



## ISSUES SURROUNDING THE UPDATED SECONDARY SCHOOL CURRICULUM IN ZIMBABWE

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### Abstract:

In 1999, the Nziramasanga Commission of inquiry into the Zimbabwean education system was tasked to look into the issues surrounding the education system. While the commission came up with recommendations, however, political and economic challenges could not allow such transformations. Thus, this paper discusses concerns surrounding the updated school curriculum in Zimbabwe. This is based on the feeling that the education system must be characterized by dramatic technological revolution that has a strong bearing on the curriculum. Guided by the foundational curriculum theory, the paper argues that education is a tool geared to reform society and creates change for the better. Hence, authentic education in Zimbabwe addresses the whole person and does not limit professional development and curriculum design to workplace readiness. To this end, there is every need to review the status quo of secondary school curriculum in Zimbabwe in order to consolidate further the new basic education programme and to ensure the actualization of the Ministry of Primary and Secondary Education policy in the area of human capital development. Finally, the

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paper recommends massive advocacy and sensitization of heads, teachers, students, district inspectors, parents and the entire regional and provincial supervisory team who are the end users of the updated curriculum for effective implementation.

**Keywords:** human capital, implementation, Nziramasanga commission, society updated curriculum, Zimbabwe

## 1. Introduction

The history of Zimbabwe runs parallel to her education system. This is because of the realisation by the early nationalists that the country could not develop without a proper grounding in a national education system that can guarantee the production of the desired high quality workforce. In line with the government's Nziramasanga Commission (1999), the Ministry of Primary and Secondary Education was mandated to review the secondary and primary education programmes to meet the targets of education in the context of Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset) which is a national obligations of the government of Zimbabwe. In light of this, curriculum implementation in Zimbabwe has been attributed to many factors including funding, obsolete educational facilities, high turnover and inadequate qualified teachers among others. It is against this background that this paper examines the issues of effective implementation of a national curriculum (NC) in Zimbabwe with a view to proffering far reaching solutions in view of the new political dispensation obtaining in Zimbabwe.

## 2. Curriculum and implementation

School curriculum is all about experiences required of a learner for all round development (Ahmad & Lukman, 2015; Lopes, 2016). It is a particular form of specification about the practice of teaching and learning and is not a package of materials or syllabi on issues to be covered rather it is a way of translating an educational idea into hypothesis testable in practice (Esau & Mpofu 2017; Jansen, 1991). Furthermore, curriculum is a specification about the practice of teaching which involves pragmatic efficacy of the learners' experiences. Experience as a general concept comprises knowledge of or skills of something or some events gained through involvement in or exposure to that event. In light of this, curriculum is an important element of education in which overall objectives of education depend largely on the nature of the curriculum. Curriculum development experts have argued that curriculum making either at the level of development, design, implementation or reformation needs the inputs of critical stakeholders if it is to be relevant, meaningful and adequate to meet the needs of the people for whom it has been put together. In this view, Dewey (1938) contends that education is a social construct which is a part of society and should reflect the community's desires. In Zimbabwe, for instance, secondary school curriculum is designed to encourage all learners to achieve their

spiritual, *unhu/ubuntu*, intellectual and social potential as well as to understand the relevance of learning in their daily lives. It is important to note that, it is one thing to design a curriculum and also another thing to implement it effectively and efficiently. The objectives of any level of education cannot be achieved if the planned programme for such level of education is not well planned and implemented. It is observed that no matter how well a curriculum is planned, designed and documented, proper implementation is of paramount importance. It could be true that the establishment of educational institutions in Zimbabwe and in various provinces in particular was in pursuit of meeting national requirements of producing manpower that were to serve in different capacities and contribute positively to the nation's socio-economic and political development. The key issue is the ways and means on how the school curriculum of Zimbabwe can reflect the objectives of her educational policy on education.

To achieve any of the above stated objectives, effective implementation of a well-planned curriculum cannot be over emphasised. Curriculum implementation (CI) is putting into practice the officially prescribed course of study, syllabus and subjects (Chikumbi & Makamure, 2005). Thus, curriculum demands rigorous efforts from end users for its effective implementation at all levels in order to achieve the desired goals. Yet Kurasha & Chabaya (2013) view CI as putting the curriculum into work for the achievement of the goals for which the curriculum was designed. In this conception of the matter it is the transition of objectives of the curriculum from paper to practice. Consequently, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Base on Ahmadi & Lukman (2015) and Maba (2017) CI is:

*"the process of putting all that have been planned as curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment."*

The scope of this definition therefore entails that putting curriculum into operation requires an implementation agent and Ahmadi & Lukman (2015) identify a teacher as the main agent in the process. CI therefore refers to how the planned, officially designed course of study is translated by the teacher into syllabus, schemes of work and lessons plans to be delivered to learners. Accordingly, CI involves interactions amongst teachers, learners and other stakeholders with the aim of achieving the objectives of education. In this way, CI therefore involves day to day activities in which the school management and classroom teachers undertake in the pursuit of the objectives of a given curriculum. However, literature has shown that teachers are not often involved during policy formulation even though they are expected to implement the curriculum (Ahmadi & Lukman, 2015; Clyton & Moses, 2017). A major setback in effective CI is the problem of unqualified teachers especially specialist teachers in areas like ITC and technical subjects given the fact that such

teachers would not have been consulted in the policy formulation stage. In recent times, curriculum is designed up to implementation stage without adequate manpower to translate it into reality

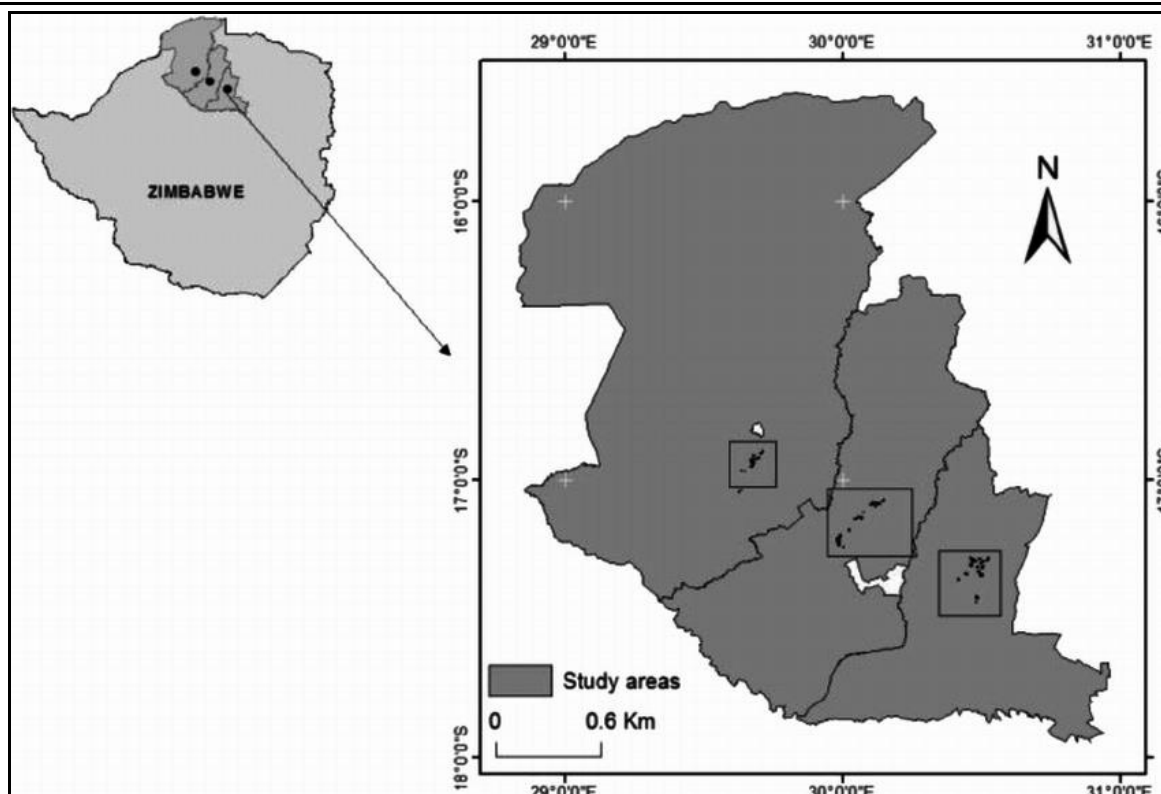
## **2.1 Theoretical underpinnings**

This study is based on functional curriculum theory (FCT) which emphasizes that a learner should have a wide pool of knowledge and ideas to become a fully participating member of the global economy (Ahmadi & Lukman, 2015; Harris & Burn 2011). Based on Priestley (2011), FCT is grounded on the idea that an individual should develop a sense of pride in being a citizen of a country through a deep understanding of the pride of one's country. In this regard, a curriculum has to ensure that the mother tongue and the general views of one's country are captured. In consequence, a Zimbabwean curriculum must have a Zimbabwean world view in which minor and major languages are taught in schools. It should therefore capture Zimbabwe's civilization over the ages, the nature and literature of Africa, past and contemporary African's plan for its future in the emerging global community and above all Zimbabwean aspirations. FCT emphasises the need for access to a variety of people, knowledge, techniques, ideas and practices (Ahmadi & Lukman, 2015). It also talks about personal development for contribution to social transformation and interpersonal conduct and self-awareness among others (Koo, 2002). Based FCT these issues should be pushed simultaneously from the early stages of learning with their horizons broadcasting in responses to the level of maturity of the learner. Obanya (2004) construes functional content education as the situation in which the child is growing and the world he/she is going to live in should determine the way education is carried out. It is on this basis that this paper elaborates on how the updated secondary school curriculum in Zimbabwe could be used to develop individual learner towards increased productivity and improved quality of life.

## **3. Methodology**

### **3.1 Study area**

Although this study's main thrust was to solicit the opinions of all stakeholders in education sector in Zimbabwe, this was impossible owing to budgetary and time constraints. Therefore, most of the data was collected in Hurungwe district because the principal investigator was living within the district during the data collection period. Hurungwe district is one of the 72 districts in Zimbabwe and is located in the Western part of Zimbabwe. It lies between latitude 16°30'00" and longitude 29° 30'00" South and East of the equator respectively. Hurungwe district is divided into 26 wards. Based on 2012 National Population and Housing Census, Hurungwe district has a population of 1 501 656 of which 747 475 are males and 754 181 are females. The population of Zimbabwe as a whole is 13 061 239, thus Hurungwe District constitute 11.5 % of the entire population of Zimbabwe.



**Figure 1:** Location of Hurungwe District in Zimbabwe  
(Source Goggle map)

### 3.2 Methods

Both qualitative and quantitative methods were used in data collection. While some sources of data collection were primary, (interviews, questionnaires, focused group discussions), others were secondary (government documents, peer reviewed-published research articles). Different techniques were used to collect qualitative information and these included five in-depth key informant interviews and questionnaire surveys. In addition, a total of two focussed group discussions (FGDs) were conducted with groups constituting heads and teachers. A questionnaire for heads of schools was designed and it comprised both structured and open ended questions. Data analysis, which was mainly content analysis focused mainly on understanding of challenges encountered in implementation of the new curriculum mainly in Hurungwe districts but some questionnaires were sent to districts in Masvingo and Mashonaland East in Zimbabwe. This was done so that at least a national coverage of the issues surrounding the curriculum implementation would be captured.

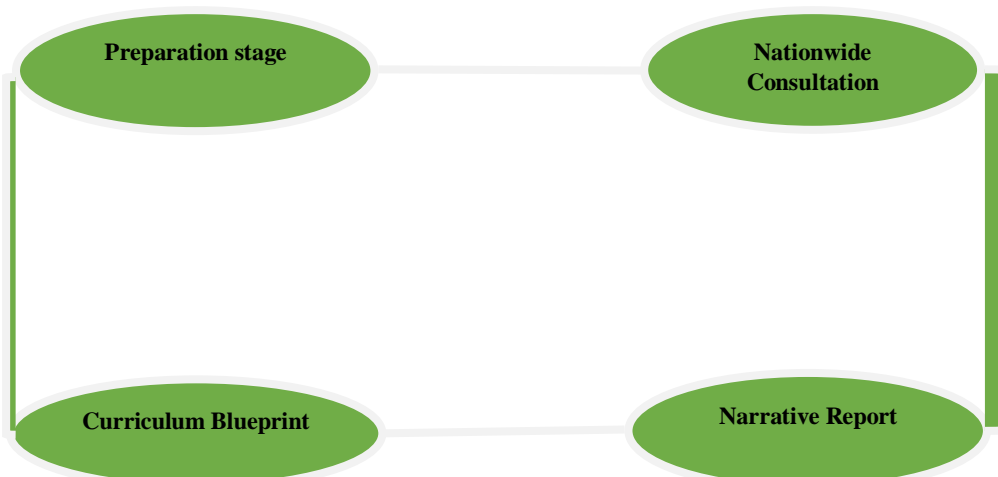
### 3.3 Key tenets of updated curriculum in Zimbabwe

After a process of nationwide consultations, in September 2014 the Ministry of Primary and Secondary Education (MoPSE) announced the release of a draft education curriculum, meant to update and introduce major changes in the school system in the country (GoZ, 2017). With effect from the 10<sup>th</sup> of January 2017, the MoPSE started the implementation of the updated school curriculum guided by the Curriculum Framework for Primary and Secondary Education (CFPSE) 2015-2022. The updated

curriculum aims to modernise the education system at all the three levels (infant, junior and secondary) in order to align them with global trends and with modern technologies (GoZ, 2017). According to the curriculum framework, the MoPSE remains committed to fulfilling the potential of learners in Zimbabwe. Emphasis on the updated curriculum is on providing improved access and quality education to every learner that would subsequently contribute to bringing about meaningful transformation in the lives of ordinary Zimbabweans. The CFPSE (2015-2022) is anchored on a long term policy direction to make improvements in the education system. It establishes a clear sequence of priorities to ensure that the return on investment in education is optimised in terms of the results that matter most, which are learner outcomes. The updated Curriculum provides today's generation with relevant knowledge, skills, attitudes that will drive the country's socio-economic growth and prosperity forward.

### **3.4 Stages in Curriculum update in Zimbabwe**

Updating the school curriculum is a common mechanism that is done regularly in many progressive countries (Priestley, 2011). Under normal circumstances the curriculum should be reviewed within 3 to 5 years of its implementation (Kurasha & Chabaya, 2013). It is important to realise that the MoPSE's efforts to review the curriculum was a result of numerous factors including: (a) the agrarian reform since 2000, developments in ICTs, the new Constitution which came into effect in 2013, as well as recommendations of the Presidential Commission of Inquiry into Education and Training (1999)- commonly known as the Nziramasanga Commission (NC). NC was set up in 1998 to look into the issues surrounding the then curriculum in Zimbabwe. The commission came up with a report in 1999. The report identified six major defects in the then curriculum. The six issues raised by the commission were: (1) the old curriculum lacked national values to guide learners (2), it did not praise the virtues of self-reliance, entrepreneurship and business skills, (3), it offered little to develop the learners' natural talents and aptitudes (4) it did not aggressively promote the teaching of Science, Maths, Technology, Vocational and Technical subjects and indigenous languages, (5), it did not place adequate premium on Early Childhood Development and non-formal education and (6), it was examination oriented and summative in nature. Having outlined the key issues of the previous curriculum, the report recommended the establishment of a Teaching Professions Council (TPC) to monitor and uphold professionalism in the education sector in Zimbabwe chiefly, overall curriculum review. Nevertheless, economic and political challenges overwhelmed the need for a new curriculum. As a consequence, from 1999 to 2017 the plans were under the pipeline. As time progressed, need arose and prior to the review the MoPSE began the process of curriculum update. Figure 2 shows the stages in the review of Zimbabwean secondary education curriculum.



**Figure 2:** Stages in Curriculum update in Zimbabwe 1999-2017  
(Source: Developed by the authors)

Figure 2 outlines the stages of curriculum update in Zimbabwe from 1998 up to January 2017 when the implementation was done. The first stage was embarked on soon after the NC report. The preparation stage had six key issues and these were preparation of a handbook on curriculum review, designing a questionnaire for data collection, developing a training manual and setting up a technical working group, which included key ministries, recruited team leaders and mobilised resources from government & partners.

Stage one was followed by stage 2 in which a nationwide consultations using the different platforms from school to national levels were made. Consultation was done through platforms such as print or electronic media, *Mai Chisamba show* and other social gatherings. The targeted stakeholders included universities, colleges, and examination board among others.

**Table 1:** Issues and sentiments from nationwide consultations: 1998-2016

- 1) Promotion of:
  - skills for enterprise development indigenous languages
  - skills for enterprise development
  - teaching of Sciences subjects and ICT
  - sport, arts and culture
- 2) The role of the teacher and the learner to be revisited
- 3) Need for a robust system of assessment to track learner progress
- 4) Strengthening Early Childhood Development (ECD)
- 5) Strengthening monitoring and evaluation
- 6) Capacity development of teachers
- 7) School infrastructure development
- 8) Greater community involvement

The data gathered from consultations were used to compile a narrative report (stage 3) which formed the basis for drafting a curriculum blueprint (stage 4). Besides issues from a nationwide consultations, other factors engendered the review of the old curriculum. While acknowledging the NC recommendations, the curriculum

framework has taken on aboard the human capital, social, political, economic and technological transformations in the country. While the impact of the land reform and the need to cultivate a patriotic citizenry enriched the framework, the curriculum had also to reflect the national efforts as enshrined in the national economic policy, the Zimbabwe's home grown constitution and regional and international treaties to which the country is a signatory. Additionally, the expansion in the capabilities of information and communication technologies and the emergence of an information-driven economy underpin the need for the development of new skill to enable citizens to live and work competitively in the global village.

#### 4. Results and Discussion

Table 1 shows the distribution of respondents based on their gender and age group. Data reveal that most (78%) of the respondents were males. The dominance of males was perhaps influenced by the fact that in Zimbabwe men are usually found in rural schools and women mostly in urban schools. Majority (40%) of the respondents comprised those within the age range of 33-37 years. Approximately, 30% of them fell within the age range of 28-32 years, while only 10% and 20% were aged between 38-42 and 43-47 years, respectively. The study revealed that both male and female teachers were negatively affected by the implementation of the updated curriculum.

**Table 1: Demographic profile of respondents**

Parameter	Frequency	Percentage
<b>Gender</b>		
Male	39	78
Female	11	22
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Age group</b>		
28-32	15	30
33-37	20	40
38-42	5	10
43-47	10	20
<b>Total</b>	<b>100</b>	<b>100</b>

##### 4.1 Stakeholders' perception on key issues of the curriculum

The study revealed that the respondents felt that there was lack of consultative engagement with key stakeholders especially, teachers, heads, inspectors, provincial directors and their deputies before the implementation commenced. A key informant says "[t]he limited communication militated against a shared vision and a genuine acceptance of the programme as being "ours" as opposed to "theirs". This implies that even though the key informant supported the idea of a new curriculum the general opinion was that the implementation of the updated curriculum was regarded as not part of them since there was lack of consultation. Meanwhile, stakeholders felt the innovation descended upon them from the top and they felt alienated from the whole discourse over curriculum change. Accordingly, over 78% of the respondents



subscribed to the feeling that the former minister of education rushed to introduce a new curriculum without having conducted adequate consultation with stakeholders. One interviewee buttressed this by saying “[i]t is only in 2018 that the Ministry has now realised the absence of grass roots consultative engagement that it has started a new communication and advocacy strategy programme”. The aim is to instil a sense of shared vision and ownership of the transformation initiatives and also to deal with in-house misunderstanding in curriculum implementation. Even distinguished officials in the ministry condemned the way the updated curriculum was implemented. A key informant says: “[t]he dots are not connecting. The ministry has now awakened to the need of developing a robust communication strategy four years down the line”.

The study also revealed that there were several areas of concern that remained contentious for instance, continuous assessment, tasks and projects, workload for teachers, among others. On the issue of tasks and subject one teacher had this to say:

*“Imagine a class of 55 learners at primary school, a teacher asks each kid to bring a rim of bond paper serious 55 rims of bond paper? Primary school kids are too young to be burdened with such number of books. We succeeded in life but I wrote 3 subjects at grade 7 English, Maths and Shona. I went to secondary and wrote 10 subjects and came out with all distinctions now am a professional being forced to see my kid being burdened to write 8 subjects in primary school, that is unfair.”*

On account of widespread complaints from stakeholders the government had to take a stance on the issues raised. Thus, the minister of education officially says:

*“We have totally scrapped the issue of tasks, so we are saying we are not going to have tasks anymore in our schools. These tasks are not part of the syllabus, from my study and even if one would look at our syllabus, it has no tasks. Above all, the tasks were too much a burden to both the students and the teachers because if a learner is doing 10 subjects, they are required to do at least one task per subject meaning its 10 tasks for the 10 subjects per term or simply 30 tasks per year. We are going to compress the curriculum, especially for lower levels, because the learning areas are too much for them. We need to combine some of the subjects like Physical Education, Mass displays and Sport.”* (The Sunday Times 4 March 2018)

Buttressing this and applauding the move by the government a key informant remarked:

*“The new curriculum is just the worst idea there. Although it tries to lighten up education for the kids it is actually doing the opposite of its purpose. for instance take a pupil doing 13 subjects, that means he has to have 13 projects, and 13 ×5 tasks, at the end of the day the child is failing to balance all that load, the obvious case is a decline in the education sector of the country to me it’s actually good news if new curriculum has been recalled.”*

In acknowledging the updated curriculum was a burden to the pupils, the minister of education pronounces: *Some subjects will be combined such that as they do Physical Education they can also incorporate an aspect of Mass Displays so some of these subjects will be rolled into one.* This reduces the burden on both the teachers and the learners.

Religious studies had attracted much controversy especially the perceived compulsory learning of Islamic studies. A key informant commented on the matter as:

*“While the issue of Religious studies appears to be a misconception and misreading of the new curriculum by the general public, a mere mention of Islamism invokes feelings of fundamentalism associated with Muslims. Parents feel this will send wrong signals to their children.”*

It has emerged from focused group discussions (FGD) that continuous assessment (CA) has attracted much debate and controversy since the inception of the NC. The purpose of CA is to determine the learners' current strengths, needs and interests and to monitor growth over time as well as to determine how a child solves problem (Shute & Rahimi, 2017). CA is epitomised by tasks, assignments and projects. The purpose is to improve validity and reliability of the results of the learner's performance on tests and exercises. According to key stakeholders, CA was brought in without consultation and sufficient guidelines. Based on a key informant, *“[t]he way tasks and projects were executed in 2017 involved a lot of noise from the stakeholders including learners themselves”*. There was confusion as well on who among the ministry of education and the Zimbabwe Schools Examination Council (ZIMSEC) was supposed to take charge of the CA. On this issue a key informant had this to say *“[z]IMSEC took the lead but the minister is now saying it should be led by the ministry with ZIMSEC only coming in to standardise. The minister wants teachers to craft the tasks and projects”*. Naturally this brings in confusion among the implementers, a scenario likely to compromise the learners' academic standards.

Furthermore, the advent of the new curriculum brought along the introduction of learning areas platforms formerly known as subject associations. Due to the introduction of many learning areas, several associations came in large numbers. These were funded from school coffers to assist teachers in further staff development and skills sharpening in their respective learning areas. School heads who were custodians of the school funds belonged to their own associations - National Association of Secondary School Heads (NASH) which had been in existence before the ushering in of the new curriculum. A key informant commented *“[n]ASH is now complaining bitterly that learning areas associations are a drain on the meagre school resources yet they are recognised and encouraged by the Ministry”*. Attributable to this, NASH has recommended the scrapping of the associations. Thus, one parent had this to say *“[a] serious clash is emerging as teachers feel heads want to be protective of school funds so that they squander money lavishly during their annual NASH conferences”*. Another challenge in the NC is that some church run schools (e.g. Roman Catholic) were not willing to implement the NC,

probably this was for religious reasons as they felt challenged by the introduction of other religions to be taught alongside their religion.

#### **4.1 Challenges in implementing Updated Secondary School Curriculum in Zimbabwe**

The achievement of the objectives of any level of education depends largely on effective implementation of its planned programme (Ahmad & Lukman, 2015) and researches have shown that no matter how well a curriculum is planned, designed and documented, implementation is important (Musingarabwi, 2017; Majoni, 2017; Kurasha & Chabaya 2013). This is because problems of most programmes arise at the implementation stage. In their opinion Babalola (2004) and Mkpa (2005) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. According to Munikwa (2016) and Kanyongo (2005) the education sector in Zimbabwe has suffered the plight of inadequate instructional materials and facilities, inadequate qualified teachers, poor funding syndrome and lack of motivation among others. Stressing further that there is every need to resolve issues surrounding functional education system in Zimbabwe. In other words, if the new secondary school curriculum will achieve its intended objectives, the following issues demand urgent attention:

Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are equipment, buildings and furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioural objectives. According to Ehiametalor (2011) facilities are those factors which enable production workers to achieve the goals of an organization. Olorok (2006) observes that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. What this study has found out is that in some secondary schools in rural Zimbabwe there were dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum.

Clyton & Moses (2017) in the study of the relationship of the physical environment to teachers' professionalism revealed that physical environment or facilities affect teachers in their performance. The study further mentioned that the most important environmental features which affect teachers' performance are classrooms, furniture and class equipment. Esau & Mpofu (2017) commented that a simply, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school. Lamenting on the type of buildings found in our rural secondary school, Shizha & Makuvaza (2017) remark that the rural schools infrastructure had witnessed stagnation and decay during the period of economic and political instability in Zimbabwe. This scenario was also observed in some of the rural schools during the data collection for this study by the researchers. They further commented that most rural and some urban schools are a caricature of what schools should be in a modern state. Ehiametalor (2011) argued that school facilities are the operational inputs of every

instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result.

Another challenge emanated from this study was inadequate qualified teachers. As noted by Munikwa (2016) this is a crucial stage in implementing new school curriculum. For any programme of the curriculum to be properly implemented, the implementers must be adequately qualified. In most cases, teachers are compelled to teach subjects that are not their areas of specialization. The study noted that in most secondary schools in Mashonaland East, West and Masvingo provinces, teachers were given extra teaching loads mainly in newly introduced learning areas such as Heritage Studies and Physical Education and Mass Displays regardless of lack of specialisation in these areas. This demands urgent attention because teachers are the major hub around which the successful implementation of new curriculum revolves. Kanyongo (2005) views the teacher as the key element to proper development of the child and consequently they are needed in greater numbers and adequately trained in all the learning areas in schools. While teachers are the cornerstone of any educational system, inadequate teaching and non-teaching staff is a misery to successful implementation of curriculum in education sector even though Gatawa (1990) identified the teacher as a major factor in student learning.

From 2008 to date a challenge of the education sector in Zimbabwe was of poor funding. As observed by Esau & Mpofu (2017) one impressive feature of educational institutions in Zimbabwe since independence has been the phenomenal increase in number of learner population. To meet the massive increase in the number of learners there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the school system in Zimbabwe. This is a serious issue in curriculum implementation in the secondary education. In support of this Lehman *et al.* (2002) note that no organization function effectively without funds. In Zimbabwe for instance, funds allocated for education is grossly inadequate. Gwany (2006) argues that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic reform strategies. Munikwa (2016) laments that the present level of underfunding by the state the public sector of education has witnessed stagnation and decay. This affects implementation of a well-designed curriculum. A situation where there is no money for payment of teachers' salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively. Furthermore, Gondo *et al.* (2017) reports that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, lack of libraries and laboratories and widespread shortage of learning and teaching materials in the form of textbooks. We also have a lot of indiscipline, frequent strikes and poor job productivity due to low morale and poor job satisfaction among school personnel; and unfavourable learning environment for learners. Many public fast track rural secondary schools in Zimbabwe have grossly inadequate physical material and human resources needed to give quality service (Tarisayi & Munikwa, 2017). This problem arose from the age-long neglect of the public schools system through inadequate funding of education. For instance, due to probably

lack of political will, determination or economic sanctions imposed on Zimbabwe, it became very difficult for the government to provide quality education for citizens, from 2009-2019 since the budgetary allocation to education shows that Zimbabwean government had not met the required 26% of education budget recommended by UNESCO for education .

A further challenge in education system in Zimbabwe is insufficient teaching and learning materials (Gondo *et al.*, 2017). Dike (1987) and Moyo & Hadebe (2018) describe teaching and learning materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Teaching and learning materials are ways and means of making the teaching and learning process easy, more meaningful and understandable (Ahmad & Lukman, 2015). In a study on relationship between availability of materials and curriculum implementation in Nigerian secondary schools, Ajayi (2009) discovered a significant level of relationship between the two. Consequently, without the availability of teaching and learning materials in schools, the skill based updated curriculum will not be effectively implemented and the consequence is lack skill acquisitions and economic empowerment we so wish in Zimbabwe.

Furthermore, the non-involvement of teachers in decision-making and curriculum planning could be another very cruel challenge in Zimbabwe. For set objectives of education to be achieved, teachers must be involved in decision-making and planning of curriculum from the onset. This is because Young (1975) observes that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Mkpa (2005) remarks emphatically that as an important person in the programme of curriculum implementation the teacher must be involved in all stages of the curriculum process. Lack of involvement of teachers, according to Majoni (2017) equally hinders the curriculum whose key implementers would not be well oriented to the teaching of such curriculum.

Another key issue is lack of motivation. Moyo & Hadebe (2018) describes teacher motivation as those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration all of which subsequently reduce student quality output. Therefore, in order to improve performance on the part of students, teachers must be motivated. Boleng & Rahayu (2017) affirm that for a worker to live up to expectations, such workers must be motivated. Teachers can be motivated by realizing the need to regard them as the number one worker to be catered for in terms of prompt payment of salaries, promotion and payment of other allowances and remuneration. Non-motivation of teachers affects their performance. When teachers' salaries, allowances and other entitlements are not given to them in time, they cannot implement the content of the curriculum. For instance, Zimbabwe Teachers Association (ZIMTA), Progressive Teachers' Union of Zimbabwe (PTUZ) among others have in the past few years embarked upon strikes after strikes to demand for teachers' salaries structure based on qualifications. Ipaye (2012) argues that the prime motive of man going into a career is to obtain the resources to meet his/her psychological needs and support family among others. Unfortunately,

Zimbabwean teachers' monthly take home salaries and allowances are very poor and unattractive (Newsday, 2014) and as such cannot sustain them in the face of the rising cost of living ever since the country has been declared a pariah state way back in the 1999.

Application of information and communication technology (ICT) has proved very useful and effective in the teaching and learning process (Ramesh & Dibaba, 2017). But teachers' inability to apply ICT in teaching at secondary schools in Zimbabwe could be one of the problems militating against effective implementation of the updated secondary school curriculum (Bukaliya & Mubika, 2011; Ncube & Tshabalala, 2016). Many secondary school teachers do not use computers in teaching their lessons in Zimbabwe. This has been attributed to many factors which include electricity problem. Since ICTs require electricity for their use where there is power failure users will be stranded. Another factor is lack of computer expertise knowledge in the use of computers. According to one respondent "*[t]he current socio-economic and political condition in Zimbabwe today has compelled the government to show little concern for the application of ICT in education*". While most urban schools have access to computers donated by the former president; there is lack of human and material resources to use ICT in such schools and the situation is even worse in rural schools where there is no electricity (Musingarabwi, 2017).

## **5. Conclusions and Recommendations**

The paper assessed Zimbabwe's education sectors stakeholders' opinions on the updated curriculum. It analysed the perceptions of stakeholders on implementation of the updated curriculum and proffered some solutions on how to improve the implementation. Having stated the above possibility measures, the following recommendations are made:-There is need for combined efforts by stakeholders in education to providing instructional facilities. It is evident that government alone cannot saddle responsibilities of education in Zimbabwe. To this effect, teachers are advised to make use of improvisation where there are no instructional materials. Of course, government could help in providing both visual and audio-visual materials in all secondary schools in Zimbabwe. The importance of teacher involvement in decision-making and curriculum planning cannot be over emphasized in Zimbabwe. Therefore, government should involve teachers in curriculum planning and development to give them sense of recognition not to involve them only at implementation stage. Government should employ adequate number of qualified subject teachers in order to teach all the subjects meant for secondary education and avoid a situation whereby teachers teach subjects that they have not trained for. Enough funds should be assigned for secondary education so that payment of teachers' salaries, allowances and other entitlements could be made with ease. This will as well make purchase of instructional materials and provision of facilities possible. Government should ensure that ICT facilities are used in all secondary schools. This can be done by providing computers and computer accessories to all secondary schools and making use of rural

electrification programme. Awareness should be made by informing the parents on the need of ICT during school development meetings so that everyone can contribute to successful running of ICT programs in all schools in Zimbabwe rural or urban. Teachers' salaries allowances, entitlements and other remunerations should be given to them on time. Government should listen to the teachers' cry concerning teacher's salary structure. There should be meaningful differences in salaries between a university graduate from a college graduate and those with higher degrees like masters and doctorates. The current scenario whereby all teachers despite of qualifications and experience have almost the same salaries should be rectified. This will definitely motivate teachers to do their best in implementing new curriculum effectively.

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