An assessment of the effectiveness of the orientation training of teachers for the implementation of the revised secondary school curriculum in Malawi: A case study of four secondary schools in the Northern Education Division

By

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DECLARATION

I declare that "An assessment of the effectiveness of the orientation training of teachers for the implementation of the revised secondary school curriculum in Malawi: a case study of four selected secondary schools in Northern Education Division" is my original work and that all the sources that I have used or quoted have been shown 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.

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EMMA M. MUNTHALI (MEDLM-1621)   DATE:

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DR. GRAMES CHIRWA   …………………....

DEDICATION

I dedicate this study to my dear husband, Hannings Mgabe Mlotha. You kept on encouraging and supporting me all the time when I was conducting this study. If it were not for your continued support and motivation, I would not have completed this journey. You persevered the loneliness when I was in and out of our home to do the research. May God's blessings continue falling upon you.

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ABSTRACT

As a way of trying 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. Implementation of the new curriculum was done in 2015 in junior classes followed by senior classes in 2017. So far much of the research focused on school-based factors that negatively affect the implementation of the new curriculum, for example, Sabola et al., (2017) and Banda (2020). Research on the assessment of the effectiveness of the orientation training of teachers for the implementation of the Secondary School Curriculum is scanty. This study was therefore conceived to fill this gap by focusing on the following three objectives: to determine the quality of the orientation training of teachers for the implementation of the new curriculum; to analyze the challenges associated with orientation training of teachers for the implementation of the new curriculum; to examine ways of improving orientation training programs for implementing new curriculum. As a qualitative study, data was collected using face to face interviews, and lesson observations, and was analysed thematically.There were 26 purposefully sampled participants – trainers, head teachers, heads of departments and teachers. Stenhouse's curriculum policy change theory was adopted as an interpretive framework. The findings of the study have shown that the orientation training was poorly conducted, characterized by content overload, lack of psychological preparation of teachers, inadequate resources, shortage of time, information distortion through the Cascade Model. This led to ineffective teaching performance. It is therefore concluded that the orientation training for teachers was ineffective. Based on the findings, prioritizing provision of adequate resources for training programs, implementing evaluation mechanism, increasing the number of trainers and flattening the Cascade Model are some of the ways that would help to improve the efficiency of the trainings. The study, therefore, recommends that the Ministry of Education should consider reviewing its new curriculum orientation strategy by among other things, changing the model of training by adopting the flattened Cascade Model. This is in addition to ensuring adequate funds.

Key words: Orientation Training, Curriculum Change, Cascade Model, Curriculum implementation, Secondary School Curriculum and Assessment Review.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AIDS   Acquired Immunodefiency Syndrome

CDSS   Community Day Secondary School

DFID   Department of International Development

EDM   Educational Divisional Manager

GOM   Government of Malawi

HIV   Human Immunodeficiency Virus

HoD   Head of Department

ICT   Information and Communication Technology

JCE   Junior Certificate of Education

MW2063   Malawi 2063

MIE   Malawi Institute of Education

MOEST   Ministry of Education Science and Technology

MSCE   Malawi School Certificate of Education

MZUNIREC   Mzuzu University Research Ethics Committee

NPC   National Planning Commission

NED   Northern Education Division

NESP   National Education Sector Plan

OBE   Outcomes Based Education

PCK   Pedagogical Content Knowledge

PTA   Parent-Teacher Association

PO   Professional Development

SSCAR   Secondary School Curriculum and Assessment Review

SGB	School Governing Body
SMT	School Management Team
NCS	National Curriculum Statement
TOT	Trainer of Trainers
UNICEF	United Nations International Children's Emergency Fund

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CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Chapter overview

This chapter presents the background against which this study was conducted. It also discusses the nature of the problem that warranted this investigation, details and the reasons that make this investigation a worthwhile endeavour. It further presents the research objectives that set parameters for this investigation.

1.2 Background to the Study

Education is a system through which citizens understand their potential, contribute to national development and participate fully in numerous national developments. The Ministry of Education, Science and Technology (MoEST, 2013), states that the vision of the education sector in Malawi is to fuel socio-economic development, industrial growth, and empowerment of the disadvantaged. The mission of the Malawi government is to provide quality and pertinent education to students, enabling them to acquire the essential knowledge, skills, attitudes, and values for personal growth and socio-economic development of the nation (MoEST, 2013).

The Malawi government's vision and mission for providing quality and relevant education to Malawians requires paying attention to all levels of education. As argued in the National Education Sector Plan (NESP) of 2008-2017, p. 22 "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." Hence secondary education is a human right , and important for achieving gender equity, improving health and life chances of individuals, families, and communities and also important for national development.

Education and skills development is key in a quest to have a globally competitive and highly motivated human resource in alignment to Malawi's vision 2063 agenda, which aims to transform Malawi into a prosperous, knowledge-driven and industrialized upper middle-income country by 2063 (NPC, 2023). Malawi vision 2063 enabler 5 on Human Capital Development, will only be achieved if citizens are highly knowledgeable and skilled. Secondary education, is one of the most important levels of education through which knowledge and skills can be imparted. Being a link between basic and tertiary education, secondary education in Malawi equips students with a solid foundation in core academic subjects such as mathematics, science, language and social studies

(NPC, 2023). This ensures that students have a strong educational base that enables them to pursue further education or enter the workforce with the necessary knowledge and skills.

Secondary education in Malawi places a strong emphasis on values, such as integrity, ethics and civic responsibility. These values are crucial for fostering a sense of community and social cohesion and ensuring that Malawians are able to actively participate in the socio-economic and political development of the country (NPC, 2023). By providing students with a well-rounded education that focuses on both academic knowledge and practical skills, secondary education in Malawi is helping prepare the next generation to succeed in the increasingly interconnected and dynamic global village in which Malawi belongs.

It is in recognition of the significance of having a secondary education that is relevant to national development goals that the Ministry of Education, Science and Technology (MoEST) embarked on Secondary School Curriculum and Assessment Review (SSCAR) in 2012. As rightly put by MIE (2012), review also sought to make the secondary curriculum responsive to the aspirations of Malawian citizens. It was also done to align it with the outcomes based education in primary school curriculum, which was implemented in 2007 (MoEST, 2013).

In addition to making the secondary school curriculum an outcomes based, there was also need to incorporate contemporary issues in the curriculum. These issues including gender, Information and Communication Technology (ICT), HIV and AIDS, climate change, environmental conservation, rapid population growth, inclusive 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).

Furthermore, the curriculum was revised to tackle the issue of insufficient qualified teachers and learning resources in the Malawian secondary schools. This was done by enabling schools to teach subjects they have adequately staffed teachers for and subjects that have the necessary teaching and learning resources. As a result the curriculum was reviewed to implement the route system approach for selecting subjects to be taught at a school. In this system, the core subjects are: Agriculture, Mathematics, English, Chichewa, Biology and Physical Education. All these subjects, except Physical Education, are examinable and they are supposed to be taught at each and every

school. Schools are, however, free to choose either route 1, which is a Science route, comprising Physics and Chemistry or route 2 which is Humanities route whose subjects include History and Geography (MoEST, 2013).

Apart from aligning the curriculum with primary curriculum, the secondary school curriculum was also reviewed in order to strengthen the teaching of science subjects in secondary schools. That was done by separating Physical Science into Chemistry and Physics as stand-alone subjects (MoEST, 2012). The Curriculum also underwent a review process as it was due for revision. This aligns with the established Malawi government policy regarding the periodic assessment of secondary school curriculum. The resulting secondary school curriculum started to be implemented in junior classes from 2015 and in senior classes in 2017 (Chirwa, 2013).

For the effective implementation of the revised secondary school curriculum, it was necessary to orient teachers with the changes made to the curriculum. This process of familiarizing teachers can be understood as professional development. Baecher (2021), argues that training is indispensable for professionals to feel confident in using new methods. This implies that training is vital to keep up with the changing demands in the education system, as it empowers teachers with the relevant skills needed in the education system.

According to Sahamkhadam (2020), orientation training is an educational program that enhances teachers' professional knowledge and skills. Training can be 'one-directional,' from a trainer to the trainee (Baecher, 2021). This denotes that the training comes directly from the trainers and is received by trainees. In this case, the trainees are the secondary school teachers. The Malawian model of training teachers to orient them to the new curriculum is called the 'Multiplier Effect Scheme' (Banda, et al., 2020). This scheme is designed to communicate to teachers and all other relevant stakeholders what the curriculum review is all about and how they are to implement it. The Ministry of Education trains teachers through the Malawi Institute of Education (MIE), and the training of the teachers is done through training workshops. Key stakeholders of the education/training field are involved in the orientation workshops. A Cascade Model of training is adopted in training the teachers. According to this model, a core team of trainers is first oriented to the curriculum. The core team then orients the Head teachers and selected teachers from all secondary schools. The oriented teachers in turn orient fellow teachers at their schools in school-based workshops. These orientation training programmes are organized

by the Ministry of Education to enable teachers deal with changes introduced in the curriculum. Studies on challenges faced by teachers in the teaching of the new revised secondary school curriculum, for example, Banda et al. (2020), have revealed that skills development even in those teachers who have been oriented or trained in the revised curriculum tend to be more superficial than practical. As a result, some teachers are left confused with regard to handling the new curriculum, even after attending training sessions.

1.3   Statement of the problem

In curriculum implementation, teachers are the gatekeepers who determine quality of education through the nature and effectiveness of their teaching. Murava (2017), posits that teachers are the highly needed human resources in implementing the curricula, as they are responsible for translating the ideas and aspirations of curriculum designers. Cheplogoi (2014), highlights that the absence of professionally trained and competent personnel, particularly teachers, hinders the effective implementation of a curriculum. This could lead to ineffective teaching because teachers might not have fully understood the requirements of the revised secondary school curriculum, thus failing to meet the intended learning outcomes (Murava, 2017). Without quality orientation training, teachers are bound to misinterpret the revised secondary school curriculum, leading to wrong implementation of new concepts and skills. Teachers will be effective implementers of the new curriculum if, among other things, they are well oriented on any adopted changes. However, much of the research on the revised secondary school curriculum, for example Sabola et al. (2017) and Banda (2020), have focused on school-based factors that negatively affect the implementation of the new curriculum. Research on the effectiveness of the orientation training to prepare teachers for the successful implementation of the revised secondary school curriculum is scanty. It is against this background of knowledge gap on the effectiveness of the orientation training of teachers for the implementation of the new curriculum of the revised secondary school curriculum in Malawi, that this study has been conceived to fill this gap by undertaking an in depth assessment of the effectiveness of the orientation training of teachers for effective implementation of the curriculum.

1.4. Aims of the Study

1.4.1 Main Objective of the Study

The aim of the study was to assess the quality and effectiveness of the orientation training of teachers for the implementation of the revised secondary school curriculum in secondary schools

with the ultimate goal of providing insights that would contribute to improved teacher professional development and effective curriculum delivery.

1.4.2 Specific Objectives of the Study

The specific objectives of this study are to:

a) Determine the quality of the orientation training of teachers for the implementation of the new curriculum.

b) Analyse the challenges associated to the orientation training of teachers for the implementation of the new curriculum.

c) Examine ways of improving orientation training of teachers for the implementation of the new curriculum.

1.5 Significance of the study

The results of this study will provide the Ministry of Education and the national curriculum development center, the Malawi Institute of Education, some valuable insights on some aspects of the orientation training programs that need to be reviewed to fully meet the teachers' training needs on the ground. The study will add to the existing body of knowledge on curriculum implementation. It will also provide a basis for subsequent research on revised school curriculum training programs for teachers.

1.6 Theoretical Framework – Stenhouse's Curriculum Policy Change

Osanloo and Grant (2014) assert that a theoretical framework is a foundation from which all knowledge is constructed for a research study. The theoretical framework serves as a knowledge base for the researcher. It serves as a structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions (Osanloo & Grant, 2014). This study was framed within the theory of Curriculum Policy Change that was postulated by Stenhouse (1976). This theory was considered relevant to this study since this study was investigating the training of teachers in preparation for the implementation of the new secondary school curriculum. Upon considering the nature of the objectives of this study, which relate more to the issues of curriculum reform, the researcher decided to underpin this study using this theory.

One element of the effectiveness of a curriculum orientation is the extent to which teachers are equipped with the required knowledge and skills for implementing the changed curriculum. The Theory of Curriculum Policy Change explains that for effective implementation of a curriculum change, teachers need to be oriented so that they acquire knowledge and skills needed for a curriculum's effective implementation. With this theoretical framework, it is therefore, possible for the study to investigate the extent to which the orientation training equipped teachers with knowledge and skills for implementing the new curriculum.

As far back as 1976, Stenhouse pointed out that without orientation training of teachers, curriculum policy change is bound to fail. This denotes that when the curriculum undergoes changes, teachers as the implementers of the curriculum, should be trained to meet the demands of the new curriculum. Stenhouse (1976), asserts that curriculum policy change changes nothing of significance unless it changes teachers' perceptions, aspirations, knowledge and skills. Thus, we expect that teachers' perceptions, knowledge and skills should be improved when they undergo an effective orientation training. As argued by DuPlessis (2013), curriculum change has an impact on the delivery of quality education for all. That is why Cheng (1995) emphasises the fundamental importance of the cognitive preparation of school managers and teachers to understand the meaning and possible consequences of the new policy. The preparation of these stakeholders can only be possible through effective orientation training.

1.7 Structure of the thesis

This thesis consists of five chapters. Chapter 1 offers background of the study. It presents the research problem, the study's purpose, research objectives, significance of the study, theoretical framework and the thesis structure. Chapter 2 provides a comprehensive review of relevant scholarly literature pertaining to the assessment of orientation training for teachers for the implementation of a new curriculum. Chapter 3 delineates the research methodology, encompassing the research design, data collection tools, study sites, sampling techniques and participants. It also includes a discussion on data analysis methods and the reliability of the data, followed by an exploration of the ethical considerations, study limitations and research dissemination strategy concludes the chapter. Chapter 4 presents and discussed the findings of the research. Chapter 5 brings out conclusions and recommendation of the study that can help policy

makers and stakeholders to consider orientation training for teachers as vital for improving curriculum implementation.

1.8 Summary of the chapter

This Chapter has presented the background of the study, statement of the problem that necessitated this study, aims of the study, significance of the study, theoretical framework and the structure of the entire dissertation.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter overview

This Chapter presents an overview of the scholarly literature relevant to the study. This is necessary as it enables the researcher to comprehend the current state of knowledge in the subject area, connect it to ongoing research and identify areas where knowledge is lacking (Cresswell, 2007). Agreeing with Cresswell, Arshed and Danson (2015), assert that literature review provides a description of what others have written in summaries. Conducting a systematic examination of existing literature enables the researcher to provide a rationale for their scholarly contribution to the particular field by identifying the previous accomplishments and gaps in knowledge (Modavanhu, 2017). This means that any new research must aim to fill the identified knowledge gaps in the subject area.

For the current study, the researcher reviewed both local and international journals, books, articles, and dissertation reports related to policy implementation and the training of teachers. Articles based on teachers' training for previous policies in Malawi and the Revised Secondary School Curriculum implementation is limited. That is why the researcher also focused on international publications. The key areas of the literature review of this study are discussed in details in the sub-sections below:

2.2 Importance of training teachers for the implementation of a new curriculum

Teacher training is key to effective teaching and learning (Mphahlele & Bawani, 2011). "Teacher education must be emphasized by training teachers who will be grounded in knowledge, skills and competencies to carry out the teaching and learning process in schools successful" (Sedega et al., 2019, p2). This implies that the training of teachers must be prioritized to equip them with the necessary skills that are required for the process of successful curriculum implementation. Training teachers assists in bridging the gap between beliefs and practice (Vu et al., 2015). In a similar vein, UNICEF (2013), claims that the objective for training the teachers is to provide them with clear guidelines on how to implement the curriculum. Teachers as implementers of the curriculum should be trained to deal with the changes in the education sector, more especially if they concern implementation (Balta et al., 2017; Daniel, 2016; Taole, 2015; Maimela, 2015. Therefore, the

expectation is that after receiving this training, teachers should show improved performance in implementing the new curriculum.

According to Taole (2015), teachers are essential drivers of good quality education and they must be equipped with skills and knowledge that will assist them in implementing the curriculum successfully. In agreement, Sedega et al. (2019), argues that "training equips teachers with new knowledge and skills for them to face new challenges and reformation in education". Teacher training is connected to learner performance. As pointed out by Ikram et al. (2020), the training of teachers should focus on knowledge, skills, and abilities that are essential for teachers to be the best in their field and allow students to achieve good grades. Students' academic performance is dependent on teachers because teachers are key agents in the curriculum implementation process (Daniel, 2017; Stephen, 2018). Therefore, training of teachers is necessary for successful implementation of a curriculum.

Orientation trainings allow teachers to feel confident and competent to complete the tasks given to them. This is so because such trainings keep teachers updated with recent information in the education sector (Katman & Tutkun, 2015). As expanded by Osamwonyi (2016), teachers require training to deal with new skills and modern methodology to perform their functions efficiently and effectively. Stephen (2018) argues that training programs for teachers should focus on Pedagogical Content Knowledge (PCK) if the aim is to improve the quality of the subject. In the absence of adequate teacher training, teachers may rely on their prior beliefs and experiences in interpreting the curriculum (Mphahlele & Bawani, 2021). This may lead to variations in the interpretation of the curriculum policy, which will hinder successful implementation.

Designers of these orientation trainings should carefully consider the content and overall scope of the training programs. The training programs should be designed in a manner that allows teachers to improve their skills, teaching methods, and procedures (Adebile, 2009). This is particularly important in the implementation of the new Outcomes-Based Education curriculum so as to supplement pedagogical skills that would improve service delivery on the part of teachers. Phasha (2016) argues that orientation training of teachers should be well organized and focused on content and pedagogy. Mphahlele and Bawani (2021), further argue that training

programs should not only focus on the content, but that training should also allow teachers to develop skills that will assist in developing learners holistically.

2.3 Managing the Implementation of a School Curriculum in Malawi

In Malawi, Sabola (2017) conducted a study on Management of the Implementation of a School Curriculum in Malawi. Sabola's study investigated challenges faced by teachers, head teachers and heads of departments in the implementation of Social and Development Studies and other new concepts to fully understand the underlying factors behind the students' poor performance. The literature in Sabola's work revealed lack of in-service training as one of the challenges to curriculum implementation. The study further observed that development and implementation of any curriculum affect teachers in significant ways and if teachers are not helped in coping with demands brought by changes in the content, pedagogical and psychological consideration, the implementation process will not be effective. The study by Sabola explored the policy implications of the experienced challenges on curriculum implementation and found out that lack of in-service training for teachers is one of the factors that led to ineffective curriculum implementation. The study took a qualitative approach, thematic analysis of data and used face to face interviews to collect data from purposively sampled teachers, heads of departments responsible for Social and Development Studies and head teachers in eight secondary schools and school inspectors in the South Eastern Education Division (SEED). The participants were sampled because they played different roles during implementation of Social and Development Studies.

The current study employed a qualitative approach, analysed data thematically and used face to face interviews to collect data from the trainers, head teachers, Heads of Departments and teachers, similar to Sabola's (2017) study.

2.4 Curriculum implementation in South Africa

In 2012, Badugela carried out a research on the challenges that teachers encountered when trying to implement the National Curriculum Statements (NCS) at Tshifhena Secondary School in the Vhembe district, situated in the Lipompo province of South Africa. The NCS represented the revised form of the outcomes-based curriculum, which was implemented due to the limited capacity of many schools in the provinces to adopt the significant changes outlined in the outcomes-based education system. As per Badugela's findings, the curriculum 2005, South

Africa's iteration of outcomes-based education (OBE), was launched in 1997 and faced backlash for its use of complicated and exclusive language. It featured intricate and elaborate methods for creating educational programs, a situation thought to stem from the hurried and ineffective rollout of the new curriculum across schools. Teachers were ill-prepared with the necessary skills for outcomes-based teaching methods, such as continuous assessments, due to rushed implementation. While some in-service training was offered, it was deemed insufficient.

As a result of inadequate capacity in many schools across the provinces to implement significant proposed changes, the government decided to retract its plans to introduce the new curriculum to first grade right from the start. Recognising the limitations of the Outcomes- Based Education (OBE), the South African government formed a review committee to explore ways of refining this educational system. The committee endorsed the National Curriculum Statements (NCS) and as a more appropriate version of the outcomes-based education system (Badugela, 2012). The study employed qualitative investigation which was conducted in in a single school in Lipompo Province aimed at identifying the challenges posed by the implementation of the NCS on the ongoing education and training of teachers. Participants included teachers and students from grades ten to twelve, as well as members of the School Governing Body (SGB), School Management Team (SMT), and the district education officials. Data was gathered through classroom lesson observations and interviews, with themes emerging during the analysis. The study highlighted that the rollout of the NCS curriculum was encountering obstacle, particularly in terms of teacher preparedness, teacher training, the desired skill set of students and the potential impact on the country's economic development. The research suggested that the Department of Education should prioritise providing resources for schools and enhancing teacher training for successful curriculum implementation.

The study by Badugela (2012) employed qualitative approach, data was collected through interviews and lesson observations and data was analysed thematically. Similarly, the current study which wants to find out the effectiveness of the orientation of teachers for the implementation of the revised secondary school curriculum in Malawi would employ qualitative approach, collect data through face to face interviews and analyse data thematically as done by Badugela (2012).

2.5 Training Models

2.5.1 The Training Transfer Model

The Training Transfer Model in teachers' programs as introduced by Pisanu, Fraccaroli, and Gentile (2014) refers to the degree to which a person who has participated in a training session successfully utilizes newly acquired knowledge, skills, and competencies. This method suggests that a teacher who has undergone a training activity should be able to transfer the skills and knowledge they gained in their training to their jobs. This approach posits that a teacher who has completed a training program should be capable of applying the skills and knowledge acquired during the training in a particular work environment (Pisanu et al., 2014).

The Training Transfer Model is rooted in the concept of "automatic cognition process," which implies that once knowledge is acquired, it can be seamlessly applied in various contexts without hindrance in the transfer process (Pisanu et al., 2014). The model assumes that training builds upon teachers' existing knowledge, enabling the new knowledge gained during training to be easily integrated with their existing knowledge for application in work related tasks. Pisanu et al., (2014) suggest that the Training Transfer Model is closely linked to the training assessment, indicating that the degree to which training is transferable can be used as a measure to evaluate the effectiveness of the training program. The effectiveness of training can be observed through how teachers apply the skills and knowledge acquired during training in their professional roles.

Variables such as grade level, subject area, and level of experience are factors that contribute to the differences in how teachers apply their training, as outlined in the Training Transfer Model (Pisanu et al., 2014). The level of experience that teachers have is crucial in determining the specific training and support they need, as well as how effectively they can implement that training in their teaching practice.

Pisanu et al. (2014) outlines five stages of the Training Transfer Model within a school setting:

> Step 1 involves examining individual or group characteristics such as skills, motivation, and prior experiences which have been carefully explored.

> Step 2 includes of a pre-training phase that the studies pre-existing conditions at an organizational level.

Step 3 addresses content-related matters to facilitate the learning process to take place.

Step 4 consists of a pre-training phase of preparation and a post-training phase of maintenance.

Step 5 enables the application of training outcomes in work settings at both individual and group level, facilitating the transfer process.

These steps suggest that the Training Transfer Model focuses on individuals and the training the training process. However, in a school setting, it is important for school managers to provide by support coaching the teachers.

2.5.2 The Teacher Learning Model

The Teacher Learning Model is another model of training of teachers for implementation of a new curriculum. According to Opfer and Pedder (2011), teacher learning depends on the uniqueness of the individual context and other factors, such as the kind of local knowledge, challenges, routines, and aspirations that shape the individual's practice and beliefs. Teaching knowledge has an influence on teacher learning systems since teacher learning is affected by prior knowledge. As teachers learn, new knowledge emerges from their interaction within systems. Thus, this illustrates that knowledge influences the practice and beliefs of teachers. Opfer and Pedder (2011) posit that change in teachers' practice leads to change in students and that this also leads to change in their beliefs. Therefore, it is safe to say that teacher learning does not only affect teachers, but it also has an impact on students' practices and beliefs.

Furthermore, Opfer and Pedder (2011) assert that teacher learning varies with regard to an individual teacher, a school context and the learning activities. Nevertheless, with all these variations, teacher learning does take place, and allows for professional development to occur for teachers in their respective fields. The implication of the teacher learning model on orientation training of teachers for effective implementation of a new curriculum is that the content of the training programs of teachers needs to take into consideration the characteristics of teachers, including their teaching experience in order to make the training more effective (Crowe et al., 2011). The content to be included in the training should be related to the teaching experience of teachers in terms of whether the teachers have long experience of

teaching, which may make them to easily grasp the requirements of the new curriculum through the training. Novice teachers with little experience in teaching will require more in-depth and longer duration of training in order for them to understand the requirements of the new curriculum.

2.5.3 The Cognitive-Oriented Model

The Cognitive-Orientation Model is another model of training of teachers for implementation of a new curriculum. This Model is divided into two - Concept-Based Model and Experience-Based Model. The two sub-models of the Cognitive-Oriented Model are discussed in the sub-sections below.

Concept-Based Model

According to Tillema (1994), a concept-based model gives minimal attention to existing beliefs and cognitions, and it tends to rely on conceptual change. This is so because it adds to coherent explicit information while emphasizing controlled explanation and presentation of concepts and knowledge required for the acquisition of competence. This is indicative that a concept-based model places minimal emphasis on beliefs and instead prioritizes concepts and their revolution over time. In this framework, the emphasis is on instruction provided by trainers. This model exhibits a more authoritative stance and employs a hierarchical approach, as trainees depend on the guidance provided by trainers. Tillema (1994) states that the training sessions are controlled by a trainer. Tillema (1994) further posits that a concept-based model can benefit the diagnosis of cognitions, by providing diagnostic information to the trainer. Consequently, this may enable trainers to organize their delivery in a way that enables teachers to acquire new concepts aligning with their beliefs.

Experience-Based Model

An Experience-Based Model gives attention to what participants bring with them in the course (Tillema, 1994). Thus, this Model addresses needs that arise from the challenges faced by the trainees. An Experience-Based Model relies on prior experiences, exchange of beliefs, and pre-conceptions and it also emphasizes trainee-controlled presentation of subject matter (Tillema, 1994). This allows trainers to identify trainees' areas of need and what their training should

concentrate on since through listening to presentations by trainers, they can identify gaps that should be filled by their training.

This Model focuses on the sharing of ideas, and the sessions are structured through discussions and learning experiences (Tillema, 1994). When trainees share ideas through discussions, they can share their experiences while learning from each other. This way, the training becomes beneficial for everyone, thereby leading to better training results.

According to (Tillema, 1994) an Experience-Based Model considers teachers' experience and their preconceptions by devoting more time to discussions and encouraging active participation of trainees during training sessions. Teachers' active participation during training sessions serve as a diagnostic tool for trainers, since trainers can diagnose what trainees already know and focus on training them on new knowledge. Thus, the availability of diagnostic information of trainees has a positive effect for both the trainers and training sessions (Tillema, 1994). This is because it allows trainers to structure their presentations according to trainees' needs.

2.5.4. Models of Training Proposed by Kartik Jayaram, Andy Moffit and Doug Scott.

The four models of Vision, Segments, Coaching and Push to pull as proposed by Kartik Jayaram, Andy Moffit and Doug Scott are other models of training of teachers for implementation of a new curriculum. These models are discussed in detail in the sub-sections below.

The Vision Model

According to Jayaram et al. (2012), to ensure that professional development works within a school system, there is a need for everyone within the system to share the same vision about what effective teaching is. Jayaram et al. (2012) assert that a clear vision within the system drives professional development, since members within a system would have reached a consensus on what would work and not work for them.

In explaining the vision as a model of training, the teaching and learning framework is provided, and it consists of three parts which are 'plan', 'teach', and 'increase effectiveness' (Jayaram et al.., 2012). Planning consists of instruction and the learning environment. This implies that within a system, there should be clear vision on how instructions will be developed for students' achievement of goals and the creation of learning plans. With regard to teaching, there should

be a clear vision on how the content will be delivered to learners and engaging them in all learning activities. Increasing effectiveness includes checking students' progress (Jayaram et al., 2012). This implies that teachers within the system should have a clear vision on how they will assess learners and track their progress.

The Segmentation Model

Segmentation is a process of dividing a system of teachers into groups based on shared characteristics (Jayaram et al., 2012). The segmentation model understands that every teacher is different and it moves away from using a 'one-size-fits all' training approach by grouping teachers according to their training needs. Segmentation can be done according to experience level or job performance (Jayaram et al., 2012). Nevertheless, for professional development training, dividing teachers for training can be done in accordance with the subject they teach, grade and years of experience. This method will allow teachers to learn from their peers.

The Coaching Model

Coaching is a model of training that can be used to improve teachers' practice (Jayaram et al., 2012). In-person coaching is the most effective way of delivering immediate feedback to teachers on classroom practices (Jayaram et al., 2012). This indicates that by using coaching as a model of training, teachers can receive feedback instantly and work in ways that will help improve their classroom practices since coaching provides a deep insight for teachers based on what can work in their classroom (Jayaram et al., 2012). In other words, a coaching model of training seeks to assist teachers in coming up with new strategies that can help them manage their classrooms. Coaching includes developing a network of teacher-led workshops where teachers share insights amongst each other in a friendly environment (Jayaram et al., 2012). Trainings conducted in such environments are most likely to produce good results, and since coaching uses a teacher-led approach, teachers are most likely to accept this model since they will be trained by their colleagues who understand the challenges they encounter in their classrooms.

The Push to Pull Model of Training

Jayaram et al. (2012) suggest that in order to improve the skills of teachers, training programs should change from using the "push" and adopt the "pull" model. The push uses a top-down

prescription of professional development whereas the pull uses a teacher-driven pursuit of professional development. The pull model puts the power to improve in teachers' hands and gives the trainers the duty to identify teachers' developmental needs through observing and evaluating, and communicating teachers' needs in a manner that allows teachers to seek for professional development aligned to their segments' needs. This shows that although training in the pull model is teacher driven, trainers also play a significant role in ensuring that all teachers' needs are met.

All the above-mentioned models of training are applicable in the training of teachers for the implementation of a new curriculum. Nevertheless, the adoption of each model depends on the trainers and their training objectives.

2.6 The Malawi model of teacher orientation training for curriculum implementation

The Malawi model of training teachers for implementing a new curriculum is called the 'Multiplier Effect Scheme'. This approach is designed to communicate to teachers and all other relevant stakeholders what the curriculum review is all about and how they are to implement it. The orientation workshops are the main vehicle by which the curriculum is disseminated. A Cascade Model of training is adopted in training the teachers. A core team of trainers (ToTs) are first oriented to the curriculum in a one-week training workshop. The core team of ToTs in turn orients the selected teachers and school managers of secondary schools to the curriculum in another one-week training workshop. These in turn orient their teachers at their schools in school-based workshops. Rembe (2006) is not comfortable with the Cascade Model, fearing for the dilution of information as it is passed from the TOTs to the last recipients of the training. However, a coercive strategy is implicit in the approach to training the teachers because it does not matter whether one attends an orientation training or not. The expectation is that every teacher will adopt and teach the new curriculum.

According to the Ministry of Education (2012), some of the key objectives and outcomes of these orientation workshops are as follows:

(a) Developing understanding of the rationale for the change

The rationale for the change usually focusses on the economic, social and political development of the country warranting curriculum change. The main purpose of sharing the rationale for the

curriculum change is to make the school managers and teachers realize the importance of the new curriculum in the way the curriculum developers see it.

(b) 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. School managers and teachers are also informed and shown how to use the new instructional materials.

(c) Explaining the structure of the curriculum documents

For the proper use of the curriculum documents, school managers and teachers need to know how the curriculum documents, especially, how the syllabi are structured. It is, therefore, necessary for them to be orientated to the use of the curriculum documents.

(d) Developing standard formats for schemes and records of work

It is a requirement in the teaching profession in Malawi that teachers plan their work in advance. This is done through the preparation of schemes of work and lesson plans. School managers and teachers are therefore provided with a standard format for both the schemes of work during the orientation training to the new curriculum.

2.7 Effectiveness of teacher training programmes

The effectiveness of training programmes for teachers depends on the extent to which they are personalised and based on positive constructs (Sedega et al., 2019). This entails that for the training programs to be regarded as effective, they should yield positive results for teachers. According to Korb et al. (2016), the effectiveness of training on teachers is evident in improved teachers' knowledge in terms of classroom management. This implies that after teachers have received training, evidence of whether the training was beneficial or not can only be visible in their classroom practices. Bando and Li (2014) assert that after teachers have undergone orientation training, they change their classroom practice by providing more opportunities for students to be actively involved in their own learning. Similarly, Vu et al., (2015) argue that one of the effects of training is that it changes teachers' beliefs and classroom practices while

improving their attitudes, knowledge, and skills. Sedega et al. (2015) concur that the effect of training is also related to the attitude of teachers in schools.

Furthermore, the effect of orientation training is visible in what teachers tend to teach (the curriculum) and how they teach (the methods). Bando and Li (2014) highlight that teacher training changes teachers' subject and pedagogical knowledge. Training programs allow teachers to be competent in their field of work (Kencana et al., 2021). Bando and Li (2014) posit that after orientation training, teachers are most likely to improve their pedagogical practices within the classroom, since during training sessions teachers are trained by qualified subject specialists. Teacher training programmes also "make an effect on teacher knowledge, skills, time management and personality and evaluation methods" (Ikram et al., 2020). Therefore, we can assess the effectiveness of teacher orientation training by analysing what teachers teach and how they do it.

Orientation trainings also help improve teacher-learner interaction in the context of teaching and learning. For example, it increases the level of engagement between teachers and students (Vu et al., 2015). Gaining new knowledge and skills during training sessions allow teachers to engage more with their students, and that facilitates the learning process. Sahamkhadam (2020) asserts that training promotes a teachers' positive attitude towards educating learners with different abilities. Thus, the skills teachers acquire during training sessions do not only benefit them, but they also serve as a catalyst in improving students' overall performance. This is corroborated by Bando and Li (2014) and Ikram et al. (2020) who posit that there is improved students' performance after being taught by teachers who attended orientation training is enough evidence that training sessions play a major role in improving student learning. This means that the effectiveness of teacher training programs can be assessed in terms of the end results, which are the learners' academic performance, since they enhance content delivery in the classroom (Ikram et al., 2020).

Teacher orientation also transform for the better teachers' competence, attitude and general practice. Bando and Li (2014) point out that training leads to changes in teachers' subject matter and classroom practices. This suggests that after teachers have been trained, they are able to apply new ways of managing their classroom. Vu et al. (2015) note that training offers unique opportunities while addressing new content and allows teachers to improve their

existing knowledge and skills. Thus, training unlocks various opportunities for teachers on how to unpack the content to learners, leading to personal professional growth and development (Osamwonyi, 2016). According to Sahamkhadam (2020), the effect of training on teachers can be visible in teachers' attitudes towards teaching for inclusion. This includes teaching with the aim of ensuring that no child is left behind in the classroom due to their differences.

From the above literature, the benefit of teacher training is abundantly clear. As we have seen, one of the effects of training is that it serves as a positive contributing factor in teachers' performance. This is to say, if teachers can perform well after receiving training, then learners will also benefit positively. However, it should be noted that these benefits can only be reaped if the trainings are planned and conducted in effective way.

2.8 Teachers Perceptions of Training Programmes

Teachers' perceptions of training programmes vary, depending on the nature of training they received and on the trainers who conducted the training. Ravhuhali et al., (2015) assert that teachers have a positive perception of training programmes which come in the form of professional development. According to Ravhuhali et al. (2015), teachers often perceive training programs that are organized by both schools and clusters to be time-consuming. The fact is that most orientation training programmes are either conducted during school hours or on weekends and in turn teachers must compromise their time to accommodate the training course. This leads to work overload since the time that they are supposed to utilize for classroom activities is consumed by training programmes.

Ravhuhali et al. (2015) state that teachers feel that training programmes which are offered once-off are generally ineffective because they lack support to sustain educational reform. Ravhuhali et al. (2015) further assert that teachers have a perception that training programs should be followed up by evaluation of the training in order to improve orientation training programs and to address the gap of the orientation training. The view is that evaluation will also allow the training providers to come to know the gaps in the training provided and monitor whether teachers are practicing what they were being trained on.

2.9 Summary of the chapter

This chapter reviewed literature from related studies. The review focused on the importance of orientation training, Managing the Implementation of a School Curriculum in Malawi, Curriculum implementation in South Africa, the various examples of training models, such as the Training Transfer Model, the Teacher Learning Model, the Cognitive-Oriented Model, the Concept-Based Model, the Experience-Based Model, the Push to Pull Model and the Multiplier Effect Scheme, which is the training model Malawi uses. The chapter also looked at the effectiveness of the trainings and teachers' attitude. The next chapter discusses the methodology that the study employed.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter describes the research paradigm, methods that were used for collecting the research data, including the research design and sampling procedures. For better insight of this research, this chapter provides detailed information about the research site where this study was conducted and the nature of the schools that took part in the study. The data collection techniques, sampling methods, and the analysis approach used are presented. Ethical consideration, validity and contextual features affecting participants' responses are also covered in this chapter.

3.2 Research Paradigm

According to Creswell (2009), research paradigm is an all-encompassing system of the interrelated practice and thinking that defines the nature of enquiry. It clarifies how one views the constructs of reality and knowledge affect and give the direction on how the researcher should go about uncovering knowledge of relationships with phenomena and social behavior. This study used the interpretivist paradigm, which posits that meaning does not exist in its own light, but rather it is constructed by humans as they interact and engage in interpretation. Cohen, et al. (2007) points out that the central endeavor in the context of this paradigm is to understand the subjective world of human experience. That is, the phenomena being investigated must be investigated and appreciated from within. Creswell (2009) underscores on the need to understand the phenomenon from the individual's perspective within his or her sitting context. As argued by Mohajan (2017), research can only be objectively observed from inside through the direct experience of the people involved. Therefore, the role of the researcher in the interpretivist paradigm is to understand, explain and clarify social reality through the eyes of different participants (Cohen et al., 2007). This, therefore, enabled the researcher to have a full understanding of how people make meaning in their natural settings. The lenses of this approach enabled the researcher to interact with participants. Such participatory approaches brought to the fore participants' understanding of their experiences and the meaning to the study.

3.3 Research approach

The study used a qualitative approach, which employed a case study design. The qualitative research uses methods of data collection and analysis that aim at exploring or describing experiences of the respondents (Creswell, 2009). This study conformed to qualitative study because qualitative research is interested in gaining insights and understanding of a phenomenon, such as the assessment of the effectiveness of the orientation training of teachers for the implementation of the new curriculum in secondary schools. According to Creswell (2009), qualitative research is described as an interpretive and naturalistic approach to the world. This study satisfied the descriptions because data was collected in the natural setting and was interpreted in order to construct meaning. The strength of the qualitative design is that it enables collection of multiple accounts of experience across participants as well as individual accounts in specific contexts.

3.4 Research Design

The 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). This study was a case study because it focused on four secondary schools only. A case study has the ability to see relationships between phenomena, context and people. A case study, therefore, offers the researcher additional insights into the phenomenon to gain better understanding of the behaviour or event. With case studies, it is possible to gain a unique perspective of a single individual or group (Creswell, 2009). The researcher believed that the use of multiple cases in this study created opportunities within-case and across-case to determine the worthiness of the study as supported by (Creswell, 2009).

3.5 Research Site

The study was conducted in four Secondary schools in both urban and rural in the Northern Education Division in Malawi. The sites were chosen to help the researcher gain more holistic understanding of the issue being studied and provide more comprehensive recommendations. It was also chosen based on practical considerations, such as costs, accessibility and logistical feasibility for conducting research.

3.6 Study population and sample size

3.6.1 Study population

The expected key participants of this study were 2 trainers from divisional offices, 4 Head Teachers from the four secondary schools, 12 heads of departments from the four secondary schools and 8 teachers from the four sampled secondary schools. The trainers were considered because they were the ones who were conducting training to different education stakeholders. The school managers were sampled because they were the key players in ensuring the effectiveness of the implementation of the new curriculum because they are the chief supervisors of curriculum implementation at school level. They were also the first group of people to receive the training concerning the new curriculum. The heads of departments were involved in the study because they are key players in ensuring effectiveness of curriculum implementation. This is because they are involved in managing the departments in which they supervise teachers to ensure that effective implementation of the revised secondary school curriculum is taking place in 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). Therefore, their involvement helped the researcher to establish whether the school have enough recommended textbooks and other teaching and learning materials for effective implementation of the revised secondary school curriculum. Also, according to Government of Malawi (2014), a head of department in secondary school is responsible for teaching subject of their specialization. Therefore, this helped the researcher to find out how the heads of departments were implementing the curriculum at school level as role models of good teaching practices. Finally, the teachers were sampled because they are the main curriculum implementers in the classroom.

3.6.2 Sample size

The sample size comprised 26 participants, thus, 2 trainers from Northern Education divisional office, 4 Head Teachers from the four targeted secondary schools, 12 heads of departments whereby 3 were from each secondary school and 8 teachers, 2 from each school.

3.7 Sampling technique

For the purpose of this study, the researcher used purposive sampling in which the trainers, school managers, heads of departments and teachers were purposely selected as key informants

in the study. Purposive sampling, which is also known as judgement sampling, refers to the deliberate selection of participants due to the qualities those participants possess (Etikan et al., 2016). Participants are selected to be included in the sample simply because they have the characteristics desired by a researcher and they serve as source of information for the researcher. According to McCombes (2019), purposive sampling involves a researcher using their own expertise to select a sample that is most useful to the purpose of the research. Likewise, Ames et al. (2019) asserts that in purposive sampling, the researcher includes the participants that suit the purpose of the study. Ames et al. (2019) argues that purposive sampling is a way of achieving manageable data. Purposive sampling allows a researcher to gain detailed knowledge from the selected participants about the phenomena being researched.

In this study, as indicated above, the trainers, the Head Teachers, the heads of departments and teachers were the key informants. The purposive sampling method was chosen since the researcher wanted to get the trainers', school managers' and heads of departments' insights into how the orientation training prepared teachers for the implementation of the revised secondary school curriculum, which is also called the Outcomes-Based Education curriculum. The schools involved in the study represented all categories of secondary schools found in Malawi and these are Community Day Secondary Schools (CDSS), National Secondary School and Conventional secondary Schools. The rural schools were included because, in Malawi, schools fall into two basic categories – the rural and urban schools. The rural and urban schools have different contextual factors that affect curriculum implementation.

3.8 Data Collection Methods and Tools

Data collection methods and tools are essential for gathering data from the field. The study employed face to face interviews, and classroom lesson observation as methods for data collection. According to Kamal (2019), the use of these data collection methods allows the researcher to generate detailed data from participants within their realities and lived experiences, but also for triangulation. The researcher applied face to face interviews, classroom lesson observation, pre-observation interviews and post lesson observation interviews as data collection methods. Classroom observation protocol, voice recorder, interview guide and a diary were used as data collection tools. These methods were selected

based on their alignment with qualitative research methodologies and their ability to complement each other, thus contributing to methodological triangulation in the study.

3.8.1 Face to face interviews

According to Gill et al. (2008), interviews allow the researcher to explore views and experiences of participants while providing a deeper understanding of a phenomena. In a similar vein, Alshenqeeti (2014) argues that interviews broaden the scope of understanding for the phenomena studied since they are more naturalistic. In relation to the aims and objectives of this study, face to face interviews as the method of data collection allowed the researcher to generate in-depth data concerning the phenomena studied as well as an understanding of the participants' lived experiences. Interviews are used as an effective method when a researcher wants to collect qualitative data and explore participants' experiences and beliefs about a particular topic.

Interviews consist of the key questions that serve as a guide in exploring the phenomena to be studied and allow both the interviewer and interviewee to diverge and pursue a response in more details (Gill et al., 2008). This shows that interviews are flexible since they allow an interviewer to probe and expand the responses of the interviewee (Alshenqeeti, 2014). In a similar vein, DeJonckheere et al. (2019) points out that interviews consist of a dialogue between a researcher and participants, which is guided by flexible interview protocols and supplemented by follow-up questions, probes and comments. This indicates that more data can be gathered, since interviewees provide wide-ranging responses when the researcher adopts interviews as a method of collecting data.

The researcher conducted interviews with 2 trainers, 4 Head Teachers and 12 heads of departments for languages, humanities and science departments who also serve as classroom teachers, and 8 teachers. The interview guide was used to elicit answers from participants and allowed them to expand their responses in answering the questions. For example, the interview guide assisted in probing if schools have policy documents that guide teachers to teach the revised secondary school curriculum. It further probed if the orientation training prepared the teachers to teach the new curriculum effectively and also to explain the challenges teachers face during lesson delivery. According to DeJonckheere and Vaughn (2019), interviews are

conducted in multiple ways. Some interviews are conducted after hours and others during the weekend since the trainers work till late, and they are flexible about being interviewed during their spare time. Some teachers preferred being interviewed during weekends, stating that they are busy with assessments during the week.

(i)   Pre-observation interview

The researcher conducted pre-observation interviews with the teachers prior to each lesson observation. These interviews aimed to determine the classroom activities and instructional techniques employed by the teacher. By engaging in pre-observation interviews, I gathered information regarding the teacher's lesson plans, teaching strategies, aimed the choices for a specific lesson (see appendix7).

(ii)   Post-observation interviews

Following each lesson observation, the researcher conducted subsequent interviews with the teachers. These interviews were structured to address any issues observed during the class session. The type and focus of the questions varied according to specific concerns that rose during the lesson. Additionally, in the post-observation interviews, the teacher had the opportunity to expand upon and clarify certain aspects discussed during the lesson (see appendix 9)**.**

3.8.2 Classroom Lesson Observations

Alshenqeeti (2014) asserts that apart from interviews, classroom lesson observations are used because they allow the researcher to investigate participants' external behavior and internal beliefs. Therefore, collecting data through classroom lesson observations after conducting interviews allowed the researcher to ensure that all the participants' behaviors were explored within their natural setting. It also allowed the researcher to validate information gathered from interviews with the notes taken from observing the classroom lessons. During lesson observations, two methods were used; voice recording and completing a form/lesson observation protocol (see appendix 8). This process helped to examine the following: if the integrated assessment was done during the teaching process; if the lesson used assessment strategies to involve learners in self-assessment activities; if the teacher gives feedback to learners assessment activities and if the teacher is sensitive to gender and cultural issues; if a

teacher demonstrates knowledge of selection of suitable methods of teaching the subject matter as prescribed in the new curriculum; and if the teacher demonstrated knowledge of subject matter as well as motivates learners and also observes inclusiveness as required by the Outcomes-Based Education.

According to Bryant (2015), classroom lesson observations allow a researcher to understand and capture the natural setting of the participants and understand how they interact. Thus, classroom lesson observation allowed the researcher to watch individuals' behaviors and interactions directly, thereby creating opportunities for a researcher to discover new things that participants might have omitted to mention during interviews (Bryant, 2015). In this study, classroom lesson observations were also used as a method of collecting data with the aim of determining the trustworthiness of the responses that were gathered during the interviews.

The researcher also used field notes as a guide to record what was be observed. According to Kawulich (2015), field notes are a record of what a researcher observes in the natural setting of participants. In addition, Kawulich (2015) argues that field notes provide rich detailed description of the situation observed. Hence, considering the fact that the researcher was conducting a qualitative study, field notes provided in-depth data.

3.9 Data Analysis

Data should be carefully analyzed for the researcher to achieve the desired outcomes of the study. According to Graue (2016), qualitative data analysis involves a process of describing, classifying, and making interconnections of the phenomena researched. This denotes that in qualitative data analysis the researcher makes connections between the data collected by classifying it into different themes and codes, depending on the data generated using different data collecting techniques. In a similar vein, Graue (2016), asserts that data analysis includes describing phenomena researched in more detailed way by comparing different cases and formulating what might be common or different between them.

For this study, the researcher used thematic analysis and data-coding to analyze data collected through face to face interviews and classroom lesson observations. Kiger and Varpio (2020) assert that thematic analysis is a method of describing data that involves interpretation while coding is the process of selecting codes and constructing themes. Similarly, Kiger and Varpio

(2020:42) highlight that thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyze and report repeated patterns. Thematic analysis allowed the researcher to identify connections across the set of data that addressed the research questions. Thematic analysis is an appropriate method that can be used by a researcher when seeking to understand experiences and thoughts generated across the collected data (Kiger & Varpio, 2020). Thematic analysis emphasises the social, cultural, and structural contexts that influence individual experience, while enabling the development of knowledge that is constructed through interaction between the researcher and the participant (Kiger & Varpio, 2020). This shows that, thematic analysis was the best fit for this study since it allowed the researcher to understand the set of experience and thoughts generated across the data. Kiger and Varpio (2020) further highlights the six steps of thematic analysis as identified by Braun and Clarke (2006) as follows:

Step 1: Familiarizing yourself with the data

Step 2: Generating initial codes

Step 3: Searching for themes

Step 4: Reviewing themes

Step 5: Defining and naming themes

Step 6: Producing the report/manuscript

The above-mentioned steps were employed by the researcher in this study. The researcher started by reading and becoming familiar with the collected data before transcribing it. Codes were developed from any continuous patterns in the data set. The researcher then developed relevant themes under the codes that were developed. Themes were discussed in details, and names were allocated to each theme to be generated. This method was deemed fit for this study since the researcher's intention was to provide in-depth description of the collected data.

3.10 Validity and Reliability

Issues of validity and reliability were applied in this study to evaluate the trustworthiness of the data.

3.10.1 Validity

Taherdoost (2016) argues that validity explains how well the collected data covers the actual area of investigation. Validity provides clarity regarding whether the data collected yielded the expected results in that specific research field. In similar vein, Mohajan (2017) asserts that validity allows the researcher to check the accuracy of findings by using certain procedures. For qualitative research, validity is based on the trustworthiness of data. In addition, Leung (2015) posits that validity refers to the "appropriateness" of the tools, processes, and data. Thus, it is used to test the truthfulness of the obtained results. For the purpose of this study, triangulation, member checking, and thick and rich descriptions were employed to enhance the validity of the data and the findings. These three primary techniques were proposed by Creswell (2014).

Triangulation

Triangulation is a criterion that was developed by Lincoln and Guba (1985) to enhance the vitality of data (Hayes, 2020). Carter et al. (2014) refers to triangulation as the use of multiple methods of data source in qualitative research to develop a comprehensive view of the phenomena. Triangulation implies a combination of two or more data sources with the intention to strengthen the research design. In triangulation, there is the convergence of information from different sources (Carter et al., 2014) to reduce systematic bias (Hayes, 2020). For this study, data source triangulation was effective because the data gathered from participant interviews were validated through the information obtained from the classroom observations and vice versa.

Member Checks

According to Candela (2019), member checking is a means to maintain validity in qualitative research and it is an important aspect of triangulation. Candela states that member checking is the process whereby the researcher asks one of the participants in the study to check the accuracy of the research findings. Member checks provide a means by which a researcher may ensure the accurate portrayal of participants' voices by giving those participants the

opportunity to accept or deny the interpretation of data, thus adding to the credibility of the qualitative research (Candela, 2019). In other words, member checking allows a researcher to work closely with the participants to ensure the validity of the data findings. Birt et al. (2016) point out that the process of member checking reduces the potential for a researcher to become biased since the participants are actively involved in checking and confirming the results obtained.

Candela (2019), asserts that during the member checking process participants are given a draft of the data analysis in which they were featured. The purpose of this is for participants to check the accuracy and to ensure that there are no omissions, and if there are any alterations that should be made. During member checking, results should be taken back to participants for them to check for accuracy and resonance with their experience (Birt et al., 2016). In this study, the researcher asked the participants to check the collected data and highlight if there were any omissions that needed to be included in the findings. The participants were informed that they had a right to reject some of the interpretations that were made by the researcher in case they were wrong.

Rich, thick description

Rich, thick description is another procedure for establishing the credibility of the study. This procedure provides as many details as possible, adding that rich description which enables readers to make decisions about the applicability of the findings to similar context (Creswell, 2009). Therefore, it is important for the researchers to ensure that they provide in-depth data description, because that will serve as the basis for other researchers to conduct their research. Freeman (2014), asserts that, a description is rich if it provides abundant, interconnected details and possibly cultural complexity and it becomes thick description if it offers direct connection to cultural theory and scientific knowledge. In this study, the researcher strived to collect rich data through face to face interviews and classroom lesson observations of how the new secondary school curriculum is being implemented to assess the quality of the orientation training. Freeman (2014) maintains that thick description is closely tied to analysis. Thus, to ensure the richness and thickness of data, the researcher used different data collection methods such as interviews, classroom lesson observations to gather diverse perspectives and in-depth information on the research.

3.10.2 Reliability

Basically, reliability measures the degree to which the research tools produce consistent results when applied in similar contexts. According to Leung (2015), reliability in qualitative research lies with consistency. It measures the consistency, repeatability, and trustworthiness of research (Mohajan, 2017). Mc Combes (2019), asserts that dependability in qualitative research is closely related to reliability in quantitative research, adding that dependability endorses the terms of consistency and reliability in qualitative research. Other researchers refer to reliability as dependability (Mohajan, 2017). In order ensure reliability of the data of this study, research tools were first piloted in some schools in order to correct any unclear items. This was done to ensure that the instruments collect reliable data.

3.11 Ethical Consideration

Isreal and Hay (2006), assert that researchers need to protect their research participants by developing trust between them, while promoting the integrity of their research and guarding against misconduct that might reflect badly on their institutions. Similarly, Fleming and Zegwaard (2018), posit that the cornerstone of ethical research is an informed consent, where participants are made aware of what is expected of them, how the generated data will be used and the possible consequences. This allows the participants to decide whether or not they still want to be part of the research. The informed consent can be taken as the contract between the researcher and the participants (Fleming & Zegwaard, 2018).

Prior to commencing data collection for this study, the researcher ensured that the study adhered to all ethical requirements by obtaining an ethical clearance from the Mzuzu University Research Ethics Committee (MZUNIREC) (see appendix 1). Also, Mzuzu University sought permission from the Education Divisional Manager for Northern Region on behalf of the researcher, requesting for permission to conduct the study in some schools under their Division (see appendix 2). The Education Division manager cleared the researcher to carry the study in the schools under his jurisdiction (see appendix 3). Subsequently, upon reaching the designated research sites, the researcher distributed consent forms to the participants, who then provided their signatures as an indication of their willingness to take part in the study. Furthermore, alongside obtaining the necessary permissions, participants were also required to provide informed consent prior to their involvement in the study, following an explanation of the

study's concept. The researcher informed all the participants that their identities were to be kept confidential (see appendix 11and 14). Pseudonyms were used instead of the participants' real names.

Participants were informed that the study will do no harm to them, and were further informed that they will not be forced to disclose any information that they were not be comfortable to make public. According to Fleming and Zegwaard (2018), confidentiality is an important step in protecting the participants from potential harm. Participants were also informed that this study was beneficial to them in improving the techniques of implementing the new secondary school curriculum.

3.12 Limitation of the study

Cohen et al. (2011) addresses various limitations connected to conducting research and one that is pertinent to this study is generalisability. This study is limited to only four secondary schools in Northern Education Division. As such, its conclusions cannot be generalized to account for the whole Northern Education Division or other Education Divisions.

3.13 Summary

This Chapter outlined the data collection approaches that the researcher employed in the study. A detailed discussion of the research approach included the research paradigm, research approach, research design, research site, participants, sampling technique, data collection methods, data analysis, validity, and reliability as well as ethical considerations of the study.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Chapter overview

This chapter describes the research sites where the study was conducted and characteristics of the participants. It also presents and discusses the key findings.

4.2 Description of research sites

As expounded above, this study was conducted in four different public secondary schools in the Northern Education Division. What follows is a description of these secondary schools described in terms of their environment, resources, community and management.

Secondary School 'A'

Environment

This is a public national school secondary school. It was established in1958 and officially opened on 29th January 1959. The first Head Teacher was Sir Martin Roseveare in 1959 and the first Head boy was Lewis Chinula in 1959. School 'A' is one of the oldest and top performing secondary schools in the northern region and Malawi at large. It currently has an enrollment of 650 students of which 385 are boys and 265 are girls.

Resources

School A has got old buildings which were constructed way back and there is also a new twin classroom block built by Standard Bank to create more teaching and learning space. The school has an administration block housing the offices for the Head Teacher, the two deputy Head Teachers, accounts, and the bursar. There is a staff room in a separate room from administration block, Biology and Physical Science laboratories, library which is well stocked, classroom blocks and teachers houses although they are not enough for all the teachers. There are girls' hostels, boys' hostels, a kitchen, a dining hall, students' and staff toilets. The school is also privileged to have portable water.

Community

The school receives learners from across the country. The school has got a vibrant Parent and Teachers Association (PTA), which provides checks and balances for the smooth running of school activities.

Management

The organizational structure of the school has got the Head Teacher, two Deputy Head Teachers, one for academics and the other for administration, departmental heads, bursar, senior teachers and support staff (Malawi government, 2014). Different responsibilities are given to teachers in various committees at school, such as discipline, entertainment, timetable, welfare, sports, examinations etc. These committees help in the running of day-to-day activities at the school. The Head Teacher reports to the Education Division Manager and is at the same time an ex-official member of an elected School Committee. The PTA has powers provided by the Education Act to facilitate the removal of any teacher whenever they find his or her performance wanting. The Head Teacher is not exceptional in this case. The Committee is responsible for the maintenance of school buildings. The school management has the responsibility of looking into the welfare of learners and day to day running of the school. The provision of books and payment of teachers continues to be the responsibility of the Ministry of Education.

Secondary school B

Environment

Secondary school B is a government day secondary school with double shift. It accommodates 1295 learners of which 694 are boys and 601 are girls.

Resources

The school has old, but fair buildings. It was established as a day secondary school. The school has 8 classroom blocks with 24 classrooms. These classrooms are not really adequate for such a huge enrolment. Some other structures available at the school are 2 halls, a warehouse, 2 libraries which are well stocked. This school also has some precious infrastructure, such as physics laboratory, biology laboratory, computer laboratory and all classes are well filled with desks. There is good furniture for teachers in the staff room and for the Head Teacher and his

2 deputies. This school has got better washrooms, but they are not enough. At the time of the study, the school had 55 teachers with 40 of them residing off campus because teachers' houses are inadequate. The entire school is well secured with a brick fence.

Community

Learners come from a number of neighboring locations within Mzuzu City and some from Nkhata-Bay. It's one of the schools, which is well endowed with resources and good infrastructure. There is a brilliant PTA with active parents' participation.

Management

School B has the organizational structure which comprises the Head Teacher, 2 Deputy Head Teachers, heads of department, senior teachers, teachers and support staff (Government of Malawi, 2014). There are teacher committees at this school like any other school, which look into issues, such as sports, discipline, entertainment, timetable, examination and welfare of both teachers and learners. The Head Teacher remains the ex-official member of the elected School Committee and reports to the Educational Division Manager. The Education Act empowers the Parent-Teacher Association to recommend the removal of any teacher or Head Teacher if seen to be compromising in their delivery of duties. Like in any other secondary school, the committee is also responsible for the maintenance of the school structures. The Ministry of Education is responsible for teachers' salaries.

Secondary school 'C'

Environment

Secondary school C, a Community Day Secondary School (CDSS), was opened in 1998. It started operating from a nearby primary school with four learners. The community agreed to build it because their children were walking long distances to access secondary education.

Resources

The school has the very same buildings which were there when they were opening it in 1998. The buildings were community-erected. There are only 8 rooms available for forms one up to four. The class rooms are not adequate. For example, in form 3, the class room is supposed to hold 40

learners but instead it holds between 90 and 100. There is 1 laboratory which is used for all science subjects, thereby creating all sorts of inconveniences when two or more classes want to concurrently use it. There is one hall, but there is no computer lab. The school has an administration block with the Head Teacher and deputy Head Teacher's offices, staff room, and 2 toilets for members of staff. The school has portable water and electricity. There are only 2 teachers' houses. Most teachers operate from outside campus. This affects classes as teachers struggle to make it for the first period due to long distance from school. The school also has one block of toilets with 6 rooms and 1 urinal for boys (which not enough), 1 toilet block for girls with 8 rooms and 2 shower rooms (which are not enough).

Community

The school receives learners from a number of neighboring villages, which cover an extensive geographical area. There is a strong parent participation coupled with an active Parents -Teachers Association (PTA).

Management

The organizational structure of the school comprises of the Head Teacher, deputy Head Teacher, heads of departments, senior teachers, teachers, bursar and support staff (Malawi Government, 2014). Teachers are given some responsibilities in different committees that oversee issues, such as examinations, sports, entertainment, welfare and timetable. The Parent Teacher Association (PTA) is capable of facilitating the removal of any teacher or Head Teacher who has proven to be a failure. The PTA at this school also works hand in hand with teachers in providing counselling services, but also mediating between teachers and parents. The School Committee is also responsible for maintenance of school structures. The Head Teacher reports to the Education Division Manager, but he is also an ex-official member of an elected School Committee, which is responsible for running the school. The school managers look into learners' welfare and day to day management of school activities. The Ministry of Education is responsible for stocking the school's book payment of teachers' salaries.

Secondary school D

Environment

School D is a Community Day Secondary School located 42 kilometres from Mzuzu city. It has 438 learners of which 132 are boys and 306 are girls.

Resources

School D was built by DFID and officially opened in 2014. It has 21 teachers, but has only 13 staff houses. This Community Day Secondary School is one of the schools in the Northern Education Division with good structures. It has an administration wing comprising the Head Teachers office, the deputy Head Teachers' offices and a staff room with good furniture. School D also has a very big hall where activities like assemblies and writing of examination take place. The school has books in stock, but has no library building. There are 2 girls' hostels, which are not enough to cater for 306 girls. As a result, some girls are self-boarders, which is often not safe for them. There is no any hostel for boys, hence all boys stay in self-boarding accommodation. School D has got 4 classroom blocks. Each block has 2 classrooms making 8 classrooms together. These classrooms are not enough. It has a physics laboratory, a biology laboratory and a computer laboratory. The Physics and biology laboratories are spacious. Sometimes, the biology laboratory is turned into a classroom since classes are not enough. For computer, the school does not have a designated building, but a classroom has been improvised as a computer laboratory.

Community

Learners come from a number of areas surrounding this school, which covers a wide geographical area. It is one of the schools, which is well endowed with good infrastructure. There is an active Parent-Teacher Association (PTA) with strong parents' participation also.

Management

School D has the organizational structure, which comprises the Head Teacher, deputy Head Teacher, heads of departments, senior teachers, teachers and support staff (Government of Malawi, 2014). There are teacher committees at this school like at any other secondary school, looking into issues like sports, discipline, entertainment, timetable, examination and welfare of both teachers and learners. The Head Teacher remains the ex-official member of the elected School Committee reports to the Educational Division Manager. The Education Act empowers

the Parent-Teacher Association to facilitate the removal of any teacher or Head Teacher who is deemed to be performing contrary to the expectation of the committee. Like in other schools, this committee is also responsible for the maintenance of the school structures. The school manager looks at the welfare of the learners, but the Ministry of Education is responsible for paying teachers' salaries.

4.3. Socio-demographic characteristics of participants

This part provides the characteristics of the informants, namely, trainers, Head Teachers, heads of department and teachers who participated in this study.

Table 4.1: Characteristics of the trainers involved in the study

Trainer	Institution	Sex	Age	Qualification	Grade	Experience
A	NED	F	49	Bachelor of Education	F	10 years
B	NED	M	54	Bachelor of Education	G	12 years

Trainers' professional experience

From Table 4.1, we can see that there were two trainers, one female one male, aged 49 and 54, respectively. They have served in their positions for 10 and 12 years, respectively. The information above shows that these trainers are well qualified, experienced and matured enough to provide vibrant training to school managers and teachers. Both the trainers hold bachelor's degrees and are in the employment grades of F and G, respectively.

Table 4.2: Characteristics of the Head Teachers involved in the study

Head Teacher	School	Sex	Age	Qualification	Grade	Teaching experience	Experience (headship)
1	A	M	52	Degree	TF (P5)	24 years	16 years
2	B	M	57	Diploma	TF (P5)	25 years	14 years
3	C	F	49	Degree	TF (P5)	15 years	9years
4	D	F	40	Degree	TG (P6)	12 years	7 years

Head Teachers' professional experiences

This study involved four Head Teachers. Table 4.2 shows, 2 were males and 2 were females. The study revealed that Head Teachers had varying levels of experience. All of them have taught for 12 and 25 years, and they have headed schools for 7 and 16 years. They are aged between 40 and 57 years. They hold different academic qualifications, ranging from diplomas to bachelors' degrees. Their employment grades range from G to F. This experience is adequate to implement the relevant curriculum.

Table 4.3: Characteristics of heads of departments involved in the study

Hod	School	Department	Sex	Age	Qualification / grade	Experience	Teaching experience
1	A	Language	M	52	Degree/ H	10 years	25 years
2	B	Language	F	39	Degree /I	4 years	15 years
3	A	Science	M	50	Dip/I	8 years	16 years
4	B	Humanities	M	33	Degree/I	3 years	6 years
5	D	Science	F	43	Degree/I	6 years	10 years
6	C	Language	M	51	Degree/H	4 years	5 years
7	D	Language	F	35	Degree/I	4 years	9 years
8	B	Science	F	49	Degree/I	4 years	14 years
9	A	Humanities	M	54	Dip/J	10 years	18 years
10	C	Science	M	36	Degree/I	4 years	7 years
11	D	Humanities	F	45	Degree/H	5 years	13
12	C	Humanities	F	39	Degree/I	4 years	10

Professional experience of the HoDs

The study involved 12 heads of departments, 3 from each school. From Table 4.3, we can see that their teaching experience ranged from 5 to 25 years and have been in the position of Head of Department for 3 to 10 years. Out of 12 HoDs, 2 had diplomas, 10 had bachelors' degrees

in education as their academic qualifications by the time the study was being conducted. They were all on grades J, I and H by the time the study was being conducted. They were of the age ranges of 33 and 54. The study involved both female and male heads of departments. Their experience qualifies them to effectively implement the curriculum.

Table 4.4: Characteristics of teachers involved in the study

Teacher	School	Age	Sex	Qualifications	Professional grade	Experience (Years)
1	A	29	M	Degree	I	5
2	B	40	M	Degree	I	13
3	C	32	F	Degree	I	7
4	D	42	M	Degree	I	10
5	A	39	M	Degree	I	12
6	B	37	F	Degree	I	9
7	C	34	F	Degree	I	8
8	D	56	F	Degree	H	26

Teachers teaching experiences

As Table 4.4 shows, all the 8 teachers who participated in the study hold a bachelors' degrees. These teachers comprised of 4 males and 4 females aged between 29 and 56. They have served as secondary school teachers for 5 to 26 years. Thus, they were well qualified and experienced to implement the curriculum.

4.4 Key findings

The purpose of the study was to assess the effectiveness of the orientation training of teachers for the implementation of the revised secondary school curriculum. Findings of the study have been presented in relation to the three objectives of the study. These findings have been discussed in this chapter by relating them to the reviewed literature and the theoretical framework. These three objectives are (a) determine the quality of the orientation training of teachers for the implementation of the new curriculum; (b) to analyse challenges related to the orientation training of teachers to implement the new curriculum; and (c) to examine ways of improving the orientation training programs for implementing new curriculum.

4.5 Quality of the orientation training

The first objective of the study was to determine the quality of the orientation training, the researcher asked teachers some questions concerning the content of the training, duration of the training and other questions.

4.5.1 Superficial Content

All the eight teachers involved in the study indicated that the quality of training was of compromised quality. Most teachers found the content covered during the training sessions to be superficial because it did not focus on the critical changes of the curriculum on which teachers needed to be familiarised. Such critical changes include new topics and challenging topics on which the teachers needed to be oriented for effective implementation. The teachers expected to be oriented on key aspects of the new curriculum, such as change in new subject content, teaching methodologies, assessment practices and learning outcomes. The training was too generic and superficial, hence it did not equip teachers adequately with skills and knowledge for implementing the new curriculum. The trainers concentrated much on training teachers in terms of understanding their roles, but they did not consider offering them enough support in terms of implementing the new curriculum. For example, teacher 1 from school B had this to say, "*I feel that the training did not prepare us well on how to handle new topics in the new curriculum. I find problems in understanding some concepts in the new curriculum. For example, teaching of grammar in the context of comprehension topics in English.*"

The study further found that in terms of the content of the training, much focus was put on training teachers on how to develop schemes of work and lesson plans. This affected the quality of the orientation training. According to Makgato (2018), when it comes to effective implementation of a new curriculum, teacher's knowledge in developing schemes of work and lesson plans is not enough for effective implementation of a new curriculum. Teachers' adequate subject matter knowledge of the new curriculum is an important factor that needs to be considered to ensure effective implementation of the curriculum. It can, thus, be safely argued that the orientation training for the new curriculum did not prepare teachers for them to implement the curriculum effectively. This finding agrees with Shulman (1986), who argues that a teacher's pedagogical content knowledge of a curriculum is important for them to deliver the curriculum effectively at classroom level.

4.5.2 Short training duration

Short duration of the orientation training can negatively affect the quality and effectiveness of preparing teachers for the implementation of a new curriculum. This study found that all the eight teachers who were involved in the study indicated that the training was of short duration compared to the amount of work to be covered. For example, Teacher 2 from school C complained that: "*The training was only for one week and there was very little time to engage with new and challenging content included in the new curriculum.*"

This finding concurs with Maimela (2015) who opined that as opposed to shorter duration, longer training programs have the possibility to tackle broader themes. The rule of the thumb is that the broader the scope of teacher development, the longer the associated training program should be. According to Onche (2014), adult learning is often about going through the same things over and over again, and gradually witnessing change in one's own thinking and behaviour. This means that duration of orientation training should be long enough to allow for repetition and digestion of information. Shorter duration affects coverage of the content, thereby restricting the depth and breadth of the content that can be addressed. As a result, teachers may not have sufficient time to fully comprehend and internalize the changes, leading to gaps in their preparedness for the implementation of the curriculum.

4.5.3 Information Overload

Information overload of the orientation training can negatively affect the quality and effectiveness of preparing teachers for the implementation of a new curriculum. This study found that all the four Head Teachers and the eight teachers who were involved in the study indicated that the training was overloaded with too much content. For example, Teacher 1 from school A lamented that: "*There was a problem concerning too much work, such that there was limited time for orientation training and facilitators were trying to cover more work within the limited time and did not finish the content we were supposed to learn because the trainers said they that are supposed to finish within the time frame which they were given. So, some of us failed to understand properly more of what the new curriculum demands because there was a lot of work against time.*" Similarly, Teacher 2 from the same school, lamented that, "*the training we received was not enough. There was a lot of work to be done, but we did not finish the training because there was no enough time.*"

From what teachers 1 and 2 from school A said, it can be concluded that the training was not of high quality and was not well-planned. It failed to tackle most critical issues that have changed in the new curriculum due to overloading, which did not match with time. Similarly, Teacher 1 from school C, indicated that they were not comfortable with the training they received because there was a lot to be learnt in one week. He indicated that they would have loved if they had another training, because the training session was conducted in haste since trainers said they were against time. This might also have compromised the quality of training. The assertion by teacher 1 from school C was supported by teacher 2 from school D who also emphasised the need for re-training. He remarked that, "*It would make a difference if the training could be redone rather than solely depending only on the training, which we received because there was a lot of work against time.*"

Information overload was also confirmed by the Head Teachers involved in the study. For example, Head Teacher 2 from school B lamented that, "*the new curriculum had a lot of stuff to be covered in a very short period of time and this affected the implementation of the revised curriculum by our teachers.*"

The findings of the study showed that both head teachers and teachers were not satisfied with the quality of training they received. Addressing the shortfalls that emerged during the orientation training is crucial to enhancing the quality of orientation training for curriculum implementation. Providing comprehensive support, resources and tailored professional development opportunities can help mitigate these issues and better prepare teachers for successful adaptation to the revised curriculum.

The negative effect, which content overload can have on the quality of training has also been echoed in the literature. For example, Dweck (2006) points out that if the orientation training overwhelms the teachers and staff with an excessive amount of new information and expectations, it can lead to confusion and stress. Similarly, Sarason (2002) asserts that sheer volume of information availability can make it challenging for teachers to effectively implement a new curriculum. According to Sarason (2002), most orientation training programmes have the tendency of overwhelming teachers with abundance of new information and requirements. Teachers struggle to process and effectively implement all the new concepts

within a short period of time. This has negative effects on the effectiveness of the implementation of a new curriculum.

4.5.4 Limited practical application and pedagogical strategies

The inclusion of practical application and pedagogical strategies in training provides an opportunity for teachers to directly engage and apply the concepts, methods and materials they are learning about in training sessions (Flanders, 2013). Lesson observations revealed that there was teachers' inadequate mastery of teaching skills for an Outcomes-Based Education curriculum. For example, lesson observations showed that teachers struggled to understand the new curriculum's content and pedagogical approaches. Most of them found it challenging to translate theoretical knowledge into effective instructional strategies. This can safely be concluded to be an indicator of poor quality of training, which may have been characterized by lack of opportunity for the trainees to apply theory into practice. Teacher 7 from School C confirmed this by bemoaning that, "*the quality of the training was not up to standards because the orientation did not incorporate hands-on application of the revised curriculum's concepts and principles. We found it challenging to envision how to implement the changes in our daily teaching routines*." The most important practical element of the training, which needed to be covered to ensure the effective implementation of the curriculum is the new pedagogical strategies required by the new curriculum.

This study revealed that teachers struggled to adapt their teaching methods to be aligned with the principles of the new curriculum effectively. This included absence of practical and hands-on training in implementing learner-centered approaches. The effect of the lack of practical and hands-on training on pedagogical strategies manifested in the teachers' classroom practices. For example, teachers failed to integrate the new instructional methodologies and assessment practices into their teaching practices. During post-lesson observation interview with these teachers, it was discovered that there was lack of use of the prescribed pedagogical strategies of the new curriculum. For example, teacher 6 from school C remarked that, "*after the training, we struggled to address the diverse learning needs of students and failed to create effective, engaging and inclusive learning environments. It was not easy for us to integrate new instructional methodologies.*" From the teacher's assertions, it can be concluded that teachers lacked pedagogical knowledge and skills expected of the new curriculum.

If the orientation training failed to address the specific classroom realities, it means that it did not equip teachers effectively to adapt to the new curriculum to meet the needs of their students. This can result in a gap between training content and the practical challenges teachers face in their classrooms. This is in line with Dwecks (2006) who affirms that misalignment of training with classroom realities leads to curriculum implementation challenges because teachers face difficulties in adapting the new content to meet the diverse needs of their students, leading to frustration and inefficiencies in the delivery of instruction. This hinders the successful implementation of the curriculum in the classroom.

These findings are also in line with Darling-Hammond (2012) who affirms that lack of adequate pedagogical knowledge and skills for the new curriculum by teachers, act as a barrier to effective implementation of a new curriculum. Darling-Hammond further contends that lack of pedagogical knowledge and skills required of the new curriculum leads to uncertainty and lack of confidence by teachers in implementing new effective teaching strategies. According to Guskey (2000), lack of pedagogical strategies undermines the quality of orientation training for teachers during implementation of a new curriculum by creating barriers to understanding. It also inhibits reflective teaching practices and fosters inconsistencies in curriculum enactment.

Similarly, Hattie (2008) argues that orientation training should prioritize incorporation of practical experience that allows the teachers to apply new knowledge and skills in authentic settings. He further says that without a strong focus on practical application, orientation training can be ineffective in preparing teachers for the realities of the classroom. Likewise, Hoadley (2017), argues that professional learning requires taking theory into practice because an ideal loop for longer professional training is that, the participants put theoretical input from the studies into their everyday work and then take findings from everyday work back to the studies. By doing this, participants learn effectively by integrating theory into practice, and then challenge some of the theoretical constructs. The orientation training for the secondary school teachers in Malawi, however, had much theory compared to practical elements that needed to be practiced by the teachers during the orientation training to prepare them for effective implementation of the curriculum.

4.5.5 Inadequate training materials

According to Shulman (1986), inadequate training materials have a profound impact on the quality of orientation training for teachers because it interferes with understanding of the new curriculum's objectives, content, teaching methodologies and assessment strategies. This hinders teachers' ability to effectively translate the curriculum into classroom practice, thereby resulting into sub-optimal implementation. From the interviews with teachers, it was found that the training was also faced by the challenge of inadequate training materials. For example, teacher 2 from school D remarked that, "*we struggled to understand the new content of the new curriculum because there was lack of updated training materials, such as manuals, handouts and other tools that are essential for delivering high-quality orientation training.*" The assertion by the teacher above shows that the quality of the orientation training was compromised because of inadequate training materials. This made the trainers struggle to effectively convey the necessary information and skills to teachers. According to Guskey (2000), adequate training materials support the understanding of how teachers adapt instructions to meet diverse student's needs within the framework of the new curriculum.

4.5.6 Inadequate training monitoring

Orientation training for teachers for the implementation of the new curriculum was also challenged by lack of training monitoring. Danielson (2013) has underscored the significance of monitoring of orientation training in improving the quality of training. Danielson (2013) opines that training monitoring helps to identify areas that need improvement in the training, thereby improving the quality of the training. This study has discovered that monitoring of the training was not emphasized as a key element of the training. For example, the study found that the orientation training did not put mechanisms for monitoring its effectiveness and gather feedback from participants about the shortcomings of the training. Through lesson observations, the study revealed that lack of training monitoring resulted in teachers' misinterpretation of the curriculum content. For example, Teacher 3 from school B said that, "*The orientation training did not cater for all the teachers and yet there is no training monitoring to help narrow the gap that is there. That is why I was struggling in integrate the expected requirements of the new curriculum into classroom practice during lesson presentation.*" This assertion by Teacher 3 from school B above is in line with Ball (1999) who asserts that lack of training monitoring leads to ineffective implementation of new

strategies that comes with the new curriculum. When there is lack of ongoing monitoring orientation training, the training becomes compromised and teachers struggle to effectively implement new requirements of a new curriculum.

4.5.7 Poor preparation of the training

The study revealed that there was poor preparation of the training by the organisers. For example, it was noted that the schools were not clearly informed about the conditions of the training, including the goals or outcomes of the training. Schools were not given enough information to prepare the teachers for the training. For example, Head Teachers were not clearly informed about issues of representation from the schools at the training held at divisional level. For example, interviews data revealed that there was underrepresentation of teachers to the training from the schools. The result of this was that, in order for some schools to cover up the underrepresentation gap, they were taking some teachers from other schools to fill that gap. After the training, those gap filler teachers went back to their respective schools, leaving the schools they represented with shortage of trained teachers. This creates a gap in the amount of information on the new curriculum, which schools are required to have for effective implementation of the new curriculum.

For instance, some Head Teachers could take a teacher who specialised in agriculture from another school to attend an English training session just to fill the needed number of teachers from their schools. For example, the Head Teacher 3 for school C lamented that: "*The picture outside is that all teachers were trained, but honestly not many teachers were trained. Some schools, which have a few English teachers would send an agriculture or any teacher specialised in different subjects to train for English and vice-versa because they wanted to reach the needed number which was required at their school.*" The assertion by the Head Teacher 3 above shows that the arrangement affected the goal of the orientation training because an agriculture teacher may not understand the requirements of English as a subject and vice-versa, but also, they cannot deliver effectively in that particular subject on the ground.

 Landson (2009) asserts that while orientation training for teachers on the implementation of the new curriculum in the area which a particular teacher did not specialize, can enhance their skills in that particular area, this may not fully substitute for the depth of expertise that the teacher who specialised in that particular area possesses. Gay (2018) agrees with Landson

(2009) on the disadvantage of training-teachers in the areas which they are not specialised to teach. Gay argues that giving orientation training meant for other teachers than those who specialised in a specific area comes with overburdening as that means adding more responsibilities to teachers who already have their areas of specialisation. In turn, this might impact their ability to effectively cover both subject areas or fail to cover even one.

4.5.8 Inaccurate and unreliable information

Interviews with different Head Teachers indicated that people were receiving the training in different groups and phases. This approach of training brought in some disturbances. This is so because there would be inconsistencies in the way teachers would approach their lessons. Head Teacher 2 from secondary school B said that, "*The training sessions have been done in many phases as such some participants were just copying the information which was in the manuals that trainers were using instead of getting training. Not all teachers received the training properly others were just copying the short notes.*"

The quote above shows that the quality of training was not as anticipated by trainees. Ball (1999) affirms that high level training programmes like those of curriculum change call for proper arrangement so that all stakeholders in the education sector are well updated.

4.5.9 Neglect of the existing prior strength of teachers

Face to face interviews data, shows that the orientation training exclusively focused on the new curriculum and neglected to recognize the power of the existing strengths and expertise of teachers, potentially undervaluing their previous contributions to the educational system. For example, HoD 3 from school B said that, "*we are demotivated because our existing strengths were overlooked during the orientation training. As such, we feel devalued and disconnected from the new curriculum because it has been viewed as if we have nothing in our heads.*" According to Ball (1999), neglecting of teacher's prior strengths during orientation leads to missed opportunities for innovation because that means neglecting to harness teacher's existing strengths which limits the potential for innovation and creative adaptation of the new curriculum. Ball's assertion is supported by Clifton (2001) who affirms that teachers are encouraged to build on their strengths in order to find meaning and relevance in the new curriculum.

By acknowledging the existing strengths of the teachers during the orientation training, educational institutions can promote a more supportive and effective approach to the new curriculum implementation and enhance teacher satisfaction.

4.5.10 Orientation training was resource intensive

Lack of adequate funds affected the quality of orientation training programs. Money allocated for orientation training at national, regional and school levels were not enough. For example, Head Teacher 4 from school D said that, "*it has always been the trend in the education sector that funding for trainings is always a problem, yet these are very important trainings. We were the first people to be inducted. Our training took place at Blue Waters in Salima and it was for one week. We were advised to go and train our subjects on the same because there are no enough funds to invite all teachers to Salima at once. Some of us organized school-based trainings just for two days regardless of too much stuff which was there to share with our teachers because of poor funding. Nowadays, we do not receive funding, so we depend on revenue to run the school and that is very difficult for us."*

The quotation by the Head Teacher from school D shows that the training was challenged by lack of funds. Big projects like curriculum change take some years and need proper preparation in terms of funding. Otherwise, the quality of training without enough funding is compromised. According to Agabi (2014), when conducting an orientation training, adequate funding guarantees staff welfare and retention through regular payment of staff allowances as well as staff development through academic programmes like workshops, seminars, conferences. As Asiya (2019) points out, poor funding within the educational system has led to dysfunctional and unethical practices that have generated limitation across the educational systems in African countries. Asiya further insists that poor funding has led to incidences of backlog of results of the orientation training due to poor quality of orientation training, non-availability of instructional materials leading to a decrease in standards of orientation training. It is clear from the findings the curriculum review was not adequately funded, thereby contributing to compromised quality of the orientation training.

4.6 Challenges faced during the orientation training

The second objective of the study was to analyse the challenges associated to the orientation training of teachers for the implementation of the new curriculum. These are discussed below.

4.6.1 Inadequate training of teachers

The study established that the orientation training was engulfed with a lot of challenges. In some cases, each participant was oriented in one of subject that they specialized, either majored or minored. This was so because the training for all the subjects was being conducted concurrently. This created a challenge because secondary school teachers are trained to teach two subjects – a major and a minor one. This means that the other subject suffered and it is being taught without orientation. In such cases, teachers may keep relying on old approaches if not exposed to remedial training. Teacher 7 from school D had this to say: "*During the training session we missed some work because we were divided according to our areas of specialised subjects. While I was attending to Maths I missed a biology session.*

From Teacher 7 from school D's explanation, the indicators are clear that the training lacked the order of events that would have made teachers not to miss training related to other subjects. This compromised the exercise because some teachers missed the other important part of the orientation training. It can, therefore, be concluded that the orientation training for the revised curriculum was problematic.

4.6.2 Shortage of trainers

Education is one of the ministries which has a huge of workforce in Malawi against few trainers. This leads to reduced individual attention. This means that there will be fewer opportunities for individualized attention and personalized feedback during the orientation training. Trainees may have limited access to ask questions or seek clarification from trainers on specific information, which is not clear. As narrated by Trainer B, "*there is a critical shortage of trainers, which is even threatening the future of training programs because lack of trainers means not enough teachers being trained, but also not properly trained because of the increased workload for the existing trainers. In cases where there is high training demand, we take additional responsibilities and conduct trainings for larger groups. This poses a challenge because it has the potential of affecting the quality of training delivery.*" The above quote indicates that trainers were equally stressed with too much content that they were supposed to deliver to teachers and other educational stakeholders.

According to Ladd and Sorensen (2016), shortage of trainers leads to potential gaps because the existing trainers may have to cover a broader range of topics in limited amount of time.

This could result in trainers rushing through certain areas or omitting important information, leading to potential knowledge gaps. Jere (2012) asserts that shortage of trainers during orientation training leads to enhanced teamwork and collaboration because with fewer trainers available, trainees might seek support from their peers fostering a sense of team work. This is in line with Molepo (2014) who asserts that Trainees can collaborate to share knowledge and skills, share insights and collectively find solutions. However, there could be propagation of misinformation because without adequate training, trainees may not have a strong grasp of the new content. Such kind of misinformation can be detrimental to their understanding.

The findings clearly show that the trainers were overwhelmed by workload. Trainer A was of the view that they had conducted the training so well and that they feel that the training was successful although the content was too much. According to this trainer, "*the training was conducted in a fair manner. The challenge we had as trainers is that there was too much content to be covered within a very short period, which might have been a challenge to some teachers. Apart from that, there were a lot of teachers and they differ in the way they understand new content.*" From the above explanation, it can be argued that the training was smoothly conducted contrary to what teachers are saying. Nevertheless, too much content needs enough time to be successfully covered. What trainer A says is in line with Harris (2008) who affirms that during orientation training too much content affect quality and also overwhelms the trainees with new excessive information that leads to decreased retention and understanding. Nevertheless, shortage of the trainers coupled with too much of new content leads to low quality of training because fewer trainers may struggle to effectively convey the necessary information as prescribed by the new curriculum.

4.6.3 Lack of competence by trainers

Some respondents indicated that some trainers lacked basic skills and many times, they hardly made an impact on the perspective of the trainees. Teacher 6 from school C, for example, lamented that "*the trainers behaved just like an authority. They disseminate information to participants by just reading policy documents word by word without proper clarification. The policy documents are very bulky and trainers tried to cover so many new concepts, but they did not finish the content.*" The concern was shared by the Head Teacher from school D who said that the "*orientation training was somehow difficult to understand because, at some point,*

we could see that the facilitators themselves were not very conversant with what the new curriculum demands. This was seen when some trainers failed to explain simple information on the administration of exams. For instance, how continuous assessments will be added to the final grade or results on the national examinations or end of term results, but also how assessment is done within the process of teaching and learning."

From the above sentiments, it is clear that the orientation training was a challenge because some people who were entrusted to disseminate information concerning the new curriculum to teachers seemed to have some difficulties to expound on some important aspects. Youth (2013) asserts that a competence profile helps people to understand what is expected of them and also how to achieve it. However, as established in the study, trainers were orienting trainees only in areas in which they are specialised. For example, Trainer B said that "*sometimes, we train teachers depending on the area of focus that each trainer is an expert in. I am better in providing teachers with skills for implementing the new curriculum at classroom level while my friends may be good at explaining how to teach particular subjects.*" This indicates that, to some extent, the trainers did their part by providing enough training according to the demands of their specialised field. Nevertheless, the education authorities need to look into the selection criteria used to identify trainers. On the same, Youth (2013) argues that trainers should be selected based on their experience and enthusiasm for change to take place after giving the training to teachers. Trainers must be selected well in advance and there should also be a strong mechanism of their capacity enhancement regarding subject matter understanding and facilitation skills.

4.6.4. Lack of psychological preparation of teachers

The extra workload that a new curriculum brought should not be overlooked. The task of planning and implementing a new curriculum, increased the workload of implementers. Some teachers might not be ready and willing to take on additional workload. Salto (2013), emphasized that it is important that orientation training for teachers for implementing a new curriculum should also consider preparing teachers psychologically in the first place. This study, however, revealed that the training lacked psychological components.

According to Stenhouse (1976), Curriculum Policy Change changes nothing of significance unless it changes teachers' beliefs and ambitions. This relates to Stenhouse's Theory of

Curriculum Policy Change, which stipulates that the manner in which the trainers define their role does not address the issue of changing teachers' opinions and upcoming expectations. This suggests that teachers' attitudes should change after undergoing training sessions with trainers. Training sessions should not only focus on the passing of new skills only, but also preparing teachers' minds on how to deal with the changes that they are confronted with in the classroom when implementing the new curriculum. According to Cheng (1995), it is very important to prepare teachers psychologically to help them understand the consequences of implementing a new curriculum. This suggests that when conducting training sessions, trainers should not only focus on equipping teachers with new skills and knowledge, but they should also be mindful of preparing them psychologically and empowering them with knowledge about the possible outcomes of the revised curriculum.

Teachers' responses in the study show that the orientation training did not include components, preparing them psychologically for the new demands of the new curriculum. According to Stenhouse (1976), without changing teachers' beliefs, curriculum change is bound to fail. The consequence is that if trainers fail to change the teachers' beliefs, then the implementation of the new secondary school curriculum is most likely to be marred by a lot of challenges. This was also evidenced from the classroom observations data which revealed that teachers who were involved in the study did not teach following the principles of Outcomes-Based Education curriculum. For example, the Outcomes-Based Education Curriculum requires that the teacher should clarify the focus of the lesson at the beginning of the lesson. Classroom lesson observations, however, revealed that teachers did not necessarily clarify the focus of their lesson by sharing with the learners the success criteria of their lessons.

According to Teacher 8 from school D, "*provision of training should consider changing the beliefs of teachers, and this will help us to prepare in such a way that allows us to understand the purpose of the curriculum. In our case nothing has changed.*" According to Stephen (2018), providing training that changes teachers' beliefs will mean that teachers are prepared in a manner that allows them to understand the objectives of the revised curriculum, which will assist them as catalysts of a curriculum to get desired outcomes for their learners.

It is, therefore, important to redefine the role of the trainers by moving away from only being responsible for the passing of knowledge and skills to teachers, to that of preparing teachers

on how to deal with the changes concerning the curriculum. This shows that there was a disjuncture in terms of what teachers expected from trainers and what trainers considered as their responsibility. To close this disjuncture or expectations gap between trainers and teachers, trainers are supposed to go back to their drawing table and suggest solutions on how their training sessions can better prepare teachers holistically to implement a new curriculum more effectively. As emphasised by Badugela (2012) and Moshala (2016), trainers should not only focus on training teachers for implementation of the new curriculum, but also consider preparing teachers psychologically while giving them proper training for the new curriculum. Otherwise, it becomes a challenge for teachers to cope with new workloads from the new curriculum.

4.6.5 Information distortion through the Cascade Model

The study has established that the use of the Cascade Model during orientation training alter the information in the course of information dissemination. Trainees' reliance on facilitators' understanding poses numerous challenges due to the potential for facilitators having misunderstood the information themselves. This creates chances for misinformation. In order to mitigate the risk of misinformation and ensure effective transmission of knowledge, it is crucial for facilitators to possess comprehensive and accurate understanding of the subject matter before disseminating it to trainees. This underscores the importance of thorough training and ongoing professional development for facilitators. This was also the case with some schools which took part in the study. Some facilitators did not understand the content at the orientation training they attended and yet they were supposed to train fellow teachers on the same. Teacher 8 at secondary school D complained that, "*the Cascade Model of orientation interferes a lot with information in the course of dissemination. We were ineffectually oriented at cluster and school-based orientation because we were oriented by facilitators who were also not competently oriented due to time factor and a lot of work, which was supposed to be covered at the shortest period of time.*"

The study also found that some school managers and teachers were also not conversant with the requirements of the new curriculum. There were some teachers who felt that the training they received from the school-based facilitators was not accurate. It is not clear whether schools are doing the right thing or not. No wonder, the Cascade Model approach of training

teachers continues to be criticized because it dilutes information (Ololube, 2014). The teacher who is an implementer of the curriculum is not equipped with the necessary information because he/she is the last person to be trained due to the nature of the Cascade Model. This puts the goals of the new curriculum at stake considering that a teacher is the main implementer of the curriculum.

According to Hoadley (2017), the orientation training programmes are meant to create a greater awareness of the new curriculum to the teachers and to provide them with the needed skills in implementing the new curriculum. This study revealed that the Cascade Model of training used to train teachers did not prepare teachers and Head Teachers effectively because of insufficient time and the nature of the Cascade Model. Teachers did not get firsthand information because they were trained by the Head Teachers, heads of departments and some lucky teachers who attended the training. However, as we have seen above, these may not have received optimal training due to the highlighted challenges that marred the orientation training. For example, Teacher 4 from school B said that "*the process of disseminating information on the new curriculum is not much helpful because the head teachers were trained first and then they trained us. The information they gave us was also new to them and was distorted because they were seen to be not conversant with it.*"

These findings concur with Rembe (2006) who argues that the Cascade Model of training teachers has been criticized for dilution of information and it is ineffective in endowing teachers with new principles of the Outcomes-Based Education. Rembe (2006) further argues that the Cascade Model of training teachers is a substandard one in the sense that the majority of teachers depend on the capability of few head-teachers, heads of departments and teachers who were chosen to receive training in order to train others. Such kind of training leads to poor information dissemination and does not fully prepare teachers with necessary skills. Although the Model has a benefit of being cost serving, the Ministry of Education should put in place some mechanisms to ensure that school managers and teachers are successfully oriented.

4.6.6 Lack of trainees' motivation

The study found out that there was lack of motivation amongst the trainees. The Model that was adopted for training left those trained at school level with lack of motivation due to monetary issues. Teachers were questioning their school managers about how they were

expected to participate in such a significant training with only k4000 for lunch, while others who underwent the same training received varying amounts of allowances, ranging from K150000 to K250000. For example, Head Teacher 3 from school C narrated that, "*teachers would reject to receive the training at school level, arguing that others got a reasonable allowance to get the training. So, why should they be given only lunch allowance and get the one-week training in a day. At school level, it has been very difficult to organize the trainings because of the feeling that others got more money on the same exercise. As an administrator I feel the trainings should be ongoing to cover up for those that did not receive training and also to help those teachers that were already trained so that they do not forget what they were trained on. However, resources remain a challenge at school level. Teachers feel betrayed and complain a lot that there is no motivation and support.*"

From what Head Teacher 3 at school C is said, it can be concluded that lack of motivation was also a challenge in as far as the orientation training is concerned. The issue of motivation should be taken into consideration when preparing for training, especially in the cases where others were motivated on the same training, but others were not motivated. There should be consistency in a way of doing things to maintain uniformity.

4.6.7 Lack of orientation training sessions at cluster and school level

The study found out that, in some cases, there was lack of orientation training at cluster and school levels. For example, HoD 9 from school B narrated, "*not all of our teachers were trained in readiness of the implementation of the new curriculum. At the same time, we expected them to receive training at school or luster level, but that is not happening due to financial reasons and it is very difficult for us to follow recommendations of the new curriculum.*" These sentiments relate to what Darling-Hammond (2012) stated that teachers feel a sense of pride for their job; when there is no training, teachers do not understand how to do their job and their morale dips, thereby affecting their productivity. This means a lot need to be done in as far as orientation training is concerned and if the goals of the Outcome-Based Education curriculum are to be achieved. Otherwise, such situations pose a challenge on the new curriculum.

Also, the interviews indicated that teachers lack adequate orientation training. Responses from the Head Teacher 1 from school A attest to this. The head Teacher indicated that "*although*

some teachers have received training, it is not enough because some of them have not acquired the required expertise of achieving the new curricular objectives. Some teachers have attended only one school-based training. There are some few teachers who received the training organized by the Ministry, but the training was very short. We are not getting any funding from the government now, so it becomes very difficult to organize school-based trainings. Teachers have always complained that we, Head Teachers, attend workshops with allowances, but we want to organize trainings for teachers without allowances. This also compromises the idea of helping teachers to at least get trained."

On the same, Head Teacher 3 from school C was quoted saying: "*At my school here, teachers have not received any training on the new curriculum organized by the Ministry. As a school, we organized a school-based workshop for a day to equip our teachers with new requirements of Outcomes-Based Education. This was done by inviting teachers from different clusters to share experience on the training. However, we did not train for more days because of inadequate resources.* The assertion above indicates that most teachers have not received adequate orientation training to enable them effectively handle the new curriculum. A better mechanism should be put in place to help such teachers to get trained.

4.6.8 Time constraints

Teachers often face time constraints due to heavy workloads, administrative responsibilities and other obligations. The orientation training was done within a period one week. This limited the depth of understanding and preparation for implementing the new curriculum. There was a lot to be learnt, but due to limited time, more important stuff was left out. Teacher 4 from school C said that, "*it seems like the administrators…benefitted more from the training than teachers, yet teachers are the main implementers of the new curriculum. I am saying this because many teachers were left out, they did not receive orientation training, those who received orientation training were not given enough time. So, a lot was missed.*" In the same vein HoD 1 from school A had similar sentiments when he was asked if the training that teachers received prepared them to teach the new curriculum. He lamented that, "*the orientation training partly prepared teachers to teach the new curriculum because the methodologies learnt are being used in class. However, there has been no follow-ups and not even school based trainings. The little knowledge that was gained is being used in class. As*

HODs, we acted like trainers, but teachers on the ground were supposed to enjoy the resources available more, but most of them were just briefed for a day while we, the HoDs, were trained for a week."

The quotes above indicate that time factor was a challenge during the orientation training. They also suggest that the administrators are the ones who benefitted more from the trainings than the teachers who are the main implementers of the new curriculum. This resonates with Dwecks (2006) who argues that missing the target group, which is meant to receive the training is like training the caretakers who know little about a particular area of specialization as there will be no specialists in a particular subject. This has disastrous consequences for the learner.

4.6.9 Ineffectiveness of the orientation training

Post lesson observation interview data revealed that teachers were not delighted with the way the training was conducted. Teacher 2 from school A narrated that "*the orientation training did not prepare us for the effective implementation of the new curriculum. Most of us were not trained and more trainings are needed. Whenever we have normal school staff meetings, we do raise the issue to the school management that we don't understand the new curriculum. However, they tell us that funding is a problem."* From what Teacher 2 from school A said, it can be concluded that teachers' failure to follow OBE standards in class, which researcher observed, is a result of the training being effective. Inadequately trained employees are likely to experience poor job performance and increased levels of work-related stress which is dangerous for a learner who depend on a stressed teacher to learn (Dwecks, 2006). Whenever teachers feel unhappy and undervalued, there are more chances for reduced productivity.

4.6.10 Inconducive environment for training

The choice of venue for carrying out the orientation training needed to be considered for the comfortability of the trainees (teachers). From the interviews, it was established that during the main orientation, there were many participants, such that the hall was filled to capacity. Teacher 8 from school D lamented as follows: "*I sat very uncomfortably at the back of the hall because the hall was filled to the brim and it was hot. That overcrowding situation affected my concentration. Many participants were also not active because of the overcrowding."*

From the quote above, it can be concluded that the orientation training took place in a poor environment. Hattie (2012) asserts that poor learning environments decrease mental efficiency because the intellectual productivity and creativeness of a human being is affected by the environment where they operate. The more conducive the environment the successful the proceedings. Human beings are free and comfortable in spacious environments not in overcrowded space (Van KG, 2015). Hoadley (2017) insist that any overcrowded learning space is a cause of stress, adding that overcrowding conditions will always bring boredom. In Outcomes-Based Education curriculum, the participant is not a passive recipient of knowledge, but an active participant in the learning process. Hence, inconducive environments affect teachers' participation in the orientation training.

4.6.11 Teacher resistance to change

Teachers' resistance to change impacts on the effectiveness of the implementation of a curriculum. Teacher resistance is evidenced from the teachers being skeptical to embrace the change on which they were trained on the orientation. The lesson observation showed that teachers did not embrace the principles of the new curriculum, which is an indicator of their being resistant to change. For example, teacher 7 from school D said that, "*we are used to our old ways of teaching and our learners perform so well. This new curriculum has brought a lot of work, which is very difficult to implement. It disturbs us and our learners. Moreover, the government doesn't motivate us.*" What teacher 7 from school D is saying above shows that some teachers are not interested in the changes that the new curriculum has brought. If teachers show such unwillingness to embrace the new curriculum, the whole idea of revising the curriculum becomes meaningless.

This finding concurs with Darling-Hammond (2017) who affirms that orientation training programs are typically designed to equip teachers with the knowledge and skills necessary to implement the new curriculum effectively. However, the resistance by some teachers impedes the acquisition and application of these skills. Teachers who are resistant to change may be less inclined to fully absorb the training content, limiting the effectiveness of skill-building efforts.

4.6.12 Failure to implement principles of the new curriculum

Lesson observation data showed that some teachers are failing to implement the principles of the new curriculum. For example, an English Literature lesson taught by Teacher 1 at school A did not start from known to unknown. During the correction activity in class, the teacher did clarify the responses given by the learners as expected by the new curriculum. The teacher did not integrate assessment during the process of teaching and learning. Furthermore, the teacher did not make use of the chalkboard during the lesson presentation to help learners understand the lesson more and learners were not allowed to take short notes of what they were learning. At some point, Teacher 1 was quoted saying, "*We are going to use different story books because we do not have enough books, but don't worry the concept is the same.*" Much as the concept may be the same, but by using textbooks different from those prescribed by the Outcomes-Based Education shows that the teacher flouted the principles of the new curriculum and this confused learners. There was no learner centeredness as the teacher talked more than learners. Learners were advised to ask questions at the end of the lesson and not in the course of teaching and learning.

In some cases, the teacher was seen posing a question and ended up answering it herself. This is contrary to the expectations of the new curriculum. Therefore, it can be concluded that some teachers were challenged to deliver the new curriculum, possibly because they did not receive the training. The new curriculum encourages teachers to give learners some homework on the content learnt. However, on this particular day, the teacher did not give them.

During post observation interview, the researcher tried to find out more from the teacher on how the lesson was delivered. In the process of the interview, the researcher asked the teacher why she did not adopt the new approaches to the new curriculum and this is what the teacher answered said: "*I did not attend the orientation training. So, I cannot differentiate between the principles of the old and new curriculum. I was just teaching. I also did not use new books only because we do not have enough new books. Mind you, training started first and textbooks were distributed later. In fact, some textbooks came just last year.*"

According to Onche (2014), the Outcomes-Based Education curriculum focuses on measuring student performance through outcomes. The Outcomes-Based Education maps and measures students' performance at every step. It aims at maximizing student learning outcomes by

developing their own knowledge and skills. The flouting of the Outcomes-Based Education principles shows that learners have missed a lot in class because the theory of Outcomes-Based Education bases each part on educational system around goals/outcomes which every learner must achieve by the end of an educational experience.

Face to face interviews data also revealed that the orientation training did not account for the diverse needs and teaching styles of individual teachers. It failed to provide tailored support, leaving some teachers feeling ill-prepared to effectively implement the new curriculum. This was evidenced during the face to face interviews with the HoD 10 from school D who said, "*we are challenged by the misalignment with curriculum objectives because the orientation training was not customized to the specific objectives and requirements of the new curriculum, hence we fail to adequately prepare our teachers to effectively teach and support the new material.*" The proclamation by HoD 10 from school D is in line with Guskey (2000) who affirms that the misalignment of orientation training with curriculum objectives leads to confusion and inefficiency in the implementation in process. This arises because teachers struggle to understand how the new curriculum aligns with their existing practices and methods.

4.6.13   Lack of clarity of the new curriculum

Lesson observation data revealed that inadequate and unclear training resulted in mis-interpretation of the new curriculum's objectives, leading to misaligned implementation strategies and confusion amongst teachers. For example, Teacher 6 from school C had this to say, "we don't know what to do. We are very uncertain and ill-prepared to implement the new curriculum. *We received conflicting information during orientation training. As such we have problems to understand the idea of the new curriculum. We don't know what is expected of us. As such, we feel not confident at times when we are going to class because we know we are missing the expected outcomes of the revised curriculum*." According to Fullan (1977), misinterpretation and miscommunication during orientation training leads to lack of clarity of objectives of the new curriculum, when teachers do not fully understand the intended rationale of the new curriculum, they struggle to align their teaching methods and strategies with the overarching new curriculum goals. This results in lack of coherence and consistency in the delivery of the curriculum, thereby frustrating and confusing both teachers and learners.

The assertion by Fullan (1977) is supported by Guskey (2000) who contends that misinterpretation and miscommunication during orientation training impacts on the effective use of educational materials and resources. For example, if teachers are not given accurate information about the recommended textbooks and other tools to be used during curriculum implementation, it will lead to inefficiencies and educational gaps in the learning process. Teachers may end up using inappropriate or outdated resources, which can hinder the delivery of high-quality instruction.

Teachers should be provided with accurate and detailed information about the curriculum, its objectives, instructional strategies, assessment methods and available resources that are essential to ensuring a smooth and successful implementation.

4.6.14 Compliance without understanding

Interviews data revealed that in some cases, orientation training focused too heavily on compliance with the new curriculum without fostering a deep understanding of its underlying principles. This resulted in superficial implementation without capturing the essence of the intended changes brought by the new curriculum. For example, Teacher 3 from school B had the following to say; "*As a teacher, I am not excited with the coming of the new curriculum because it has brought a lot of issues, such that it has become too difficult to understand it and digest all of the requirements. So, I still use the old curriculum.*" From what Teacher 3 from school B is saying, it can be concluded that teachers were frustrated and stressed with training. Such situations are a threat to curriculum implementation because the frustrated and stressed teachers can contribute to lower morale among the staff and such teachers may become disengaged and lack of enthusiasm for effective implementation of the new curriculum in the classroom.

This resonates with what Greene (1988) argues that compliance without understanding results in ineffective instruction. Teachers may simply follow the prescribed activities and materials without understanding the underlying rationale or pedagogical principles of the new curriculum. As a result, instructional strategies may not be effectively tailored to facilitate deep learning and understanding among students.

Nevertheless, despite some teachers' mixed views on the orientation training they received, some school managers displayed enthusiasm to introduce innovations aimed at supporting their teachers. This effort was made to ensure effective capacity building, fostering the professional advancement of teachers and consequently enhancing the curriculum implementation process. For instance, Head Teacher 4 from school D indicated that as school managers whom the Cascade Model of training targeted, they had come up with some positive ideas to help their teachers. The Head Teacher said that, "*looking at the situation that the training was done within a short period of time and that not all teachers received the training, I had to provide additional training sessions, in some cases provide a one-on-one support for teachers who may be struggling to understand the principles of the Outcomes-based curriculum requirements. This personalized approach also helped to address individual teachers learning needs. In addition, I initiated a culture of continuous training through continuous professional development. Teachers were encouraged to work together, share experiences and learn from one another while myself and the HoDs facilitate the spread of effective instructional strategies and innovative approaches in line with the Outcomes Based Curriculum.*"

This indicates that to some extent, school managers play a critical role in providing leadership to ensure effective capacity building of staff in the context of curriculum change. By creating a culture of continuous learning, school managers can support the professional growth and development of their staff and contributed to the successful implementation of the curriculum. Harris (2008) affirms that it is important for school managers to model effective leadership practices by demonstrating the commitment to ongoing professional development and growth to inspire and motivate their staff.

4.6.15 Teachers' discontentment with training organization

Interviews data shows that teachers hold different views and expressed dissatisfaction on how the orientation training was done. Some are complaining that the training was not adequate. For example, Teacher 5 from school C said that "*the way the government carries out its programs is not good because they just came and imposed what they discussed at a higher level without consulting us. There was no room for discussion. We didn't even see the documents, but we were expecting them to show us the documents and discuss the content*

together. I feel that it was not enough." This implies that teachers were not satisfied with how the trainers conducted the training as they were not given an opportunity to put their views forward.

Just like Agabi (2014) affirms, teachers should not be left out during orientation trainings, but they should be engaged. This makes teachers more efficient in their lesson delivery through the adoption of new delivery methods and assessment styles. Agabi asserts that teachers have an ongoing commitment to maintain their professional expertise and they must recognize themselves as trainees involved in continuous revision and enhancement of their knowledge and skills and their teaching and learning approaches. To achieve this, teachers must not be left out to just listen to trainers, but should be allowed to forward their inputs. They must be engaged in an appropriately balanced range of personal and professional development activities. This enables them to progress and learn in ways that are relevant to their individual needs and those of their learners.

4.6.16 Increased stress and burnout

A poorly executed or overwhelming orientation training can contribute to increased stress and potential burnout among teachers (Micheal, 2017). If the training adds to their workload or creates unrealistic expectations, it can negatively impact on their overall well-being and job satisfaction. For example, Teacher 5 from school C lamented that, "*we struggled with heavy workload and draining exercise of the orientation training as such there was no effectiveness*." Dwecks (2006) affirms that increased stress and burnout leads to decreased morale, decreased morale results in lack of enthusiasm for implementing the new curriculum. Teachers may feel emotionally and mentally exhausted, making it challenging to fully adapt to the new instructional approaches and materials. Similarly, Darling-Hammond (2017) states that stress and burnout lead to reduced capacity for innovation and adaptation, thereby limiting teacher's cognitive and emotional resources which are essential for innovation and adaptation. Implementing a new curriculum often requires creativity, flexibility and the ability to experiment new teaching methods. When teachers are experiencing burnout, their capacity to explore and implement novel instructional strategies may be compromised.

4.7 Ways of improving orientation training

The third objective of the study was to examine ways of improving orientation training programs for implementing new curriculum. There is need for putting in place mechanisms that will ensure that effective orientation training is conducted before a new curriculum comes into force. Based on the findings, ways of improving orientation have been discussed below.

4.7.1 Prioritise the provision of adequate resources for training programs

The Ministry of Education, policy makers and school administrators should consider prioritizing enough resources for orientation training programmes in recognition of its critical role in successful curriculum implementation. This may involve allocating more funds or seeking additional resources through grants or partnerships. Adequate funding would ensure that all teachers are accommodated in the training programmes. This is what the Head Teacher from school D said; "*the changing of the curriculum is a very intensive activity that involves a lot of activities, one of which is the trainings of all stakeholders under the Ministry. Those organisers should play its coordinating role more effectively to make sure that there is substantial amount of funding that is enough to train teacher. This would help to improve the orientation training programs.*" This Head Teacher's thoughts concur with Okolo (2013), who affirms that those in authority should take note that whenever they are planning for curriculum change, they should ensure adequate funds for effective orientation training programmes. Curriculum change is a very crucial exercise that requires enough preparations such as mobilizing more funds for its effective organization.

4.7.2 Implement comprehensive evaluation mechanisms

Educational institutions should implement comprehensive evaluation mechanisms to assess the effectiveness of orientation training. This may include pre-assessments, post-training assessments and classroom observations to gather insights from teachers (Mtitu, 2014). Face to face interviews with the head teachers indicated that there is lack of accountability on the part of teachers and some education stakeholders. For example, head teacher 4 from school D narrated that, "*lack of evaluation mechanisms provide valuable feedback to teachers and stakeholders on their performance during orientation training.*" According to Darling-Hammond (2012), evaluation mechanisms promote accountability by providing a means to measure student's performance, teacher effectiveness and the overall school outcomes.

Evaluation mechanisms would provide feedback that would inform further review and improvements to the curriculum so that it remains relevant, engaging and aligned with learning standards.

4.7.3 Increase the number of trainers

The study also revealed that there was shortage of training personnel, which piled pressure to those who were conducting training programmes. For example, most of the teachers who took part in the study complained that the shortage of trainers worsened the situation. Teacher 1 from school A lamented that "*maybe if we had more trainers, we could have received enough training and more teachers would have benefitted. In my case, we only had two trainers against hundreds of us. It was so difficult for the trainers to engage all the trainees, such that we missed some information while there.*"

The above quotation shows that some flaws in the orientation training were accentuated by the insufficiency of trainers. If there were enough trainers, they would have trained more teachers. As Ololube (2014), puts it, with more facilitators there would be an increased diversity of perspectives and expertise in delivering information as well as reduced workload to the trainers. In addition to that, enough personnel would help in enhancing engagement of participants and improve the flexibility of the meeting. This affirms the assertion by Darling-Hammond (2012) that having more trainers plays a critical role in developing, engaging and effecting training initiatives. More trainers would also lead to improved engagement, this helps with to keep the sessions engaging and dynamic. Different trainers vary their presentation styles and interact with trainees in different ways, making the orientation training more interesting and interactive.

4.7.4 Intensify follow-ups on implementation of the training content

Data has also revealed that since the inception of the orientation training programmes, there has been no much follow-ups to check if what is happening in class is as a result of the training teachers received. The Head Teacher 3 for school C lamented as follows: "*The Ministry did not make any make follow-ups to our school to find out if what they laid on the ground is bearing fruits, that is, to check if the new curriculum is being implemented effectively because that is one of the ways that could also help to evaluate the trainings, which they provided. The*

regional inspectorate office visits the schools, not really to follow-up on how the training has affected teaching and learning, but to fulfil their own routine work."

There was need for the Ministry of Education to carry intensive and extensive follow-ups to see to it that the orientation training they introduced is meeting the intended purpose. The follow ups would also help ensure that refresher trainings are continuously being conducted in schools. This would also help teachers to get motivated and encouraged. Ololube (2014) affirms that training follow-ups are essential for several reasons, such as assessing the outcomes to determine whether participants have successfully acquired the new knowledge and skills taught during orientation training.

4.7.5 Promote lively and efficient orientation training programmes

Lively orientation training of teachers promotes enhanced engagement as such training programmes capture the attention of teachers and keep them engaged throughout the sessions (Ramdhani 2014). This can lead to better retention of information as well as increased enthusiasm for teaching. For example, face to face interviews with head of department 9 from school C showed that the trainings conducted lack the element of motivation hence not efficient. For example, head of department 9 at school C said that, "*Administrators should provide an atmosphere of trust and support, offer incentives and rewards for participation and provide sustained moral and material support during orientation training of teachers.*" The findings show that school administrators are faced with huge challenges in terms of providing orientation training for teachers due to lack of motivation among other things. According to Okolo (2013), administrators should provide incentives and recognition for teachers who actively participate in training programmes and demonstrate improvements in their teaching. This could be in form of bonuses, promotions or awards of excellence in teaching. For this reason, administrators should create room for involving teachers in identifying professional development needs that require improving as well as involving those teachers in designing the activities and programmes, this can help design effective training programmes.

4.7.6 Tailor the training programmes to needs of trainees

In order to improve the orientation training programmes for implementing new curriculum, the training must target teachers' knowledge gaps. In relation to training needs, Teacher 3 at school B narrated that "*needs analysis should precede planning and execution of training*

programmes. Administrators should determine exactly what the staff training needs are before designing a programme to meet them." These findings of the study are in line with Darling-Hammond (2012) who asserts that in order to determine which needs to focus on in the orientation training of teachers, the administrators should get feedback from the teachers as regards to what they feel on their personal career development and development needs of their schools. Teacher's needs will create a strategy for implementing training programs and ensure trainees gain new skills and knowledge they need to perform their job to the best of their capabilities. This could improve the orientation training programmes.

4.7.7 Include practicals in the orientation training programmes

In-classroom demonstrations provide opportunities for teachers to observe experienced teachers implementing the new curriculum in real classroom settings. As HoD 3 from school A revealed, some teachers struggle to implement the new curriculum because they did not have practical lessons during the orientation training. For example, he said, "*teachers needed to observe some lessons during the orientation training to help them smoothly implement the revised curriculum, but that did not happen."* Practical lessons provide teachers with concrete understanding of how to implement the new curriculum in their own classrooms. Instead of simply discussing theoretical concepts, teachers need to observe and experience practical applications of the curriculum, including teaching methods, instructional material and classroom management strategies. Lewinski (2015) stresses that in-classroom demonstrations allow experienced teachers or trainers to model effective teaching practices aligned with the new curriculum, whereby demonstration of strategies for engaging students, facilitating discussions and assessing learners understanding can be done. So, this helps teachers to learn from these models and adapt their own teaching approaches accordingly.

4.7.8 Provide adequate and suitable training tools

Training tools are important in enhancing the effectiveness of orientation training. It is essential to carefully consider the selection of instructional materials and mediums that are suitable for the content and training objectives of the orientation training. The materials and equipment must be evaluated from time to time to ensure that it is effective and suitable for a particular training. Commenting on training materials, Teacher 2 from school A had this to say: "*Shortage of training materials had negative impacts on the training received because*

there was need for practical work to make some concepts in the curriculum requirements more vivid, but that was not the case as the training was more theoretical in nature." For the training to be effective, it also depends on the suitable materials and resources that are available for use. This affirms to the assertion by Mtitu (2014) that instructional tools and media are important during orientation training because they contribute to enhanced creativity and innovativeness among trainees. Instructional materials assist trainees to easily comprehend a lot of concepts during training programmes such that trainees become more eager and motivated to participate in the training activities.

4.7.9 Allow enough time for orientation training

Proper time allocation is another important area that needs to be improved when it comes to orientation training. When conducting orientation training, time factor affects the effectiveness of the training. Teacher 3 from school B explained that "*if the training session takes too long, it interferes with our concentration. Too short training sessions also interfere with the training. At the same time, training being done just after classes will not be suitable for us because we are tired with teaching. They should allocate enough time for the smooth orientation training.*" In the same vein, Schleicher (2016) notes that when training sessions are conducted during the weekends, some teachers would think that it is a whole day for them. Therefore, it is important to identify most suitable time for training. Teachers' recommendations should be taken into account when deciding time for orientation training in order to make them ready and prepared to attend the training.

4.7.10 Avoid large numbers of participants in training sessions

The organizers of the orientation training programs should consider the number of participants whenever they plan and organize the orientation trainings. This is paramount because the number of participants influences the design and delivery of the training programme (Belfield, 2015). A larger group may necessitate a more structured and formal approach, while a smaller group allows for more interactive and personalized engagement. The number of participants can also impact logistical aspects, such as choice of venue, resource allocation and the overall organization of the training. It further influences the dynamics and interactions within the group, requiring adjustments in activities, group discussions and time allocation for individual

attention. Understanding of the size of the group is crucial for the facilitators to manage time effectively and ensure that the training objectives are successfully met.

Teacher 5 from school C emphasized that, "*if the organisers would like to provide training to more people at once, then they should consider to find a very spacious and quiet venue or divide the participants into more reasonable groups where they would be more comfortable and attentive so that they can participate effectively.*" From the quote above it can be concluded that there were a lot of participants confined in a small space which interfered with the participants comfort and concentration. Lewinski (2015) concurs with the above assertion; he says that a positive psychosocial training environment helps to create a conducive environment for effective training. It relates to the dynamic relationships between psychological aspects of our experience, emotions and behaviours.

4.8 Chapter Summary

This chapter has presented the analysis of the qualitative data collected during semi-structured interviews with trainers, Head Teachers, Heads of Department and teachers. The chapter has shown that the findings of the study concur with the reviewed literature on assessment of the effectiveness of orientation training of teachers for the implementation of the revised secondary school curriculum. The study found that the orientation training of teachers for the implementation of the new curriculum was not as effective in the four selected schools that took part in the study in Northern Education Division. The ineffectiveness comes in due to a lot of issues, such as insufficient resources, short duration, superficiality of the training, the Cascade Model of training, underrepresentation, teacher resistance to change, teachers' discontentment with the training, incompetency of some trainers, lack of psychological preparation of teachers, information distortion, lack of motivation for teachers, inconducive environment for training, information overload, and inadequate instructional materials.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter overview

This chapter presents the summary of findings, conclusions and recommendations based on the findings. These are followed by the limitation of the study and suggestions for further studies.

5.2 Summary of findings

This qualitative study sought to assess the effectiveness of the orientation training for teachers for the implementation of the new curriculum. It had three objectives as follows: to determine the quality of the orientation training of teachers for the implementation of the new curriculum; to analyse challenges associated with the orientation training of teachers for the implementation of the new curriculum; to examine ways of improving orientation training of teachers for the implementation of the new curriculum. Data was collected from 26 participants – 2 trainers, 4 Head Teachers, 12 heads of departments and 8 teachers from four secondary schools in the Northern Education Division – using interviews and lesson observations.

With regards to quality of the orientation, the study found that the training was superficial, there was information overload, limited practical and pedagogical strategies, inadequate training materials, inadequate training monitoring, poor preparation of the training, inaccurate and unreliable information, neglect of the existing prior strengths of teacher, and the orientation training was resource intensive.

The study also established that a number of challenges marred the implementation of the trainings. Some of them include; inadequate training of teachers, lack of psychological preparation of teachers, information distortion through the Cascade Model, time constraints, and lack of orientation trainings at cluster and school level, increased stress and burn out, teachers demonstrated resistance to change, there was failure to implement principles of the Outcomes Based Education, and there was generally lack of clarity.

Some of the ways that can improve the trainings according to the findings include the following: provision of adequate resources for training programs should be prioritized, there should be implementation of evaluation mechanism, the number of trainers should be increased, follow-ups on implementation of the training content should be intensified, the organisers of the orientation

training should promote lively and efficient orientation training, teachers should foster positive mindset towards orientation training, practicals or demonstration lessons should be included in the orientation training, provision of suitable training tools, there should be enough time for orientation training and avoid large numbers of participants in a training session.

5.3 Conclusion of the study

This study has uncovered a number of issues that affected the effectiveness of the orientation training for teachers for the implementation of the revised secondary school curriculum in Malawi. The study has shown that the orientation training for teachers was marred by numerous problems, which made it ineffective. For example, the use of the Cascade Model which alters the information in the process of information transfer made some teachers miss the concept of the curriculum revision. It is clear that not all teachers were trained due to various factors, including limited financial and material resources. This makes it difficult to effectively implement the revised secondary school curriculum.

5.4 Contribution of the study to knowledge

The contribution of this study is that it has unveiled a number of serious gaps in the way the orientation training was done. These findings of this study have the potential to help the curriculum designers and policy makers to find ways of bridging these gaps. The findings are expected to help the Ministry of Education to realize that whenever there are educational trainings that require teachers to implement any emerging policy, more teachers should be on the forefront rather than receiving the diluted information. The findings of this study have the potential of helping Ministry of Education through MIE to find ways of overcoming the challenges associated with orientation training of teachers.

5.5 Recommendations

The findings of the study revealed that the orientation training was marred by a number of issues that made it ineffective. In order to address these issues, the study has recommended probable solutions to the Ministry of Education, the Trainers and school managers.

5.5.1 Recommendations to the Ministry of Education

- Much as the Cascade Model is a good model considering that it saves the costs, but the Ministry of Education should make some efforts to flatten the Cascade Model of orienting

teachers because it results in teachers receiving distorted or altered information in the process.

- The Ministry of Education should make sure that orientation training of teachers should be done continuously so that both old teachers and new teachers in the system should be well updated.

- The Ministry of Education should ensure that better strategies are put in place rather than using the one-size-fits all style because teachers teach in different contexts. At the same time, their mode of content delivery is dependent on the availability of different resources, which are scarce in some schools.

- The Ministry of Education should allocate more funds into orientation training programmes to ensure that teachers are well prepared to deliver high quality education to students. Well trained teachers have a direct impact on the learning outcomes of students, hence contributing to the quality of education in the country.

- The Ministry of Education should allocate adequate time for orientation training so that teachers are able to understand and familiarize themselves with the new curriculum. Rushing through this process can lead to a superficial understanding, thereby hindering effective implementation.

- The Ministry of Education should involve teachers whenever they are revising the curriculum. This is very crucial because teachers are the implementers of the curriculum on the ground. As such, they know exactly what is lacking and needs to be added to the curriculum and what is not necessary in the curriculum in order to make a difference.

5.5.2 Recommendations to the trainers

- Trainers should provide psychological preparation to teachers in advance. This is very important to ensure successful and positive outcomes. A new curriculum represents significant change for teachers. That change may be psychologically challenging, hence the need for psychological preparation to help the teachers understand and manage the anxiety, stress and a lot of uncertainty that comes with change of the curriculum.

- Trainers should model effective teaching strategies, which align with the new curriculum. This will help teachers to see how the new curriculum would be implemented in the classroom and provide them with practical examples to follow.

- Trainers should also prepare hands-on practice so that teachers have the opportunity to practice implementing the revised secondary school curriculum during the training sessions. This will give teachers a chance to apply the new curriculum in a controlled environment.

- Trainers should make sure that teachers understand the revised secondary school curriculum, which they are expected to implement. To achieve this, trainers should provide detailed information about the content, objectives and methodology.

5.5.3 Recommendations to the school managers

The effectiveness of the orientation training of the teachers for the implementation of the new curriculum is not complete with the Ministry of Education and trainers only without involving the school managers. This is because the school managers are the major supervisors of their schools. Therefore, this study has suggested some recommendations to the school managers for the effectiveness of the orientation training for the implementation of the revised secondary school curriculum as follows:

- School managers should incorporate assessment and feedback mechanisms during the orientation training. This would allow school managers to measure the effectiveness of the program and make informed adjustments and establish feedback loops for ongoing reflection and improvement.

- School managers should create a culture of celebration around the orientation training, acknowledging the achievements and progress made by teachers during their preparation for the new curriculum. This can help boost morale and motivation.

- School managers should establish mentorship programs and peer support structures as part of the orientation training. These can provide ongoing guidance and assistance to teachers as they navigate the new curriculum's requirements.

5.6 Suggestions for further studies

In the introduction of every new curriculum at any level of education in Malawi, there is always orientation training. Therefore, other studies can be conducted on the orientation training at

primary school curriculum and teacher training college curriculum. Since these levels of education build on each other, comparative analyses of the effectiveness of new curricula orientation trainings across the levels can provide helpful insights that can enhance the entire education system in Malawi.

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APPENDICES

Appendix 1. MZUNIREC approval letter

MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University
Private Bag 201
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TEL: 01 320 722
FAX: 01 320 648

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/23/51   **29/05/2023.**

Emma Munthali,
Mzuzu University,
P/Bag 201,
Luwinga,
Mzuzu 2.

munthaliemma@gmail.com

Dear Emma,
RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR PROTOCOL REF NO: MZUNIREC/DOR/23/51: ASSESSMENT OF THE IN-SERVICE ORIENTATION TRAINING OF TEACHERS FOR THE IMPLEMENTATION OF THE REVISED SECONDARY SCHOOL CURRICULUM: A CASE STUDY OF FOUR SECONDARY SCHOOLS IN MZIMBA DISTRICT.

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Committee Address:
Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: mzunirec@mzuni.ac.mw

Wishing you a successful implementation of your study.

Yours Sincerely,

Gift Mbwele
SENIOR RESEARCH ETHICS ADMINISTRATOR
For: CHAIRMAN OF MZUNIREC

Appendix 2. Introductory letter from the Program Coordinator

Mzuzu University
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MZUZU UNIVERSITY

Department of Teaching, Learning and
Curriculum Studies

30th May 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS EMMA MUNTHALI

Ms Emma Munthali is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. She has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study she is conducting as a requirement for the program.

Kindly assist her accordingly.

Yours faithfully,

Dr Margaret M. Mdolo
Program Coordinator

Appendix 3. Introductory letter from the EDM

Ref No: 2/1A

2ⁿᵈ June, 2023

FROM: THE EDUCATION DIVISION MANAGER, P.O BOX 133, MZUZU

TO : THE CONCERNED HEADTEACHERS:

LETTER OF INTRODUCTION FOR EMMA MUNTHALI-STUDENT

The bearer of this letter is Ms Emma Munthali a student at Mzuzu University. As she still continues her studies, she is carrying out research on **'Assessment of the Inservice orientation training of teachers for the Implementation of the Revised secondary school curriculum: A case study of four secondary school in Mzimba District'** as fulfilment of the requirement for the ward of Master of Education in Leadership and Management.

I therefore write to introduce and authorise her to carry out the research in your schools.

Your usual cooperation will highly be appreciated.
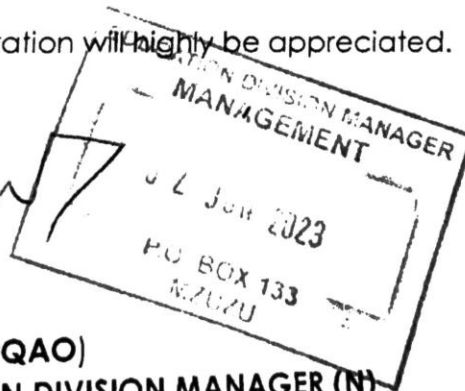
Vincent Kaunda (**PQAO**)
For: **THE EDUCATION DIVISION MANAGER (N)**

Appendix 4. Informed Consent Form

Mzuzu University Research Ethics Committee (MZUNIREC)

Informed Consent Form for Research in Master of Education in
Leadership and Management on the topic, "Assessing the Orientation of
In-Service Training of teacher for the implementation of the new
curriculum.

Introduction

I am ____Emma M. Munthali____ from Mzuzu University____

.We are doing research on ____

Assessing the Orientation of In-Service Training of teacher
for the implementation of the new curriculum.

This consent form may contain words that you do not understand. Please ask me to stop as we go
through the information and I will take time to explain. If you have questions later, you can ask them
of me or of another researcher.

Purpose of the research

This research aims to ____assess the nature and effectiveness of the
training of teacher for proper implementation of the revised
secondary school curriculum.

Type of Research Intervention

This research will involve your participation in a group discussion and/or individual interview.

Participant Selection

You are being invited to take part in this research because ____you are the informant
for this study considering the nature of the study.
I expect to get desired information from you.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.
If you choose not to participate nothing will change. You may skip any question and move on to the
next question.

Duration

The research takes place for a period of _____10 Months_____

Risks

You do not have to answer any question or take part in the discussion/interview/survey if you feel the
question(s) are too personal or if talking about them makes you uncomfortable.)

Reimbursements

You will not be provided any incentive to take part in the research.

Sharing the Results
The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

Who to Contact
If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: ~~Prof/Dr/Mr~~ Grames Chirwa, Mzuzu University, P/Bag 201, Luwinga, Mzuzu 2. Contacts: 0888 445 227/0996 372 227 Or Emma M. Munthali, C/O Mr H. Mlotha, P.O. Box 20023, Luwinga, Mzuzu 2. Contacts: 0999 397 711/0888 055 323

(Please give full address and phone number/s)

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics Committee (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwinga, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about _____

_____

_____

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant_____
Signature of Participant _____
Date _____
             Day/month/year

If illiterate [1]

---

[1] A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness_____

Thumb print of participant

Signature of witness   _____

Date _____
               Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent_____

Date 23 February, 2023
               Day/month/year

Appendix 5. Interview guide for national trainers on the new secondary school curriculum.

Research Title: An assessment of the effectiveness of orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education Division.

Dear respondent,

I am Emma M. Munthali, a student at Mzuzu University pursing a Master of Education in Leadership and Management. This questionnaire seeks information on training of teachers for the implementation of the revised secondary school curriculum. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality.

SECTION A BIOGRAPHICAL DATA

District: ………………………………………………………………………………….

Institution: ……………………………………………………………………………….

Name of the Trainer: ……………………………………………………………………..

Sex: ………………………………………………………………………………………..

Age of the trainer: ………………………………………………………………………..

Academic qualifications of the trainer: ………………………………………………….

Experience of the trainer: ……………………………………………………….

Experience of the trainer: …………………………………………………………………

SECTION B. SPECIFIC INFORMATION

1. Could you briefly describe the last training that you conducted for teachers for the implementation of the new secondary school curriculum? ………………………..
    …………………………………………………………………………………………
2. What was the purpose of the training? ……………………………………………..
    …………………………………………………………………………………………
    …………………………………………………………………………………………

3. What aspects did you focus on during the orientation training to orient secondary school teachers to the new curriculum? ……………………………………………………..

………………………………………………………………………………………………..

4. Who decides on aspects that teachers should be trained on in the orientation training?

………………………………………………………………………………………………..

………………………………………………………………………………………………..

5. Do all teachers attend the training or do you have a representative from each school attending the training? ………………………………………………………………….

………………………………………………………………………………………………..

………………………………………………………………………………………………..

6. How is the message conveyed to teachers about their attending the training?

………………………………………………………………………………………………

………………………………………………………………………………………………

7. Do you make any plans or steps before conducting the training?

………………………………………………………………………………………………

………………………………………………………………………………………………

8. Do you send any readings to teachers before conducting the training?

………………………………………………………………………………………………

………………………………………………………………………………………………

9. How do you establish whether the training was successful or not?

………………………………………………………………………………………………

………………………………………………………………………………………………

10. How often do you conduct trainings related to curriculum implementation?

………………………………………………………………………………………………

………………………………………………………………………………………………

11. When are the trainings for teachers related to curriculum implementation necessary?

………………………………………………………………………………………………

………………………………………………………………………………………………

12. When the teachers encounter challenges with implementing the curriculum, do they reach out to you for assistance? If yes, how do they reach out to you for assistance?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

13. How do you assist the teachers who encounter challenges with implementing the curriculum? …………………………………………………………………………….

……………………………………………………………………………………..

(i)   If yes, how do you help? If no, why?

      ………………………………………………………………….……

Thank you so much for your participation

Appendix 6. Interview guide for Head Teachers.

Research Title: An assessment of the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education Division.

Dear respondent,

I am Emma M. Munthali, a student at Mzuzu University pursing a Master of Education in Leadership and Management. This questionnaire seeks information on training of teachers for the implementation of the revised secondary school curriculum. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality.

SECTION A. BIOLOGICAL DATA

District …………………………………………………………………………....

School/ Institution: ………………………………………………………………..

Name of the Head-teacher to be interviewed: ……………….................................

Sex: ………………………………………………………………………………..

Age of the Head-teacher: ………………………………………………………….

Academic qualifications of the Head-teacher: …………………………………….

Teaching experience of the Head-teacher: ………………………………………...

Number of students in the school: …………………………………………………

Number of boys: ……………………… Number of girls: ………………………..

Date: ……………………………………………………………………………….

SECTION B. SPECIFIC INFORMATION

    1. Were you oriented to the New Secondary School Curriculum?
        (i)   By whom? …………………………………………………………….
        (ii)   Where? ....

(iii)   What content was covered in the training orientation? ……………….

……………………………………………………………………………………

(iv)   How long was the orientation? ………………………………………..

2. What were the strengths of the orientation? ………………………………….

……………………………………………………………………………………..

……………………………………………………………………………………….

3. What were the weaknesses of the orientation? ………………………………….

……………………………………………………………………………………..

……………………………………………………………………………………..

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

(i)   How many were oriented at national level? …………………………

……………………………………………………………………………..

(ii)   How many were oriented at school level? …………………………..

……………………………………………………………………………….

(iii)   How many have not been oriented? …………………………………

……………………………………………………………………………….

5. Did the orientation prepare your teachers to teach the new curriculum effectively?

……………………………………………………………………………………………

(i)   Explain your response to the question (5) above.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

6. What challenges are your teachers facing in the implementation of the revised secondary school curriculum at classroom level during lesson delivery? …………………...

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

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

……………………………………………………………………………………

…………………………………………………………………………………….

8. Does your school have policy documents that guide your teachers to teach the revised secondary school curriculum? ....

…………………………………………………………………………………………

   (i)   What are these policy documents? …………………………………………

…………………………………………………………………………………….

9. Have your teachers been sensitized to these policy documents for effective teaching of the revised secondary school curriculum at your school?

………………………………………………………………………………………….

………………………………………………………………………………………….

10. How does your school conduct assessments of learners?

………………………………………………………………………………………

11. What is your understanding of the route system in the implementation of the new curriculum?

…………………………………………………………………………………..

12. Were your teachers trained on the route system?

….……………………………………………………………………………………….

13. How do you implement the route system at your school?

………………………………………………………………………………………….

14. Has the Ministry visited your school to inspect how the implementation of the new school curriculum is done?

………………………………………………………………………………………….

15. What type of inspection did the Ministry of Education give the school in the implementation of the new curriculum? ………………………………………………….

…………………………………………………………………………………………

16. How frequent have you been observing your teachers' lessons in their following-up of the prescribed guidelines of the new curriculum?

………………………………………………………………………………………….

………………………………………………………………………………………….

17. Are the teaching and assessment strategies used by your teachers the ones prescribed in the new secondary school curriculum policy document?

…………………………………………………………………………………………

…………………………………………………………………………………………

18. Do you have any other comments about your school's implementation of the new secondary school curriculum?

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you so much for your participation

Appendix 7. Interview guide for teachers

Research Title: An assessment of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education in Malawi.

SECTION B: SPECIFIC INFORMATION

1. Were you oriented to the Revised Secondary School Curriculum?

   …………………………………………………………………………………….

   a. By whom? ……………………………………………………………………….

   b. Where? ....

   c. Were you oriented at national, divisional or school level? ....

   d. How long was the training? ....

   e. What content were you oriented on? ....

   f. What were the strengths of the training?

   g. What were the weaknesses of the training? ....

2. Could you briefly describe the last training session you attended for the teaching of the New Secondary School Curriculum...

3. Did you find the orientation training helpful for your teaching?

   ....

4. What aspects did you found helpful? ....

   …………………………………………………………………………………….

   (i)   Explain your answer in question (4) above. ………………………………..

   ....

5. Did the orientation prepare you as a teacher to teach as expected (as prescribed)?

   (i)   Explain your response to the question (5) above.

   …………………………………………………………………………………….

6. Do you think that you teach according to the instructions you got from the orientation training on how to teach the new curriculum? If yes, explain.

   …………………………………………………………………………………………..

   …………………………………………………………………………………………..

7. How often do you attend training sessions related to the implementation of the new curriculum?

……………………………………………………………………………………….

8. Where do the training sessions happen?

……………………………………………………………………………………………

……………………………………………………………………………………………

9. When do the training sessions take place?

…………………………………………………………………………………………

10. What challenges are you facing in the teaching of the Revised Secondary School Curriculum? …………………………………………………………………………

    (i)   How can the challenges mentioned in question (9) above be overcome to improve on the implementation of the Revised Secondary School Curriculum?

…………………………………………………………………………...............

11. For how often does the Ministry of Education inspect the implementation of the Revised Secondary School Curriculum? ....

    (i)   What were their remarks after their inspection? ………………………….

………………………………………………………………………..

12. How often do your Head Teacher supervise you to follow-up on the implementation of the prescribed guidelines? ……………………………………………………………………….

    (i)   What are their remarks on what they observe on your lesson about the prescribed guidelines of the revised curriculum? …………………………………………...

    (ii)   What is your take on their remarks after the supervision? …………………………

13. Do you have anything to say concerning your training to the revised new secondary school curriculum?

……………...

Thank you so much for your participation

Appendix 8. Lesson observation protocol

Demographic data

School: …………………………………………………………………………

Head of department's name: …………………………………………………………

Gender: ……………………………………………………………………………….

Teaching Experience: ……………………………………………………………….

Class: …………………………………………………………………………………

Number of learners in class: ……………………………………………………….

Subject: ……………………………………………………………………………

Lesson duration: …………………………………………………………………

1. **Lesson preparation** (To be completed before the lesson).

    2.1 Lesson plan available?   YES/NO

    2.2 Topic of the lesson: ……………………………………………………………

    2.3 Outcomes (success criteria) of the lesson: ……………………………………….

    2.4 Teaching and learning resources to be used in the lesson: ………………….

    2.5 Teaching methods to be used in the lesson: …………………………………

    2.6 Learning activities to be used in the lesson: …………………………………

    2.7 Assessment methods to be used in the lesson: ……………………………….

2. **Classroom observation** (observation of what actually happens in the lesson, including what the teacher and learners do 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 Success Criteria related to the aim of the lesson?

Is the structure of the lesson clearly outlined to students?

LESSON DEVELOPMENT	YES	NO	COMMENT
Demonstrates knowledge of the subject matter.			
Demonstrates knowledge of selection of suitable methods of teaching the subject matter as prescribed in the new curriculum.			
Establishes classroom culture for learning.			
Creates equal opportunities for learning for all learners (inclusiveness).			
Demonstrates knowledge of learners.			
Motivates learners.			
Uses appropriate teaching and learning resources.			

ASSESSMENT	YES	NO	COMMENT

Selects and uses assessment strategies appropriate for the subject matter.

Selects and uses strategies appropriate to the learning outcomes (Success Criteria).

Integrates assessment in the teaching process.

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 feedback to learner's 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.

Considers learners with special needs.

Manages students' behaviors effectively.

LESSON CONCLUSION   YES   NO   COMMENT

Demonstrates achievements of the lesson outcomes (Success criteria).

Gives assignment to learners.

Appendix 9. Post lesson observation interview guide

1. Demographic data

School: …………………………………………………………………………….

Teacher's names: …………………………………………………………………….

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 as prescribed by the Outcomes-Based Education?
3. Can you also tell me more about how you used your teaching and learning materials (e.g. teacher's 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?
5. Would you say that you have achieved the objectives of your lesson? Explain.
6. What can you say about your lesson in relation to the orientation training you received?

Appendix 10: Information Sheet for the Head Teachers participation in the research.

My name is **Emma M. Munthali,** a post graduate student at Mzuzu University. I am pursuing a Master of Education in Leadership and Management. I am carrying out a study titled, **An assessment of the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education Division.**

The purpose of this study is to assess the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School curriculum. This is based on the assumption that successful implementation of the new curriculum can only be achieved if the training of teachers is of quality and is continuous. 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: _____

Appendix 11. Informed Consent Form for the Head-teachers.

Assessment of the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education Division.

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 realize 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: -----------------------------

Appendix 12. Information sheet for teacher's participation in the research.

My name is Emma M. Munthali**,** a post graduate student at Mzuzu University. I am pursuing a Master's Degree in Leadership and Management. I am carrying out a study titled **An assessment of the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools in Northern Education Division** in partial fulfillment of the requirements of the award of the Master's Degree.

 The purpose of this study is to assess the effectiveness orientation of training of teachers for the implementation of the new curriculum. This is based on the assumption that successful implementation of the new curriculum can only be achieved if the orientation training of teachers is of quality and is continuous. 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: ……………………

Appendix 13. Informed Consent form for national trainers.

I, …………………, consent to participate in this study conducted by ……………on the **Assessment of the effectiveness of the orientation training of teachers for the implementation of the Revised Secondary School Curriculum in Malawi: A case study of four secondary schools Northern Education Division.**

I realize 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 14: Lesson 1 observed at school B

TRANSCRIPTION AND ANALYSIS OF ENGLISH LESSON TAUGHT AT SCHOOL B IN F1 CLASS IN MZIMBA NORTH ON 20TH JUNE 2023.

Subject: English Language   **Duration**: 11:20 – 11:55

Teacher: Today we are going to learn about transitive and intransitive verbs. Let's open our books at page 71 and read.

Learners: Reading.

Teacher: If you have finished raise your hand.

Learners: Raise hands

Teacher: Discuss with your friend what you have learnt.

Learners: Discussing.

Teacher: What have you found? What is a transitive verb?

Learners 1: They are verbs which cannot stand on their own.

Learner 2: They can't give meaning on their own

Learner 3: They need an object.

Teacher: Thank you, Transitive verbs are verbs that cannot stand on their own, they need an object to make a complete sense. Who can give an example?

Learner 4: John gave me a mango. **'Gave'** will not make sense if you say John gave. Hence, it needs an object.

Teacher: What are intransitive verbs?

Learner 5: Which can stand on their own without an object.

Learner 6: Verbs which can give a complete sense.

Teacher: Who can give an example?

Learner 7: The paper is **burning**.

Teacher: Why is it an intransitive?

Learner 8: Is making sense without an object.

Learner 9: Has no object, but makes sense.

Learner 9: Has no object, but makes sense.

Teacher: She walks to school. Without object it makes sense.

Teacher: Let's go to page 70 and find the following:

Transitive and intransitive

Learners: Finding from their books individually.

Teacher: Goes round the classroom checking learners' work.

Teacher: Let's share what we have found.

Learner 1: There **was** a man called Mbona. **Was** is transitive because it cannot stand without an object.

Teacher: Another one/

Learner 2: He could **create** a forest. Create is transitive because it doesn't make sense on its own.

Learner 3: He **had** knowledge. **Had** is transitive because it cannot stand alone in the sentence.

Teacher: Let's look at intransitive verbs, what have you found?

Teacher: Generally, what can we say about transitive and intransitive is that transitive will not make sense, intransitive will make sense. Okey, let's have our homework.

Exercise

Identify the underlined verbs as transitive or intransitive.

1. She was **crying** all day long.
2. We **showed** her the photo album.
3. She **laughed** at the joke.

So, at home let's do the work, I will mark on Monday. So, we stop there for today. Anywhere we don't understand?

TRANSCRIPTION AND ANALYSIS OF ENGLISH LESSON TAUGHT IN F1A CLASS AT SCHOOL C IN MZIMBA NORTH ON 13TH JUNE 2023.

Subject: English Language.   **Core Element**: Reading   **Duration**: 7:30 – 8:50 am

Topic: Fighting gender inequality   **Lesson Topic**: Saved from an early marriage

7:30 a.m.

Teacher: Good morning

Learner: Good morning, madam

Teacher: Calls names of learners who should see her after break.

Teacher: I would like to know if you have seen someone being forced to get married, raise a hand if any.

Learner 1: I have seen one he was forced to get married because her parents failed to raise school fees for her.

Teacher: Let's hear from her

Learner 2: Yes, she was coming from a poor family so her family wanted her to get married so that they get money from her marriage.

Learner 3: The girl was repeating same class so parents were angry and stopped paying fees for her and told her to get married.

Teacher: Hangs a chart, tells learners to look at the picture and predict the content of the story.

Learners: Silently looks at the chart with a picture showing father whipping her daughter forcing her to get married.

7:40 a.m.

Teacher: We are going to read the story but we have to predict the story from the picture.

Teacher: Who can suggest the content?

Learner 4: The father was forcing himself on her daughter.

Learner 2: The family is forcing the child to get married but she doesn't want.

Teacher: Let's hear from learner 5….

Learner 5: silent

Teacher: learner 6?

Learner 6: They are forcing the girl child to get married.

7:50 a.m.

Teacher: Be in groups of 8

Learners: Get into groups of 9 and please let anyone see what is happening in the story, we have limited books so read faster so that your friends can also read the books.

Teacher: (Shares text books in groups) open your books on page 183.

Learners: They open

Teacher: You are going to read that story silently.

Learners: Read silently

Teacher: Supervises groups, involves learners who seems to be withdrawn (are you also part of this group?) asks learners who was seen not to be concerned about what fellow students were doing in groups.

Teacher: You are remaining with 2 minutes to finish reading.

8:00 a.m.

Teacher: Ok it's time up! We are going to read story loudly but one at a time. Yes learner 3, one paragraph while sitting.

Learner 3: Reads the paragraphs

Teacher: Very good, second paragraph learner 5

Learner 5: Reads

Teacher: Let's hear from learner 1

Learner 1: Reads

Teacher: Another, learner 2

Learner 2: Reads

Teacher: Helps learner 2 to read properly

Teacher: Stop there someone to continue, let's hear from learner 4

Learner 4: reads

Teacher: Helps learner 4 to read properly and controls the class which was laughing at learner 4 reading.

Teacher: Very Good let's hear from learner 3

Learner 3: Reads

Teacher: Very good, another one to continue and that should be a boy. Yes, let's hear from learner 7.

Learner 7: Reads

Teacher: Helps learner 7 to read properly. Controls the class by stopping other learners who were laughing at learner 7.

8:20 a.m.

Teacher: While in your groups, now compare your predictions of the story with what you did earlier.

Learners: Comparing their prediction (but the class became noisy and some discussions were not about the teacher instructions).

Teacher: tries to control the class. You are remaining with 2 minutes.

Its time up let's hear from Learner 2 group. The question was to compare your prediction with the story.

Learner 2 group member: what we predicted is the same with the content of the story.

Teacher: Earlier on we saw a picture of a girl being bitten forcing her to get married. So, down there we have comprehension questions which will be done in groups each group should have a secretary and someone who will present for the group.

Learners: They discuss in groups (the class is noisy).

8:30 a.m

Teacher: Its time up now you are going to present your work and we are going to start with that group 2 learners.

Learner 2 group member: presents

Teacher: Question 1. Why was the narrator shocked when she heard her father's voice?

Learner 2 group member: Because she was the only daughter of the family

Teacher: Question 2. According to the passage what makes the narrator's father very angry?

Learner 2 group member: The mother did not cook.

Teacher: Another group, question 3. Compare how the narrator's father look now and how he looked when he was young.

Learner 4 group member: Now he looks ugly when he was young, he looked handsome.

Teacher: Question 4. Where did the narrator run to?

Learner 4 group member: To girls rescue center

8:40 a.m.

Teacher: learner 7 group Question 5. Did the narrator ever help the family? Support your answer.

Learner 7 group member): Yes, because when she became a doctor she rescued them

from the jaws of our ever angry and hungry father.

Teacher: learner 6 group Question 1. Why was the narrator in shock when she heard father's words?

Learner 6 group member: She was the only daughter of the house so she was sad.

Teacher: Question 3. Compare how the narrator's father looks now with how he looked when he was young

Learner 6 group member: When he was young, he was handsome now he looks bad.

Teacher: Another group, learner 5 group, who is the presenter for you group?

Learner 5 group member: silent.

Teacher: Question 4. Where did the narrator run to?

Learner 5: To girls' rescue center.

Teacher: Question 2. According to the passage, what made the narrator's father angry?

Learner 6: Because her mother did not cook.

Teacher: Question 3. Compare how the narrator's father looks now and how he looked when he was young.

Learner 6: He looks innocent at first now he doesn't look innocent.

Teacher: Thank you, but I want to revise question with the whole class because you didn't answer it properly.

The father wanted the narrator to get married but the narrator didn't want because her plan was to become a doctor so she was shocked that her father wanted her to marry.

8:50 a.m.

That's the end of the lesson thank you for taking part.

TRANSCRIPTION AND ANALYSIS OF ENGLISH LESSON TAUGHT IN F1 CLASS AT SCHOOL D MZIMBA NORTH ON 20TH JUNE 2023.

Subject: English Language   **Duration**: 10:20 – 10:55

10:20 a.m.

Teacher: Good morning

Learners: Good morning

Teacher: Can someone remind us about Question Tags.

Learner: Question tags are asked not to get answer, but to confirm.

Teacher: Example?

Learner: Mr. Phiri is teaching.

Teacher: This is a statement, so let's make a question tag.

Learner: Isn't he?

Teacher: Today let's look at short responses. How do we look at short responses? How do we formulate short responses? These are answers added after a question just for confirmation e.g (a) John did come, didn't he? **Yes, he did** is a short response. (b)You won't come, will you? **No, I won't** is a short response.

Learners: Listening.

Teacher: A positive statement leads to a positive short response. A negative statement leads to a negative response.

Teacher: We are going to get into groups and get short responses. Gives group work (writes on the chalkboard).

1. Rose has come …………..?
   ………………..
2. Jane and James rarely chat ……?........
3. Can you carry this for me ……………
   …………….?
4. Do you like mathematics?
   ………………
5. Mercy is very provocative.………?
   ……..

Learners: A bit noisy.

Teacher: Let's discuss in 5 minutes.

Learners: They discuss in groups.

Teacher: Supervises groups and helps learners in groups.

Let's discuss what we have discussed in groups. First of all, give us question tags.

Learner: Question Tag: Hasn't she?

Short response: Yes, she has.

Teacher: Do we agree?

Learners: Yes

Teacher: So, you see that the response corresponds with statement (all are positive). Which group will do number 2?

Learners (Raise hands): Question tag: **Do they?** It is negative because of "rarely," we use they because they are two.

Teacher: What is our short response? **No, they don't.** The statement agrees with the short response.

Number 3, yes, the back group?

Learners: Question tag: can't you? **Short response:** Yes you can

Teacher: Do we agree?

All learners: no

Teacher: What should be our question tag? Can you carry this for me? **Question tag:** Can't you? **Short response:** Yes, I can.

Teacher: Which group can do number 4?

Learners: You like mathematics. **Question tag:** Don't you? **Short response:** Yes, I do.

Teacher: The last one, **Question tag:** Isn't she? **Short response:** Yes, she is.

Teacher: What can you observe here?

Learner: Negative statement, negative short response.

Teacher: Let's do this exercise.

Exercise

1. John couldn't come …………..?
   ………..
2. Juliet has accepted my proposal……..?
3. You haven't money……?

Teacher: Let's find question tag and short response in the sentences above.

Learners: They do the exercise in their groups.

Teacher: Those who are ready can give us the question tag and short response.

Group 1. Question tag: could he?

Short response: No, he couldn't.

Group 2. Question tag: Hasn't she? **Short response:** Yes, she has.

Group 3. **Question tag:** Have you? **Short response:** No, I haven't.

Teacher: Who can explain to us what short response is from what we have discussed?

Learners: Answers given just to get confirmation.

Teacher: What 2 rules do we follow?

When the statement is negative the question tag is also negative.

When the statement is plural then the short response is also plural i.e. when the subject is plural it follows the short response is in plural.

 Positive statement requires positive short response.

1. **Teacher:** Put your exercise books together am going to mark.

KUSANTHULA DONGOSOLO LA PHUNZIRO LA CHICHEWA CHA FOMU 1 CHOPHUNZITSIDWA MU F1A PA SUKULU A KUMPOTO KWA BOMA LAMZIMBA PA 26 JUNI MCHAKA CHA 2023.

Phunziro: Chichewa   **Tsiku:** 26TH Juni, 2023

Nthawi: 8:10 – 8:40   **Mutu:** Chifupikitso ndi kumvetsa nkhani

Mphunzitsi: Mwadzuka bwanji nonse?

Ophunzira: Tadzuka bwino kaya inu aphunzitsi?

Mphunzitsi: ndadzuka bwino, zikomo kwambiri tikhale tonse.

Ophunzira: Zikomo

Mphunzitsi: Tikhale mmagulu tikambirane matanthauzo a zining'a, zining'a zimenezo zikutanthauza chani?

Ophunzira:Akambirana   m'magulu mwawo.

Mphunzitsi: Ayendera magulu, amene mwamaliza mpaka kupeza mutu imikani manja.

Ophunzira: Aimika.

Mphunzitsi: Chabwino tikhale chete tiyeni tiyambe zining'a zilipo zinayi tipeze:

Tanthauzo la kadaundamadzi.

Wophunzira: Chakudya

Mphunzitsi: Nanga musathe mau?

Wophunzira: Musayankhule zambiri.

Mphunzitsi: Kudyetsana gaga
Wophunzira: Kuputsitsana.

Mphunzitsi: Chimvano cha mavu.

Wophunzira: Mgwirizano

Mphunzitsi: Mutu wabwino wankhaniyi ndi chani?

Wophunzira: Mgwirizano pa ntchito.

Mphunzitsi: Alipo ena apeza mutu wabwino? Chabwino tikulowerera kupita ku chifupikitso nde wina atiwerengere pamwambapo ndani?

Wophunzira: Awerenga.

Mphunzitsi: Tachiwerengani chili ndi mau angati?

Ophunzira: 28(makhumi awiri ndi mphambu zisanu ndi zitatu).

Mphunzitsi: Fupikitsani chiganizocho ndipo chisasinthe tanthauzo, werengani chiganizo chachiwiri chili ndi mau angati?

Wophunzira: Khumi ndi mphambu zisanu.

Mphunzitsi: Ntchito iyi mukambirana m'magulu ndipo mukhale m'magulu aanthu

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asanu pokhapokha wina win akaperewera nde mukhale anthu asanu ndi m'modzi. Mulemba mu kope limodzi pagulupo.

Ophunzira: Akhala mmagulu aanthu asanu ndipo akambirana momwe angalembere pofupikitsa chiganizo.

Mphunzitsi: Achonga ntchito ya ophunzira mmagulu awo.

Mphunzitsi: Lilipo gulu lomwe sindinalichongere?

Ophunzira: Pano

Mphunzitsi: Apita achonga. Tikhale chete tibwerere pa tsamba 191 chiganizo ndi chachitali kwambiri, ndikuwerenganso.

Tinanena kuti chiganizo chili ndi mau 28 ndipo tikufupikitse mau akwane osachepera asanu komanso osapitiliraa 12. Tikamafupikitsa nkhani sitimagwiritsa ntchito zining'a.

Appendix 18: Lesson 5 observed at school B

KUSANTHULA DONGOSOLO LA PHUNZIRO LA CHICHEWA CHA FOMU 1 MU KALASI LA FOMU 1A PASUKULU B KUMPOTO KWA BOMA LA MZIMBA PA 13 JUNI MCHAKA CHA 2023.

Mphunzitsi: Jubeki ndi Bonzo amafunitsitsa kuti akatenge ndalama anakumana ndi apolisi.

Lero ndifunse tione ku bwalo la milandu ziyenda bwanji? Ndi mfundo ziti zomwe zikuoneka mchitsudzo chimenechi komanso atengambali. Tiyeni tonse tiwerenge chitsudzo chimenechi.

Ophunzira: Awerenga.

Mphunzitsi: Ndi mfundo ziti zazikulu zomwe tazionapo?

Wophunzira woyamba: Bodza

Mphunzitsi: Bodza likuoneka pati?

Wophunzira wachiwiri: Khoswe akukana kuti sakumudziwa Annie.

Mphunzitsi: Pena ndi pati?

Wophunzira wachitatu: Khosi akuuza bwalo lamilandu kuti yunifomu yanu adasomphola ndi Bonzo ndi Jubeki.

Mphunzitsi: Penanso?

Wophunzira wachinayi: Munthu wina wa bodza ndi Annie yemwe akuti Bonzo ndi

Jubeki amaswa zenera kutenga zovala zake khoswe Annie atagona.

Mphunzitsi: Mfundo ina?

Wophunzira wachisanu: Chilungamo

Mphunzitsi: Wachilungamo ndi ndani?

Wophunzira wachisanu: Jubeki ndi Bonzo, izi zikuoneka pomwe iwo avomereza kuti anatchola nyumba ya insipekita Goli komanso akukana kuti yunifomu ya Khoswe yomwe inapezeka kunyumba ya mayi wina sanadziwe kuti kuti aitenga limodzi.

Mphunzitsi: Pali mfundo ina?

Wophunzira wachisanu ndi chiwiri:

Kusakhulupirika ndi chimasomaso.

Mphunzitsi: Kusakhulupirika akuonetsa ndi ndani?

Wophunzira wachisanu ndi chiwiri: Annie ndi Khoswe.

Mphunzitsi: Mfundo ina?

Wophunzira wachisanu ndi chitatu: wachimasomaso.

Mphunzitsi: Tsimikizani.

Wophunzira wachisanu ndi chinayi: Pomwe mwamunawake anapita kuntchito iyeyo analowetsa mwamuna wina koma akuzemberanso ndi mwamunawinanso izi

zikuonetsa kuti Annie ndiwosakhulipirika mwamuna wake Insipekita Goli sakumukwanira.

Mphunzitsi: Kupatula apo khalidwe lina ndilotani?

Wophunzira wachisanu nchinayi: Annie ndiwabodza akufotokoza zomwe sizinachitike.

Mphunzitsi: Nanga Khoswe? Bodza lake likuoneka pati?

Wophunzira: Akuuza bwalo lamilandu kuti adasompholedwa zovala.

Mphunzitsi: Lina?

Wophunzira: Kusakhulupirika pantchito, kukhala wachimasomaso kunampangitsa kuthawa pantchito kupita kwa Annie chifukwa cha akaidi Bonzo ndi Jubeki adathawa mundende usiku womwe khoswe adazemba kuntchito.

Mphunzitsi: Tilandire mafunso ngati alipo.

Ophunzira: Akhala chetee!

Mphunzitsi: Tikatero tamaliza chitsudzo chimenechi.

Appendix 19: Lesson 6 observed at school C

KUSANTHULA DONGOSOLO LA PHUNZIRO LA CHICHEWA CHA FOMU 1 CHOPHUNZITSIDWA MU KALASI LA FOMU 1A PASUKULU C KUMPOTO KWA BOMA LA MZIMBA PA 13 JUNI MCHAKA CHA 2023.

Phunziro: Chichewa　　　　　**Nthawi**: 11:50a.m -12:30 p.m

Phunziro lalikulu: Ndakatulo　　　**Mutu waPhunziro**: Zipangizo za ndakatulo

Mphunzitsi: Umunthu wake uli pati? M'ndakatulo kaKhwiya kakuyankhula ngati munthu koma Khwiya ndi kanyama.

Gulu lachiwiri: Voko – Kakhwiya kathupi losalala

Mphunzitsi: Chipangizo china?

Wophunzira m'modzi: Chikumbumtima

Mphunzitsi: Chikumbumtima ndi kukumbukira zomwe zinachitikakale nde mmenemo mulibe chikumbumtima.

Gulu lina: Funso la chodziwadziwamonga:

kodi mapiko ena samera?

Mphunzitsi: Zikomo kwambiri

Wophunzira wina: Mkuluwiko woti katswatswati

12:25 masana

Mphunzitsi: Kamtswatswati simkuluwiko koma mvekerochifukwa kakauma kamamveka tswatswa

Wophunzira wina: Chithunzithunzi monga: kangaukenso

Mphunzitsi: Ndizoona? Chithunzithunzi chimakhala cha zimene zikuchitika, mwachitsanzo atakathothola mapiko kamaoneka bwanji? Maonekedwe aja ndiamne amapereke chithunzithunzi.

Tapeza zipangizo izi mundakatulo: voko,

Mvekero, Funso lachodziwadziwa ndi m'biso. Ndipo ndakatuol ikukamba zamkazi amene wapeza mwamuna ndipo akumusamala kwambiri.

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Appendix 20: Lesson 7 observed at school D

KUSANTHULA DONGOSOLO LA PHUNZIRO LA CHICHEWA CHA FOMU 3 CHOPHUNZITSIDWA MU KALASI LA FOMU 1A PASUKULU D KUMPOTO KWA BOMA LA MZIMBA PA 20 JUNI MCHAKA CHA 2023.

Phunziro: Chichewa

Nthawi: 09:30 a.m

Mphunzitsi: M'modzi atiwerengere pa tsamba 43 bukhu la Nthondo.

Wophunzira: Awerenga

Mphunzitsi: Timalizire pa ndime imeneyo. Tamva bwinobwino za nkhaniyo panopa tione tsatanetsatane wa nkhani.

Wophunzira: Ali paulendo achina Nthondo anapezeka kuti nzawo wadwala anamudwazika mpaka ufa womwe anatenga unatha.

Mphunzitsi: Tiombe m'manja, wina? Mnyamata.

Wophunzira: Anafotokoza.

Mphunzitsi: Tiombe m'manja.

Ophunzira: Aomba m'manja.

Mphunzitsi: Tiyenopakali pano titchule mfundo zikuluzikulu.

Wophunzira1: Kudalirana.

Wophunzira 2: Chisoni

Wophunzira 3: Chikondi

Wophunzira 4: Nkhanza

Wophunzira 5: Ulesi

Wophunzira 6: Bodza

Wophunzira 7: Zikhulupiliro

Wophunzira 8: Kuba

Mphunzitsi: Pagulu panupo munditsimikizire kuti Nthondo anali wakuba popereka mfundo zinayi.

Ophunzira: Apita m'magulu awo kukambirana mfundo zinayi zotsimikizira kuti Nthondo anali wakuba.

Mphunzitsi: Tamaliza?

Ophunzira: Eeeee!

Mphunzitsi: Gulu lapakona

Ophunzira: Nthondo adaba maungu.

Mphunzitsi: Tsimikizirani, osati choncho m'mene mukuneneramu. Gulu lina?

Ophunzira: Nthondo adanamizira kudwala kuti akabe maungu.

Mphunzitsi: Tsimikizirani popereka umboni malingana ndi nkhani.

Ophunzira: Nthondo adatsala kuntchito ndi kukaba maungu kumunda kwa mzungu wake.

Mphunzitsi: Gulu lina?

Wophunzira: Nthondo adaba mapira komwe adamugwira ndi kumpatsa chilango choti agwire ntchito kwa chaka.

Mphunzitsi: Eya gulu ili?

Wophunzira: Nthondo adaba chimanga ndikuthawa.

Mphinzitsi: Eya, gulu lina?

Wophunzira: Nthondo adaba nkhuku ndi **kunamizirsa kuti yasowa.**

Mphunzitsi: Taona mfundo yakuba, mfundo zotsalazo tikazilembe panthawi yathu, panopa tiyeni tilembe mfundo zomwe takambiranapa mutu wa kuba.

Ophunzira: Alemba m'makope mwawo.

Mphunzitsi: Ayendera magulu, amene mwamaliza yambani kuona mfundo ya chikondi. Kaya mukambirana awiri chikondi chikuonetsedwa pati?Aliyense aime