



**CHALLENGES FACING SCHOOL MANAGERS IN THE IMPLEMENTATION OF THE
REVISED SECONDARY SCHOOL CURRICULUM: A CASE STUDY OF FOUR
SELECTED SECONDARY SCHOOLS IN LILONGWE DISTRICT**

By

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the degree of Master of Education in Leadership and Management

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Declaration

I declare that “Challenges facing school managers in the implementation of the revised secondary school curriculum: A case study of four selected secondary schools in Lilongwe district” is my own original work and that all the sources that I have used or quoted have been indicated by means of complete references. It is being submitted in fulfillment of the requirements for the degree of Master of Education, Leadership and Management at Mzuzu University. It has not been submitted before for any degree or examination in any other university.

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DATE:

Medlm/02/18

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Dedication

This work is dedicated to my dear mother, Elise and my lovely husband Henderson. You encouraged and gave me the reason to finish this research work.

Abstract

In its recent attempt to improve the quality of Education in Malawi, the Malawi Ministry of Education, Science and Technology (MoEST) embarked on secondary school curriculum and assessment review in 2012 and implemented it in junior classes in 2015 and senior classes in 2017. So far, there has been no study the researcher is aware of which has been conducted on the challenges facing school managers in the implementation of the revised secondary school curriculum. It is against this background of knowledge gap on challenges facing school managers in the implementation of the revised secondary school curriculum in Malawi, that this study was undertaken to investigate in-depth the challenges facing school managers in the implementation of the revised secondary school curriculum and ways of overcoming those challenges to improve the implementation. The study was conducted in four secondary schools in Lilongwe District which were purposely and conveniently sampled respectively. Two of the schools were urban and the other two were rural. The rural and urban secondary schools participated in this study included all categories of secondary schools in Malawi which are Community Day Secondary Schools (CDSS), National and District secondary schools. Qualitative research method which employed a case study design was used. Twenty participants involved in this study, were purposely sampled. The participants were four head teachers, four deputy head teachers and twelve heads of departments from the sampled schools. Data was collected through interviews, documents review and classroom lesson observation of the heads of departments in order to provide methodological triangulation.

Data was analyzed using thematic analysis method deductively and inductively. The results of the study indicated that the implementation of the revised secondary school curriculum is facing challenges such as ineffective orientation of curriculum implementers, including school

managers and teachers, inadequate qualified teachers especially in science subjects, insufficient teaching and learning materials, poor quality textbooks, ineffective inspection by the Ministry of Education, lack of school managers' supervision of the implementation, lack of support from the schools' community and ineffective implementation of the route system as well as Chemistry and Physics as separate subjects and Technical subjects and Physical Education as a core subject but non examinable. The study has concluded that the introduction of the revised secondary school curriculum was poorly managed such that schools did not have adequate capacity to successfully implement the teaching of newly introduced curriculum. The study recommended that in future, the ministry of Education, Science and Technology should also make deliberate efforts to ensure that the implementation of the new curriculum is adequately planned in terms of instructional materials, training, orientation and in-service training for school managers and teachers.

Key words: curriculum implementation, school managers, Concerns based adoption model, secondary school curriculum and assessment review and route system.

Glossary of acronyms / abbreviations

CA	Continuous Assessment
CBAM	Concern Based Adoption Model
CDSS	Community Day Secondary School
DFID	Department for International Development
GENDER	The socially constructed roles and behaviors that a society typically associates with males and females.
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPF	General Purpose Fund
HIV	Human Immunodeficiency Virus
IPC	Internal Procurement Committee
JICA	Japan International Cooperation Agency
MANEB	Malawi National Examination Board
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
OBE	Outcomes Based Education
PTA	Parents- Teachers Association
SADC	Southern Africa Development Committee
SSCAR	Secondary School Curriculum and Assessment Review
TOTs	Training of Trainers
TRF	Textbooks Revolving Fund

UCE	University Certificate in Education
UNIMA	University of Malawi
USAID	United States Agency for International Development

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background against which the study on challenges facing the implementation of the revised secondary school curriculum was conducted. It also discusses the nature of the problem and provides the significance of the study. It further formulates the research questions that set parameters for this investigation. Lastly, it discusses the scope and limitation of the study.

1.1 Background of the study.

Education is a way through which every citizen can realize his/her potential, contribute to national development and participate fully in various national development related activities as a citizen. According to Ministry of Education, Science and Technology (MoEST, 2013), the education sector in Malawi has a vision of being a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. The mission of the Malawi government is to provide quality and relevant education to Malawians. Education in Malawi is therefore aimed at equipping students with relevant knowledge, skills, attitudes and values necessary for self-advancement as well as socio-economic development of the nation (MoEST, 2013). The Malawi government's vision and mission for providing quality and relevant education to Malawians cannot be achieved by the primary education alone. As argued in the National Education Sector Plan (NESP) of 2008-2017, "in an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated" (p.10). Therefore, secondary education is critical as it provides additional knowledge, skills and

attitudes crucial for enabling Malawians to cope with the complex and sophisticated socio-economic and political environment of the global village in which Malawi belongs (MoEST, 2013).

It is against this background of the importance of secondary education that the Ministry of Education, Science and Technology (MoEST) embarked on Secondary School Curriculum and Assessment Review (SSCAR) in 2012 and implemented it in 2015 in junior classes and in 2017 in senior classes. The secondary school curriculum was reviewed in order to make it more responsive to the aspirations of Malawian citizens (Malawi Institute of Education, 2012). Several factors necessitated the review of the curriculum. These factors are:

Firstly, the Ministry of Education, Science and Technology undertook the review of the secondary school curriculum to align it with the primary school curriculum which was implemented recently, in 2007 (MoEST, 2013). The secondary school curriculum was thus reviewed to make it an Outcomes Based Education curriculum which is the curriculum design approach of the primary school curriculum.

Secondly, there was need to incorporate contemporary issues in the curriculum including gender, Information and Communication Technology (ICT), HIV and AIDS, climate change, environmental conservation, rapid population growth, special needs education, human rights, governance, corruption, taxation, disaster risk management and entrepreneurship. For example, the Ministry of Education, Science and Technology contends that, “a secondary school curriculum that offers entrepreneurship is important for job creation, self-employment and self-reliance for those who do not access tertiary education” (MoEST, 2013, p2).

Thirdly, the secondary school curriculum had to be reviewed to strengthen technical subjects in the curriculum so that it responds to the current government development goals and strategies

such as Technical, Vocational and Entrepreneurship Training (TEVET) and Community Technical colleges' initiative.

Fourthly, the secondary school curriculum was reviewed to make it contribute effectively to the enhancement of science and technology in the country through the introduction of Physics and Chemistry as separate subjects in the curriculum.

Fifthly, the curriculum was reviewed to make teaching and learning in the secondary schools student -centered, an approach that helps in the development of critical thinking.

Sixthly, the curriculum was reviewed in order to improve the achievement of learning outcomes by secondary school students by introducing assessment for learning, commonly known as “Continuous assessment”, which is defined by Malawi Ministry of Education (MoEST, 2013) as ‘assessment in which learners have to be assessed in what they are able to do and display in each learning activity rather than assessing them at the end of the term or the year’. Continuous assessment is also called formative assessment which is different from summative assessment in that continuous assessment is conducted in the process of teaching and learning in order to monitor the learning process while summative assessment is conducted at the end of the school term or the year.

Seventhly, the curriculum was reviewed in order to overcome the problem of availability of qualified teachers and teaching and learning resources prevalent in the Malawi secondary schools by providing an opportunity to schools to offer those subjects of which schools have qualified teachers to teach them and those subjects of which the schools have the teaching and learning materials for teaching them. The curriculum was thus reviewed in order to introduce the route system approach for choosing subjects to be taught at a school. In the route system, in addition to the core subjects of Agriculture, Mathematics, English, Chichewa, Biology and Physical

Education, which is a core subject but non-examinable, schools are free to choose either route 1 which is Science route which is comprised of Physics and Chemistry or route 2 which is Humanities route whose subjects include History and Geography.

Eighthly, the curriculum was reviewed because the curriculum was due for review. This is in line with the Malawi government policy on review of secondary school curriculum which stipulates that the secondary school curriculum needs to be reviewed every four years in order for it to respond to political, social and economic changes happening in the country. The secondary school curriculum was last reviewed in 2001 (Chirwa, 2013)

So far, there has been no academic study that the researcher is aware of which was conducted on the challenges facing the implementation of the revised secondary school curriculum from the view point of the key role players in the implementation of a curriculum that is the head-teachers, deputy head teachers and heads of departments who also serve as teachers of various subjects. The aim of this study therefore was to find out the challenges facing the school managers in the implementation of the revised secondary school curriculum, early in the implementation of the curriculum for possible intervention in mitigating or minimizing the challenges facing the implementation of the curriculum in order to improve its implementation and eventually improve the quality of secondary school education.

1.2 Problem statement.

In the implementation of any curriculum, there are key role players to ensure an effective implementation of the curriculum. The key role players in ensuring effective implementation of a curriculum are classroom teachers, learners and school managers (Hall & Hord, 2001). Among these three key role prayers, the school managers are very essential in the implementation of the curriculum because they are the chief supervisors who ensure effective implementation of the

curriculum, despite the inadequate attention the curriculum development process give to these key role players at the school-level change process (Muchangi, 2010). Implementation phase of a curriculum is argued to be the most important stage in the curriculum development cycle because no matter how well a curriculum of any subject is planned and designed, all the effort and expenditure put into the curriculum development process can be into the drain if little attention is paid to the implementation phase of a curriculum (Onyeachu, 2008). According to Cheplogoi (2014), there are several factors that affect curriculum implementation at school level which need to be looked into in order to ensure an effective implementation of the curriculum. Some of the main factors are, inadequate teaching and learning materials. Muchangi (2010) argues that changes in an existing curriculum also entail that schools and parents purchase new textbooks and other instructional materials. Cheplogoi (2014) further points at lack of professionally trained competent personnel, especially teachers as affecting effective implementation of a curriculum. Murava (2017) claims that teachers are the most important human resource in curriculum implementation, since they adopt, implement the ideas and aspirations of the curriculum designer. A sufficient supply of trained teachers is therefore needed if the implementation of the new curriculum is to be effective. Cheplogoi (2014) again points at lack of continuous financial and moral support to the implementation process as one of the main factors affecting the implementation of a curriculum.

However, according to Muchangi (2010) and Sabola (2017) when changes in the curriculum are made, the Ministry of Education does not ensure that the factors that affect the effective implementation of the curriculum are minimized before the curriculum is put into practice at classroom level. For example, according to Muchangi (2010), the Ministry of education does not first of all ensure that school managers and teachers are adequately trained on the curriculum

changes prior to implementation and that schools are adequately supported to procure required textbooks. According to Muchangi (2010), the responsibility of purchasing textbooks for the students for the new curriculum is left to the parents. This practice of leaving the responsibility of purchasing textbooks for students for the new curriculum to the parents, according to Muchangi (2010), affects the implementation of the curriculum in that, in most cases, the cost of the required textbooks for the new curriculum is too high for most parents and therefore, they prioritize other basic essential needs for their children before thinking of purchasing textbooks for them.

The above-mentioned challenges associated with the implementation of every new curriculum as identified by educationists internationally require that school managers as the chief implementation supervisors to adopt effective coping strategies in order to manage a curriculum change in a way that will not compromise the effective implementation of a new curriculum in order to improve the quality of education. So far, there has been no study the researcher is aware of which has been conducted on the challenges facing school managers in the implementation of the revised secondary school curriculum in Malawi. It is against this background of knowledge gap on challenges facing the school managers in the implementation of new secondary school curriculum in Malawi, that this study is set out to investigate, in-depth the challenges facing the school managers in the implementation of the new curriculum in order to address the knowledge gap on the challenges facing the school managers in the implementation of the revised secondary school curriculum and how the implementation may be improved.

1.3 Significance of the study.

The study on the challenges facing the school managers in the implementation of the revised secondary school curriculum is essential in the sense that the curriculum has just been introduced

in secondary schools in Malawi. However, the researcher has not come across any study conducted in Malawi on the challenges facing the revised secondary school curriculum implementation. The study will therefore help in revealing some of the main challenges facing school managers in the implementation of this curriculum, early in the curriculum's implementation stage. The results of this study have the potential, not only to help me as a serving teacher to improve the implementation of the new secondary school curriculum but also to help school managers to find ways of overcoming the challenges that face the implementation of the revised curriculum. The findings of the study have also the potential of helping Educational stakeholders who will come across this thesis such as the Ministry of Education, Science and Technology in Malawi to add to the knowledge bank which they may have on the challenges facing school managers in the implementation of the revised secondary school curriculum in Malawi and may use the findings in solving the challenges and improve the curriculum's implementation strategies. Finally, the results of the study have the potential of adding theoretical knowledge on challenges facing the implementation of a new curriculum. Such knowledge can provide a basis for other research on issues related to implementation of new curriculum.

1.4 Purpose of the study

The purpose of this study was to find out the challenges facing school managers in the implementation of the revised secondary school curriculum, early in the implementation of the curriculum for possible intervention in mitigating or minimizing the challenges facing the implementation of the curriculum in order to improve its implementation and eventually improve the quality of secondary school education. Such information will probably help Educational

stakeholders who will come across and read this thesis to find solutions for the challenges facing the implementation of the new curriculum.

1.5 Main research question

The main research question of the study was formulated as follows:

“What are the challenges facing school managers in the implementation of the revised secondary school curriculum in four secondary schools in Lilongwe District?”

1.5.1 Sub-questions

- 1. How are the revised secondary school curriculum implementation plans being executed in secondary schools?*
- 2. How are the school managers carrying out their roles as implementers of the revised secondary school curriculum?*
- 3. How can the challenges faced by the schools be overcome to improve the implementation of the curriculum?*

In asking the first sub research question, the study wanted to establish the extent to which the Ministry of Education’s plans for implementing the revised secondary school curriculum are being adhered to by the schools in implementing the new curriculum. In asking the second sub-research question, the study wanted to establish the extent to which the school managers, comprising of the head teachers, the deputy head teachers and the heads of departments were performing their anticipated roles in the implementation of the new secondary school curriculum. In asking the third sub-research question, the study wanted to establish on how the challenges faced by the schools can be overcome to improve the implementation of the revised secondary school curriculum.

1.6 The scope of the study

The goal of the study was to find out the challenges facing the school managers in the implementation of the revised secondary school curriculum in four secondary schools in Lilongwe District. The study was carried out in Lilongwe District in the Central Region of Malawi. The participants in the study were the head teachers, deputy head teachers and heads of departments in four secondary schools in the District.

1.7 Limitations of the study.

The main limitation of the study was that being a case study, the study only covered four secondary schools in Lilongwe District. Therefore, the findings of the study may not be generalized to all secondary schools in the whole country.

1.8 Summary

The secondary school curriculum in Malawi was revised in order to align it with the primary school curriculum which was implemented in 2007. The Ministry of Education expected that the revised secondary school curriculum will address the emerging societal issues and enhancing science and technology in the country through the introduction of Physics and Chemistry as separate subjects. The curriculum emphasizes on student-centered approaches, continuous assessment and the introduction of the route system approach to choose subjects. So far, the researcher has not come across any study conducted on the challenges facing the implementation of the revised secondary school curriculum in Malawi. It is against this background of knowledge gap on challenges facing the implementation of the revised secondary school curriculum in Malawi, that this study set out to investigate in-depth the challenges facing the school managers in the implementation of the revised secondary school curriculum in order to

address the knowledge gap on the challenges facing the implementation of the revised secondary school curriculum and how the implementation may be improved.

CHAPTER TWO: THEORETICAL FRAMEWORK.

2.0 Introduction

This chapter describes the theoretical framework which guided this study. The study was guided by the Concerns based adoption model (CBAM). The chapter thus delves into discussing the reason for choosing this theoretical framework.

2.1. Concerns based adoption model (CBAM)

A Theoretical framework is a system of concepts, assumptions, expectations theories that supports and informs a particular research (Maxwell, 1998). This study on the challenges facing the school managers in the implementation of the revised secondary school curriculum adopted the Concerns Based Adoption Model (CBAM) proposed by Hall and Hord (2001) as a suitable theory to guide the study. This is because the model is about the theory of curriculum implementation. The model describes, measures, and explains the process of change experienced by curriculum implementers at school level attempting to implement a new curriculum. In their model, Hall and Hord (2001) are very much concerned with the inequality of investment in people, time, and resources as they pertain to develop and implement educational innovations. Although policy makers and curriculum developers want implementers at school level to implement the innovation, but most resources, especially financial resources are allocated to development process of the innovation rather than to implementation process. Fewer resources are provided to implementation process at school level and this contributes to the failure of the innovation and implementers at school level are blamed for that. Hall and Hord (2001) claim that CBAM presents change as a process, while other adoption models treat change as an event.

This model identifies school managers, teachers, and other personnel in an educational system as the change facilitators serving as key factors in the success or failure of an educational innovation (Hall & Hord, 2001). The change facilitators help different individuals and groups in developing the competence and confidence needed to use a particular innovation for a brief or extended period. According to Hall and Hord (2001), a change facilitator can be a developer or trainer involved in introducing a particular educational innovation. For a change facilitator to be effective according to CBAM model, he or she should utilize the three dimensions of the CBAM model in order to investigate individuals and groups so that he/she can understand and guide their experiences during the adoption process. The three dimensions are: stage of concern, levels of use and innovation configurations.

The Stage of Concern component of CBAM is very much related to how school managements perceive the educational innovation they are expected to implement. Hall and Hord (2001) came up with seven CBAM stages of concern which include awareness, information, personal, management, consequence, collaboration, and refocusing. According to them, these stages range from the areas of little concern, knowledge, or involvement in an innovation, to implementers' or a teacher's focus on further exploration of more universal benefits or alternative forms of the innovation. This study utilized the CBAM stages of concern in that it set out to investigate school managers' level of concern of their implementation of the curriculum in the face of or amidst apparent challenges facing the implementation of the new curriculum. The levels of use dimension of the model correspond to an implementer's or school managers' behaviors in relation to the educational innovation in question. Hall and Hord (2001) came up with eight levels into which a person can be classified in terms of the extent the innovation is used by the person. These levels of use are: non-use (0), orientation (I), preparation (II), mechanical use (III),

routine (IV), refinement (V), integration (VI), and renewal (VII). This study mainly utilized the levels of use dimension of CBAM theory in that this dimension of the theory assisted the study to answer sub-research question number two in the study on “how the school managers are carrying out their roles as implementers of the revised curriculum?” The study thus attempted to establish the level of the school managers in carrying out their roles in the implementation of the curriculum in terms of whether the school managers are at low levels of implementation of the curriculum, such as the non-use, orientation, preparation, mechanical use or routine levels of the CBAM model or whether they are implementing the curriculum at the level expected of them by the Ministry of Education, such as the refinement level of the CBAM theory.

Hall and Hord (2001) have explained further that the levels in the three dimensions of the CBAM theory are actually the sequences through which a user of an education innovation passes during the change process as he or she gains confidence and skill in using the educational innovation. According to Hall and Hord (2001), a person may remain indifferent during the change process. Therefore, there are psychological factors which need to be put into consideration when an educational innovation is introduced to implementers such as school managers and teachers and its effects on learning. This means that it is important for any assessment of the implementation of an education innovation to consider issues of time period within which an innovation has been in operational, as an individual implementer’s progression through the change may take 2-4years for him/her to confidently and skillfully use the innovation as intended. Hall and Hord (2001) claim that most of the time implementers are expected to implement innovations with limited resources and unclear understanding of the purpose of the innovation and the role they are supposed to play in the implementation process of the innovation. This result in implementers

implementing the innovation contrary to what the developers of the change originally intended (Hall & Hord, 2001). The important caution proposed by Hall and Hord (2001) on the most appropriate time for one to do an assessment of the implementation of an innovation from the time of the innovation's implementation in the classroom has been seriously considered in the process of designing this study. Hall and Hord (2001) has cautioned that implementers may take 2-4 years to reach the level of competence in implementing a new curriculum and any research on them before two years may probably yield invalid or untrustworthy results and this has been put into consideration. This study was conducted at a time when two years of implementation of the revised secondary school curriculum has elapsed. It was thus assumed in this study that school managers should have reached their level of competence in implementing the curriculum, and if that was not the case, then there was a need to hear their views about the challenges they are facing in implementing the curriculum.

2.2. Summary

This chapter has described the CBAM model as a suitable theory to guide the study because the model deals with the theory of curriculum implementation. It describes, measures, and explains the process of change experienced by curriculum implementers at school level attempting to implement a new curriculum. It is also concerned with the inequality of investment in people, time, and resources as they pertain to develop and implement educational innovations.

CHAPTER THREE: LITERATURE REVIEW

3.0 Introduction

This chapter presents the reviewed literature of the study. A literature review is an attempt to interpret and synthesize what has been studied, researched and published in an area of interest (Lungu, 2009) . This study was set out to investigate the challenges facing school managers in the implementation of the revised secondary school curriculum. As the study focused on the revised secondary school curriculum, an attempt was first made to review the key design features of the curriculum, the design and development process followed by the Ministry of Education through the Malawi Institute of Education to develop and implement the curriculum. The literature then delved into reviewing the meaning of curriculum implementation and challenges facing the implementation of a new curriculum. The literature further endeavored to review studies which have been conducted on challenges facing the implementation of new curricula in other education systems of the world. The review of these studies was conducted in order to find out as to whether the challenges which other education systems have faced in implementing a new curriculum are similar to those in Malawi. The review of studies on the challenges facing the implementation of a new curriculum was also utilized in this study in order to glean some lessons on how such education systems were able to solve their challenges. Malawi may adopt and adapt similar solutions to solve the challenges facing the implementation of the revised secondary school curriculum.

3.1 Design features of the revised secondary school curriculum

As indicated earlier on in the background to this study, the Ministry of Education, Science and Technology undertook the review of the secondary school curriculum to align it with the primary school curriculum which is an Outcomes-Based curriculum. The secondary school curriculum

was thus reviewed to make it an Outcomes Based curriculum which is the curriculum design approach of the primary school curriculum. According to Chirwa (2013), the key design features of the revised secondary school curriculum are Outcomes-Based Education, Learner-Centered approach to teaching and learning and Continuous Assessment. These design features are discussed in details below:

3.1.1 Outcomes-Based Education

Outcomes-based education (OBE) is a curriculum design that was developed from two earlier teaching models, namely Mastery learning and competency-based teaching. According to Spady (1994), these two models were adopted by some educational departments in the United States. The idea of outcomes-based curriculum was first developed by Johnson in 1977.

Johnson was an American curriculum specialist who believed that the curriculum of that time placed too much emphasis on the aims and objectives of teachers and not enough on the end performances of students (Spady, 1994). He argued that on one hand, students are taught too much theoretical knowledge that they do not need for job-market knowledge and which they instantly forget after they write their examinations. On the other hand, important skills which students do need for employment, such as business and technical skills were not adequately taught to students. The best way to overcome these problems, according to Johnson was that teachers should no longer base their study programs on objectives, but rather on helping students to achieve worthwhile outcomes of learning that is, useful things that students are able to do at the end of their schooling. These ideas were later on developed further by Posner (1982), Spady (1994) and other supporters of an outcomes approach to the curriculum. In this way, a new curriculum approach named ‘transformational’ outcomes-based education was created. This

curriculum approach was necessitated by technological advancement, changes of societal needs and goals, new political dispensations, and other factors (Spady, 1994).

An educational system based on outcomes, gives priority to end results of learning, accomplishments of learning and demonstrations of learning. The curriculum is considered to be ‘outcomes’ based if it is learner-centered, results-oriented, and founded on the belief that all learners can learn (Posner, 1982). Outcomes therefore, direct all curriculum experiences and activities.

Transformational OBE was based on ten principles which according to Spady (1994), if applied consistently, systematically and creatively would ensure that all learners were equipped with the knowledge, competence and qualities necessary for successful fulfillment of their various life roles. These principles became known as: Outcomes-based, clarity of focus, design down and deliver up, high expectations, expanded opportunity and support for learning success, learner-centered, relevant integrated, based on individual differences, based on authentic assessment and non-discriminatory (Spady, 1994). These ten principles are explained in details in the sub-sections below:

a. Outcomes-based

Outcomes- based curriculum is directed at achieving definite learning outcomes. Learning outcomes form the foundation of OBE. A learning outcome is a description of what knowledge, skills and values learners should know demonstrate and are able to do at the end of a course or school phase (Spady, 1994).

b. Clarity of focus

An outcomes-based curriculum gives clear identification of what is to be learned and that learners’ progress is based on demonstrated achievement. Spady (1994) argued that educators

must establish a clear picture of the learning objectives they want learners to be able to demonstrate; make this their top priority in planning, teaching and assessment; share this outcome with learners; and maintain alignment between outcomes, teaching and assessment.

c. Design down and deliver up

Designing down and delivering up means that the curriculum developers of an outcome -based curriculum starts with establishing significant broad (general) outcomes first, and then derive from them the enabling (specific) outcomes that will provide the foundation for achievement of the broader outcomes from general to specific. When educators are implementing the curriculum however, they start with implementing the specific outcomes, such as the Success Criterion in the revised secondary school curriculum (Spady, 1994).

d. Expanded opportunity and support for learning success

The concept of expanded opportunity and support for learning success implies an idea that time (hours of instruction, time tables, and the school calendar) should be used to organize and coordinate learning opportunities, but they should not define and limit learning. It also emphasizes the importance of teachers using different methods of instruction to accommodate learners' different modalities of learning (Spady, 1994).

e. Integrated

To reduce the fragmentation that occurs in modern societies, OBE demands an integrated approach. The rigid divisions between academic and applied knowledge, theory and practice, knowledge and skills, should be removed. The OBE curriculum has built- in features that equip learners to look at things in a holistic way (Spady, 1994). Instead of having separate, stand-alone subjects in the curriculum, the curriculum is designed around multidisciplinary approaches and integrates subjects into broad fields. Several scholars have pointed out on the reasons for the rise

in curriculum integration and the challenges facing curriculum integration. Some studies done on the implementation of integrated curriculum have also identified challenges with implementation of an integrated curriculum.

f. Based on individual differences

Outcomes based education recognizes differences between learners. Thus, the curriculum is designed in such a way that makes learners able to learn at their own pace, and different teaching methods and approaches are included that address unique talents and limitations of different students (Spady, 1994).

g. Non-discriminatory

The outcomes-based curriculum encourages the development of mutual respect for diverse religious and value systems. According to Spady (1994), the behaviors of both the teacher and learners also must show that they do not discriminate anybody on the basis of race, gender, religion, age and other forms of discrimination stipulated in a country's constitution.

3.1.2 Learner-centered.

An OBE curriculum puts the needs of the learners first. Learners must be much active during the teaching and learning process. They should take responsibility for their own learning, while teachers should act as facilitators and mediators of knowledge and motivators to help each learner achieve the required outcomes (Spady, 1994). To do this, teachers should organize most of their lessons around group work, research and learner self- directed-activities.

3.1.3 Relevant

All OBE curriculums should be relevant to the current and anticipated future needs of the individual, society, commercial and industry. According to Spady (1994), the tendency to teach learners large chunks of theoretical knowledge that they do not need for their adult

responsibilities after schooling is discouraged. The curriculum is strongly linked to new competencies and skills that are required in the economy and that are essential for citizens to lead productive, self-fulfilled lives.

3.1.4 Based on authentic assessment

Outcomes Based Education uses criterion-referenced, performance, assessment of complex skills and continuous assessment approaches. According to Posner (1982), in criterion referenced assessments, learners are assessed against a set of external criteria and not by comparing one learner's performance with performance of other learners. In performance assessment, learners must demonstrate that they are able to do what they are required to do as described in the outcomes and such actions should not test mere memorization, but the emphasis should be understanding, skills and attitudes. In assessment of complex skills, assessment of learners is conducted in such a way that many different skills are assessed simultaneously and not just one skill at a time. In continuous assessment, the assessment of learners is done on an ongoing basis. The assessment of a learner rests on a whole series of performances of that learner and not on only one or two tests.

3.1.4.1 Studies on continuous assessment.

Adebowale (2008) conducted a study on continuous assessment policy implementation in government schools of Ondo state, Nigeria. The aim of the study was to examine the methods used by teachers in the implementation of a continuous assessment policy. The results of the study revealed that there was no agreement on frequency of the continuous assessment amongst teachers as some suggested it should be done daily, others said weekly and still others said it should be conducted fortnightly or termly. The study also identified some confusion on regularity of the students' assessments, number of the assessments to be graded and weighted

and the call of the attention of the students and parents to performance in continuous assessment. The study also claimed that the usage of other assessment tools apart from cognitive test, assignments and examinations were absent in the assessment. The study concluded that teachers who were implementing the continuous assessment policy in studied schools, failed to understand the standard implementation practice of the policy and therefore, the continuous assessment of students were done differently. Therefore, the study recommended that the continuous assessment policy provisions should be simply interpreted and put into manuals, leaflets, and handbooks for distribution to teachers who are the implementers of most educational policies (Adebowale, 2008). The study also recommended that monitoring and supervision of the implementation of such policies should be emphasized and regular workshops and seminars to acquaint teachers in schools with the knowledge and understanding of continuous assessment policies, programs, and implementation should be organized, to avoid confusion and misunderstanding.

In Swaziland, Nsibande (2006) conducted a study on continuous assessment to investigate the way teachers understood and implemented the newly introduced continuous assessment program. The study focused on clarifying the relationship between teachers' strategies and the broader educational principles promoted by the program. The study used classroom observation and interviews as methods of collecting data on what teachers did and principles that informed their behavior. The results of the study revealed that teachers' assessment strategies prioritized knowledge retention instead of cognitive development advocated by the program though they used assessment strategies promoted by the Continuous Assessment (CA) program. The study concluded that teachers failed to translate the rhetoric of the CA program into relevant professional judgment, decisions and practices due to lack of exposure to meaningful

development programs (Nsibande, 2006). Therefore, the study recommended that the government of Swaziland should intervene in order to ensure the effective achievement of the goals of continuous assessment program.

3.2 The revised secondary school curriculum development approach

Ministry of Education, Science and Technology through MIE started the process of reviewing the secondary school curriculum in 2012 (JICA, 2012). The secondary school curriculum review was done through a number of activities, namely, review of literature on secondary education curricula in seven Southern Africa Development Community (SADC) countries. After the review of literature, the following activities were carried out; consultative meetings were held with stakeholders, carrying out a needs assessment survey, holding a secondary school curriculum and assessment symposium, conceptualizing the secondary school curriculum and assessment procedures, developing the Malawi secondary school Curriculum and Assessment Framework and developing comprehensive and learner- centered syllabuses and orienting teachers to the new secondary school curriculum (JICA, 2012).

3.3 The revised secondary school curriculum implementation approach

The Ministry of Education and MIE calls the Malawi model of implementing the curriculum the 'Multiplier Effect Scheme'. This scheme is designed to communicate to School managers, teachers and education methods advisors and inspectors what the curriculum review is all about and how they are to implement it. The model makes use of the structure of the secondary school education system in implementing the curriculum. According to MoEST (2008), the secondary education system is organized into the following parts. The main controlling power is in the Ministry of Education headquarters. The divisional offices form a divisional power base with a divisional education manager under whom is a team of method advisors and inspectors who

provide a direct link between the division office and schools (MoEST, 2008). Then, there are school managers that report directly to the division office. It is therefore, logical to base the model for implementing the new curriculum on the existing operational structures of the secondary school education system.

In the current operational structures of secondary school education system, the education methods advisors and inspectors, who frequently interact with school managers, are the most important intermediaries in the implementation process. The education methods advisors and inspectors are always part of curriculum development process and is part of their responsibility for secondary education system (Malawi Institute of Education, 2018). The implementation of a new curriculum has two major parts, the Orientation workshops and a system through which new materials are to be distributed to schools. These two major parts of implementing the new curricula are discussed in details below:

3.3.1 Orientation workshops

This is the main vehicle by which the curriculum is disseminated. People involved in this are education methods advisors and inspectors, other stakeholders of secondary education, including lecturers of secondary teacher education institutions, school managers and secondary school teachers. A cascade model of training is adopted. A core team of trainers, consisting of secondary education methods advisors and inspectors; Curriculum Specialists of MIE and other secondary education stakeholders and administrators, including some secondary school managers and teachers are first oriented to the curriculum (MoEST, 2013). However, a coercive strategy is implicit in the scheme because it does not matter whether one attends an orientation course or not, as they have to adopt and teach the new curriculum.

The orientation workshops are meant to create a greater awareness and to provide the needed skills in implementing the new curriculum (MoEST, 2017). Some of the key objectives and outcomes of these orientation workshops are:

(i) **Developing understanding of the rationale for the change.**

The rationale for the change usually focuses on the economic, social and political development priorities of the country warranting curriculum change (MoEST, 2017). The main purpose of sharing the rationale for the curriculum change is to make school managers to realize the importance of the new curriculum in the way the curriculum developers see it.

(ii) **Explaining the new methodologies of the new curriculum**

School managers and teachers are oriented to the new methodologies of the new curriculum to differentiate it with the preceding curriculum (JICA, 2012). School managers and teachers are also informed and shown how to use the new syllabus and instructional materials.

(iii) **Explaining the structure of the curriculum documents including the syllabuses**

For the proper use of the curriculum documents, school managers need to know how they are structured. It was, therefore, necessary for them to be orientated to the use of the documents (MoEST, 2017).

(iv) **Developing standard formats for schemes and records of work**

It is a requirement in the teaching profession in Malawi that school managers and teachers plan their work in advance. This is done through the preparation of schemes of work and lesson plans. Because in general secondary school managers and teachers do not write lesson plans and therefore, it becomes necessary to provide them with a standard format for both the scheme and record of work (MoEST, 2017).

Orientation is achieved through training workshops in three phases. Workshop for phase one is organized and held at the Malawi Institute of Education. According to JICA (2012), these workshops, of one-week duration, are intended to train those entrusted with the job of training others (ToTs) who in turn train teachers and other implementation staff. Phase two workshops take place in educational divisions. School managers and at least a teacher representing subject clusters of Humanities, Sciences, Languages and Special Needs etc. from each school and are trained to train other teachers in their schools. Phase three workshops are school-based. School managers and those teachers who attend phase one workshop, are supposed to train any colleague who did not attend the divisional training workshops. This study was set out to investigate the school managers' perceptions about the quality of orientation to the revised curriculum in effective implementation of the curriculum.

3.3.2 Distribution of curriculum materials

Distribution of curriculum materials and other education materials has been a problem in Malawi for many years. Curriculum materials have in the past been stacked in Divisional and or district education offices while schools have serious shortages of curriculum materials. The problem is usually the lack of transport to deliver the materials to schools (JICA, 2012). In order to hasten the implementation of the new curriculum, a new scheme was devised for book distribution and other curriculum materials in Malawi. Publishers or printers of the new materials deliver the curriculum materials to the Supplies Unit which sends the curriculum materials to the Divisional Offices. The materials are then sent to schools. Where problems of transport exist in Divisional offices, tenders are issued to private transporters to deliver the curriculum materials to schools (JICA, 2012). The transport scheme has a problem because a number of remote schools are inaccessible to any type of vehicle. It is not clear how this is resolved.

3.3.3 Resources for the implementation of the new curriculum

Resources for the implementation of the revised secondary school curriculum may be divided broadly into two; human and financial. Human resources were available at the Malawi Institute of Education and Ministry of Education, Science and Technology (Malawi Institute of Education, 2012) and other related educational institutions such as the University of Malawi (UNIMA) and the Malawi National Examinations Board (MANEB).

Financial resourcing is perhaps the more difficult of the two. The major part of financing the review and implementation of a curriculum in Malawi is provided by Development partners, for example, GIZ, JICA, the British Department for International Development (DFID), USAID and other donors (JICA, 2012).

3.4 Definition of Curriculum implementation

Curriculum implementation has been defined as putting into practice the officially prescribed courses of study, syllabuses and subjects (Chaudhary, 2015). There are several factors which affect the implementation of a curriculum, such as the revised secondary school curriculum. These factors are considered in detail in the sub-sections below:

3.4.1 Factors affecting curriculum implementation.

The following were the main factors affecting curriculum implementation as reviewed from literature.

3.4.1.1 Clarity of the curriculum

The implementers of the curriculum ought to understand and have a clear picture of what they are supposed to do in order to achieve the goals of the curriculum they are expected to implement. In addition to that, Chaudhary (2015) argue that the school managers and teachers are supposed to be aware of the outcomes of education expected for each student to demonstrate

within and at the end of the course level. Chaudhary further argued that sometimes school managers and teachers who are expected to implement the curriculum fail to identify the main features of that curriculum and this becomes very difficult when they are required to change their education approaches. This argument is supported by Fullan (2001) and Jansen (2002) who also found that teachers were failing to identify important features of the curriculum they were using in South African schools. Clarity problems are visible in almost every study of the important change just because the more complex change is, the more it is expected to encounter more challenges (Fullan, 2001). The study conducted by Jansen (2002) in schools in KwaZulu Natal and Mpumalanga provinces of South Africa revealed that within the same school, teachers had different understanding of the outcome- based education and this affected the implementation of the innovation because everyone was implementing the OBE curriculum according to his/her own understanding. These misunderstanding occurred because the communication of OBE curriculum lacked consistency and focus (Jansen, 2002). In view of the above challenges of clarity of the innovation, in Malawi, the curriculum review designers tried their best to provide both content and methodology in the training workshops and orientation courses in order to minimize the problem of clarity (MoEST, 2017).

3.4.1.2 Extra Workload

The new curriculum brings extra workload to teachers especially in areas of planning and its implementation. According to Chirwa (2013), some teachers refuse to take an additional workload due to lack of planning time since the tasks involved in planning are time consuming. The study conducted by Badugela (2012), reveals that the implementation of the innovations in schools that have no ability to implement the innovations, usually fail to achieve its purpose. The problem of extra workload was also emphasized in Jansen's (1998) study in which teachers

complained that the OBE curriculum gave a lot of work to the teacher. Jansen quoted one of the teachers in his study as saying, *“You will find it very noisy, and when you’re trying to teach, you’re to do different things with different groups. The noise level...it can be too high. Because then, you can’t work with others on a quieter level. So, you have to control that some way. I find that quite difficult. It is a noisy OBE. And it is quite stressful not only for the teacher but also for children”* (Jansen, 1998).

3.4.1.3 Resource Materials and Facilities

The availability of teaching and learning materials are the key to effective implementation of any curriculum. Chirwa (2013) argues that the provision of instructional materials during the changeover of curriculum is very important in almost all curricular. In his agreement with Chirwa, Ratsatsi (2005) stresses the need of instructional materials for a curriculum innovation. The availability of teaching and learning materials justifies a new curriculum of its existence as an independent entity requiring a space in the school timetable by defining its own independent operational limitations, objectives, axioms and principles (Ratsatsi, 2005). The curriculum implementation is achieved by defining and adopting the curriculum’s delivery strategies prescribed in new instructional materials. When teachers have adopted these delivery strategies as stipulated in new instructional materials, the old instructional materials become dysfunctional and redundant (McLaughlin & Talbert, 1990). McLaughlin and Talbert further claim that classroom practices are greatly influenced by both human and material resources especially in developing countries like Malawi. The study conducted in Zimbabwe as reported by Murava (2017), reveals that schools were confronted by the problem of lack of teaching and learning materials in an attempt to implement the new curriculum. By the time of implementation schools were not yet provided with textbooks as they were not yet published. Some teachers were using

their university notes to teach students in secondary schools (Murava, 2017). Most schools attributed the problem to the national financial problems. To concur with Murava, Sabola (2017) in his study indicated that in Malawi the implementation of social and development studies in secondary schools in Mangochi were also faced with the same challenges of teaching and learning materials. Although the ministry distributed some textbooks and syllabuses, but they were not enough for teachers to use learner- centered approach as the curriculum requires (Sabola, 2017). Some of the recommended textbooks and syllabuses were not printed and published by the time of implementation. The problem of teaching and learning materials is attributed to a fact that the provision of teaching and learning materials is controlled by outside printing agencies and the budget is donor-driven (Ng'ambi, 2010). According to Cheplogoi (2014), teaching and learning materials are part of the factors that affect the effective implementation of new curriculum. However, a scarcity of textbooks means that students may not be able to practice reading, writing, and arithmetic or increase their knowledge beyond classroom (Mgomezulu & Wamba, 2014)

3.4.1.3.1. Ways of overcoming challenges facing curriculum implementation

This section will focus on the strategies used by school managers in order to overcome the challenges facing the implementation of new curriculum. The strategies will range from those used to overcome challenges related to inadequate provision of textbooks and instructional materials, preparation of teachers and their attitudes towards the new curriculum.

Strategies used to overcome challenges related to inadequate Textbooks and Instructional Material

The Review Committee on Curriculum (2005) states that adequate learning support materials are necessary to the effective running of an education system and affirms that these materials are an integral part of curriculum development and a means of promoting both good teaching and learning. In view of this, school managers as chief implementation supervisors of the curriculum employ different ways of overcoming challenges of inadequate teaching and learning materials. For instance, Murava (2017) states that, school managers allowed teachers to modify and use their university notes as teaching and learning materials in secondary schools. He also argued that though the ministry introduced tuition fee but it did not work as most of the students failed to pay due to financial constraints. Muchangi (2010) reported that parents were asked to assist in purchasing new textbooks and other instructional materials but the cost of textbooks was too high for most parents and therefore they prioritized basic essential needs before thinking of purchasing textbooks. In addition to that teachers were allowed to use old curriculum textbooks due to inadequate recommended textbooks for new curriculum implementation and students were encouraged to share the few textbooks available and complete homework at school (Muchangi, 2010)

Strategies related to preparation of Teachers in the implementation of new curriculum

Teachers are the most important human resource in curriculum implementation for they adopt and implement the ideas and aspirations of the designer. A sufficient supply of trained teachers is needed if the implementation of the new curriculum is to be effective (Murava, 2017). To ensure that the new curriculum is effectively implemented, some school managers allowed teachers who have specialized in languages and humanities to teach chemistry and physics since there were not enough teachers for those subjects (M'manga, 2017). Muchangi (2010) stated that teachers were

encouraged to attend seminars and in-service trainings in order to be acquainted with the new curriculum. Schools organized in-service trainings and use the trained ones to train others.

Strategies used to overcome challenges related to teachers' attitude towards a new curriculum

Muchangi (2010) established that teachers were encouraged to appreciate the change since they are for the good of the students and nation at large. She also states that teachers were provided with school based in-service training to ensure proper implementation of the curriculum. Finally, teachers were provided with the necessary materials and encouraged to implement the changes as required.

3.4.1.4 Structural context of curriculum implementation

Structural context of curriculum implementation is defined as the school organization and the individual classroom environment. According to Chirwa (2009) and Hall and Hord (2001), the school managers and district officials are identified as the key role players involved in the structural context of the organization serving as key factors in the success or failure of an educational innovation. While teachers and learners, are the key role players in structural context of the classroom environment. These key role players will be discussed in detail below.

3.4.1.4.1 Role players within the structural context of the organization

This section will discuss the school managers as the key role players within the structural context of the school organization.

School managers

Within the structural context of the school organization, the school managers play an important part in ensuring effective implementation of the curriculum. In this study, the school managers

will be referred to as the head teachers, deputy headteachers and heads of departments. According to Ornstein & Hunkins (1993, p.319), the curriculum implementation will be effective if school managers are able to fulfill their role as “curriculum and instructional leaders”. School managers as curriculum and instructional leaders are expected to supervise teachers in the classroom, plan staff development programs and modify school environment to improve instruction (Ornstein & Hunkins, 1993). Lack of supervisory support for teachers’ pose a challenge to the effective implementation of any curriculum (Glickman, 1990). Raudenbush et al (1993) described the importance of supervising teachers by arguing that “observation followed by immediate and skilled feedback on classroom instruction provides a basis for teacher learning with direct relevance to teaching” (p. 280). He further claimed that in Thailand, school managers are expected to supervise each teacher in a regular classroom by either visiting classrooms personally or by assigning expert teachers to do so (Raudenbush et al., 1993). In Malawi, school managers and inspectors of schools are supposed to provide teacher support services by conducting regular classroom supervision.

3.4.1.4.2 Role players within the structural context of the classroom environment

a. Teacher.

Within the structural context of the individual classroom environment, teachers are the chief role players (Whitaker, 1993). In agreement with Whitaker (1993), Hall and Hord (2001) in their CBAM model, claim that teachers are one of the change facilitators serving as key factors in the success or failure of an educational innovation. Curriculum implementation may be influenced by teachers through their characteristics and conditions such as teacher identity, content knowledge of the curriculum, Development and their personal circumstances (Chirwa, 2009). These will be fully discussed below.

i. Teacher identity

The effective implementation of the curriculum depends on the identity of the teacher. According to Jansen (2002), teacher identity refers to a “teacher’s beliefs, dispositions and interests towards teaching based on the conditions of his/her work.” Jansen continue to say that the way a teacher feel about his /her work, determines his/her ability to implement a curriculum (Jansen, 2002). The identity of a teacher can be influenced by salary and other working conditions. However, low salaries and other poor conditions in Malawi, affect them negatively to the extent that they regard teaching as ‘employment of the last resort’ (Kadzamira, 2006). When teachers are discontented with their career, they may reduce their effort on the work and this can affect their performance and the implementation of the curriculum.

ii. Teacher’s content knowledge of the curriculum

For the curriculum to be implemented effectively there is a need for teachers to understand the goals and content of a curriculum document or syllabus. Sometimes teachers are expected to implement the new curriculum that they fail to identify its main features and have not comprehended (Chirwa, 2009). In this case teachers may select and decide on what to teach from the prescribed syllabus or curriculum. According to Chaudhary (2015), the role and influence of the teacher in the process of implementation of the curriculum cannot be refuted because implementation takes place through the interaction of the learner and the teacher in the classroom. For a teacher to be able to translate curriculum intentions into reality, it requires that the teacher should have a better understanding of the curriculum document or syllabus for effective implementation (Cheplogoi, 2014). Lack of content knowledge of the curriculum may also pose a great problem when teachers are expected to adopt new teaching approaches required in the new curriculum they are expected to implement (Pratt, 1980). According to Hall and Hord

(2001), teachers are introduced to a new curriculum without further guidance on how to implement it and this affect the implementation of new curriculum. Mahlangu (2001) argues that such decisions can affect the successful implementation of the curriculum and will be regarded as a waste of time, money and effort since it will not achieve its intended goals. Mahlangu further claims that innovators should be concerned with both the fact that they have introduced the curriculum in schools and the maintenance of that curriculum (Mahlangu, 2001). Another study on curriculum implementation by Raudenbush et al (1993), revealed that low levels of teachers' knowledge of the subject matter is an obstacle to the successful delivery of a curriculum at the classroom level since teachers will select and decide on what to teach based on their knowledge of the subject matter (Jansen, 2002).

iii. **Teacher Development**

For teachers to competently and skillfully handle the new curriculum at both local and global levels, there is a need to provide them with initial education and trainings (Robbins et al., 2003). According to Yeager and Wilson (1997), teachers' knowledge and classroom practices are shaped by pre-service and in-service program. The preparation of teachers in both content and pedagogical knowledge and their acquirement of great skills may lead to effective implementation of a new curriculum (Yeager & Wilson, 1997). In agreement with Yeager and Wilson, Fullan (2001) argued that teacher development is very important in order to ensure effective implementation of a new curriculum because they are connected to each other. Fullan continue to say that where implementation of a curriculum involves new behaviors and beliefs, teachers are supposed to be provided with training in relation to these requirements (Fullan, 2001). This emphasizes the significance of in-service and professional development (including orientation to the new curriculum) in support of specific innovations (Passe, 2006). Studies

conducted by Passe (2006) and Thornton, (2005) indicated that the effective implementation of school curricular is affected by poor preparation of school managers, teachers and employment of under qualified teachers. Passe (2006) further argued that teachers are not comfortable to handle content that was not effectively addressed during their preparation. Thornton (2005) also noted that most teacher preparation programs have limited transformative effects on beginning teachers. Most teacher preparation learning processes are monopolized by professors or lectures and therefore, the new graduates imitate the techniques and strategies of their professors and lecturers as they begin their teaching career (Thornton, 2005). Jansen (1998) concurs with the above authors on the connection between teacher preparation and effective implementation of a curriculum innovation. His study revealed that most teachers were uncertain on whether their practices constitute OBE, irrespective of the aggregate levels of institutional resources or years of personal teaching experience. Jansen further argued that the uncertainty indicated that teachers were lacking in-depth training. Jansen's study further revealed that the trainers themselves were also uncertain on what OBE requires and that the implementation lacked on-site supervision and feedback on current practices. Mahlangu (2001) in his study concurred with Jansen in the uncertainty of educators on what the new innovation requires and attributed it to policy designers who lack skills to guide educators on how to implement the curriculum.

In Malawi, the designers of the curriculum review provided training workshops to prepare teachers for the implementation of the new curriculum. As already indicated in section 3.3.1., training workshops were done through the cascade model. However, a study conducted by Rembe (2006) in Zimbabwe, reveals that cascade model of training has been ineffective in empowering teachers to teach a new curriculum efficiently. Rembe further argues that the cascade training strategy of teachers is substandard in the sense that the majority of teachers

depend on the competence and skills of few teachers who were chosen and receive training in order to train others and this results into poor transmission of information and unable to equip teachers with the required skills. He continued to say that cascade model of training dilutes information in its dissemination process to teachers and it is difficult to determine its effectiveness (Rembe, 2006).

iv. Personal social circumstances of teachers

Curriculum implementation is also influenced by personal social circumstances of the teacher in addition to teacher identity, knowledge of curriculum documents and professional development. According to Chirwa (2009), the social circumstance of the teacher includes personal or family poverty. These conditions can restrict the ability of a teacher to effectively implement a new curriculum. To concur with Chirwa, Lowe (2008) explain that most teachers in Malawi are affected by social circumstances such as caring for sick children, personal ill-health (including HIV/AIDS) and an insufficient income. Due to social circumstance, teachers may absent themselves from work and this may affect the coverage of the syllabus (Lowe, 2008). Therefore, curriculum implementation can be affected by teachers' social circumstances. However, Teachers are key players in the implementation of a curriculum because they are the ones who introduce a curriculum in classrooms. The success of a curriculum greatly depends on their commitment to its implementation, the teacher's knowledge of the goals and content knowledge of the curriculum, teacher's knowledge about the practice of teaching the curriculum and suitable personal social circumstances.

b. Learners

Learners are regarded as the key role players in both structural context of the individual classroom environment and the social context in which curriculum implementation takes place.

The willingness of learners to participate in the curriculum can influence the effective implementation of a curriculum just as teachers' acceptance of the curriculum does (Chirwa, 2009). The success of the curriculum implementation in a classroom level is assured when learners accommodate their experiences of the new curriculum. According to Ornstein & Hunkins (1993), learners are ready to participate in the curriculum planned activities that are more appealing to them. The participation of learners in the curriculum activities may also be affected by physical and psycho-social factors affecting them and this may in turn affect the implementation of a curriculum. The learners' physical and psycho-social factors include language and learning and learner's behaviors. These factors will be discussed in details.

i. Language and learning

Learners are affected by language used in the process of learning curriculum subjects. According to Chirwa (2009), language is referred to as a means of conveying ideas from the teacher to the learner. For effective learning to take place in the classroom there is a need to use a language that will be understood by both a teacher and a child. Fleisch (2008), claims that learners will face more problems in learning of curriculum subjects when the language used in the process of instruction is different from their home language. The situation becomes more complicated when learners are taught by a teacher who also has a different home language from that of the learners because they may not be able to understand some concepts and issues taught in a foreign language (language which is not the learners' home language). For a clear understanding of curriculum concepts or issues, there is a need to translate them into the learners' home language which will be difficult for a teacher whose home language is not that of the learners (Fleisch, 2008). In agreement with Fleisch, Oxford (1990) in her cognitive strategies of sending and

receiving messages claimed that in sending and receiving messages people should be able to get the idea quickly.

ii. Learners' Behaviors

The learning of curriculum subjects will also be affected by learners' behaviors. Prinsloo (2007) in his study in South Africa discovered that the implementation of the curriculum is challenged by learners' behaviors outside the school premises as it was reflected in the implementation of Life skills programs. The results of his study indicated that the skills acquired in the classroom by students are only effective during school times and not outside school premises where the students are influenced by their friends (Prinsloo, 2007). Outside school premises, the learners are involved in risky behaviors such as alcoholism, drug abuse, criminal activities and sexual relationships which are contrary to the goal of Life skills education program and may also be applicable to some subjects.

3.4.1.5 Social context of curriculum implementation

The school environment at large, in which a curriculum is implemented, is what is referred to as the social context of curriculum implementation. According to Cornbleth (1990), the social context of curriculum implementation is comprised of social, political, economic and demographic conditions and demands and priorities of different groups of role players in the educational activities of an individual school. The role players in the social context of school environment are learners, parents and the community around the school (Whitaker, 1993). The conditions of social context and its role players will be discussed in detail below.

a. The conditions of social context of curriculum implementation

i. Political condition.

The role players in political conditions within the social context of the school environment consist of the national ideology and philosophy of the government of the day. The educational system is greatly influenced by political considerations especially in terms of curriculum materials and their interpretation and presentation (Cornbleth, 1990). For example, the government may fund educational system with the view that education will improve the economy of the country. Therefore, the emphasis may put on those subjects that the government feels that will develop skills, knowledge base and attitudes in learners that are required by the industry. With this in mind, teachers will be forced to put much effort on those subjects. This may result into the suffering of other subjects just because teachers are concentrating on the subjects that the government has prioritized.

ii. The Economic conditions.

Economic conditions in the social context of the school may be defined as the financial standing of both the government of the day and the members of the community themselves (Chirwa, 2009). For the effective curriculum implementation, it is a requirement that teachers should be supplied with teaching and learning materials such as textbooks, charts, chalk and other materials (Cheplogoi, 2014). Failure to provide these materials, learning will be compromised. The availability of these materials in the school depends on the financial stand of the government and the community. In so doing, the success of the curriculum implementation is influenced by both the availability and unavailability of the teaching and learning materials as these influences the curriculum implementation positively or negatively. Therefore, this study was set to find out how economic conditions are affecting the implementation of the revised secondary school curriculum in Lilongwe.

iii. The Demographic condition.

The demographic conditions of the social context referred to the language, race, age and gender characteristics of the learners and community they are coming from (Chirwa, 2009). These Demographic conditions of the community may influence the implementation of the curriculum in the sense that different groupings in the community may bring their own views on the curriculum implementation. For instance, the curriculum instruction materials that portray negative attitudes towards women and girls may be opposed by gender groups. Therefore, the curriculum implementers should consider how these contextual factors are hindering curriculum implementation and take advantages of those factors that enhance the aspects of the curriculum.

b. Role players within the social context of the curriculum

i. Learners

Learners are identified as role players in the social context of the school because they come from the community and they bring some of the societal issues that may hinder or support their learning situation (Cornbleth, 1990). Therefore, the major determinant of a learner's success is the home background especially the social conditions of the community where he/she comes from.

ii. The community

The curriculum implementation is influenced by the community or the society in the sense that the community has its own understanding of what the product of the school system should be. This perception forces the educators or teachers to interpret and present curriculum material in consideration of these societal understandings. However, if teachers fail to do so, the implementation of a curriculum may face some resistance. For instance, topics like choosing a life partner or related to sex education may be regarded by the society as undermining their belief systems, and on the other hand the community may support a curriculum that includes religious

and moral education. Therefore, the effectiveness of the curriculum implementation may depend on the presentation of the curriculum material in the classroom and accommodation of the culture of the society it intends to serve. In this case then, there is a possibility for the community to negatively or positively influence the implementation of the curriculum.

3.5 Studies on challenges facing the implementation of the new curriculum

Several studies have been conducted in the literature on the outcome-based curriculum implementation in education systems of the world. In this study, only few of top- down curriculum innovations, will be reviewed in order to provide some reference points in this evaluation. Some accounts of the studies conducted worldwide are as follows:

a. Curriculum implementation in Canada.

Akhmadeeva, et al. (2013), conducted a study on overcoming obstacles to implement an outcome-based model, Tradition versus transformation OBE. The study aimed at analyzing the Mechatronic Systems Engineering (MSE) Program at Simon Fraser University in Canada, on the Outcomes based approaches incorporated in their teaching practices and the effect they have on student learning. The study identified a number of challenges experienced by both teachers and learners that affected the implementation of the OBE curriculum. Some of the challenges were that instructors failed to manage and interact with large classes which comprised 60 to 180 students. And this was also a problem when it comes to assessment of students. Secondly, there was a discrepancy between the focus of their teaching objectives and the goals of OBE. Thirdly, the instructors were implementing the OBE curriculum contrary to what the designers expected especially in their teaching practices. In addition to that, motivating students especially the 1st and 2nd year was a greatest challenge (Akhmadeeva et al., 2013). The study also revealed that the characteristics and role of the instructor contradicted the OBE model of learning. Finally, the

study recommended that a further discussion on critical discussion of the pedagogical aspects involved in reshaping existing curriculum should be organized so that a 21st century learner should be satisfied

b. Curriculum implementation in Malaysia

In Malaysia, Rajae, et al., (2013) conducted a study on issues and challenges in implementing outcomes-based education in engineering education at Universiti Malaysia Sarawak (UNIMAS). The findings of the study reveal that the implementation of outcomes-based curriculum was facing some problems at UNIMAS faculty of engineering. Some of the challenges faced were: Lecturers were confused on how best to implement an OBE curriculum since its concept did not provide specific procedures for the achievement of the outcomes. In so doing, lecturers were implementing it based on their own understandings. Lecturers were also finding problems in constructing outcomes for a particular course. In addition to that, the assessment of skills in OBE curriculum was placing a heavy burden on lecturers because for them to come up with a proof of acquired skills, they needed to conduct several courses across the discipline. And this was regarded as overload by lecturers. Furthermore, the study indicated that lecturers did not have adequate knowledge on teaching and learning as well as assessment strategies and this had a great impact on the teaching and learning process (Rajae et al., 2013). Another problem was that the presence of vast information on Google resulted into summarizing of data by students who failed to interpret and translate the information on their own words. In so doing OBE curriculum was blamed for encouraging students to unwillingly exercise creative thinking skills required for the desired OBE curriculum. The UNIMAS came up with several ways in order to deal with the challenges facing the implementation of the OBE curriculum. Some of the strategies applied were: the Centre of applied learning and multimedia at UNIMAS organized a

postgraduate Diploma in teaching and learning short program for lectures. The program runs for a year and during semester breaks. Secondly, the use of group-based approaches that encourages student's participation in student centered learning were encouraged. The university also incorporated the ethical themes by initiating the utilization of Turn it in for students to monitor their own work to avoid plagiarism. The study recommended that for tertiary education to effectively adopt the OBE curriculum there is need for both academic staff and students to understand the objectives of learning and the roles to be played by instructors and students. In addition to that, institutions should encourage participatory methods of learning and discourage a linear unilateral model for the learners to prepare themselves for the workforce.

c. Curriculum implementation in South Africa.

In South Africa, Badugela (2012) conducted a study on problems facing educators in implementing the National Curriculum Statements (NCS) in Tshifhena secondary school in Vhembe district in the province of Limpopo in South Africa. The NCS was a refined version of outcomes-based curriculum which was introduced just because most schools in provinces had no capacity to implement major changes prescribed in the outcomes-based curriculum. According to Badugela, the Curriculum 2005, which was South Africa's version of outcomes-based education (OBE), was introduced in 1997 and was criticized for being jargon-ridden and inaccessible in its discourse. It had complex and sophisticated procedures for designing learning programs, and this is attributed to poor and over-hasty introduction of the new curriculum into schools, while teachers were inadequately prepared for outcomes-based pedagogy, including continuous assessment. Although, in-service trainings were provided to teachers in order to equip them for the implementation of outcomes- based curriculum but this too was inadequate. Due to lack of capacity in most schools in the provinces to implement major changes as proposed, the

government revert its plans to implement the new curriculum to Grade 1 from the outset. In view of the shortcomings of OBE education, the South African government established a review committee in order to find possible ways to refine the outcomes- based Curriculum. The review committee recommended the introduction of the National Curriculum Statements (NCS) as the suitable refined version of outcomes-based education (Badugela, 2012). The study employed qualitative investigation which was conducted in a single school in Limpopo Province aimed at finding out which challenges the implementation of the NCS presents to FET educators. The sample consisted of educators and learners from grades ten to twelve as well as members of the SGB, SMT and district education officers. Data were collected through questionnaires and interviews. The findings of the study, reveals that the implementation of the NCS curriculum was also facing challenges in areas of preparation of teachers in terms of training and availability of teaching and learning resources. The study concluded that failure to address the challenges experienced by educators, such as inadequate resources, financial constraints and lack of training of teachers, both the education system and the type of the skilled learners to be produced including the economic growth of the country will be greatly affected. The study recommended that the Department of Education should prioritize educational resources for schools and educator training in curriculum implementation.

Therefore, this study wanted to find out whether the revised secondary school curriculum in Malawi is facing the same challenges as the implementation of OBE curriculum as founded by Badugela (2012).

d. Out-comes Based Curriculum implementation in the primary schools in Malawi

Chirwa (2013), conducted a study on the implementation of the Outcomes-based curriculum, including its facilitative pedagogy and continuous assessment in a selection of six state primary

schools – three urban and three rural in Zomba district where teachers were first trained to teach the curriculum. The purpose of the study was to investigate the challenges faced by teachers in the implementation of the curriculum. Data analysis showed limited productive pedagogies in most lessons. The lessons were characterized by lower intellectual quality, a focus on instrumental knowledge, integration at a superficial level, dominance of communalizing practices, gendered practices, prevalence of localizing discourses and a pedagogy aimed at national examinations.

The overall picture from the findings of the study were that the classroom atmosphere in the twelve classrooms gave students limited opportunities for the acquisition of knowledge and development of skills, values and attitudes required for them to actively participate in the changing Malawian context and to be able to compete successfully in other contexts. The overall picture from the study was that teachers' methodologies were observed to have been positioning learners in parochial orientations and issues. The study concluded that there was a discrepancy between the state's intended curriculum and the teachers' enacted curriculum.

One of the main reasons for the MoEST to review the secondary school curriculum was to align it with the primary school curriculum which was reformed recently, in 2007 (MoEST, 2013). The secondary school curriculum was thus reviewed to make it an Outcomes Based curriculum which is the curriculum design approach of the primary school curriculum. This study was set out to establish whether secondary schools are facing similar challenges faced by the primary schools in implementing the outcomes-based curriculum as found by Chirwa's (2013) study.

3.6 Summary.

This chapter has focused on reviewing literature concerning the implementation of the new curriculum and the factors that affect curriculum implementation. The above -mentioned factors

which affect the implementation of the curriculum, indicate that for the curriculum to be effectively implemented, curriculum designers should understand the reasons why most of the curricula are not achieved at the implementation level. And therefore, they should put much effort in addressing the factors that negatively affect the effectiveness of the curriculum implementation before implementing any new curriculum.

CHAPTER FOUR: METHODOLOGY OF THE STUDY.

4.0 Introduction

This section describes the method that was used for collecting the research data including research design, sampling procedures and data analysis.

4.1. Qualitative research approach

This study used qualitative approach method of research which employed a case study design. The qualitative research uses methods of data collection and analysis that are not quantitative in nature and aims at exploring or describing experiences of the respondents (Creswell, 2009). This study complied to qualitative research approach because qualitative research is interested in gaining insight and understanding of a phenomenon (Creswell, 2009), just as this study tried to gain insights and understanding of the challenges facing school managers in the implementation of the revised secondary school curriculum. It assumed that multiple realities are socially constructed through individual and collective definitions of a situation (McMillan & Schumacher, 1993). The study assumed that the school managers construct realities in their classrooms and schools respectively, individually and through interactions with learners. In so doing, they adapt, transform or interpret a curriculum to suit their situation. According to Creswell (2009), qualitative research is described as an interpretive and naturalistic approach to the world. This study will satisfy these descriptions because data will be collected in the natural setting and will be interpreted in order to construct meaning from the data. The strength of qualitative design is that it enables collection of multiple accounts of an experience across participants as well as individual accounts in specific contexts. The aim of this study therefore, was to investigate the challenges facing the school managers in the implementation of the revised secondary school curriculum, which was in accordance with qualitative research approach.

4.2 A case study design

As already mentioned in section 4.1 above, this study used a case study design. In a case study, a single case is studied in depth, which could be an individual, a group, an institution, a program or a concept (Polit et al., 2008). A case study design has a potential to enable the study of things in detail and explain why certain things happen (Creswell, 2009). With case studies, it is possible to gain a unique perspective of a single individual or group (Denscombe, 2003). This study was a case study because it focused on twenty school managers in four secondary schools. The sampled school managers were three heads of departments at each school (who teaches their specialized subjects and supervises their respective departments i.e. Humanities, Languages and Sciences), four deputy head teachers and head-teachers in four secondary schools. The use of multiple cases in this study created opportunities for within-case and across-case approaches of data analysis to be done and to determine the worthiness of the study (Creswell, 2009). Case studies however, are faulted for questionable credibility of generalizations. There is a perception that there is a general difficulty in defining boundaries of the cases, problems of negotiating access to study settings and the effect of the observer on the natural setting (Denscombe, 2003). However, this is a simplistic way of looking at case studies based on some misunderstandings. Such misunderstanding can be the belief that all research should always aim at generalizable findings. Such a belief contradicts the important role that specific information about particular case helps in understanding the phenomena.

4.3 Sampling method of the research site and participants

The setting or site of the research and schools were selected with a view that they would provide the desired data. The sampling approaches for the research site and participants are described in detail below:

4.3.1 Research Site

The study was conducted in four secondary schools in Lilongwe district. Two of the secondary schools were urban schools and the other two were rural. The district was conveniently selected because the researcher found it convenient with schools in Lilongwe because she is based there. In addition to that, the district has both urban and rural secondary schools which were the target of this study.

4.3.2 School sample

The study used purposeful sampling of the schools which were involved in the study. The four schools involved in the study were purposely and simple randomly sampled. Two of the schools involved in the study were urban schools and the other two schools were rural. The urban and rural secondary schools participated in this study included all categories of secondary schools in Malawi which are Community Day Secondary Schools (CDSS), National and District Secondary schools. The reason for including rural schools was that schools in Malawi mainly fall into two basic categories; these are rural and urban schools. The rural and urban schools have different contextual factors which affect the implementation of the curriculum.

4.3.3 Participants sample

The key participants of this study were twenty school managers of the four secondary schools. The school managers were sampled because the researcher is specializing in Educational Leadership and management. The school managers involved in this study were four Head teachers, their deputy head teachers and twelve heads of departments. Head-teachers are key role players in ensuring the effectiveness of the implementation of a new curriculum for they are the chief supervisors of curriculum implementation at a school level. Therefore, purposeful sampling

was the most suitable approach in collecting data of this study because it assisted in collecting the needed data for the study.

The heads of departments were involved in the study because they are key role players in ensuring the effectiveness of the implementation of the curriculum. This is because they are involved in managing the departments in which they carry out their role as supervisors of teachers to ensure that teachers are effectively implementing the revised secondary school curriculum in their respective classrooms (Government of Malawi, 2014). The heads of departments are also responsible for ensuring the availability of teaching and learning materials in their departments (government of Malawi, 2014) for the implementation of the curriculum. Therefore, their involvement helped the researcher to establish whether the schools have enough recommended textbooks and other teaching and learning materials for the effective implementation of the revised secondary school curriculum. Finally, according to Government of Malawi (2014), a head of department in secondary school is responsible for teaching subject of his/her specialization, therefore, this helped the researcher to find out how the heads of department are implementing the curriculum at classroom level as they are role models of good teaching practitioners to their teachers in their subjects in the classrooms as well as teachers of their departments.

4.4 Data Collection Methods

In this study, three methods of collecting data were used on the research questions. The data collection methods were document review, face to face semi-structured interviews and classroom lesson observations (Creswell, 2009). These methods were chosen because they provided the necessary information that helped the researcher to gain insight into an understanding of the challenges facing the implementation of the new curriculum through school managers’

perspectives. These methods were chosen because they were in accordance and consistent with the qualitative research methods. In addition to that, the three methods complemented each other to provide methodological triangulation in the study (Creswell, 2009). Methodological triangulation helped to cross check the credibility and worthiness of the data in this study that is why this study conducted four types of interviews. These semi-structured interviews were in the form of head of department interviews before lesson observation, follow up lesson observation interviews, deputy head teacher and head teachers' interviews. These interviews were individual and "semi-structured." The individual interviews were adopted in this study over group interviews because the interviewees had more freedom to express their thoughts especially on their perceptions of the challenges facing the implementation of the revised secondary school curriculum. The interview that was used in this study was "semi-structured" because the questions were open-ended or flexible. In semi-structured interviews, the interviewer generally starts with some defined questioning plan, but pursue a more conversational style, that may see questions answered in an order merely natural to the flow of the conversation. The interviewee on the other hand had the freedom to say whatever comes in his or her mind (Cohen & Manion, 1986). The study followed the procedure of semi-structured interviews as described by Creswell (2009) in interviewing the sampled participants of the study. The three data collection instruments were discussed in detail below:

4.4.1 Official document review

Study of official documents were the primary means of investigating the 'intended' way in which the revised curriculum is expected to be implemented by the school managers in schools, including the content and teaching and assessment methods and resources to be used by heads of departments in the classroom as prescribed by the Ministry of Education. The term 'official

documents' here refer to curriculum policy documents relating to the 'intended' curriculum with information on the content and pedagogy of the curriculum such as the 'Syllabi', textbooks and the Teachers' Guides.

Apart from official documents, 'documentary sources' were also be studied to investigate the 'intended' way in which the revised secondary school curriculum is expected to be implemented in the schools. The term 'documentary sources' here refers to both official and other relevant written materials obtained from the schools, such as teachers' schemes of work, lesson plans and notes. The documents mentioned above were scrutinized and analyzed, using a selection of techniques for qualitative thematic analysis described by Denscombe (2003):

- Choosing an appropriate sample of texts. In the case of this study, texts selected were those that contain information on the 'intended' content, methodologies and resources to be used at school level in implementing the revised secondary school curriculum.
- Examining the text initially, to form a "hypothesis" about the essential message it conveys. In this case, the texts were examined to form an impression of the nature of the content, methods and resources envisaged by the Ministry of Education that the teachers are using to assist learners achieve better learning outcomes, thereby improving the quality of secondary education.
- Coding the texts in relation to the content, methods and resources for implementing the revised secondary school curriculum inherent in the documentary sources.

4.4.2 Head of Department interview guide

In addition to the official documents and other written materials obtained from the school, an interview guide in the form of a questionnaire was also used to investigate head of departments' implementation practices of the revised curriculum (see appendix 1). Fetterman (1999) highlights the significance of questionnaires as a tool for data collection. Fetterman argues that

questionnaires are an excellent way to tackle questions dealing with representativeness although they may not have the same flexibility as interviews and observation and might not be able to provide data of the same detail, depth or clarity, due to being highly structured and requiring written responses. In other words, by being distributed to a larger sample than can be used in interviews and observations, questionnaires can throw light on how representative of a particular issue or opinion might be in a certain population (Fetterman, 1999). In this study, a questionnaire was used as another source to obtain further information and clarify aspects of the 'intended' implementation approaches of the revised secondary school curriculum prescribed in the official documents. The questionnaire therefore helped to validate data obtained through document review. The questions sought to elicit the following information:

- (i) Identity of the secondary school.
- (ii) Head of Department's teaching experience
- (iii) In-service courses attended by the head of Department
- (iv) Head of department's methodologies of teaching his/her subject of specialization.
- (V)The head of department's assessment methodologies for assessing students in his/her teaching subject.
- (VI)The head of department's opinion on teaching and assessment methods for implementing the revised curriculum stipulated in the curriculum policy documents.

My supervisor and some educators checked my questionnaire to ascertain if it would elicit desired information. In addition to my supervisor and other educators, before administering the questionnaire, it was piloted to some heads of department. The pilot results assisted me to refine the questionnaire.

4.4.3 Classroom lesson observation

Classroom lesson observation was one of the sources of collecting data for the study. In this study, it was envisaged that observation of a head of department teaching his/her subject was conducted during a number of lessons (see appendix 2). During the observation, data was collected using two methods; voice recording using an audio recorder and completing a classroom lesson observation form to capture teaching practices of the heads of departments. Heads of departments were requested for their permission to have their classroom interactions recorded.

4.4.4 Interviews

Key issues from lesson observations were followed up in detail with the head of department during the post lesson observation semi-structured interviews in order to seek clarification and confirmation of the teaching patterns mapped out in the lesson observations.

In this study, probing interviews were used at the end of lesson observation. The interviews followed the pattern described by Creswell (2009). According to Creswell, interviews proceed much like a conversation, following the interviewee or participant's interests, but the interviewer nevertheless needs to guide them in a fashion that will enable him or her to systematically learn more about the participant's life or experiences. Spradley asserts that, 'it is best to think of interviews as a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants' (Spradley, 1979). Certain types of questions are characteristically used in interviews. Spradley identifies one of the main types of questions as 'descriptive questions' (p.60). Descriptive questions are 'intended to encourage an informant to talk about a particular cultural scene', in the process eliciting utterances in the informant's particular discourse (Spradley, 1979, p.85). These questions can take the form of

‘grand tour’ questions, which ask for a verbal description of significant features of the situation being studied (Spradley, 1979, p.87). ‘Mini-tour’ questions deal with smaller units of experience. Other types of questions in this category are ‘example’ and ‘experience’ questions (Spradley, 1979, p.87-88). Interview questions may also be open ended or closed-ended (Fetterman, 1999, p.54). As suggested above, open-ended descriptive questions such as ‘tell me about ...’ or ‘give me an example of ...’ were frequently used in interviews. Closed-ended questions, on the other hand, ‘are useful in trying to quantify behavior patterns’ (Fetterman 1999, p.54). An example would be ‘what teaching methods did you use in your lesson?’

According to Fetterman, ‘researchers typically ask more open-ended questions during the discovery phases of their research and more closed-ended questions during conformational periods. The interview techniques described above were used in this study. The interviews were semi-structured rather than structured, although specific questions were developed to provide guidance during the interviews. The advantages of semi-structured interview are well documented in the literature. According to Creswell (2009), the semi-structured interview allows the interviewer greater scope and depth to probe and expand the interview responses. Cohen and Manion (1986, p.309), argue that, ‘the semi structured interview is an open situation having greater flexibility and freedom.’

All the interviews were transcribed. Two copies of the transcripts were made for each interview and one copy was sent to the interviewee for comments where interviewees felt that the transcripts had not fully represented what they intended to say. The details about the interview sample and the type of interviews which were conducted in this study are described below.

(i) Pre-observation interviews

I interviewed the head of department before each lesson observed. The purpose of this instrument was to establish what the class was doing and the teaching methods the head of department was using. Pre-observation interviews enabled me to collect data about what a head of department had planned to do in a particular lesson and the strategies he/she used and the reasons behind the choice of those teaching strategies (see appendix 2).

(ii) Post-observation interviews

After observing each lesson, I interviewed the head of department again. The interviews were designed to follow up issues noted during class observation. The pattern and nature of questions varied from one individual to another depending on issues that emerged during lesson observation. Also, during post-observation interviews, the head of department was given a chance to elaborate and clarify some points which will be made during the lesson (see appendix3).

(iii) Head teacher and deputy head teacher interview

The Head teacher and deputy head teacher interview will seek to elicit the following information:

- (i) Identity of the secondary school.
- (ii) Head teachers and deputy head teachers' teaching experience
- (iii) Head teachers' experience as a school head
- (iii) In-service courses attended by the head-teacher and the deputy head teacher
- (iv) The schools capacity to implement the revised curriculum in terms of availability of qualified teachers to teach the revised curriculum, availability of teaching and learning materials, availability of school based support structures for aiding or assisting with the effective implementation of the revised curriculum, such as policy documents on education, infrastructure,

support by the community, supervision of the implementation of the curriculum by the Ministry of Education officials and the head-teacher himself/herself (see appendix 4).

(v) The Head-teachers and deputy head teachers' opinion on the strengths or success of his/her school in the implementation of the revised curriculum.

(vi) The Head teacher and deputy head teacher's opinion on challenges he/she and his/her teachers are facing in the implementation of the revised curriculum.

(v) Head teachers and deputy head teachers' opinion on the ways of improving the implementation of the revised curriculum.

(vi) Head teachers and deputy head teachers any other general comments on the design and the implementation approach used by the Ministry of Education through the Malawi Institute of Education on the revised curriculum.

4.5 Data management

Data obtained from various sources were kept in the form of field notes and transcripts. I made field notes from the analysis of official documents and all the documentary sources used in the study and the teachers' schemes of work and lesson plans.

4.6 Data analysis method

The results of the study were analyzed using the thematic deductive and inductive analysis method. According to Creswell (2009), this method of data analysis is described as a way of analyzing data by organizing it into categories on the basis of themes, concepts or similar features. With this model of data analysis, the interview and class observation data were first be coded. According to Cornbleth (1990), coding is the process of dividing or segmenting data into topics or categories. The different codes represented different themes. The themes used, broadly

related to the study's sub questions and different factor that influence the implementation of a curriculum reviewed in the literature of this study. The coding procedure assisted in reducing and categorizing large quantity of data into more meaningful units for interpretation. After the coding, the challenges facing the implementation of the revised secondary school curriculum were analyzed and presented in order to answer the research questions.

4.7 Credibility and trustworthiness

The study used three methods of data collection and four interviews to provide methodological triangulation. The final results of the study were taken back to the participants for them to check whether the results are reflecting what they contributed to the research. The results of the study provided many perspectives about the themes based on what the participants said on them.

4.8 Ethical considerations

In respect of the legal framework of Research Policies or Ethical Issues, the researcher got permission from the office of the Dean of the Faculty of Education from Mzuzu University to conduct this study. Permission was also sought from the office of Education Division Manager of the Central West Education Division and the Head-teachers of the schools envisaged participating in this study for me to be allowed to collect data from the schools. All names of participants and those of their schools were represented with pseudonyms throughout this study in accordance to the standard requirements of Mzuzu University. The consent of the participants to be interviewed was also sought and for their lesson to be observed and recorded.

4.9 Summary

The study on challenges facing the school managers in the implementation of the revised secondary school curriculum used qualitative approach and employed a case study design. The

study purposefully and simple randomly sampled the site, schools and participants. It also used document review, face-to-face interviews and classroom lesson observation as instruments for collecting data. Data was analyzed using the thematic analysis method.

CHAPTER FIVE: RESEARCH FINDINGS

5.0 Introduction

The aim of this study was to investigate the challenges facing the school managers in implementation of the revised secondary school curriculum. To achieve this, the study used interpretivism paradigm as the data which was collected in the natural setting was interpreted in order to construct meaning from the data as in Creswell (2009). This study also used a qualitative approach to the study which employed a case study design because it focused on four secondary schools and studied them in-depth on how they were implementing the revised curriculum. The participants of this study were four head teachers, and their deputies and twelve heads of departments who were also purposely sampled. The four schools involved in the study were also purposely sampled. Two of the schools involved in the study were from Lilongwe urban and the other two schools were from Lilongwe rural. The rural and urban secondary schools that participated in the study included all categories of secondary schools in Malawi which are CDSS, National and District secondary schools. The reason for including rural schools was that schools in Malawi mainly fall into two basic categories; these are rural and urban schools. The rural and urban schools have different contextual factors which affect the implementation of the curriculum. It was therefore, hypothesized in this study that the challenges which affect the implementation of the revised secondary school curriculum in the two rural schools studied in Lilongwe may be applicable to some of the rural schools in Malawi. The district was conveniently sampled because the researcher found it convenient with secondary schools in Lilongwe District because she is based there. This study used three data collection methods in order to provide methodological triangulation. The three data collection methods used were, interviews for head teachers, deputy head teachers and heads of departments, documents review

and heads of departments' classroom lesson observation. Data was analyzed using thematic analysis method. According to Creswell (2009), this method of data analysis is described as a way of analyzing data by organizing it into categories on the basis of themes, concepts or similar features. With this model of data analysis, the interview and class observation data were first coded. According to Cornbleth (1990), coding is the process of dividing or segmenting data into topics or categories. The different codes represented different themes. The themes used to analyze the data were broadly related to the study's sub questions and various factors that influence the implementation of a curriculum as reviewed in the literature of this study. The coding procedure assisted in reducing and categorizing large quantity of data into more meaningful units for interpretation. After the coding, the challenges facing the implementation of the revised secondary school curriculum were analyzed and presented in order to answer the research sub-questions. This chapter is therefore, divided into three sections as follows: section one, presents description of research sites, section two, provides the description of the participants and section three, presents the key findings of the challenges facing school managers in the implementation of the revised secondary school curriculum.

5.1 Description of research sites.

Research sites in this study, are the places where the research took place. As already explained in chapter 5 section 5.0, the research was conducted in four public secondary schools of which two were from Lilongwe rural and the other two from Lilongwe urban. The secondary schools involved in this study, included all categories of secondary schools in Malawi as mentioned in section 5.0. These secondary schools are described in details below in terms of their environment, resources, community and management.

Secondary School ‘A’

Environment

The school is located in urban area, approximately four kilometers from Lilongwe Main Township and has eight hundred and fifty (850) students in total. It is a public Community Day Secondary School (CDSS) which has been upgraded to double shift secondary school in 2018.

Resources

The school has a combination of old and modern buildings. The modern buildings were built through a donation of the Japan International Cooperation Agency (JICA). It was established as a community day secondary school in 2008 and was closed by the Ministry of Education in 2010 due to poor infrastructure and sanitation. In 2013, it was reopened after the community through the Parents- Teacher Association constructed a classroom block with two classes and a shelter to be used as a classroom and two substandard toilets for students. There was no library or science laboratory at the school. The classroom block was used by the form twos and fours since they were examination classes. While form three was using a school’s shelter, form one used a borrowed classroom from the neighboring primary school. After sometime, the primary school administration thought it wise to take back the classroom, the secondary school was using as form one class and this incapacitated the secondary school to the extent that they consulted the nearby church which allowed them to use a church’s shelter as a classroom for form ones. The school was in this state when the new curriculum was implemented in junior classes in 2015. It had no science laboratory, library, head teacher’s office, electricity, water and furniture. Students were sitting on the floor. After two years of implementation of the revised secondary school curriculum, the JICA through the Ministry of Education constructed twelve modern classrooms with furniture and electricity. They also constructed two science laboratories (Biology and

Physical Science laboratories), a school hall and an administration block with the head teacher and deputy head teacher's offices, Accounts office, staffroom, two toilets for members of staff, a library and store room. The school also has portable water. The new twelve classrooms which are in three rows facing each other are separated from the old classroom block by an administration block and a school hall in between. The new buildings accommodate all classes from form one to form four and the old building is currently used by Open Secondary school. The school has four pit latrines, in which two are for girls and another two for boys. In addition to that there were also twelve water closet toilets for girls and boys respectively which are enough for eight hundred and fifty students. There are no teachers' houses, therefore, teachers reside outside the school premises and some they come from a distance of eight kilometers and they board two minibuses to reach the school and this affect their teaching during the first periods due to traffic jam in Lilongwe city. The school has a fence around its premises which was constructed by the community as a protection for the newly constructed infrastructure. The presence of the new infrastructures has resulted into the improvement of the enrollment at the school from 50 per class to three hundred students per class. The government has also upgraded the school since 2018 to be a double shift.

Community

Apparently, learners come from a number of neighboring townships covering wide geographical area because the school has good infrastructure that attracts students and parents. There is strong parent participation with an active school committee known as 'Parents - Teachers Association (PTA)'. The activeness of the committee is seen in the way they have constructed the classroom block and a fence at the school.

Management

The organizational structure of the school consists of the head teacher, deputy head teacher, heads of departments and form teachers (Government of Malawi, 2014). This structure is the same in all the other community Day Secondary schools studied in this research. Teachers are given some responsibilities such as being in a committee responsible for examination, discipline, sports, entertainment, timetable and welfare. The committees are responsible for day to day running of different activities at the school. The head teacher is responsible to the Education Division Manager. However, he is an ex-official member of an elected school committee which runs the school. The PTA committee has powers provided by the Education Act to request the removal of any teacher including the head teacher should they feel that their performance is unsatisfactory. The committee is also responsible for the maintenance of the school buildings. However, the provision of books and the payment of teachers remain the responsibility of the Ministry of Education through the Education Manager. The school leadership takes a special interest in the general welfare of the learners. This is reflected in the manner through which the head teacher handles the learners. Figure 1, summaries the organizational structure of secondary school A.

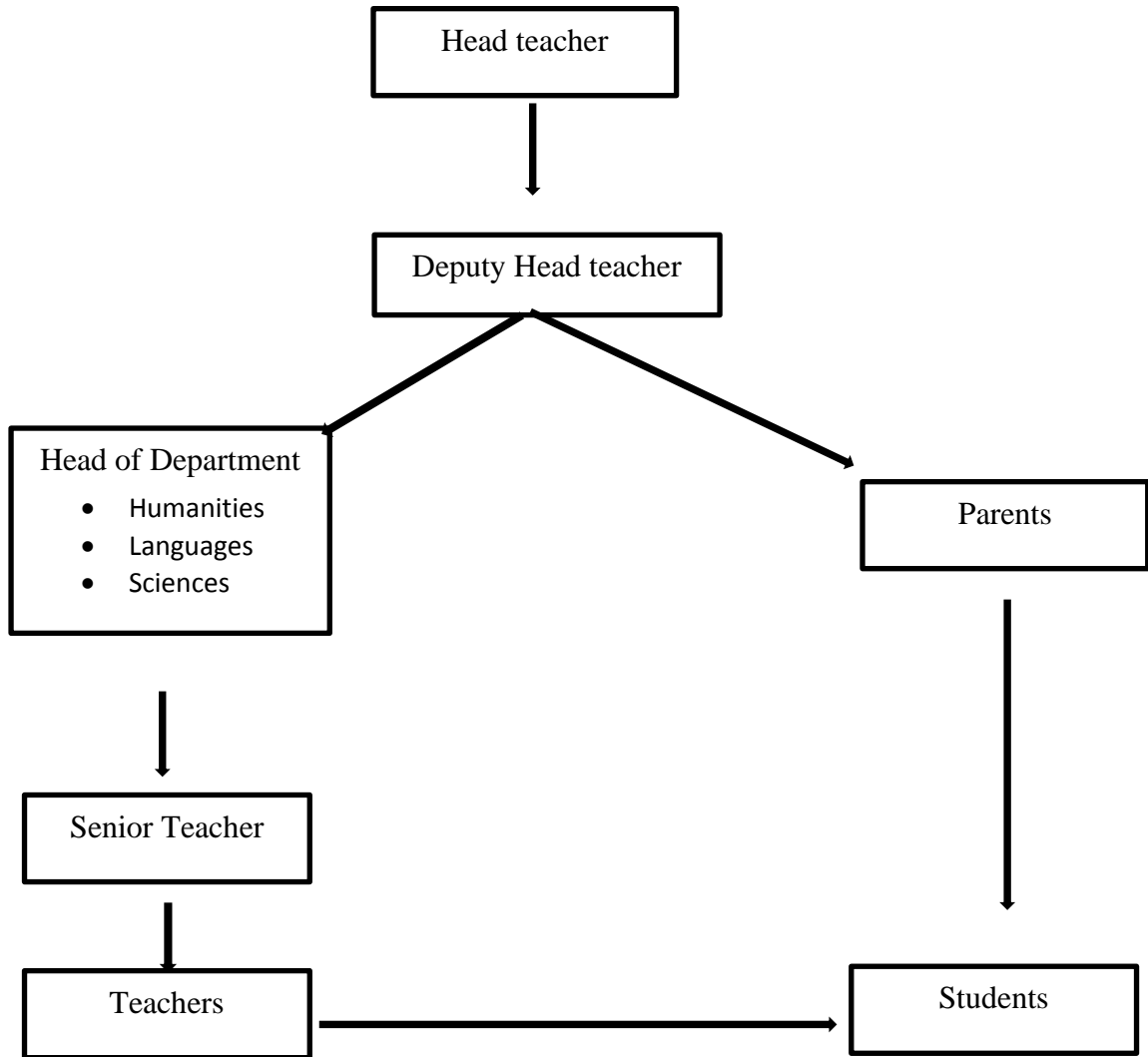


Figure 1: secondary school A's organizational structure

Secondary School 'B'

Environment

The school is located in Lilongwe rural area, approximately 15 kilometers from Lilongwe Township and has three hundred and ninety-four (394) students in total. It is a public District Day Secondary School with two streams.

Resources

The school has modern buildings which need some renovations especially inside the rooms. The modern buildings and the fence were built by the Ministry of Education Science and Technology in 1999 and was established as a District Day secondary school. The school has three science laboratories (Biology, Physical Science and computer laboratories) although the computer laboratory is not used by the school due to lack of resources and qualified teachers to teach computer studies. The school has also a hall and an administration block with the head teacher and deputy head teacher's offices, staffroom, four toilets for members of staff and two store rooms. The school also has portable water and electricity. The classroom blocks are in two rows facing each other behind the administration block and the library. All eight classes are accommodated in the classroom blocks. The school also has two toilet blocks for boys and girls, which are adequate. There are twelve teachers' houses but they are not adequate and therefore, some teachers reside outside the school premises and others from a distance of approximately 10 kilometers to reach the school and this affect their teaching of the first periods due to transport problems in that area. The community provides accommodation and security for self- boarding students who come from far distances. Currently, the school is constructing hostels for girls within the school premises.

Community

The school receives learners from a number of neighboring villages, covering wide geographical area because the school has good infrastructure that attracts students and parents. There is strong parent participation with an active school committee known as 'Parents -Teachers Association (PTA)'.

MANAGEMENT

The organizational structure of the school consists of the head teacher, deputy head teacher, heads of departments, bursar, senior teachers, teachers and support staff (Government of Malawi, 2014). This structure is the same in all public District Secondary schools studied in this research. Teachers are given some responsibilities such as being in a committee responsible for examination, discipline, sports, entertainment, timetable and welfare. The committees are responsible for day to day running of different activities at the school. The head teacher is responsible to the Education Division Manager. However, he is an ex-official member of an elected school committee which runs the school. The Parent -Teacher Association committee has powers provided by the Education Act to request the removal of any teacher including the head teacher should they feel that their performance is unsatisfactory. The committee is also responsible for the maintenance of the school buildings. However, the provision of books and the payment of teachers remain the responsibility of the Ministry of Education through the District Education Manager. The school managers take a special interest in the general welfare of the learners. This is reflected in the manner through which the head teacher handles the learners. Figure 2, summaries the organizational structure of secondary school B.

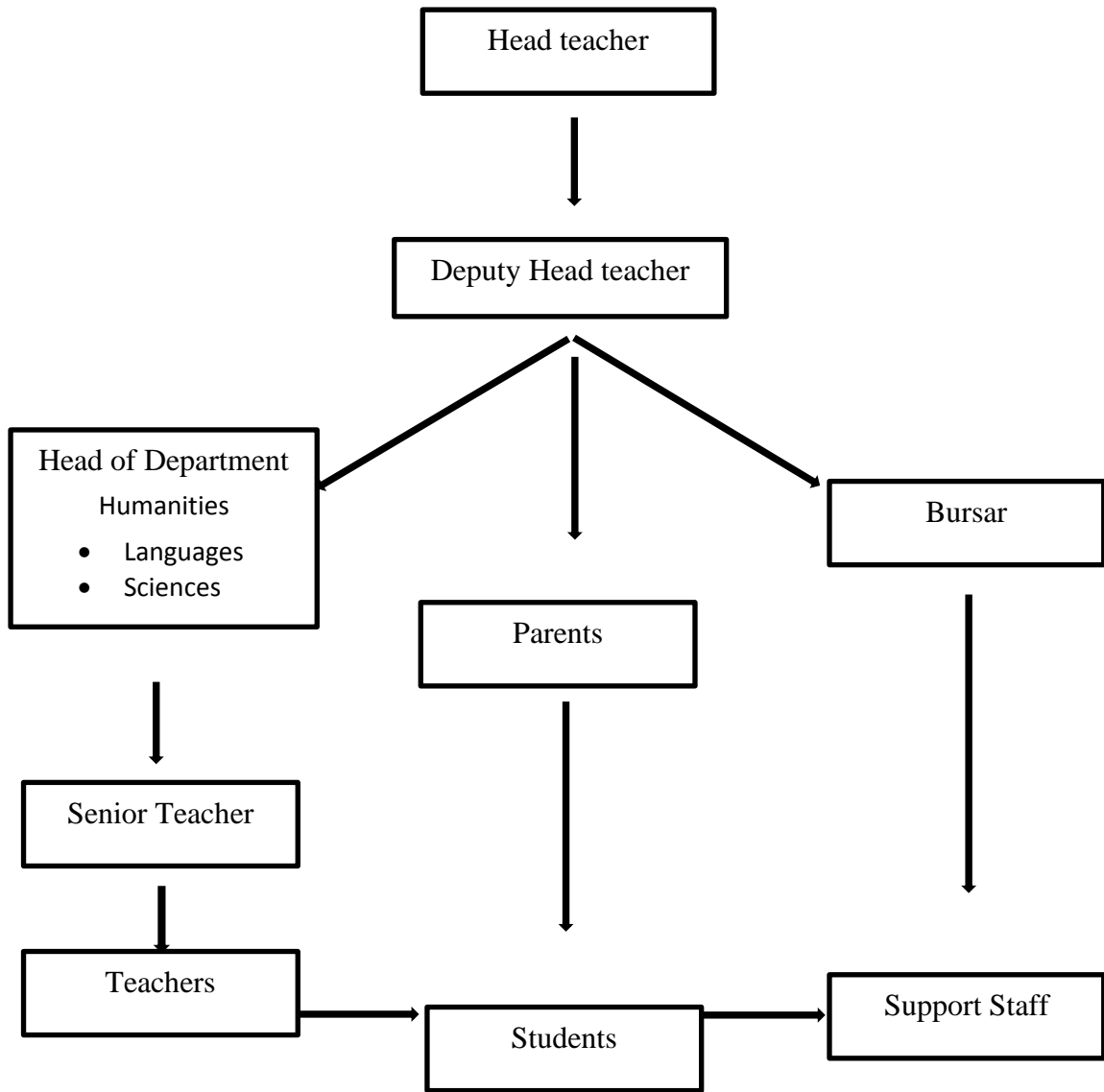


Figure 2: Secondary school B's organizational structure

Secondary School ‘C’

Environment

The school is located in Lilongwe rural area, approximately twenty kilometers from Lilongwe Township and has four hundred (400) students in total. It is a two streamed Community Day Secondary School.

Resources

The school has a combination of old and modern buildings. It was established as a community day secondary school in 1998 with fifty (50) students only. The community through the Parents-Teacher Association constructed a classroom block with two classes and two pit latrines for students. There was no library or science laboratory at the school. As time went on the classroom block was used by all classes in the sense that examination classes were coming in the morning and form one and three were coming in the afternoon. The school was in this state when the new curriculum was implemented in junior classes in 2015. It had no science laboratory, library, head teacher’s office, electricity, water, teachers’ houses and furniture. Students were sitting on the floor. After two years of implementation of the revised secondary school curriculum, JICA through the Ministry of Education constructed twelve modern classrooms with furniture and electricity. They also constructed two science laboratories (Biology and Physical Science laboratories), an administration block with the head teacher and deputy head teacher’s offices, Accounts office, staffroom, two toilets for members of staff, a library and store room. The school also has portable water. The new twelve classrooms which are in three rows facing each other are separated from the old classroom block which is at the far end close to the old pit latrines. The new buildings accommodate all classes from form one to form four and the old building is currently used by Open Secondary school. The school has two pit latrines and two toilet blocks,

one for girls and the other for boys, enough for four hundred students. There are twelve teachers' houses, which mean that only twelve teachers are accommodated at the campus while five of them are residing outside the campus and some of them come from a distance of 15 kilometers and they use public transport to reach the school. There is no fence around the school premises. The presence of the new infrastructures is attracting more students to come to the school as such the enrollment has improved from 50 per year to one hundred per class.

Community

Learners come from a number of neighboring villages covering wide geographical area because the school has good infrastructure that attracts students and parents. There is strong parent participation with an active school committee known as 'Parents and Teachers Association (PTA)'. The school is managed just as the school A above.

Secondary School 'D'

Environment

The school is situated in Lilongwe urban and was established in 1983 by the government of Malawi as a boarding secondary school and has five hundred and sixty-four students in which three hundred and thirty-nine are boys and two hundred and twenty-five are girls.

Resources

The school has forty- three teachers in which nineteen of them are males and twenty-four are females. Among the teachers, sixteen are male and eighteen female qualified teachers. Three male and six female teachers are not qualified to teach because they are holding general degrees or have not done education courses while in college. Twenty of these teachers have their houses within the campus while others are accommodated outside the campus. The school has modern

buildings which need to be renovated especially inside the rooms. The modern buildings and the fence were built by the Ministry of Education Science and Technology in 1983 and was established as a boarding secondary school. The school has four science laboratories (Biology, Physical Science, Home Economics and computer laboratories) although Computer studies are taught by teachers who are not qualified to teach the subject. The school has also a hall and an administration block with the head teacher and deputy head teacher's offices, staffroom, two toilets for members of staff and store rooms. There is portable water and electricity at the school. Behind the administration block, there are twelve classrooms which are enough for the students. The school also has fourteen toilets for boys and another fourteen for girls, which are enough. The students have eight dormitories in which five are for girls and three for boys whereby two boys are sharing a bed in their dormitories. At first boys also had five dormitories but two of them were burnt by fire sometime back and has not yet been renovated. The management of the school is just as that of school B above.

The study has found that Community Day Secondary Schools which participated in this study had inadequate infrastructures at the beginning of the implementation of the revised secondary school curriculum. The findings revealed that the participating CDSSs, started implementing the revised secondary school curriculum with inadequate infrastructure and they were rescued by the development partners such as JICA which constructed infrastructure through the Ministry of Education. Therefore, this study assumes that some CDSSs elsewhere in the country are implementing the new curriculum with inadequate infrastructure if the development partners have not yet assisted them.

On the other hand, the study, has found that schools involved in this study have inadequate teachers' houses and some teachers reside outside the school premises. The residing of teachers

outside the school premises, affects teaching and learning in the sense that some teachers report late for duties due to traffic jam and this affect their first periods of teaching.

The study has also found that schools involved in this study have a challenge of science laboratories. For instance, three out of four schools have no Home Economics laboratory and only two schools have computer laboratories although the subject is taught by teachers who are not specialized to teach it.

5.2. Description of the participants

This section presents the characteristics of the school managers who participated in this study. The school managers in this study are the head teachers, the deputy head teachers and the heads of departments. The characteristics are discussed in detail below.

5.2.1 Characteristics of head teachers.

This study involved both male and female head teachers. Two of secondary schools involved in this study were headed by the male head teachers and the other two by female counterparts. The head teachers involved in this study had age range of fifty-two to fifty-six and have taught from twenty-four to thirty-two years and have served in that position for seven to fifteen years. The head teachers are holding academic qualifications ranging from Diploma in Education to Bachelor of Arts degree with the University Certificate of Education. Their professional grades ranged from TF (P6) to TF (P5). The table 1 summarizes the characteristics of the head teachers who participated in the study.

Table 1: Characteristics of Head teachers

HEADTEACHER	SCHOOL	SEX	AGE	QUALIFICATION	GRADE	TEACHING EXPERIENCE	HEADTEACHER'S EXPERIENCE
1	A	F	52	Bachelor of Arts	TF (P6)	30 years	8 years
2	B	F	52	Diploma in Education	TF (P6)	32 years	7 years
3	C	M	53	Diploma + UCE	TF (P6)	24 years	15 years
4	D	M	56	Bachelor of Education	TF (P5)	31 years	15 years

The study has found that the rural schools that participated in this study are headed by Diploma holders, while urban schools by Degree holders. The data revealed that the head teachers in rural secondary schools who were involved in this study are holding either Diploma in Education or a general diploma with UCE. This seems to indicate that the head teachers participated in this study in urban secondary schools are more educated than those in rural secondary schools. The study has also found that male head teachers have served on that position for more years than female head teachers. The data has also revealed that all male head teachers who participated in this study have served for fifteen years while female head teachers for seven and eight years

respectively. This may be attributed to the recent gender awareness or fifty-fifty campaign that advocate for women empowerment.

5.2.2 Characteristics of deputy head teachers

The deputy head teachers involved in this study have teaching experiences ranging from twelve to twenty- four years and their age ranged from thirty-eight to forty-five. They served as deputy head teachers for one (1) to five (5) years. Their professional grades ranged from TI (P0) to TG (P7) and have academic qualifications ranging from Bachelor of Arts degree to Master of Business Administration. One of them was a female deputy head teacher and the rest were males.

Table 2 summarizes the characteristics of deputy head teachers.

Table 2: Characteristics of Deputy Head teachers

DEPUTY HEADTEACHER	SCHOOL	SEX	AGE	QUALIFICATION	PROFESSIONAL GRADE	TEACHING EXPERIENCE	DEPUTY HEADTEACHER'S EXPERIENCE
1	A	M	42	Bachelor of Education	TG	14 years	5 years
2	B	M	38	-Master of Business Administration -Bachelor of	TG	12 years	5 years

				Arts Degree -University Certificate in Education			
3	C	F	44	Bachelor of Education	TI	24 years	1 year
4	D	M	45	Bachelor of Arts in Education	TG	23 years	2years

The study has found that deputy head teachers in both urban and rural secondary school are well trained with either a bachelors or master’s degrees as compared to the head teachers who participated in this study. The study has also found that the deputy head teachers who were involved in this study in urban secondary schools are males while in rural areas both males and females are equally appointed to the position of deputy head teacher. The findings of the study revealed that in the participating secondary schools in urban, there are male deputy head teachers while in rural schools there is a male and female deputy head teachers.

5.2.3 Characteristics of heads of departments

The twelve heads of departments (for Humanities, Languages and Sciences) also participated in this study since they are part of school managers. Their ages ranged from thirty-seven to fifty-three and five of them were females and seven males. Their teaching experiences ranged from ten to twenty-six years and have been on the position of the head of department from one to ten years. Their professional grades ranged from TJ (POE) to TH (P8) and have academic

qualification ranging from Diploma in Education to Bachelor of Education or Arts with University Certificate in Education. Table 3, summarizes the characteristics of heads of departments.

Table 3: Characteristics of heads of departments:

HEAD OF DEPARTMENT	DEPARTMENT	SCHOOL	SEX	AGE	PROFESSIONAL GRADE	EXPERIENCE AS A HEAD OF DEPARTMENT
1	Humanities	A	M	45	TI	2 years
2	Languages	A	F	52	TI	10 years
3	Sciences	A	F	51	TH	2 years
4	Languages	B	M	53	TH	6 years
5	Sciences	B	M	49	TI	9 years
6	Humanities	B	F	51	TI	2 years
7	Languages	C	F	50	TJ	2 years
8	Humanities	C	M	37	TH	2 years
9	Sciences	C	M	45	TI	2 years

10	Sciences	D	M	52	TH	2 years
11	Languages	D	M	53	TI	2 years
12	Humanities	D	F	51	TH	2 years

The study has found that the male heads of departments (HODs) who participated in this study are more than the female HODs, as seven out of twelve heads of departments who participated in this study were males and five were females. It has also been found in this study that science department has more male HODs than females. For instance, out of four science heads of departments, three are males and one is a female. This may be attributed to the fact that generally most males like science subjects.

5.2.4 Teaching Experience of the heads of departments.

The HODs who participated in this study taught for ten to twenty-six years. Five of them have teaching experience ranging from ten to fifteen years; three of them have served as teachers for sixteen to twenty years and four of them for twenty-one to twenty- six years. This indicates that the heads of departments have enough knowledge and skills to assess the implementation of the revised secondary school curriculum because they implemented both the old and new curriculum. Figure 3, summarizes teaching experiences of the heads of departments.

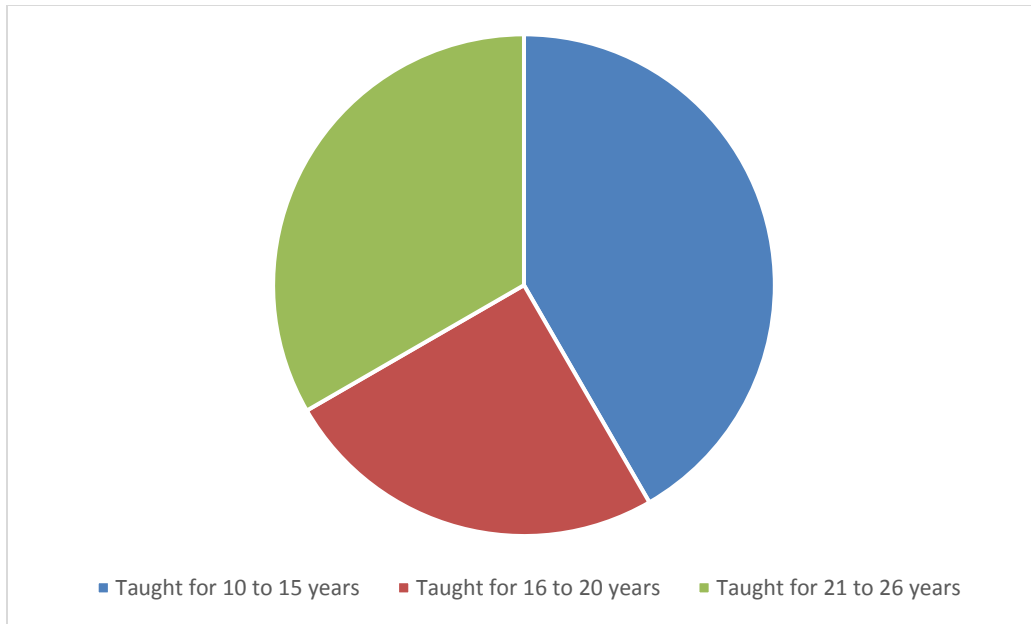


Figure 3: Experience of the heads of departments

The study has found that the heads of departments who were involved in this study have served as teachers for ten to twenty- six years. Five out of twelve heads of departments have served for ten to fifteen years; three of them have served for sixteen to twenty years while four for twenty-one to twenty-six years.

5.2.5 Academic qualification of the heads of departments.

The heads of departments who participated in this study are holding academic qualification ranging from diploma in Education to Bachelor of Arts Humanities. Six of them were holding diploma in Education, three were holding general degrees with University Certificate in Education (UCE), the other two were holding bachelor's degree in Education and one with Bachelor of Arts degree Humanities. Figure 4, summarizes the academic qualification of the heads of departments.

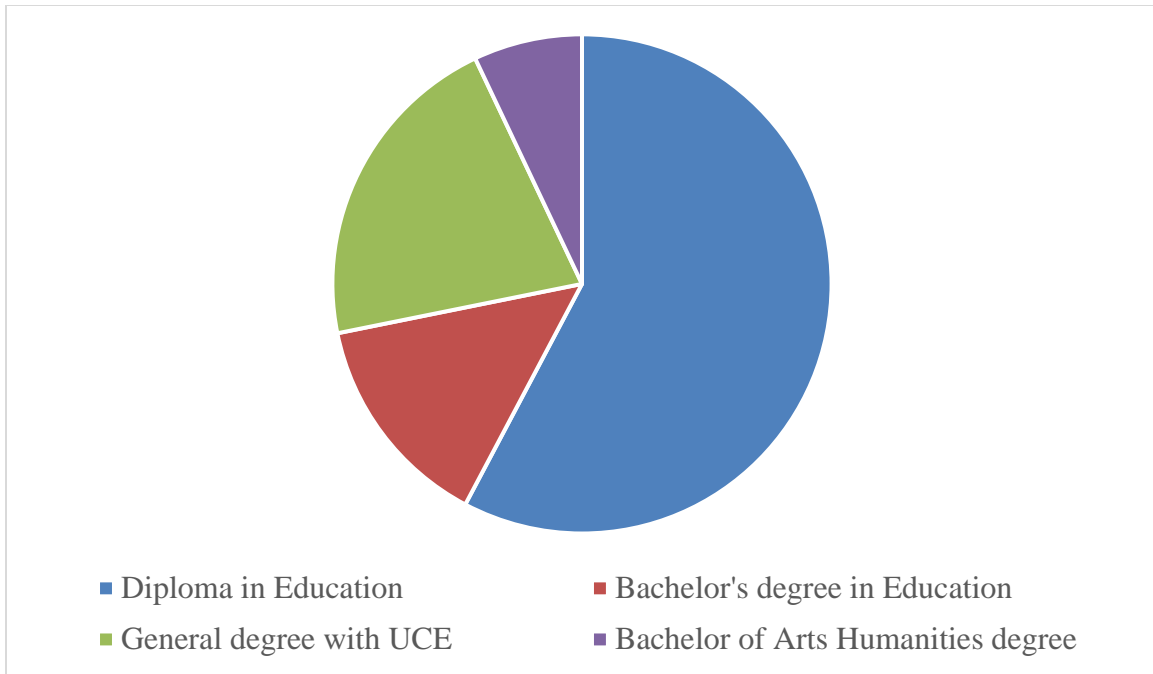


Figure 4: Academic qualification of the heads of departments

The study has found that the heads of departments who participated in this study are holding Diploma in Education, as six out of twelve of them are diploma holders, while three of them are holding general degrees with UCE, two with bachelor of Education and one with a bachelor of Arts humanities degree. Therefore, the heads of departments who participated in this study are qualified teachers except one who was holding a general degree without UCE.

5.3 Challenges facing school managers in the implementation of the curriculum.

The aim of this study was to investigate the challenges facing the school managers in the implementation of the revised secondary school curriculum. Findings of the study are presented in relation to the three sub research questions. The challenges are discussed in terms of comparing the Ministry of Education, Science and Technology's implementation expectations or plans of the revised secondary school curriculum and the way school managers are carrying out

their roles as implementers of the curriculum. Finally, the ways on how the challenges faced by schools can be overcome to improve the curriculum implementation are discussed. The key findings are presented in the sub-sections below.

5.3.1 The implementation of the revised secondary school curriculum expectations or plans

The ministry of Education, Science and Technology reviewed the secondary school curriculum with the aim of improving the quality of education in secondary schools. For effective implementation of the reviewed curriculum, the Ministry of Education put the following plans in place, the development of syllabuses and their distribution to schools and orientation of implementers including school managements and teachers. The Ministry expected that before the implementation of the revised secondary school curriculum, schools should have well trained and qualified teachers for successful implementation of the revised secondary school curriculum. In addition, the Ministry of Education expected that in the implementation of the reviewed curriculum, route system will be adopted by the schools in order to solve the problem of inadequate qualified teachers and teaching and learning resources. In addition to that, technical subjects will be strengthened; science and technology will be enhanced through the introduction of Physics and Chemistry as separate subjects. The aim of this study therefore, was to find out on how revised secondary school curriculum implementation plans or expectations are being executed in secondary schools in Lilongwe district. The findings of the study to the sub-research question one are presented in details below.

5.3.1.1 Ineffective orientation to the new curriculum

For the revised secondary school curriculum to be effectively implemented, the Ministry of Education oriented the secondary school managers and teachers to the curriculum at divisional

level following the “Multiplier Effect” scheme approach used for implementation of the curriculum in Malawi. This study therefore, set out to investigate the way secondary school managers and teachers were oriented to the new curriculum and the quality of the orientation for effective implementation. Data has revealed that school managers and teachers from the schools involved in this study were ineffectively oriented. This was revealed in the way the participants responded when they were asked on the quality of the curriculum orientation. The school managers participated in this study responded that the orientation had a lot of weaknesses. These weaknesses included inadequate orientation materials and many participants shared the few amongst themselves. The inadequate materials made it difficult for the participants to understand the content of the orientation. On the other hand, some facilitators were not conversant with the changes in the curriculum and this was seen in how they failed to give information on the administration of the continuous assessment on whether the assessments will be added to the final grade or results on the national examinations. In commenting on the weaknesses of the orientation, the Head teacher at secondary school C complained that, “*the orientation lacked adequate resources as some subjects oriented with few resources*”. Similarly, the head teacher at secondary school A responded that: “*the orientation was for few days, time was short and the orientation had inadequate orientation materials, participants were sharing the materials. Facilitators were not conversant with the material and had no answer on the assessment on whether it will add to national exams or not,*”

Data has also revealed that sixteen out of twenty participants complained that, orientation had not enough time and facilitators were trying to cover a lot of work within the time frame they were given and some failed to cover the required content. The covering of too much work within a short period of time made teachers to fail to grasp all the required information. A deputy head

teacher at secondary school D complained that, *“the weakness of the orientation was that a lot of stuff for a day was given.”* Likewise, the head of department for Languages at secondary school C said that, *“the weakness was that, too much work to be covered but fewer periods.”*

In addition to that, the MIE orientation used cascade model of orientation whereby only head teachers, deputy head teachers, heads of departments and few teachers attended the orientation. Yet, teachers are the ones who implement the curriculum in their classroom. The head teacher at school A lamented that *“Orientation was sketchy and it needed more time. Only head teachers and deputies, heads of departments and few teachers attended. Heads of departments were assigned to orient other teachers. Curriculum was rashly implemented.”*

Data has also revealed that each participant was oriented in one subject only, either the major or minor subject. However, if they wanted to be oriented in other subjects, it meant that they had to miss the orientation of the former subject. And this was regarded as another weakness of the orientation because teachers are qualified to teach two subjects, a major and minor. The orientation of one subject indicates that teachers are teaching the other subject without any orientation. Data also revealed that to increase the number of teachers oriented to the new curriculum, some school managers arranged that those who participated in the orientation of the new curriculum in the junior classes should not be oriented to the senior secondary school curriculum. This means that some teachers are teaching the senior secondary school curriculum without orientation. The head teacher at school D responded that, *“few teachers attended the senior secondary curriculum orientation. To increase the number of teachers oriented, the school chose teachers who were not oriented to junior secondary curriculum to attend senior secondary curriculum orientation. Teachers were oriented in only one subject, either major or minor.”*

Data also revealed that the orientation did not prepare teachers to teach the new curriculum effectively. This was shown on how the participants in this study responded when they were asked if the orientation prepared them to teach the new curriculum effectively. Data has indicated that out of the twenty participants, sixteen of them complained that the training did not prepare teachers effectively because some subjects were not covered fully due to limited time, not all teachers attended the regional and cluster trainings and materials for training were not enough. In addition to that, some teachers are still failing to implement the curriculum. When asked why teachers are failing to implement the curriculum, the head of Department for Languages at secondary school D said that, *“may be because they did not attend the orientation, or they do not want to put away the old curriculum they are used to.”* On the other hand, the head teacher at secondary school A complained that, *“some subjects were not covered fully and materials for training were not enough”* Likewise the head teacher at secondary school B said that *“the orientation partially prepared teachers to teach the new curriculum effectively because time was short and not all teachers attended.”* In agreement with the head teacher and the head of department, the deputy head teacher at secondary school C responded that *“teachers were not really prepared to teach the new curriculum because some topics were covered in a flash.”*

Data revealed that only two out of twenty participants responded that the orientation to some little extent though, prepared teachers to teach the new curriculum effectively because after divisional orientation, there were cluster and school-based trainings that helped in preparing teachers to teach the curriculum. The deputy head teacher at secondary school D said *that, “at least teachers were somehow prepared to teach the new curriculum effectively because after divisional orientation, there was cluster training and a school- based insert.”* Likewise, the head of department for languages at secondary school A said *“the orientation somehow prepared*

teachers to teach the new curriculum because the component on approaches to new curriculum was at least properly done.”

The cluster and school-based orientations were blamed for altering information in the process of transmission. This was the case especially when the facilitator did not understand the content at the orientation, he/she attended. The head teacher at secondary school D complained that *“cascade model of orientation alters information in the process of transmission. Teachers were ineffectively oriented at cluster and school-based INSERTS because they were oriented by people who were also ineffectively oriented by MIE due to limited time and too much work covered within a small period of time.”*

The findings of the study also revealed that some school managers and teachers were not oriented to the revised secondary school curriculum. Therefore, they were not sure whether the orientation was effective to prepare teachers to teach the curriculum or not. Data has revealed that out of twenty participants two of them were not oriented due to sickness or the limited number of teachers the school required to send to the orientation. The head of department for Languages at school A complained that *“I was not oriented to this curriculum because at that time I was sick.”* Similarly, the head of department for sciences at school C said that, *“I was not oriented to the curriculum. I was only trained when I was in college twelve years ago.”*

Figure 5, summarizes the Ineffectiveness of school managers and teachers’ orientation.

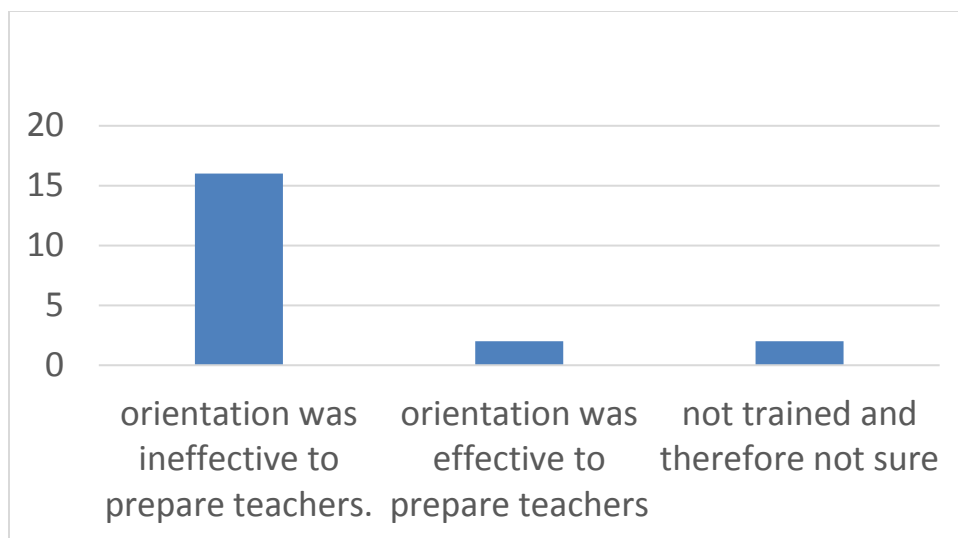


Figure 5: Ineffectiveness of school managers and teachers' orientation

In addition to that, the ministry of Education expected that all subject teachers should be oriented to the revised secondary school curriculum before its implementation. To ensure that, orientation manuals were prepared for each subject to assist in the orientation of teachers (MoEST, 2017). Therefore, this study also set out to find out how teachers were oriented by subjects in the curriculum in secondary schools in Lilongwe. The findings of the study indicated that some teachers were oriented to teach their specialized subjects while in some schools, some subjects had no teachers who were oriented to teach them, even though some of those subjects are offered at those schools. The head teacher at school B complained that:

“...only seven teachers were oriented from the school. These seven teachers represented the following subjects in the orientation, Agriculture, Biology, Chichewa, English, Mathematics, Physics, Chemistry and geography. No teacher was oriented in subjects like, Physical Education, Bible Knowledge, Life Skills, History, Social studies, Home Economics, Computer studies, Metal work. However, Social studies, Bible Knowledge

and History subjects are offered at the school though no teacher was oriented to teach those subjects.

The study has found that the school managers and teachers participated in this study were ineffectively oriented either at regional, cluster and school-based in-service training. Data has revealed that, out of twenty participants, sixteen of them complained that the orientation was ineffective to prepare teachers to teach the revised curriculum. Only two of them said it was at least somehow effective, while the other two responded that they were not sure whether the orientation was effective or not because they were not oriented. Those who complained that the orientation was ineffective cited reasons as the justification for the ineffectiveness of the orientation. Some of the reasons are that, the orientation had inadequate time to cover the content material, participants were given too much work for a short period of time, the orientation had inadequate training materials, the orientation used cascade model which allowed only few teachers to be trained by the Malawi institute of Education and the rest of teachers were trained by people who were ineffectively trained by the MIE itself. On the other hand, the school managers and teachers were only oriented in one subject either their major or minor and are implementing the other subject without any orientation.

5.3.1.2 Improper and ineffective implementation of the route system

The curriculum was reviewed in order to improve the quality of education. As a way of improving the quality of education, the Ministry of Education wanted to deal with the problem of unavailability of qualified teachers and teaching and learning resources prevalent in the Malawi secondary schools. This was done by providing an opportunity to schools to offer subjects of which schools have teaching and learning materials and qualified teachers to teach them. Hence, the introduction of the route system approaches for choosing subjects to be taught at a school. In

the route system, in addition to the core subjects of Agriculture, Mathematics, English, Chichewa, Biology and Physical Education, which is a core subject but non-examinable, schools are free to choose either route 1 which is Science route which is comprised of Physics and Chemistry or route 2 which is Humanities route whose subjects include History and Geography. Data has revealed that the route system is wrongly and ineffectively implemented in these schools as both routes are followed in most secondary schools involved in this study, due to students' choice of subjects and their performance. The deputy head teacher at school B responded that, *“both routes are followed at this school because of the performance and choice of students. The students are free to choose Chemistry and Physics or Geography and History in addition to the core subjects.”*

The study has found that the route system is not effectively implemented because, some subjects are still taught by teachers who are not specialized in those subjects due to shortage of qualified teachers. Data has revealed that all secondary schools involved in this study are experiencing shortage of qualified teachers in both routes. The head teacher at school B lamented that,

“At our school we have shortage of qualified teachers and therefore, some subjects are taught by under qualified. For example, Life skills subject has one qualified teacher and the subject is not offered at the school and the teacher is assisting in teaching Chemistry subject which has shortage of teachers. Agriculture has two qualified teachers and some teachers from humanities department are teaching the subject. Mathematics has two qualified teachers and a teacher who specialized in English and Chichewa is teaching Mathematics. Physics has no teacher and therefore it is taught by teachers who specialized in Physical Science and humanities. Chemistry has two qualified teachers who are assisted by a life skills teacher. Geography has two qualified teachers and one

who specialized in English and Chichewa is assisting in teaching this subject. History has two qualified teachers and one who specialized in English and Chichewa is assisting in teaching it. Social studies subject has two qualified teachers and one who specialized in Life skills is assisting in teaching it.”

Data has also revealed that in all secondary schools participated in this study; the route system is implemented with inadequate teaching and learning resources. The head teacher at school B complained that: *“The school has 400 students and have books ranging from 20-25 per subject. Materials are available but not adequate.”*

The study has also found that some core subjects are not taught due to limited number of periods on the time table. All school managements involved in this study complained that they are failing to implement all the core subjects in the curriculum because the timetable cannot accommodate all of the subjects in the curriculum and due to scarcity of resources. The head teacher at school D argued that, *“Physical Education, though is a core subject but we do not offer it because of lack of qualified teachers to teach the subject and many other subjects on the curriculum which do not match the timetable.”*

The study has therefore, found that the route system is ineffectively and incorrectly implemented. Data has revealed that, in all the four secondary schools involved in this study, the route system is incorrectly and ineffectively implemented. All the school managements involved in the study, responded that both routes are followed at classroom level at their school due to students’ performance and choice, yet according to Ministry of Education, they were supposed to choose either route 1 or route 2 at school level and not at classroom level or both routes. In addition to that some core subjects which were supposed to be implemented in the route system are not offered in all secondary schools involved in this study. Due to ineffective and incorrect

implementation of route system the problems of inadequate qualified teachers and teaching and learning materials are still persisting in the studied secondary schools in Lilongwe.

5.3.1.3 Ineffective implementation of technical subjects.

Secondary school curriculum was reviewed in order to strengthen technical subjects in the curriculum so that it responds to the current government development goals and strategies such as Technical, Vocational and Entrepreneurship Training (TEVET) and Community Technical colleges' initiative. These subjects are Metal work, Home Economics, Computer, Technical Drawing, Performing Arts, Creative arts, Clothing and textiles, Wood work, Principles of Accounts and Business Studies. Therefore, this study wanted to find out whether technical subjects are being effectively implemented in the implementation of the revised secondary school curriculum. The study has found that most of the technical subjects are ineffectively implemented in the secondary schools involved in the study. Data has revealed that the school managers who participated in this study responded that, almost all technical subjects are not offered in their schools due to lack of human and material resources. The head teacher at school A complained that, *“we do not offer most of the technical subjects because of lack of qualified teachers to teach the subjects, lack of facilities and resources.”*

The study has thus found that most of the technical subjects are ineffectively implemented in secondary schools. Data has revealed that both rural and urban secondary schools studied are not offering most of these technical subjects. The study has therefore, concluded that technical subjects are not being strengthened in the implementation of the revised secondary school curriculum because secondary schools that participated in this study are not offering the subjects due to inadequate qualified teachers and resources. These findings are contrary to what the

Ministry of Education Science and Technology purposed for including the technical subjects in the curriculum.

5.3.1.4 Ineffective implementation of Physical Education as a core subject.

Physical Education is a core subject although not examinable in the revised secondary school curriculum. According to MoEST (2013), Physical education has been incorporated in the curriculum in order for students to be involved in educational experiences in the cognitive, psychomotor and affective domains of learning. Physical education is argued to help prevent diseases that are caused by inactivity such as rheumatism, obesity, diabetes, colon, musculoskeletal disorders and migraines. Physical activities also help in controlling depression and delays aging and anxiety. Therefore, this study wanted to find out whether secondary schools in Lilongwe are implementing physical education as a core subject although not examinable. Data has revealed that almost all secondary schools visited do not teach Physical Education as a subject due to lack of qualified teachers to teach the subject. The head teacher at school D said that:

“Physical Education is not offered as a subject because of lack of specialized teachers to teach the subject and too many subjects on the curriculum which do not match the timetable.”

However, sporting activities are done as extracurricular activity in secondary schools involved in this study. Sports facilities such as play field, footballs and uniforms, netballs and uniforms, volleyball and whistles are available in some schools. However, athletics and basketball games are not available in other schools due to lack of equipment and resources.

The head teacher of secondary school A complained that, *“my school has no play field; we use the primary school playground when it is free.”*

Data has also revealed that some sports facilities are expensive to replace in the absence of General Purpose Fund (GPF) which the MoEST has abolished recently. The head teacher at school C commented that, *“Some sports activities are available but not adequate and quite expensive to replace in the absence of school fees such as General-Purpose Fund.”*

The study has therefore, found that Physical Education as a core subject is not even being implemented in most secondary schools because of lack of qualified teachers. Data has revealed that in all the four secondary schools studied, none of them teach Physical Education although is a core subject. In addition to that, teachers are not interested to teach the subjects, in addition to the fact that there are inadequate qualified teachers to teach the subject. The study also found that CDSSs involved in this study have no sports grounds. Data has revealed that CDSSs that participated in this study have no sports grounds. Therefore, the study has revealed that Ministry of Education, Science and Technology’s expectations in the implementation of the core subjects is not being adhered to.

5.3.1.5 Ineffective implementation of Chemistry and Physics subjects.

The Ministry of Education reviewed secondary school curriculum in order to enhance science and technology in the country through the introduction of Physics and Chemistry as separate subjects in the curriculum. This study therefore, wanted to find out how schools are implementing Physics and Chemistry as separate subjects. Data has revealed that, Physics and Chemistry are not effectively implemented due to shortage of apparatuses and chemicals. The heads of departments for Sciences at schools C and D revealed that they were using expired chemicals especially in physics and Chemistry due to lack of such chemicals like zinc. The Head of department for sciences at school D complained that, *“the materials are available but they are not enough. Most of the chemicals are expired but we still use them because we have no option.*

There are also no enough apparatuses in our laboratories. The situation is becoming worse with the abolition of Textbook Revolving Fund (TRF).” In agreement with the head of department at school D, the head of department for sciences at school C concurred that, *“in our department, we have shortage of chemicals and apparatuses as such we sometimes use expired chemicals when teaching Chemistry and Physics provided the results are positive.”*

Data has also revealed that Physics and Chemistry are also ineffectively implemented due to inadequate teaching and learning resources such as textbooks. The head of department for science at school D complained that, *“my department has six Chanco student books 3, six Excel and Succeed senior secondary Chemistry, form 3. Five of these books are for students and one for a teacher.”* Table 4, summarizes the availability of physics and Chemistry textbooks in four secondary schools in Lilongwe.

Table 4: Availability of Chemistry and Physics textbooks

School	Number of chemistry textbooks per class			
	Form 1	Form 2	Form 3	Form 4
A	6	6	7	6
B	6	4	6	6
C	7	6	5	7
D	7	6	12	7

The table above shows that the number of textbooks is very inadequate as compared to the number of students at the schools. For instance, secondary school A indicated that it has 25

Chemistry books for forms 1 to 4, against 850 students the school has. While secondary school D has also 32 Chemistry textbooks against 564 students. On the other hand, secondary school B has 400 students against 22 Chemistry textbooks.

Data has also revealed that the four secondary schools involved in this study, have no enough qualified teachers to teach Chemistry and Physics. The head teacher at school D complained that, *“the school has two Chemistry and two physics qualified teachers to teach five hundred and sixty-four students at the school. Some three teachers who have not specialized in physics are teaching the subject while two are teaching Chemistry.”* Similarly, the head of department for sciences at school B complained that, *“in my department, a Life skills teacher is assisting in teaching Chemistry due to shortage of Chemistry qualified teachers.”* Table 5, summaries the shortage of Chemistry and Physics qualified teachers in the four secondary schools in Lilongwe district.

Table 5: Shortage of Chemistry and Physics qualified teachers in the four secondary schools

school	Actual number of chemistry teachers available	School establishment or expected number of teachers	Actual number of physics teachers available.	School establishment or expected number of teachers.
A	1	6	1	6
B	2	3	-	3
C	-	1	1	1
D	2	3	2	3

The table above shows that only secondary school C has enough Physics qualified teachers according to its establishment. On the other hand, secondary schools A, B and D, have inadequate qualified teachers based on their school establishment. However, the situation is worse in secondary school A which has just been upgraded as a double shift secondary school.

The study has thus found that Chemistry and Physics are ineffectively implemented due to inadequate qualified teachers to teach the subjects and teaching and learning resources. Data has revealed that science heads of department, head teachers and their deputies who participated in this study, confirmed this challenge. Therefore, the study concludes that science and technology in the country is not effectively enhanced through the introduction of Physics and Chemistry as separate subjects in the curriculum.

5.3.1.6 Lack of qualified teachers in secondary schools.

For teachers to competently and skillfully handle the new curriculum there is a need for them to be well qualified from their pre-service training in the subjects they teach. This study wanted to find out the availability of teachers who are qualified to teach the revised secondary school curriculum in the studied secondary schools. The study has found that the revised secondary school curriculum implementation is facing a challenge of inadequate qualified teachers in humanities and science departments. However, this challenge is worse in science subjects as compared to humanities department. Data has revealed that, school managers involved in this study responded that science subjects are taught by teachers who have not specialized in those subjects in secondary schools. For example, the deputy head teacher at school C complained that:

“The school has no qualified teachers to teach Agriculture and therefore, it is taught by teachers who specialized in humanities subjects. Physics has one qualified teacher who is

assisted by two teachers who specialized in other subjects, while Chemistry has no qualified teacher. The school needs more qualified teachers especially in the Science department.”

Data has thus revealed that some teachers are teaching some subjects they are not qualified to teach due to shortage of qualified teachers to teach the subjects. The study revealed that the subjects that have shortage of qualified teachers are Chemistry, Physics, History, Mathematics, Geography, and social studies. Therefore, to cope with the challenge of inadequate qualified teachers, some school managers have allowed some subjects to be taught by under qualified teachers and those who have not specialized in them. For example, in secondary school B, Mathematics in form 4 is taught by a teacher who has specialized in English and Chichewa, while Agriculture is taught by a humanities teacher and the same applies to Biology. On the other hand, Chemistry is also being taught by a Life skills teacher. At the same secondary school B, History is taught by teachers who specialized in English and Chichewa. The Deputy Head teacher at school B complained that:

“At our school we have shortage of qualified teachers and therefore, some subjects are taught by under qualified teachers. For example, Life skills have one qualified teacher and the subject is not offered at the school and the teacher is assisting in teaching Chemistry subject which has only two qualified teachers. Agriculture has two qualified teachers and some teachers from humanities department are teaching the subject. Mathematics has two qualified teachers and one teacher who specialized in English and Chichewa is teaching Mathematics. Physics has no teacher and therefore it is taught by teachers who specialized in Physical Science and humanities. Geography has two qualified teachers and one who specialized in English and Chichewa is assisting in

teaching this subject. History has two qualified teachers and one who specialized in English and Chichewa is assisting in teaching it.”

In agreement with the deputy head teacher, the head of Department for Sciences at school B commented that “.... *one teacher who specialized in Geography and History is teaching Mathematics in form 4.*” The head teacher at secondary school D registered concern that, “*the school has only one French qualified teacher who is on maternity leave and the subject is taught by teachers who qualified to teach Mathematics and Physical Science in her absence, but studied French at basic level during their own secondary school education.*” Table 6 summarizes the shortage of teachers at school B.

Table 6: Shortage of qualified teachers at secondary school B

SUBJECT	SCHOOL ESTABLISHMENT OR EXPECTED TEACHERS	NO. OF QUALIFIED TEACHERS	SPECIALIZATION OF TEACHERS ASSISTING IN TEACHING THE SUBJECT.
Agriculture	3	2	Humanities
Biology	3	2	Humanities
Chemistry	3	2	Life skills
Geography	3	2	English and Chichewa
History	2	2	English and Chichewa, social studies

Mathematics	3	2	English and Chichewa, Geography and History
Physics	3	-	Physical Science
Social studies	2	2	Life skills

The study has thus revealed that the shortage of qualified teachers in almost all secondary schools involved in this study is mainly in Chemistry and Physics as separate subjects. Data has revealed that secondary schools involved in this study have shortage of qualified teachers in science subjects. The head teacher at school A complained that, *“Our school has two qualified teachers to teach Agriculture and two teachers who specialized in Humanities subjects, are teaching the subject. The humanities teachers are also helping to teach Subjects like Chemistry, Physics and Mathematics. The school needs more qualified teachers, especially in the Science department.”* Similarly, the deputy head teacher at secondary school B complained that, *“due to introduction of Physics and Chemistry, there is need for more science teachers.”*

Likewise, the deputy head teacher at school C complained that:

“The school has no qualified teachers to teach Agriculture and therefore, it is taught by teachers who specialized in humanities subjects. Physics has one qualified teacher who is assisted by two teachers who specialized in other subjects, while Chemistry has no qualified teacher and is taught by a life skills teacher. The school needs more qualified teachers most especially in the Science department.”

The study has also found that the shortage of teachers in CDSS is attributed to the upgrading of some single shift community day secondary schools to a double shift schools which makes the

school to require more qualified teachers than before. For example, the head teacher at secondary school A complained that *“The school needs to have additional teachers due to double shift which started two years ago. Only form one and two have double shift after the JICA constructed classroom block at the school through the Ministry of Education.”*

Table 7, summarizes the number of available qualified teachers per subject according to school’s establishment.

Table 7: Available qualified teachers based on school's establishment

SUBJECT	SCHOOL A		SCHOOL B		SCHOOL C		SCHOOL D	
	Actual no.	School’s establishment	Actual no.	School’s establishment	Actual no.	School establishment	Actual no.	School establishment
Agriculture	2	6	2	3	-	1	2	3
Biology	4	6	3	3	3	1	2	3
Chichewa	6	8	3	4	4	1	6	4
English	6	8	3	5	6	1	6	5
Mathematics	5	6	2	3	3	1	5	3
Physical science	3	6	3	3	2	2		3
Physics	1	6	-	3	1	1	2	3

Chemistry	1	6	2	3	-	1	2	3
Geography	3	4	2	3	4	2	4	3
History	2	4	2	2	3	1	2	3
Social Studies	2	4	2	2	3	1	4	3
Bible Knowledge	2	4	1	2	3	1	3	3
Life skills	2	4	1	2	-	1	-	3
Home Economics	1	6	-	3	-	1	2	3
Computer		1	-	3	-	1	1	1
Physical Education	-	2	-	1	-	1	-	1
Metal Work	-	2	-	1	-	1	-	2
Religious and	-		-		-		-	

Moral Studies								
Wood work	-	2	-	1	-	1	-	1
Principles of Accounts	-		-		-		-	
Additional Mathematics	-		-		-		-	
Business	-		-		-		-	
French	-	8	-	1	-	1	1	3
Creative Arts	-	1	-		-	1	-	2

The study has thus revealed that secondary schools involved in this study are experiencing shortage of teachers in humanities and science departments. However, the challenge is worse in science department as compared to humanities department. Data has revealed that most science subjects are taught by teachers who have not specialized in those subjects in the studied schools. The shortage of teachers in some schools are due to the introduction of Physics and Chemistry as separate and stand-alone subjects in the curriculum and recent upgrading of some single shift

community Day Secondary Schools (CDSS) to double shift schools which makes the school to require more qualified teachers than before.

5.3.1.7 Insufficient Science Laboratories

Effective implementation of the curriculum requires that schools should have adequate teaching and learning related infrastructure. In some cases, to achieve this, some development partners are coming in to help in the construction of the infrastructure. Therefore, this study wanted to find out the availability of teaching and learning related infrastructure for effective implementation of the revised curriculum. Data of the study indicated that most studied secondary schools have improved in terms of infrastructures over the past few years. This was revealed when the participants were asked a question on the availability of school infrastructure and some of them responded that schools have at least adequate general infrastructures except science laboratories at the time of research. While other schools indicated that they started implementing the curriculum with substandard infrastructures such as classroom blocks, toilets and no libraries and science laboratories. After two years of implementation of the revised curriculum the situation changed because the JICA through the Ministry of Education and the community constructed the general infrastructure the school required including science laboratories. The head teacher at school A responded that:

“The school has now enough infrastructures even though it has no computer and Home Economics laboratories. The presence of the infrastructures has led the school to be upgraded as a double shift school by the Ministry of Education Science and Technology. The school was closed in 2010 due to poor sanitation and lack of infrastructure and was reopened in April 2013 after the community constructed a classroom block and a shelter which was used by examination classes while form three and one were learning using a

shelter and a nearby Church's shelter respectively. By the time of implementation of the revised secondary school curriculum, the school had such infrastructure without any science laboratory and library. The situation has changed in the past two years when JICA through the Ministry of Education constructed infrastructures for the school"

Data has also revealed that almost all secondary schools involved in this study are facing challenges in terms of science laboratories. It has been revealed in this study that 1 out of 4 secondary schools, has Home Economics laboratory and 2 out of 4 secondary schools have computer laboratories. The head teacher at school C responded that, *"the school has physics and biology laboratories for the teaching of science practical subjects. However, we do not have computer and Home Economics lab and therefore, we do not offer these subjects."* In agreement with the head teacher at school C, the head teacher at school A, explained that, *"the school needs a computer lab. There is a need to have additional library and science laboratories to cater for all subjects."*

However, despite the fact that data revealed that schools participated in this study have now enough classroom blocks, head teacher offices, staffroom, portable water, electricity and library, the school managers involved in the study complained that the school libraries are small and need to be extended or there is need of constructing bigger ones to accommodate the number of students they have.

The study has thus found that insufficient science laboratories are affecting the effective implementation of the revised secondary school curriculum. Data has also revealed that the four secondary schools participated in this study are facing infrastructure challenges such as insufficient Home Economics and Computer laboratories. Data has revealed that one out of four

schools has Home Economics laboratory and two out of four secondary schools have no computer laboratories.

5.3.1.8 Insufficient teaching and learning materials

Ministry of Education, Science and Technology expected that secondary schools should have teaching and learning resources (MoEST, 2017). Teaching resource is anything that promotes teaching and learning when a teacher is teaching. They include textbooks, newspapers, pictures and charts, maps, models, real objects, resource centers, audio-visual devices and chalkboard. According to MoEST (2017), these resources help students to learn faster and easier and remember what they have learnt. This study therefore, set out to find out the challenges facing the implementation of the revised secondary school curriculum in terms of availability of teaching and learning resources. Data in this study indicated that secondary schools involved in this study have inadequate teaching and learning resources. This was revealed through the way the participants responded to the question concerning the availability of teaching and learning materials. Most of the participants responded that resources are not adequate for their schools. For example, the head of department for languages at secondary school A complained that “*the school has six Familiar Stranger textbooks against six junior classes and each has above 50 students who need to use those textbooks.*” To concur with the head of department at secondary school A, the head teacher at the same school complained that,

“The junior curriculum was first implemented without required teaching and learning materials such as syllabus for Bible Knowledge and social studies, and textbooks. For senior classes, the government has distributed the recommended text books after a term or a year of the implementation of the curriculum but still the text books are not enough for the school since the school is growing in terms of enrollment, yet the government

consignment of textbooks is very little as if they are still regarding it as a small school as it was in the past. The abolition of Textbook Revolving Fund (TRF) has made things worse, as the schools have no money to buy additional books and other teaching and learning resources. As a solution to the problem of inadequate teaching and learning resources, I am planning to meet and sensitize parents to purchase textbooks for the students.”

Similarly, the head teacher at school B remarked that, *“the school has 400 students and have books ranging from 20-25 per subject. Materials are available but not adequate.”* Likewise, the science head of department at school D complained that, *“Our school has four copies for Chanco Evoking Excellence, Chemistry student book 2 and 6 copies for book 3 against one hundred and fifty students per class”*

Data has also revealed that the school managers participated in this study are concerned with the delay of supplying materials in secondary schools by government which affects effective implementation of the revised secondary school curriculum. For example, the deputy head teacher at school A explained that, *“books were printed in India because it was cheaper there. Some books came after a year. Much of the cluster mock content, students did not learn, we started the curriculum without books. We had one Familiar Stranger against three hundred students. From that one book, teachers reproduced five copies from that copy using Textbooks Revolving Fund before it was abolished.”*

The inadequacy of textbooks was confirmed by the heads of department’s classroom lesson observation, when heads of departments were teaching in their specialized subjects. A lesson observation of the head of department of languages department at school C revealed that the school has inadequate textbooks. This was revealed when seven students were sharing four

textbooks of Excel and Succeed English book 2 in their group discussion. In most heads of departments' classroom lesson observations, students were sharing books when they were discussing in their groups. The head of department for languages at school D had only one copy of the Play of little soldier and was reading for his students. When asked during post-lesson observation interviews, why he did not distribute books to students so that they can read for themselves, he said that, *“the school has only three copies of the Play of the little soldier and each class has only one copy for the teacher.”*

Data revealed that head teachers who participated in this study did not know the exact number of textbooks they had in their schools. They leave that responsibility to heads of departments or librarians. When asked the number of textbooks they have at the school per subject, most head teachers responded that they should be given time to consult the librarian or the person in charge of that. For instance, the head teacher at school A responded to the question concerning the number of available textbooks per subject by saying that;

“Do I know the number? Check with the librarian. Meet the deputy head teacher will tell you the number of textbooks.”

Data has also revealed that at the time of research, the Ministry of Education, Science and Technology had not yet provided English literature books. Schools were using Textbook Revolving Fund (TRF) to purchase textbooks and other teaching and learning materials. Currently, the abolition of TRF has worsened the situation because schools have no funds to purchase teaching and learning materials. The head of department for languages at school B complained that:

“There are no enough literature books for MSCE since the government has not yet provided the literature books. The school used the school funds to purchase five copies of

The Pearl, seven copies of African Thunderstone, fifteen copies of Short stories from Africa, ten copies of Kuimba Kwa Mlakatuli, seven copies of Chamdothi ndi zisudzo zina and no copy of Kusintha Maganizo ndi Nkhani zina. The Catholics has objected the use of Kusintha Maganizo ndi zisudzo zina because of a story concerning a priest who impregnated the sister. The book is not available in bookshops and not used. Exams will be hand capped. The questions from this book were featured in the sample paper. We started implementing the curriculum without books. We were using the reference books from the old syllabus. It was easy in language but not in literature.”

In agreement with the head of department at secondary school B, the head of department for languages at school C, complained that, *“Books for new curriculum were provided for by the Ministry of Education but no literature books were provided at the school.”*

The findings of the study have also revealed that the inadequate teaching and learning materials has forced some teachers to use the books from the old curriculum. The head of department for languages at school A explained that, *“teachers are using old curriculum books for poetry and short stories. The old curriculum has also aided some schools with Macbeth and Nthondo especially those schools which kept those books in the library after the review of that curriculum.”*

On concurring with the head of department for school A, the head of department for languages at school B, explained that:

“The school was lucky, because Nthondo and Macbeth were available in the library from the previous curriculum. The government of Malawi distributed textbooks in the second year of curriculum implementation. In language old textbooks are used. Teachers are using books from the old syllabus for poetry and short stories. Government has not yet

provided the literature books. We started implementing the curriculum without books and were using the reference books from the old syllabus. It was easy in language but not in literature. Teachers were using any short story and poetry to enhance teaching and learning.”

Table 8, summarizes the inadequacy of available new textbooks in the four secondary schools for the implementation of revised secondary school curriculum.

Table 8: Availability of new textbooks for implementation of the curriculum

SUBJECT	SCHOOL A (900 students)				SCHOOL B (394 students)				SCHOOL C (400 students)				SCHOOL D (564 students)			
	F1	F2	F	F	F	F	3	F	F	F	F	F	F	F	F	F
			3	4	1	2		4	1	2	3	4	1	2	3	4
Agriculture	72	68	22	37	6	6	6	7	5	5	5	5	6	7	5	7
Biology	83	71	46	41	7	6	6	6	6	7	5	7	7	6	7	5
Bible Knowledge	38	14	6	6	5	5			5	5	5	5	7	6	7	5
Chichewa	84	58	55	45	6	7	6	6	7	6	7	5	7	6	5	7
English	95	65	46	59	6	5	5	5	8	8	7	7	7	6	5	7
Mathematics	13	12	72	53	7	6	6	6	7	6	7	5	7	6	7	5
Physical Education	20	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Physical Science	-	-	-	-		-	-	-	-		-	-	-	-		-	-	-	-
Physics	7	6	6	6		6	6	6	7		7	5	6	7		7	6	7	5
Chemistry	6	6	7	6		6	4	6	6		7	6	5	7		7	6	12	7
Geography	84	75	29	20		6	5	5	4		6	7	7	5		5	7	6	7
History	9	19	13	16		7	6	6	6		6	7	7	5		6	5	7	7
Life skills	8	12	2	5		6	6	7	6		7	6	5	7		5	7	7	6
Social studies	20	15	33	37		6	6	6	7		7	6	5	7		7	7	5	6
Home Economics	-	4	2	2							-	-	-	-		7	5	6	7
Computer	32	6	10	9							-	-	-	-		5	6	7	7
French	10	10	-	-							-	-	-	-		6	5	7	7
Business	7	7	7	6															

5.3.1.9 Poor-quality textbooks.

When changes in the curriculum are made, the Ministry of education should ensure that schools are adequately supported to procure required textbooks. Muchangi (2010) and Sabola (2017) argued that when changes in the curriculum are made, the Ministry of Education should ensure that the factors that affect the effective implementation of the curriculum are minimized before the curriculum is put into practice at classroom level. Therefore, this study set out to find out the quality of new textbooks supplied in secondary schools in Lilongwe. Data revealed that some

textbooks have typing and editing errors. For instance, the head of department for languages at school B complained that Excel and Succeed Junior secondary English Book 2 has a lot of printing and editing errors. Classroom lesson observation data of the head of department confirmed the errors, when students were in groups discussing adverbs from excel and succeed Junior secondary English student's Book, form 2, written by Kadyoma (2014) which was published by Longhorn Publishers Ltd in 2014 page 113, Exercise 1, question number 5, line number 7. The question in the book was written as follows:

Exercise 1

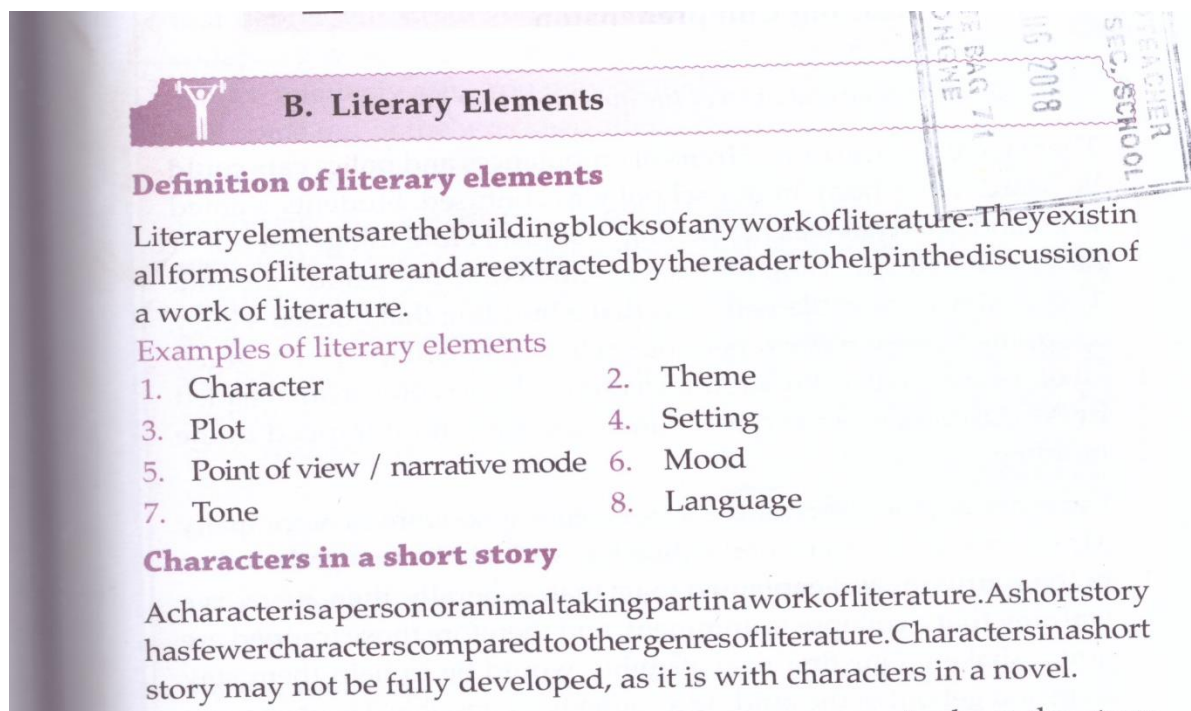
Use the adverbs below to complete the sentences that follow.

warmly confidently always often melodiously

1. After the teacher praised her, she __ answers questions in class.
2. The bird sang _____.
3. We were very _____ received at the party.
4. He doesn't look the same. He walks __ now.
5. We encourage him to _____ belief in himself.

The head of department apologized to students and corrected the error in question number 5, by saying that the question should read “we encourage him to _____ **believe in himself**”.

When asked why he apologized to students, he said that the book has many printing and editing errors that can confuse learners and this calls for a thorough preparation. He also pointed at another error from the same book in unit 10, page 85 on the topic of disaster and management, sub-topic “definition of Literary Elements” (Kadyoma, 2014) where sentences were constructed without spaces. The sentences were written as follows:

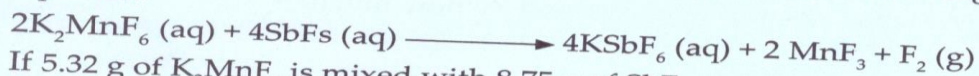


The printing and editing errors in Excel and Succeed textbooks were also confirmed by the head of department for sciences at School D who was using Excel and Succeed Senior Secondary Chemistry student's book 3 which was written by Mpasu and Kaonga (2017) and was published by Longhorn Publishers Ltd in 2017. The equation in that book on page 143, practice exercise 4N, question number 2 was wrongly written and has not separated the reactants and products. The statement is as follows:



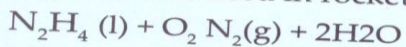
Practice exercise 4N

1. Fluorine element can be prepared according to the following reaction equation.



If 5.32 g of K_2MnF_6 is mixed with 8.75 g of SbF_5 .

- Identify the limiting reagent and the excess reagents.
 - Calculate the mass of fluorine element produced.
 - What mass of the excess reagent remained?
2. Hydrazine is used in rocket fuel. It reacts with oxygen as follows.



In a particular rocket engine, 2.29 g of hydrazine and 3.14 g of oxygen are available for reaction.

- Find the limiting reagent.
- Determine the reagent that is in excess and by how much.
- Calculate the mass of water produced

(H = 1, N = 14, O = 16)

The head of department at secondary school D, explained that:

“ $\text{N}_2 \text{H}_4 (\text{l}) + \text{O}_2 \text{N}_2 (\text{g}) + 2\text{H}_2\text{O}$ (Mpasso & Kaonga, 2017) is a wrong way of writing an equation because it does not separate reactants and products to show that the reaction has taken place. When a reaction has taken place the substance changes into a different substance. A reacted substance is known as a reactant while the substance formed is called a product. The reactant and product are separated by an arrow from reactants pointing towards the products. The single arrow indicates that an irreversible reaction has taken place and a new substance is formed. Therefore, the equation is wrongly written because it does not show that the reaction has taken place or the new substance has been formed. Secondly, the combination of atoms in $2\text{H}_2\text{O}$ is also wrongly written because the atoms are neither indicating that the molecule is water or Hydrogen. According to Mshanga (2002) the atoms that make the molecules of water are two hydrogen atoms, and one oxygen atom and the formula is $\text{H}_2 \text{O}$. While oxygen has two oxygen atoms and its formula is O_2 (Mshanga et al., 2002). Therefore, $2\text{H}_2\text{O}$ confuses students in that it will be difficult for them to identify the molecules because it seems to indicate that there

are two hydrogen and oxygen atoms. However, the reactants in the chemical equation indicate that there are two nitrogen atoms, four hydrogen and two oxygen atoms. Therefore, the atoms in the product were supposed to balance with the reactants. If this is the case then, the equation was supposed to be written as follows:



Data has also revealed that other textbooks were giving contradictory information which may confuse students when reading on their own. The head of department for sciences at school D, explained that the errors are not found in Excel and Succeed alone but also in other books like Chanco Evoking Excellence, Chemistry Student Book 3, written by Chirwa (2016) and published by Chancellor College Publications on page 74, it gives contradictory information that confuses students when reading on their own. The contradictory paragraphs read as follows:

not dissolve. Both sodium chloride (ionic compound) and sugar (covalent compound) are polar, hence they easily dissolve in water. This is because water is also polar. The rule 'like dissolves like' is applied here.

On the other hand, hexane is not polar, hence it cannot dissolve in water. 'Polar does not dissolve nonpolar'.

It must be noted that covalent compounds can be polar or nonpolar while all ionic compounds are nonpolar. Ionic and polar covalent compounds are

The first statement is saying that both ionic compound and covalent compound are polar. While the third paragraph is saying that all ionic compounds are nonpolar (Chirwa, 2016). These sentences are contradicting each other and students may be confused when reading on their own.

The study also found that some of the new textbooks have contradictory information. Classroom lesson observation of the head of department for sciences at secondary school B confirmed the contradictory information. The contradiction was observed when the head of department was teaching Agriculture in form three on advantages and disadvantages of bush fallowing on the topic of cropping system. Due to inadequate teaching and learning materials, students were using different books as some were using Excel and Succeed senior secondary Agriculture Book 3, Arise with Agriculture Book 3 and Strides in Agriculture book 3. Excel and Succeed Senior secondary Agriculture, students' Book 3, page 93, on the advantages of bush fallowing, point number 2 and line number 2, was contradicting Arise with Agriculture in the sense that Excel and Succeed reads as follows:

“Advantages of bush fallowing

- *Land is left to regain fertility*
- *Soil erosion is minimized since the land is left fallow for some time.”* (Kalande, 2018, p.93)

According to Excel and Succeed, the advantage of bush fallowing is that it minimizes soil erosion because the land is left for some time (Kalande, 2018,p.93). This advantage of bush fallowing contradicts the disadvantage of bush fallowing in Arise with Agriculture Book 3, sub-heading f. Bush fallowing, line number 4 and 5, which reads as follows:

“f. Bush fallowing

- *As the land becomes exhausted, the farmer realises low crop yield*
- *It cannot be practiced where there is limited land supply because the farmer would not have anywhere to go when the land becomes exhausted*
- *The farmer does not put long term investment in land management; and as a result the land may be subject to erosion even at the time the land is under use.”*

(Kakolo & Chamdimba, 2014, p.112)

According to Arise with Agriculture, one of the disadvantages of bush fallowing is that “the farmer does not put long term investment in land management; and as a result the land may be subject to erosion even at the time the land is under use (Kakolo & Chamdimba, 2014, p.112).

The contradiction is that Excel and Succeed says that bush fallowing minimizes soil erosion while Arise with Agriculture says that bush fallowing subject the land to soil erosion. Based on these arguments, some students in the head of department’s class contended that bush fallowing minimizes soil erosion while others said it subjects the land to erosion. A head of department failed to calm the situation since the students had evidence from the books. In trying to calm the situation, the head of department said that he will mark them wrong or right during examinations based on their arguments.

The study has thus found that poor quality of textbooks is contributing to the ineffective implementation of the revised secondary school curriculum. Data has also revealed that some of the recommended new textbooks have printing errors, editing errors and contradictions. The failure of the curriculum designers to correct the poor quality of new textbooks before implementation of the curriculum has resulted into confusion in the process of teaching and

learning. And therefore, teachers are blamed by students as if they are the ones who write the textbooks.

5.3.1.10 Lack of policy documents for effective implementation of the curriculum.

As part of the implementation plan for the revised secondary school curriculum, Ministry of Education developed some policy documents to guide the day to day implementation of the curriculum. Some of these documents provide guidance for the establishment, organization, governance, control, regulation and financing of secondary schools (MoEST, 2008). Therefore, this study wanted to find out the availability of these policy documents and the way schools are using these documents to help with effective implementation of the revised curriculum in secondary schools in Lilongwe. Data has revealed that school managers who participated in this study have knowledge of policy documents such as National Educational Standards, Teaching Service regulations, teachers' code of conduct, Malawi Public Service regulations, school rules and regulations, Infrastructure for access to schools for the physically challenged, Education Act, Guidance and counseling and pregnancy and readmission policy although some of these documents are not available in most schools. Some of the documents that are found in schools are National Education Standards, school rules and regulations. Most of the school managers revealed that they only have notes of most of the policy documents from management meetings and workshops and have no access to them. For instance, the head teacher at school A said that, *"most of the policy documents are not available in schools. We use notes from management meetings and workshops."*

Data has revealed that in schools that participated in this study, teachers are sensitized to national education standards, teaching service regulations, teachers' code of conduct, Malawi Public Service regulations, discipline guidelines in the schools and pregnancy and re-admission policy,

based on the notes the head teachers have. However, school managers recommended that sensitization of teachers should continue since new teachers are joining the profession and also because it is done in haste due to time factor.

5.3.1.11. Discrepancy in the administration of continuous assessment.

The revised secondary school curriculum as an outcome-based education encourages continuous assessment. According to MoEST (2013), the emphasis of the new curriculum is on student-centered teaching and learning approaches including continuous assessments. The Ministry of Education requires that schools should conduct continuous assessments per term. This study was set out to find out how continuous assessments are implemented in secondary schools. However, data has revealed that continuous assessments are done differently in secondary schools involved in this study. Data has revealed that there is a discrepancy in the administration of continuous assessments. Some schools administer two assessments in addition to the end of term examinations. While others, administer one or three continuous assessments based on the availability of time. For example, the head of department for languages at school A said that, *“at this school, we do give three assessments each term in addition to end of term examination.”* On the other hand, the head of department for languages at school D said that,

“We normally give two continuous assessments but this term we have administered only one continuous assessment due to many holidays in this term”

To ensure effective assessment of students there is a need for schools to have assessment records. Examples of these records are mark book, progress reports, scholastic records, end of term results records, continuous assessment records, MANEB results and checklists. Therefore, this study wanted to find out the availability of assessment records in secondary schools involved in this study. Data has revealed that schools involved in this study, have these records although they

are sometimes not updated. The deputy head teacher at secondary school D reported that, “*we have mark book, progress reports and scholastic records, end of term results records, continuous assessment and MANEB results.*”

The study therefore, has found that there is a discrepancy in the administration of the continuous assessments in the four secondary schools in Lilongwe as each school administers them based on the availability of time and how comfortable they are. Data has revealed that the number of assessments per term varied from one school to another in all the studied secondary schools.

5.3.1.12. Ineffective inspection of the revised secondary school curriculum.

The implementation of the revised secondary school curriculum requires that the designers of the curriculum should check to see if the expected outcomes of the curriculum are being achieved or not. The checking of the implementation of the curriculum is done through school inspection. School inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. It is the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (OLolube, 2014). Therefore, this study wanted to find out if the Ministry of Education, Science and Technology has inspected the implementation of the revised secondary school curriculum since its implementation in the schools. Data has revealed that the Ministry of Education has not effectively inspected the implementation of the revised secondary school curriculum. The head teacher at secondary school D argued that, “*there is a need for Ministry of Education to monitor the implementation of the curriculum for them to check if it is working or not and curb the problems at its early stage.*”

The findings of the study have revealed that some secondary schools have been inspected once and others twice only since the implementation of the curriculum. In the Ministry's inspection, classes were visited, school records were assessed and teachers and learners were interviewed. In other schools they inspected both lessons and school environment. For instance, the deputy head teacher at school C complained that, *"the Ministry of Education has inspected the school twice and gave the full inspection i.e. class and surrounding."* On the other hand, the head teacher at school B explained that *"the Ministry gave the school the inspection of the assessment of records, class visits and interviews to both learners and teachers."*

The study has therefore, found that the implementation of revised secondary school curriculum has been ineffectively inspected and this means that the implementers are not being given frequent guidance on how to implement the curriculum. Data has revealed that out of four secondary schools, two of them were inspected once and twice respectively, while the other two needed at least some inspection since they have never been inspected.

5.3.2 School managers as implementers of the revised secondary school curriculum

This section, presents the challenges the school managers are facing in their effort to carry out their role as implementers of the revised secondary school curriculum. These challenges are presented below.

5.3.2.1 Ineffective use of documents that support new curriculum implementation.

For the new curriculum to be effectively implemented, it requires supporting documents such as teachers' register, schemes and records of work, lesson plans, class register, Assessment records, and Log books. The study therefore, wanted to find out the availability of these documents and the way they are utilized by the school managers in the implementation of the revised secondary school curriculum. Data on heads of department's lesson observation has also revealed that most

secondary school teachers they write schemes and records of work at the beginning of the term. However, they fail to complete it fortnightly and rarely have lesson plan to guide their lessons. They prefer to use lesson notes and not lesson plan because they argue that it is time consuming and delays the accomplishment of the syllabus. The head of department for humanities at secondary school C explained that *“most teachers are not writing lesson plans because it is time consuming and sometimes you can write but maybe you cannot use it. For schemes and records of work, teachers do write schemes at the beginning of the term and fail to faithfully fill in the records of work fortnightly.”*

Data has revealed that in four secondary schools in Lilongwe, the school managers have some of these documents although some of them are not used effectively for the revised curriculum to be implemented successfully.

This study therefore, has found that, the school managers in the studied secondary schools are implementing the revised secondary school curriculum without utilization of policy documents that support the implementation of the curriculum. Data has revealed that most school managers and teachers are rarely writing lesson plans and complete their schemes and records of work. These scenarios affect the effective implementation of the revised curriculum.

5.3.2.2 Ineffective supervision of the implementation of the curriculum by the head teachers.

Head teachers are regarded as chief supervisors of the implementation of a new curriculum as explained by Hall and Hord (2001). Therefore, this study wanted to find out whether the school managers are supervising the implementation of the revised secondary school curriculum in Lilongwe District. Data has revealed that the head teachers delegate their heads of departments to supervise their teachers teaching the curriculum. When the heads of departments were asked

on how many times they have been supervising the implementation of the revised secondary school curriculum, eight out of twelve heads of departments responded that they are rarely supervising the teachers due to several reasons. Some of the reasons are that they are overloaded with work due to shortage of qualified teachers and they have no time to carry out the supervision. Other heads of departments have infrequently carried out the supervision because they are occupied with different responsibilities at the school in addition to teaching. Some examples of these responsibilities include being a member of an Internal Procurement Committee (IPC), bursary and management committees. These responsibilities consume much of the heads of department's time to the extent that they have limited time to do supervision. For example, the head of department for languages at secondary school A complained that, "*I observed my teachers teaching the curriculum only twice because of limited time. I am also a member of IPC, bursary and management committees.*"

However, data has also revealed that head teachers in this study although they do delegate the responsibility to the HODs, but they have supervised the teachers for twenty, ten, once and eight times respectively. In their supervision, the head teachers were checking the methods teachers were using and how they are implementing the curriculum. In most schools, teachers were using methods such as Question and Answer, group discussion, explanation, role-play and bus stop. When asked why their teachers were using those methods, the head teachers answered that the methods are student centered and it is a requirement for the implementation of the revised secondary school curriculum. However, data has revealed that the information obtained from the supervision is not necessarily used to help the teacher to teach better. The supervision by the headteachers is therefore, not necessarily helping in effective implementation of the curriculum.

The study therefore, has found that the revised secondary school curriculum implementation is ineffectively supervised by the school managements since they have rarely supervised their teachers. Data has revealed that out of twelve heads of departments, eight of them have rarely supervised their teachers implementing the curriculum.

5.3.2.3 Lack of support from the community.

The effective implementation of the curriculum requires that the community should support the schools in activities which will promote teaching and learning at the school in order to improve students learning. This study therefore, set out to find out the support school managers receive from the community in order to implement the revised secondary school curriculum effectively. The data has revealed that schools involved in this study are not supported by the community in purchasing teaching and learning materials for the implementation of the revised curriculum due to the abolishment of TRF and GPF. Data has also revealed that the parents are not purchasing textbooks for their wards due to economic problems. Therefore, they concentrate only on paying school fees than buying textbooks for their children. This situation has made the implementation of the revised secondary school curriculum to be difficult in the absence of the TRF which school managers use for purchasing textbooks. The school managers in this study stated that, in the past, they were using TRF to purchase teaching and learning materials including textbooks. However, the government has recently abolished the collection of TRF in secondary schools which has made it difficult for them to purchase materials for teaching and learning. The only hope most school managers had, was in the cooperation of the community through the PTA which has also proved to be impossible in other schools due to government announcement on the abolishment of tuition, TRF and General-Purpose Fund (GPF). For example, the head teacher at secondary school C complained that, *“parents are refusing to contribute towards the purchasing*

of teaching and learning materials by arguing that government has said they should not pay school fees. On the other hand, they are not buying textbooks for their wards due to economic problems.”

This study therefore, has found that the implementation of the revised secondary school curriculum is facing the challenge of lack of cooperation from the community to contribute towards the purchase of teaching and learning resources for the implementation of the revised secondary school curriculum. Data has revealed that schools involved in this study are not supported by the parents in terms of purchasing of textbooks for the wards and contributing towards the implementation of the revised secondary school curriculum. However, the parents are at least managing to pay school fees for their students and they contribute towards construction of schools' infrastructure.

5.3.3 Ways of overcoming the challenges facing the implementation of the curriculum

Data has revealed that the challenges facing school managers in the implementation of the revised secondary school curriculum in four secondary schools involved in this study can be solved by employing some strategies suggested by the school managers. Some of these strategies are: reorientation of school managers and teachers, deploying enough qualified teachers and supplying enough teaching and learning materials with good quality. In addition to that, Ministry of Education should inspect the implementation of the revised curriculum to check if it is implemented according to the expected plan. These strategies are presented in details below:

5.3.3.1 Reorientation of teachers and school managers.

This study has found that the revised secondary school curriculum can be effectively implemented if teachers and school managers can be reoriented. Data has revealed that school managers participated in this study have suggested that for the implementation of the revised

secondary school curriculum to be effective, teachers and school managers need to be reoriented to the curriculum so that they can be conversant with the concepts and requirements in the revised curriculum. On the other hand, route system can be implemented correctly and successfully if teachers and school managers are assisted to understand it. That understanding can be achieved if teachers and school managers can be reoriented. For example the head teacher at secondary school D suggested that, *“teachers and school managers must be reoriented to the curriculum for the implementation to be effective. The MIE should reorient all teachers and avoid cascade model for it dilutes information in the process of transmission.”*

Data has also revealed that reorientation should be a continuous process whereby newly recruited teachers together with those who missed orientation may be accommodated in the reorientation. The reorientation will solve the problem of implementation of the curriculum by teachers who have not been oriented on it. On the other hand, it will also solve the challenge of incorrect and ineffective implementation of the route system since teachers and school managers will acquire better understanding of the curriculum concepts.

The study therefore, has found that some of the challenges facing the implementation of the revised secondary school curriculum can be overcome by reorientation of teachers and school managers to the curriculum. Data has revealed that the school managers in this study responded that reorientation is one of the solutions to the challenges facing the implementation of the curriculum.

5.3.3.2 Deployment of enough qualified teachers.

The study has also found that the challenge of inadequate qualified teachers can be solved if the Ministry of Education can deploy enough qualified teachers, especially in science subjects in secondary schools. Data has revealed that the school managers, who participated in this study,

suggest that Ministry of Education should deploy enough qualified teachers in schools if the implementation of the revised secondary school curriculum is to improve. For example, the deputy head teacher at secondary school A suggested that, *“the implementation of this curriculum will only improve if the government will deploy more qualified teachers in secondary schools. The deployment will help in the effective implementation of Physics and Chemistry and all other subjects.”*

Data has also revealed that the deployment will help in the sense that subjects will be taught by teachers who are qualified from their pre-service training to teach those subjects. Participants in the study indicated that in future, the deployment should be done before the implementation of the new curriculum so that from the beginning of the implementation, schools should have enough qualified teachers for the implementation of the curriculum.

5.3.3.3 Supplying of enough textbooks in secondary schools.

The study has also found that the revised secondary school curriculum implementation can be improved if secondary schools can be supplied with enough teaching and learning resources. The availability of resources will help the school managers and teachers to implement the curriculum competently and skillfully. Some of the subjects are not offered in the schools due to inadequate teaching and learning materials. The supply of enough materials will help those subjects to be offered in secondary schools. Data has revealed that school managers suggest that the Ministry of Education should supply adequate teaching and learning materials if the implementation of revised secondary school curriculum is to improve. For example, the head teacher at secondary school D indicated that, *“there is a need for the government to supply enough teaching and learning resources in schools for the implementation of the curriculum to be successful.”*

The study therefore, has found that the revised secondary school curriculum can be effectively implemented if the Ministry of Education can supply adequate teaching and learning resources.

5.3.3.4 Inspection of the curriculum's implementation by Ministry of Education.

The study has also found that, the implementation of the revised secondary school curriculum can be improved if the Ministry of Education can inspect the way the curriculum is being implemented and intervene at the early stage of implementation. Data has revealed that the school managers complained that the curriculum implementation is faced with many challenges just because the Ministry of Education is inadequately inspecting the implementation of the curriculum. For that reason, the Ministry has apparently little knowledge of the challenges facing schools in the implementation of this curriculum. For example, the deputy head teacher at secondary school A complained that, *“If the Ministry of Education was inspecting the implementation of this curriculum, some of these challenges would have been solved.”*

Therefore, this study has found that the implementation of the revised secondary school curriculum can be improved if the Ministry of Education inspect the implementation of the curriculum and intervene at the early stage of the implementation.

5.3.4 Summary

In summary, this section has presented the challenges facing the implementation of the revised secondary school curriculum based on three sub-questions of the study. These sub-questions are “how are the revised secondary school curriculum implementation plans or expectations being executed in secondary schools? How are the school managers carrying out their roles as implementers of the revised secondary school curriculum? And how are the challenges faced by schools be overcome to improve the implementation of the curriculum? The study has found that the implementation of the revised secondary school curriculum is facing challenges in terms of

the way the curriculum implementation plans are being executed and school managers are carrying out their roles as implementers of the curriculum. The main challenges are, ineffective orientation of teachers, inadequate qualified teachers, insufficient teaching and learning materials, insufficient science laboratories, lack of availability of some important policy documents, ineffective use of important documents that support the implementation, ineffective inspection by the Ministry of Education, ineffective supervision of the implementation of the revised secondary school curriculum by the school managers and lack of support by the community. These challenges have contributed to the failure of the school managers to effectively implement the innovation as intended. For instance, the school managers have ineffectively implemented the route system, physical education as a core subject and Physics and Chemistry as separate subjects. On the third sub-question, the school managers involved in this study have proposed a number of strategies that can be used in order to overcome the challenges faced by schools in order to improve the implementation of the curriculum. Some of the suggested strategies are the reorientation of school managers, deployment of adequate qualified teachers, supplying of enough teaching and learning resources and inspection of the curriculum.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.0 Introduction

The main aim of this study was to investigate the challenges facing school managers in the implementation of the revised secondary school curriculum in four secondary schools in Lilongwe District. The study was guided by Concern Based Adoption Model (CBAM) proposed by Hall and Hord (2001). Hall and Hord in their CBAM argued that it is important for any assessment of the implementation of an education innovation to consider issues of time period within which an innovation has been in operation, as an individual implementer's progression through the change may take 2-4 years for him/her to confidently and skillfully use the innovation as intended. This study was conducted at a time when two years of implementation of the revised secondary school curriculum has elapsed and hypothesized that school managers should have reached their level of competence in implementing the curriculum. However, the study has found that the school managers are confronted with some challenges that prevent them from handling the curriculum skillfully and competently. Some of the main challenges facing school managers in the implementation of the revised secondary school curriculum are ineffective orientation of teachers, lack of qualified teachers, inadequate teaching and learning materials, insufficient infrastructures, lack of availability of policy documents, ineffective use of important documents that support the implementation, lack of inspection by the Ministry of Education, ineffective supervision of the implementation of the revised secondary school curriculum by the school managers and lack of support by the community. These challenges have contributed to the failure of school managers to confidently and skillfully use the innovation as intended. For instance, school managers have ineffectively implemented the route system, physical education

as a core subject and Physics and Chemistry as separate subjects. The challenges are discussed in relation to the literature reviewed in this study in details below.

6.1 Ineffective orientation

The study has found that the orientation of teachers and school managers to the new curriculum was ineffectively done because of insufficient orientation materials, time and the use of cascade model. The cascade model made teachers and school managers to be ineffectively oriented because only few teachers and school managers were oriented by the curriculum designers and the rest of them were oriented by fellow teachers who were ineffectively oriented. The cascade model resulted into ineffective implementation of the revised secondary school curriculum because teachers relied on the skills and abilities of few teachers who were selected to orient fellow teachers. The findings of the study concur with Rembe (2006) who argued that cascade model of training has been faulted for dilution of information and is ineffective in empowering teachers to teach a new curriculum efficiently. Rembe further argues that the cascade training strategy of teachers is substandard in the sense that the majority of teachers depend on the competence and skills of few teachers who are chosen and receive training in order to train others. Such orientations result into poor transmission of information and are unable to equip teachers with the required skills. He continues to argue that cascade model of training dilutes information in its dissemination process to teachers and it is difficult to determine its effectiveness (Rembe, 2006). Although cascade model has an advantage of being cost serving, but the Ministry of Education should make some efforts to ensure that school managers and teachers are effectively oriented. The study also agrees with Passe (2006) and Thornton, (2005) who argued that the effective implementation of school curricular is affected by poor preparation of teachers. Passe (2006) further argued that teachers are not comfortable to handle content that

was not effectively addressed during their preparation. The study has indicated that ineffective preparation of teachers has hindered most of the school managers to reach their competence level as in CBAM model since their awareness stage of the curriculum was not clear and as a result are ineffectively implementing the curriculum. Therefore, the study recommends that Ministry of Education should consider reorienting the teachers because that is what determines the effectiveness of curriculum implementation.

6.2 Inadequate qualified teachers.

The study found that there is a shortage of qualified teachers, especially in science subjects to implement the revised secondary school curriculum. This has forced the school managers to allow some subjects to be taught by teachers who are under qualified to teach those subjects. The study agrees with Muchangi (2010) and Sabola (2017) who argued that when changes in the curriculum are made, the Ministry of Education does not ensure that the factors that affect the effective implementation of the curriculum are minimized before the curriculum is put into practice at classroom level. For example, according to Muchangi (2010), the Ministry of education does not first of all ensure that teachers are adequately trained on the curriculum changes prior to implementation. Lack of supplying enough qualified teachers, results into ineffective implementation of the curriculum. For instance, those subjects that were taught by unspecialized teachers were ineffectively done because those teachers were not trained to handle such subjects. As a result, instead of reaching their renewal level of use of the innovation as in CBAM model, they were at their preparation level and awareness stage of concern, for they are trying to familiarize themselves with the concepts and topics in those subjects. In so doing the revised secondary school curriculum is not being effectively implemented.

6.3 Inadequate teaching and learning materials

This study has found that the school managers involved in this study were implementing the revised secondary school curriculum with inadequate teaching and learning materials such as textbooks, syllabuses, chemicals and apparatuses. The findings of the study confirm the argument of Hall and Hord (2001) who said that although policy makers and curriculum developers want teachers to implement the innovation, but most resources are allocated to development process of the innovation rather than to implementation process. Fewer resources and care are provided to implementation process and teachers are expected to implement the innovation with limited resources. Such actions contribute to the failure of the innovation and teachers are blamed for that. The study indicates that the Ministry of Education in its implementation of the revised curriculum does not put into consideration the argument of Chirwa (2013) who argues that the provision of instructional materials during the changeover of curriculum is very important in almost all curricular. In his agreement with Chirwa, Ratsatsi (2005) stresses the need of instructional materials for a curriculum innovation. He argues that the availability of teaching and learning materials justifies a new curriculum of its existence as an independent entity requiring a space in the school timetable by defining its own independent operational limitations, objectives, axioms and principles (Ratsatsi, 2005). The curriculum implementation is achieved by defining and adopting the curriculum's delivery strategies prescribed in new instructional materials. When teachers have adopted these delivery strategies as stipulated in new instructional materials, the old instructional materials become dysfunctional and redundant (McLaughlin & Talbert, 1990). However, this is not the case in this study since the school managers are still using the dysfunctional and redundant instructional materials for implementation of the revised secondary school curriculum. McLaughlin and Talbert further

claim that classroom practices are greatly influenced by both human and material resources especially in developing countries like Malawi.

The study also found that the revised secondary school curriculum was implemented before the government of Malawi supplied textbooks in secondary schools. This was because most of the recommended textbooks and some syllabuses were not printed and published by the time of the implementation of the revised curriculum. This study concurs with Murava (2017) a study conducted in Zimbabwe which revealed that by the time of curriculum implementation, schools were not yet provided with textbooks as they were not yet published. In Malawi, due to shortage of new textbooks, teachers are using old curriculum textbooks as alternative, just like in Zimbabwe where some teachers were using their university notes to teach students in secondary schools (Murava, 2017). To concur with Murava, Sabola (2017) in his study indicated that in Malawi the implementation of social and development studies in secondary schools in Mangochi were also faced with the same challenges of teaching and learning materials. Although the ministry distributed some textbooks and syllabuses, but they were not enough for teachers to use learner- centered approach as the curriculum requires (Sabola, 2017).

In addition to that, the study has also found that textbooks were printed in India sponsored by development partners. These findings, confirm the argument of Ng'ambi (2010) who claims that the problem of teaching and learning materials is attributed to a fact that the provision of teaching and learning materials is controlled by outside printing agencies and the budget is donor-driven. According to Cheplogoi (2014), teaching and learning materials are part of the factors that affect the effective implementation of new curriculum. This is supported by Momezulu and Wamba (2014) who argued that scarcity of textbooks means that students may

not be able to practice reading, writing, and arithmetic or increase their knowledge beyond classroom (Mgomezulu & Wamba, 2014). Therefore, this study recommends that before the implementation of any new curriculum, Ministry of Education should ensure that the instructional materials for the curriculum are supplied in schools in advance.

6.4 Poor quality textbooks.

The study has found that implementation of the revised secondary school curriculum is ineffectively done because of poor quality textbooks. Data has revealed that some of the recommended new textbooks have printing and editing errors and contradictory information. The failure of the curriculum designers to correct the printing and editing errors of new textbooks before implementation of the curriculum makes teachers to be blamed by students as if they are the ones who recommended or write the books. The poor-quality recommended textbooks' scenario concurs with the CBAM model proposed by Hall and Hord (2001) who argue that fewer resources and care are provided to implementation process and this contributes to the failure of the innovation and teachers are blamed for that. Writing without spaces contradicted the Language learning strategies as highlighted by Oxford, in her cognitive strategies of receiving and sending messages (Oxford, 1990). In this strategy, Oxford said that in sending and receiving messages people should be able to get the idea quickly which is compromised in the sentences. Therefore, this study proposes that before the Ministry of Education implements any curriculum should ensure that textbooks are thoroughly checked and edited by the authors before printing and publishing. The Ministry of education may need to come up with editing team that will be responsible for checking the textbooks and their contents before recommending and supplying the textbooks in secondary schools.

6.5 Ineffective and incorrect implementation of route system.

Ministry of education Science and Technology introduced the route system in the revised secondary school curriculum in order to solve the problem of inadequate qualified teachers and teaching and learning materials. In the route system, in addition to the core subjects of Agriculture, Mathematics, English, Chichewa, Biology and Physical Education, which is a core subject but non-examinable, schools are free to choose either route 1 which is Science route which is comprised of Physics and Chemistry or route 2 which is Humanities route whose subjects include History and Geography. Data has revealed that, in all the four secondary schools involved in this study, the route system is incorrectly and ineffectively implemented. All the school managers involved in the study, responded that both routes are followed at classroom level at their school due to students' performance and choice. The findings of this study contradict the purpose of introducing the route system which was that schools should choose either route 1 or 2 at school level and not at classroom level or both routes (MoEST, 2013). Due to ineffective and incorrect implementation of route system the problems of inadequate qualified teachers and teaching and learning materials are still persisting in most secondary schools in Lilongwe.

On the other hand, the route system is not effectively implemented because some core subjects are not implemented in the four secondary schools involved in this study. The school managers have failed to offer some of the core subjects such as Physical Education due to scarcity of both human and material resources. In addition to that, there are many subjects in the revised curriculum that do not match with the timetable. Therefore, school managers involved in this study are failing to implement all the subjects in the curriculum because the timetable cannot accommodate all of them. This finding concurs with Murava (2017) who argued that the new

curriculum in Zimbabwe had too much subjects which made some school managers to drop some subjects in order to match with the timetable. For example, if schools could include all the subjects, secondary schools would be starting from 7:00 am and close at 9:15 pm.

The study has also found that the purpose of introducing the route system is not successfully achieved as the problem of inadequate qualified teachers and teaching and learning materials still persist in the studied secondary schools. The study has found that for the route system to be successfully implemented in secondary schools, the Ministry of Education should first ensure that the secondary schools are supplied with enough qualified teachers and teaching and learning materials.

6.6 Ineffective implementation of technical subjects.

The Ministry of Education, Science and Technology, reviewed the curriculum for several reasons, one of which was to strengthen Technical subjects so that the curriculum should respond to current government development goals and strategies such as Technical, Vocational and Entrepreneurship Training (TEVET) and Community Technical colleges' initiative (MoEST, 2013) . The study has found that most of the technical subjects are ineffectively implemented in the studied secondary schools. Data has revealed that school managers involved in this study responded that almost all technical subjects are not offered in their schools due to lack of human and material resources. The study, agrees with Hall and Hord (2001) in their CBAM model, who argue that sometimes teachers are expected to implement the innovation with limited resources and such actions result in unsuccessful implementation of the innovation. The failure to offer Technical subjects in the four secondary schools involved in the study, means that Technical subjects are not strengthened in the implementation of the revised secondary school curriculum in Lilongwe District. The findings of the study contradict the Ministry of Education's

expectations for reviewing the curriculum which was to strengthen technical subjects in the curriculum. The ineffective implementation of technical subjects will negatively contribute to the achievement of current government development goals since students are not being equipped with the needed vocation and entrepreneurship skills in secondary schools for achieving the government development goals.

6.7 Ineffective supervision of the revised secondary school curriculum.

The study has found that the implementation of the revised secondary school curriculum is being ineffectively supervised by the school managers. According to Cornbleth (1990) and Hall and Hord (2001), the headteachers are the chief supervisors of the implementation of the curriculum. Unfortunately, data has revealed that most of the headteachers rely on the heads of departments to supervise teachers in the implementation of the revised secondary school curriculum which has proved to be ineffective since most of the heads of departments are occupied with other responsibilities rather than supervision. The findings of the study indicate that school managers are not taking seriously their role as chief supervisors of the implementation of the curriculum as emphasized by Cornbleth (1990) and Hall and Hord (2001). Therefore, this study proposes that the school managers should find better ways of supervising the curriculum or should relieve the heads of departments of other responsibilities, so that they can concentrate on teaching and supervising the implementation of the curriculum.

6.8 Ineffective inspection of the curriculum.

The study has also found that revised secondary school curriculum implementation, has been ineffectively inspected by the Ministry of Education, Science and Technology and this does not assist the teachers to implement the curriculum effectively, for they lack the guidance of the Ministry of Education, Science and Technology in the implementation of the revised secondary

school curriculum. Data has revealed that out of the four secondary schools, two of them were inspected once and twice respectively, while the other two have never been inspected since the implementation of the curriculum. According to Ololube (2014), school inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. Therefore, ineffective inspection will negatively affect the effective implementation of the curriculum which will consequently prevent the Malawi education to compete in the ever-changing economy as Malawians will get poor quality education. Inspection on the other hand is the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Ololube & Major, 2014). Based on Ololube's argument that inspection is the form of evaluation, the study indicate that the implementation of revised secondary school curriculum lacks such evaluation and this may result into poor quality education programs and standards. Therefore, this study proposes that Ministry of Education should take the inspection of the new curriculum seriously for the standards and quality of education to improve.

6.9 Insufficient school science laboratories

The study has found that the implementation of the revised secondary school curriculum is facing a challenge of insufficient school science laboratories. The study has found that, the CDSSs in this study started implementing the curriculum with inadequate science laboratories such as Physics, Chemistry, Home Economics and Computer but improved in the process of the implementation through the aid of development partners. Data has revealed that one out of the four schools has Home Economics laboratory and two out of four secondary schools have no computer laboratories. The absence of laboratories has hindered the concerned secondary schools

from offering those subjects which need laboratories. The failure to offer computer studies in secondary schools, contributes to the ineffective enhancement of technological development. The findings of this study, agree with Hall and Hord (2001) that teachers usually and unfortunately implement an innovation with limited resources and this results in the failure of an innovation and teachers are blamed for that. Therefore, this study proposes that the Ministry of Education should construct enough science laboratories for effective teaching and learning of science subjects in Lilongwe District.

6.10 Ineffective implementation of Chemistry and Physics.

The study has found that Chemistry and Physics are ineffectively implemented due to inadequate teaching and learning resources. Data has revealed that the participating school managers reported that their schools have inadequate qualified teachers and teaching and learning resources for implementation of Physics and Chemistry as separate and stand-alone subjects in the revised curriculum. Inadequate qualified teachers have forced school managers to allow some subjects to be taught by under qualified teachers. Such actions affect the progression of teachers in the implementation of an innovation as explained in CBAM model. Instead of teachers to reach their competency level of concern, they are at the awareness level since they try to familiarize themselves with the concepts and topics in these subjects because they are not qualified through their pre-service training to teach them. The ineffective implementation of Chemistry and Physics as separate subjects will result into ineffective enhancement of science and technology in the country and this contradicts the expectation of the Ministry of Education for introducing these subjects in the curriculum. Therefore, this study proposes that, before introducing a new subject in the curriculum, the curriculum designers should ensure that

qualified teachers are deployed to schools and resources are available for implementation of the curriculum.

6.11 Reorientation of teachers and school managers.

This study has found that the revised secondary school curriculum can be effectively implemented if teachers and school managers can be reoriented. Data has revealed that school managers participated in this study have suggested that for the implementation of the revised secondary school curriculum to be effective, teachers and school managers need to be reoriented to the curriculum so that they can be conversant with the concepts and requirements in the revised curriculum. The findings of the study seem to contradict MoEST (2017) which argued that orientation is meant to create a greater awareness and to provide the needed skills in implementing the new curriculum. This is so, because school managers fail to implement some concepts in the curriculum such as route system and continuous assessment just because the awareness was not effective. Therefore, school managers are implementing these concepts according to their own understanding and their students' performance and choices. To implement the revised secondary school curriculum correctly and successfully, there is a need for school managers and teachers to be reoriented so that they should have a good understanding of the concepts and acquire the needed skills for the implementation of the curriculum.

6.12 Deployment of enough qualified teachers.

The study has also found that the challenge of inadequate qualified teachers can be solved if the Ministry of Education can deploy enough qualified teachers especially in science subjects in secondary schools. The findings of the study have revealed that school managers, who participated in this study, suggest that Ministry of Education should deploy enough qualified teachers in schools if the implementation of the revised secondary school curriculum is to

improve. This study is in agreement with Murava (2017) who states that a sufficient supply of trained teachers is needed if the implementation of the new curriculum is to be effective. The deployment will help in the sense that subjects will be taught by teachers who are qualified from their pre-service training to teach those subjects. It will be very helpful if the deployment should be done before the implementation of the new curriculum so that from the beginning of the implementation, schools should have enough qualified teachers for the implementation of the curriculum.

6.13 Supplying of enough textbooks in secondary schools.

The study has also found that the revised secondary school curriculum implementation can be improved if secondary schools can be supplied with enough teaching and learning resources. The availability of resources will help the school managers and teachers to implement the curriculum competently and skillfully. Some of the subjects are not offered in the schools due to inadequate teaching and learning materials. The supply of enough materials will help those subjects to be offered in secondary schools. Data has revealed that school managers suggest that the Ministry of Education should supply adequate teaching and learning materials if the implementation of revised secondary school curriculum is to improve. This study is in agreement with the Review Committee on Curriculum (2005) which states that adequate learning support materials are necessary to the effective running of an education system and affirms that these materials are an integral part of curriculum development and a means of promoting both good teaching and learning. The inadequate supply of teaching and learning materials affect the implementation of the curriculum. The interventions by the school managers alone will not help to solve the problem unless the government makes a deliberate effort to supply textbooks before the implementation of the curriculum. The school managers have tried to allow teachers to use old

curriculum textbooks and ask parents to help in purchasing textbooks but the implementation of the revised curriculum is still being affected as some subjects are not taught due to inadequate teaching and learning resources and community is not cooperating to purchase textbooks. Therefore, the Ministry of Education should ensure that the factors that affect the implementation of the curriculum are minimized before the curriculum is put into practice at classroom level.

6.14 Summary.

This chapter has discussed the findings of this study in relation to the literature reviewed in this study. The chapter has shown that the findings of the study concur or are in consistent with the reviewed literature on factors which affect the implementation of a curriculum innovation. The study has found that the revised secondary school curriculum implementation is facing various challenges in the four secondary schools in Lilongwe District. These challenges are in terms of ineffective orientation of school managers and teachers, inadequate qualified teachers in science subjects, inadequate teaching and learning materials, poor quality textbooks, ineffective inspection and supervision and insufficient school science laboratories. The challenges also include ineffective implementation of the route system, chemistry and physics as separate subjects, Technical Subjects and Physical Education as a core subject though not examinable. This study therefore, safely argues that if schools in Lilongwe, where the Ministry headquarters is based, are facing such challenges, the problem might be worse in secondary schools outside Lilongwe district. The results of the study indicate that the introduction of the revised secondary school curriculum was poorly managed such that schools did not have adequate capacity to successfully implement the teaching of the revised curriculum. The study thus, proposes that in the future, the Ministry should ensure that the implementation of the new curriculum is properly planned for to ensure its effective implementation.

CHAPTER SEVEN: CONCLUSION

7.0 Introduction

The aim of this study was to investigate the challenges facing school managers in the implementation of the revised secondary school curriculum in four secondary schools in Lilongwe District. In response to the main research question, the study has found that the implementation of the revised secondary school curriculum is facing a lot of challenges in the four secondary schools. Some of the main challenges facing the implementation of the curriculum are ineffective orientation of school managers and teachers, lack of qualified teachers, inadequate teaching and learning materials, insufficient science laboratories, lack of availability of important policy documents, ineffective use of important documents that support the implementation, lack of inspection by the Ministry of Education, ineffective supervision of the implementation of the revised secondary school curriculum by the school managers and lack of support by the community. These challenges have contributed to the failure of the school managers to effectively implement the innovation as intended. For instance, the school managers have ineffectively implemented the route system, physical education as a core subject and Physics and Chemistry as separate stand-alone subjects due to inadequate resources. The ineffective implementation has come about because the school managers are implementing the revised secondary school curriculum with inadequate instructional materials and teachers who are not qualified to teach these subjects. In addition, the recommended textbooks have printing and editing errors that also contribute to ineffective implementation of the curriculum.

7.1 Contribution of the study to the education community.

The study on the challenges facing school managers in the implementation of the revised secondary school curriculum is important to the education community because the curriculum

has just been introduced in secondary schools in Malawi and therefore, this study has helped in revealing some of the main challenges facing school managers in the implementation of this curriculum, early in the curriculum's implementation stage. The results of this study have the potential of helping school managers to find ways of overcoming the challenges facing the implementation of the new curriculum. The findings of the study have also the potential of helping the Ministry of Education, Science and Technology in Malawi to add to the knowledge bank the challenges facing the implementation of the revised secondary school curriculum in Malawi and may use the findings in solving the challenges and improving the curriculum's implementation strategies. Finally, the results of the study have the potential of adding theoretical knowledge on challenges facing the implementation of a new curriculum in Malawi. Such knowledge can provide a basis for other research on issues related to implementation of new curriculum.

7.2 Recommendations.

The findings of this study have revealed a number of challenges facing the implementation of the revised secondary school curriculum. To overcome these challenges, the study has recommended several possible solutions to, the school managers and the Ministry of Education.

7.2.1 Recommendations to the school managers.

- School managers are the chief supervisors of the implementation process of the new curriculum, and therefore, this study proposes that the school managers should come up with better strategies of supervising the implementation of the new curriculum, rather than delegating the responsibility to the heads of departments who are also loaded with teaching responsibilities.

- School managers should request the education division manager to supply them with enough qualified teachers to teach the subjects that have inadequate qualified teachers, especially science teachers for effective implementation of the revised secondary school curriculum.
- School managers should find better ways of negotiating with parents to purchase textbooks for their wards so that students should have personal textbooks for them to facilitate their own learning.

7.2.2 Recommendations to Ministry of Education

The challenges facing school managers in the implementation of the revised secondary school curriculum cannot be overcome by school managers only without the involvement of the Ministry of Education. Therefore, this study has proposed some recommendations to the Ministry of Education for the effective implementation of the revised secondary school curriculum. Some of the recommendations are:

- When planning to introduce the new curriculum, the Ministry of Education should also plan thoroughly on the resources (both human and material resources) for the effective implementation of the curriculum. These resources should be available in schools before the implementation of the curriculum. This will reduce the use of old curriculum books and enable teachers to teach subjects in which they are not qualified and specialized to teach.
- The Ministry of Education should make sure that the textbooks' authors have checked their work thoroughly before publishing and printing them as well as distributing them to

avoid printing and editing errors and contradictory information found in textbooks. In so doing, the printing and editing errors and contradictory information will be minimized in textbooks and the curriculum will be effectively implemented.

- The Ministry of Education should make some efforts to flatten the cascade model of orienting teachers for it results in teachers having distorted or altered information since the information gets diluted in the process. Although cascade model of training has an advantage of being cost serving, but the orientation of all teachers by national trainers will help them to have first-hand information from the horse's mouth so that they can effectively implement the new curriculum. The orientation of teachers to new curriculum should not be done once but should be continuous process through in-service training to cater for both old and new teachers who will join the profession to implement the new curriculum.
- Ministry of Education should inspect the implementation of the new curriculum early in its implementation stage to check if it is being implemented as expected or planned. In so doing, the Ministry will be able to find ways of intervening at an early stage when the curriculum implementers are facing problems in implementing it.

7.2.3 Suggestions for further study.

The study involved both the conventional and community day secondary schools. It has been found that CDSSs are facing more challenges as compared with conventional secondary schools. Therefore, this study has made the following suggestions for further study.

- A comprehensive study on the challenges facing the implementation of the new curriculum in community day secondary schools should be conducted across the country.
- The study has found that the orientation did not prepare teachers to effectively teach the revised curriculum. Therefore, this study suggests that a comprehensive study should be done to investigate the pedagogical content knowledge of teachers in implementing the new curriculum.
- This study has found that the implementation of the revised secondary school curriculum is facing the challenge of inadequate human and material resources. Therefore, this study suggests that a comprehensive study across the country on the capacity of the secondary school to implement the new curriculum should be done.
- The study has also found that the revised curriculum is implemented with poor quality textbooks. This study therefore, suggests that a study should be done on quality of teaching and learning materials for the new curriculum.

7.2.4 Conclusion

This study, though done in a small scale has unearthed various critical challenges facing school managers in the implementation of the revised secondary school curriculum in Malawi. The study has further revealed that although school managers and their teachers are facing challenges in the implementation process, but they are trying their best to implement the curriculum to the best satisfaction of the Ministry of Education, Science and Technology. The findings of this study will help educational stakeholders who will come across this thesis and read it, such as Ministry of Education, Science and Technology to add to the knowledge bank which they have on challenges facing school managers in the implementation of the new secondary school curriculum in Malawi and may use the findings in solving the challenges and improve the

curriculum's implementation strategies and eventually improve the quality of education in Malawi. The results of the study will add theoretical knowledge on challenges facing the implementation of a new curriculum in Malawi. Such knowledge can provide a basis for other research on issues related to implementation of the new curriculum.

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Appendices

Appendix 1: interview guide for heads of departments for investigating challenges facing the implementation of a curriculum

Research title: Challenges facing the implementation of the revised secondary school curriculum

A. Section A: Biographical data

District:

School/Institution:

Name of head of department interviewed:

Sex:

Age of a head of department:

Academic qualifications of a head of department:

Teaching experience of a head of department:

Experience as a head of department:

Number of students in class:

1. Were you oriented to the revised secondary school curriculum?

(i) By whom?.....

(ii) Where?.....

(iii) How long was the training?.....

(iv) What were the strengths of the training?

(v) What were the weaknesses of the training?

2. Were your teachers oriented to the revised secondary school curriculum?

3a. Did the orientation prepare teachers to teach the subject effectively?

b. Explain your response to question 1(v) above

4. What challenges are you facing in the implementation of the revised secondary curriculum?

5. How can the challenges mentioned in question 2 be overcome in order to improve the implementation of the revised secondary school curriculum?

6. For how many times has the Ministry of Education inspected the implementation of the revised secondary school curriculum?

7. How do you carry out your role as a supervisor of the implementation of the revised curriculum?

Thank you so much for your participation.

Appendix 2: Lesson observation protocol

1. Demographic data

School:

Head of department's name.....

Gender:

Teaching Experience:

Class: Number of learners in class.....

Subject:

Lesson duration: From.....to:

Date of lesson observation:

2. Lesson preparation (to be completed before the lesson)

2.1 Lesson plan available? Yes/No

2.2 Topic of the lesson:

2.3 Outcome (Success criteria) of the lesson:

2.4 Teaching and learning materials to be used in the lesson:

2.5 Learning activities to be used in the lesson:

2.6: Teaching method to be used in the lesson:

2.7: Assessment method to be used in the lesson:

3. Class room Observation (observation of what actually happens in the lesson, including what the teacher and learners do and say in the teaching and learning process)

Lesson introduction	yes	no	Comment
Is the overall aim of the lesson clear			
Are the Success Criteria explicit and communicated to learners?			
Are the Success Criteria related to the aim of the lesson?			
Is the structure of the lesson clearly outlined to the students?			
LESSON DEVELOPMENT	YES	NO	COMMENT
Demonstrates knowledge of the subject matter.			
Demonstrates knowledge of selection of suitable methods for teaching the subject matter.			
Establishes classroom culture for learning.			
Creates equal opportunities for learning for all learners.			
Demonstrates knowledge of learners.			
Motivates the learners.			

Engages learners in learning.			
Uses appropriate teaching and learning aids and resources.			
Assessment	yes	no	Comment
Selects and uses assessment strategies appropriate for the subject matter.			
Selects and uses assessment strategies appropriate to the learning outcomes (Success Criteria).			
Uses assessment strategies to involve learners in self-assessment activities.			
Evaluates the effects of class activities on the learning of individuals and on groups.			
Gives feed-back to learners assessment activities.			
Class management	yes	no	Comment
Controls the class.			
Organizes, allocates and manages time, space and activities in a way			

that is conducive to learning.			
Sensitive to gender and cultural issues in class.			
Considers learners with special needs.			
Manages students behaviours effectively.			
Lesson conclusion	yes	no	Comment
Makes a good summary of the main points covered in the lesson.			
Demonstrates achievement of lesson outcomes (Success Criteria)			
Gives assignment to learners.			

Appendix 3: Post-lesson observation interview

1. Demographic data

School:

Teacher's name:

Gender:

Teaching Experience:

Class: Number of learners in class.....

Subject:

Lesson duration: From.....to:

Date of lesson observation:

1. I want to get a clearer picture of your lesson you have just taught your learners. Please tell me about it, what was happening in the lesson?
2. Can you also please tell me more about how you addressed the outcomes (Success criteria) in your lesson?
3. Can you also tell me more about how you used your teaching and learning materials (e.g. teachers' guide, student's books and other materials) in your lesson and how did they help you to teach the lesson and your learners to learn what you wanted them to?
4. Can you say something about the methods you used in the lesson to assess your learners learning? In other words, how did you know if learners understood what you taught them in the lesson?
6. Would you say that you have achieved the objectives of your lesson? Explain.

Appendix 4: Interview guide for headteachers and deputy headteachers perceptions of the challenges facing school managers in the implementation of the revised curriculum

Research title: Challenges facing school managers in the implementation of the revised secondary school curriculum in four selected secondary schools in Lilongwe District

A. Section A: Biographical data

District:

School/Institution:

Proprietor of the school/Institution:

Name of Head- teacher interviewed:

Sex:

Age of Head- teacher:

Academic qualifications of Head-teacher:

Teaching experience of the Head- teacher:

Experience as a head teacher/ deputy head teacher.....

Number of students in the school.....

(i) Number of boys:(ii) Number of girls:

Date:

1. Were you oriented to the new curriculum?

(i) By whom?.....

(ii) Where?.....

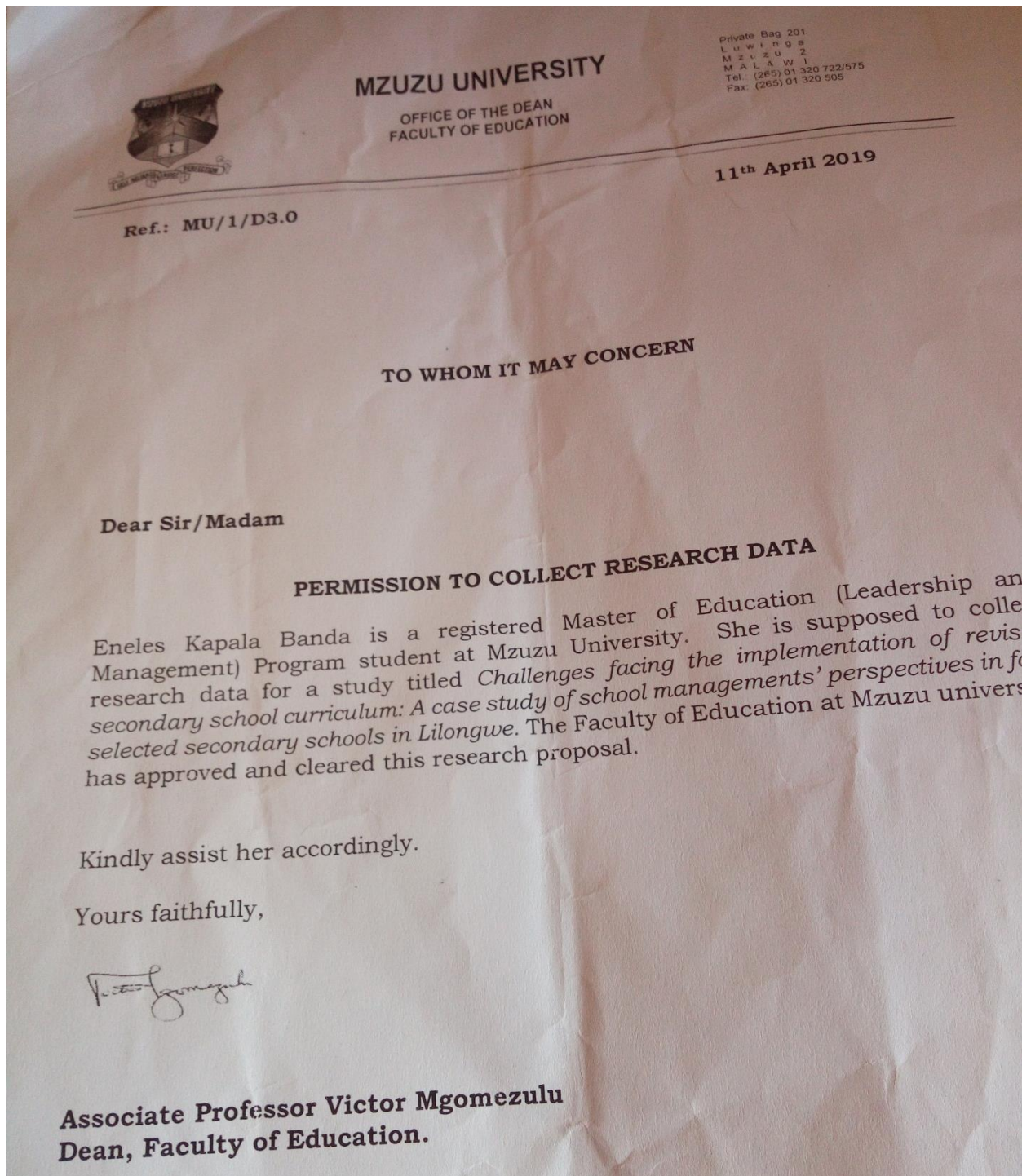
(iii) How long was the orientation?.....

2. What were the strengths of the orientation?
3. What were the weaknesses of the orientation?
4. Were your teachers oriented to the revised secondary school curriculum?
- 5a. Did the orientation prepare your teachers to teach the new curriculum effectively?
- 5b. Explain your response to question (5a) above
6. What challenges are you facing in the implementation of the revised secondary school curriculum?
7. How can the challenges mentioned in question (5) be overcome in order to improve the implementation of the revised secondary school curriculum?
8. Do you have policy documents that guide you to effectively implement the revised secondary school curriculum?
9. Are your teachers sensitized to policy documents for effective implementation of the revised secondary school curriculum at your school?
10. How does your school conduct continuous assessments?
11. How do you implement the route system at your school?
12. How is Physical Education as a core subject being implemented at your school?
13. How many times has the Ministry of Education visited the school to inspect the implementation of the curriculum?
14. What type of inspection did the Ministry of Education give the school in the implementation of the curriculum?
15. How many times have you been observing teachers teaching the curriculum?

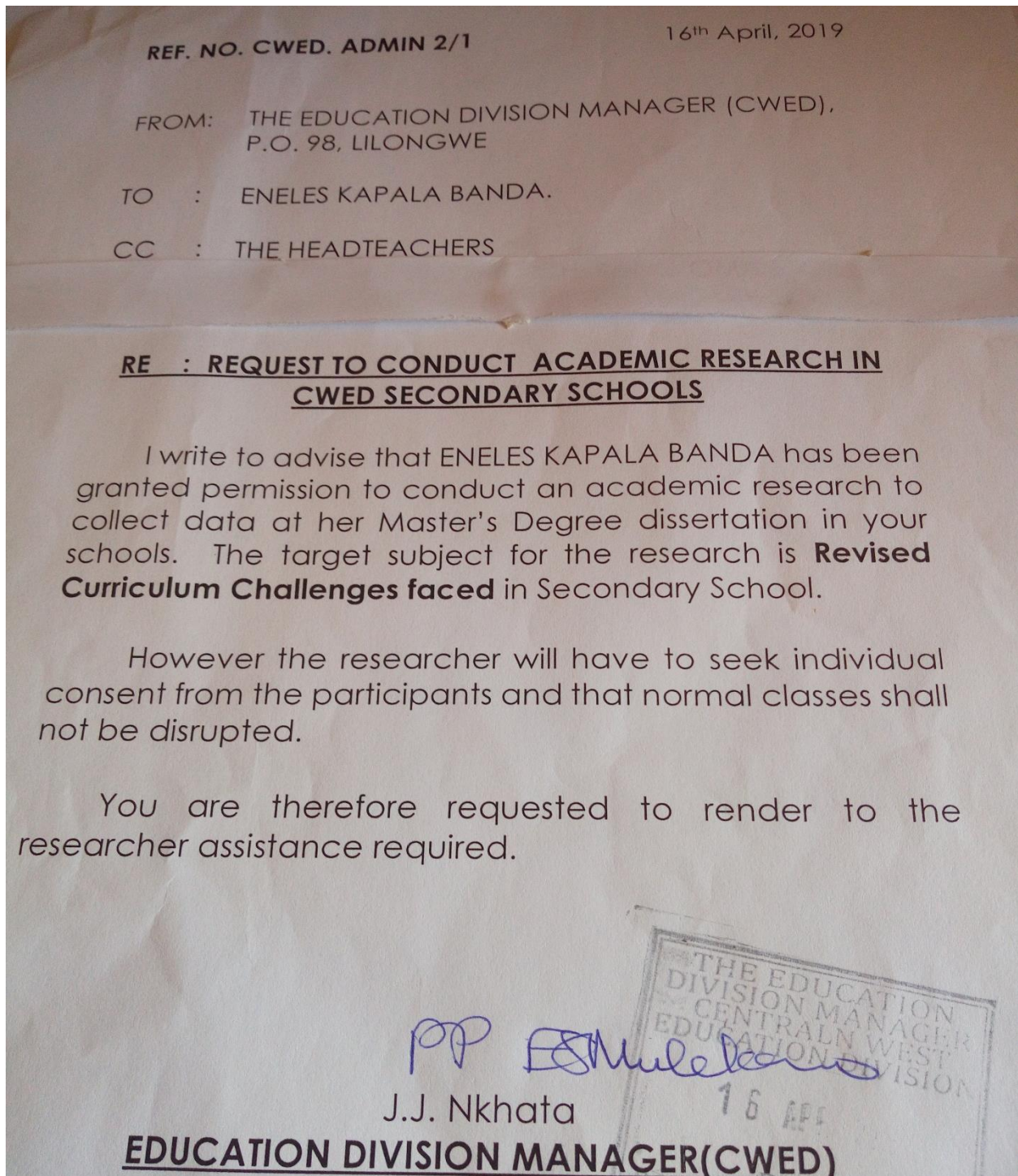
16. What type of teaching and assessment strategies have you observed teachers using in the implementation of the new curriculum?
17. What activities do the communities do at the school to improve students learning?

Thank you so much for your participation.

Appendix 5: Permission letter from Mzuzu university



Appendix 6: Permission letter from the Education Division



Appendix 7: Information sheet for head of department's participation in a research

My name is Eneles Kapala Banda, a post graduate student at Mzuzu University. I am pursuing a Master's Degree in Leadership and Management. I am carrying out a study on the **Challenges facing school managers in the implementation of the revised secondary school curriculum: A case study of four selected secondary schools in Lilongwe District**, as a partial fulfillment of the requirements of the award of the Master's Degree. The purpose of this study is to investigate the problems facing the implementation of the revised secondary school curriculum in its implementation stage. This is based on the assumption that improvements in a new curriculum can only be achieved if the challenges facing its implementation are identified early in the implementation stage, which may later bring in appropriate interventions to ensure the successful implementation. However, the following information is provided for you to decide whether to participate in the present study or not.

The activities you will be involved in are participating in pre-lesson observation semi-structured interviews. The second is that I will observe one lesson in your subject of specialization. The last activity for you to participate in, is a post-lesson interview after I observe your lesson.

Information you give in this study will be treated with utmost confidentiality and will not be accessed by any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant.

Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

Eneles Kapala Banda (researcher)

Appendix 8: Informed consent form for head of department.

Challenges facing school managers in the implementation of the revised secondary school curriculum in four selected secondary schools in Lilongwe District

I, _____, consent to participate in this study conducted by ----- on the challenges facing the implementation of the revised secondary school curriculum from the perceptions of the school managements. I realise that no negative consequences will result from my participation in this study, and that the study is being conducted for purposes of improving the implementation of the revised curriculum.

I participate voluntarily and understand that I may withdraw from the study at any time.

Observations:

I further consent to being observed while teaching my subject of specialization as part of the study. I also understand that I have the right to review the notes made of my teaching before these are used for analysis if I so choose. I can delete or amend any material or retract or revise any of my remarks. Everything I say will be kept confidential by the researcher. I will only be identified by a pseudonym in the research report. In addition, any persons I refer to in my teaching and the name of the school will be kept confidential.

Name: _____

Signature: _____

Date: _____

Appendix 9: Consent form for audio-recording interviews

I invite you to participate in an interview in my study on the topic, “**challenges facing school managers in the implementation of the revised secondary school curriculum: A case study of four selected secondary schools in Lilongwe District.**” I would like to audio record what transpires in this interview. I therefore, request for your permission for me to audio record our discussions in the interviews. Please sign below if you have accepted to be audio-recorded. I give consent to the following:

- (a) Being interviewed in the study
- (b) Being audio-recorded during the interview

Name of Head of department -----

Signature of Head of department----- Date -----

Name of a researcher -----

Signature of a researcher ----- Date -----

Appendix 10: Information sheet for the headteachers / deputy headteachers' participation in the research

My name is **Eneles Kapala Banda**, a post graduate student at Mzuzu University. I am pursuing a Master of Education in Leadership and Management. I am carrying out a study on the **Challenges facing school managers in the implementation of the revised secondary school curriculum: A case study of four selected secondary schools in Lilongwe District**, as a partial fulfillment of the requirements of the award of the Master's Degree. The purpose of this study is to investigate the problems facing the implementation of the revised secondary school curriculum in its implementation stage. This is based on the assumption that improvements in a new curriculum can only be achieved if the challenges facing its implementation are identified early in the implementation stage, which may later bring in appropriate interventions to ensure the successful implementation. However, the following information is provided for you to decide whether to participate in the present study or not.

The activity you will be involved in, is participating in semi-structured interviews which might take about **an hour on an agreed day and time**.

Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only. For the sake of protecting your identity, your name will not be associated with the research findings in any way and only the researcher will know your identity as a participant.

Your benefits as a participant will be information that the study is apt to generate as we discuss the subject of implementing the new curriculum at your institution and the opportunity to participate in the study.

Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

Eneles Kapala Banda (Researcher)

Appendix 11: Consent form for audio-recording interviews for the head teacher and deputy head teacher

I invite you to participate in an interview in my study on the topic, “**challenges facing school managers in the implementation of the revised secondary school curriculum: A case study of four selected secondary schools in Lilongwe District.**” I would like to audio record what transpires in this interview. I therefore, request for your permission for me to audio record our discussions in the interviews. Please sign below if you have accepted to be audio-recorded. I give consent to the following:

- (a) Being interviewed in the study
- (b) Being audio-recorded during the interview

Name of the Head teacher/ Deputy Head teacher-----

Signature of the Head teacher / Deputy Head teacher----- Date -----

-

Name of a researcher -----

Signature of a researcher ----- Date -----

Appendix 13: Informed consent form for the head teacher and deputy head teacher.

Challenges facing school managers in the implementation of the revised secondary school curriculum in four selected secondary schools in Lilongwe District

I, _____, consent to participate in this study conducted by -----
-on the challenges facing the implementation of the revised secondary school curriculum from the perspectives of the school managements. I realise that no negative consequences will result from my participation in this study, and that the study is being conducted for purposes of improving the implementation of the revised secondary school curriculum in our schools.

I participate voluntarily and understand that I may withdraw from the study at any time.

Name: _____

Signature: _____

Date: _____