

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

An assessment of the implementation of the Competence Based Curriculum at Primary School level in Warren Park Cluster of Harare District.

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This dissertation is submitted in partial fulfillment of the requirements of the Bachelor of Education Degree in Educational Management and Leadership at the Midlands State University.

**Gweru: Zimbabwe
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APPROVAL FORM

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**An Assessment of the Implementation of
The Competence Based Curriculum at
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DECLARATION

I, Shilla Tachiwona, Registration Number, R1815385R do hereby declare that this project is my original work, except for quotations, which have been duly acknowledged. I confirm that it has not been submitted for any degree or examination at any other institution for assessment purposes.

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DEDICATION

This study is dedicated to my husband, daughters, sons and grandsons who have been a great source of encouragement and have shown me the value of education.

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I take this opportunity to express my profound gratitude and regards to my research supervisor Professor Samkange for his patient guidance, encouragement and objective critiques of this study. I am particularly grateful for the assistance rendered to me by my school head, Mrs Chirere, her willingness to give her valuable time is very much appreciated. To my fellow Midlands State University classmates, I deeply appreciate the valuable contributions and selfless sharing of ideas. I am grateful to my family and friends for their moral and spiritual support during my study. Above all, I would like to thank God the Almighty, my greatest helper and pillar of strength in this study.

ABSTRACT

This study sought to assess the implementation of the Competence Based Curriculum at primary level in Warren Park Cluster of Warren Park-Mabelreign District. The objectives of the study were to identify the challenges faced by Primary School teachers to explore the opportunities created and how the challenges experienced could be addressed. Data was collected from a sample of 4 school heads in Warren Park Cluster investigated the strategies employed by educational leaders to address challenges faced. In order to better illustrate a more detailed picture of the strategies employed by educational leaders, a mixed method research design was implemented where data was collected using both qualitative and quantitative design. A survey was conducted, where twenty teachers from four schools purposefully selected were asked to fill in a questionnaire whilst interviews were conducted with six teachers, four school heads and SDC members. From this study, it was found that some strategies employed by educational leaders are not addressing the challenges faced in the implementation of CBC, for example, hot sitting. The teachers also indicated that they were failing to implement CBC due to lack of space and time, high pupil teacher ratio, lack of resources to further assist learners. There was a resolution that Government should ensure that there is adequate funding for the Competence Based Curriculum. Furthermore, there is need for training of teachers in order to effectively implement the Competence Based Curriculum correctly despite the challenges being faced.

LIST OF ACRONYMS

ACRONYMS AND ABBREVIATIONS

CBC.....Competence Based Curriculum

ICT.....Information Communication Technology

MoPSE.....Ministry of Primary and Secondary School Education

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CHAPTER ONE

THE PROBLEM

1.0 Introduction

The Competence Based Curriculum is compelled towards captivating into action the 21st century skills that will bring out learners who have critical problem-solving skills and who are able to execute their theoretical data practically. Hence alluding to this factor, the Ministry has undergone a vigorous process of changing the old curriculum by bringing Competence Based Curriculum and executing it. This thesis is consequently going to assess the implementation of the Competence Based Curriculum at primary school level in the Warren Park Cluster. This section of the study is going to focus on the background of the study, purpose of the study, statement of the problem, research questions, research objectives, significance of the study, assumptions of the study, limitations, delimitations, definition of key terms, organization of the study and concluding remarks will sum up the chapter.

1.1 Background of the study

Curriculum reform in education is a worldwide-practiced phenomenon that is involved in striving for the best educational practices, primarily with the demands of the twenty-first-century knowledge economy (IBC UNESCO, 2017). African countries immediately after independence had to inherit the colonial education system, which was discriminative and which demanded realignment to societal and cultural demands of the nation (UNESCO, 2017). Coincidentally curriculum reforms in most African nations adopted the content or knowledge-based approach. Not long, the Knowledge-based curriculum dissatisfied most countries for its products were too academic, but lacking skills and knowledge in the applicability as required by the demands from the workplace (Pathways to education, 2015). Kenya and Tanzania adopted curriculum with the philosophy of education for self-reliance, but due to the inadequately trained teachers and

insufficient resources, it ended up being too examinable and losing its goal. That led to unemployment, increased vices, and rampant dropouts, among other factors. Currently, due to technological advancement, most countries have opted for a competency-based curriculum (CBC), which appears as worldwide trends in offering skills that match with the requirements of companies' employers'. Competence Based Curriculum is a curriculum reform that recently has gained popularity in African countries.

Nziramasanga (2015), recommended that the curriculum should be changed to focus on employment related skills and other essential skills, thus the educational policy makers of different countries should incorporate changes taking place in the 21st world and involve them in the education of children, hence it is more relevant for the governments to engage in curricular reforms to suit the evolving world. Chung and Ngara, (2016) postulated that curriculum reforms are a necessity in education because they bring out children that are capable to adapt to the modern day world both in mind set and in tangible skills, the two authors further linked their view with Karl Marx's concept of 'polytechnic education' whose main objective was to link mental and manual work and produce 'totally developed individuals'. Moore (2010) disagreed with all these authors and brought a view that there is no need for a curriculum reform since children's examinations will be only on the theoretical part hence should only be taught the content or theory since they will be taught the practical part at home and in their society. Moore (2010) further alluded that the best scientist and discoverers of the world learned from the content based and they brought something magnificent hence the same curriculum should be maintained since it was the then quality education that can never be replaced by any other curriculum. Riddel (2014) was only of the perspective that educational leaders should first take a look at how their schools are resourced and the implementers to ensure that the new reformed curriculum is completely implemented and if these are not in a good state there is no need of a curriculum reform.

Competence Based Curriculum adoption in most African countries is a modification or either similar framework from the developed countries and the recent curriculum reform (Riddel, 2014). The implementation has either been imposed on the countries following directives of the government or due to the support from western non-governmental organizations (UNICEF, 2008). In East Africa, for instance, they had to sign the East Africa harmonization policies which require the countries to adopt Competence Based Curriculum. However, the adoption has been done in amid challenges like, lack of expertise to the nature of the African classrooms (Moore, 2010).

Generally, many studies findings on the implementation of Competence Based Competence indicate shortcomings. For instance, in 2010, South Africa had to abandon the Outcome-Based Education (UNESCO, 2010). Studies have majorly been on the implementation of Competence Based Curriculum, challenges facing Competence Based Curriculum, attitude towards Competence Based Curriculum, but the actual nature and meaning of Competence Based Curriculum in African context need proper scrutiny. This paper assesses the implementation of Competence Based Curriculum in line with the real situations in Africa particularly Zimbabwe.

The execution and use of the Competence Based Curriculum is not a new phenomenon globally. The developmental advancement of Competence Based Curriculum is becoming a veracity and those nations that fail or have failed to adjust to this portent will find themselves functioning in the margin of a global village (UNESCO , 2005).UNESCO printed out a report in form of a book written by Jacques Delors entitled' Learning The Treasure Within' (UNESCO,1996), the report gave emphasis on "learning throughout life" which was driven by "four pillars" of education : learning to know, learning to do, learning to live together and learning to be. In the context of learning to do, it deliberated on a move to change from "skill" to "competence", thus apparently defining competence more broadly than the OECD's 1995 report. The book Learning the Treasure Within was distributed at a global reach to all counties within the globe.

The history of Competence Based Curriculum can be traced back to the early 1970s when competence based education emerged for the first time in the United States of America (Richard & Rogers, 2011). It was a kind of an educational movement that defined educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students had to possess at the end of the course of study. Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s (Wolf, 2011). Australia adopted the competence based curricula in the 1990s and since then, other countries worldwide have been motivated to implement the Competence Based Curriculum in schools due to the ever changing technology and global market. In Africa, Competence Based Curriculum was adopted for the first time in South Africa in1998, following the acute shortage of professionals like engineers, technicians and artisans. South Africa adopted the competence based curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century

Japan in 1998 launched a curriculum which Takayama, (2013) noted as the Competence Based Curriculum. After about five months of the implementation process the ministry of Japan abandoned on the basis that the reform concepts were not matching with their language (Takayama, 2013). They then revolted to the integrated study (OECD,2012), which aimed to identify the children's ability and enhance children's thinking skills and solve problems in their own way hence equipping them with life skills before they engage to the real world. In 2008 England shifted to a competence based curriculum but however they failed to implement it so they revolted back to a content-focused national curriculum (Gordon and Aliii, 2009). Hence assessment of the implementation of Competence Based Curriculum is vital for survival of Competence Based Curriculum.

From 1990 to date in Zimbabwe the curriculum reforms focused more on the relevance and quality of education and training through new approaches to content, technologies, teaching methodologies, skills provision and through decentralization and devolution of technical and teachers colleges into degree awarding institutions (Kanyongo, 2018). According to Riddel (1998)'s categorization, this would fall under quality reform. In 2015 a new competence based curriculum was developed and finalized though its phased implementation began in 2017. Various new innovations were brought about in the new curriculum with broad implications of stakeholders at all levels. In order to ensure that stakeholders have an appreciation on the changes brought about by the new Competence Based Curriculum a detailed set of questions and answers have been prepared for the stakeholders. The stipulations of the reformed curriculum are however as follows: To motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and to prepare them for participatory citizenship; To prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment; To ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life; To prepare and orient learners for participation in voluntary service and leadership; and To foster lifelong learning in line with the emerging opportunities and challenges of a knowledge society (MOPSE, 2017) .

There however been arguments surrounding Competence Based Curriculum implementation. Nziramasanga, (2017) articulates that new curriculum implementation is a universal issue or dilemma of time and if teachers' do not spend time on studying the requirements of the new curriculum they will damage learners and once a learner has been damaged at primary school level

he/she is damaged for the rest of his/her life. He further argues that it is better to stick to the old methods than damage an innocent child for the rest of his or her life. Chisholm (2005) argues that if government assess that their schools are not resourced, and their teachers are demotivated they should not implement the curriculum since it is bound to fail. The world is changing hence education needs to be structured so that it fits the ever-changing world hence implementing a new curriculum is vital for the child to fit into the real world after having acquired education (Lekgothi, 2010). Witz and lee (2009) supports Lekgothi (2010) when they postulate that they will always be disparities on the implementation of the new curriculum but change is power and prepares one for the future hence there is need to successfully implement the new curriculum, thus successfully to implement Competence Based Curriculum.

1.2 Statement of the problem

Since attaining independence in 1980, there have been concerns about the content of the school curriculum. There have been attempts to improve the curriculum, but all these attempts have not achieved intended goals. The latest attempt in developing a learner centered curriculum was the introduction of Competence Based Curriculum in 2015. The statement of the problem can be expressed in question form: How is the Competence Based Curriculum being implemented in primary schools in Warren Park District, Zimbabwe?

1.3 Purpose of the study

The purpose of the study is to assess the implementation of Competence Based Curriculum at primary school level in the Warren Park cluster. That is how schools are implementing the Competence Based Curriculum and areas that needs to be changed by the curriculum designers to ensure that learners benefit from the Competence Based Competence.

1.4 Research objectives

1. To examine influence of teacher competence on implementation of Competence Based Curriculum in primary school in Warren Park cluster in the Harare district.
2. To discover how teachers are capacitated and trained in order to facilitate the I implementation of the Competence Based Curriculum.

3. To investigate the Competence Based Curriculum orientations that will facilitate the implementation of the curriculum in the Warren Park cluster.
4. To examine pillars governing implementation of the Competence Based Curriculum at primary school level in the Warren Park Cluster.
5. To investigate the challenges in implementing Competence Based Curriculum at primary school level.

1.5 Research questions

1. How does teacher competence influence the implementation of Competence Based Curriculum at primary school level in the Warren Park cluster in the Harare district?
2. How are teachers capacitated and trained in order to facilitate the implementation of the Competence Based Curriculum?
3. What is the Competence Based Curriculum orientations that will facilitate the implementation of the curriculum in the Warren Park Cluster?
4. What are the pillars governing the implementation of Competence Based Curriculum at primary school level?
5. What are the challenges of implementing Competence Based Curriculum at primary school level?

1.6 Significance of the study

Education policy makers and curriculum designers

Assessing how Competence Based Curriculum is being implemented in primary schools will help the ministry of primary and secondary sector to know if it is being implemented, the challenges it has brought, the positive and the negative impact it has brought to the schools, learners and facilitators. Hence, they will be able to know areas that need to be improved on the Competence Based Curriculum.

To the schools

The assessment of the implementation of a Competence Based Curriculum will help primary schools on how to implement it, their loopholes so far in the implementation and what resources

they need to have in order to ensure a successful implementation of the Competence Based Curriculum.

To SDC members

The study will also contribute greatly to the operations of the SDCs/SDAs in the section of resource organization for curriculum implementation. Discoveries from this dissertation can be used to emanate plans that aim at improving resources in schools through workshops so that the Competence Based Curriculum is made successful. Hence also through this study they will be able to know the positive and negative impacts it is bringing in the school and they will try to liaise with education policy makers to ensure that it is successfully implemented.

To the parents

The parents will gain knowledge on how the Competence Based Curriculum is supposed to be implemented, the resources that are needed to ensure that it is successfully implemented. Hence through the SDC they will be able to provide these resources so that their children are able to obtain quality education.

To the researcher

This research is done as part of the fulfilment of the requirements of the bachelor's in education, the researcher is currently pursuing. The research also aims to gain relevant knowledge on the assessment of the implementation Competence Based Curriculum at primary school level.

To the Midlands State University

The research project will add to the existing reading literature in the library for future academicians. The project will also be useful to the university during assessment of the researcher. Furthermore, the university can publish the researcher project hence extending its publicity and imparting knowledge to the community.

1.7 Delimitations

It was the focus of this research study to assess the implementation of the Competence Based Curriculum in the government primary schools in Warren Park Cluster in Zimbabwe covering the period from January 2019 to 2021. This research will be limited to the Warren Park Cluster on

which the researcher only focused on four primary schools which were selected through random sampling where each school had an equal chance of being selected. The targeted populace were teachers, school heads in the chosen schools who were and are involved in the implementation of the Competence Based Curriculum. Focus was also on the assessment of the environment on which the Competence Based Curriculum was implemented on, the infrastructure on which it was implemented on, the objectives and aims of different subjects, the age of the learners and the competence of the implementer (the teacher).

1.8 Assumptions

The study is based on the following assumptions:

- The Zimbabwean Education system is undergoing paradigm change from a theoretical perspective to a practical-oriented curriculum.
- All participants in this thesis are competent facilitators who are currently implementing the Competence Based Curriculum as required by Ministry of Primary and Secondary Education.
- Documents required by the investigator as data collection instruments will have pertinent information required to answer research questions.
- Participants in this thesis will be promptly available to issue out information required by the investigator.

1.9 Limitations

Financial constraints were a hindrance in carrying out this study due to the scanty of resources needed by the researcher who self-financed the project to make this research a sound piece. Since it is the COVID19 pandemic era the researcher needed sanitizers, masks during the data collection phase. The investigator thus lowered the population sample size to a level that met accessible resources.

Time was a limiting factor due to the circumstance that the investigator is a full-time classroom facilitator and who also conducts other school duties at the school the researcher teaches. This same notion also applied to the participants chosen by the researcher to contribute information to this thesis. In order to curb this limitation convenient time to generate data was created after consultation with the participants

The geographical site of the schools under study posed a hindrance on the side of the investigator in terms of accessibility from the station the researcher is based. To try to alleviate this limitation the investigator made use of her own transport to get quick access to the schools.

The targeted populace failed to interpret questions on a questionnaire thus affecting the results to be obtained by the researcher (Cresswell, 2009). In a motion to mitigate this limitation the researcher carried out a pilot study using research instruments so that alterations of the instruments could be done. Alteration of data collection instruments enabled them to gather essential information as well as making sure that there common meaning of questions on the questionnaire among participants in the study.

1.10 Definition of key terms

Curriculum

The Curriculum Framework for Primary and Secondary Education (2015:2) defines a curriculum as a combination of all the learning experiences and opportunities that are given to learners in the context of formal and non-formal education.

Competence Based Curriculum

Jallow (2011) postulates that a **Competence-Based Curriculum** seeks to develop in learners the ability to know, to learn and learn how to learn; to do things; and the ability to be, to live and work with other people.

Implementation

Standard dictionary (2001) defines implementation as to put into effect according to some definite plan or procedure. As such implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Primary school level

These are pupils ranging from grade one to seven and it provides fundamental skills that will be the foundation for the rest of their academic careers (Tomazetti, 2016).

1.11 Organization of the study

This study is organized into five chapters which are structured as follows:

Chapter one: Introduction

The introductory chapter mainly focuses on the overview of the research and includes the background to the study. Moreover, it presents the statement of the problem, the significance of the study, its objectives, and the scope and limitations of the study.

Chapter two: Literature review

Chapter 2 focuses on the literature review, where a detailed study is done on the researchers' topic by reviewing the conceptual framework where references to scholars will be made. The theoretical framework will be discussed thus theories guiding the implementation of CBC will be analyzed. Previous research studies will be evaluated and establishment of research gaps.

Chapter three: Research methodology

This chapter introduces the research methodology which will be used in order to answer the research questions. The chapter identifies the research design, the population, the sample design adopted, research instruments, the data collection methods used, data management and data analysis.

Chapter four: Data analysis

This chapter presents the result of the analysis of the data which was collected in Chapter 3. The findings are presented in tables, charts and figures and use of quantitative methods. Aside from

the tables, an interpretation of each presentation follow as this serves as the basis of the summary of the researcher's findings.

Chapter five: Summary, Conclusion and Recommendations

This chapter entails the summary of findings, conclusions and recommendations based on the study findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section of the study entails literature review which comprises of data about curriculum implementation which is the key concept, theory on curriculum implementation by Gross, (1971) which underpins the study in an effort to calibrate the review of related literature with the research gap. In an attempt to bring out the research gap the investigator is going to review related literature studies carried out in Zimbabwe and other countries in an effort to address research questions. The chapter is organized in subtopics in the form of themes that are in line with research questions and objectives in the study. The themes included are preparing a lesson in terms of Competence Based Curriculum, phases of implementation of the Competence Based Curriculum, pillars for Competence Based Curriculum implementation, teachers' capacitation, training and Competence Based Curriculum implementation, content in syllabi appropriate for the level of the learner, availability of textbooks relating to Competence Based Curriculum, and teachers' competency in Competence Based Curriculum. The chapter will then hence round off with a summary that gives a synopsis of the chapter.

2.2 Conceptual framework: The curriculum implementation

Curriculum implementation denotes in what ways facilitators are going to deliver an instruction and assessment through the use of specified resources provided in a curriculum. Curriculum implementation entails how teachers are going to deliver their lessons, thus their method of teaching and organization of learning resources in line with the Competence Based Curriculum. As a move toward devotion of the implementation of Competence Based Curriculum facilitators only must introduce the subject and then give learners resources such that they are able to discover by themselves thus the learner centered approach (Blignaut, 2018). The learner-centred method of teaching and learning involves inquiry-based learning which composes of the discovery method,

project-based learning, problem-solving learning and design-based learning which is used in the teaching and learning in pursuit for knowledge and skills which is being implemented by teachers in the classroom.

Curriculum designs usually makes available instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. These designs make emphasis on constancy to give assistance to the teachers in order to successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). As noted earlier, Wiles and Bondi (2014) defined horizontal alignment as similar instructional practices and curriculum use between teachers in the same grade level, and vertical alignment as similarities in instructional practices and fidelity of curriculum implementation between the previous and following grade levels. Having curriculum alignment between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth (Tweedie & Kim, 2015).

To ensure that curricular modernisms of Competence Based Curriculum are executed with conformity, instructional practices should be in conjunction with specific learning goals made available in the curriculum (MacDonald, Barton, Baguley, & Hartwig, 2016; Phillips, Ingrole, Burris, & Tabulda, 2017). Curricular implementation covers various aspects which are inclusive of the delivery of the curriculum through resources and instructional practices. To implement curricula with fidelity, instructional practices must align with the curriculum as well as support the individual needs of the students (Causarano, 2015). In addition, teacher preparedness for curriculum implementation plays a vital role (McNeill et al., 2016).

Bell (2015) examined the benefits and drawbacks of an English grammar curriculum; precisely, the guidance and directives made available to support teachers. Though Bell found the curriculum to be perfect in general, he discovered that the resources which were meant to be used according to the curriculum lacked pedagogical guidance to assist facilitators to comprehend the lessons accurately enough to teach them. Bell pointed out another necessary component when considering the adoption of a new curriculum, but he reinforced how proper training played into implementing the curriculum with confidence (Caropreso et al., 2016; McNeill et al., 2016). Bell found that a lack of training or guidance for curriculum hindered accurate delivery to students. Once again, this type of barrier has been found to influence student growth and learning (Causarano, 2015).

2.3 Theoretical framework: Curriculum implementation

2.3.1 Theory underpinning the study

The study is based on the theory of curriculum implementation by Gross (1971). Gross (1971) argued that for a successful curriculum implementation in education the following factors must be taken into account teacher competence, clarity and awareness of the implementer, capacity of the implementer, support from the management and attitude of the teachers, learners and stakeholders must be factored in to the implementation of the new education curriculum. Gross (1971) further alludes that if the implementers which are the teachers or facilitators are not aware of the changes of the curriculum they may not effectively and sufficiently implement the curriculum. In the theory by Gross (1971) attitude of the implementer is of major concern thus the implementer must be of a positive attitude towards the curriculum to be implemented and the embrace the changes being brought by the curriculum therein. Baumert, Kunter, Blum, Bruuner, Voss, Jordan and Tsan (2010) all are in agreement with Gross's (1971) theory and these theorists further alludes that the content of knowledge of the facilitator has a major effect on the learner's learning and also affects how a lesson with the recommended content from the curriculum is supposed to be delivered in the classroom. Curriculum implementation theory has a major link in this thesis since the thesis is all about assessing the implementation of Competence Based Competence hence the theory gives the baseline of what the researcher should take into account in order to assess the implementation of Competence Based Curriculum.

In the theory Gross (1971) also pin points that the capacity of the implementer who is the teacher in the classroom is significant for an effective curriculum implementation. The theory arguably states that teachers should be well vested with the knowledge of the new curriculum in order to execute it fully in the classroom. In servicing of teachers with skill and knowledge necessary for handling a new curriculum should be one of the major priorities to be considered by the ministries of education in different countries. The primary school teachers should thus have been trained through seminars, workshops so that they fully implement the curriculum and that they acquire skills and behaviours for implementing the curriculum as intended by the curriculum designers. Gross (1971) also entails of changing people's attitudes in the theory for an effective and efficient

curriculum implementation. Hawes (1979) and Gross (1971) strongly agreed that there is need for changing the facilitators attitudes to ensure a successful and fruitful curriculum implementation.

2.3.2 Preparation and organization of a lesson in terms of CBC

Ragumbuka (2012) a well-equipped facilitator under the Competence Based Competence is capable in planning and organizing the scope and sequence of subject matter to be taught before the lesson is delivered to learners, making a clear emphasis on the capacity of learners in a way that is supposed to be taught hence circumventing vagueness and irrelevance plan, preparation and assembling of teaching or learning resources, deliver concepts and skills procedurally using the suitable pedagogy in order to attain the desired lesson outcome well after instruction. Moreover, the facilitator ought to choose, design and advertise the suitable assessment strategy to assess the teaching and learning process and to inter connect teaching and learning. It is also brought into being through subject integration. Thus for example in grade one to three if the topic is water. It is taught in all the subjects, in music they will sing about water, in mathematics they learn about water through the topic volume, in English they will write compositions about water, hence forth thus subject integration and Competence Based Curriculum in motion.

2.3.3 Teachers' subject matter knowledge and CBC implementation

Blomeke and Delaney (2012) views teachers' subject matter knowledge as components of teacher knowledge and professionalism. Therefore, teachers need to be well vested with the subject content that is supposed to be taught in that particular subject. Therefore, teachers need to be prepared for this curriculum approach that is more focused on competencies and this can only be affected if teachers understand the subject matter in the Competence Based Curriculum to implement it fully. In a study carried out by Chinaka (2019) in Murehwa district, Zimbabwe, "evaluation of Competence Based Competence implementation in Murehwa district", obtained that twenty percent of the Zimbabwean teachers are not able to bring out content as prescribed by the curriculum and moreover teachers are not well informed and conversant on the implementation Competence Based Competence while ten percent had not fully conceptualized the term competency based curriculum. Thus 30% of Zimbabwean teaching population are not even aware of the objectives of Competence Based Competence objectives and how to implement it but however the study also showed that 70% can practice and bring out the subject matter knowledge.

The teaching practicing colleges are doing a great job in churning out teachers who are able to derive content from topics in the textbooks. From this study it can thus be denoted that Competence Based Curriculum is being successfully implemented country wide.

In a study carried out in Tanzania by Kwamba and Mwandanji (2018) on assessing the Competence Based Curriculum implementation in Tanzania it was conducted by these two researchers 86% of the teaching population do not have the subject matter knowledge and cannot derive the content from the topics to be delivered. The two researchers further observed that there was a missing link on the ways on which teachers were oriented and prepared for Competence Based Curriculum and the real instructional and implementation in schools.

Also, study findings from Baumert, Kunter, Blum, Bruner, Voss, Jordan and Tsan (2010) revealed that content knowledge of the teacher has an impact on the child's learning. The teachers' subject content knowledge affect how they deliver their content during classroom instruction and learners' achievement.

2.3.4 Teacher competency and CBC implementation

Vietnam and Qatar had implemented the Competence Based Curriculum but due to their teachers being incompetent they revolted back to the traditional method of teaching completely showing the influence teacher competencies have on the implementation of the Competence Based Curriculum. Babu and Mendro (2003) defines teacher competencies as skills and knowledge that enables a teacher to be successful in implementing the Competence Based Curriculum. These scholars further articulate that in order to ensure implementation is done successfully teachers must possess a wide range array of competencies so that learners benefit largely from the Competence Based Curriculum hence they influence heavily the implementation of Competence Based Curriculum. Sanders and Rivers, (1996) postulates the following competencies which they believe would make a difference, instructional delivery, classroom management, formative assessment and personal competencies. A well designed and planned instruction moves students from one level of competence to another. Hattie (2009) postulates that better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do

not actively guide instruction and instead turn control over content and pace of instruction to learners.

A competent facilitator can manage his or her class (Evertson and Weinstein, 2013). The class has its rules and obligations that should be followed so that smooth learning is enjoyed. Behavior reduction is also part of class management. Reducing of unacceptable behavior in the classroom includes giving students corrective feedback at the time of an infraction. Hence a proactive classroom managing is essential for a competent teacher to influence the CBC. Formative assessments these can be formal or informal where the teacher assess the performance of learners (Hattie, 2009). These assessments they signal either positive or negative feedback as to are students grasping what they are learning or not. These feedbacks also determine and measure the teacher competencies. On personal competencies White (1988) advocates that an inspiring teacher will spread the influence in the class and learners will excel highly in their studies. However, there is nothing that can distinguish effective and ineffective teachers since effective teachers can be affable while the infecting can be caring and overwhelming.

2.3.5 Teachers' capacitation and CBC implementation

The newspaper the Herald on 11 January 2019 had a headline “incapacitated Zimbabwe teachers report once a week.” The teachers were of the view that their salaries are not capable of providing all the bus fares they need to come to school daily. Then how can Competence Based Curriculum be implemented if teachers are not going to school hence assessment of its implementation is vital. According to Gross's (1971) theory on curriculum implementation states that capacity of the implementer is significant for effective Competence Based Curriculum implementation. The teachers executing the Competence Based Curriculum should have sufficient knowledge to execute the curriculum. In service of teachers is vital for equipping teachers with skills and knowledge necessary for handling the new curriculum. The primary school teachers should therefore be trained for the Competence Based Curriculum to be successful implemented. They should therefore be trained through seminars, workshops etc. MOPSE (2015) postulated that teachers are being trained via workshops, seminars, documents containing all the information about Competence Based Curriculum. It further went on to comment that even the teacher's

colleges have started to teach the Competence Based Curriculum so that teachers are appropriately trained for the Competence Based Curriculum.

2.3.6 Overcrowded classrooms and CBC implementation

It is the fact that teaching and learning environment becomes conducive when a classroom has an appropriate number of students. The Tanzania Ministry of Education prescribed 45 students in a class as a standard number. More than half of schools studied were observed to suffer overcrowding of students. This had a great impact on the implementation of Competence Based Curriculum. It is said that there is explicit relationship between physical environment and students understanding of the subject matter. In overcrowded classroom students develop more negative attitude, perceptions and human relationship as well. In this context promoting students' competence becomes difficulty because only few students may get opportunity to receive maximum supervision from facilitator. However, the suggested framework may probably help to resolve this nuisance situation. For example, creating and supervising well social events within group dynamics. As denoted by Klatzky (1994) that, learning is fundamentally a social activity (as cited in Bahgat, 2018). The activity bounds students to create an interactive and safe environment for collaboration between teachers and students and among students themselves. According to Chinaka, (2019) overcrowding of classroom is now being perceived by Zimbabwean teachers as a normal circumstance especially government schools, Chinaka further noted that classrooms are having fifty children which makes it impossible for facilitators to fully implement Competence Based Curriculum.

2.3.7 Teachers' personal skills and CBC implementation

As a responsible teacher it is very important to develop personal skills on his/her career. Promoting students' competence does not only require mastery of subject matter but also the best way to present it. This implies that methodology is of paramount in teaching particularly in competence-based curriculum. The responses of teachers through discussion with teachers show that about 83% had not received training related to the new curriculum. As the curriculum implementers it is surprising that majority of them did not know how to implement the new curriculum. The workshops and seminars conducted earlier before actual implementation of Competence Based

Curriculum involved only few teachers. It was expected that those teachers got opportunity to attend these trainings could have micro training to their co-teachers but this was not done. Through teachers' lesson plans and scheme of work it was realized that statements expressing learning outcomes were not well written. Most of their lesson plans were more similar to content based curriculum (Old curriculum) lesson plan in terms of statement of objectives. They did not show a design of realist learning tasks, which aimed at developing students' competences. These findings are closely related with the study conducted by Komba and Mwandaji (2016) and Grace (2016) on the similar subject matter specifically looking on teachers' ability to prepare competence based curriculum lesson plans.

2.3.8 Pillars of the CBC

The review process towards the development of the New Curriculum was centered on five key pillars (MOPSE, 2015):

1. Legislative Framework

Competence Based Curriculum was formed from the amended Education Act of 2006. It was formed taking into account all the children's rights. Children have the right to quality education and alluding to this fact the government saw the need to move from the old curriculum to the new Competence Based Curriculum so that learners learn to adapt to the modern world. According to the United Nations Development Program (2003), the country achieved a male literacy rate of 94.2 per cent; a female literacy rate of 87.2 per cent and a total literacy rate of 90.7 per cent, hence alluding to this factor seeks the notion to reform the curriculum in order to be at equilibrium the males and females that are highly literate hence the reason to bring about the implementation of Competence Based Curriculum. All the previous attempts to improve the curriculum did not yield intended goals but with these reasons to improve quality education the government officials sought to implement Competence Based Curriculum.

2. Teacher capacity development

The Ministry and administrators should ensure that teachers are capacitated and such capacities should be developed so that Competence Based Curriculum is implemented.

Teachers should be capacitated financially and materially so that they are able to attend to their duties without hindrances. According to Gross, (1971) teacher capacity development is very significant for curriculum implementation. Therefore, in-servicing of teachers needs to be done continuously to ensure that teachers acquire the necessary skills and competences that will enhance the implementation of the Competence Based Curriculum. Riddle, (2015) advocates that if there are no in-service trainings of teachers for the particular Competence Based Curriculum implementation there is no need to implement as it will yield bad results. In Zimbabwe the Ministry of Primary and Secondary Education (MoPSE) conducts paraprofessional service trainings for a year as a way to in-service teachers so that the Competence Based Curriculum will not fail but continue to yield the intended results. However, this para professional service trainings are undermined by teachers in Zimbabwe as they are perceived to be for those teachers who are less educated (Nziramasanga, 2018). Thus teachers do not have any in-service trainings hence implementation of Competence Based Curriculum is going to be a hard nut to carry for the ministry of secondary and primary education.

3. Teacher professional standards

These professional standards relate to the human resources, that is, schools should employ teachers who are competent enough to employ in the classroom. Teachers who can apply the competent based approaches, plan lesson plans according to Competence Based Curriculum and manage the classroom under the Competence Based Curriculum . Birgen (2005) asserted that experience and qualification is the best asset for handling a task.

4. Research and Development (CERID)

Research and developments should be continuously done on the implementation Competence Based Curriculum so as to embrace its short comings and ensure that the short comings have been dealt with before it fails. This pillar clearly stipulates that there is need to have a research and development board that will assess the implementation of Competence Based Curriculum, research on best ways to improve the curriculum reform at hand and hence develop it. This phase can either be done after the implementation and before implementing Competence Based Curriculum , it is a critical pillar in the curriculum implementation. Thus not having the research and developments will result in all attempts to reform the curriculum to be in no vail.

2.3.9 Challenges of implementing CBC

1. Teaching and learning materials

MOPSE (2015) advocated that they are looking for donors to provide for learning materials. Textbooks which are in line with Competence Based Curriculum are not yet available in some schools making it difficult for teachers to manage their classrooms since ten pupils have to share one textbook and even the teachers' books they are not yet available in schools leading the implementation of Competence Based Curriculum to be a problem. Shortage of textbook will lead the teacher to be standing on the board explaining every particular detail of the topic which is the complete opposite of Competence Based Curriculum which is child centered and the teacher only being a facilitator (CDU, 2015). The syllabi for scheming learners' work are very few in schools and teachers have to rotate that one syllabi to everyone, by the time the school opens not every teacher would have schemed hence making the implementation of Competence Based Curriculum a challenge. Some headmasters are even borrowing syllabi from other schools completely showing that the implementation of Competence Based Curriculum if not properly managed it will result in children producing lower pass rates. The schools are even failing to provide for markers, charts, pens and even books for records and parents are failing to pay their fees on time leading to the school failing to acquire all the learning and teaching materials to facilitate learning.

2. Syllabus design and implementation

The content in the syllabus does not suit the environment where the learner is for example a learner in Sadza area in Chivhu district where the classrooms do not have electricity but the syllabus is requiring a teacher to set up a project as learning material and deliver a lesson. The teacher might fail to interpret the content in the syllabus because the content is above the age of the child for example a grade one child a teacher is required to teach about the body parts of which it does not specify if the teacher is to teach about the eyes, brain, legs etcetera. Hence, there is need for Competence Based Curriculum designers to involve the teachers at the ground to ensure that there is successful implementation of Competence Based Curriculum.

3. Teacher and administrators' capacities and mind-sets (resistance to change)

Due to financial constraints and problems in the schools the Administrators end up enrolling more children than the school's normal capacity leading to the teacher having more children in the classroom than those required by Competence Based Curriculum. This then makes it difficult for a teacher to implement the Competence Based Curriculum and use varied approaches due to high teacher pupil ratio. Most of the teachers in the classroom they are more experienced in the old curriculum hence due to fear of the unknown that he/she might produce low pass rates the teachers are resistant to change. However, for the implementation to be fruitful the administrators should motivate teachers by supplying all the required learning and teaching materials. The administrators are also having an attitude to move to Competence Based Curriculum because the Competence Based Curriculum is highly demanding in terms of materials and infrastructure hence resulting in resistance to change. The herald newspaper headline in 2019 was written in bold teachers are incapacitated to go to work hence they will only go to their respective schools once a week to conduct lessons and when there such incapacitations it means there is no implementation of Competence Based Curriculum since a teacher cannot teach the one-week content in one day.

4. Parents and community buy-in

Parents are failing to pay fees which will be helpful in the providing teaching and learning materials that will facilitate the implementation of Competence Based Curriculum. Due to the volatile environment even, the community cannot donate to the school rather they are stealing the materials which are supposed to facilitate the implementation of Competence Based Curriculum .

2.3.10 Content in the syllabi matches with learners' level and CBC implementation

The syllabi for all grades at primary school level was developed by national subject panels who were specialists drawn from institutions of higher and tertiary education, teachers' colleges, working in conjunction with classroom practitioners. These experts ensured that the content was suitable for every grade (MOPSE ,2015). MOPSE 2015 also further alludes that the organization of concepts in the updated curriculum adopted the spiral approach, from the known to the

unknown, and that allows proper mastery and development of competences by all learners. Content given in test books of the Competence Based Curriculum matches the level of learners. Concepts given are well explanatory even when the learner is reading on himself or herself can understand. This clearly shows that language used matches the level of learners (Nziramasanga,2018). Content given in Competence Based Curriculum textbooks is also supported by clear pictures that explain the content given. This was further supported by the media, learning materials prepared by the facilitator.

The Competence Based Curriculum syllabi also goes in hand with the textbooks. There is a portion for learning materials of which it clearly gives media needed for that topic (MOPSE, 2015). This becomes easy for the educator to look for materials within the environment and to construct models using locally available materials, however this may promote the teaching from known to unknown. The content shown in the syllabi goes in hand with content in the textbooks the facilitator is therefore required to put the content into the level of learners and to use approaches that will best catch interest of the learners though some of the approaches are given in the syllabi (Riddle, 2019). The educator may sometimes only choose approaches that are relevant to the content or that suit the level of learners. However, on the other side, the content in the syllabi of the Competence Based Curriculum is above the learners' level, for example in ECD syllabi in Maths-Science subject there is the content of teaching ' internal body parts' this above the level of learners. The educator has to make the content to suit the level of learners.

2.3.11 Availability of textbooks and CBC implementation

Herald Newspaper, (2018) Innocent Ruwende Senior Reporter commented that on the 5th of April 2018 that the Ministry of Primary and Secondary Education launched the second batch of textbooks of the Competence Based Curriculum in Harare with the textbooks having been bought with the 9 million united states dollars donated by UNICEF. At the launch of the textbooks Professor Mavhima said that, those textbooks catered for ECD A, Grades 1 and 3 and they were distributed to 3 districts Mazowe, Shamva and Zvimba and the exercise was to continue for the rest of the districts in the country. MOPSE (2015) in those grades where teachers do not have the recent textbooks, the teachers used the old textbooks and however supplemented and matched information so that it was in consistency with the Competence Based Curriculum. Hence Competence Based Curriculum needs to be assessed because if there are insufficient text books

teachers can revert to the old curriculum on the basis that they do not have Competence Based Curriculum text books which contain objectives that supposed to be achieved by the teacher at the end of the less.

2.3.10 Availability of teachers and equipment in schools and CBC implementation

Achieving full functionality in all schools is work in progress and will require the support of all stakeholders. However, the Government is striving to make adequate resources available, with the most critical resource to the system being the men and women who keep schools running on a day to-day basis. The Ministry is supporting them so that they continue to be creative and to be able to make the most economic use of the resources available at their schools to implement the curriculum. The Ministry continues to work with the Public Service Commission (PSC) to ensure the required teachers, where available, can be hired. There is also an effort to reassign teachers who are already in the system but who teach outside their areas of specialization, to teach in their areas of specialization. Collaboration with training institutions will continue to encourage them to fill gaps in the availability of trained teachers. The Ministry continues to procure the necessary equipment for schools. The support of stakeholders in the provision of equipment and supplies is welcome (MOPSE, 2015).

2.4 Previous research studies

A study by Suyanto (2013) on the assessment of the Competence Based Curriculum at primary level in Indonesia found that schools were not ready for the implementation of the Competence Based Curriculum. The research findings further established that the readiness of the schools was affected by teacher competencies, lack of resources, lack of modern infrastructure, incapacitated and untrained teachers. The study further stipulates that teachers were not able to prepare lesson plans as required by the Competence Based Curriculum nor teach lessons according to the Competence Based Curriculum. The research instruments and data analysis used by Suyanto, (2013) seemed relevant and accurate as they provided varied responses indicated in the findings. The results from the study was that though the ministry might emphasize on them implementation if the above mentioned problems existed then Competence Based Curriculum is not going to last

long. MOPSE (2015) completely indicated that schools in Zimbabwe are not resourced to implement Competence Based Curriculum, thus schools do not have laptops, memory sticks, projector hence how then are teachers supposed to ensure a successful implementation of the Competence Based Curriculum if they do not have resources? Hence there is need to assess how the implementation has been up to date. Despite being under resourced schools do not have proper infrastructure that suits the Competence Based Curriculum. The school infrastructures in the Warren Park Cluster are old, they were built just after Zimbabwe had attained its independence and these schools were built to facilitate the traditional or old curriculum which was content based.

In a study by Duban, (2013) carried out a research in primary schools at Afyonkarahisar in Turkey. The study was to assess teacher readiness on the implementation of Competence Based Curriculum. The study brought out that teachers' readiness is affected by their positive and negative views. The study showed that the negative views were that it brought more work to teachers which now requires them to be more skilful in the preparation and delivery of their lessons and class management skills. These negative views caused resistance to change which resulted in Competence Based Curriculum facing some hiccups in the long run. Positive views according to the study were that the teacher is already motivated by his job, enjoys his/her work and takes any changes brought by the ministry in a positive manner. However positive and negative views can never be eliminated in the implementation of Competence Based Curriculum, hence there is need to assess its implementation in schools since these views are always part of human nature.

Ogar, Effiong, and Aniefiok (2012) carried out a survey which focused on the challenges of curriculum implementation. The findings of the study articulated on the importance of teachers to the socioeconomic development of any nation cannot be overemphasized. This is because teachers are responsible for the translation and implementation of educational policies, curriculum or course offerings. Wallace and Loaden (1998) say, since what teachers do in their classrooms depends largely on their knowledge, teachers will need to learn a great deal to be able to enact reform based curriculum. The Journal of Education and Practice (2012) further supports the argument when it says, teacher education therefore constitutes a conspicuous element in the totality of organized education, formal and non-formal subsystems. Conversely, the policy that all teachers in educational institutions should be professionally trained appears to be the most unfulfilled goal or

policy as teachers from pre-primary to the university level remain largely untrained. A closer look at the above statement in relation to my study can indicate that teachers' readiness to implement a new curriculum may be compromised. Ogar, Effiong, and Aniefiok (2012) further say that, the teacher education program appears not to prepare teachers to meet up with the challenges of the 21st century. In this paper, effort was geared towards taking a cursory look at the challenges that has be devilled the curriculum implementation in Nigerian teacher education institutions.

Kafyulilo, Rugambuka, Moses (2013) carried a study to test teachers' knowledge about the Competence Based Competence, knowledge about the Competence Based Curriculum approaches, ability to implement the Competence Based Curriculum approaches in the classroom, classroom management under Competence Based Curriculum as well as preparation of the competence based lesson plan in Tanzania. Findings from this study however indicated that majority of the teachers know what Competence Based Competence was and its approaches. However, after conducting face to face interviews it was noted that out of a sample Of 78 teachers only 20 knew Competence Based Curriculum to the extent of applying the approaches in the classroom, prepare competence based lesson plans and manage the class under Competence Based Curriculum. No matter how the government might trust the competence of its teachers there is need for the assessment of this Competence Based Curriculum so as to prolong its live in the education sector.

Sadiki and Yang (2019) carried a study in Kenya on teachers' position in the implementation of Competence Based Curriculum in Kenyan primary schools. The study has shown that many teachers do not actually understand what to be achieved in the competence-based curriculum. Although teachers think that they are implementing the new curriculum but through document review particularly teachers' scheme of works and lesson plans, it was found that in fact they were still implementing content based curriculum. Since the first framework is capable of integrating objectives of competence-based curriculum it would be a high time for a responsible authority to carry out training teachers about the framework. Teachers need to be supported with the provision of substantial training and resources especially in this course of implementing the new curriculum. The findings from this study show that teachers were not well oriented to the practice of new curriculum (competence-based curriculum). We therefore assume that implementation of Competence Based Curriculum will continue to set rigors for teachers and thus compromising the central objective of Competence Based Curriculum.

2.5 Summary

This chapter discussed the implementation of the Competence Based Curriculum. The chapter started by the conceptual framework where the researcher discussed what Competence Based Curriculum implementation its benefits and drawbacks citing different authors. The chapter went to discuss the theoretical review which was inclusive of theories and sub headings which were derived from the research questions. The study was underpinned by the theory of curriculum implementation. The pillars and orientations governing CBC were discussed. The textbooks, teacher competence, challenges affecting the successful implementation were all discussed in depth. However, all the research questions were answered by the researcher. The researcher went on to discuss about other related studies on Competence Based Competence in different countries aligning it to the Zimbabwean context. However, the following chapter will deal with the research methodologies that will be undertaken by the researcher in the gathering of information from the targeted population.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Perri and Bellamy (2012) denotes that, research methodology involves gathering of data which relates and is required for the study under review. Hence alluding to this notion it is important for the researcher to discuss the techniques and sources which were used for the purposes of this study

and the justification for their adoption. The chapter shall discuss the research methodology, research design, population and sample, data collection instruments, data collection procedures, data management plans, data analysis procedures and a summary.

3.2 Research methodology

Research methodology is an operational framework within which the facts are placed so that their meaning may be seen more clearly. It is an analysis of how the research activities should proceed and it describes how the data is collected and proffers the general philosophies upon which the collection and analysis of data is based. The research methodologies consist of qualitative, quantitative and the mixed research methodologies.

Pertaining to this study the researcher used a qualitative design supplemented by a quantitative design with questionnaires and interview schedules as the main research instruments. Therefore, the mixed approach was adopted by the researcher. The researcher used the mixed approach in order to obtain accurate information which is both quantitative and qualitative and this will enable reliable and valid data to be obtained from the selected populations and correct judgements and assumptions to be made. The qualitative aspect of research was approached from a phenomenological view. Mostakas (1994) (cited in Cresswell, 2009;13) articulates that a phenomenological view is the strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. The researcher used the phenomenological view because teachers as a group have experienced the use and implementation of the competence based curriculum. the main aim of the study was to explore teachers' experiences and understand their perceptions on the implementation of the Competence Based Curriculum hence justifying the use phenomenological view and the quantitative approach.

3.3 Research design

Thyer 2010 suggests that a research design is a plan of proposed research work. Babbie and Mouton (2001) also further define a research design as a plan, structure and strategy for achieving research objectives, answering research questions and controlling variables. Saunders et al., (2003) helped researchers in choosing a research design he advocated for the adoption of a systematic approach so as to find all the answers identified in the statement of the problem. Research designs

are inclusive of the Explanatory, Survey, Case study, Exploratory Descriptive and Predictive design (Saunders, et al, 2009). O'Sullivan and Russel (1989:21), the last two are. The first three designs are known as designs for description while the latter is design for experimentation.

To fully meet the research objectives and to answer research questions vividly the researcher decided to adopt a case study design. But what really is a case study? Gustafson (2017) defines a case study as an intensive study about a person, a group of people or a unit which is aimed to generalize over several items. Hitchcock and Hughes (1995) in Cohen, Manion and Morrison (2007) articulates that a case study is esteemed to be of high value especially when the investigator has very little control over the events. Moreover, the usage of a case study as a research design permitted the investigator to mark boundaries of the areas the researcher used during the research.

Pertaining to this research institutional boundaries were drawn to mark the cluster that was to be studied in depth. The researcher chose five schools from Warren Park Cluster in Harare. The researcher studied the experiences of primary schools in the cluster with a view to unearth implementation of the updated new curriculum which is, the Competence Based Curriculum. The study is said to be exploratory as operates as an aviator for creating hypothesis that are verified in superior surveys (Cohen et al., 2007). Through the use of a case study, the investigator was able to obtain rich data about the implementation of the updated curriculum. Hence through this case study design the researcher was able to obtain extensive data on the experiences of primary schools in the implementation of the Competence Based Curriculum.

In this study, a case study was used because it allowed the researcher to collect reliable data basing on the participants' experiences. Shumbayawonda (2011) is of the view that reliability is a measure of consistency with which an instrument measures. Basing on the above, the use of questionnaires becomes relevant in generating data that require uniform responses. Data collected was gathered from urban primary school teachers and school heads in different schools in the same cluster and a conclusion was drawn. Thus, the study made an intensive assessment of the implementation of Competence Based Curriculum in the Warren Park Cluster. Babbie and Mouton (2012) supports the use of the case study research design as compatible with this study considering the fact that it is concerned with uniqueness of a particular situation, contribution to underlying pursuit of contextual depth.

3.4 Population and sample

3.4.1 Population

Relethford (2013) postulates that research population is a well-defined group of individuals possessing similar characteristics or traits. Adams (2004) further defines research population as any group of individuals' subject to statistical study. Hence a population is a group of individuals which are of interest from which a sample is drawn, people who are capable of giving reliable and valid data to make the research a sound piece.

The district consists of 30 primary schools with 1800 teachers. These 30 schools provided a pool of participants from which the researcher selected her sample. The researcher purposively selected four schools based on proximity to the researcher so as to save costs and time and it was also easy for the researcher to walk into the schools and collect information.

3.4.2 Sample and sampling procedures

Walliam (2011) defined a sample as subset of the research population chosen to participate in a research project. In order to select a sample a few sampling techniques can be adopted which are probability or non-probability sampling procedures. A sampling technique is a procedure used when selecting elements of study from a chosen population (Boyd, 2001). For this study, purposive sampling was used. Family Health International (2005;5) state that 'purposive sampling groups participants according to preselected criteria relevant to a particular research question.' The technique was chosen because the researcher needed to reach a targeted sample quickly and only a particular group of teachers who are at schools in the district were relevant to this study which is the Warren Park District. The researcher targeted 4 schools, two government schools and two council schools. Pseudo names Kudu, Buffalo, Impala and Sable were used for ethical reasons to identify the selected schools. Out of the 4 schools, a total of 20 teachers were used as the sample. 20 teachers completed the questionnaire and 6 were interviewed for the purposes of methodological triangulation of data. From the four schools chosen the researcher was given the list of all teachers available at the time she arrived to conduct a survey from the names the researcher wrote all the names on short pieces of paper separately and threw them in a box so that

every available teacher had an equal chance of being selected. The teachers picked from the box were the only ones who answered the questionnaire and attended interview thus how the researcher came up with a sample.

3.6 Data collection procedures

The research was carried out in four primary schools in Warren Park Cluster District under the Province of Harare. The researcher applied for permission from the Ministry of Education authorities, the Provincial Director and school heads to conduct the research in schools and it was granted. With the letter in her hands the researcher booked in advance with the school heads to the schools that were chosen through random sampling that she was to conduct an educational survey on the implementation of Competence Based Curriculum.

Robson (1993) defines data collection as the procedures taken into administering instruments and collection of data from respondents under study. The main types of data to be collected in the mixed method design is the administering of questionnaires and interviews.

The researcher interviewed six teachers two from each school one on one situation so as to get first-hand information directly from knowledgeable informants who are teachers administering the Competency Based Curriculum. Minimum of ten minutes were targeted per participant and this has allowed the researcher to establish resonance with the participants and gain their cooperation. Notes were taken from the responses of the interviewee to retrieve data. Five successful interviews were conducted and completed in three consecutive days. The researcher intends to obtain a special kind of information and investigate for herself what is going on in the respondents' mind. The point is that the researcher cannot observe the informants' feelings and thinking, so that interviewing is a key to understand what and how people perceive and "interpret the world around them" (Burns .1999).

The researcher went to selected schools and distributed questionnaires to the supposed respondents who completed them in the presence of the researcher to avoid influence of other teachers but to obtain only information from the appropriate respondents. These instruments were administered simultaneously that is to say interviews and questionnaires were administered on the same day at each school to avoid leaking of questions which would produce distorted information that would compromise the validity of the study. Observation was also another instrument used by the

researcher. Thus, the researcher had to observe teachers in the classroom implementing Competence Based Curriculum in the delivery of their lessons and the learning materials that they were using. This was used because it clearly showed the standing positions of teachers in the implementation of Competence Based Curriculum.

3.5 Data collection instruments

Kumar, (2013) denotes that research instruments are devices or tools used to collect research information. Various research instruments were at the disposal of the researcher these were focus groups, questionnaire, interviews (conducted face to face skype Facebook), observations among many. For the purposes of this study the researcher used questionnaires and interviews. Donald and Pamela (2010) supported the researcher when they postulated that a combination of interviews and questionnaires helps to gather most of the data needed for this part of the study.

3.5.1 Questionnaires

Annum (2017:1) defines a questionnaire as “a form of inquiry document, which contains a systematically compiled and well organised series of questions intended to elicit the information which will provide insight into the nature of the problem under study.” The questionnaire can either be structured, close form or unstructured, open form. In this case the researcher administered both unstructured, open form questionnaire in conjunction with structured-closed questionnaire to ensure that respondents provide honest and undirected opinions, perceptions and attitudes towards the problem under study. Questionnaires are a time-efficient way of collecting data from many people. Closed-ended questionnaires can easily be analysed in a straightforward way. The questionnaire data collection instrument was used because it simplifies data analysis and effective conclusions can be drawn to assess the implementation of the Competence Based Curriculum in the Warren Park District.

The main disadvantages of the questionnaire as stated by Akbayrak (2000) relate to issues of flexibility, reliability, response rate and validity, however the advantages outweigh the disadvantages in that the questionnaire saves time and cost and the easiest tool to administer. The unstructured questionnaire also provides respondents with an opportunity to respond to question

without bias or influence from the researcher as in the structured questionnaire (Patton, 1990). The responses provided are not controlled by the provided answers but are well thought out answers that reflect the respondents' real emotions and opinions, hence, it was chosen as one of the main instruments for data collection. The questionnaire is also easy to answer and can be hand delivered to respondents saving on time and cost. Since questionnaires are time saving, easy to administer and allow respondents to give their perceptions freely, it was for these reasons which inspired the researcher to choose using both structured and unstructured questionnaires.

Questionnaires were administered to teachers at the selected schools. Out of the sample chosen for this study, 20 teachers answered questionnaires and 6 teachers were interviewed.

3.5.2 Interviews

An interview is a two-way conversation initiated by a researcher or interviewer to obtain information from one or more respondents. Kvale (1996:14) regards interviews as “an inter change of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.” Interviews, therefore, help participants to talk about their views, opinions and interpretations if given phenomenon. Gray (2004) posits that interviews are ideal for collecting research data because they increase the chances of getting highly personalised data, there are more chances for probing, the return rate is good and they cater for participants who are unable to read or write. Interviews can either be structured, semi structured, unstructured or non-directive. In this research semi- structured, face to face interviews will be used. Semi-structured interviews are used when one does not want to test a specific hypothesis and are not standardised (David & Sutton, 2004). In this form of interview, the researcher does not use a list of pre-determined questions but has a list of themes, topics and questions to be covered within the interview.

The researcher had an interview guide but had the free range to ask any other questions that arised in the course of the interview. In this study, semi-structured face to face interviews were ideal as the intention was to interrogate the issues and challenges teachers are facing in implementing Competence Based Curriculum at primary school level. This required an in-depth analysis of their opinions and views thus required a data collection tool that allowed the researcher to dig deeper. Although semi structured interviews have their drawbacks especially when the interviewer has no

experience, she/he may fail to probe into a question thereby missing out relevant data (Kajornboon, 2005).

The major strength of semi-structured interviews is that the researcher can prompt and probe deeper into a situation. The researcher can ask more detailed questions as they are not confining to a structured research guide. Patton (2002) in support of semi structured interviews explains that they are ideal for qualitative analysis because they present more flexibility as the interviewer can change the order of the questions based on the responses of the interviewee. Semi-structured interviews allow the researcher to explain and rephrase questions if the respondents are not clear. The researcher tape recorded the interviews in order to ensure that all the information provided by the respondent was captured. Recording interviews afforded the researcher an opportunity to concentrate on listening and responding to the interviewee rather than capturing information.

3.7 Data management

Having collected all the information from the questionnaire and the interviews the researcher also had to make sure that questionnaire screening was done in order to eliminate spoiled questionnaires and to redistribute questionnaires on the spoiled so that data integrity is maintained. The data from the questionnaire response rate was retested using Pearson Product Moment Correlation to ensure that the number of questionnaires distributable was enough to conclude that implementation of Competence Based Curriculum was being done well or not. The answers obtained by the researcher from the interviews were written down in transcripts with the name, qualifications, school of the participants and the answers to the interview questions. The interview transcripts were physical papers and these were kept in a folder by the researcher for reference sake as well as the answered questionnaires. Those questionnaires answered via the email due to the COVID 19 pandemic were printed out by the researcher and kept with the other questionnaires.

3.8 Data reliability and validity

Validity refers to the extent to which the values provided by an instrument actually measure the attributes it is intended to measure. That is to say the instrument used should measure what it is supposed to measure. Sampling validity is the degree to which the samples are adequate sample of the total population. Content validity is the degree to which the sample test items represent the content that the test is designed to measure.

Reliability refers to the extra to which a test is consistent or dependable in measuring whatever it is intended to measure. A reliable instrument should produce precise, stable and consistent to a larger extent hence the information was reliable.

Reliability is the extent to which measures are free from errors. It is the level of consistence of the measuring device. The information collected from the questionnaires and personal interviews were consistent to a larger extent hence the information was reliable.

3.9 Ethical consideration

Ethical considerations in research are critical. When conducting mixed methods research, it is important to adhere to principles of qualitative and quantitative research ethics (Creswell 2013). Chiromo (2006) views research ethics as principles of right and wrong that govern the operations of researcher during the research process. The handling of these ethical issues therefore has a great impact to the integrity of the research. There are many ethical principles that can be considered in educational research examples include informed consent, confidentiality, anonymity, deception, privacy and plagiarism (Chiromo 2006). Confidentiality has to do with the people who will have access to data collected (Tuckman (2008). The researcher is going to protect the integrity of the research by observing anonymity and confidentiality by protecting the research participants through not including names on questionnaires and any identity details. The researcher made sure that the gathered information would not be made available to anyone who is not directly involved in the study.

3.10 Data analysis and presentation

The data collected by questionnaires was first grouped and coded into themes based on the responses given by the respondent. This was done to summarise the data into specific categories for analysis. Data from the interviews was transcribed for the purpose of easy content analysis and capturing all useful points. A descriptive analysis of data was carried out.

3.11 Summary

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

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the presentation, analysis and discussion of data. The data to be presented first are concerned with demographic data followed by the data from the findings itself. For purposes of structuring and organising this work logically the data shall be presented in the order of the research questions. Finally the discussion of the data will also be in cooperated by drawing the findings that were reviewed in the literature comparing them with the findings of the study.

4.2 Response rate

Kumar (2013) advocates that the response is mainly given in a percentage form and it is mathematically calculated by dividing the number of participants who are supposed to answer the research instruments and the ones who actually participated in the research. Hence the researcher obtained the following on the questionnaire and interview response.

Questionnaire response rate

Wader 2011 denotes that response rate is the percentile of respondents who were interviewed and have answered questionnaires distributed to them by the researcher. As discussed in chapter three of research methodology on sample size and sampling 20 teachers answered the research questions

via email of the suggested 30. The response rate is however at 60%. The 60% was considered authentic because of the recommendation of Hong et al who advocated that the response rate should be equal or above 60% for it to provide the information required to make the research authentic. Mugenda and Mugenda (2003) also further supports the researcher and commented that a response of above 50% is sufficient enough for the researcher to conclude the matter under study.

Interview response rate

Interviews were conducted via WhatsApp video calls due to the Covid19 pandemic. However, the researcher conducted interviews from interviewees who are in the four selected schools which are Warren Park 1, Warren Park 3, Warren Park 5 and Warren Park 6 Primary Schools. The school heads and SDC members were the targeted populates, of the targeted 4 school heads only four were interviewed giving a response rate of 100% and of the targeted eight SDC members only four were interviewed giving a response rate of 50%. The overall response rate of the interviewed were 75%. This 75% was further supported by Hong et al (2010) who postulated that the response rate should be above 60% to give valid, accurate and to be able to represent the whole population truly. Thus, the overall 75% was validated according to Hong et al (2010). Hence the table 4.2 below represents the information discussed above.

Table 4.2 Interview response rate

Category	Target	Actual	Response rate
SDC members	8	4	50%
School heads	4	4	100%
TOTAL	12	8	75%

4.3 Social demographic information on questionnaires

4.3.1 Gender

The gender distribution was positively skewed to the females as the figures obtained were 25%, 4 males and 67%, 8 females. Completely meaning that gender distribution is biased but however on the other side it completely shows that the primary school teaching field is dominated mainly by females. However, having more female respondents allowed the researcher to obtain all the information about CBC implementation in school, the female respondents have a tendency of expressing all of their know how on the state of curriculum information hence allowing the researcher to obtain richer information. This was also denounced by Dee (2017) who denounced that having more female respondents in the research is not a shame nor is it biased since in terms of curriculum implementation in schools is mainly done by males and that ladies are those kind of species who have a tendency of saying the truth as is hence making the research more valuable.

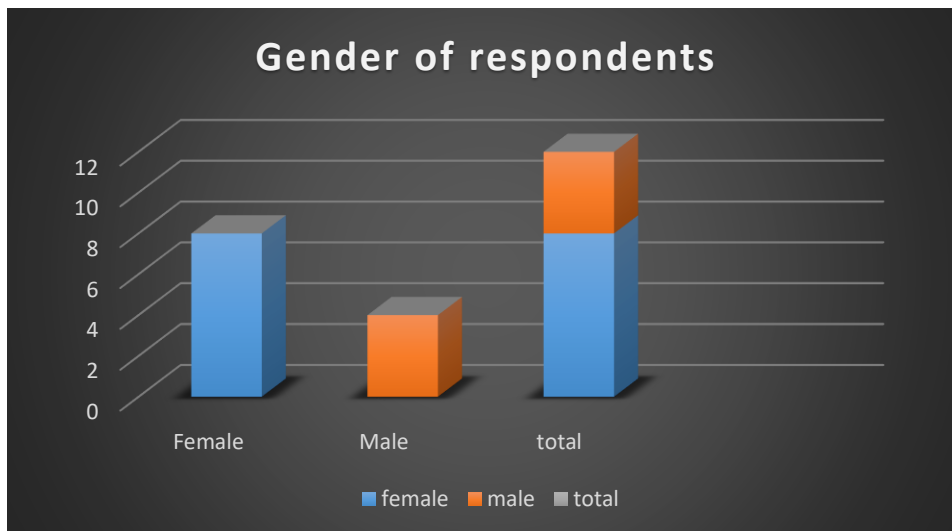


Fig 4.1 gender of respondents on questionnaires

4.3.2 AGE

Kumar (2013) advocates that ages are very critical in a research as they determine the type and accuracy of information the researcher will obtain to conclude. Walliman (2011) further postulates that age is a critical element in the study as it determines whether the researcher will obtain the recent or the old information pertaining the matter under study which is CBC implementation.

However, the researcher obtained much of the information from respondents above the age of 30 meaning the researcher obtained both the recent and the old information about CBC implementation in schools. The response rate by age is however shown in the graph below;

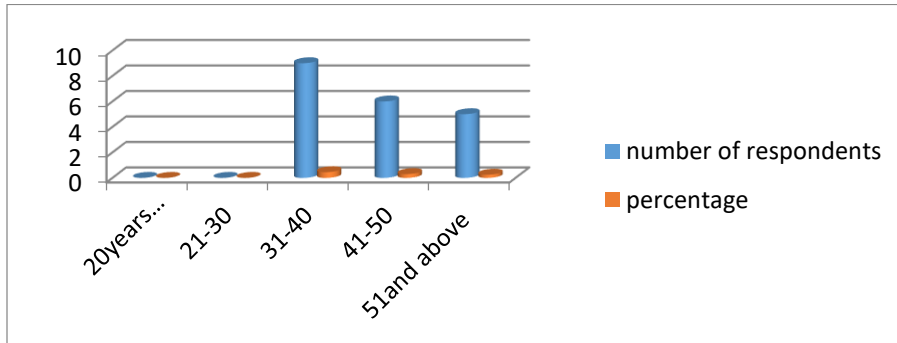


Figure 4.2 Age of respondents

<i>Range in years</i>	<i>No of respondents</i>	<i>Percentage</i>
31—40	5	45%
41-50	4	30%
51 and above	3	25%
Total	12	100%

Table 4.3 Teachers ages

4.3.3 WORK EXPERIENCE

The column graph shows that most respondents are senior teachers who have a lot of experience whereby they have been in the teaching field for 10 years and above. Therefore, this can be of influence to the teaching of the Competence Based Curriculum since they understand the dynamics of teaching.

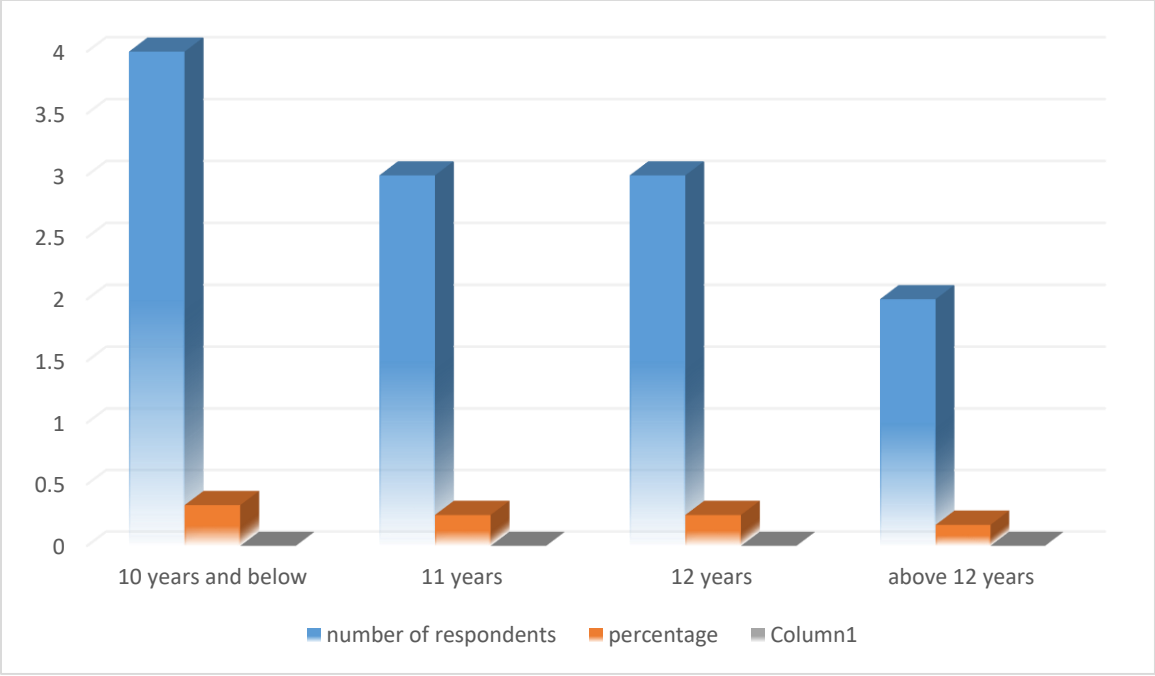


Fig 4.4 work experience of respondents on questionnaires

The column graph shows that most respondents are senior teachers who have a lot of experience whereby they have been in the teaching field for 10 years and above. Therefore this can be of influence to the teaching of the new curriculum since they understand the dynamics of teaching.

4.3.4 Academic level

Level of education was another factor used to categorize the respondents as shown.

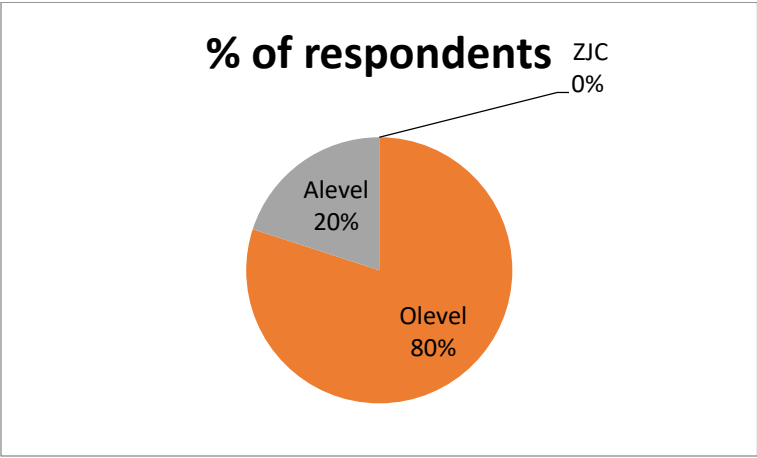


Figure 4.5 academic qualifications

Kurebwa and Nyaruwata (2013) postulated that there is a strong relationship between teacher qualifications and teacher competence. In the same vein, Ndalichako (2004) in his research in Tanzanian primary schools' teachers on CBC implementation postulated that CBC implementation failed due to that teachers failed interpret the concepts in CBC because most of them failed at their Levels and A 'levels. In line with this study, the CBC is skewed at developing skills in learners and therefore teachers should upgrade their qualification to meet the demands of the curriculum. The researcher was convinced that teacher qualifications have a bearing on CBC implementation as it involves identifying pedagogical skills needed for effective teaching and curriculum implementation. The table shows that 80% of the respondents reached O` Level and 20% reached A` level of education. These levels of education show that the respondents are adequately educated to understand the needs, demands and educational concepts of CBC implementation in schools. Hence meaning to say Zimbabwean primary school teachers are well learned hence they should be able to implement CBC and give a full detail in the implementation of CBC. Though however these qualifications did not indicate how computer illiterate are these teachers as CBC also involves use of ICT tools in the teaching and learning processes.

4.4.1 Differences in the CBC implementation and the old curriculum

This question on the questionnaire sought to explore if teachers as facilitators can differentiate how they implement the old curriculum and the CBC implementation. Hence being able to differentiate will help the researcher to understand that the respondents know the CBC. The following sentiments were obtained by the researcher,

“Yes there is a difference because in the old curriculum subjects were bunched for example in science there was only one textbook which had Science, RME, heritage but the new curriculum has unpacked the new curriculum and these subjects are now standing on their own.” Teacher 1

“It is the same, the way we interpret the syllabus the teaching methods are same for example aims, objectives and methods” Teacher 2

“Yes for sure there is a difference since the new curriculum CBC is more learner centred were children discover by themselves and acquire skills in the process were as the old the teacher centred and focused more on academics rather than acquisition of skills by the learners” Teacher 3

“Yes, there is a huge a difference in the old only one teacher was required to be in class to teach all subjects yet with the CBC there is now a teacher who specifically teach VPA, PE, Agriculture and ICT” Teacher 4

“Yes because the old curriculum was not giving learners a chance to develop skills in any area yet with CBC a learner has a chance to develop skills in athletics, music, soccer, chess as there is time for these on the time table hence every learner acquiring skills in any area she chooses”
Teacher 5

“Yes because with the old curriculum classes only met the needs of the normal not disabled children but with the CBC the disabled and the handicapped are catered for, there are classes, toilets and materials needed for them to learn as the other children and as well the timetable is now fully packed like a whole day programme yet with old school ended at one o’clock or twelve”
Teacher 6

ANALYSIS

90% (eleven of the twelve) of the respondents noted that there was a difference on how they used to implement the old curriculum and the new curriculum however there was an exception of 10% which tended to disagree and from the 10% (one respondent out of twelve) the researcher concluded that the ten percent of the respondents were not aware of how they should implement CBC in the classroom. The explanations by the respondents also allowed the researcher to conclude that most of the teachers in the schools are very aware of the CBC what it involves in terms of its implementation. The researcher also further concluded that respondents in the Warren Park area are fully aware of what CBC is, what it involves and how it should be implemented.

SYNTHESIS

Literature review indicated however a number differences. MoPSE (2017) postulates that the CBC is different in that it is allowing teaching and learning to shift from being teacher centred to learner centred thus allowing learners to discover by themselves. This was exactly noted by teacher number three completely showing that he is aware of the changes brought by CBC. MoPSE (2017) also indicated that that the new CBC has more improved infrastructures which are modernised enough to cater for the able bodied and the physically impaired learners. Green et al (2015) that the CBC has many subjects, learner centred, equips learners with skills, the disabled are as well

catered for, learners discover by themselves. Hence the responses were viewed as valid by the researcher.

4.4.2 Staff workshops, staff developments conducted to equip teachers with skills to implement CBC

This question sought to respond to the second research objective on the issue of trainings available or being conducted to equip teachers with skills of implementing CBC. The following sentiments were however obtained from the questionnaires,

“Yes, there are there but they are not enough because in term there might be only one workshop conducted” Teacher 1

“Yes but they are not enough because only a few teachers are allowed to attend for example, it might be two teachers out of forty-five teachers in the school and these two teachers are supposed to embark on staff developments which is very difficult as they are not experts and if they did not fully understand what they understood in the workshop they will poison the whole teachers”
Teacher 2

“Yes, but not enough as sometimes only one workshop will be conducted in the three school terms hence teachers not fully trained with the skills to implement CBC.” Teacher 3

ANALYSIS

100% of the respondents explained that though there are workshops being conducted there are very few workshops conducted hence the researcher concluded that the ministry of education is not doing enough to ensure that teachers are fully equipped and trained to implement CBC in the classrooms. Thus, government will also not have the surety if the CBC is being implemented as is it supposed to be according to the experts who developed the curriculum. One of the respondents further commented that the teachers coming out of the teaching colleges are well vested with ways of implementing the CBC but in schools there are many teachers who were trained during the old curriculum in the teaching colleges and the only way they can be trained to implement CBC is through workshops and staff developments. Hence the researcher concluded the government of Zimbabwe is not doing much in terms of training teachers to fully implement CBC.

SYNTHESIS

MoPSE, (2017) advocated that staff developments shall be conducted in order to ensure that teachers are well vested with the knowledge on how to conduct CBC. Ragumbuka (2018) in his study of curriculum implementation of CBC in Murehwa Centre noted that though staff developments are being conducted they are very few per year and very few teachers are being allowed to attend as noted by the respondents.

4.4.3 Attitudes of learners pertaining to the new subjects brought by CBC

100% of the respondents all agreed that students are very well fascinated in the new subjects as they allow learners to express themselves, participate what they have discovered. Hence the implementation of CBC is bound to yield fruitful results in the Zimbabwean education sector. The following sentiments were however drawn from the questionnaires distributed,

“children enjoy learning through discovering by themselves and some students are very happy that FAREME one of the subjects brought by CBC allows them to answer questions in their mother tongue language for example they can answer some question in Shona, Ndebele, Kalanga, Sisuthu, Changani” Teacher 1

“Children are very happy because they have freedom of expression as they can show the skills they possess and the skills they acquired during the learning discovery process” Teacher 2

“CBC puts the child forward and the teacher behind hence making children to enjoy lessons and coming to school as they the facilitators of their learning and the teacher being there to guide them but not to spoon feed them” Teacher 3

ANALYSIS

100% of the respondents agreed that children are happy with CBC. Zero percent disagreed to this notion. Hence this will motivate learners to pass their subjects, however boosting the education sector of Zimbabwe and high pass rates being enjoyed in the schools.

Synthesis

In the Botswana study by Bantwini (2019) indicated that learners are more excited and motivated to learn through CBC and the researcher concluded that this is so because CBC has simplified learning and allowing children to learn by themselves..

4.4.4 Challenges being faced during the implementation of CBC

This question on the questionnaire sought to answer the fifth research objective.

Shortage of textbooks, agricultural tools, classes and ICT tools

100% of the respondents in the questionnaire argued that this was a main challenge they were facing in the implementation of CBC. They argued that in schools there are very few textbooks on CBC most of them fit in the old curriculum. From the responses obtained teachers are finding it very hard to plan their schemes of work due to very few syllabi in the classrooms. Schools have very few syllabi and sometimes headmasters have to borrow from other schools. On agricultural tools, learners are using one hoe and some have to bring these from their homes, but the schools do not have enough tools to facilitate learning agriculture. ICT tools are very with no computer lab at all, a certain teacher alluded. The following sentiments were also drawn by the researcher

“there are about 20 CBC textbooks in each class and one syllabi text book, the school heads most of the time have to borrow syllabus textbooks from other schools for teachers to plan their schemes of work”

“children have to share one hoe during the agriculture lesson, one ICT tool during the ICT lecture on the other hand classes are very few there are hot sessions of which CBC is a whole day programme”

Too many subjects brought by CBC. Teachers are complaining that CBC has brought many subjects yet there are class sessions. Some teachers further commented that they have resorted to not teaching some certain subjects such as VPA, PE with the view that every child knows how to play. The researcher further concluded that with these too many subjects and the child having to discover by himself /herself results in the teacher not teaching other subjects. The teachers further commented that these too many subjects are not giving them time to review learners work as they will be tired. Hence the researcher further concluded that teachers are in need of more motivation from the school heads to ensure that teachers enjoy teaching and implementing the CBC.

Lack of parent participation. From the respondents though parents try as much to donate to the schools they have very little resources due to the volatility of the economic. Hence through the School Development Committees there is very little parental involvement in the provision of materials, school classrooms and even tools. The parents they try by all means to bring the little

they have to the schools but the little they bring is not enough to facilitate learning. 50% of the respondents denoted this as a challenge but however the respondents further commented that the government should as well try to help schools in the provision of materials needed to facilitate CBC.

High pupil teacher ratio. It was obtained from the respondents that each teacher has a class of fifty or more than fifty learners in the class and with the new CBC it is very difficult to give each learner a learning material nor allow every learner to discover by themselves as it will take more time and result in the teacher teaching only one subject yet the teacher is supposed to teach eight or seven subjects per day. This high teacher pupil ratio from the responses given by the respondents it results in teachers revert to the old curriculum whereby the teachers are the ones teaching the children everything as teacher will also be working towards in increasing their class pass rates. The other teacher further commented that “Am working towards improving my class pass rate due to many learners’ I have to be the one teaching and making sure that learners have more of academic knowledge.”

Analysis

The respondents concluded that shortage of text books, infrastructure, ICT tools, higher teacher – child ratio are challenges they are facing in implementing CBC.

Synthesis

Mutokwe (2018) postulates that high teacher pupil ratio is the main challenge being faced by Zimbabwe facilitators, a class may constitute of 45 pupils yet they have to discover by themselves. CDU (2016) on the other hand had shortage of infrastructure, ICT tools, textbooks and syllabi which is similar to what the respondents obtained and this is so because the respondents are the ones implementing CBC.

4.4.5 Support from the parents and school heads in the implementation of CBC in schools

“Yes, the school heads and parents are venturing in projects of building the schools even in the procuring of materials, but they are facing financial challenges” Teacher 1

“Some school heads do not support they view some areas of the CBC as useless which is the same in the procuring of equipment, they buy more of the academic and less of the materials that focus

on skills development. As ECD teachers we are the last to receive materials as our learners are only viewed as the ones who are interested in play as they are still young.” Teacher 2

“Yes, there is you sometimes find some parents giving their children some materials needed by the teachers for example mini kids’ computers, hoes, picks hence helping teachers in implementing the CBC” Teacher 3

“Yes, there is some parents are engaging in school gardening projects to help schools source funds for provision of materials, classrooms. Some parents have even willing fully opted to mould bricks for classes to be built claiming that though they lack financial resources they can also support physically” Teacher 4

Analysis

90% of the respondents agreed that they were receiving help from parents and headmasters but however 10% of the population did not agree due to the fact their classes are rendered not of much importance around the school.

Synthesis

MoPSE (2015) advocated that in their pillars they allowed parents and school heads to help teachers implement CBC. Hence the targeted population agreed that they were receiving help from the parents and school heads as most of the parents sometimes send their children with the learning tools needed for that particular day.

4.4.6 Content in the CBC syllabus matches the level of the learner

This question on the questionnaire sought to answer the third research question in the first chapter of the study. 80% of the respondents agreed that the content in the CBC syllabus matches with the learner’s level. 20% however tended to disagree, they were ECD teachers they said that some concepts in the syllabus are more than the learner’s level. Hence, the researcher concluded that the content matches the learner’s level as it was developed by education experts (MoPSE, 2016). The following sentiments were however noted by the researcher,

“it matches very well with the learners’ level for example in ECD on the topic on shapes learners are not asked to work out the perimeter nor the area of the shape but they draw the shape name it and count the sides the shape has hence matching the age of a seven-year-old learner” Teacher 1,4, 5,7,8.

“sometimes it does not match for example in ECD a child might be asked to draw internal body parts which does not match a grade one pupil mind.” Teacher 2, 3 and 12

“Yes, because concepts are well explained and simplified so that even at home a learner can read and understand on his/her own.” Teacher 3,9,10,11.

“Yes, since it was developed by experts in the education sector and hence further stimulates learners to be more competent, more skilled as the world is evolving.” Teacher 4,5,6

4.5.1 Availability of CBC textbooks, ICT tools, classrooms, teachers, agricultural tools in your school to support the implementation of CBC

School head one, two and three commented that the school has very few CBC text books approximately twenty per class per subject of which the school has an average of 45 to 50 pupils hence children have to share the textbooks and also teachers have to share those textbooks with other teachers to ensure that effective learning is endorsed in the school. this was in line with chapter two were by the government indicated that they had not yet donated textbooks to schools in the Harare-Mashonaland provinces (MoPSE, 2016). However, the fourth school head answered that his SDC committee has worked hard to ensure that there are enough textbooks in the school. On ICT tools all the school heads commented that there are no computer labs nor desktops in their schools, the second principal further commented that at the school we only have one computer which is used by the bursar. The school heads further commented that teachers have resorted to draw the tools on the board so that at least learners memorize them and know them during exams. The first, second and third school head also alluded the same sentiments. Hence the researcher concluded that this shortage of ICT tools has led to CBC not to be fully implemented since teachers are now spoon-feeding learners instead of them discovering by themselves. The school heads further commented that teachers are available in the schools and that agricultural tools are also lacking. They commented that learners share one tool, a class of 45 pupils which results in other learners not getting a chance to use the agricultural tools and discover by themselves.

4.5.2 Teachers skillfulness enough to use materials such as ICT tools to support the implementation of CBC

On this the school heads commented that the teachers who were enrolled in the early 2000s some of them are failing to use the ICT tools of which these teachers comprise 80% of the school population. However, the school heads opted that there will be a computer lab assistant to assist teachers in the subjects that involve ICT tools. But however, the school heads further commented that their responses are not valid because there are no computers in the schools. Hence on this question the researcher concluded that the teachers are either skillful or not.

4.5.3 Teacher's reactions in implementing CBC

“Teachers at first had fear of unknown but as time elapsed they began to enjoy implementing CBC as it matches with the education in the whole world” Head one, Head three.

“Teachers are enjoying implementing CBC because it has simplified subjects and that there is now specialization and that learners are discovering by themselves” Head two, three and four.

Hence the researcher concluded that teachers are enjoying implementing CBC as it has simplified their teaching methods and concepts. All the school heads alluded that teachers are self-motivated to implement CBC due to its simplicity and specialization, though they had fear of unknown at first. Hence, this completely shows that CBC is being implemented despite shortage of teaching and learning resources.

4.5.5 Factors hindering CBC implementation in schools

Infrastructure has led to teachers not to teach all the subjects due to school sessions due to the current Covid19 regulations as well teachers are now teaching for two hours in the classrooms of which these classes have to be sanitized after another teacher of which this has led to other learners to learn on the school grounds to ensure safety of learners. (head 1).

Some classes are not electrified hence ICT cannot be taught due to that schools are lacking in terms of infrastructures as these schools were built in 1980s. (head 2,3 and 4)

According to the number of pupils in the class the available learning resources cannot be given every learner leading the learners to share what is available as well the teacher though she might improvise bring some from home not every learner will be able to have access to the resources.

Schools as well have not yet accessed the learning resources as in the CBC syllabus and the few that are available have to be shared in a class of 45 learners and also due the volatility of the economy (head 1,2,3 and 4)

Some teachers are failing to use the technological device during the teaching sessions for example some teachers are not able to use a projector during teaching sessions (all the school heads).

The timetable is now loaded with subjects leading to teachers not being able to fully meet the set objectives by the CBC syllabus and some subjects are now being taught by specialists of which time set by the syllabus will never allow the teacher to move with learners understanding since another specialist for the next subject has to come in and deliver his/her lesson. (head 4)

Teachers work best when they are motivated but due to the daily rise of the zwl to use the teacher salaries are becoming valueless hence leading to teachers developing a negative attitude to teach learners (head 1, 2,3,4).

Parents are failing to meet the needs of the new curriculum thus CBC for example they are failing to buy textbooks required by CBC furthermore the respondents alluded that they are failing to pay fees which will help the school in the purchase of resources.

4.5.6 recommendations

There is need for SDC to build more infrastructures and government to intervene in helping in the building of schools, as well on the supply of resources. Due to the volatility of the economy government need to help schools head 1, 3. There is need for SDC members to seek donations from churches, businessmen in their society so as to boost funds for the procurement of resources needed by the school.

4.1.1 How far have you gone in accessing resources needed to implement CBC for example ICT tools, learning rooms, agricultural tools?

“as SDC we haven’t done much to help schools in accessing resources due to the economic harsh conditions and the Covid19 pandemic”

“we haven’t done much but as soon as school starts on the 15th of March, we are going to conduct projects such as piggery, chicken breeding to ensure that our children will be able to learn effectively and recover all of their lost time”

“ the truth is as parents we are also struggling we are failing to make ends meet in our homes hence in schools worse and some of us are even failing to pay school fees leading to the procurement of resources to be very difficult hence truly speaking we have done nothing in order to access resources needed to implement CBC”.

Hence all these responses led to the researcher to conclude that the SDC has done absolutely nothing in accessing resources needed in schools to access the resources needed by the schools.

4.6.2 Parents perceptions to changes in CBC

“parents are very happy that their children are now spending more time in the school rather than playing in the locations and that the CBC has brought about enhancement of skills such that though their children are not good in education at least they can specialize in areas they know best” (SDC member 1,3, and 4)

“Some parents are not happy due to that they cannot fully meet the needs of the CBC, the textbooks, the tools though they are happy about the subjects, number of hours spent at school” (SDC member 2 and 3)

Hence the researcher concluded that parents were happy about how their pupils are learning they are only not happy about the demands of the new CBC because they cannot fully supply their children’s needs.

4.6.3 As SDC members what challenges have you noticed in the implementation of CBC?

Teacher attitudes, teachers are no longer happy in teaching they now have an, 'I do not care' attitude of whatever happens due to lack of financial motivation. As Maslow highlighted in the hierarchy of needs that one needs to be financially motivated in order to enjoy his/her work. Teachers are not appreciating the salaries they are being given by government and they now have a mind-set that the government as rendering as if they are useless hence leading them not to fully implement CBC.

Higher pupil teacher ratio the SDC claimed that some of the children are being left unattended due to that teachers are 45 or 50 in one class. Hence due to this number the SDC members further commented that sharing of resources has become too difficult for the teachers and learners have to learn in groups yet with the pandemic implementation of CBC is going to be a whole disaster.

Shortage of teacher study guides and syllabuses. Teachers are failing to plan their work as according to CBC on time due to that there are no teacher study guides and they have to be borrowed from the next schools each term before it ends or when we open schools.

Hence as the SDC members the researcher concluded that they have only managed to see shortage of resources, high teacher pupil ratio and teacher attitudes as the main challenges being faced in the implementation of CBC and these challenges were in conjunction with the chapter in related literature.

4.6.4 If CBC implementation is going to be a success do you think it will boost the education sector?

All of the respondents answered yes, and they justified their answers saying that since it helps in skills it will not only help their children mentally but as well physically as they will be equipped with skills. As well the children churned at of the schools will be able to adapt to the new world as they also possess the same skills as those children living in the third sector of the world.

4.7 Chapter summary

The chapter gave all the responses given by the respondents. The information on the social demography of the participants in the questionnaires was represented in graphs and tables. The

response rate comprised of four SDC members, twelve teachers and four school heads. The issue of lack of resources, high teacher pupil ratio and teacher attitudes are posed as the main challenges hindering CBC implementation, the content in the syllabus was deemed by the respondents as matching the level of the learners. However, the following chapter will be on summary of findings, recommendations and conclusions.

Chapter five

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The fifth chapter which is the last chapter of the research covers the summary of the chapters, summary of the findings, recommendations and areas for further study. The study revealed that there are indeed different experiences in the implementation of the Competence Based Curriculum in Warren Park Primary Schools. Conclusions were drawn so that recommendations based on findings in Chapter 4 were to be made.

5.1 summary

Since the attainment of independence in 1980 the government of Zimbabwe have intended to change the old curriculum in order to meet the intended goals and the ever changing world. However, how is CBC being implemented in primary school was the research problem question deduced by the researcher to sum up the research problem. The main purpose of the study was however to assess the implementation of CBC at primary school level thus how schools are implementing CBC.

The researcher however chose the mixed research methodology to collect data. Thus, both the quantitative and qualitative aspects of data gathered was made use of by the researcher. The case study research design was made use of the researcher. Thus, the researcher had to visit four schools in the Warren Park Cluster to obtain information on the ground pertaining to CBC implementation. The population of the research constituted of 20 teachers, 4 school heads and 4 SDC members. These respondents were purposively selected and they used pseudonyms names in the research in order to maintain the confidentiality of participants. The researcher used interviews and questionnaires as research instruments. The questionnaires were distributed on email.

The researcher however faced financial constraints, where by the researcher managed to obtain very few resources, the Covid19 essentials to ensure that she was safe as well as the participants being interviewed. However, as a measure to address this the researcher reduced the number of participants and distributed questionnaires on email as a measure to ensure that the health of participants was well catered for. The geographical sites of the schools where interviews were to be conducted was big to the extent that the distance was not walkable however the researcher managed to conduct interview on schools that were close to each other.

The major findings obtained by the researcher were that schools are less resourced to fully implement CBC. Thus, schools do not possess ICT tools and other learning tools such as hoes and picks are scarce in schools making it difficult to make sure learners discover by themselves and due to this limitation, most teachers have resorted to teacher centred learning approaches. The other major finding was also that most of the schools have infrastructure built in the early 1980s and they are not electrified. Teachers were unable connect ICT tools in the classrooms and teachers have resorted to teaching computer knowledge using the textbooks, pictures so that at least learners know how they look like, work and the purposes of these ICT tools. The other major finding was that schools still have hot sittings which hinders CBC implementation as CBC is a whole day program, yet children have to leave for another class at twelve noon. Teachers as well are not fully implementing CBC as they are incapacitated in terms of low salary. Thus, teachers are not teaching since they are not financially rewarded by the government. The researcher also found that CBC textbooks and syllabi are scarce in schools. Hence, making it difficult for teachers to plan their schemes of work nor students to learn well as ten children have to share one textbook.

5.2 conclusions

How does teacher competence influence the implementation of Competence Based Curriculum at primary school level in the Warren Park cluster in the Harare district?

In the review of related literature, Vietnam and Qatar (2013) advocated that competence are skills and knowledge that enable a teacher to successfully implement a curriculum and they involve planning of lesson plans, able to manage a class under the new curriculum, use of ICT tools measuring quality of learners being produced by the teacher. The forth chapter on the interview guide of the headmasters, the headmasters indicated that in terms of use of ICT tools they can really say their teachers are skillful due to the fact that there are no ICT tools in their schools that

matches the CBC curriculum. Hence the headmasters could not conclude if their teachers are skillful or not in the usage of ICT tools.

How are teachers capacitated and trained in order to facilitate the implementation of the Competence Based Curriculum?

The Herald Newspaper of 2019 indicated that Zimbabwe teachers reported once a week due to incapacitation. The fourth chapter on the responses by the headmasters and SDC members they highlighted that teachers lack financial motivation and they have now developed a negative attitude to teach. The chapter indicated that teachers have now developed an attitude of whatever “chero zvazvaita”, hence with this attitude the education sector will go down soon if the issue is not properly handled.

How does the content in the CBC syllabi match with the level of the learners?

The review of related literature according to MoPSE 2015 indicated that the CBC syllabi was developed by experts in each field and hence the content should match with level of the learners. The teachers however on the questionnaire 80% wrote that in their respective classes it matches the learners level however 20% of the teachers indicated that in the ECD level some concepts are too big for the learners’ level for example a grade one pupil will be asked to draw an internal organ.

What are the pillars governing the implementation of Competence Based Curriculum at primary school level?

On the pillars the researcher sought to find the foundations of the CBC. Hence the researcher obtained the information from the review of related literature. The researcher obtained that the CBC was founded on the basis of infrastructure that the Zimbabwe schools need to be developed to meet the CBC standards as well as the rest of the world schools. The CBC was also founded on the teacher professional standards and competence. The researcher obtained the teacher professional standards such as adherence to children’s rights was also taken into account and that teachers need to be competent enough in order to implement CBC. The third and fourth pillars were that legislative frame work and the research and development. The researcher obtained that CBC was developed in conjunction with the children’s rights so that they are not induced at all

and that they will continue to research and develop the curriculum to match the standards of the changing world environment.

What are the challenges of implementing Competence Based Curriculum at primary school level?

According to the MoPSE of 2015 and CDU 2015 in the second chapter of the study indicated that the challenges being faced are higher pupil ratio, shortage of resources, teachers' attitudes and parents' community buy ins. However, the responses of the respondents concurred the same challenges.

5.3 Recommendations

- Government to intervene in the provision of learning and teaching resources as well as infrastructure. The fourth chapter indicated that SDC are failing to assist schools in the development of schools. Hence there is need for government intervention.
- Government should as well employ more teachers so as to reduce the higher pupil teacher ratios. This will help CBC to be fully implemented. Hence there will be attention for every learner by the teacher.
- Government as well should increase teacher salaries as way to motivate them and reduce the negative attitude teachers are developing in order to ensure that CBC is implemented correctly.
- The Ministry of Education should as well have more workshops due to the pandemic, more virtual workshops where every teacher will be tuned in so that teachers are educated and trained on how to implement CBC correctly.
- Teachers should ensure that they raise an awareness of the challenges they face during the implementation of the new curriculum. This will ensure authorities are aware of every challenge being encountered.
- School heads should seek sponsorship from non-governmental organisations to get support for curriculum implementation.
- It is also important for school heads to involve the parents in the implementation of the new curriculum to allay any fears or any form of resistance.

- There is need for training of teachers to support curriculum implementation. Such training should include all support staff including school heads and district as well as provincial personnel as they are key in curriculum implementation. Training of teachers and awareness of problems facing teachers should be well thought and given priority.

5.4 recommendations for further studies

- Further study can be conducted to find out how teachers can best be motivated to implement the new curriculum without any challenge. This is also an opportunity for further investigation for those who feel that education can only be improved if recurring challenges in curriculum implementation are faced head on and eliminated.
- Further studies may also be conducted to ascertain the perceptions of teachers on the new curriculum as well as the factors influencing teachers' perceptions in the curriculum implementation. This will be an opportunity to overcome negative perceptions of the new curriculum
- Similar studies should be done in the areas such as Mazowe, Shamva were the government provided resources to ensure successful implementation of the CBC.

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APPENDIX A: TEACHERS' QUESTIONNAIRE

I am a student at Midlands State University studying a Bachelor of Education Management and Leadership Degree in Education. I am currently doing a research on, **the Implementation of the Competence Based Curriculum at Primary School level in Warren Park Cluster in Harare District**. May you kindly assist by completing the following questionnaire. All the information collected is going to be confidential and is going to be used only for the purpose of the study.

NB. Do not write your name or sign anywhere on this form.

SECTION A (tick appropriate box)

1) State your sex

Male

Female

2) Age

20 years/ below

21-30

31-40

41-50

51 and above

3) Work experience

0-10 years

11-20 years

21-30 years

31-40 years

41 years and above

4) Academic qualifications

ZJC

'O' level

'A' level

5) Professional qualifications

Certificate in Education

Diploma in Education

BED

MED

Others

SECTION B

Actual Questions

1) a. Having been in the teaching profession for so long is there any difference in the implementation of CBC and the old curriculum?

b. Are there any workshops, staff developments conducted to equip teachers with skills of implementing CBC?

2) What are the attitudes of learners with the new subjects that have been brought by the CBC?

3) What challenges are you facing while implementing CBC in your class?

4) Is there any support from parents and school heads in the implementation of CBC in schools?

5) Does the content in the CBC syllabi match the level of the learner for example the age of the learner?

APPENDIX B: Interview schedules

Interview schedule for school heads

- 1) Are there any enough CBC textbooks, ICT tools, classrooms, teachers, agricultural tools in your school to support the implementation of CBC?
- 2) Are teachers skillful enough to use materials such as ICT tools to support the implementation of CBC?
- 3) How are teachers reacting in implementing CBC?
- 4) Due to school sessions are learners having enough time to learn all the subjects introduced by the CBC?
- 5) How does infrastructure, teaching and learning resources, syllabus design and implementation, teacher attitudes, parents and community buy in hinder the implementation of CBC?
- 6) How best can these challenges be resolved?

Interview schedule for SDC members

- 1) How far have you gone in accessing resources needed to implement CBC for example ICT tools, learning rooms, agricultural tools?
- 2) In your own view are the parents happy in the changes brought by CBC for example number of subjects, hours spent at school by learners, resources needed per subjects
- 3) As SDC members what challenges have you noticed in the implementation of CBC?
- 4) If CBC implementation is going to be a success do you think it will boost the education sector?

APPENDIX C: Informed Consent

INFORMED CONSENT

My name is Shilla Tachiwona. I am a second-year student doing a Bachelor of Education Management and Leadership Degree at the Midlands State University. I am carrying out a research on the Assessment of the Implementation of the Competence Based Curriculum at Primary School level in Warren Park Cluster in Warren Park-Mabelreign District. I am kindly requesting you to provide necessary information pertaining to my study.

After you have heard the study explained and your questions answered and you have decided to participate, you will be asked to sign this consent form and you will be given a copy to keep. It should be remembered that participation is voluntary, and you can withdraw if you wish to.

Risks

No risk of harm or discomfort that will impact on the participant is fore seen except the questions that will be asked and the inconvenience in terms of time spent.

Benefits

There are no tangible benefits from the study, but the information given will help to improve the implementation of the new curriculum.

Alternatives to participation

In case you are not interested in the study, you do not have to participate, no benefits will be lost.

Summary of your rights to participate in this study

You can withdraw from this study at any time.

Confidentiality

The answers you give us will only be known to us and will be kept confidential. The information you give us will only be used for this study. You do not need to give us your name; we shall use a pseudo name or any name you wish to be called.

Authorization to use and disclosure of your information

Signature

Signing below indicates that you have been informed about the research study in which you volunteer to participate; that you have asked the questions about the study and that information given to you has permitted you to make a fully informed decision about the participation in the study.

By signing this consent form, you, do not waive any legal rights. A copy of this consent form will be provided to you

Respondent sign..... Date.....

Name of investigator..... Signature..... Date....