This chapter has looked at the presentation of data, the analysis of it and its implementation. The analysis of data collected through questionnaires was done by way of frequency, scores, and percentages. Furthermore the quantitative data which was collected through the open ended questionnaire as well as face to face interviews were analyzed by narration. The next chapter is going to have a summary of the project which hemmed by a conclusion and the possible recommendations.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Tis sector of the study looks at the summary of the main findings, conclusion obtained from the

findings and the recommendations based on the educators" perceptions on assessment procedures

in the new competence based curriculum in our secondary schools focusing on the district of

Muzarabani. The research entirely looked at the educators" perceptions to assessment procedures

in the newly updated curriculum. Implications are that, generally the educators have a positive

perception on the new competence based curriculum as long they get enough support from the

policy makers and other relevant stake holders. They also feel there is need by the policy makers

to consult with them on challenges they meet in the implementation of the assessment process so

as to realize the outcomes of this competence based curriculum.

5.1 Summary of findings

Finally the researcher went on to make an analysis of the findings and data interpretation from

the fourth chapter. Basing on the four main research questions as outlined in the project, the

results of the findings were as follows:-

5.1.1 (73%) of the respondents positively viewed the competence based curriculum"s

assessment procedures as meaningful and worth implementing. Only (4.5%) negatively

viewed the assessment process.

5.1.2 (52.5%) of the respondents perceived the preparedness to the implementation of the assessment procedures in the curriculum. Meaning, they were positive that the educators were prepared to implement the curriculum as laid out. The (20.6%) were negative, as it come out in some interviews because of the in consistence by the examination board and the inspectorate in general in as far as monitoring and evaluation of the processes are concerned. The other reason was shortage of materials especially in the new learning areas like Mass Displays and Physical Education.

5.1.3 (70%) were positive that the new assessment procedures were of much benefit to the learners while (18%) were negative, and according to the views which came out in the interviews an some open ended questions, educators expressed the following. They felt that learners come out of school competent enough in various skills and attitudes to fit in the society, instead of their academic life being determined by and condemned by a two hour examination.

5.1.4 (92%) were positive that their views were going to go a long way to helping policy makers in their efforts to steer the implementation of the new assessment procedures while only (0.2%) were negative.

5.2 Conclusion

Concerning the educators" views on the assessment procedures in the competence based curriculum, findings from the study pointed to the following conclusions:-

5.2.1 Educators' perceptions on the new assessment procedures

- Educators wee of the views that the process makes teaching and learning practice meaning and that it was a desirable process in the competence based curriculum in order for it to achieve its objectives.

- Most educators showed a positive attitude towards the new assessment procedures as they felt this helps to trace the performance abilities and skills of the learner throughout the learning period. Others further argued that this is one of the most effective way of giving feedback to educators during the teaching process.

5.2.2 Educators' preparedness to implement the assessment process

- The respondents generally expressed a positive view on how prepared they were in this area basing on the need to move away from the old summative process. Interviews revealed that learners were also geared up to for the new curriculum. However some lamented on the lack of support from the policy makers/CDU and even publishing houses.

5.2.3 Is it of any benefit to the learners?

- Most respondents felt it was of great benefit to the learners as it prepared them for the economic environment so that they will be competent enough. However some of the interviewed respondents argued that the current economic situation might be a challenge to them.

- Some respondents were also of the view that this helps the learners to discover their talents and abilities way before the final assessment thereby enabling them to start specialization even during school days.

5.2.4 Are the educators' views of any benefit to the policy makers?

➢ From the responses to the questionnaires and face to face interviews, respondents felt that the assessment process"s success, though spearheaded by the educators as soldiers in

the front, suggestions like the need for consistence supervision by inspectorate, staff

development sessions and regular reviews need to be taken serious by policy makers.

5.3 Recommendations

The following recommendations of the study were made:-

➢ Educators should continuously be exposed to staff developments on the concept formative and summative assessment in as far as the competence based curriculum is

concerned. Funds permitting, these could be done at cluster or District levels.

➢ There is need for support to the educators in form of teaching and learning materials, especially in the new learning areas like Fine Arts, Mass Displays and Physical

education.

➢ Supervision by the District, Provincial or even National Inspectorate teams should be geared up as well as being well planned with frequent executions to monitor any grey

areas in the implementation of the assessment procedures.

➢ Schools, through parents" involvement should be involved in income generating projects so that they will capacitate themselves to procure adequate teaching and learning

materials for the smooth and successful implementation of the process. Government

alone cannot afford to shoulder this responsibility.

➢ The examination boards, especially ZIMSEC, should be seen to be active in the provision of back up material in form of specimen papers in all the learning areas. There

is also need to put in place timeous schedules for the distribution of examination

requirements, especially in areas like practical subject and also information on the

management of learners‟ projects and portfolios.

➢ Policy makers, government, CDU and other relevant stakeholders should be clear on the issues to do with learners‟ internship as this is still very abstract in most schools. The

idea of schools on the shop floor should be clearly spelt out for the educators and

learners to be see the reality of the competence based curriculum.

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APPENDICES

APENDIX 1

DATA COLLECTION INSTRUMENTS

INFORMED CONSENT MEMO

Dear respondent,

My name is George Chisenga, a student at Midlands State University pursuing Bachelor of Education in Management and Leadership. This is in partial fulfilment of the degree requirements. I wish to invite you to participate in the research study in which I intend to collect data on the educators‟ views on formative and summative assessment in the newly competence based curriculum in the secondary schools of Zimbabwe‟s Muzarabani District of Mashonaland Central. I would therefore wish to invite for your responses to this questionnaire and would like to assure you that the research is purely academic and the responses you give will be treated in confidence and will be used for the purposes of this study and in the Faculty of Education only. Please do not write your names or any other remarks that can be used to identify you.

SIGNATURE...

INTERVIEW QUESTIONNNAIRE

THE EDUCATORS' PERCEPTION TO FORMATIVE AND SUMMATIVE ASSSESSMENT IN THE NEW COMPETENCE BASED CURRICUM.

INTERVIEW SCHEDULE

<u>**SECTION A**</u>

1. Gender (Male) (Female) tick the appropriate.

2. What is your teaching experience? Between 21-30, Between 31-40, Between 41-50, Over 50, tick the appropriate.

<u>**SECTION B**</u>

1. What do you think is the importance of assessment in our education system?

2. How do you perceive the two forms of assessment in the new competence based curriculum?

3. May you please state any problems relating to assessment in the new competence based curriculum?

4. Are you confident in using both forms of assessment? What do you think could have been done to make teachers like the employment of the two forms of assessment?

5. What purpose do you think (a) Formative assessment should serve in the new curriculum?

(b) Summative assessment should serve in the new curriculum?

6. What educational goals do you think the two forms of assessment need to achieve in the new curriculum?

7. How do you think summative and formative assessment should be improved at your school?

8. Do you see any importance for the policy makers introducing staff development on the new curriculum with reference to assessment procedures?

9. Would you say your colleagues are confident with the two assessment processes?

10. What challenges are related to assessment in the new competence based curriculum?

SURVEY QUESTINNAIRE

THE EDUCATORS' PERCEPTION S OF THE FORMATIVE AND SUMMATIVE ASSESMENT IN THE NEW CURRICULUM.

I am student at the Midlands State University pursuing a degree in Management of Education and Leadership. The attached survey instrument is designed find the educators" perceptions of formative and summative assessment in the new competence based curriculum in Zimbabwe.

SECTION A

Biographic Data of the Respondents

For questions 1-4 tick in the appropriate space

1. Gender

Male ( )   Female ( )

2. Age of Educator

18-23+ ( )   24 -29+ ( )   30-35 + ( )   36+ ( )

3. Teacher's working experience

0-4 years ( )   5-9 + ( )   10+ ( )

SECTION B

Please may you indicate by putting a tick questions 1-30 in the appropriate box to indicate the

extent you agree with the following statements using strongly agree (SA),agree (A), undecided

(U), disagree(D), strongly disagree (SD).

Statement	Response					
	SAA		U	DA	SD	
1. Educators were given ample time to put forward their views on the new curriculum.						
2. Enough and comprehensive literature has been always rolled out to educators since the inception of the new curriculum.						
3. Enough staff development sessions have been conducted at cluster levels on the assessment regimes of the new curriculum.						
4. Meaningful interaction between ZIMSEC and HEXICO and educators has been continuously taking place since the implementation of the new curriculum.						
5. Activities related to the assessment procedures are easy to carry out.						
6. Not enough examination specimen papers have been produced to help educators familiarize with examination procedures and format.						
7. The assessment procedures are clear enough to give proper guidelines on their implementation.						
8. Supervision by the CDU and the Education inspectorate has been helpful in implementing the assessment procedures.						
9. Educators at your school appear very much prepared to embrace the new						

curriculum" assessment procedures.						
10. Not enough instruments have been put in place for an objective and easier way in profiling learners.						
11. Educators at your school are generally still in favor of the old summative assessment method.						
12. Use of the competence based assessment have improved teaching and learning process in the education system.						
13. There is need to review the competence based curriculum as soon as possible.						
14. Examination boards should actively engage educators in item writing.						
15. In my view, a lot has been done by the policy makers in providing enough material resources for conducting assessment drills.						
16. In my view formative and summative assessment are developmental, ongoing and directed towards competence realization.						
17. In my view, assessment procedures should receive attention from both the policy makers and the educators.						
18. In my view the new assessment procedures needs Ministry support for curriculum goals to be achieved.						
19. Staff development sessions at school level were beneficial for the rolling out of assessment in the competence based curriculum.						
20. I dislike the new assessment procedures because they delay syllabus coverage.						
.21. Which learning areas do educators find difficult when it comes to assessment?						
22. 2018 „O" & „A" Level results prove the feasibility and validity of the new assessment procedures.						

23. I perceive the new forms of assessment as the most effective ways of giving feedback to educators and parents.					
24. Schools have received substantial financial support from the community and other educational partners to see them implement the assessment procedures.					

SECTION C

Write your answers in the spaces provided.

1. What do you perceive as the main purpose of introducing both formative and summative assessment in the new competence based curriculum?

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    …………………………………………………………………………………………

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2. What is your perception on the use of using both summative and formative assessment in the competence based curriculum?

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3. How frequent have you been supervised by the Education Inspectorate as a follow up to the implementation of the competency based curriculum?

4. What is your opinion about these supervisions?

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5. What challenges have you met in the employment of the formative and summative assessment in the new competence based curriculum?

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.6.In your own views, what are some of the benefits of the assessment procedures of the new competence based curriculum?

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7. In your views what should the policy makers do improve the assessment procedures?

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