

**RELEASE FORM**

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**DISSERTATION TITLE:** CULTIVATING CHANGE: REFLECTIONS ON THE CHANGING ROLE OF THE SCHOOL HEAD IN EFFECTIVE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN HWANGE RURAL PRIMARY SCHOOLS.

**YEAR DEGREE GRANTED:** 2019

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## DECLARATION

I **SHOKO DONALD** declare that this dissertation is my original work and affirm that it has not been submitted to this or any other University in application for a degree or any other qualifications.

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## **DEDICATION**

This dissertation is dedicated to my late father, Mr Enock Ben Shoko, and my late cousin, Ignatius Ncube whose wishes were to see me excel academically. It is due to unfortunate circumstances that they never had the opportunity to witness their dreams come true.

May their dear souls continue to rest in eternal peace!

## ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following people for their support and contributions in the completion of my study:

- God Almighty, who gave me the courage and mental strength to undertake this study.
- Doctor G. Bhebhe, my supervisor from the Department of Educational Policy and Leadership, for his capable, patient, friendly guidance and support in the entire research process;
- Dr W. Dzimiri and Dr M. Mukoni from the Department of Educational Policy and Leadership and the Gender Institute respectively, for their inspiration and encouragement to further my studies;
- School Heads and staff at the District Office in the Ministry of Primary and Secondary Education, Hwange, for sharing with me their experiences, perceptions and expectations on the implementation of the Competency-Based Curriculum;
- Mr P. Ncube and Mr N. Mdlalose, the CEOs for Hwange Rural District Council and Hwange Local Board respectively, for their financial assistance towards completion of this dissertation,
- My accomplice and long-time friend, Sibangani Dube, for financing and proof reading the completed project,
- Ms Nkazimulo Phiri for typesetting and editing the entire document.
- Last but not least, Mr. B. Khumalo of Grallatores Marketing (PVT) Limited for printing the documents.

## **ABSTRACT**

This study is on the role of the School Head in effective implementation of the competency-based curriculum in rural primary schools in Hwange District. Study objectives were: to explore the roles and responsibilities of school heads as curriculum leaders; to determine how school heads manage curriculum change for effective curriculum implementation; to establish resources that must be available to ensure effective curriculum implementation in schools; and to proffer strategies that can be employed for effective implementation of the new competency-based curriculum at school level in Zimbabwe. The study employed a qualitative approach. The questionnaire was the major instrument for data collection. Findings were that the School Head plays and has critical roles necessary for effective implementation of the competency-based curriculum in a school; effective implementation of the curriculum compels the School Head to establish synergies with all stakeholders; most schools have a critical staff and material resources shortages which compromises effective implementation of the curriculum and that challenges encountered in the implementation of the curriculum in schools require School Heads to be situational and premeditated in their effort to address them. The study recommends that Schools be adequately supported with human and material resources for effective implementation of the competency-based curriculum in Zimbabwe; teachers as curriculum implementers be continuously staff developed to meet the demands of the competency-based curriculum; avail funds for continuous professional development of teachers trained prior to implementation of the curriculum so as to enhance their professional competencies; further research be carried out in urban primary schools to establish opportunities and challenges encountered in the implementation of the competency-based curriculum in the entire Zimbabwean education system.

## TABLE OF CONTENTS

RELEASE FORM.....	ii
APPROVAL FORM.....	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF ABBREVIATIONS.....	xiii
CHAPTER 1: BACKGROUND TO THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY.....	1
1.3 STATEMENT OF THE PROBLEM.....	9
1.4 RESEARCH QUESTIONS.....	9
4.1.1 Main research question.....	10
4.1.2 Sub-research questions.....	10
1.5 RESEARCH AIM AND OBJECTIVES.....	10
1.5.1 Main Research Objective/Aim.....	10
1.5.2 Sub-research Objectives.....	10
1.6 SIGNIFICANCE OF THE STUDY.....	11
1.6.1 Researcher.....	11
1.6.2 Education Managers.....	11
1.6.3 Classroom Teachers.....	12
1.6.4 Education Policy-Makers.....	12
1.7 ASSUMPTIONS.....	12
1.8 DEFINITION OF TERMS.....	13
1.9 DELIMITATION.....	14
1.10 LIMITATIONS.....	15
1.10.1 Accessibility to schools.....	15

1.10.2 Financial constraints .....	15
1.10.3 Time to visit research participants .....	16
1.10.4 The research topic .....	16
1.11 ORGANISATION OF CHAPTERS .....	17
1.12 CHAPTER SUMMARY .....	18
CHAPTER 2: REVIEW OF RELATED LITERATURE .....	19
2.1 INTRODUCTION .....	19
2.2 THEORETICAL FRAMEWORK .....	19
2.2.1: Kurt Lewin’s Change Management Theory .....	20
2.3 CONCEPTUAL FRAMEWORK .....	24
2.3.1 Understanding curriculum as a concept .....	24
2.3.2 Curriculum design and implementation: The global context.....	26
2.3.3 The rationale for curriculum change in Zimbabwe.....	28
2.3.4 Factors influencing curriculum design, change and innovation .....	32
2.3.4.1 The Socio-Political Environment .....	33
2.3.4.2 The Economic Environment.....	35
2.3.4.3 The Technological Environment .....	37
2.3.5 Resistance to Curriculum Change.....	38
2.3.6 The Zimbabwean Competency-Based Curriculum.....	39
2.3.7 Curriculum implementation in the context of change.....	40
2.4 ROLE OF SCHOOL HEAD AS CURRICULUM LEADER AT SCHOOL .....	44
2.5 MANAGING CURRICULUM CHANGE FOR EFFECTIVE CURRICULUM IMPLEMENTATION.....	48
2.6 RESOURCES THAT ENHANCE SUCCESSFUL CURRICULUM IMPLEMENTATION IN A SCHOOL.....	50
2.7 STRATEGIES FOR EFFECTIVE IMPLEMENTATION OF THE COMPETENCY- BASED CURRICULUM IN PRIMARY SCHOOLS .....	53
2.8 CHAPTER SUMMARY .....	55
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY.....	56



3.1 INTRODUCTION .....	56
3.2 RESEARCH DESIGN .....	56
3.3 POPULATION AND SAMPLE .....	57
3.3.1 Population .....	57
3.3.2 Sample.....	58
3.3.2.1 Sampling frame.....	58
3.3.3.2 Sample size .....	59
3.3.3 Sampling procedure .....	60
3.3.3.1 Purposive Sampling.....	60
3.3.3.2 Simple random sampling .....	61
3.4 DATA TYPES .....	62
3.4.1 Primary data.....	62
3.4.2 Secondary data.....	63
3.5 RESEARCH INSTRUMENTS.....	63
3.5.1 The questionnaire.....	64
3.5.2 The interview .....	65
3.6 DATA COLLECTION PROCEDURES AND ADMINISTRATION .....	66
3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS .....	67
3.7.1 Validity .....	67
3.7.2 Reliability.....	67
3.8 ETHICAL CONSIDERATIONS .....	68
3.8.1 Informed consent .....	68
3.8.2 Confidentiality .....	68
3.8.3 Privacy/Self Determination.....	69
3.9 DATA PRESENTATION AND ANALYSIS PLAN.....	69
3.10 CHAPTER SUMMARY.....	70
CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	71
4.1 INTRODUCTION .....	71

4.2	PRESENTATION AND ANALYSIS OF DATA .....	71
4.2.1	Response rate.....	71
4.2.2	Demographic data of respondents .....	72
4.2.3	Data presentation based on research questions .....	78
4.2.3.1	Changing role of the School Head as curriculum leader at school .....	78
4.2.3.2	Managing curriculum change for effective and successful curriculum .....	83
4.2.3.3	Resources that enhance successful curriculum implementation in schools .....	86
4.2.3.4	Strategies for effective implementation of the competency-based .....	90
4.3	DISCUSSION .....	93
4.3.1	The changing role of School Head as curriculum leader at school.....	93
4.3.2	Managing curriculum change for successful curriculum implementation.....	96
4.3.3	Resources that enhance effective curriculum implementation in schools.....	97
4.3.3.1	Adequacy of Trained and Specialist Teaching Staff .....	98
4.3.3.2	Adequacy of syllabi documents and learners text books.....	100
4.3.3.3	Availability of specific learning area infrastructure, implements and tools.....	101
4.3.3.4	Specific resources that enhance successful curriculum implementation in.....	102
4.3.4	Strategies for effective implementation of the Competency-Based.....	103
4.4	CHAPTER SUMMARY.....	105
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....		106
5.1	INTRODUCTION .....	106
5.2	SUMMARY .....	106
5.3	CONCLUSIONS.....	107
5.4	RECOMMENDATIONS .....	108
REFERENCES: .....		109
APPENDICES .....		115
APPENDIX I: QUESTIONNAIRE FOR SCHOOL HEADS.....		116

APPENDIX II: INTERVIEW GUIDE FOR SCHOOLS INSPECTORS .....	121
APPENDIX III: PERMISSION TO CARRY OUT RESEARCH IN HWANGE DISTRICT – MATABELELAND NORTH PROVINCE.....	124
APPENDIX IV: COVER LETTER OF APPLICATION TO CARRY OUT RESEARCH IN HWANGE DISTRICT.....	125
APPENDIX V: AUTHORITY/PERMISSION TO CONDUCT RESEARCH .....	126
APPENDIX VI: REQUEST TO CARRY OUT RESEARCH IN HWANGE DISTRICT .	127
LIST OF TABLES.....	xii
Table 1.1 Primary School Curriculum Learning Areas.....	4
Table 3.1 Composition of sampling frame for the research participants.....	59
Table 3.2 Composition of research respondents sampled and studied .....	62
Table 4.1 Composition of School Heads by administered questionnaires.....	72
Table 4.2 Composition of respondents by.....	72
Table 4.3 Category of respondents by age .....	73
Table 4.4 Category of respondents' experience as classroom-based teacher .....	74
Table 4.5 Composition of respondents by highest professional qualification .....	75
Table 4.6 Composition of School Heads by official grade in Ministry .....	76
Table 4.7 Category of respondents by experience at official grade in Ministry .....	77
Table 4.8 Roles and responsibilities of School Heads in managing change .....	79
Table 4.9 Staff development programs for improved teacher competencies .....	81
Table 4.10 Rate of staff development programs conducted at .....	82
Table 4.11 Adequacy of teaching/learning resources in .....	86
Table 4.12 Specific types of teaching /learning resources available at .....	87
Table 4.13 Interest groups complementing curriculum implementation .....	89
LIST OF FIGURES .....	xii
Figure 2.1 Kurt Lewin's Three Stage Change Management .....	21

## LIST OF ABBREVIATIONS

ARTUZ	Amalgamated of Rural Teachers in Zimbabwe
CBS	Competency-Based Curriculum
CIET	Commission of Inquiry into Education and Training
CUREE	Centre for the Use of Research and Evidence in Education
CSC	Civil Service Commission
DSI	District Schools Inspector
ECD	Early Childhood Development
FAREME	Family, Religion and Moral Education
GoZ	Government of Zimbabwe
LAs	Learning Areas
LOP	Life-Skills Orientation Program
ICT	Information and Communication Technology
MoPSE	Ministry of Primary and Secondary Education
PE	Physical Education
PPC	Private Partnership and Co-operation
PTUZ	Progressive Teachers Union of Zimbabwe
SDC	School Development Committee
SI	Schools Inspector
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Education Training
ZIMTA	Zimbabwe Teachers Association

## **CHAPTER 1: BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

This chapter focuses on the background to the study. The chapter further outlines the statement of the problem, research objectives and research questions. The significance of the study to various educational stakeholders will also be stated in the current chapter. It is also from this chapter that the assumptions, delimitations and limitations of the study are highlighted. Definitions of key terms will also be given before closing with a chapter summary.

### **1.2 BACKGROUND TO THE STUDY**

The primary and secondary school education system in Zimbabwe is undergoing change and innovation for purposes of providing a diversity of learning opportunities to primary and secondary school learners. This transformation is derived from the former President of the Republic of Zimbabwe, Robert Gabriel Mugabe's speech during the opening of the 8<sup>th</sup> Parliament of Zimbabwe on the 17<sup>th</sup> of September 2013 (Government of Zimbabwe (GoZ), 2015, p. ii) where he stated:

*...there is need to transform the structure and curriculum of the country's education system in order to adequately meet the evolving development aspirations. This should see greater focus being placed on the teaching and learning of science, technology, engineering and mathematics, including...entrepreneurship.*

The above announcement portrays the significance placed on the Zimbabwean education system by the national leadership. The former Head of State underscored the need to

transform the primary and secondary education curriculum so that it addresses the socio-economic needs of the Zimbabwean populace. Primrose and Alexander (2013) agree with the former Head of State when they proliferate on the need to have a curriculum which specifically addresses national socio-economic issues and challenges affecting the people of Zimbabwe in general and the learners in particular. What is critical from the above contention is the fact that transforming the curriculum with a view to improving it is a multifaceted and more thought-provoking task as is the nature of the discourse of curriculum itself.

Curriculum change encompasses a number of players who are either directly or indirectly affected by that curriculum (Ornstein and Hunkins, 2018). When society changes in the economic, political and technological fields for example, this in turn forces governments to change the curriculum (Geduld and Sathorar, 2016) as a socio-economic repositioning process. In light of the above, as Ornstein and Hunkins (2018) claim, change becomes a characteristic of education as education is also a facet of the society it serves. Therefore, the readjustment of the Zimbabwean curriculum to address human socio-economic problems of its people was indispensable.

Curriculum change in Zimbabwe was introduced in an effort to address concerns, feelings and aspirations of the Zimbabwean people with regards to what role they expected education to play in their family circumstances as well as in their community and nation (GoZ, 2015). According to GoZ (2015) the new competency-based curriculum has been premeditated on the principle that society is continually changing and requires life-long learning through the acquisition and development of learning-to-learn competencies. As such, as GoZ (2015) and Primrose and Alexander (2013) argue, life-long proficiencies help to solve socio-economic

changes and challenges in people's different lives and circumstances. In that regard, the transformation of the Zimbabwean primary and secondary education system in 2015 by the Ministry of Primary and Secondary Education (MoPSE) heralded a seven year implementation phase of the introduced competency-based curriculum (GoZ, 2015). At primary level, the implementation started with ECD 'A', Grade one and Grade three classes in 2017 while ECD B, Grade two and four classes began implementation of the competency-based curriculum beginning in January 2018 (GoZ, 2015).

At secondary school level, the implementation process according to GoZ (2015) began with Forms one, three and Lower six in 2017. Full implementation of the competency-based curriculum at secondary school is expected to be in the year 2020 and in 2021 at primary level. The first review is marked for in 2022 (GoZ, 2015). The primary and secondary school levels have subjects or Learning Areas (LAs) to be covered under each level. A Learning Area, according to GoZ (2015), is a collection of knowledge domains around which related themes and topics are constructed. In the competency-based curriculum, the primary school level LAs are classified into two major categories, that is, the Infant Level and the Junior School level. Table 1.1 shows the LAs that are being taught under the two levels of the primary school education system under the competency-based curriculum.

**Table 1.1: Primary School Curriculum Learning Areas**

<b>The Infant Level Learning Areas</b>	<b>The Junior Level Learning Areas</b>
Indigenous Languages	Languages
Visual & Performing Arts (Expressive Arts)	Mathematics
Physical Education	Heritage & LOP – Social Studies
Mass Displays	Science and Technology
Mathematics & Science	Agriculture
Family & Heritage Studies	Visual and Performing Arts
Information & Communication Technology	Family, Religion & Moral Education (FAREME)
	Physical Education, Sport & Mass Displays

**Source: Adopted from Government of Zimbabwe (2015:31 & 34)**

As shown in the above table, the above LAs constitute the content of the competency-based curriculum under the primary school level. The above LAs also incorporate several cross-cutting themes that contribute towards the achievement of desired learning outcomes. Such cross-cutting themes are to be implemented in all schools (GoZ, 2015). This is however, notwithstanding the presence of differences in infrastructure and resource provision in the various rural primary schools.

Under the competency-based curriculum, harmonised curricular planned activities are being covered in all learning areas at different levels so that learners relate what they would have learnt to life situations. However, implementation of the competency-based curriculum in schools calls for the School Heads to relook into their changed roles as curriculum leaders



responsible for managing curriculum change and innovation successfully. Furthermore, the Heads of schools, in rural schools may be seized with serious challenges in their quest to implementing this pro-skill and Science Technology Engineering and Mathematics (STEM) based curriculum. Apparently, the new curriculum itself is very ideal; however, it calls for a transformation in the role of the School Head as curriculum leader to that of promoting and spearheading effective and successful implementation of the curriculum through concerted efforts with other educational players within and outside the school.

The need to transform the Zimbabwean curriculum according to Mugadzaweta (2017) concerned the need to bring on board some of the recommendations of the 1999 Presidential Commission of Inquiry into Education and Training (CIET). Since the release of the CIET report in 1999, numerous developments impacting on education provision and practice have occurred. Such new developments, as a result of the change therefore, necessitated the need for the implementation of some of the CIET recommendations, especially, the need for transforming the national primary and secondary school curriculum to address some of the recommendations made thereto.

Pursuant to the decision by the Government of Zimbabwe's concern for the transformation of the primary and secondary education system, the Ministry of Primary and Secondary Education came up with an educational transformative framework, where wide-ranging consultations were made (GoZ, 2015). The nationwide consultative process culminated in the production of an education policy document; *The Curriculum Framework for Primary and Secondary Education 2015-2022*. This policy document paved way for the restructuring of the old curriculum at the same time ushering in the implementation of the competency-based curriculum. The dissemination and implementation of the competency-based curriculum in primary schools motivated the researcher to carry out an investigation into the changing role

of the School Head with regards to effective implementation of the competency-based curriculum in rural primary schools within Hwange District of Matabeleland North Province. As a result of this curriculum change and innovation, there was need for School Heads to ensure that they promote and spearhead effective and successful implementation of the curriculum transformation process in schools. There was also need for teacher preparedness and willingness to effectively implement the competency-based curriculum if the curriculum was to address what it was intended to (Mugadzaweta, 2017). Even on the backdrop of limited resources in schools, there was need for all implementers, particularly teachers and School Heads to uphold the change accordingly. The above people are directly responsible for overseeing the implementation process in schools. Moreover, there was also need for school management to have the enthusiasm to equip schools with resources that will spearhead effective implementation of this new curriculum as that would lead to effective and successful implementation of the competency-based curriculum eventually addressing the socio-economic concerns facing the beneficiaries of the curriculum, that is, the Zimbabwean populace.

Ornstein and Hunkins (2018) purports that successful curriculum implementation in schools requires availability of adequate teaching and learning resources directed towards effecting the planned educational change and also how the change process should to be managed. In implementing the competency-based curriculum for example, learning areas like Information and Communication Technology (ICT), Science and Technology and Visual and Performing Arts among others, require specialised infrastructure. Such infrastructure is however, not available in most rural primary schools. This, therefore, poses serious challenges to effective and successful implementation of the competency-based curriculum. Mugadzaweta (2017) correspondingly alludes that staff associations representing teachers, the likes of the

Zimbabwe Teachers Association (ZIMTA), Progressive Teachers Union of Zimbabwe (PTUZ) and the Amalgamated Rural Teachers Union of Zimbabwe (ARTUZ) among others, have conveyed serious concerns on lack of skilled personnel, electricity and running water in more than 60% of the rural schools specifically, which further strains successful implementation of the competency-based curriculum in such schools. Mugadzaweta (2017) further claims that staff associations are of the view that government should have had a thorough consultative process to gather the views of many stakeholders before fast-tracking the implementation process, especially on the backdrop of limited material and human resources in schools. In view of the above, the need for heads of schools to ensure availability of adequate instructional resources in schools for effective and successful implementation of the competency-based curriculum cannot be underscored.

Mugadzaweta (2017) further contended that since the year 2016, the Civil Service Commission (CSC), which is the employer of all government workers including teachers, had not been employing teachers, especially in rural schools, to fully implement the competency-based curriculum. That move adversely affected many rural schools resulting in such schools engaging unqualified teaching staff, in already under-staffed primary schools. Primary schools are schools where basic education starts. One can therefore, declare that School Heads are seized with responsibilities that ensure adequate equipping of rural schools for effective curriculum implementation as most such schools have inadequate human and material resources for effective teaching and learning to take place in such schools.

While government has provided little human and material support in primary schools, the move has commanded these schools to resort to the services of locals in teaching some of the grades within and outside the implementation stage of the competency-based curriculum.

This shows how resourceful School Heads have tried to be by making ends meet in the backdrop of limited human resources. School Development Committees/Associations (SDCs) also chipped in and paid for the services of such teachers from the little levies collected by these rural schools. In view of the above, School Heads need to shift their attention towards making schools a hub of effective teaching and learning if the competency-based curriculum is to yield its intended purpose. In the context of effective implementation of the competency-based curriculum as a means of educational change, without adequate teaching/learning resources, no meaningful implementation of the curriculum will take place.

Implementation of the competency-based curriculum in most schools, according to Mugadzaweta (2017) calls for school leadership to provide on-going support and encouragement to other members of staff at the same time monitoring the effective implementation of the curriculum. The School Head as the curriculum leader should be a catalyst towards the whole change process by ensuring that the management of the change process is indeed effective. This, according to Ornstein and Hunkins (2018), can be enhanced by networking with various stakeholders. Such stakeholders according to (Botha, 2004) directly or indirectly promote quality teaching and learning in schools thus leading to successful implementation of the curriculum. Because not much research has been carried on curriculum change in Zimbabwe, an investigation into the changing role of the School Head in the implementation of the competency-based curriculum in Hwange rural primary schools was therefore necessary so as to come up with recommendations on effective and successful implementation of the curriculum in terms of education transformation in Zimbabwean primary and secondary education system.

### **1.3 STATEMENT OF THE PROBLEM**

Regular curriculum change and innovation is of paramount importance if a country's education system is to remain relevant at the same time addressing the country's socio-economic needs. In times of such change, a number of innovations call for divergent actions towards the change from curriculum implementers. This is one of the major roles of the schools to address factors that have to do with changes in curriculum. Like other curriculum leaders in other educational institutions, School Heads in most rural primary schools in Hwange district of Matabeleland North province must shift their ordinary and daily roles with regards to implementation of the competency-based curriculum and embrace the changed roles emanating from this transformation. They should promote effective curriculum implementation in their schools since most of the primary schools in Hwange district do not have adequate material, infrastructural and human resources to enhance implementation of the new curriculum. Since change in organisations is inevitable, curriculum change in the Zimbabwean education system is also inevitable. However, it must be implemented albeit on the backdrop of various attempts and challenges by school management to effect the change. The present study covered rural primary schools in Hwange district so as to establish changing roles of School Heads in the implementation of the competency-based curriculum in such schools.

### **1.4 RESEARCH QUESTIONS**

In order to embark on this study, the researcher undertook to get solutions to the following research questions:

#### **4.1.1 Main research question**

How has the role of School Heads as curriculum leaders changed in the implementation of the competency-based curriculum in Hwange rural primary schools?

#### **4.1.2 Sub-research questions**

In order to get answers to the main research question, the following sub-questions were investigated:

- What is the role of School Head as curriculum leader in implementing curriculum change in the context of the competency-based curriculum in primary schools?
- How should School Heads manage curriculum change for successful curriculum implementation?
- What resources enhance effective curriculum change and implementation in schools?
- What strategies can be employed for effective implementation of the new competency-based curriculum at school level in Zimbabwe?

### **1.5 RESEARCH AIM AND OBJECTIVES**

#### **1.5.1 Main Research Objective/Aim**

The aim of this study was to explore how the role of the School Head has changed in the implementation of the competency-based curriculum in rural primary schools in Hwange district of Matabeleland North Province so as to proffer strategies that will help to effectively and successfully implement this new curriculum in primary schools in Zimbabwe.

#### **1.5.2 Sub-research Objectives**

Specific objectives of this study were:

- To explore the critical role of the School Head as curriculum leader in implementing the competency-based curriculum in Hwange rural primary schools.
- To determine how the primary School Head manages curriculum change for effective curriculum implementation in Hwange district.
- To establish resources that enhance effective curriculum implementation in primary schools in times of curriculum change.
- To proffer strategies that can be employed for effective implementation of the new competency-based curriculum at primary school level in Zimbabwe.

## **1.6 SIGNIFICANCE OF THE STUDY**

As a practising primary school teacher and first time researcher in the area of curriculum change, the study will be valuable to the following as outlined:

### **1.6.1 Researcher**

The study will benefit the researcher in that the he will gain a deep understanding of curriculum in general and curriculum change in particular thus enabling the researcher to understand dynamics of education in the context of the competency-based curriculum. Such knowledge promotes effective management of educational programmes leading to effective teaching and learning in schools.

### **1.6.2 Education Managers**

The study will also enable education managers (School Heads and education inspectors) as curriculum leaders, to embrace and appreciate educational transformation at various levels

within the primary and secondary education system. This will be one of the many ways in which their changing roles to successful curriculum implementation will be enhanced.

### **1.6.3 Classroom Teachers**

The study will enable classroom-based teachers as major curriculum implementers to appreciate the need for curriculum change and innovation as it promotes improvements in the practice of education at school level. It is further hoped that teachers will embrace curriculum change as an inevitable aspect within education circles.

### **1.6.4 Education Policy-Makers**

The study will help education policymakers to come up with sound educational policies that will be acceptable to all stakeholders, that is, policies that will address the people's socio-economic needs such policies can only be addressed through a sound education system.

## **1.7 ASSUMPTIONS**

In carrying out this research, the research assumed that all participants had a clear understanding of curriculum change and the factors that influence it. The researcher also assumed that respondents had an understanding of the Zimbabwean competency-based curriculum and that the respondents would voluntarily respond to the questionnaires on time. The researcher further assumed that School Heads in the studied schools understood the need to change their roles to meet new demands in the implementation of the Competency-Based Curriculum.



## **1.8 DEFINITION OF TERMS**

In this study, the following key terms are being used in related literature. However, there is need to define them in the context of the present study.

### ***Challenges***

The term *challenges* in this study, is operationally defined as the limitations or impediments that hinder successful implementation of the competency-based curriculum.

### ***Change***

*Change*, according to Rudhumbu, Mswazie and Maphosa (2016), is regarded as a process through which individuals and organisations move as they gradually come to understand and be aware of the need for transformation.

### ***Competencies***

In the context of this study, *competencies* are operationally defined as life-long skills, attitudes and experiences that enable an individual to work independently and responsibly. The changing role of the School Head is provided for in this study as teachers become facilitators of such learning through the formal and the hidden curriculum.

### ***Curriculum***

Ornstein and Hunkins (2018) define curriculum as the sum of learning experiences offered by educational institutions (schools). The above definition concurs with that of Primrose and Alexander (2013) and Guiltig, Hoadley and Jansen (2005) who all argue that curriculum includes all aspects of teaching and learning experiences such as the proposed and planned outcomes of learning, learning programmes, assessment and methodology. In the context of this study, curriculum refers to the competency-based curriculum of the primary and secondary education system in Zimbabwe, which is “the sum total of all learning experiences

and opportunities that are provided to learners in the context of formal and non-formal education” (GoZ, 2015 p. 2). This is the planned, formal curriculum which focuses on goals, objectives, subject matter, and organisation of instruction (Ornstein and Hunkins, 2018).

### ***Curriculum change***

*Curriculum change* in the context of this study, refers to a process whereby transformation of the curriculum at all levels is done with the aim of fulfilling the particular teaching and learning needs of learners and achieving the stated goals of education (Primrose and Alexander, 2013). The process as alluded to by Primrose and Alexander (2013) embraces the concept of innovation, development, renewal and improvement of a curriculum.

### ***Curriculum implementation***

*Curriculum implementation* in this study refers to the actual operationalisation of the curriculum in schools and involves translating curriculum designs into classroom activities (Ornstein and Hunkins, 2018). In other ways, it involves the translation of curriculum designs into classroom based activities in an attempt to transform the learners’ aptitudes.

## **1.9 DELIMITATION**

The study was conducted in rural primary schools in Hwange district of Matabeleland North Province. The researcher selected this level in the education system as well as the stated district because the researcher believed these were seriously affected in as far implementation of the curriculum is concerned. Lack of material and human resources provision in such schools is an order of the day. The researcher also has a vast experience in teaching in rural areas and believed he would be able to collect the much needed data to address the research problem from such schools. The study also specifically targeted rural primary schools because the researcher is a primary school teacher hence it was easier to conduct the study

within the education sector where one is actually involved and has a clear understanding of the sector in particular. Secondary schools could have been part of this study but the researcher specifically chose primary schools because this is the sector in which the researcher practises and that changing roles of School Heads may be different from those faced by secondary School Heads. In light of the above, participants in primary schools would understand the rationale behind the research problem.

## **1.10 LIMITATIONS**

This study was conducted at rural primary schools in Hwange district of Matabeleland North Province and the following were the limitations:

### **1.10.1 Accessibility to schools**

Most of the schools from the rural set up are inaccessible due to poor road network. The researcher is based in an urban set and therefore could not easily get time to access the Heads of schools to deliver the questionnaires hence transport challenges inhibited the researcher from conducting an effective study. To mitigate this factor, the researcher resorted to private transport over the weekends to access the selected School Heads sampled as research participants.

### **1.10.2 Financial constraints**

Apart from transport challenges, financial constraints hindered the effective conduct of the research as the planned budget was not able to meet the planned purpose. The cost of transport seriously affected the researcher to get to the participating schools for the collection of data from sampled research participants. To mitigate this challenge, a revision of the planned budget was done so as to conduct the study as planned. Furthermore, additional or

supplementary funding from friends and relatives was sought and this helped to finance the research budget for completion of the study.

### **1.10.3 Time to visit research participants**

The researcher is a teacher at a private school and as such permission to visit participants was not easily granted by the Head of the school where the researcher is stationed when needed. To address this challenge, an authorisation letter from the researcher's university and another from the Ministry of Primary and Secondary Education to conduct the research at the selected schools, helped the researcher get authority to leave the station to visit research participants. On the other hand, Schools Inspectors were not always readily available to interview them hence arrangements were made to meet them over weekends when they were not committed at their places of work.

### **1.10.4 The research topic**

The research topic which was used to structure the study and collect data could have been structured in such a way that it does not specifically limit itself to School Heads. The topic could have covered the role played teachers in general such that data could also have been collected from teachers and other stakeholders involved in curriculum implementation at school level. Because of this limitation, the study was conducted with the aim of establishing the changing role of the School Head in effective implementation of the competency-based curriculum at school level so as to generalise the findings to the role of School Heads in entire primary and secondary education system.

## 1.11 ORGANISATION OF CHAPTERS

The division of this study will adhere to the following structure:

- **Chapter one** contains the introduction of the study. This includes an introduction to the research and a reflection on the background to and motivation for the study. The statement of the problem, aims and objectives of the study and the research methodology as well as the research design are also briefly addressed in chapter one.
- **Chapter two** comprises of relevant literature on the challenges faced by School Heads when implementing curriculum change in primary schools by exploring critical roles and responsibilities of School Heads as curriculum leaders, assessing how these School Heads manage transformation of the curriculum for successful curriculum implementation, assessing resources that must be available to ensure effective curriculum change and implementation in schools as well as proffering strategies school managers can adopt to effectively implement changes in curriculum at primary school level. This has been done to provide a theoretical background and framework to the problem under investigation.
- **Chapter three** represents a detailed explanation of the research design and research methodology employed in the study. This will include data collection and data interpretation procedures.
- In **chapter four**, research findings are presented basing on primary data collected as well as through empirical investigation.
- **Chapter five** comprises of a summary of the study and has been based on a critical integration of literature study findings and empirical research findings. This has been followed by conclusions and recommendations for future study.

## **1.12 CHAPTER SUMMARY**

Chapter one provided introspection to the whole research study, statement of the problem, research objectives and research questions. The chapter also highlighted the significance of the study, its assumptions, delimitations as well as limitations of the study. Definitions of key terms used in the study were also given in this chapter. The next chapter reviews literature related to the topic under study.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION**

The previous chapter focused on the introduction and background to the study. Chapter two examines literature related to the topic under study. The chapter first discusses the theoretical framework informing the study under which change in general and curriculum change and innovation in particular are premised. This is done by explicitly deliberating on the relevancy of Kurt Lewin's (1947) change management model in the context of change in general and predominantly curriculum change in the Zimbabwean education system. Reference is also made in regard to curriculum change and implementation in the entire education system and curriculum change in rural primary schools precisely. Literature is discussed situating on the conceptual framework as well as research objectives. This is done so as to allow the researcher to fully explore the research topic. A summary at the end of the chapter ends the discussion on the review of related literature.

### **2.2 THEORETICAL FRAMEWORK**

This study is premised on Kurt Lewin's change management model as it influences management of education in general and particularly the management of curriculum change and innovation at primary school level. Curriculum change and innovation in the Zimbabwean primary and secondary education system has been government's call through the MoPSE (GoZ, 2015). The need for curriculum change saw the coming in of the competency-based curriculum. This transformation needed to be understood so as to manage the entire change process hence the adoption of Lewin's change management theory.

### **2.2.1: Kurt Lewin's Change Management Theory**

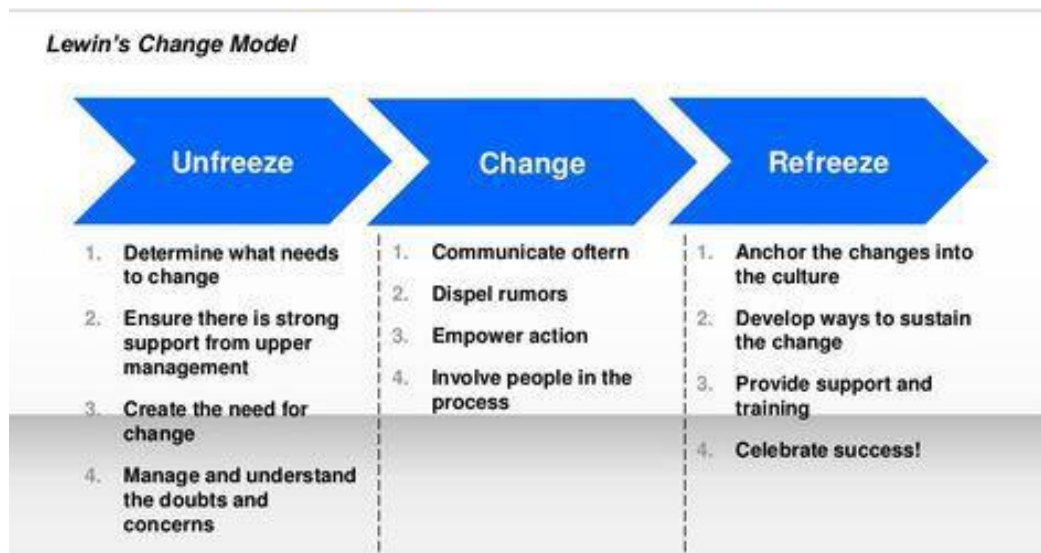
Bearing in mind the topic under study, the researcher used Kurt Lewin's (1947) three stage change management model in looking at curriculum change and how it impacts on education management. Specific reference is made to management of the implementation of the introduced competency-based curriculum. Mbarushimana and Allida (2017); Schein (2010) cited in Cummings, Bridgman and Brown (2016) and Shen (2008) posit that in the context of organisational change, as is the case with educational institutions, individuals must change before the organisation (the school and its structures) changes hence the need to *unfreeze* the attitudes of individuals within that organisation. Although Lewin's change management theory has been broadly used in organisation management discourses, it could still be applied to the present study which sought to look at management of curriculum change, innovation and implementation for effective management of all educational programmes in schools. The theory contributes greatly through augmenting processes of curriculum planning, designing; implementation and change hence abridge preventable resistance to curriculum change. With regards to curriculum change, teachers, learners and all other stakeholders needed to embrace change if they are to own it (Sahid, 2004). The management of the competency-based curriculum was and is supposed to be collectively done if the implementation process is to be effective and successful. In light of the above, Lewin's change management model was relevant in the current study as the model spells out the stages to be followed in order to successfully manage change for organisational effectiveness (Cummings, Bridgman and Brown, 2016).

Lewin's model, according to Cummings *et al.* (2016) was developed during the 1940's and the concepts of '*Unfreezing-Change-Refreezing*' continue to be relevant even to the management of curriculum change and innovation specifically. According to Musarurwa



(2015) the model looks at change as an important aspect of change management strategies especially managing change in organisations in the twenty-first century. The model advocates for change in the mindset of the change agent (Head) before the organisation (school) effects the change (Cummings *et al.*, 2016). In the present study, the model was used to specifically structure the research topic so as to collect only primary data pertaining to managing curriculum change in rural primary schools in Hwange District. The model is illustrated diagrammatically in Figure 2.1 below.

**Figure 1 Kurt Lewin's Three Stage Change Management Model**



Source: <https://www.google.co.zw/search?q=kurt+lewin+change+model+pictures>

This employs a structure to assess the collective effort of all forces of change that impact organisational situations and systems, by either moving them in the direction of or away from change (Fastier, 2016). On the other hand, Armstrong (2009) expands that the model similarly looks at the best approaches of managing resistance to change to the establishment or situation at hand. In light of the above, the need to manage resistance to curriculum change in schools was critical and very necessary if curriculum implementation was to be effective and successful at the same time being a collective effort of all agents of change at primary

school level in Hwange's rural primary schools. This was in view of the fact that the Zimbabwean competency-based curriculum was and has to be applicable and be the solution to the problems affecting the Zimbabwean society as the user of that curriculum.

Using Lewin's theory to evaluate an imminent change, the model according to Cummings *et al.* (2016); Fastier (2016) and Armstrong (2009) also validates critical factors that must be imagined if the establishment (school) as affected by change is to survive. These factors according to Armstrong (2009) are first the need to consider the status quo alongside anticipated circumstances. Secondly, the likely development of the status quo if no action is taken should also be looked at in the circumstances of the relative strength of the forces driving as well as those counter attacking change. Thirdly, the acceptability, connotation, strength and simplicity with which each force can be changed become critical. Lastly, the feasibility of change and the likelihood that progress can happen as well as the probable effects of lessening restrictive forces and or aggregate motivating forces will finally lead to the understanding that increasing or decreasing driving or restrictive forces can increase, decrease, or even create other change forces. In the context of the Zimbabwean education system, effective curriculum implementation could have been possible if the planned change had been preceded by effective communication, continuous professional development as well as on-site coaching of curriculum implementers at school level. Moreso, continuous and periodic professional development of teachers enables them to meet the demands of society's ever changing socio-economic needs which also affects curriculum implementation in schools.

Mbarushimana and Allida (2017) are of the view that everyone must understand and proudly own the change process in the school as an organisation. However, this must be done in the

context of clear communication of the change (Armstrong, 2009). In this study, a section that sought to establish the involvement of teachers in the implementation of change was included in the review of related literature and in the collection of research data. This enabled the researcher to gather relevant primary data on the changing roles of the School Head in the implementation of the competency-based curriculum in primary schools in Hwange district.

For the Zimbabwean education system, curriculum change was inevitable as there was need to transform the education system so that it is capable of addressing the people's socio-economic needs (Mugadzaweta, 2017). Some of such socio-economic changes in Zimbabwe, according to Musarurwa (2011) include, among others, high levels of youth unemployment, gender inequalities, domestic violence as well as the emergence of Information and Communication Technology (ICT). The above factors according to Magwa and Magwa (2015) are found in almost all sectors of our social setting. The emergence of ICT, for example, placed direct social pressure on the Zimbabwean education system to accommodate ICT at all levels of the education system (GoZ, 2015 and Musarurwa, 2011) hence the inclusion of ICT as a learning area in the competency-based curriculum. Furthermore, the need to understand specific educational needs, such as the teaching and learning of STEM in the global perspective (Musarurwa, 2011) were some of the circumstances that perpetuated curriculum change and innovation in the Zimbabwean education system. Fayer *et al.* (2017) in John, Sibuna, Wunnava, Anggoro and Dubosarsky (2018) in their study carried out in northern United States of American reiterate that STEM literacy is considered central to learners' future success. There is a similarity between the above position and the Zimbabwean education system as both economies found it obligatory to look into the past and present of their education systems so as to predict the future. Therefore, the aim of properly managing curriculum change and innovation practices in any country is to reduce

factors that may inhibit effective implementation of the curriculum as well as minimising resistance to curriculum change by curriculum implementers. In the present study, the need for an engagement process, as illustrated by Lewin's change management model was necessary for curriculum change to be embraced by all educational stakeholders. This, according to Cummings *et al.*, (2016) and Ramparsad (2001), is because such players to curriculum change need to be prepared for change if they are to collectively embrace and own it. In the context of the present study, teacher preparedness in respect of curriculum change and implementation could have been enhanced resulting in meaningful and optimistic leadership with a drive towards transformational leadership and effective management of the competency-based curriculum and other school programmes in the entire education system.

Transformational leadership in the implementation process as argued by Mbarushimana and Allida, (2017); D'Souza (2007) and Webb (2002), is premised on leadership expertise, action research as well as the need to be prepared and reorganised so that teams (educators) can empower themselves with new knowledge, attitudes and skills to manage the change. Knowledge gained from Kurt Lewin's change management theory helped to structure the current research topic in a way that sought to establish if effective change management was being practised by School Heads in the implementation of the competency-based curriculum in Hwange rural primary schools.

## **2.3 CONCEPTUAL FRAMEWORK**

### **2.3.1 Understanding curriculum as a concept**

Curriculum has different meanings to many writers in the field of curriculum studies (Ornstein and Hunkins, 2018; Yeung, Lam, Leung and Lo, 2012 and Carl, 2002). Yeung *et al.*, (2012), argue that there has not been a single acknowledged definition of the term

‘curriculum’ thereby leaving it to many authorities to define it in the manner that suits their point of view (Ornstein and Hunkins, 2018). Similarly, Carl (2002) affirms that curriculum can either be defined in a narrow or broad perspective depending on what it includes or excludes in any given statement. Carl (2002) further explains that the narrow perspective entails curriculum as a set of subjects, whereas the broader curriculum encompasses all the learning experiences that a school offers. It is therefore critical and prudent to define curriculum in the context of this study so that curriculum change in the context of the school curriculum can be understood as well.

Cited in Yeung *et al* (2012:2) Tyler (1949), the first scholar to mention the term ‘*curriculum*,’ defines *curriculum* as all the learning of students planned and directed by the school to attain its educational goals. On the other hand, Tunmer (1981) defines curriculum as a set of courses, and their content offered at school. Tanmer’s definition of curriculum according to Yeung *et al.*, (2012) includes more than just courses of study but also the underlying philosophy, assumptions, goals objectives, strategies, instruction materials, time as well as accountability. Yeung *et al.*, (2012:3) therefore, summarise the different types of definitions for curriculum when they state that curriculum refers to the program of studies, course content, planned learning experiences, a structured series of intended learning outcomes, and a (written) plan for action. Basing on the above position, one can therefore, conclude that there are as many different definitions for curriculum as there are authors in the field of curriculum studies. In the context of this study, curriculum was referred to as all the deliberate learning opportunities obtainable to learners by schools. Such opportunities include the intended or hidden experiences that learners are exposed to in the process of curriculum implementation. Specific reference in this study is made to the recently introduced Competency-Based Curriculum in the Zimbabwean primary and secondary education sector.

The Zimbabwean government through the Ministry of Primary and Secondary Education crafted a curriculum framework for the primary and secondary education system. From that framework, curriculum was defined as “the sum total of all learning experiences and opportunities that are provided to learners in the context of formal and non-formal education” (GoZ, 2015 p.2). It therefore, became impeccable that the expected learning experiences and opportunities would change in response to global developments. From the government standpoint, there was therefore, the need to change the old curriculum which came in force after attainment of independence. The new curriculum was aimed at responding to ever-changing Zimbabwe’s socio-economic needs as a growing nation in the global village as well as that of its citizenry. There is thus, according to curriculum gurus, Doll (1992 and Kerr (1968), the need to realise that whatever change that takes place in our social settings affects the education system and practice in every community. In that context, the school curriculum, as it pertains to the community or environment it stands to serve, gets affected too (Fastier, 2016). To embrace curriculum change in the educational system, Fullan, (2004) affirms that curriculum change must also be addressed in the context of the needs of the community served by the concerned education system. In the context of this study, it was important for the School Heads as curriculum leaders at school level to fit harmoniously into the objectives of the Ministry of Primary and Secondary Education in order to implement educational change for the benefit of the entire education system.

### **2.3.2 Curriculum design and implementation: The global context**

Mbarushimana and Allida (2018) claim that circumstances prevailing in other countries greatly impact on curriculum design in many countries. This is further supported by Alshammari’s (2013) study conducted in the United Arab Emirates where it was stressed that because countries the world over are entwined in one global village there is need for them to structure their education system in a manner that allows them to meet the demands of the 21<sup>st</sup>

century. In the Arab region for example, the curriculum in most of the Arab states has been greatly influenced by curriculum transformation taking place in countries from the west (Dagher and BouJaoude, 2011). In the United Arab Emirates, the Ministry of Education according to Alshammari (2013) advocated a science curriculum series which was published by an American publisher named Harcourt. Alshammari (2013) further affirms that Bahrain and Saudi Arabia also adopted the science curriculum which was published by a United States company, McGraw-Hill, so as to suit their country's socio-cultural and environmental status quo. The above is a clear testimony of how curriculum design in one country impacts the curriculum of the other.

Regionally, South Africa introduced a curriculum which was learner-centred as a way of restructuring the South African education system along democratic principles (Graven, 2002 and Engelbrecht & Harding, 2008). This, according to Lee, Dimmock & Yeung (2009) was in light of the fact that through education, social inequalities among citizens would be redressed at the same time encouraging democratic citizenship which fosters citizen voice and participation in all spheres of influence. In light of the above, curriculum design in Zimbabwe has also been influenced by how other countries structure theirs. It is the implementation and subsequent evaluation of such a curriculum which specifically outlines how education in one country becomes of relevance to the country that would have designed and implemented it.

Globalisation has further caused fundamental educational reforms in many countries and states. The major thrust has always being to align national socio-economic objectives with other social factors. In the context of curriculum design and change, there is therefore need for School Heads as curriculum leaders to understand the sweeping changes that result from the transformation of any curriculum which comes into play. Qatar, another Arabic country,

is one such country which after realising that any country's greatest natural resource is its human resource, considered education as its main concern. It transformed its education system for it to be able to compete in a global knowledge economy, rather than relying on gas and oil reserves (Alshammari, 2013). The Qatar National Vision (QNV) 2030 has thus been based on the primary objective of building a knowledge-based economy where education is the key to developing a sustainable society and unlocking human potential (Qatar National Research Strategy, 2012 in Fedlelmula and Koc, 2016). Realising such a need in the education sector, it becomes clear how globalisation affects education systems in one country affect that of others hence curriculum transformation in one country becomes a necessity as is the case with the Zimbabwean situation. Having highlighted the global context on curriculum design, there is need to specifically mirror the Zimbabwean situation with regards the current competency-based curriculum, that is, the rationale behind changing the traditionally adopted curriculum which has been in place since attainment of independence.

### **2.3.3 The rationale for curriculum change in Zimbabwe**

Several attempts to reform the education system from pre-independence to post-independence have always been made in Zimbabwe. The call for educational transformation has always been emanating from the ever-changing political and socio-economic factors prevailing in the country (Government of Zimbabwe, 2018). In that regard, it becomes implicit that the main reason for a review of the old curriculum was that the former curriculum was, somewhat, no longer responsive to the values that mould learners into useful citizens. As such, the need for curriculum change for primary and secondary education sector was inescapable because of the need to rationalise the education system in line with ever-changing global trends.



Another curriculum guru, Hoyle (1972), posits that curriculum change is an extensive term which incorporates innovation, development and renewal. In a study that was carried out by Mbarushimana and Allida (2017) it was established that change, innovation and development are used interchangeably in the discourse of curriculum, thus, accommodating change and its irrevocability in the implementation of educational reforms. On another note, Syomwene (2013), in a study carried out in Kenya on factors affecting teachers' implementation of curriculum reforms and educational policies in schools elucidates that the main aim of curriculum reform in any country has always been to achieve national development. This is in view of the fact that education as a social factor influences a people's culture. Similarly, Mbarushimana and Allida (2017); Emesini, Ogah and Eze (2013) and D'Souza (2007), concur that change in organisations (schools) as mirrors of society, change is inevitable because nothing in society is static. The above authorities concur that all social systems keep on changing in response to the circumstances and situations prevailing within the external environment. Education as a feature of society also undergoes change in response to environmental dynamics that surround it as a system. In the context of the current study, the overview of the competency-based curriculum was specifically aimed at promoting the perception of life-long learning at the same time upholding and treasuring the Zimbabwean identity through inculcating values such as self-respect and respect for others (Government of Zimbabwe, 2018).

Rudhumbu *et al.* (2016) and Hall and Hord (1998) cited in Sowell (2005) regard change as not just a process but a multifaceted association of desperate situations in societies acting on each other. In view of the above, whatever transpires on one stage affects the activities of another as a response to the stimuli (Mswazie *et al.*, 2016). Therefore, educational reforms as pointed out by Hanif and Arshed (2016) occur in response to socio-economic changes so that

the entire education system as represented by schools can as well respond and adjust to society's economic, technological, political, social and political needs (Syomwene, 2013). Because teaching and learning remain the core activities of a school curriculum and the learner remaining the main focus, any reform in the school curriculum must be implemented within the context of the national curriculum which becomes a blue-print to change and innovation, hence the coming of the competency-based curriculum in Zimbabwe.

In a study conducted by Mbarushimana and Allida (2018) in Rwanda, it was also highlighted that curriculum change was a necessary aspect in the Technical and Vocational Education Training (TVET) programs as it impacted on how the whole change was received by all the stakeholders. Although Mbarushimana and Allida's study principally concerned the study of technical and vocational educational institutions, a similar position is true of the Zimbabwean primary education system since curriculum implementers are also impacted on by the new competency-based curriculum which is the subject matter of this study. School Heads as curriculum leaders are the backbone of curriculum change in their respective schools (Botha, 2004) hence their influence on curriculum implementation at school level cannot be ignored (D'Souza, 2007). In the current study, an understanding of the School Head's role as a curriculum leader seeks to establish exactly how the School Head's as a curriculum leader in times of change impacts on the implementation of the competency-based curriculum. Therefore, the discussion on such roles and responsibilities in this study is justified.

Any change in curriculum as Emesini *et al.* (2013) suggest, should be viewed and considered in the circumstance of fruitful curriculum implementation by all educational players at school level. It is School Heads and teachers who spend more time in the implementation process more often (Mbarushimana and Allida, 2018) hence the need for them to fully understand and

embrace the change cannot be looked down upon. In that respect, there was need to establish School Heads' roles in the implementation of the competency-based curriculum as premised in the present study.

Primrose and Alexander (2013) also carried out a study in Zimbabwe, where they established that curriculum change in a country is dictated by the changes in the economic, social and technological aspects of a society. Thus, curriculum change in Zimbabwe as planned in 2015 became necessary in that the then education system had outlived its time and purpose (GoZ, 2015). Kanyongo (2005) upholds GoZ (2015)'s position when he contended that a number of socio-economic factors forced a review of the primary and secondary curriculum in Zimbabwe just after independence. Even after the 1980 alignment of the Zimbabwean education system, there was need to continuously transform the education system. On the other hand, the rate at which Zimbabwe was being affected by the brain-drain, meant that there was need to transform the curriculum to mitigate the problem of brain drain by coming up with an education system which will respond to current problems hence have citizens who are industrious and contribute towards national development (GoZ, 2015). As such, the need to craft a curriculum which inculcates entrepreneurial skills (Primrose and Alexander, 2013) to the Zimbabwean citizens would be an invaluable driver of national growth. As such, the competency-based curriculum was to meet societal expectations and concerns specifically affecting Zimbabwean learners. In that vein, curriculum change in the context of the Zimbabwean situation was a necessity (GoZ, 2015) hence the need to establish challenges encountered in implementation the new curriculum so that such impediments are addressed before full implementation of the competency-based curriculum is done.

In another study carried out by Kanyongo (2005) on successes and challenges of the reforms of Zimbabwe's public education system it was claimed that the increased educated human capital was not in line with the rising need for an equal or greater supply of jobs on the Zimbabwean market. This implies that the old Zimbabwean curriculum at large was skewed towards producing unproductive graduates than entrepreneurs or creators of employment opportunities. The above is a shift which the competency-based curriculum has taken and trying to address.

Although the study by Kanyongo looked at the Zimbabwean education system prior to introduction of the competency-based curriculum, the real situation on the ground is that we still continue to have many university graduates roaming the streets and are not being absorbed by the labour market because of lack of entrepreneurial skills necessary for their survival. In the context of the above, curriculum change in Zimbabwe's primary and secondary education system with a component of entrepreneurship was an unavoidable necessity in an effort to address that challenge (GoZ, 2015). In that regard, the current study was premised on the need to highlight factors that influence curriculum change so that the whole rubric of change in the context of educational transformation could be understood. An understanding of the above conceptual framework guided the researcher to collect data that sought to establish the involvement of primary school teachers in the planning of the competency-based curriculum.

#### **2.3.4 Factors influencing curriculum design, change and innovation**

Curriculum design is basically concerned with what should be contained or what to include in the curriculum as well as how it will be presented so that implementation will be successfully

understood (Ornstein and Hunkins 2018; Kelly, 1989; Kerr, 1968). On the other hand, curriculum change and innovation entails the renewal and improvement of the curriculum and as dictated by factors that cannot be avoided (Ornstein and Hunkins, 2018; Bishop, 1989 and Kelly, 1989). Therefore, factors influencing curriculum design (Ornstein and Hunkins, 2018) and change (Kerr, 1968) in general, extend beyond the preface of social settings. Educational programmes and other changes that take place in the school environment greatly mirror what goes on as well as the many changes that take place within education at macro level (Fastier, 2016). The school as a social system and community in miniature (Fullan, 2004) portrays the wide-ranging education system as it is influenced by many factors such as the socio-political, the economic as well as the technological environment and these, influence curriculum design, change and innovation (Hanif and Arshed, 2016). The next section looks at the above mention factors with regards to their influence in the design of the curriculum as well as the subsequent changes that may take place within the curriculum field.

#### **2.3.4.1 The Socio-Political Environment**

Change of curriculum at school level according to Ornstein and Hunkins (2018) reflects total change which takes place in society. On the other hand, Jansen (1991) is of the view that the government of the day exercises influence on curriculum decisions since education cannot be separated from politics. In some instances, curriculum design, implementation and stability affects every political system. For example, in 1980, the Zimbabwean government inherited a Rhodesian education system which was racially structured and biased towards white supremacy (Zvobgo, 1986). Thus, the state and politics became determinants of the national curriculum such that their influence could not be ruled out. The implication of the above assertions is that, a number of societal changes will have a great impact on the entire curriculum in general and the school curriculum in particular. For example, the impact of the

HIV/AIDS pandemic has put pressure on the Zimbabwean government and has thus called for a curriculum that will address the impact of this pandemic (GoZ, 2015).

On another note, the design of curriculum materials as well as their presentation should accommodate societal norms and values of the society which the curriculum seeks to serve (Kelly, 1989). Curriculum designers must therefore, be sensitive enough to realise that the curriculum can be used to perpetuate social inequalities such as gender inequalities where the curriculum may include instructional materials that may be portraying negatively on either female learners or women than their male counterparts, hence the need to have a curriculum which will be able to address both positive and negative influences on societal norms and values (Ornstein and Hunkins, 2018). Other social factors influencing curriculum design, change and innovation in the Zimbabwean context include high levels of youth unemployment (Primrose and Alexander, 2013). In the context of the competency-based curriculum, this has seen the inclusion of instructional content on entrepreneurial skills and commercial subjects in the secondary school curriculum or as cross-cutting themes in the primary school curriculum (GoZ, 2015).

Moreso, while there is a close link between curriculum theory and politics because politics determines and defines the goals, content, learning experiences as well as evaluation strategies for planning of educational programmes at macro level (Doll, 1999 and Gatawa, 1990), the state attempts to compensate its political ideology with provisions of the national education system by making education the state's chief ideological apparatus of its political position with regards to curriculum design, change and innovation on the entire education system (Mbarushimana and Allida, 2017). In view of the above, this study sought to collect

data on how the Zimbabwean government could have contributed towards effective and successful implementation of the curriculum in rural primary schools.

#### **2.3.4.2 The Economic Environment**

The Zimbabwean economic system according to Shizha and Kariwo (2011) is facing serious viability challenges to an extent that those looking for employment are failing to secure jobs even with relevant professional qualifications. In light of the above, the competency-based curriculum has been designed with an aim of “preparing learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment” (Government of Zimbabwe, 2015 p.6). In that regard educators (teachers), according to Primrose and Alexander (2013) are no longer regarded as the sole source of knowledge but people who should guide learners in developing competencies to access and process economic information independent of the adult. Thus, the changing role of the teacher as well as the School Head as curriculum leader in the school has become that of being facilitator of learning to promote the economic needs of industry and commerce (GoZ, 2015). This has thus, brought about a big change in Zimbabwean education provision by introducing a curriculum that helps learners to prepare for life and work and ensuring that the learners are equipped with requisite knowledge, skills and attitudes for lasting economic life (Primrose and Alexander, 2013). On the basis of the above, knowledge gained helped in the investigation of the implementation of a competency-based curriculum as it underpins the development of a highly skilled and innovative learner and workforce which is critical for social, cultural and more importantly economic growth and development of the country. The inclusion of topics such as ‘Natural Heritage: Production, Distribution and Consumption of Goods and Services’ in Heritage-Social Studies at primary school level is an indication of the

influence of economic factors in the designing of the new competency-based curriculum and ushering in the changing and innovation of the old curriculum.

Shizha and Kariwo (2011) further claim that a country's education shall continue to be extremely rated in the national development plans because it is the most important tool for change. Similarly, Zimbabwe's economic frameworks have always embraced the vision of producing self-reliant and well educated citizens with a transformed focus on STEM so that they can thrive in a knowledge-based economy. Empirical studies have proved that STEM education empowers learners with critical skills that they will need for them to be productive citizens (Kagwilu and Akala, 2017). On another note, the Zimbabwe Agenda for Sustainable Socio-economic Transformation (ZIM ASSET) (2013) precisely calls for the development of an essential change in the state's balanced economic policies and that the social point of view of any society has to be heralded by a nationally driven education transformation agenda. This clearly shows that any country's education system is an important instrument for change and national economic advancement and development.

The Zimbabwean competency-based curriculum enunciates a curriculum that promotes entrepreneurship and technical skills, at the same time enabling school leavers to create employment for themselves, instead of them becoming job seekers (GoZ, 2015). Correspondingly, if we are interested in making the world a better place to live, quality education becomes indispensable. There will be as Shizha and Kariwo (2011) argue less of serious socio-economic problems worthy of a nation's attention such as unemployment, hunger, poverty, disease, child abuse, drug addiction, and violent crime among others if there is a viable economy. Thus, through education and with particular reference to effective curriculum planning, design and implementation (Ornstein and Hunkins, 2018;



Mbarushimana and Allida, 2017 and Rudhumbu *et al* 2016) this can help people understand the origins of the above social problems. Thus, through a well-structured curriculum, an explanation as to why previous efforts to solve curriculum issues in other countries had failed enabled Zimbabwe to come up with a more refined and competency-based curriculum which addresses fundamental issues specific to the Zimbabwean community in the 21<sup>st</sup> century became necessary. Against this background, this study took a closer look at the role of the economic environment as it influenced curriculum design, implementation and change and innovation with specific reference to the competency-based curriculum.

#### **2.3.4.3 The Technological Environment**

Zimbabwe's participation in the current global economy is premised on a curriculum with a STEM bias (Government of Zimbabwe, 2015). As such, technological changes have had a great impact on education provision in Zimbabwe and world over. Throughout the global village technology has influenced on the type of knowledge expected of learners (Dambudzo, 2015; GoZ, 2015 and UNESCO, 2012). The introduction and use of Information and Communication Technologies (ICTs) in the Zimbabwean education system specifically, has become of paramount importance that teachers and learners in schools have critical roles that they play with regards to ICT use in teaching with and learning through ICTs (Musarurwa, 2011). UNESCO (2012) further maintains that in all the education sectors, there has been over emphasis on the need to embrace ICT tools at all levels of the education system. In that view, primary education as the largest sub-sector of any education system offers the unique opportunities to contribute to the transformation of societies through education of the young (Eriş and Kılıçoğlu, 2019 and UNESCO, 2012), by embracing ICT in the education system. Therefore, empowerment of Zimbabweans for effective citizenry and 21<sup>st</sup> century employment requires a national curriculum which empowers learners with the most important

skills they need to fully participate in the country's national growth and economic development.

In order for learners to adjust to and compete in the rapidly changing global order, they need to have a set of life skills which includes among others, communication, analytical and problem-solving skills for creativity, flexibility, mobility and entrepreneurship. This is only possible if the national curriculum has provisions for such while at the same time having a school curriculum which will specifically address such challenges. The researcher found it worthy to carry out this study so as to look closely at the national curriculum in its attempt to address the technological impact on curriculum develop at macro and micro level. Such an understanding promotes effective curriculum implementation at school level for successful educational practice. In light of the above, considering that ICT has become a critical topic in the discourse of education, with specific reference to curriculum planning and implementation, this study sought to establish the availability of specialist teachers ICT tools and infrastructure in Hwange rural primary schools under study.

### **2.3.5 Resistance to Curriculum Change**

Change according Robbins and Coulter (2016) can be a threat to every individual within an organisation. In light of the above resistance to change can be functional when people or employees express and explain why they resist change or become dysfunctional when they refuse to use the change. Resistance to change according to Robbins and Coulter (2016) refers to actions taken by individuals and or a group when it is perceived that a change is occurring as a threat to them or their existence. In other ways, resistance to change simply refers to objections to change or a disagreement thereto. What is worth noting from the above

assertion are the terms *perceived* and *threat*. It is therefore clear from the above assertion that the threat needs not necessarily be real or large enough to influence the resistance to change. From that stand point, one can therefore concur that any amount of ‘perceived threat’ may influence resistance to change. In the context of this study, curriculum implementers, as change agents also have issues that may lead to resistance to the implementation of the curriculum. In the case of the Zimbabwean competency-based curriculum, teachers and other stakeholders have been indicating perceived challenges to the competency-based curriculum. This, on its own, was an indication that there could have been perceived threats to implementing the competency-based curriculum culminating to resistance to it was witnessed in some schools. Against this background, this study sought to establish the involvement of teachers in curriculum planning so as to reflect on their contribution towards curriculum implementation and whether non-involvement of teachers in the planning process could have contributed to resistance to implementation of the change process in some schools.

### **2.3.6 The Zimbabwean Competency-Based Curriculum**

According to GoZ (2015), the review of a curriculum is a process which must be regularly carried out to continuously adjust and improve the existing education practice on the backdrop of changing and emerging national and global socio-economic trends. The birth of the Zimbabwean competency-based curriculum, therefore, came about as part of the recommendations of the CIET (1999). The commission’s main term of reference was to “address more specifically on specific areas in the education and training systems requiring reform on short-term, medium-term and long-term basis” (Government of Zimbabwe, 1999). Later on, a declaration by the former President of the Republic of Zimbabwe, Robert Gabriel, on the need to transform the structure of the Zimbabwean education system to allow it to

adequately meet the ever-changing national development aspirations was done (GoZ, 2015). In that regard, the competency-based curriculum was to envision the provision of a wholesome education system for all the Zimbabwean people by “being the lead provider and facilitator of inclusive quality education for socio-economic transformation by 2020” (GoZ, 2015 p.4).

The Zimbabwean government thus, took a decision to carry out a curriculum review so as to ensure that the competency-based curriculum becomes responsive to the socio-economic needs of the country. There was need for the Zimbabwean government to adopt a curriculum which specifically focuses on the Zimbabwean learner’s capacity to apply knowledge, skills and attitudes in an independent, practical and responsible way. In light of the above the new competency-based curriculum was brought on board so that specific issues particular to the Zimbabwean populace will be addressed in the new education policy. Therefore, the researcher found it worthwhile to specifically look at change in the context of education transformation so as to have a clear understanding of curriculum in a changing environment as well as looking at factors influencing the change in curriculum in the Zimbabwean context.

### **2.3.7 Curriculum implementation in the context of change**

Curriculum implementation according to Yeung *et al.* (2012) refers to the actual operationalisation of the curriculum in institutions of learning. In other terms, curriculum implementation involves the translation of curriculum designs into classroom activities in order to change learners’ attitudes as they accept and participate in curriculum activities. By so doing, learners will be able to adjust to local and global processes (Yeung *et al.*, 2012). The above assertions resonate well with what is propagated by the Zimbabwean competency-

based curriculum in terms of context and purpose. The Zimbabwean primary and secondary school curriculum, like other curricular from other countries, South Africa for example, is a competency-based one and premised on the view that it is clearly guided by principles that promote personal and social development and transformation for the 21st century (Chisholm, 2001).

Ornstein and Hunkins (2018) point out that curriculum implementation is part of curriculum change. The implementation phase is considered as a multiplicity, stretching from the need for a competency-based curriculum until its complete acceptance. In the change process, implementation according to Ornstein and Hunkins (2018) begins with initial attempts by teachers to effect the innovation into various schools. As this phase progresses, participants usually develop confidence and expertise and so giving it greater chances of success. As Hall (1988) points out, the implementation stage is a crucial phase in the change process. In the Zimbabwean primary education system, the implementation of the competency-based curriculum was scheduled to commence in 2017 with grades ECD A, 1 and 3 as the first recipients, followed by ECD B, grades 2 and 4 in 2018 while grade 5, 6 and 7 in 2019, 2020 and 2021 respectively. Thus, giving it a seven year implementation process (GoZ, 2015).

In the process of implementing the curriculum in schools, teachers are also affected by the planned change. The most important aspect of change in the context of education as argued by Hargreaves, Lieberman, Fullan and Hopkins (1998) cited in Swanepoel and Booyse (2006) concerns the need to embrace various aspects of change to address fundamental global changes. Equally important is the preparation and making available enough material and human resources that are necessary for successful implementation of the curriculum. Swanepoel and Booyse (2006) remark that educational change and reform bring much

prominence within public policy in many different places. This is because as the environment changes, society also portrays a new need which literally means changes in the school curriculum.

A change in the society provokes changes in the curriculum since education is a social institution serving the needs of society. Because change can be a deliberate effort to transform the present state of affairs, it therefore influences and modifies the functions, structure and purpose of organisation (Kimbrough and Burkett, 1990). From the above assertion, it becomes prudent that change represents the struggle between the present status quo and what is desired. Hall (1988) thus describes change as the adoption of an innovation, where the prime goal will be to improve intended outcomes through revamping of practices. In the current study, the purpose of curriculum change as brought about by the competency-based curriculum was intended to bring about innovations as demanded by the twenty-first century education in general as well as addressing specific curriculum issues that affect the Zimbabwean education system in particular, thus establishing ways in which challenges to curriculum could be addressed necessitated.

Curriculum change in the Zimbabwe context is a critical process involving the country's primary and secondary education system. It has impacted on teaching and learning within the classroom and the emphasis has been some improvements in educational attainment with specific reference to life-long learning where learners are offered opportunities for continuous acquisition of competences throughout their lives (GoZ, 2015). Zimbabwe thus, finds itself in a critical situation with regards to curriculum implementation since there is no way the old and new order can be avoided. Lifelong learning as a notion according to Yeung *et al.* (2012) is based on the belief that the major goal of education in the global age is to

enhance the capabilities of an individual by guiding the preparation of learners for appropriate roles in society. Against this background, the change in curriculum ushered in a new dispensation for the entire primary and secondary education system. In the same vein, curriculum change meant that education practitioners were exposed to new methods, developments in technology as well as changes in the curriculum itself (Syomwene, 2013) the need to address whatever impediment may impinge on effective implementation of the competency-based curriculum.

Curriculum transformation encompasses reforming, redesigning or restructuring documents (syllabi), content, experiences and activities which learners go through in their day-to-day lives (Mbarushimana and Allida, 2017) hence the competency-based curriculum in Zimbabwe has been earmarked at embracing the above aspects in educational provision. It is in that attempt to address a paradigm shift in the above which has led to School Heads as curriculum in schools to be exposed to a multiplicity of challenges in their attempt to implement curriculum change in schools. The current study focused on challenges faced by rural primary School Heads when implementing the competency-based curriculum in an effort to manage educational transformation in schools. However, the implementation of the competency-based curriculum in current Zimbabwean rural primary schools in particular is marred by a number of challenges. This, therefore, prompted the researcher to carry out an investigation into the changing role of the School Head in effective implementation of the curriculum as well as establishing the nature of challenges they face during implementation of the competency-based curriculum in primary schools. The next section discusses the role of the School Head in curriculum implementation during times of education transformation.

## **2.4 ROLE OF SCHOOL HEAD AS CURRICULUM LEADER AT SCHOOL**

Curriculum change in Zimbabwean schools continues to dictate the discourse of education practice; resultantly it is even more critical than in the past for School Heads to develop abilities that will allow them to cope with their own responsibilities effectively. The paramount approach to lead change successfully could be to comprehend the change process as much as imaginable. In schools, change challenges School Heads to become more intricate and undertake leadership roles. Moreso, change brings about opportunities for personal growth as well as organisational growth through allowing School Heads as curriculum leaders and managers to accept roles and responsibilities that will see the school embracing the change process as they acquire management skills, innovative thinking as well as development of new skills and behaviours (Shen, 2008).

As pointed out by Bennet, Glatter and Levacic (1994), School Heads should be able to tell and follow the direction to which change leads them. This calls for them to have qualities such as creativity, knowledge, initiative and to be visionary. Effective school leadership also has a vision of the school as an organisation as well as their role in interpreting that vision to fruition of principal significance. Therefore, the new conditions emanating from the new curriculum framework calls for the School Head to translate this vision into practical action by setting the example.

New circumstances and prospects of the competency-based curriculum generate new challenges and perceptions for the role of the School Head. To ensure successful curriculum implementation in times of curriculum change as is the status quo in the Zimbabwean primary and secondary education system, it is imperative for the School Head to nurture



necessary knowledge, and skills about managing curriculum transformation. This becomes the greatest way the School Head can manage and lead the team successfully. Moreso, schools as manager and curriculum leader should also have an open line of communication, deep listening, valuing others as well as articulating personal truths. By permeating such practices therefore, the School Head will bring about successful and effective curriculum implementation in the school thereby perpetuating the best education into others (Glover, 2007).

The essential role of the School Head as manager and curriculum leader at school level will be to also be able to form a setting where all stakeholders will be able to employ their autonomy of choice to change. It is further probable that personalities' level of vigour and assurance will be directly hooked on one's understanding as well as internalisation of the justification behind and the aims of the new curriculum (Calitz, Fuglestad and Lillejord, 2002). The implication of the above, with regards the Zimbabwean primary and secondary education system, is that the School Head now has to manage the change in the context of the competency-based curriculum.

The role of School Head as a curriculum leader with regards to curriculum planning and implementation at school level is critical (Ornstein and Hunkins, 2018). Furthermore Sahid (2004) also suggests that it is the principal's (School Head) instructional role and responsibilities that determine the success or failure of any educational programme in the school. During the education transformation period, school leadership, according to The Centre for the Use of Research and Evidence in Education (CUREE), (2011) oversees and monitors the transformation and implementation process by effecting the intended and

planned change. Furthermore, school management ought to link curriculum change and school changing needs in a way that replicates beliefs and prospects the intended curriculum will impact on. In that regard, developments in human resource development and the quality of education service delivery by the teachers in that school would to a greater extent motivate school leadership and other players to embrace the change.

Fastier (2016) and Martins (2012) argued that there is great need for educational leadership to guarantee that the smooth transition of the previous curriculum if done in such a smooth manner will guarantee a smooth changeover to the new one. The central feature, in the above assertion is that the success of any curriculum transformation hangs on inspiring an energetic educational leadership which is fully aware of what they are expected to do (Rudhumbu *et al*, 2016). Rudhumbu *et al* (2016) further point out that educational change brings about noticeable shifts to the roles and responsibilities of educational leadership in general and school managers in particular. There are similarities in the position taken by the above authors with that of the study conducted by Shen (2008) where it was established that successful curriculum change is noticeable from the manner in which its positive results are observed as a result of successful implementation by focused educational managers. An understanding of the above helped the researcher to structure the study in such a manner that attempts to point out the roles and responsibilities of School Heads as curriculum leaders.

On another note, an effective curriculum leader plays a crucial role in the revolution and revitalisation of the curriculum (Heystek, 2007). Such a leader should take cognisance of the diverse levels in teaching where change could take place and also be conscious of the effects it could have on the overall management of the school. In another study by Carl (2002), the School Head also fulfils vital functions on the various levels of the curriculum, but plays an

even more important part in the area of the school curriculum and teaching and learning. The striking feature of the above study is that the school leader may be aware of the various roles that are expected of him or her with regards curriculum change and implementation however, the general trend will be for such a leader to be clear as to what his or her functions entail in as far as curriculum change and implementation are concerned. In this study, primary School Heads are thus expected to spearhead transformation in education as this is their key role as curriculum leaders.

Kobola (2007) conducted a study which established that a number of teachers do not have adequate knowledge on some subject areas hence implementing curriculum changes may pose a lot of challenges. This position collaborates with that of Sahid's (2004) study which established that teachers need to be trained and professionally developed if they are to implement changes in curriculum. The above scenario is consistent with challenges faced by some teachers in most rural schools in Zimbabwe. Such teachers have challenges in teaching subjects such as ICT, Visual and Performing Art as well as Physical Education because of lack of expertise. The above subjects are part of the learning areas to be taught in the revised Zimbabwean curriculum. In the context of this study, it was necessary to clearly depict the primary school learning areas that form the basis of the Zimbabwean primary education system in order to fully understand the scope of the national curriculum.

Every change agent must therefore, take it upon themselves and regard change as something that will occur more smoothly as a result of a collective effort hence those affected by the change must know what is to happen if they are all to contribute meaningfully towards the change process. As such, changes affecting individuals in an organisation such as a school should not result in failures that will negatively affect the entire purpose of organisational change. This is clarified in a study carried out by Heystek (2007) who proposed an

opportunity for principals to exercise their strategic leadership competences in setting the strategic direction of sourcing the competent human skills that will drive curriculum implementation.

On the other hand, school management must be aware that effective teaching and real learning is taking place in the classroom. There is, therefore, need for school managers to manage curriculum change and implementation in such a way that its transformation will result in successful implementation. In the current study, an understanding of the implementation process helped the researcher to structure the study in a way that sought to find challenges encountered in the implementation process. Theory gained from the discussion in this section further helped the researcher to structure the research topic so as to establish how the role of the School Head has changed with regards to effective implementation of the competency-based curriculum in rural primary schools in Hwange district. The next section looks at how school managers can effectively manage curriculum change for successful curriculum implementation.

## **2.5 MANAGING CURRICULUM CHANGE FOR EFFECTIVE CURRICULUM IMPLEMENTATION**

Managing curriculum change for successful curriculum implementation is one such role School Heads as curriculum leaders should strive to achieve. Educational change in Zimbabwe is and has been a necessary and fundamental process involving the entire education system. By looking at issues to do with curriculum implementation, that is, teaching and learning in the classroom situation, the success of curriculum implementation hinges on the School Head's leadership qualities and addressing what the curriculum itself emphasises on (Hanif and Arshed, 2016 and Geduld and Sathorar, 2016). Emphasis on the competency-based curriculum is premised on competency-based education (GoZ, 2015). This

was one of the reasons why there was need to embark on the transformed national curriculum. As far back as 1999, the need to change the Zimbabwean curriculum and align it with current educational demands was outlined in CIET report. The recommendations of the CIET meant that curriculum change in the Zimbabwean context was thus, inevitable. The change would therefore, result in new roles being assigned to School Heads for them to effectively manage curriculum transformation for successful implementation. In view of the above, the School Head as a curriculum leader becomes critical hence the need to clearly articulate that need.

Ornstein and Hunkins (2018) posit that institutional leaders should spearhead a mind-shift when change is being spread. In the context of the Zimbabwean education system, change meant that educational leadership and other change agents were to be exposed to new methods, growth, advances in technology developments as well as changes in the curriculum. In that regard, the need to keep education practitioners informed and to be abreast with new developments and changes in the curriculum became necessary (Syomwene, 2013). It is prudent therefore, to point out that whatever change is experienced within the school set up, there is always some form of resistance from some quotas. If such change is not properly managed, resistance to change may be disastrous. School Heads should therefore, realise that resisting change is a very purposeful behaviour which might not necessarily be aimed at individuals but the manner in which the said change is being brought for acceptance and implementation.

The success of competency-based education can only be determined by the degree of team work at school level. School Heads, as key role players and leaders in schools, need to take the responsibility for properly managing and supporting curriculum transformation in the

school. Steyn (2004) asserts that the School Head needs to lead the curriculum change process in the school at the same time harnessing the spirit of team work within the school. In a study that was conducted by Syomwene (2013), it was established that institutionalising change within a school system becomes a management task which School Heads must conduct sensitively and skilfully. This is supported by findings of Dambudzo's (2015) study which established that school managers are critical players and leaders in the management of the school as an institution because they exercise considerable influence over the manner in which change will yield the intended expectations. What is critical from the two studies is the consideration of the School Head's role as curriculum change agent where the School Head's instructional leadership role needs to be established (Fastier, 2016 and Heystek, 2007).

School Heads must be effective curriculum leaders and as such their strategic interaction on which fellow educational leaders in the education system rely on must provide the basis upon which change will be enhanced. If change is to be embraced, all educational stakeholders must thus be furnished with requisite information about the nature and extent of change that will be initiated within the education system in general and the school in particular. This, being the case, there is the need to avail necessary resources that will enhance successful curriculum implementation in the advent of curriculum change (Sahid, 2003). The next section discusses the above assertion.

## **2.6 RESOURCES THAT ENHANCE SUCCESSFUL CURRICULUM IMPLEMENTATION IN A SCHOOL**

Yara and Otieno (2010) and Moochi (2012) cited in Kigwilu and Akala (2017) argue that quality education hinges on physical facilities that are the ultimate predictors of students'

academic achievements. From the above assertion, one can conclude that the inadequacy of infrastructure, facilities and equipment affects curriculum implementation in schools and other educational institutions. UNESCO (2010) further illustrates that reliance on obsolete equipment compromises effective curriculum in a modern economy.

In the context of the above position, the School Head as the curriculum leader spearheading curriculum implementation at school level has a great task of ensuring the availability of suitable if not updated material resources coupled with a suitably qualified human resource (teachers and support staff) that enhances quality teaching and learning in the school. This is because the school itself is a complex social system which converts resources made available to it into such outcomes as learner development and achievement. As such, successful curriculum implementation in times of change in school curriculum can be possible if there is an adequate supply of resources that will enhance curriculum change.

Kagwilu and Akala's (2017) study conducted in Kenya concluded that, while some physical facilities and teaching and learning resources are adequate, their underutilisation and the inadequacy of other core facilities and resources, such as libraries and course textbooks, hinder effective teaching and learning. Although the above study was conducted specifically for institutions of higher learning (colleges), curriculum implementation and the resources needed thereto are almost similar. In that view, the conclusions drawn on the above may be inferred to the current study.

The researcher in the present study was once a pioneer and acting School Head of a rural primary school in a resettlement area for a period of more than five years. During the course of that period, the researcher experienced challenges in acquiring items such as the syllabi

documents, plan books, text books, proper infrastructure as well as decent teacher accommodation to mention but a few. Such resources are critical in the provision of quality education in any school set up and the unavailability of such resources compromises effective and successful curriculum implementation.

In the context of the competency-based curriculum, there are critical documents that form the resources every practising teacher must have in the classroom. These are referred to as critical documents (Government of Zimbabwe, 2018:8-9) and they are as follows:

- Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022,
- National Syllabus,
- School Syllabus,
- Schemes of work/Scheme-Cum-Plans,
- Lesson Plan,
- Progress Record,
- Learner Profile, and the
- Attendance Register

The above documents are the basic requirements every classroom teacher must have for any meaningful teaching and learning to take place within the context of the competency-based curriculum framework (GoZ, 2015). Apart from the simple documents mentioned above, the human resources aspect in the form of teachers is critical too. No meaningful learning can take place in the absence of teachers hence teachers are one such resource that must always be available as per authorised teacher establishment at each school.



Botha (2004) points out that professional school leaders within a school set up must be responsible for the work performance of all people in the school. It is therefore, only a properly trained educational leader who can provide the much needed professional support for effective curriculum implementation in time of change and innovation. Clarke (2007) alluded to the above assertion, remarking that it is necessary to have educational leadership which is aware of the professional needs of the school and the education system for effective curriculum transformation. Thus, for effective curriculum implementation, schools should not only provide adequate physical facilities and resources, but also optimise the exploitation of these amenities and resources.

## **2.7 STRATEGIES FOR EFFECTIVE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PRIMARY SCHOOLS**

The Zimbabwean competency-based curriculum has been implemented against countless challenges associated with the change. Noticeable in that case is the unavailability of adequate teaching staff. This challenge was aggravated by the fact that the government froze the employment of civil servants including the teaching staff. The implication of such a move was that effective curriculum change and implementation became a hurdle to run over. Therefore, the School Head as a curriculum leader has an insurmountable responsibility of giving high priority to curriculum change so as to create an environment where effective change can take place. Thus, there was need therefore for School Heads in the present study to play a crucial role in ensuring that the change in curriculum does not breed severe challenges to education provision in schools.

In a study carried out by Sahid (2004) it was concluded that School Heads need to be committed to the new initiatives and demonstrate their commitment towards realisation of the planned or unplanned change. In the context of the above view, School Heads as curriculum leaders at school level have the capacity to drive effective curriculum implementation by ensuring that teachers know what to teach as provided for in the various syllabi documents for each learning area. Effective implementation of the curriculum at school level is synonymous with quality education at that same level. Therefore, the quality of education in any given community should be accorded the same importance education plays for national development.

Government support takes first priority if teachers are to effectively implement changes in curriculum. Sahid's (2004) position is that government financially supported school initiatives by providing the much needed financial support to implement curriculum change. The findings by Sahid's study point out that if teachers in schools realise that school management is dedicated and enthusiastic about making the curriculum change materialise, the teachers will in turn give high priority to that change. In the context of the current study, the above assertion portrays the need for the government to continue providing adequate resources, financial and human resources for schools to effectively implement the competency-based curriculum by all schools during the transformation period.

In order to mitigate challenges that may be encountered in the implementation of the curriculum all curriculum players from macro to micro level must work together and try to provide the much needed support in terms of resource provision. Infrastructure development at school level as well as human resource development must also be given high priority. Syomwene (2013) recommended that School Heads should apply proper management

approaches if effective curriculum change and implementation in educational institutions was to be effective and successful. The above assertion echoes that of Jones and Anderson (2001) who contended that good management approaches premised on collegiality become the hallmark of effective curriculum implementation in a school. The Centre for the Use of Research and Evidence in Education (CUREE) (2011) also enunciated that developing nations must invest in education in order to embrace benefits from pedagogical and curriculum shifts, thus, addressing some contemporary trends in education. In the context of this study, the topic on the changing roles of the School Head as a curriculum leader was incorporated to establish what roles specifically pertain to School Heads in their pursuit to managing curriculum change generally and managing the competency-based curriculum specifically.

## **2.8 CHAPTER SUMMARY**

Chapter Two discussed literature related to the study topic. Literature focused on the theoretical and conceptual framework underpinning curriculum design, development, implementation and curriculum change in particular. The chapter also discussed literature related to issues falling under the preview of the research objectives as themes under which the literature review was premised. The next chapter focuses on presentation, analysis as well as discussion of primary data collected from research participants.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

The previous chapter dwelt on the review of related literature. Chapter thus focuses on the research design and methodology embarked on by this study. Other areas to be looked into include the study population, sample and sampling frame as well as sampling procedures. The chapter will also look at data sources as well as the instruments used for the collection of research data. Issues of validity, reliability, ethical considerations and data presentation and analysis procedures will also form the structure of this chapter.

### **3.2 RESEARCH DESIGN**

A research design according to Kumar (2014) is a plan, structure and strategy of investigation which is used to obtain answers to research questions or problems. In research, the researcher may decide to use either a qualitative or quantitative design depending on the type of data to be collected (Bryman and Bell, 2016 and White, 2002). In this research, the qualitative research design using the descriptive survey was adopted by the researcher. Bryman and Bell (2011); Kumar (2014) and Dawson (2002) concur that the main focus of a qualitative research design is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of research participants. The qualitative research design best suited this study because it enabled the researcher to address the research problem where the researcher did not know the exact variables and needed to explore them extensively (Pernecky, 2016 and Creswell, 2017). Thus, the researcher's use of the qualitative research design was adopted for purposes of understanding, exploring and discovering the feelings, perceptions, attitudes and experiences of Hwange rural primary School Heads as well as Schools Inspectors in their understanding of curriculum change and implementation

within a changing educational environment in Hwange district. The descriptive survey was adopted because it allows the researcher to describe in detail and comprehensively what the study establishes in the field. The approach was also used in order to establish opinions and experiences of School Heads and Schools Inspectors regarding curriculum implementation challenges in rural primary schools as they affect School Heads' management of schools.

### **3.3 POPULATION AND SAMPLE**

#### **3.3.1 Population**

The term population according Magwa and Magwa (2017) and Chiromo (2006) refers to the number of elements under study or cases that a researcher can investigate. The population in this study comprised of primary schools from Hwange district. Hwange district has a total of eighty-eight (88) primary schools which literally means there is an equal number of School Heads who comprise the research population. From the 88 schools, twenty (22.7%) are in the urban set up while sixty-eight (77.3%) are in the rural set up. From sixty-eight rural primary schools, four (4) are satellite schools that are in the scattered resettlement areas that were established during the time of the land reform programme. The district has three (3) Schools Inspectors to which these School Heads report. The School Heads were selected as research participants on the role they play in ensuring effective curriculum implementation by teachers at school level as well as their understanding of what educational transformation entails. The School Heads were also selected on the basis of the research topic which specifically seeks to establish challenges faced by primary School Heads when implementing the competency-based curriculum. The Schools Inspectors (SIs) were selected on their professional standing in the MoPSE (the inspectorate) in as far as curriculum issues at school, district and national level is concerned. Furthermore, School Heads and SIs' roles as curriculum leaders at various

levels are critical in ensuring the success or failure of implementation of the school curriculum.

### **3.3.2 Sample**

Kumar (2014) refers to a sample as the number of participants that are drawn from the accessible population. Chiromo (2009), states that a sample is a smaller group or subset of the population which the researcher selects from the population while Green (2007) defines a sample as the section of the population which is chosen to represent the group under study. From the above definitions, it can therefore, be inferred that the purpose of sampling is to manage the research participants sampled from the sampling frame. For a researcher to have a representative group of research participants there is need to have a manageable group from which conclusions and generalisations based on the study can be drawn.

#### **3.3.2.1 Sampling frame**

Saunders, Lewis and Thornhill (2009) define a sampling frame as a complete list of all the cases in the population from which the researcher intends to draw the sample. Since it was impossible for the researcher to collect data from the entire population, it was prudent to sample a manageable group of participants, that is, ten School Heads (15%) out of 68 primary School Heads (the sampling frame) from Hwange rural primary schools and from two (67%) SIs, out of three from the district. A sample of schools under study was drawn from the sixty-eight rural primary schools from Hwange district as obtained from the office of the District Schools Inspector (DSI). This became the sampling frame. Hwange district has a total of sixty-eight (68) rural primary School Heads from a total of sixty-eight (68) schools. The figure includes four satellite schools.

Two (2) out of three (3), (67%) SIs for Hwange district also formed part of the research participants. The two SIs were from the two MoPSE circuits that collectively constitute Hwange district. A circuit according to the administration of MoPSE system is an area of educational administration which falls under the jurisdiction of a Schools Inspector. From the 68 rural primary schools, ten (15%) were part of the research study. Table 3.1 below shows the composition of the sampling frame for the research participants. The names of all communal and resettlement schools from Hwange North and South circuit were written on pieces of paper that were randomly picked after being thoroughly mixed in a box until a sample of ten schools was arrived at.

**Table 3.1: Composition of the sampling frame for the research participants**

Education circuit	Composition of the sampling frame	
	Number of School Heads	Number of Schools Inspectors
Hwange North Circuit	33	1
Hwange South Circuit	35	1
<b>Total</b>	<b>68</b>	<b>2</b>

### 3.3.3.2 Sample size

To have a representative group, sampling from the accessible population (Magwa and Magwa, 2015) must be done. This, according to Magwa and Magwa (2017 and 2015), Creswell (2017), and Saunders *et al.*, (2009), ensures that the study is conducted in a more convenient and less expensive way. Magwa and Magwa (2015, p.62) further contend that “the sample composition impacts the generalisability of the results to the study population and the composition of the study population also impacts further generalisations to the target population.” In light of the above, a sample size of ten (10) School Heads and two (2)

Schools Inspectors became the sample upon which the conclusion and generalisation of the study population were made. The sampled participants were representative of the characteristics of the entire population. Rural schools from the communal areas and those from the resettlement areas were randomly selected so as to cross-link them and get a comparative position on the challenges encountered by School Heads in the implementation of the competency-based curriculum.

### **3.3.3 Sampling procedure**

Cohen *et al.* (2007) maintain that the quality of any piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling method or procedure that has been adopted. Sampling procedures are the different ways of determining the sample size from the research population. The idea behind having a sample is to ensure that the study is conducted in a convenient and less expensive way. Sampling procedures that can fall under either probability or non-probability sampling can be resorted to by a researcher so as to have a more representative study sample. Probability sampling according to Chiromo (2006) refers to the possibility of each element having an equal chance of being selected. On the other hand non probability sampling refers to the sampling process which does not give all the elements in the population equal chances of being selected (Magwa and Magwa, 2017). In this study, the researcher used both probability and non-probability sampling techniques and these were as follows:

#### **3.3.3.1 Purposive Sampling**

Magwa and Magwa (2017 and 2015) and Dawson (2002) define purposive sampling as a type of non-probability sampling where the researcher uses his or her judgement to select research



participants. Chiromo (2006:18) adds and states “The subjects are selected on the basis of the researcher’s judgement of their typicality.” In this study, purposive sampling was used to sample the ten Heads of Schools and the two Schools Inspectors on the basis of their expertise as educational managers at school and district level respectively. Both categories of respondents understand what entails implementation and change in the curriculum discourse hence their roles and responsibilities as curriculum leaders enable them to provide valuable information with regards implementation of the competency-based curriculum. Schools Inspectors in particular, provide professional guidance and continuous professional development to School Heads and teachers. This role is crucial for effective implementation of any curriculum. Purposive sampling was also used to sample the three resettlement schools because of their dissimilar and critical nature with other schools in Hwange district. Most of such schools lag behind in terms of availability of proper infrastructure, human and material resource provision. These resources are critical for any meaningful teaching and learning to take place in a school.

### **3.3.3.2 Simple random sampling**

Simple random sampling is a type of probability sampling in which each element has an equal chance of being selected (Chiromo, 2006) from the entire population. Cohen *et al.*, (2007) and Kothari (2004) agree that simple random sampling is a sampling method where each sample combination has an equal chance of being picked and an equal chance of being included in the sample. The above authors go on to highlight that the probability of research participant to the population that has been selected is not affected by the selection of other members of the population. Each selection is entirely independent of the next. In this study, the number of primary schools from the communal areas was randomly sampled through picking pieces of paper from which their names were written after thoroughly mixing the

pieces of paper in a box. In short, the ‘hat system’ as a sampling method was used. Table 3.2 shows the composition of the respondents who were sampled and studied.

**Table 3.2 Composition of research respondents sampled and studied**

<b>Category of respondents</b>	<b>Expected (N=12)</b>	<b>Studied</b>	<b>Percentage</b>
School Inspectors	2	2	100
School Heads	10	10	100
<b>Total</b>	<b>12</b>	<b>12</b>	<b>100</b>

### **3.4 DATA TYPES**

All research according to Frey, Carl and Garry (2000) is dependent upon analysis of collected data. Collected data can either be primary or secondary data depending on the source from which it was obtained. Every qualitative researcher aims at collecting valid and representative data that will be used to generalise the findings of the research (Magwa and Magwa, 2015). The following section discusses the two data types and how they were of value in the present study.

#### **3.4.1 Primary data**

Primary data refers to data collected for the first time to address the problem under study (Bryman and Bell, 2011). Such data is collected from sources like personal interviews, questionnaires or surveys. It is that much-needed data to the researcher who initiated the research. According to Magwa and Magwa (2017 and 2015), Bryman and Bell (2011) the results are used for the purpose for which the research was originally intended. The data are

also specifically subject to the research problem. Such data are then analysed by the researcher in order to address the research problem. According to Magwa and Magwa (2015), there is no doubt about the authenticity or quality of such data in terms of findings of the intended study. In quantitative research the data are used to reject or fail to reject the null hypothesis (Chiromo, 2009). In the present study, primary data refers to data generated from the use of questionnaires and interview guide as data collection instruments.

### **3.4.2 Secondary data**

Secondary data is data that are already available (Magwa and Magwa, 2015). These, according to Magwa and Magwa (2015), can be data from journals, the internet, in a library books and other records among other sources. Magwa and Magwa (2015) concur with the above authors when they say secondary data are data collected by someone else for some other purpose but being utilized by the researcher for researcher's study purpose. The major advantage of secondary data is that all desired data are obtained accurately and in the format they required (Magwa and Magwa, 2017). In the present study, secondary data sources included journals and text books as well as online journals from various internet sources. These were rich in data relevant to the discussion of findings to the problem under study.

### **3.5 RESEARCH INSTRUMENTS**

Research instruments according to Bryman and Bell (2011) are the tools used for the collection of research data. Bryman and Bell (2011) and Moore (2011) concur that the type of the research tool used is dependent upon the nature of the research question, the resources and time available as well as the training and skills or preferences of the researcher. Having

adopted the qualitative research design, the main research instrument for this study was the questionnaire. Also used in the collection of data was the interview guide with structured questions. The questionnaire was administered on School Heads while the interview was conducted with the two Schools Inspectors so as to collect rich data on challenges School Heads encountered in the implementation of the competency-based curriculum at primary school level. A brief discussion of the two data collection tools is done in the sections that follow.

### **3.5.1 The questionnaire**

The questionnaire was the main data collection instruments in this study. Wegner (2005) contends that questionnaires are considered most suitable when the targeted respondents are geographically dispersed like the Hwange rural primary school population. Kothari (2004), a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire items can be closed ended, open ended or both. In this study, the questionnaire comprised of both open-ended and closed ended questions. Open ended questions were included so that respondents could elucidate their responses thereby providing detailed responses of the issued being asked while closed ended questions were meant to allow respondents to select options of given responses. Furthermore, the questionnaire as a data collection tool was adopted for its ability to collect quantitative and qualitative data on the study topic. Corrections were made to the questionnaire based on suggestions and recommendations from piloting.

The advantage of using the questionnaire to collect data in this study was that the researcher was able to collect more data on the roles and responsibilities of School Heads as curriculum leaders. Furthermore, the questionnaire as a data collection instrument allowed the researcher

to collect primary data from the School Heads since these respondents expressed themselves freely since there was no one to influence them on how to respond to questionnaire items. Low cost was another advantage as the researcher was able to hand-deliver questionnaires to all heads whose schools were situated along the same route. A major disadvantage was that the researcher had no control over the respondents' responses (Magwa and Magwa, 2015).

### **3.5.2 The interview**

An interview as a data collection tool refers to personal contact and interaction between the researcher and respondents (Collins *et al*, 2000 cited in Magwa and Magwa, 2015). Depending on the type of data to be collected, a specific type of interview can be conducted. Magwa and Magwa (2015) argue that an interview can either be structured or unstructured. A structured interview is one where the interviewer does not deviate from the list of questions while an unstructured interview is one where the interviewer has a leeway to adjust questions according to how the interviewee responds (Magwa and Magwa, 2015 and, 2017 and Chiromo, 2006). Another way of categorising interviews is by the manner in which the interview is conducted, that is, whether one or more participants are involved at one goal (Magwa and Magwa (2015). Corbetta (2003) in Magwa and Magwa (2015, p.73) defines a structured interview as a type of interview where “all respondents are asked the same questions with the same wording and in the same sequence.” In the present study the researcher employed the interview as a data collection technique for it allowed the researcher to collect primary data from Schools Inspectors hence gain insights into their beliefs and attitudes on the changing role of the School Head in the implementation of the competency-based curriculum as well as challenges experienced by School Heads in the implementation of the newly introduced curriculum. The structured interview guide was divided into Sections A and B so as to gather demographic and qualitative data based on research objectives from

the two Schools Inspectors. Furthermore, similar questions were asked to the Schools Inspectors following the order in which the questions were structured in the interview guide so as to analyse, code and compare the responses from the respondents (Magwa and Magwa, 2015).

The advantages of using the interview as a data collection technique in this study was that face to face interaction allowed the researcher to probe the interviewees for more information on each question item. The interview also allowed the researcher to explain and elaborate questions to the interviewees thereby getting rich data and detail on curriculum implementation in Hwange district. The major disadvantage was interviewee bias because of the researcher's position in the Ministry of Primary and Secondary Education, that is, being a subordinate to the interviewees who, by the nature of their position in the Ministry, are senior officials knowledgeable with curriculum implementation at all levels in the ministry of Primary and Secondary Education. However, the researcher was able to handle the interview process in order to collect the needed data from the two Schools Inspectors.

### **3.6 DATA COLLECTION PROCEDURES AND ADMINISTRATION**

After getting a letter from the researcher's university authorising the researcher to collect research data for the study, the researcher wrote another letter to the D.S.I. Hwange District seeking permission to carry out a research study in the district. The D.S.I in turn wrote a cover letter to the Provincial Education Director (P.E.D) for Matabeleland North Province to allow the researcher to carry out a research in the district. The P.E.D approved of the researcher's request and a permit was emailed to the researcher. After obtaining a letter of authority from the P.E.D, the researcher approached the D.S.I for Hwange District as per the requirements from P.E.D. This was meant to appraise the D.S.I of the authority granted to the researcher to carry out research in the district. That was the time when the two Schools

Inspectors were also approached to seek their informed consent and make appointments for interviewing them on a date and time convenient to their work schedules. Their consent was granted. The School Heads' consent was granted after the researcher contacted them through phoning after obtaining their contact details from the district office. Appointments were made with them to hand deliver the questionnaires to them. The researcher drove in person to the ten selected schools to hand deliver the questionnaires. The respondents were given two weeks to respond to the questionnaires after which these were collected by the researcher.

### **3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS**

#### **3.7.1 Validity**

Validity is the ability of an instrument to measure what it is designed to measure (Kumar, 2014). Smith (1991) in Kumar (2014) further explains that validity refers to the degree to which the researcher has measured what he or she has set out to measure. In this study the validity of the questionnaire as a research instrument was established through piloting to rural primary schools heads that were not part of the research sample. Validity of the interview schedule was established through the assistance of the researcher's research supervisor who read through the interview guide to establish if the questions were really meant to collect data required of them. Related to validity are issues to do with reliability of research instruments which becomes the rubric of next section.

#### **3.7.2 Reliability**

Data reliability refers to the degree to which collected data obtained with an instrument are consistent (Chiromo, 2009). Kumar (2014) concurs with Chiromo when he says reliability of data refers to the degree of accuracy or precision in the measurements made by a research

instrument. In the current study reliability of data was done through piloting the questionnaire items to five rural primary School Heads that were not part of the respondents. After piloting, corrections to the questionnaire were made basing on suggestions and recommendations from piloting participants and the research supervisor.

### **3.8 ETHICAL CONSIDERATIONS**

Pera and Van Tander (1996) in Chiromo (2009) refer to ethics as behaviour and standard that is expected of a group as expected from that group's code of professional conduct. Every research therefore should adhere to such standards so that the rights of research participants are not infringed in any way. The success of a research study thus, depends upon observation of ethical issues on. In the current study, the following ethical considerations were taken care of:

#### **3.8.1 Informed consent**

Informed consent according to Chiromo (2009) concerns informing the research participant about the research well before he or she makes a decision to partake in the research. In this study, informed consent was obtained from the two Schools Inspectors for Hwange North and South Circuits as well as the ten School Heads from the ten selected schools after phoning them. All these participants voluntarily and willingly gave their informed consent after information pertaining to the purpose of the research, why they were selected as respondents as well as an assurance that they were completely free to decline or withdraw their consent in the study (Chiromo, 2009) was availed to them.

#### **3.8.2 Confidentiality**

Confidentiality pertains to the assurance that the respondents' responses will not be disclosed to anyone who is not part of the research (Magwa and Magwa, 2017 and 2015). In the current



study, the respondents were assured that their responses would not be made public to any other persons serve for the researcher. This was so because the data collected from them was for academic purpose and administrative in the Ministry of Primary and Secondary Education only.

### **3.8.3 Privacy/Self Determination**

Magwa and Magwa (2015) argue that privacy of information collected from research participants means no one can link such with participants' identities. The privacy of the respondents was guaranteed by ensuring that the interviews with Schools Inspectors were conducted *in camera* without interruption from other education officials at the Hwange District Office so as to maintain privacy of the interviewees. More so, the identity of participants was not linked to their responses on questionnaires they completed during the course of data collection.

## **3.9 DATA PRESENTATION AND ANALYSIS PLAN**

Presentation and analysis of research was done on the basis of research objectives as outlined in the review of related literature section. This was done so as to have a coherence of the reviewed literature and findings from the primary data collected from the research participants. The collected data was presented quantitatively using tables for closed- ended questions on both questionnaire and interview guide and qualitatively through thematic description of participants' responses for purposes of comparing responses from respondents. Analysing of data using simple tables for closed ended questions as well as descriptive discussion provided a solid basis of what the research participants actually said against what other authorities have already said about the problem under study.

### **3.10 CHAPTER SUMMARY**

Chapter 3 discussed the research design on which the research study followed. The qualitative research design using the descriptive survey approach was adopted in order to organise and analyse primary data collected in the current study. The next chapter focuses on the presentation and analysis of research data.

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

While the previous mainly focused on the research design and methodology that the study was premised on, this chapter will focus on the presentation, analysis and discussion of primary data obtained from research participants. Presentation of data was done using simple frequency and percentage tables. This was done by first presenting and analysing respondents' demographic data and thereafter looked at primary data based on participants' responses to research questions.

### **4.2 PRESENTATION AND ANALYSIS OF DATA**

The presentation as well as the analysis of data first looked at the response rate in respect of the questionnaires administered to ten (10) primary School Heads that formed the study sample. Decimal percentages were rounded to the nearest whole number after coding of respondents with letters A to J in respect of the questionnaires administered. These letters will thus be used in the discussion of data based on research participants' responses to research questions on the questionnaires.

#### **4.2.1 Response rate**

The study sought to collect data from ten 10 primary School Heads from two circuits that form Hwange District on the changing role of the School Head in the implementation of the competency-based curriculum at primary school level. Table 4.1 illustrates the above data.

**Table 4.1 Composition of School Heads by administered questionnaires (*N=10*)**

<b>Education circuit</b>	<b>Administered Questionnaire</b>	<b>Response Rate</b>	<b>Percentage</b>
Hwange North Circuit	5	5	100
Hwange South Circuit	5	5	100
<b>Total</b>	<b>10</b>	<b>10</b>	<b>100</b>

**Key N = Sample size**

Table 4.1 shows a 100% response rate for the administered questionnaires for primary School Heads from the two circuits and schools under study.

#### **4.2.2 Demographic data of respondents**

This section presents demographic characteristics of respondents. This included the 10 School Heads and the two (2) Schools Inspectors who comprised the study sample. Question items 1 to 6 from both the Questionnaire and the interview guide provided for the demographic characteristics of research participants.

**Table 4.2 Composition of respondents by sex (*N = 12*)**

<b>Sex</b>	<b>School Heads</b>		<b>Schools Inspectors</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Male	5	50	2	100
Female	5	50	0	0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

Question 1 on both the questionnaire for School Heads and the interview guide sought to collect data on the composition of respondents by sex. The data is shown in Table 4.2 above. From the data shown, there was an equal number (50% each) of male and female School Heads while 100% of Schools Inspectors were male. This shows that the sample was representative of both sexes in terms of distribution of leadership positions at school level which is the major thrust of this study. On another note, the views, perceptions and opinions of both sexes on the changing role of Heads of schools in the implementation of the competency-based curriculum was well-balanced.

**Table 4.3 Category of respondents by age ( $N = 12$ )**

Age in years	School Heads		Schools Inspectors	
	Frequency	Percentage	Frequency	Percentage
Below 25	0	0	-	-
25 – 34	0	0	-	-
35 – 44	2	20	0	0
45 – 54	7	70	1	50
55 and above	1	10	1	50
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

Question 2 on both questionnaire and interview guide sought to collect data on the category of respondents by age. The data is shown in Table 4.3 above. From 4.3, the majority of respondents (70%) are in the category 45 to 54 years of age. A combined total of 3 (30%) respondents were in the category of 35 to 44 years and above 55 years of age. On the other

hand, 50% of Schools Inspectors were in the 45 -54 years while another 50% in the 55 and above age category. The age of a person is critical in making informed decisions on any given phenomenon. This means that the ages of the respondents in the current study was diverse in their decision making choices with regards to changing roles of rural primary School Heads in the implementation of the competency-based curriculum at primary school level.

**Table 4.4** Category of respondents’ experience as classroom-based teacher (*N = 12*)

Experience in years	School Heads		Schools Inspectors	
	Frequency	Percentage	Frequency	Percentage
Below 10 years	1	10	-	-
11 – 15	4	40	1	50
16 – 20	3	30	0	0
Over 20 years	2	20	1	50
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

The experiences of the School Heads as classroom practitioners were also sought through Question 3 on the Questionnaire for School Heads. The data gathered on that Question item showed that most respondents were in the category 11 to 15 years as classroom based teachers. 30% of the respondents were in the category 16 to 20 years, 20% had over 20 years’ experience as classroom-based teachers. On another note, only 1 (10%) School Head was below 10 years of teaching experience. One (50%) Schools Inspectors was in the category 11-15 years while another (50%) was in the more than 20 years category as classroom-based

teacher. From the above data, it can be established that the experiences of participants under study were diverse. This means that their various experiences as classroom-based teachers explain the respondents' mixed views on the research study. The respondents' experiences as classroom-based teachers were critical in that they might have implemented the old curriculum before the introduction of the new competency-based one hence enlist the School Head's changing roles in comparison to the implementation of the two.

**Table 4.5 Composition of respondents by highest professional qualification ( $N = 12$ )**

Category of respondents	School Heads		Schools Inspectors	
	Frequency	Percentage	Frequency	Percentage
Diploma in Education	3	30	-	-
Bachelor of Education Degree	6	60	1	50
Master of Education Degree	0	0	0	0
Doctorate/PhD	0	0	0	0
Other degree	1	10	1	50
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

Question 4 on the Questionnaire for School Heads and Schools Inspector interview guide sought to gather data on the respondents' highest professional qualification. The data is shown in Table 4.5 above. Table 4.5 shows that most School Heads (60%) have a Bachelor of Education degree while 30% were holders of a Certificate in Education. Only 10% of the School Heads had other degree. Of the two Schools Inspectors one (50%) had a Bachelor of Education degree and the other (50%) had other degree. A degree of any nature in the Civil

Service Commission (CSC) qualifies a teacher promotion to deputy or headship and a School Head to Schools Inspector. This also applies to Schools Inspectors. On the other hand, the 30% School Heads with a Diploma in Education could be holding that position on an acting capacity. However, data showed that the majority of respondents (60%) School Heads and 100% of the Schools Inspectors do comply with the minimum requirements of their positions that is, having a degree to be Substantive Head, Deputy Head or Schools Inspector. The next question sought to establish the respondents' official grades in the MoPSE.

**Table 4.6 Composition of respondents by official grade in the Ministry (*N* = 12)**

Official grade in Ministry	School Heads		Schools Inspectors	
	Frequency	Frequency	Frequency	Frequency
Teacher	4	40	-	-
Substantive Head	4	40	-	-
Substantive Deputy Head	2	20	-	-
Schools Inspector	-	-	2	100
District Schools Inspector	-	-	0	0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

Question 6 on both instruments sought to establish the respondents' official grades in the MoPSE and that data is shown in Table 4.6. The data show that 40% of the School Heads were substantive in that post while 20% were substantive deputies. A further 40% of the School Heads were in the teacher grade. All the Schools Inspectors (100%) were in the Schools Inspector grade substantively. This could imply that of the School Heads in the



teacher grade they could be holders of a Diploma in Education and holding that post in an acting capacity. Moreso, there still exist substantive School Heads who were promoted to that grade when they were holders of either Certificate or Diploma in Education before the degree qualification became mandatory. It therefore becomes prudent that all the respondents could make valuable contributions towards the data collection in the present study. The next question sought to collect data on respondents' experiences in their substantive positions and the data are shown in Table 4.7

**Table 4.7 Respondents' experience in years at official grade in the Ministry (*N* = 12)**

Experience in years at in grade	School Heads		Schools Inspectors	
	Frequency	Percentage	Frequency	Percentage
Less than 5 years	2	20	0	0
5 to 10 years	4	40	2	100
11 to 20 years	2	20	0	0
More than 20 years	2	20	0	0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>

Table 4.7 represents data in respect of question 5 from the Questionnaire as well as the interview guide which sought to gather data on respondents' experience in their official posts. The table shows that most School Heads (40%) and all (100%) Schools Inspectors were in the range 5 to 10 years' experience in their official grade in the MoPSE while a combined 40% of the School Heads had an experience of 20 years or more in their official grade. A further 20% of School Heads was less than 5 years in their official grade in the MoPSE. It

can therefore, be inferred that most respondents (80%) have extensive years in their present grade which makes their contribution to the study more valuable.

### **4.2.3 Data presentation based on research questions**

The following section sought to collect data from respondents based on research questions. Data are presented in simple frequency and percentage tables as well as in text format on what respondents actually stated in response to the questions on the questionnaire and interview guide.

#### **4.2.3.1 Changing role of the School Head as curriculum leader at school**

This section sought to collect data on the School Heads' role as curriculum leader at school level through Questions 7 to 9. Question 7 from the questionnaire for School Heads and question 7 on the interview guide for SIs sought to collect data on the role of the School Head as curriculum leader at school level. Question 7 on the questionnaire specifically sought to establish the extent to which respondents *agreed* or *disagreed* on the School Head's role in managing change in the context of the competency-based curriculum at school level and data that question are given in Table 4.8.

**Table 4.8 Roles of School Head in managing change (N = 10)**

Role/responsibility	Response				
	SD	D	N	A	SA
Dispel certainty to change.	0	0	0	3	7
Provide on-going support & training to embrace change.	0	0	0	0	10
Involve & supervise teachers to accept and implement curriculum change as planned.	0	0	0	4	6
Develop ways for teachers to sustain curriculum change.	0	0	0	5	5
Manage & understand teachers' doubts & concerns on the intended change.	0	0	0	4	6
Involve teachers in the change process.	0	0	0	0	10
Communicate the need for change.	0	0	0	0	10

Key: *SD Strong Disagree D Disagree N Neutral A Agree SA Strongly Agree*

Table 4.8 shows that most respondents (70%) *Strongly Agreed* that the School Head's role is to 'Dispel uncertainty to change' while 30% *Agreed*. On the other hand, all School Heads (100%) *strongly agreed* that the School Head must 'Provide on-going support and training to embrace change.' The data also show that most (60%) of the School Heads *Strongly agreed* that the School Head should 'Involve and supervise teachers to accept and implement curriculum change as planned' while 40% *Agreed* to same note. There were similar views (50% apiece), *Agree* and *Strongly Agree* respectively on the role of the School Head's need to 'Develop ways for teachers to sustain curriculum change.'

Table 4.8 further shows that most School Heads (60%) *Strongly agreed* that the School Head's role as a curriculum leader is to 'Manage and understand teachers' doubts and concerns on

*the intended change*’ while 40% of the School Heads respondents indicated that they *Agreed* on the above note. The data further reveals that all (100%) School Head indicated that they *Strongly agree* that they have to *‘Involve teachers in the change process’* and that School Heads’ role should be to *‘Communicate the need for change’* to the team.

School Head respondents were further asked to state what they thought were other roles and responsibilities as managers and curriculum leaders in times of change. *Respondent J* was of the view that the School Head was responsible for explaining to teachers, parents and other stakeholders the philosophy underpinning the competency-based curriculum. *Respondent C* on the other hand pointed out that the School ensures swift implementation of the curriculum by teachers. *Respondents A, B, D, E, F* and *J* however were of the view that the School Head is responsible for availing teaching learning resources to teachers while *Respondent H* indicated that the Head’s other role entailed monitoring implementation of the curriculum and provide feedback to MoPSE on implementation successes and challenges. *Respondent G* also of the view that the School Head was responsible for developing and monitoring coverage of a school-based syllabus derived from the national syllabi as well as ensuring that the school has developed a school based syllabus derived from the national syllabi and monitor syllabi coverage during supervision. Involving teachers in reviewing the national curriculum was *Respondent A*’s other response while *Respondent B* stated that the School Head was also responsible with inviting resource persons from the locality. The two SIs also indicated that School Heads in general had quite a number of roles and responsibilities in the implementation of the competency-based curriculum. From the above responses, it can be implied that the School Head as curriculum leader at school level has various roles and responsibilities with regards to the implementation of the competency-based curriculum in Hwange rural primary schools. It can further be implied that School Heads as curriculum

leaders have an appreciation of curriculum change processes ultimately this impacted on effective implementation of the curriculum as well as managing curriculum change and innovation in the entire Zimbabwean education system. The next question on the questionnaire for School Heads sought to establish areas of staff development programs that were conducted in schools to improve teacher competencies in the implementation of the competency-based curriculum and the responses are given in Table 4.9.

**Table 4.9 Category and number of staff development programs held in schools (N=10)**

<b>Area of staff development courses/ programs conducted</b>	<b>Totals</b>	<b>Frequency</b>	<b>Percentage</b>
Syllabus interpretation	10	10	100
Teaching of composite classes	10	4	40
Teacher Professional Standards (TPS)	10	10	100
Use of ICT tools in teaching and learning	10	5	50

Question 8 from the questionnaire for School Heads as well as question 8 from the interview guide sought to collect data on areas of staff development programmes conducted at their schools. Table 4.9 shows data from questionnaires administered on School Heads. Table 4.9 shows that all School Heads (100%) had conducted staff development programmes on *syllabus interpretation* and *Teacher Professional Standards*. 50% of respondents had conducted staff development programmes on the *use of ICT tools for teaching and learning* while four 40% of the School Head respondents had conducted staff development programmes on *teaching of composite classes*.

On the other hand the two SIs indicated that the district was working towards achieving MoPSE's five pillars of which one of the pillars is capacity development hence School Heads and teachers are capacitated in every aspect that demands implementation of the competency-based curriculum.

Continuous staff developing and capacitation of teachers is critical for teachers as enhances teachers' skills and competencies in the various learning areas of the competency-based curriculum. Therefore, holding of staff development programmes implied that School Heads valued continuous professional development among teachers as these programmes are critical in the implementation of curriculum change and the competency-based curriculum specifically. The next question on the questionnaire for School Heads sought to collect data on the rate at which staff development programs were held in schools under study. The data are given in Table 4.10.

**Table 4.10 Rate of staff development programs conducted by schools ( $N = 10$ )**

<b>Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	1	10
Fortnightly	7	70
Monthly	2	20
Once per term	0	0
<b>Totals</b>	<b>10</b>	<b>100</b>

Question 9 on the questionnaire was meant to collect data on the frequency of staff development workshops held at schools and the details to that question are shown in Table

4.10 above. The table shows that most respondents (70%) conducted staff development programmes fortnightly. 20% of the respondents conducted them monthly while 10% conducted them weekly. This implies that respondents value such programmes as they enhance effective and successful implementation of the competency-based curriculum in schools. The next section sought to collect data on managing curriculum change for successful implementation of the competency-based curriculum in rural primary schools. Data collected are as shown in Section 4.2.3.2.

#### **4.2.3.2 Managing curriculum change for effective and successful curriculum implementation**

Section 4.2.3.2 sought to collect primary data on how School Heads manage the school curriculum for successful implementation through Questions 10 to 12 on the questionnaire for School Heads. Items 8 and 9 on the interview guide also sought to collect similar data on managing curriculum change for effective curriculum implementation of the competency-based curriculum in schools. Question 10 on the questionnaire specifically sought to establish respondents' views on teachers' preparedness towards the implementation of the competency-based curriculum and the question read '*How has teacher preparedness been like in implementing the competency-based curriculum at your school?*' and there were various responses as compiled from the questionnaires for School Heads. *Respondent C* and *Respondent F* stated that only a few teachers were prepared and that teachers did not understand what the new curriculum was about hence they had negative attitudes towards it respectively. Similarly *Respondents A* and *C* pointed out that teachers were ill-prepared as they lacked adequate information and knowledge related to the new curriculum. On another note *Respondents A, H* and *J* echoed lack of resources as what inhibited teacher preparedness in the implementation of the competency-based curriculum. Similarly *Respondent E* and *F*

echoed that teachers were well-prepared for the implementation of the new curriculum nevertheless hindrance was due to lack of resources and under staffing. *Respondents A, B, D* and *E* further reiterated that Teacher preparedness was not satisfactory because the implementation process was fast-tracked.

The responses above implied that most of the teachers in schools under study were not well prepared for the implementation of the competency-based curriculum. This could also mean School Heads as curriculum leaders might not have effectively communicate the implementation process teachers which falls far off their critical role as change agents. In view of the above, thorough communication on implementation of the competency-based curriculum should have been effectively done for effective implementation. The next question from the questionnaire for School Heads sought to collect data on how teachers in schools were informed on the implementation of the revised/competency-based curriculum.

Question 11 on the questionnaire read '*How were teachers at your school informed on the implementation of the competency-based curriculum?*' *Respondents A, B, C, D* and *F* stated that teachers were informed on the implementation of the new curriculum through curriculum review questionnaires. Other responses from *Respondent C, D, F, G, I* and *J* indicated that teachers were informed on implementation of the competency-based curriculum through meetings and workshops that were conducted at school, cluster, district and provincial levels. Similarly *Respondent A* also pointed out that staff development courses held at school level were a means of communicating implementation of the competency-based curriculum to teachers in schools.



The above responses show that teachers in schools under study were informed on the implementation of the competency-based curriculum through various forums. This corroborates with the two SIs' responses to Question 8 on the Interview guide where they pointed out that School Heads carried out internal supervision on teacher as a way of monitoring effective implementation of the curriculum. Where proper supervision is done, there is always feedback which is a two way communication process between the supervisor and the supervisee. In the context of this study it can be implied that most teachers were informed implementation of the new curriculum but not prepared to implement it. Their unpreparedness could have been perpetuated by other factors other than failure to communicate the intended implementation process. The next question sought to collect data on the involvement of teachers in the planning and development of the competency-based curriculum at school level.

Question 12 on the questionnaire for School Heads read *'How were teachers at your school involved in the planning and development of the competency-based curriculum?'* Respondents A, and E pointed out that some teachers attended workshops conducted by curriculum developers from MoPSE Head Office. Respondent D stated that teachers with various stakeholders had dialogue on the need to have a new curriculum while Respondents A, B, F and J similarly stated that teachers and School Heads were invited to attend workshops organised by the ministry. Respondents F and J went on to state that some teachers responded to questionnaires sent to schools during the consultative process. However, Respondent I stated that not a single teacher was involved in the planning of the competency-based curriculum their school. Respondent C however stated that most teachers were not directly involved however they were facilitators in disseminating information on the

intended curriculum albeit they had challenges in presenting the intended information to participants because they also lacked adequate information on the new curriculum.

The above responses revealed that respondents had mixed views on how teachers were involved in the planning and development of the competency-based curriculum at school level. Implicitly, this meant that the indirect curriculum planning and development process involved school teachers in some way although they were not directly involved hence resistance to curriculum change by teachers as the main implementers of curriculum at school level could easily be addressed. The next section sought to collect data on resources that enhance effective and successful implementation of the competency-based curriculum in rural primary schools under study.

#### **4.2.3.3 Resources that enhance successful curriculum implementation in schools**

This section sought to collect data on resources that promote or enhance successful implementation of the curriculum at school level. Question 13 from the questionnaire for School Heads specifically requested respondents to indicate the extent to which they agreed or disagreed to the statement which read *‘Schools do not have adequate teaching/learning resources needed to effectively implement the Competency-Based Curriculum at your school?’*

Data from the respondents are given in Table 4.11.

**Table 4.11 Adequacy of teaching/learning resources in schools (N = 10)**

<b>Response</b>	<b>Strongly Disagree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Frequency	0	0	0	0	10
Percentage	0	0	0	0	100

Table 4.11 shows that most respondents (100%) indicated that they *strongly agree* that schools did not have adequate teaching/learning resources for effective implementation of the curriculum in schools. On the other hand both SIs that were interviewed highlighted that most schools did not have adequate teaching/learning resources for effective implementation of the competency-based curriculum although some of the schools were materially supported by other partners in resource provision although this was not much. Successful implementation of the competency-based curriculum hinges on the adequacy of resources that enhance teaching and learning. However, from the above responses, it can be implied that schools under study were not effectively implementing the competency-based curriculum due the inadequacy of teaching/learning resources in schools. The next question sought to collect data on specific types teaching/learning resources in schools understudy. Data to that question are given in Table 4.12.

**Table 4.12 Specific types of teaching/learning resources available at school ( $N = 10$ )**

Type of teaching/learning resources	Syllabus documents	Learner text books	ICT equipment and infrastructure	Agricultural tools/equipment	Stationery for records	Trained teaching staff	Specialist teachers	Reliable source of power/electricity	Reliable source of water
<i>Freq. (A)</i>	4	0	0	1	5	4	0	4	5
<i>Freq. (IN)</i>	6	8	2	6	5	6	3	2	5
<i>Freq. (NA)</i>	0	2	8	3	0	0	7	4	0
<b>Totals</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>

**Key:** *A* - Adequate

*IN* – Inadequate

*NA* – Not available

Question 14 sought to collect data on the adequacy and availability of specific teaching/learning resources that enhance successful implementation of the competency-based curriculum in schools. Table 4.12 gives data collected in that regard. The table shows that most respondents (60%) indicated that syllabi documents were *Inadequate* in their schools while 40% of the respondents indicated that the syllabi documents were adequate at their schools. On the adequacy of learner text books, most respondents (80%) indicated these were *Inadequate* while only 20% indicated that learners' text books were *not available*. On the availability of ICT equipment and infrastructure in schools under study, most participants (80%) indicated that these were *not available* and 20% indicated that ICT equipment and infrastructure was *inadequate*. Table 4.12 also shows that most respondents (60%) indicated that Agricultural tools/equipment were *inadequate*, 30% indicated that these were *not available* while only 10% of the respondents indicated Agricultural tools/equipment were *adequate*. The table also shows that 50% of the respondents indicated that they had *adequate* and another 50% had *inadequate* stationery.

On the availability of trained teachers, most respondents (60%) indicated that they had *inadequate* trained teachers while only 40% indicated that they adequate trained teachers in their schools. For the availability of specialist teachers in schools under study, most respondents (70%) indicated that these were *not available* while 30% of the participants indicated that there were *inadequate* specialist teachers in their schools. Respondents were also requested to indicate the availability of a reliable source of power/electricity and the respondents indicated that 40% of them had *adequate* power and another 40% indicated that power/electricity was *not available* while 20% of the respondents indicated that there was an *inadequate* source of power/electricity at schools under study.

With regards to the availability of a reliable source of water, 50% of the respondents indicated this was *adequate* while another 50% indicated that there was an *inadequate* reliable source of water at the schools under study. All the above resources are critical in successful implementation of a school based curriculum. Responses gathered from the participants indicated that most of these resources were either *inadequate* or *not available* at all.

The above responses from School Heads concur with response from the interviewed SIs.

In their response to Item 10 on the Interview guide, SI respondents indicated that curriculum implementation in most schools was hampered by lack of critical material and human resources. One SI further pointed out that while material resources were obtained through working with other support groups, the issue of human resources (teachers) was beyond the control of School Heads. This implies that successful curriculum implementation of the competency-based curriculum in schools under study was hindered by unavailability of both material and human resources. The next question sought data on the availability of interest groups complementing school efforts in the implementation of the competency-based curriculum and data are given in Table 4.13.

**Table 4.13 Interest groups complementing curriculum implementation (N=10)**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	70
No	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Question 15 from the questionnaire for School Heads as well as Item 12 on the interview guide sought to collect data on the availability of interest groups that were complementing school efforts in the implementation of the competency-based curriculum in schools under study. Respondents indicated their responses by ticking *Yes* or *No* on the questionnaire. Table 4.13 shows participants' responses to that question. The table shows that most respondents (70%) indicated *Yes* while 30% indicated *No*.

Responding to question 12 on the interview guide, respondents stated that there was a substantial number of support groups working in partnership with MoPSE to augment implementation of the competency-based curriculum in schools under study. It was pointed out by the respondents (SIs) that some support groups sunk boreholes and toilets while others provided ICT gadgets for use in teaching and learning. The involvement of interest groups in complementing school efforts in the implementation of the competency-based curriculum is a welcome gesture in light of limited teaching resources in schools. Therefore, the availability of such interest groups implies that rural schools that are faced with unavailability of adequate resources will to some extent successfully implement the competency-based curriculum.

#### **4.2.3.4 Strategies for effective implementation of the competency-based curriculum in Primary Schools**

The last section (Section E) of the questionnaire for School Heads sought to collect data on strategies that School Heads from schools understudy employed in addressing challenges encountered in the implementation of the competency-based curriculum through Question

items 16 and 17 as well as Question 13 and 14 on the interview guide. Question 16 read; “*What challenges are you encountering in implementing the competency-based curriculum at your school?*” In response to Question 16 all respondents (100%) indicated that the major challenge they encountered in the implementation of the competency-based curriculum was inadequate or insufficient teaching/learning resources in schools. *Respondents A, B and E* identified negative attitudes by teachers towards implementation of the new curriculum. *Respondents C, D, E, F and G* went on to state that as teaching School Heads in small schools they were always away from their schools attending either meetings or workshops on the new curriculum thereby leaving such classes with no one to teach them thereby compromising on effective implementation of the curriculum. *Respondents A, B, C, D, H and J* were of the view that most teachers were not specially trained to teach some learning areas such as Physical Education (PE), Visual and Performing Arts, ICT and Agriculture.

High teacher turnover as a challenge encountered in the implementation of the competency-based curriculum was responses from *Respondents A, E, F and H* while *Respondent A and J* were of the opinion that the school timetable was overloaded making it difficult to teach all subjects for that particular day. On another note, *Respondent F* pointed out that insufficient financial support as a result of non-payment of school levies by some parents/guardians was another challenge encountered in the implementation of the competency-curriculum in schools that were part of this study. Similarly both SIs highlighted a number of challenges as the one pointed by School Head respondents.

The above responses indicate that there were a number of challenges School Heads were encountering in the implementation of the competency-based curriculum in schools

understudy. This implies that effective implementation of the competency-based curriculum is overloaded with a numerous challenges which must be addressed for successful implementation of the curriculum at school level. The last question on the questionnaire for School Heads as well as the interview guide for Schools Inspectors sought collect data on strategies that School Heads were employing so as to address challenges encountered in the implementation of the competency-based curriculum.

Question 17 on the questionnaire for School Heads read “*How are you addressing these challenges as manager and curriculum leader at your school?*” Various responses were drawn from the respondents. All respondents pointed out that they always encourage teachers to use locally available resources for classroom-based teaching and learning. *Respondent E* stated that as the Head, teachers are advised to download relevant text books and teaching materials from the internet.

Engaging donors to assist with construction of additional infrastructure/classrooms was the response from *Respondent B*. *Respondent H* however, stated that the local authority was approached to help construct more classroom blocks while *Respondent C* indicated that they negotiate for parental intervention through the SDCs to procure the needed resources. *Respondent J* on the other hand pointed that the school engages locals to teach some of grades where there is staff shortage. *Respondents A, B, C* and *C* further stated that teachers are continuously staff developed in for them to be able to effectively implement the competency-based curriculum in schools. *Respondent A* further pointed out that giving learners extra lessons and conducting educational tours were some of the ways in which challenges encountered in the implementation of the competency-based curriculum were addressed.



In response to question 14 on the interview guide, respondents indicated that School Heads were positively equipping and supporting teachers towards effective implementation of the competency-based curriculum in light of the many challenges faced. The above responses indicated that there were various efforts School Heads were employing to address challenges encountered in the implementation of the competency-based curriculum in schools. It can therefore, be implied that School Head has an obligation to come up with practical solutions and initiatives as manager and leader in addressing challenges that are unique to circumstances peculiar to their schools.

### **4.3 DISCUSSION**

This section discusses data basing on the respondents' responses to the question items from the questionnaire for School Heads as well as interviews conducted with the Schools Inspectors from the two circuits. The discussion of the data is based on four major themes that emanated from primary data collected from respondents.

#### **4.3.1 The changing role of School Head as curriculum leader at school**

Data from the current study on the changing roles of School Heads as curriculum leader in the school show that 100% of School Heads respondents *strongly agreed* that the roles of the School Head is to '*dispel uncertainty to change,*' '*Involve teachers in the change process*' as well as to '*communicate the need for change.*' School Heads are education managers and at the same time professionally developed teachers. Their managerial and leadership roles and responsibilities are critical in the implementation of the curriculum especially at school level. The above proposition is echoed by Mulenga and Mwanza (2019) who pointed out that School Heads as teachers are at the heart of curriculum implementation. The above authors further state that effective teaching and learning cannot take place in the absence of such

personnel. This implies that School Heads are a critical resource in the implementation of the competency-based curriculum. From the above findings it can also be agreed that the School Head as curriculum leader at a school has various roles and responsibilities that ensure successful implementation of the curriculum, particularly in times of change. Ornstein and Hunkins (2018) also pointed out that some schools have failed in the implementation of the curriculum because they would have disregarded the human resource issue and devoted much time and money just to change the program or the process only. Failure of the curriculum at school level has an effect on the entire success of the national curriculum. In the context of the competency-based curriculum which is currently in the implementation phase, School Heads by virtue of being managers of all school programmes in the school are seized with ensuring that teachers implement the curriculum as expected. Apart from being the school administrator, the School Head is a trained teacher in his own right hence he or she should view his or her role in curriculum implementation as a self-governing one. According to the Wallace Foundation (2013), the principal (Head of School) is the central source of leadership influence in the school. Of particular mention is the School Head's worthy in being the bridge through which stakeholders cross to access all curriculum issues at school level. This is further buttressed by Lee *et al.*, (2009) who argue that effective school leadership promotes improved student achievement through effective and successful curriculum implementation. However, this become possible only if the School Head is aware of the various roles and responsibilities attached to him or her as curriculum leader at school level. Although the School Head is the main actor in the implementation of the curriculum, Rundhumbu (2015) further noted that the School Head as a curriculum leader in the school views his or her role as involving prescriptions, expectations, situations and predictions, requiring teachers to use their independence and individual choices aimed at successful implementation of teaching and learning programmes. Teachers practice this autonomy through planning and preparation

of instructional materials for use in the teaching/learning process. On the other hand, Chivore (1995) is also of the view that the School Head is expected to take a leading role in the implementation of the curriculum as he or she is expected to put into action the intended plans, schemes of work and the syllabus at the school's disposal. The above sentiments were confirmed by the Schools Inspectors interviewed in the present study on what they thought were the roles of School Heads as curriculum leaders in times of curriculum change. One Schools Inspector stated, *"School Heads take the final decisions arrived at through consultation of all involved, as to what programmes and activities to be done in the school."* From the above given response, it befits to say that the School Head as a curriculum leader at school level consults responsibly on administrative and managerial roles that lead to decision making that has to do with curriculum and its implementation. The School Head's changed roles become binding on him or herself especially with regards to the general planning of curriculum issues at school level. Bradshaw and Buckner (1994) echoed the same sentiments when they contended that the principal (Head of School) is an agent of change and who ensures that every stakeholder in the school owns the change for the benefit of the organisation (school). In view of the above, effective curriculum implementation in times of change hinges on the changing roles and responsibilities of the School Head. As curriculum leaders who are vested with powers to spearhead effective teaching and learning programs through consultative approaches with stakeholders, this leads to embracing of educational change leading to effective and successful implementation of the competency-based curriculum in particular. The next section discussed data on managing curriculum change for successful implementation of the curriculum in rural primary schools.

### **4.3.2 Managing curriculum change for successful curriculum implementation**

Effective implementation of the curriculum in schools hinges on effective management of resources as well as all educational programmes by the School Head. At school level, as well as at any level of the education system, effective management of educational resources and educational programmes by school leadership must be accorded ultimate priority. One of the curriculum aspects that call for proper management of curriculum change and implementation is the management of the change itself (Ornstein and Hunkins, 2018 and Bishop, 1989). Ornstein and Hunkins (2018) and Bishop (1989) concur that implementation of the curriculum must be properly supervised. It was also noted in the review of related literature that proper management of the change process itself is crucial if the change is to be collectively owned by all members of the organisation (teachers, parents and other stakeholders in this case). Data collected from the respondents indicated that most teachers were not fully prepared to implement the competency-based curriculum hence the need to supervise such teachers to make them understand that need. This position was confirmed by one Schools Inspector who pointed out that some teachers were initially not well prepared for the implementation of the competency-based curriculum in schools because they were not well informed in schools. This was because these teachers lacked adequate information on implementation of the competency-based curriculum. This was also confirmed by the Schools Inspectors who pointed out in the interview, lack of teacher preparedness was slowly vanishing due to the realisation of some of the successes of the competency-based curriculum in some of the rural schools. Some of the critical issues that call for effective management from the School Head are management of effective communication and resource procurement (Ornstein and Hunkins, 2018). It was also pointed out in one of the interviews with the Schools Inspectors that 95% of the rural schools are slowly getting some of the much needed resources that promote successful curriculum implementation. One can therefore conclude

that the management of community relationships between School Heads and stakeholders whom the Schools Inspectors referred to as Private Partnership and Co-operation (PPC) initiatives is also critical if schools are to function effectively in the communities they serve. Most participants in the present study were in consensus that some interest groups played a significant role in promoting successful implementation of the competency-based curriculum in schools under study. To that effect, one cannot rule out the crucial role played by SDC as interest groups with interests in providing for successful implementation of the competency-based curriculum in schools. Another area that needs proper management is the communication aspect. Data collect from the present study indicated that most teachers were informed well time on the timing of the implementation of the competency-based curriculum through a number of forums which among such forums included workshops at various levels of the Zimbabwean education system. The success of curriculum implementation in schools depends on the quality of relationships which exist with the schools and between the school and its external partners. Therefore, the Head of School should establish effective communication channels that will be used to communicate the success or failure of the school curriculum and other programmes with the school set up. If this is not done, curriculum implementation will just be a worry.

#### **4.3.3 Resources that enhance effective curriculum implementation in schools**

The success of any curriculum depends heavily on the availability of resources that will promote effective operationalisation of the curriculum at all levels of the education system. Data generated from School Heads indicated the need to have adequate resources in schools to effectively implement the competency-based curriculum in schools that were part of the present study. Data also showed that all schools (100%) indicated that they did not have adequate resources that enhance successful curriculum implementation. This was also echoed

by the S.I.s in their interviews where they both colluded that most rural primary schools in Hwange did not have adequate teaching learning resources in the form of teaching staff, infrastructure, text books, specialist equipment and tools for learning areas. Therefore, to cause effective and successful implementation of any curriculum, Eriş and Kılıçoğlu (2019) posit that teachers as key curriculum implementers should be adequately trained through pre-service and in-service training programs to development their competencies towards the curriculum implementation process. For purposes of discussion of data collected, the resources were shown as sub-themes shown in Section 4.3.3.1 to 4.3.3.4.

#### **4.3.3.1 Adequacy of Trained and Specialist Teaching Staff**

Data collected obtained from this study showed that most (60%) respondents indicated that they did not have adequate trained teaching staff. The availability of adequately trained and dedicated teachers is critical for effective implementation of the curriculum. The School Head as the curriculum leader in the school must ensure that he or she has a team of dedicated and well-trained teachers with the zeal to guide learners in attaining aims, goals and objectives of the curriculum. The need for measures to orient and induct all curriculum implementers at all levels of the education system is enunciated in GoZ (2015). Primary education according to Eriş and Kılıçoğlu (2019) is one of the cornerstones of life as it plays a prominent role at shaping the character of the individuals. The basis for the positioning and orientation of curriculum implementers at various levels of the education system constitutes an important area in educators' continuous professional development or in-service training for successful implementation of the competency-based curriculum. The above notion was also buttressed by one Schools Inspectors who stated that MoPSE working in partnership with some educational stakeholders saw teachers and School Heads in Hwange district undergoing various staff development programmes to enhance their proficiencies in teaching

and learning. In light of the above continuous professional development of teachers and School Heads is therefore critical for successful implementation of the competency-based curriculum in Hwange's rural primary school. One of the SIs stated;

*“A shortage of teaching staff to meet the expectations of pupils was another impediment. Teachers are the most important human resource in curriculum implementation since they adopt and implement the ideas and aspirations of the designers.”* Data from this study showed that most rural primary schools were affected by severe shortage of teachers. This includes primary trained teachers and teachers for needed for specialist learning areas. If the implementation of the competency-based curriculum is to be effective and successful, there is need to have school with a proper staff establishment of the teaching staff. The competency-based curriculum begins at Infant level where there is ECD A and ECD B classes, Grades 1 and 2. Teachers for such classes need special training for them to manage learning classroom based instructions. However, the real situation on the ground is that there are very few rural primary schools with specially trained ECD teachers. This becomes a challenge to successful implementation of the competency-based curriculum in such schools. On another note, the primary school learning areas are highly integrated such that the depth of the coverage is influenced by the age, content and experience of the learners (GoZ, 2015) as such learners need to be exposed to abstract objects where they make meaning from what they learn. Inadequacy of qualified and specially trained teachers especially in the ECD department as well as learners with special learning needs severely impacts on learners' physical and social skills to learn and express themselves in a variety of ways. Therefore, sourcing of teachers with high competency in the implementation of the curriculum in the classroom is one of the many critical roles of the School Head as a curriculum leader. Mulenga and Mwanza (2019, p.32) corroborated the above assertion by stating that their (teachers) “role in the adoption, reinvention or rejection of the new or revised curriculum” cannot be underrated. To embrace

change in the context of the competency-based curriculum, there is need to ensure that there is a strong support from the central government through provision of qualified teaching staff. However, as much as the above assertion is alleged to be very critical, the Zimbabwean government as the major employer of teachers in most schools continues to freeze the employment of teachers in most schools. This implies that the implementation of the competency-based curriculum in rural schools may not be effective.

#### **4.3.3.2 Adequacy of syllabi documents and learners text books**

The availability of teaching/learning resources is critical for effective implementation of the curriculum. Data collected from School Heads showed that the major challenge in most schools was inadequacy of instructional materials such as learners' text books (80%) and syllabi documents (60%) to support the competency-based curriculum. Critical learner text books approved by the MoPSE are very expensive for most rural schools and not always readily available in local bookshops in Hwange district. The national syllabi documents which are the main documents from which learning content is to be drawn are not adequately available in most rural primary schools. This poses a serious challenge to the implementation of the competency-based curriculum. Ball and Cohen (1999) in Rudhumbu (2015) assert that literature shows that curriculum change can only succeed if it is resourced with instructional materials. Therefore, lack of or the inadequacy of such resources compromises effective implementation of the competency-based curriculum in schools. Kigwilu and Akulu (2017) posit that learners attribute effective curriculum implementation to the availability of teaching and learning resources more than to physical facilities. Sobola (2017) affirms that learner textbooks offer curriculum implementers a more organised and complete management of the content to be taught than other materials available to them. Where learner textbooks are not inadequate or not available at all, the teacher becomes the only source of information thereby



making learners passive participants in the teaching learning situation. The competency-based curriculum is a child-centred curriculum aimed at disseminating life-long learning. Therefore, where learners are passively involved, successful implementation of the new competency-based curriculum in schools may not be effective. The idea behind successfully managing change as propounded by Kurt Lewin is to celebrate success thereafter. If this is not the case in the management of educational transformation in the Zimbabwean context, it would imply that successful management of curriculum change in schools would a nullity and literally meaning no success to celebrate. However, while there could be enough teaching and learning materials for use in some schools, their underutilisation may as well hinder effective curriculum implementation. In light of the above, effective curriculum implementation in primary schools should not only be premised on adequate core text books and syllabi documents but balance with availability of other specific tools, infrastructure and implements that will enhance teaching and learning of the various learning areas in schools. The next section discusses the availability of contribution of specific subject infrastructure, tools and other implements in successful curriculum implementation in schools.

#### **4.3.3.3 Availability of specific learning area infrastructure, implements and tools**

Most respondents from the data collected indicates that there were no adequate teachers for effective implementation of the competency-based curriculum, nor were there any specialist teachers for specific learning areas like ICT, Agriculture, Physical Education and Visual and Performing Arts. Therefore, teachers' abilities and competencies to effectively and successfully implement curriculum change with confidence are very critical for the success of any curriculum change effort. While teachers' attitudes and interests towards curriculum change in terms of their keenness to implement the change processes are important mechanisms in the success of curriculum change, adequate support in the form of continuous

professional development of curriculum implementers both within the school and within entire education system is crucial especially for teachers without specific expertise in the teaching of specialised learning areas that they may not be very competent in it there is to be effective and successful curriculum implementation at school level. Such support therefore, becomes a measure of multi-sectoral involvement in the on-going curriculum implementation process. Seehorn (2012) in Rudhumbu (2015) also contends with the above assertion and argues that successful curriculum change cannot occur if teachers are not properly trained to implement the new approach. The same sentiments are echoed in GoZ (2015) where stakeholder participation in the curriculum change through teacher capacitating is given fundamental priority. More so the role of the government remains visible in the need to capacitate teachers through liaison with various education partners such as Non-Governmental Organisations (NGOs) and other donor agencies. In view of the above effective implementation of the competency-based curriculum can only be possible if schools are equipped with adequately trained teachers with expert skills and competencies to teach all the primary school learning areas effectively.

#### **4.3.3.4 Specific resources that enhance successful curriculum implementation in schools**

Specific resources include availability of equipment, facilities, electricity and water and other resources specifically required in the teaching of specific subject areas. Data collected indicated that same number of respondent (50%) indicated that schools had adequate sources of water as well reliable sources of power/electricity it implies that these were inadequate. The same sentiments on the adequacy of water and electricity were highlighted by all Schools Inspectors who revealed during the interviews that about 95% of the rural primary schools had clean drinking water and that they also had been electrified. However, unavailability and lack of proper school facilities and equipment like agricultural tools and equipment, resource

centres as well as ICT infrastructure were sighted as severe challenges in the implementation of the competency-based curriculum by most respondents although this contradicted with responses from the schools Inspectors. However, all this came back to issues to do with financial constraints due lack of stakeholder support and commitment by some parents who were not paying school levies on time. School levies are meant to promote the development of the school as it is meant to procure such tools and equipment that will promote effective teaching and learning in the school. In view of the above cited challenges in respect of other resources that promoted effective curriculum implantation in schools, the major challenged hinged on non-payment of school levies by most parents and guardians. This was revealed from the interviews conducted with Schools Inspectors who indicated that most schools operated on a ‘zero budget’ as a result of non-payment of school levies. According to GoZ (2018), levies in schools are charged for specific programmes and projects. What this therefore means is failure to collect levies by schools will be a heavy blow for any meaningful development in the school hence failure to effectively and successfully implement curriculum change.

#### **4.3.4 Strategies for effective implementation of the Competency-Based Curriculum in primary schools**

Data collected from the School Heads showed that there were a number of challenges that School Heads were experiencing in the implementation of the competency-based curriculum in schools there part of the present study. This was also pointed out by the two Schools Inspectors interviewed. However, if challenges experienced by Heads of Schools in the implementation of the competency-based curriculum, such as inadequate resources, financial constraints and shortages of teachers are not addressed, this will have far-reaching consequences not only for our education system, but also for the type of skilled learners who

will be produced and for the economic growth of the country. In advocating for effective management principles, Boyatzis and Saatioglu (2008) are of the view that for a one to be an effective leader, manager or professional one should be able to use the knowledge and expertise to make things happen. However, outside the knowledge and competencies framework, one fundamental ingredient to the success of curriculum implementation and outstanding performance is the School Head's desire to use his or her talent. The School Head as the overall person in charge, networking with all stakeholders, must establish the school vision, market that vision at the same time establishing plans to achieve the school vision. Dube and Jita (2018) suggested that the success of curriculum implementation in schools should be community-oriented. In the review of related literature in this study, it was pointed out that the role of the School Head as a curriculum leader should involve working together with stakeholders thereby involving them in contributing significantly to the change process allows ownership of the change by all those involved in it. In the context of the present study, a number of strategies to effectively and successfully implement the competency-based curriculum were highlighted by the respondents for the questionnaire for Schools Heads. Chief among such strategies was an attempt to resource schools with adequate teaching/learning materials. Although the competency-based curriculum was initially construed to be a problem, data gathered from the Schools Inspectors shows that currently teachers in schools are realising some of the successes of the competency-based curriculum hence such teachers are working with School Heads towards resourcing the much needed teaching/learning materials. It was also established from the present study that a number of strategies were being employed by School Heads to address the issue of challenges that were being encountered in the implementation of the competency-based curriculum in schools.

#### **4.4 CHAPTER SUMMARY**

Chapter 4 focused on presentation, analysis and discussion of data on finding from the questionnaires administered to School Heads and interviews conducted with Schools Inspectors. Data were presented using simple frequency and percentage tables as well as description of the data. The discussion of finding was generated from the four research questions. The next chapter will present the summary, conclusions drawn from the research study as well as recommendations from the study

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter centred on the presentation and analysis of primary data. The chapter further focussed on the discussion of data findings on the basis of research objectives. Chapter 5 will thus focus on the summary and conclusions of the study. It is also the aim of the present chapter to proffer recommendations based on research findings. A chapter summary at the end of the chapter will highlight aspects covered in Chapter 5.

### **5.2 SUMMARY**

The present study was concerned with the changing role of School Heads in the implementation of the competency-based curriculum in times of curriculum change and innovation. The investigation sought to explore School Heads' roles that enhance effective implementation of the competency-based curriculum in times of curriculum change with specific reference to primary schools in Hwange district of Matabeleland North Province. Findings from the study would thus help to recommend strategies that will help in effective implementation of the competency-based curriculum in Zimbabwean primary schools. The descriptive survey design was found to be an appropriate approach for this study since it enabled the researcher to establish perceptions, beliefs, opinions and experiences of respondents on the changing role of School Heads in the implementation of the competency-based curriculum in rural primary schools. Hand delivered questionnaires and interviews were used to collect data from a sample of twelve respondents comprising of 10 School Heads and 2 Schools Inspectors. The researcher experienced delayed return of the hand-delivered questionnaires. A follow-up on these questionnaires led to a return rate of 100%.

On the other hand, interviews were found to be a very effective way in the collection of data for triangulation of findings. The major findings of the study were that:

- The School Head plays and has critical roles necessary for effective implantation of the competency-based curriculum in a school.
- Effective implementation of the competency-based curriculum compels the School Head to establish synergies with all players within and outside the school environment;
- Most schools have a critical shortage of human (teachers) and material resources which compromises effective implementation of the competency-based curriculum;
- Challenges encountered in the implementation of the curriculum in schools require School Heads to be situational and premeditated in their effort to address them.

### **5.3 CONCLUSIONS**

In the present study, it was found out that School Heads in schools that were part of the study appreciated the need to adjust their traditional managerial and leadership roles to adopt roles consistent with ways best approaches to effectively implement the competency-based curriculum in schools. Such roles emanate from the need to create synergies with stakeholders ultimately managing to collectively address challenges that inhibit effective implementation of the competency-based curriculum in schools. In light of the above, the study concluded that:

- Heads of schools as curriculum leaders have various roles and responsibilities in the implementation of the competency-base curriculum,
- School Heads must carefully manage change for successful implementation of the competency-based curriculum,

- Adequate teaching/learning resources are the backbone towards successful implementation of any curriculum,
- Various strategies can be used by School Heads to manage curriculum change and implementation of the competency-based curriculum in Zimbabwean schools.

#### **5.4 RECOMMENDATIONS**

The study revealed that the School Head plays a critical role for the competency-based curriculum to be effectively implemented. The School Head should be a visionary, resourceful leader capable of establishing synergies with stakeholders as they collectively work towards effective implementation of the competency-based curriculum. In view of the above, the study recommended that:

- Schools be adequately supported with human and material resources for effective implementation of the competency-based curriculum in Zimbabwe;
- Teachers as curriculum implementers be continuously staff developed to meet the demands of the competency-based curriculum;
- Avail funds for continuous professional development of teachers trained prior to implementation of the competency-based curriculum so as to enhance their professional competencies;
- Further research to be carried out in urban primary schools to establish opportunities and challenges encountered in the implementation of the competency-based curriculum in the entire Zimbabwean education system.



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## APPENDICES

## APPENDIX I: QUESTIONNAIRE FOR SCHOOL HEADS

The researcher is a Master of Education (Educational Management) student at Midlands State University (M.S.U). As part of the program requirement, he is conducting a research on the topic: *‘Cultivating Change: Reflections on changing role of the School Head in effective implementation of the competency-based curriculum in Hwange Rural Primary Schools.’* You are kindly asked to respond to the questions on this questionnaire accordingly and be as honest as possible. Your identity should not be indicated on this questionnaire. The results of the study will be for academic and professional purposes only and they will be treated with the utmost confidentiality.

Please mark with an (X) in the provided boxes or write briefly about your views in the spaces provided on the questionnaire.

### SECTION A: PERSONAL DEMOGRAPHIC DATA

1. Indicate your sex.

Male

Female

2. Indicate your age category.

Below 25 years  25 – 34 years  35 – 44 years

45 – 54 years  55 years and above

3. Indicate with a tick your experience as a classroom based teacher.

5 – 10 years	11 – 15 years	16 – 20 years	Over 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What is your highest professional qualification?

DipEd  BEd  Med  Other

If *other*, specify; \_\_\_\_\_



5. What is your official grade in the Ministry of Primary and Secondary Education?

Teacher  Substantive Head  Substantive Deputy Head

6. For how long have you been in this position?

Less than 5 years	5 to 10 years	11 to 20 years	More than 20 years

**SECTION B: ROLES OF SCHOOL HEAD AS CURRICULUM LEADER**

7. Indicate the extent to which you *agree* or *disagree* on the leadership role of the School Head in managing change in the context of the competency-based curriculum.

Role	Response				
	SD	D	N	A	SA
Dispel uncertainties to the change.					
Provide ongoing support and training to teachers in order to embrace change.					
Involve and supervise teachers to accept and implement curriculum as planned.					
Develop ways for teachers to sustain curriculum change.					
Manage and understand teachers' doubts and concerns on intended change.					
Involve teachers in the change process.					
Communicate the need for change.					

What would you consider to be other leadership and managerial roles and responsibilities the School Head has as manager and curriculum leader at school level?

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8. What areas of staff development programs have been conducted at your school to improve teachers' professional skills/competencies in curriculum implementation?

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9. How frequent do you conduct such development programs at your school?

Weekly  Fortnightly  Monthly  Once termly

**SECTION C: MANAGING CURRICULUM CHANGE FOR SUCCESSFUL CURRICULUM IMPLEMENTATION**

10. How has been teacher preparedness like in implementing the Competency-Based Curriculum at your school?

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11. How were teachers at your school informed on the implementation of the competency-based curriculum?

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12. How were teachers at your school involved in the planning and development of the competency-based curriculum?

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**SECTION E: STRATEGIES FOR EFFECTIVE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PRIMARY SCHOOLS.**

**16.** What challenges are you encountering in implementing the Competency-Based Curriculum at your school?

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**17.** How are you addressing these challenges as manager and curriculum leader at your school?

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## APPENDIX II: INTERVIEW GUIDE FOR SCHOOLS INSPECTORS

The researcher is a Master of Education (Educational Management) student at Midlands State University (M.S.U). As part of the program requirement, he is conducting a research on the topic: *‘Cultivating Change: Reflections on changing role of the School Head in effective implementation of the competency-based curriculum in Hwange Rural Primary Schools.’* You are kindly requested to respond to the questions accordingly and being as honest as possible. Your personal identity will not be revealed to anyone. The results of the study will be for academic and professional purposes only and they will be treated with utmost confidentiality.

### SECTION A: PERSONAL DEMOGRAPHIC DATA

1. Sex

Male	
Female	

2. Indicate your age category.

Below 45 years	
45 – 54 years	
55 years and above	

3. For how long have you been in Hwange District?

Less than 5 years	5 to 10 years	10 to 15 years	Over 15 years

4. Indicate your highest professional qualification.

Bachelor of Education Degree (BEd)	
Master of Education Degree (Med)	
Doctorate/PhD	
Other degree	

If *other degree* state the qualification \_\_\_\_\_

5. Indicate your experience as a classroom based teacher.

0 – 10 years	
11 – 20 years	
Above 20 years	

6. Indicate your experience in your current post?

Less than 5 years	
5 – 10 years	
11 – 16 years	
Above 16 years	

**SECTION B:            STRUCTURED INTERVIEW**

**ROLES AND RESPONSIBILITIES OF SCHOOL HEAD AS CURRICULUM LEADER**

7. What do you consider to be the School Head’s major roles and responsibilities as a curriculum leader at school level with regards implementing curriculum change?

**MANAGING CURRICULUM CHANGE FOR SUCCESSFUL CURRICULUM IMPLEMENTATION**

8. Successful curriculum implementation in times of transformation calls for the School Head to exercise transformational leadership skills and collegiality. How are rural primary School Heads in Hwange district giving guidance to their teachers in the context of implementation of the competency-based curriculum?
9. Considering that the Competence-Based Curriculum is in its implementation phase, what policy or policies does Hwange district have for continuous staff developing School Heads and teachers to effectively implement the competency-based curriculum?

## **RESOURCES THAT ENHANCE SUCCESSFUL CURRICULUM**

### **IMPLEMENTATION**

10. The competency-based curriculum aims at equipping learners with the requisite knowledge, skills and attitudes for life-long learning. What resources have been availed to Hwange rural primary schools by the government to ensure effective and successful implementation of this revised/competency based curriculum?
  
11. How has the Ministry of Primary and Secondary Education, through the district office, provided teaching/learning material resources to effectively implement the competency-based curriculum?
  
12. The success of a curriculum hinges on the support of interest groups that provide material support to effectively implement such a curriculum. What kind of support, *if any*, are selected schools getting and how has it helped in the implementation of the Competency-Based Curriculum at your school?

## **STRATEGIES TO MITIGATE CHALLENGES ENCOUNTERED IN THE IMPLEMENTATION OF THE COMPETENCE-BASED CURRICULUM CHANGE**

13. This study aims at establishing the role of rural primary School Heads in primary school in effective implementation of the updated/competency-based curriculum. What would you consider to be the major challenges that rural primary School Heads in Hwange district are facing in the implementation of the competency-based curriculum?
  
14. In your opinion, how are School Heads in rural primary schools managing to mitigate or address the challenges they are encountering when implementing the Competence-Based Curriculum at school level?

**APPENDIX III: PERMISSION TO CARRY OUT RESEARCH IN HWANGE DISTRICT – MATABELELAND NORTH PROVINCE**

*All communications should be addressed to  
"The Provincial Education Director"  
Tele-Fax: 67574  
E-mail: matnorth12@gmail.com*



**Ministry of Primary and Secondary Education  
Matabeleland North Province  
P O Box 555  
Bulawayo  
Zimbabwe**

13 May 2019

**Midlands State University  
P Bag 9055  
Gweru**

**Attention: Donald Shoko (Mr.) Student No. R140140J**

**REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH PROJECT:  
HWANGE DISTRICT: MATABELELAND NORTH PROVINCE**

Reference is made to your letter dated 25 February 2019, requesting for permission to carry out a research project on "*Cultivating change: Reflections on the changing role of the School Head in effective implementation of the Competency-Based Curriculum*" in Hwange South Circuit at Breakfast, Nyongolo, Chilanga, Mashala, Mwemba, Nekabandama, Matetsi, Dinde, Gurambira and Mambanje Primary Schools in Hwange district, Matabeleland North Province.

You are hereby granted permission to conduct your research in the above mentioned district. However, your research should not in any way disturb the smooth running of teaching and learning activities in schools.

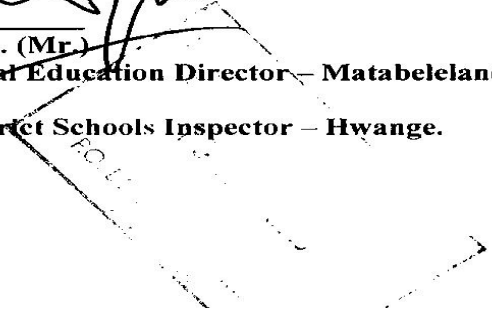
You will be required to furnish the Province with a copy of your findings after the research.

**NB:** Before proceeding into schools, please ensure that you pass through the District Education Office – Hwange.

A handwritten signature in black ink, appearing to be 'M. J. A. Mpofu', written over a horizontal line.

**Mpofu J. A. (Mr.)  
A/Provincial Education Director – Matabeleland North.**

**cc District Schools Inspector – Hwange.**





**APPENDIX IV: COVER LETTER OF APPLICATION TO CARRY OUT RESEARCH IN HWANGE DISTRICT**

*All communications to be addressed to  
The District Schools Inspector  
Tel (081) 32368*



Ministry of Primary & Secondary Education  
P.O. Box 230  
Hwange

**The Provincial Education Director**

Matabeleland North Province  
P O Box 555  
Bulawayo

25 February 2019

Dear Sir/Madam

**REF: COVER LETTER FOR MR DONALD SHOKO ON HIS APPLICATION TO CARRY OUT AN ACADEMIC RESEARCH IN HWANGE DISTRICT SCHOOLS**

The above matter refers:

Donald Shoko is applying for permission to undertake an educational research in the following schools; Breakfast Primary, Nyongolo Pry, Chilanga Pry, Mashala Pry, Mwemba Pry, Nekabandama Pry, Matetsi Pry, Dinde Pry, Gurambira Pry and Mambanje Pry. His research topic is Cultivating change: Reflections on challenges faced by school heads when implementing the revised curriculum in Hwange rural primary schools.

Kindly assist him accordingly.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Thebe Abgale', written over a dotted line.

Thebe Abgale

For the DSI



APPENDIX V: AUTHORITY/PERMISSION TO CONDUCT RESEARCH



MIDLANDS STATE UNIVERSITY

P. BAG 9055  
Gweru  
Zimbabwe

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

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

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22 February 2019

TO WHOM IT MAY CONCERN

The bearer.....DONALD SHOKO (R14010J).....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.

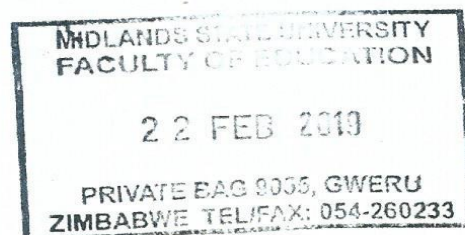
In this regard, the university kindly requests both your institution and personnel's  
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

A handwritten signature in black ink, appearing to read 'E. Muguwe', written over a dotted line.

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



**APPENDIX VI: REQUEST TO CARRY OUT RESEARCH IN HWANGE DISTRICT**

Midlands State University  
P. Bag 9055  
Gweru

25 February 2019

The District Schools Inspector  
Ministry of Primary and Secondary Education  
P.O. Box 230  
Hwange

Dear Sir

RE: REQUEST TO CARRY OUT AN ACADEMIC RESEARCH IN HWANGE DISTRICT

I am writing this letter to request for permission to conduct an academic research in Hwange District. I am a teacher at Coalfields Primary School, Hwange as well as a Master of Education (Education Management) student with Midlands State University.

As part of the requirement of the programme, I am required to undertake a research and thereafter present a research report in partial fulfilment of the degree programme. My research topic reads:

*'Cultivating Change: Reflections on the changing role of the School Head in effective implementation of the competency-based curriculum in Hwange Rural Primary Schools.'*

I am therefore requesting for your permission to collect data from Heads of the following schools from Hwange North and Hwange South circuits; Breakfast Primary, Nyongolo Primary, Chilanga Primary, Mashala Primary, Mwemba Primary, Nekabandama Primary, Matetsi Primary, Dinde Primary, Gurambira Primary and Mambanje Primary as well as Schools Inspectors for the respective circuits.

Yours Faithfully

Donald Shoko  
**Reg. No R14010J**