

In Pursuit of the Successful Implementation of the New Curriculum in Zimbabwe's Primary and Secondary Schools

Saziso Mukomana^{*1}, Nyashadzasho Mangozhe², Douglas Gasva³

¹Lecturer; Faculty of Arts and Education; Zimbabwe Open University.

²Deputy Head, Nyamhunga (Pvt) High School, Ministry of Primary & Secondary Education.

³Quality Assurance Coordinator/Senior Lecturer, Zimbabwe Open University.

***Corresponding author**

Saziso Mukomana

Article History

Received: 03.08.2017

Accepted: 10.08.2017

Published: 30.09.2017

DOI:

10.36347/sjahss.2017.v05i09.009



Abstract: This study investigated how the successful implementation of the New Curriculum in Zimbabwe's Primary and Secondary Schools can be attained. The Convergent parallel design underpinned this study. Observation triangulated data was gained from Questionnaires and Interviews. The population comprised Teachers teaching in the Hwange Cluster, School heads, and District Schools Inspector. Purposive sampling was used to select sixty-two (n=62) teachers, five (n=5) School heads and one Schools Inspector. Findings indicated that significant curriculum changes have occurred in the Zimbabwean Primary and Secondary School sector, the New Schools Curriculum is set to make contributions towards a Sustainable Socio-Economic Transformed Zimbabwe and that the implementation of the New Curriculum is faced with several challenges which, however, can be addressed through a holistic approach by different stakeholders. Based on the findings, the study concluded that the successful implementation of the New Curriculum in Zimbabwe's Primary and Secondary Schools can be attained. Accordingly, the researchers recommended that local scholars be encouraged and financially supported produce reading material that address the demands of the New Curriculum. All schools be Internet connected and that journals of such a magnitude should be available to school teachers so that access to materials by teachers is exacerbated. Teachers were also expected to embalm and ensure the total conceptualisation and effective implementation of the New Curriculum framework as enunciated by national goals and aspirations. The total involvement of stakeholders, through campaigns, social network systems was also recommended. Finally, the paper alluded to the need by government to pursue the idea of introducing a common schools' fund especially for rural schools as well as engage in in-service teacher capacitation all of which being meant to enhance the effective implementation of the New School Curriculum.

Keywords: New Curriculum, education, syllabus, sustainable development, ZIMASSET

BACKGROUND TO THE STUDY

The vision of a country is in part expressed through the school curriculum that is offered. As noted by the Government of India [1], the radical reconstruction of any education system is essential for the economic and cultural development of the country; for national integration and for the ideals of sustainable development. Similarly, Zimbabwe's vision is to provide a curriculum that develops the country and meets economic developmental needs. For education to be an effective driver of sustainable development, its curriculum must meet societal expectations. The President of Zimbabwe during the 8th Session of the Parliament of Zimbabwe in the year 2013 as stated in the Curriculum Framework for Primary and Secondary

Education 2015-2022 posits that there is need to transform the structure and curriculum of the country's education system in order to adequately meet the evolving developmental aspirations. This should see greater focus being placed on the teaching of science, technology, engineering and mathematics, including entrepreneurship. This, therefore, suggests that the new curriculum is not an option but a vehicle through which learners can be elevated to have improved access and quality education in the national as well as global context.

In 2015, Zimbabwe introduced a move from the traditional curriculum which was adopted in 1980 from the colonial masters and which to date has residual

inherited legacies of the pre-independence era, replacing it with a home grown new curriculum which has evolved from the economic blue print, namely, the Zimbabwe Agenda for Sustainable Economic Transformation (ZIM-ASSET). The new curriculum differs in content and in structure from the old one in that it is rooted in unhu/ubuntu, patriotism, hard work and entrepreneurship. Consideration of challenges faced in the implementation of the new curriculum seem to have received little or no empirical research attention, and thus, tends to elude syllabus curriculum developers and the central government. This state of affairs has implications on the effectiveness of the implementation of the new curriculum in terms of teaching-learning and consequently on student performance [2].

The implementation of new programmes and curriculum innovations are critical components of educational reform [3]. The implementation stage of a syllabus is the most vital stage in curriculum change and on the other hand; syllabus implementation is the single most difficult though unavoidable phase of curriculum implementation [4,5]. This is because without implementation, a syllabus cannot be evaluated to ascertain its strengths, successes, shortcomings and weaknesses. Syllabus implementation is crucial as it is at this stage that the syllabus is consumed by its target users, especially the learners. It is a systematic process of ensuring that the new syllabus reaches the immediate beneficiaries; the learners (Mampuru, *ibid*). Whichever way one looks at it, syllabus implementation involves two major stakeholders: the teachers and learners. This is because teachers are the main interpreters or implementers and the learners are the main targets or direct consumers of the syllabus [6].

The introduction of the locally produced New Curriculum in Zimbabwe in 2015, though it was developed with the idea of sustainable development at its core, is proving to be challenging at the early stages of its implementation. With its introduction, the schools are generally experiencing a number of changes in some learning areas (subjects) of the school curriculum. For instance, Indigenous Languages are now a stand alone learning area whilst Indigenous Literature forms another learning area. Previously there used to be only, for example, Shona/Ndebele as single subjects. There has been a general updating and rationalisation of topics while other traditional areas have survived the chop. These and other numerous changes have proved to bring trouble than joy to a greater number of educationists. Determination of how the home grown curriculum is to be further implemented, therefore, becomes of scholarly interest so as to establish actual challenges encountered by the implementers as well as come up with the way forward or solutions. It is,

therefore, against this background that this study was conducted.

Statement of the problem

The assumed limited understanding of the Zimbabwe New Schools Curriculum by teachers and resistance in some instances are posing challenges that may derail the effective implementation of curriculum in the country. It however, stands to be noted that in the midst of this entire puzzle, challenges should not be viewed as threats to the new curriculum but rather should be seen as opportune stepping stones to embark on perpetual strategies to further improve on future curricular innovations in order to foster the effective implementation of the locally developed curriculum. The problem at hand, therefore, is how then can the implementation of the New Curriculum in Zimbabwe's primary and secondary schools be attained?

Purpose of the study

The main purpose of this study was to enhance strategies towards the effective implementation of the New Curriculum in Zimbabwe's Primary and Secondary Schools.

RESEARCH QUESTIONS

This study was guided by the following questions:

- What curriculum changes have occurred in the Zimbabwean Primary and Secondary School sector?
- What contributions can this new curriculum make towards a Sustainable Socio-Economic Transformed Zimbabwe?
- What challenges are faced in the implementation of the Zimbabwean School New Curriculum and how best can these challenges be addressed ?

Significance of the study

The primary significance of this study was to determine curricular changes and ascertain related challenges that were being encountered by the Zimbabwean educators in the implementation of the New Curriculum. The curriculum implementation is at its infant stage, hence, this study envisages that it will give informed advice to education authorities and other stakeholders in Zimbabwe as well as encourage the educators to soldier on with the good job of implementing the locally produced New Curriculum in line with national goals and aspirations.

Review of Related literature

Education is central to individual as well as the national development of any country which seeks to survive in the ever imminent cyclone of world -wide changes- a force against which no nation can survive [7]. Education, therefore, becomes a tool for socio-economic transformation as it embraces the cultivation of a multiplicity of skills within a country's populace. It

is through education and implementation of curriculum change that the exploration of the cultural and multi-talented diversity within any nation can be realised. Curriculum change and innovation brings about improved access to and by all and sundry to quality education paradigms earmarked at assisting individuals in their diverse walks to adapt to the contemporary and ever-growing dynamic spheres of life [2].

This change is illuminated to different individuals through people's exposure to and or their total involvement in the implementation of School curriculum change. The Ministry of Primary and Secondary Education [MoPSE] purports that Zimbabwe's education system must provide today's generation with quality education through exposure to and provision of old and new knowledge frontiers which are a hybrid of attitudes driving the country's phenomenal growth and prosperity to subsequently bring about meaningful transformation of ordinary learners/people's livelihoods [2].

However, budgetary constraints on the part of the Ministry of Primary and Secondary education and the school authorities themselves may create limitations in the implementation of various projects in schools [8]. One explanation for this is that most of the budgetary allocation is spent on salaries.

A disproportionately small fraction is spent addressing real educational issues such as providing adequate school infrastructure, teaching and learning materials. This hinders the effective implementation of a coherent basic education programme in the country.

Other things being constant, the lack of adequate and appropriate infrastructure can hinder the implementation of a noble curriculum change. Research has also revealed that lack of school resources such as classrooms, teaching and learning materials as well as other facilities affected the implementation of curriculum change [9].

RESEARCH METHODOLOGY

To sail through this study, the researchers used convergent parallel designs and the strategy for this study was undergirded by the pragmatic framework. The strategy used was the concurrent research design which uses both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest [10]. Thus, the researchers used both quantitative and qualitative methods in an attempt to confirm and cross validate findings. Accordingly, concurrent procedures entailed collecting both quantitative and qualitative data at the same time during the study, followed by integrating the information of the overall results [11]. The convergent

parallel design enabled for the collection of data that gave useful information about the implementation of the New Curriculum in Hwange central cluster schools [12]. Thus, Interviews were held concurrently with Questionnaires. Observations and content analysis were used to check the validity and to complement the data gained from questionnaires and interviews [13].

The population was made up of one inspector, school heads and teachers drawn from seven schools. Hwange Central cluster is among the twenty clusters of Hwange district circuit and was chosen because the researchers found the cluster accessible to them at the time of conducting the study. Furthermore, the research sites were ideal in terms of financial and time limitations. All schools in the cluster are implementing the new curriculum which is in essence, a national project. This study targeted all the seven schools but then only five schools were selected by stratified random sampling, that is, dividing the schools into homogeneous groups (groups containing similar characteristics). This involved dividing primary schools and high schools. The five schools represented 71% of the total number of schools in Hwange Central cluster. This guaranteed equal representation of different school categories in the sample. The researchers managed to administer a questionnaire to each of the sixty-two (91%) teachers who were present at their stations at the time of the study.

From a population of seven school heads in Hwange Central cluster, purposive sampling was used to select 5(71%) school heads to respond to a questionnaire. Stratified random sampling was used to select teachers who were at the shop flow where actual implementation is taking place. Teachers were put into groups of male junior, male senior, female junior and female senior. The number of years in service was the sole determinant of whether a teacher was junior or senior, and five years in service was the minimum number of years which qualified one to be in the senior category. Out of the sixty-eight teachers in the schools' selected sample, the researchers managed to administer a questionnaire to 62(91%) teachers. The researcher purposively selected five school heads to be included in the sample for the qualitative data. The sample for the interview represented (5)71% of the total number of heads teaching /leading schools in Hwange Central cluster. Purposive sampling involved selecting participants because of some characteristic they possessed [14]. Purposive sampling for interviewing five heads was done in order to gather specific information from the educational managers who have been entrusted with the mandate of making sure that the implementation of the new curriculum is a success.

In order to collect relevant data some participants such as participants outside the cases (schools) such as the Schools Inspector Hwange Central Circuit were included in the sample. This officer was also selected through purposive sampling by virtue of his position or roles. The researchers were convinced that he was a key, information-rich person as far as the implementation of the New Curriculum was concerned. This assisted the researchers to gather data about his observations, opinions and experiences and, thus, had a better understanding of how the New Curriculum was being implemented.

The issues of validity and reliability were given high regard during the collection of data [15]. Validity was employed to establish how sound or effective the measuring instruments were or the degree to which the instruments measured what they were supposed to measure [16,17]. In this regard, instruments were pre-tested with participants not included in the sample, resulting in modifications where necessary. Similarly, expert review of instruments aided

validity and reliability. Reliability had to do with consistency or repeatability of the instruments and high reliability was obtained when the instruments gave the same results and when the instruments were pre-tested in one of the schools in the population which was not part of the final sample. The data that emerged were analysed using tables as well as coming up with themes on interview data.

Presentation of Study Findings

The Schools Inspector and School heads from Hwange Central cluster were interviewed to find out the curriculum changes, contributions that can be brought by the new curriculum towards sustainable nation building as well as challenges faced by teachers and schools in implementing the New Curriculum. The teachers also completed a questionnaire to establish what curriculum changes occurred in Zimbabwean schools as well as challenges they faced as well those faced by schools involved in implementing the new curriculum.

Responses from interviewed District Schools Inspector and School Heads

Table-1 : Changes brought by the new curriculum

| Question | Response |
|--|--|
| What curriculum changes have occurred in Zimbabwean Primary and Secondary schools? | <p>Schools Inspector:</p> <ul style="list-style-type: none"> ▪ Each learner shall participate in at least ten (10) learning areas, seven (7) of which will be cross cutting and the three (3) to five (5) others will be necessary electives. The necessary electives indicate a choice of Pathway by the learner at form 5 and 6. ▪ The curriculum promotes the five Pathway system which includes the following: Science, Technology, Engineering, Arts and Mathematics (STEAM); Visual and Performing Arts; Humanities and Languages; Design and Technology and Commercial. ▪ Continuous assessment now compliments summative assessment differing from the old curriculum where in majority of subjects only summative assessment was considered for satification. <p>School Heads:</p> <ul style="list-style-type: none"> ▪ Learner profiling now forms part of continuous assessment ▪ Infant school (ECD A-Grade 2) learners shall participate in seven (7) learning areas whilst Junior school (Grades 3 to 7) shall participate in nine (9) learning areas ▪ Regardless of learners’ ability, they are to undertake ten (10) learning areas at secondary school (form 1-4) ▪ Continuous assessment have been pilled on less motivated teachers ▪ Agriculture and physical education are to be done by every learner from as young as grade three up to upper six. ▪ Learners to undergo life skills orientation programme. |

Table-1 shows that a good number of changes were made as far as the Zimbabwean Curriculum is concerned. The new curriculum denotes that learners at infant level shall undertake seven learning areas, whilst those at junior level shall participate in nine (9) learning

areas and those at secondary level shall go through at least ten (10) learning areas. Assessment is no more terminal but now constitutes work in progress. Each learner shall undergo life orientation skills program at grade seven (7), form four (4) and at form six (6).

Table-2: New curriculum’s contributions towards sustainable socio-economic transformation

| Question | Response |
|--|--|
| What contribution can the New Curriculum make towards a sustainable socio-economically transformed Zimbabwe? | <p>Schools Inspector:</p> <ul style="list-style-type: none"> ▪ The new curriculum will enhance education systems to produce learners with 21st Century skills ▪ Agrarian reform will be made a dream come true with the coming of the new curriculum ▪ The new curriculum will produce patriotic citizens <p>School Heads:</p> <ul style="list-style-type: none"> ▪ The new curriculum will produce learners with Information and Communication Technology skills ▪ We expect to have self reliant learners ▪ Learners with entrepreneurship skills may contribute immensely to sustainable nation building |

From table-2 above, it can be noted that the new curriculum may produce learners with agricultural skills that will enhance sustainable development since our country is predominantly agro-based. Also, patriotic citizens may contribute positively towards the building

of our economy. ICT skills falls under the much needed 21st Century skills. Responses from school heads agree with what the Inspector says, that is to say, the new curriculum will enhance the impartation of the necessary skills for survival.

Table-3: Contributions of the new curriculum’s educational outcomes to nation building

| Question | Response |
|--|---|
| How can the New Curriculum help educational outcomes to contribute to nation building? | <p>Schools Inspector:The new curriculum will produce learners who would be:</p> <ul style="list-style-type: none"> ▪ able to live and work with others in peace and harmony ▪ creative, innovative, inventive and enterprising ▪ aware of their rights, duties and responsibilities ▪ conscious of the need to preserve and protect the environment for the sustainable and productive use of present and future generations <p>School Heads:</p> <ul style="list-style-type: none"> ▪ Food security from improved agriculture ▪ Improved diet from agriculture ▪ Innovative citizens ▪ Critical thinkers |

Table-3 shows exit profiles of learners. Learners shall be able to live in harmony with fellow citizens. They shall become a people who are creative and conscious of their rights and responsibilities as well as be critical thinking individuals.

Challenges faced in the implementation of the new curriculum

The following excerpts illustrate the challenges faced in implementing the new curriculum as revealed by the Schools Inspector of Hwange Central Circuit during the interviews:

Table-4: Challenges faced in implementing the new curriculum

| Question | Response |
|---|--|
| What challenges are faced in the implementation of the New Curriculum and how best can these challenges be addressed? | <p>Schools Inspector:</p> <ul style="list-style-type: none"> ▪ Resources such as textbooks are in short supply. ▪ Teachers lack the know-how on how to effectively implement the new curriculum. ▪ In most schools, there is no requisite ICT infrastructure that is essential in the implementation of the new curriculum. ▪ Poor syllabus interpretation by grassroot users looms since no adequate orientation or induction was done prior to the implementation of the new curriculum. ▪ Limited in-service, staff development workshops or seminars were done. ▪ Teachers seem to have problems on how continuous assessment |

is going to be a correct reflection of learners' attributes.

Table-4 reveals that there are a number of challenges working against the smooth implementation of the new curriculum in Zimbabwe. These challenges include lack of requisite material resources as well as lack of pre-installation trainings. Continuous assessment remains a challenge to most teachers in as far as how it is going to be undertaken.

Responses from interviewed Head teachers

The responses from head teachers showed that;

- As many as 70. 83% of the interviewed respondents disagreed with the idea that the current challenges being faced by schools are not as a

result of the present economic environment. 25% of the respondents in disagreement were quite certain that what is happening in schools is directly influenced by current economic challenges;

- About 50% of the respondents were in agreement that the schools are operating without adequate recommended textbooks of the New Curriculum. Of these, 20.83% were very certain that schools do not have recommended textbooks, whilst the other 29.17% said that there are greater chances that schools might not have adequate textbooks;
- The interpretation of the New Curriculum was generally not a big problem to teachers as they were trained and most of them were experienced.

Table-5: Schools do not have requisite infrastructure

| Response | Frequency | Percent (%) | Cumulative (%) |
|-------------------|-----------|-------------|----------------|
| Strongly Agree | 3 | 60 | 60 |
| Agree | 1 | 20 | 80 |
| Disagree | 1 | 20 | 100 |
| Strongly Disagree | - | - | 100 |
| Not Sure | - | - | 100 |
| Total | 5 | 100 | 100 |

Table 5 clearly shows that schools do not have Special rooms/practical subjects' workshops rooms and resources for Education Research, innovation and Development Centres are not yet in place, for example, weather instruments, maps, workshops, ICT equipment etc. The data generally show that schools do lack necessary infrastructure (80%) to ensure smooth implementation of the New Curriculum.

The majority (57.5%) of respondents indicated that no proper induction was given to the educators pre-installation. Consequently, teachers lacked in-depth knowledge on how to correctly interpret the new Curriculum framework and more so, implement it. In-service, staff development workshops were not effectively done in schools and school heads and the schools Inspector concurred that teachers had problems in interpreting and worse still implementing the new syllabus.

Challenges faced by teachers in the implementation of the new curriculum

Table-6: Lack of textbooks

| Schools do lack requisite textbooks | Frequency | Percent (%) | Cumulative (%) |
|-------------------------------------|-----------|-------------|----------------|
| Strongly Agree | 38 | 61.29 | 61.29 |
| Agree | 20 | 32.25 | 93.54 |
| Disagree | 2 | 3.23 | 96.77 |
| Strongly Disagree | - | - | 96.77 |
| Not Sure | 2 | 3.23 | 100 |
| Total | 48 | 100 | 100 |

The table-6 above clearly shows that there are inadequate textbooks (93.54%) in the schools, which is

a contributor to poor implementation of the new curriculum.

Table-7: Lack of ICT Tools

| Response | Frequency | Percent (%) | Cumulative |
|-------------------|-----------|-------------|------------|
| Strongly Agree | 50 | 80.65 | 80.65 |
| Agree | 10 | 16.13 | 96.13 |
| Disagree | 1 | 1.61 | 98.39 |
| Strongly Disagree | 1 | 1.61 | 100 |
| Not Sure | - | - | - |

| | | | |
|--------------|-----------|------------|------------|
| Total | 62 | 100 | 100 |
|--------------|-----------|------------|------------|

Teachers generally agreed (96.13%) that schools do lack ICT tools. On the other hand the new

curriculum is anchored on ICT, and this is where the challenge or paradox is.

Table-8: Timing of New Curriculum implementation

| Timing of the new curriculum is good | Frequency | Percent (%) | Cumulative (%) |
|--------------------------------------|-----------|-------------|----------------|
| Strongly Agree | 1 | 1.61 | 1.61 |
| Agree | 1 | 1.61 | 3.22 |
| Disagree | 10 | 16.13 | 19.35 |
| Strongly Disagree | 50 | 80.65 | 100 |
| Not Sure | - | - | - |
| Total | 48 | 100 | 100 |

Teachers responded that the timing for the implementation of the New Curriculum was generally not good (96.78%). Maybe more time is needed before

the country can walk the talk of a New Schools Curriculum implementation.

Table-9: Challenges faced by the school in the implementation of the New Curriculum

| Question | Responses |
|--|---|
| What challenges, problems and or constraints do you face in implementing the New Curriculum? As a teacher and as a school. | <p>As a Teacher:</p> <ul style="list-style-type: none"> Lack of textbooks; lack of ICT tools; lack of resources; gap between curriculum design and curriculum implementation ; restricted understanding of the new curriculum; shortage of instructional media; the New curriculum is too wide to be absorbed in totality; lack of money incentives to the teacher; no resources to teach other learning areas; totally new content introduced; large classes; shortage of relevant textbooks; too much load and syllabus too long; Attitude of students towards certain topics learning areas is negative; why introduce it now? <p>As a School:</p> <ul style="list-style-type: none"> Lack of funds to buy new textbooks that match the demands of the new curriculum framework; lack of financial resources to build necessary infrastructure; no internet connectivity in some schools; schools not supported; large classes; high teacher turn out. |

When teachers were asked on sections of the New Curriculum they found most difficult to interpret, they found the part where students will be asked to do projects; they said they did not understand how the New Curriculum was going to be applied in some subjects. They were used to projects in the practical subjects. Teachers also referred to the following challenges; lack of resources such as instructional media, lack of proper capacity development of teachers on how the New Curriculum framework is really to be implemented, the high level demands of the new curriculum all making it a difficult task to be accomplished. The teachers also revealed that schools are required to implement quite too many learning areas on their limited time tables, yet in the schools the bulk of the already existent textbooks did not address current issues. They also cited that the New Curriculum exerted an overload of expectations not only on teachers but on the learners as well. At school level, teachers raised issues such as lack of funds to purchase textbooks and other materials, lack of resources to construct requisite structures, lack of

internet facilities, large classes, and low teacher motivation and morale as some of the stumbling blocks.

DISCUSSION OF FINDINGS

The questionnaire for teachers and in-depth follow up interviews with school heads and the schools Inspector (from Hwange central Cluster) revealed that there were a number of changes the new curriculum has brought. Again it was revealed that, there are benefits expected to be reaped from the new curriculum. However, the inquiry noted challenges that different types of schools and teachers were facing in implementing the New Curriculum. To start with, the new curriculum has replaced subjects with learning areas. These learning areas naturally came with their new demands as far as source of material (textbooks), required contact (time allocation) between the teacher and the learners as well as the teaching methods. The fact that the new curriculum is setting a minimum number of learning areas at ten (10) for instance at secondary school has left a strong debate on how

timetables are going to be developed in schools. It should be noted that the new curriculum offers learners with a broad based curriculum from which they acquire the necessary competences from different learning areas to cater for their diverse talents, interests, aptitudes and abilities.

On the issue of teaching and learning materials, the researchers learnt that the Ministry has already deployed resources at cluster level for, inter alia, production of teaching and learning materials that are appropriate for the learning needs of all learners. To be more particular, every schools cluster in Zimbabwe has already received a Xeroxy photocopying machine, toners and bond papers which are to be used in the production of teaching and learning materials. Furthermore, every secondary school in Zimbabwe has already received a Science kit that will be used in the teaching and learning of STEM.

The majority of teachers are still puzzled on how at least ten (10) learning areas are going to fit on the timetable. The answer is clearly laid out in the new time allocations circular for 2017. In some learning areas, time was increased whilst in some learning areas time was reduced. A careful study of the new time allocation circular may eventually ease the problem on how to develop school time tables (Circular 2 of 2017 Ministry of Primary and Secondary Schools Education. The developers of the new learning area time allocation were very conscious of the minimum number of learning areas a school is to offer at any particular learning level.

Assessment in general, and continuous assessment in particular also remains a grey area on how it is going to be undertaken. To add on, issues to do with standardization of learners profiling, remains a thorn in the flesh of educators. The Ministry is quite committed to ensure that assessment methods are consistent with the New Curriculum Framework and that they contribute to the desired exit-profile competencies. The Zimbabwe national examination body (ZIMSEC) has already developed generic tests that will be used for continuous assessment for all classes undertaking the new curriculum. Marks from these generic tests shall be moderated. The Continuous Assessment Model (CAM) has got five moderation levels. Moderation of marks shall start at department level within the school, then it goes up to the cluster level, from the cluster to the district, then to the province and then finally to the national level. At every level, there will be learning area experts doing the moderation. The same script that will have been moderated at school level will be moderated together with other scripts at all levels. The Ministry has made it clear that it will be regarded as a serious offence not to

observe accurate differentiation when assessing learners.

Schools were operating without adequate resources such as textbooks, teaching materials, lack of funds to set new infrastructure necessary for the New Curriculum and schools lacked support from the central government. This confirms findings of the Nziramasanga Commission [18], which observed that generally, secondary schools were under-resourced and that textbooks were in short supply. However, Chiromo [19] advises that teachers should be innovative and improvise science teaching and learning materials where possible, instead of waiting to be supplied with conventional apparatus. Admittedly, schools and teachers should not wait to be provided with conventional teaching and learning instructional media but rather they should improvise in order to make the new curriculum interpretation a reality. After all, teaching is an art and must embrace innovativeness at its core.

Teachers were expected to seriously concentrate on the diverse and contextual ways of implementing the new curriculum. Questions like why this curriculum in our day were asked by teachers. The study revealed that teachers were still worried with examinations, since their major problem was how continuous assessment would be reconciled with terminal assessment. This simply means teachers might go back to the old system where they used to teach mainly for examination purposes. The new curriculum insists on employing interactive teaching methods as these may facilitate total learning.

Teachers were also facing challenges in interpreting the new curriculum. When teachers were asked on sections of the new curriculum that they found most difficult to interpret, the following were identified: *projects, continuous assessment and new topics*. Another challenge revealed by almost all the teachers was the lack of financial incentives to the implementation of the new curriculum. In response to the interviews and the questionnaire, some respondents attributed this lack of financial incentive to lack of funding for the whole project from the central government.

With reference to the sub-questions, the major findings were that significant curriculum changes have occurred in the Zimbabwean Primary and Secondary School sector, the New Schools Curriculum is set to make contributions towards a sustainable socio-economic transformed Zimbabwe and the implementation of the Zimbabwean School New Curriculum is faced with several challenges which however can be addressed through a holistic approach by different stakeholders.

CONCLUSION AND RECOMMENDATIONS

Based on the data obtained from the study, the researchers concluded that the successful implementation of the New Curriculum in Zimbabwe's Primary and Secondary Schools can be attained. In light of the above, a few suggestions were proffered:

- Local scholars should be encouraged and supported financially to write textbooks, publish research papers with current information and case-studies, which include local, regional and global examples as demanded by the new curriculum
- All schools should have access to Internet which will assist to provide the most recent materials. Current journals can also be purchased and availed to teachers
- In view of challenges faced in implementing the new curriculum, teachers, as major implementers, should chart the way forward on how best to implement the new curriculum as enunciated by the national economic blue print, Zim-Asset.
- Community or stakeholder involvement and campaigns for the active implementation of the new curriculum through Schools' School Development Committees', Parents'whatsAPP group chats under the direction of school authorities
- Parents can be addressed through relevant platforms such as School Parents or consultation Days to discuss the merits of the new curriculum framework
- Experts and researchers from the Ministry of Primary and Secondary Education should prepare learning areas that can be implemented in different schools considering factors on the ground and or different contexts/environments.
- The Central Government should pursue the noble idea of having a common schools service funds and try and use this money towards closing the gap on infrastructure deficiencies in some schools especially in the rural areas.
- The government should invest much on in-servicing of teachers and holding seminars to constantly upgrade their knowledge and skills (Teacher- Professional –Standards)

REFERENCES

1. Wirsing R. India, Pakistan, and the Kashmir dispute: On regional conflict and its resolution. Macmillan; 1998 Feb 15.
2. Ministry of Education, Sport Arts and Culture. Secretary's Circular Minute B15 of 2000. *Curriculum Review*. 2/2/200.
3. Chavunduka K, Moyo C. Practicality of exemplary curriculum implementation materials: the case of a chemistry module in science education in-service teacher training programme.
4. Fink E, Resnick LB, Fullan MP, Fullan M, Hargreaves A, Fullan M, Miles M, Fullan M, Fullan M, Fullan M, Watson N. The new meaning of educational change.
5. Mampuru KC. Educational management V: Human Resource Management. M. Tech: Education. Technikon Pretoria. 2001.
6. Ogo UI, Eneyo EO, Akpan EA. Evaluation of the implementation of universal basic education curriculum modules in primary schools in nigeria.
7. Unuids u, unesco u, unicef. Unifem. Women and hiv/aids: Confronting the crisis. 2004:51.
8. Mandina SP, Karisambudzi J. Customer retention strategies: A panacea to reducing attrition in the Zimbabwean airline industry. *Journal of Marketing Development and Competitiveness*. 2016 Sep 1;10(2):91.
9. Johnstone CJ, Chapman DW. Contributions and constraints to the implementation of inclusive education in Lesotho. *International Journal of Disability, Development and Education*. 2009 Jun 1;56(2):131-48.
10. Creswell JW. Mapping the field of mixed methods research.
11. w Creswell J. Research design: Qualitative, quantitative, and mixed methods approaches. SAGE Publications, Incorporated; 2009.
12. Creswell JW, Clark VL. Designing and conducting mixed methods research.
13. Wolcott, H. F.). *The art of fieldwork*. Walnut Creek, CA: AltaMira Press. 2001.
14. Patton MQ. *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE Publications.
15. Cohen L, Manion L, Morrison K. Surveys, longitudinal, cross-sectional and trend studies. *Research Methods in Education*, 7th edition. Abingdon: Routledge. 2011:261-4.
16. Bergen JR, Carlson CR, Kumar R, Sawhney HS, inventors; Sarnoff Corporation, assignee. Method and apparatus for efficiently representing storing and accessing video information. United States patent US 6,956,573. 2005 Oct 18.
17. Haralambos M, Holborn M, Heald R. *Sociology: Themes and perspectives*. HarperCollins Publishers; 2004.
18. Nziramasanga CT. Report of the presidential commission of inquiry into education and training. Zimbabwe Government; 1999.
19. Chiromo AS. Challenges of science teaching and learning in rural day secondary schools in zimbabwe: the way forward.