

**EXPLORING SCHOOL LEADERSHIP VIEWS ON IMPLEMENTATION
EXPERIENCES OF SECONDARY SCHOOL CURRICULUM REFORMS:
THE CASE OF WALEMERA CLUSTER IN NKHOTAKOTA**

M. Ed. (POLICY, PLANNING AND LEADERSHIP) THESIS

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UNIVERSITY OF MALAWI

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DECLARATION

I, the undersigned, hereby declare that this thesis or dissertation is my own original work which has not been submitted to any other institution for similar purpose. Where other peoples' work has been used, acknowledgements have been made.

Full Legal Name

Signature

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CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has be submitted with our approval.

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DEDICATION

To my loving husband John Diamond Shora, and my children; Chimango, Lusako, and Stanley with sincere gratitude.

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ABSTRACT

The purpose of this study was to explore the views of School Leadership on implementation of secondary school curriculum assessment reforms (SSCAR). The research was conducted at Walemera Cluster of seven (7) secondary schools in the Central East Education Division (CEED) in Nkhotakota district. This was a qualitative study in which data was generated through one to one interviews, document analysis, and the study circle guidelines. Data generated was analysed thematically using descriptive tables, and graphs. The study found that science teachers have experienced numerous challenges in the implementation of the new secondary school reforms. It was revealed that some secondary school science teachers have expressed their attitudes reluctantly by not preparing schemes of work due to lack of books and by not using teacher- centred methods when delivering lessons. The findings further revealed that teachers have managed to establish and employed various strategies on the use of Teaching and Learning Using Locally Available Resources (TALULAR), resource persons, and attending and conducting science in- set trainings. Additional, the study found that lack and inadequate of teaching and learning science resources, shortage of qualified science teachers, and lack of science lesson study orientations were some of the challenges science teachers faced in the implementation of secondary school reforms. Finally, the study found that the use of learner centred methods and continuous assessment especially in large classes were some of the difficulties teachers faced to cope with the new secondary school reforms. In summary the study sought to explore the views of head teachers and heads of department (sciences) on the implementation of new science curriculum reform.

TABLE OF CONTENTS

ABSTRACT.....	vi
LIST OF FIGURES	ix
LIST OF TABLES.....	ix
LIST OF APPENDICES.....	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Chapter overview	1
1.2 Background of the study	1
1.3 Statement of the Problem	4
1.4 Purpose of the study	6
1.5 Research questions	6
1.5.1 Main research question.....	6
1.5.2 Subsidiary research questions.....	6
1.6 Significance of the study	7
1.7 Organisation of the Study.....	7
1.8 Chapter summary	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Chapter Overview	8
2.2 Implementation of New Education Reforms Internationally	8
2.4 Background of the New Education Reform Implementation in Malawi	14
2.5 Theoretical Framework-The bottom-up approach	18
2.6 Chapter summary	19

CHAPTER THREE	20
RESEARCH DESIGN AND METHODOLOGY	20
3.1 Chapter Overview	20
3.2 Overall Research Approach	20
3.3 Research Design.....	21
3.5 Data generation methods and tools	23
3.5.1 Primary tools.....	23
3.5.2 Secondary tools.....	24
3.6 Sampling.....	26
3.8 Limitations and delimitations.....	29
3.9 Chapter summary	30
CHAPTER FOUR.....	31
DISCUSSIONS OF THE FINDINGS	31
4.1 Chapter overview	31
4.2 Teachers attitudes towards the new Curriculum Reform.....	31
4.3 How teachers were implementing new innovations with the new curriculum reform	34
4.3.1 Teachers lack of knowledge on the use of teaching and learning resource.....	36
4.3.2 In-sets Training and Orientations	38
4.3.3 Class exercises and Take home assignments.....	40
4.3.4 Use of Teaching and learning materials	41
4.4 Challenges teachers encounter with new curriculum reforms.	42
4.4.1 Lack of content knowledge.....	43
4.4.2 Inadequate of teaching and learning resources.....	46
4.4.3 Lack of professional trainings	48

4.4.5 Introduction of lesson planning	49
4.5 Teachers coping with the demand of the new curriculum	50
4.5.1 Learner-Centred Methods.....	53
4.5.2 Teacher resourcefulness	54
4.5.3 Use of resource persons.....	54
4.5.5 The study circle	56
4.6 Chapter summary	57
SUMMARY, CONCLUSION AND IMPLICATIONS	58
5.1 Chapter overview	58
5.2 Summary and conclusions.....	58
REFERENCES	62
APPENDICES	66

LIST OF FIGURES

Figure 1: Learners assignments	40
Figure 2: Pie chart showing challenges that teachers encountered in the SSCAR implementation.	43
Figure 3: Coping strategies for the new curriculum	51

LIST OF TABLES

Table 1: The overview attitudes of teachers towards SSCAR implementation	31
Table 2: Ways of implementing new curriculum reforms.	35

LIST OF APPENDICES

Appendix 1: Letter of introduction from Chancellor College	66
Appendix 2: Head teachers Questionnaire.....	67
Appendix 3: Heads of Department Questionnaire	69

LIST OF ABBREVIATIONS AND ACRONYMS

CAMFED	Campaign for Female Education
CDSS	Community Day Secondary School
CEED	Central East Education Division
DCE	Domasi College of Education
ESIP	Education Sector Implementation Plan
GoM	Government of Malawi
HOD	Head of Department
HT	Head Teacher
JCE	Junior Certificate of Examination
MIM	Malawi Institute of Education
MOEST	Ministry of Education Science and Technology
NESP	National Education Sector Plan
PCAR	Primary Curriculum Assessment reform
SSCAR	Secondary School Curriculum Assessment Reform.
TALULAR	Teaching and Learning Using Locally Available Resources

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

The chapter discussed the background to the problem, purpose of the study, statement of the problem, significance of the study and definition of operational terms.

1.2 Background of the study

Countries consider curriculum reform as an important and necessary measure to make schools enter the 21st Century and respond to a fast-changing world. The study looked at the brief history of curriculum reforms which have taken place in Malawi since independence. Farrant (2000) refers to curriculum as to all that is taught in school including the timetabled subjects and all those aspects of its life that exercise an influence in the life of the children. Khomani (2003) gave a historical overview of how curriculum has been evolving since the post-colonial era which first focused on agriculture knowledge and later, on literacy and numeracy. The third one was Primary Curriculum Assessment Reforms (PCAR) which was introduced in 2001 and focused on practical skills for entering self-employment entrepreneurship which had had its own challenges. The evolution of curriculum was based on both the weaknesses and challenges of the former curriculums. To this end, the Malawi government through the Ministry of Education, Science and Technology rolled out the Primary Curriculum Assessment Reform (PCAR). As a result, it planned to revise the curricular to be offered at all other levels of education, enhancing their practicality, modes of delivery and forms of assessment.

The Ministry of Education further focused on the improvement of teaching methods used in schools, assessment of learning outcomes and learners' achievement as well as inspection. The new Secondary School Curriculum Assessment Reform (SSCAR) was then introduced in 2015-16 secondary school academic year as the fourth education reform plan. The Education Sector Implementation Plan (ESIP) 2008 consolidated the policies governing the education sector in Malawi where teachers had been guided by the National Education Sector Plan (NESP) 2008-2018, which among them it focused on quality and relevance.

One of the NESP (2008-2018) priorities statements described the reviewing and reforming school curricula to address national needs, hence relevance of curriculum. The focus of curricula reform was to ensure that the curriculum being offered in schools should have been the one which had relevance and provided graduates with necessary knowledge and skills to be useful and successful in all future endeavours. Bennell (2014) stated that as curriculum innovation is a continuous process, it is expected that curriculum planners in Malawi will be constantly be changing curriculum to respond to the needs of the country. Conversely, the research found that teachers faced some challenges in teaching and learning process. It was discovered further that teachers received little training when the new curriculum was introduced.

The primary purpose of the curriculum for secondary school level was therefore, to benefit society and learners by equipping the later with knowledge, skills, values and attitudes that will enable them to meaningfully participate and contribute in the society. The curriculum was also designed to provide a basis for further study in tertiary

education, to lay a foundation for future careers, and to develop learners who are productive and responsible citizens and lifelong learners. For that reason, the teacher will help both the ministry as well as learners to achieve the goal. Fullan (2006) indicated that whether an education change is essential or not, ultimately depend on teachers' capacity of translating the new curriculum and ideas into pedagogical actions. In this case, school leadership suggested that exclusion of teachers' participation in the secondary school reform shall fail the intended outcomes. Therefore, the study outlined the experiences science teachers faced in the implementation of the new education reform by the government of Malawi through the Ministry of Education, Science, and Technology.

Literature has provided research findings on the same, research has been conducted at international, regional and local levels. The study, therefore, related the various studies with how the education reform in Malawi is to be implemented. Bennell (2014) emphasized that teaching and learning had improved in Malawi and Madagascar, implying that well- planned curriculum guidance and support had a positive influence on teachers' knowledge and experiences in teaching practices and in contrast, the challenges faced in teaching and learning revealed that teachers receive little training when the new curriculum is introduced and that they lacked in- service training to empower them for curriculum implementation. As a result, teachers are extracting only the components of the curriculum which they feel comfortable with to deliver to learners.

Taole, Matshidiso and Joyce (2015) mentioned that different sectors of society register complaints about schooling in South Africa that curriculum reform has such a poor

record of implementation in the country therefore, there is a need for a research that will identify factors that hinder or facilitate curriculum implementation in South Africa Schools and identifies strategies to address the challenges. In the current Korean context, Nikolay and Nikandrov (2010) in an article reported that recent education reform initiatives are often questioned for their rapid speed of implementation. However, curricular are reformed to address the needs of such nations to where and when it is implemented. The new Secondary School reforms was introduced in Malawi in 2015 as a science based curricular because it wanted to offer what is expected of the nation to contribute for technological development. So, the students should learn and acquire knowledge that they may apply in their daily endeavours’.

In view of these findings, it prompted the researcher to find out more on how this new education curriculum reforms in Malawi have been implemented successful or not. The study has further assessed the challenges it has faced especially at the early years of its implementation till present. The study was conducted in seven secondary schools namely; Njere, Mera, Wala, Nunga, Sulu, Sika, and Mbazi in Nkhotakota district under Central East Education Division.

1.3 Statement of the Problem

Literature shows that the new education reforms have always been a challenge to be smoothly implemented in many countries worldwide. Jansen and Taylor (2003) observed with great concern that curriculum reforms are not given adequate time for proper research before it is implemented which result into its failure due to among other reasons, lack of adequate funding and inadequate professional development or training for teachers. Again, Brummelhuis (1995) cited other school organisation factors that

may hinder the implementation of the new innovation such as lack of financial Support, lack of external support such as in-service training programmes.

The literature has revealed that inadequate funding has contributed to lack of adequate teaching and learning resources such as students' text books, teaching and learning materials and other resources. In addition, if only few teachers have been oriented for the new curriculum reform it may led to demotivation to some teachers, especially those that did not attended any orientation, and yet they have been taking part in the implementation of the new education reform through teaching and learning process. Guo (2012) pointed that to implement the new curriculum, teachers are required to attend a certain number of professional development workshops and seminar sessions on the new curriculum before they implement the curriculum in classroom.

Once more, Ryder (2014) continued that reforms should provide teachers with sufficient flexibility to allow them to adopt reforms appropriately to local contexts. In additional, Brummelhuis (1995) pointed that when more factors work against implementation, the process will be less effective. Consequently, when more factors support implementation, more change in practise will be accomplished. Bennell (2014) specified that there is a very good improvement on the teaching and learning in education in Malawi, however teachers lacked in-service training to empower them for curriculum implementation.

In view of the supporting literature on the new secondary school curriculum implementation, SSCAR being a new policy, need an exploration of the views of school leadership (head teachers and heads of department) on how teachers are implementing

the curriculum reforms. In this regard, the researcher found it necessary to conduct the study at Walemera cluster in Nkhotakota- Central East Education Division.

1.4 Purpose of the study

The purpose of the study was to find out views of school leadership on teachers' experiences in the implementation of (SSCAR) at Walemera Cluster level in seven secondary schools whose pseudonym are; Njere, Mera, Wala, Nunga, Sika, Sulu and Mbazi in Nkhotakota district of Central East Education Division.

1.5 Research questions

The study was guided by the following research questions:

1.5.1 Main research question

The following main research question guided the study:

1.5.2 Subsidiary research questions

1. What are the teachers' attitudes towards the new secondary curriculum?
2. From Head teachers and Heads of departments' perspectives, how are teachers implementing reforms or innovations associated with the new education Curriculum reform?
3. What challenges are the teachers encountering in implementing the new curriculum?
4. From the viewpoints of both Head teachers and Head of departments, how are the teachers coping with the demands of the new curriculum reform?

1.6 Significance of the study

The research findings would be of vital importance in the following ways: The study has filled in knowledge gap and provided a basis for other researchers, debates on curriculum implementation. The study findings would also assist in reviewing curriculum implementation strategies and inform curriculum developers about the strengths and weaknesses in the curriculum. The study would further help school leadership in their endeavours of improving the performance of learners particularly in science subject as well as help teachers to choose appropriate materials and methods in the delivery of their lessons.

1.7 Organisation of the Study

The thesis commenced with an introduction to the study in chapter one and chapter two focused on related literature review and theoretical frame work that guided the study. Chapter 3 discussed the research design and methodology, and chapter 4 is presentation and discussion of the study. Finally, chapter 5 presents summary, conclusion and implications of the study findings.

1.8 Chapter summary

The chapter explained the study's background, statement of the problem, purpose of the study, research questions, and significance of the study and organisation of the study. The next chapter discusses the related literature review and theoretical framework guided the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter presents a review of literature related to this research on the implementation of Secondary School Curriculum Reform (SSCAR) at local, regional, and international levels.

2.2 Implementation of New Education Reforms Internationally

At global level, literature has provided the study with rich information on the implementation of curriculum reforms. In this case, school leadership views on teachers' experiences on how they have implemented the new education reforms have been explored at international level in line with other new curriculum reforms implementation.

Farrant (2000) stated that all over the world, there has been in recent years a great deal of curriculum change going on. This has been due in part to new concept of knowledge. Mevorah and Ezer (2010) advanced that a concern that recent education reform initiatives are often questioned for their rapid speed of any new education change implementation. Many have argued that policies are being pushed unilaterally, without allowing time for teachers to fully understand their objectives or directions.

Schools also have little choices whether or not to just adhere to the government's policy rules and regulations. Little opportunity is given to understand the background and aim of each policy before carrying them out. Schools therefore tend to negatively respond and resist all government policies, regardless of any value that a policy may hold.

In view of this, Brummelhuis (1995) disputed that, in general, educational change can be initiated from two distinct sides. One form refers to educational change by policy makers with researchers at their side, attempting to find ways of assisting schools to implement a particular innovation. Such a strategy is labelled as top-down, or imposed change. The other form of change is initiated by teachers and often undertaken with outside support and this form is labelled as bottom-up, or voluntary change.

Mevorah and Ezer (2010) recommended that the field of education change should focus on teachers and their professional training, with change in focus to stress subject matter, teaching methods, and field experience. In the current Korean context, Nikolay and Nikandrov (2010) stated that recent education reform initiatives are often questioned for their rapid speed of implementation. Many argue that policies are being pushed unilaterally, without allowing time for teachers to fully understand their objectives or directions. Schools, therefore tend to negatively respond and resist all government policies, regardless of any value that policy may hold. So what is most demanded of education policy planning is to grant teachers the right to develop and operate curricula upon their own decision.

On the same, Fullan (2002) reported that Israeli government through its ministry of education created a national task force for education to embark on the education reform

which failed after its implementation. Teachers were underprepared and did not understand the new curriculum which seemed to devalue their teaching skills and referred to them as facilitators. Kelchtermans (2014) stipulated further that education reform is a process and an essential component of this change is teachers who are also primary stakeholders. Their involvement in and reaction to change can influence the implementation and effectiveness of reform movement.

In collaboration with other authors, Lieberman, and Mace (2007) added that teachers need also to be collaborators in the educational process, because it necessitates an active role in the planning of content and instructional approaches. Therefore, it has been viewed that the process of educational change relates to staff development to determine its benefit to administrators, policy makers, and teachers. In this regard therefore, teachers should be involved in not only on technical instructional policy types of decisions, but also managerial, community and building types of decisions. Such decisions lead to teachers' attitude change. When teachers share decisions with administrators, change in curriculum occurs, and a new curriculum is developed. Teachers' opinions and suggestions were taken on board when the new education curriculum was developed.

Guo (2010) argued further that while appreciating the new curriculum that it is more integrated and updated with strong advocacy for student-centred practices, many teachers experienced challenges in achieving the demanded changes because of the constraints of the current evaluation system. These were lack of professional development opportunities and resources, the complexities in shifting from traditional professional identities, and the ambiguity teachers experienced situating between

curriculum as planned and curriculum as lived. As a result, teachers in rural China, for example, are reported more resistant to this large education change. It has adopted an instrumental curriculum change which is problematic because it positions teachers as customers of the program produced by curriculum experts. This has led to a fundamental contradiction between teachers' commitment to technological process and the implementation of their personal and situational lives.

Kelchtermans (2014) further added that policy measures and education reforms can leave teachers in a position in which their professional identity and moral integrity are questioned. When these reforms are mandated or incongruent with teachers' beliefs, they contribute to feeling of vulnerability and emotional disturbance. Therefore, the study sought to explore teachers' attitudes in the implementation of the new secondary school curriculum reform which has targeted science department in the context of Malawi, specifically in Walemera Cluster in the Central East Education Division.

Liebrman, and Mace (2008) reported that through a number of individual scholars who have enriched our knowledge about education change, they have revealed that many countries have engaged in education reforms. The aim of any curriculum reform is to have a desired achievement at the end of its implementation and a policy that requires a long term approach. The desired achievement of the new secondary school curriculum reform is to instil in learners the skills that they could apply in their immediate surroundings.

Gaziel (2003) argued again that a reform cannot be successful when the costs are concentrated and not diffused and also when professional expertise and local

knowledge of the characteristics of teachers, students and the community are undermined imposing as was the case of Israeli NTF 2005 education reform. In the United States, a letter was presented to the president for recommendation of education teacher reform as it was observed that for curricula change, teachers need to keep pace with the changes and new demands placed on them. There was absence of a teacher motivation policy which excluded the teachers to participate in the discussions of curriculum reform (Liebrman, & Mace, 2014).

The literature was more revealing on the absence of policy and the exclusion of teachers in the discussions of curriculum reform which prompted the researcher of the current study to explore views of head teachers and heads of department on teachers' experiences in the implementation of SSCAR particularly in Walemera Cluster in Central East Education Division. Kelchtermans (2014) defined education reform as a process and mentioned that an essential component of this change are teachers. Teachers are primary stakeholders and their involvement in and reaction to change can influence the implementation and effectiveness of reform movements. The theory further supported a decision by a number of stakeholders.

2.3 Experiences of new curriculum reforms at regional level

Regionally, some of the authors had argued on the views of school leadership on teachers' experiences as regard to the implementation of the new education reform. Farrant (2000) revealed that today in Africa there is a confusing mixture of Western and Africa education built by different hands and the process of reforming or restructuring it is by no means easy.

Taole, Matshidiso, and Joyce (2015) reported that different sectors of society registered complaints about schooling in South Africa because curriculum reform had a poor record of implementation in the country. There was need for research to identify factors that hinder or facilitate curriculum implementation in South Africa schools and identify strategies to address such challenges. The department of education should recognise that teachers need time to learn about and accept new policy reforms; they need space to explore, as well as resources to carry out their duties diligently.

Jansen and Taylor (2003) stated again that curriculum reforms were not given adequate time for proper research before it was implemented which resulted into its failure. Other reasons could be lack of adequate funding and inadequate training of teachers. As a result, the curriculum reform lacked proper procedures for its successful implementation.

Further, Ryder (2014) added that reforms should provide teachers with sufficient flexibility to allow them to adapt reforms appropriately to local context. Therefore, the views of school leadership on experiences of teachers in the implementation of the new curriculum has been noticed in the literature of authors mentioned above. Singling out, it hasn't been easy is that they should be given the opportunity to contribute their ideas or put forward opinions in the development of any education curriculum reform for its successful implementation because they are the drivers of any education reform as implementers who understand the needs of the learners in their environment.

2.4 Background of the New Education Reform Implementation in Malawi

Saylor (2000) defined curriculum as the course of study, intended learning outcomes, intended opportunities for engagement, learning opportunities that provide learners actual engagements and learners' actual experience. Malawi through the NESP (2008-2018) strategy of goal number two necessitated the introduction and implementation of a relevant and responsive curriculum to deal with poor quality of education in secondary schools which stems from problems in management, school leadership, and teachers' motivation just to mention but some of the experiences teachers encountered. Bennell (2014) stressed that a well-planned curriculum guidance and support had a positive influence on teachers' knowledge and experiences in teaching practises. Farrant (2000) added that to reform the school system is to make it more responsive to current needs. It can be justified therefore, that teachers who are well trained, motivated, and with a well-guided and supportive curriculum, can implement a quality, relevant, and responsive science secondary school curriculum.

However, NEPS, 2008-2018 indicated that SSCAR was not specifically planned and cost when it was due for implementation which showed its weakness at the very start. Therefore, it could be noted that SSCAR implementation has progressed in the absence of well-planned strategies as well as inadequate funding. As a result, lack of funding and cost has led to inadequate availability of teaching and learning materials and resources, in absence of orientation sessions, as well as monitoring and evaluation exercise. However, the Ministry of Education Science and Technology (MoEST) suggested that the implementation of curriculum reform for secondary education would not have been implemented before some of the workshops were conducted (SSCAR Consultative Workshop, 2011). For instance, students from University of Malawi on

education science courses had a workshop in 2011 with the Malawi Institute of Education which wanted to get some views on what should be included and how they can be equipped with the new curriculum knowledge therein.

Regrettably, qualified and serving teachers were excluded from the workshop or any kind of orientation, yet they were/are the ones to implement or implementers of the new secondary school curriculum reform. Therefore, it was worthy enough for the study to explore the views of the School leadership on teachers' experiences in the implementation of SSCAR since 2015 and its implications.

The study further revealed that college students made some recommendations at the workshop. They recommended adequate resourcing of the curriculum for its effective implementation. Supervision should be intensified since it is very crucial in the implementation stage of the curriculum. During the workshop, Malawi Institute of Education wanted to find out what content skills the college student wanted to be included in the new secondary school curriculum, and how the secondary school science curriculum would prepare the students for the programme they were pursuing in terms of relevance, adequacy of content, and methodologies at SSCAR Workshop of 2011.

It was observed that the new Secondary school curriculum consultative workshop missed a target of discussions on the curriculum of tertiary education which needed also to be revised in order to tarry with secondary education for the purpose of continuity. Further, it would have been of greater value if serving teachers responded to those

questions. In this case, the study discovered that teachers were demanded to implement the new secondary school curriculum by MoEST.

NESP (2008-2013) reported that as the Ministry of Education rolled out the Primary School curriculum reform to secondary level and in the near future to the tertiary level, it aimed at bringing about a paradigm shift in teachers teaching methods in order to make our education system relevant or in other words, content which should be operational or able to apply to the immediate environment of the learners.

When a policy is being introduced it should start from the bottom so that opinions and ideas should be shared and that would improve the speed of recent education reform because of planned policy at that level and good implementation. Besides this, teachers were not given enough time to fully understand the objectives of the new education reform in line with the policies of education in the context of Walemera Cluster in Central East Education Division.

For that reason, the purpose of the study was to explore the views of school leadership on teachers' experiences which have led to teacher's attitude change and also have affected a change in curriculum reform, positively or negatively. However, the problem was that any kind of curriculum which departs from the traditional memorisation of a narrow range of facts is difficult to implement, and requires a higher level of teacher competence and resourcing.

Without the necessary training, support and resources, many teachers became immobilised or simply gave up, with the unintended – but predictable- results. In Community Day Secondary Schools, some teachers are not properly qualified to teach their subjects; particularly mathematics and science. Therefore, despite a well-planned new education reform put forward by the policy makers and their researchers', the exclusion of teachers' contributions, skills, opinions, ideas, who are implementers of new reforms in the classroom has given a brink future of new secondary curriculum reforms implementation. Instead, the study found it worth enough to establish an exploration on how teachers have experienced the implementation of new secondary curriculum reforms in the case of Walemera Cluster in Nkhotakota-Central East Education Division with the help of head teachers and heads of departments.

The chapter reviewed also the literature that had some information on how teachers would have implemented the new secondary school curriculum reform. The government of Malawi through the *Education Sector Implementation Plan* (ESIP) 2009-2013 designed and drafted a National Education Sector Policy Statement in 2008, which is a consolidation of all the policies governing the education sector in Malawi which among others focused on quality and relevance in ensuring that the curriculum being offered in schools in Malawi. The curriculum is/was the one which was relevant and will provide graduates with the necessary knowledge and skills to be successful in all future endeavours.

The NESP (2008-2018) strategy of goal number two of introducing and implementing a relevant and responsive curriculum was due to poor quality of education in secondary schools which stems from problems in management, school leadership, and teachers'

motivation as some of the experiences teachers encounter. The activities which have been carried out already were the review of curriculum and its assessment, textbook evaluation, orientation of tutors and teachers in the new curriculum reforms. NESP, (2003- 2018) noted that new Education reform had changes of one or more of the following aspects of education system: goals and objectives, policy making and management system, financing and budget processes, system organisation and curriculum. In this case, teachers should understand the goals and objectives of the new secondary school curriculum reform very well and be able to interpret its policy in order to implement the new education reform successfully. When teachers cope with the needs of the new education reform, it becomes easy for them to deliver what is expected of the new curriculum reform demands to their students.

2.5 Theoretical Framework-The bottom-up approach

The study was based on the adoption of a bottom up approach theory of organisational change in initiating and implementing change as stipulated by Burnes (2009). The *bottom-up approach* stipulates that change can be more successful and easier to implement; since the ideas for change are generated from below, it will be easier for management to acquire in the of the rank- and file. The emphasis on bottom – up theories of organisation change is on decentralisation.

The author argued that bottom up approach requires a major change in roles of senior Managers. Instead of controlling employees, they have to empower the people. Instead of directing and controlling change, they have to ensure that the organisation's members are receptive to the change process, and have the necessary skills, motivation and power to take charge of it. Similarly, Mc Carthy (2009) stipulated again that taking a bottom

up approach was justified as promoting changes at grassroots level gave more consideration to the needs of learners, and decision made about curriculum development that will encourage teacher professional growth.

In the first place, the study presented all its facts on the basis of bottom up theory which demanded empowering teachers, students and other victims who are at grassroots to be the baseline of the successful implementation of the new curriculum reforms. Their opinions and ideas in this case teachers would have made a decision to arise from their joint involvement which the study found lacking in the new curriculum reforms. The approach ensures that the organisation's members (secondary school teachers) are receptive to the change process which was not the case in the process of implementing the new secondary school curriculum reforms.

2.6 Chapter summary

The chapter discussed relevant literature on New Education Reforms Implementation in Malawi, experiences of the new education reforms at regional level, implementation of new education reforms and the conceptual framework – The Bottom up. From the literature review, the researcher is to find out if the views of school leadership experiences were carried on board and studies been conducted in the establishment of SSCAR which the study seek to explore. The next chapter discusses research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter Overview

The Chapter focuses on the methods and design of the study. It presents the research approach that was employed during the study and the reasons for their choice. In addition, the chapter outlines the research design, sampling techniques, location, and data generation methods, tools and data analysis. The chapter ends by highlighting the ethical considerations.

3.2 Overall Research Approach

The study used qualitative research method. The method sought to understand a given research problem from the perspective of the local population it involved. Creswell, (2003) approves that a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives. This paradigm is especially effective in obtaining culturally specific information about the values, opinions, behaviour and social contexts of particular population. It was more concerned with opinion perspective of the participants, in this case; head teachers as well as heads of science department.

The study was conducted in Walemera cluster in Central Eastern Division in Nkhotakota district where the views on teachers' experiences were explored out in the implementation of (SSCAR) in order to get in- depth information on how to address either the successes or challenges in its implementation and suggested possible ways of its sustainability as well as solutions to the challenges.

3.3 Research Design

The research study used phenomenological design because the researcher was interested in the individual experiences of the participants of Walemera Cluster Schools in Central Eastern Division in Nkhotakota district. The Qualitative Report, (2003) described "Phenomenology" as the study of the shared meaning of experience of a phenomenon for several individuals, and in this case is, school leadership who are HTs and HODs on teachers' views. Phenomenological design has also involved long, in depths interviews with the participants. The researcher asked the same questions several times to get a full picture of their experiences with the phenomenon. In this regard, it looked for the universal nature of an experience where it provided a very rich and detailed description of the participants' views on teachers' experiences in the curriculum implementation.

3.4 Selection of participants

The target population of the study was fourteen (16) participants from all eight secondary schools within Walemera cluster which was two per school. The participants included eight (8) head teachers and eight (8) heads of department. However, twelve respondents were interviewed except four (4). The two participants were from Majiga both head teacher and head of department (sciences) because it was where the

researcher was discharging her duties. The other (2) two where (1) Head of Department from Nkhunga and also (1) one head teacher from Dwasulu who were both away from their duty stations because it was a mid-term holiday.

Creswell, (2003) pointed out that in qualitative research, we identify our participants and sites on purposeful sampling, based on places and people that can best help us understand our central phenomenon. The main goal of choosing these participants was to get the deepest possible understanding of the research question that has been studied and presented out the views of school leadership on teachers' experiences in the implementation of the new secondary curriculum reforms. In addition, both interviewees were chosen because they belong to school leadership and management team.

As leaders at secondary school level, one of their main duties are supervision and monitoring the teaching and learning process. As such, in the process of supervision and monitoring, it is in the classrooms where new education reforms are implemented especially when teachers are delivering lessons to learners. Again, both the head teachers and heads of department in the school leadership and management are teachers who also participate in implementing the new education reforms through teaching and learning process.

Therefore, as implementers of the new curriculum reforms they are able to give out their views on teachers' experiences in the implementation of SSCAR. Further, they are chosen to provide information on teachers' views and their' attitudes towards the new secondary school curriculum. They also presented the information on how teachers

are implementing reforms or innovations associated with the new curriculum and challenges they encounter. The participants finally registered some information on how teachers are coping with the demands of the new curriculum reforms.

3.5 Data generation methods and tools

The study designed or generated the primary tools which were used to obtain reliable information.

3.5.1 Primary tools

The study used a questionnaire as a primary data generation tool. The participants were HTs and HODs and on the other hand was the researcher of the study who had the questionnaire. The participants were respondents and the researcher jotted down the responses which later was used for analysis of the study.

The researcher conducted one- on-one interviews with all the respondents through questionnaires where they were asked to describe their lived phenomenal experiences. This type of questions included six (6) head teachers and six (6) heads of department expect one head teacher and one heads of department. Each respondent was given between ten (10) to fifteen (15) minutes for answering the questions. The researcher asked questions to the respondents and on the same time the responses were written down on spaces provided against the questions.

Creswell (2009) defined the one-on-one interview as a data collection process in which the researcher asks questions to and records answers from only one respondents in the study at a time. The participants were encouraged to give description of their experiences including their thoughts, feelings, and memories along with a description

of the situation such as orientations, as well as classrooms in which the experience occurred. The questionnaire served as the main data source of the study whereby semi-structured interview protocol with open-ended questions were used.

Creswell (2009) describes “an interview protocol” as a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked and the space to take the notes of the respondents from the respondents. In this case, the researcher of this study used the question matrix where it provided both spaces to place the questions for the respondents and their responses as well. The data collection technique which was deployed included, taking notes during the questioning, and writing notes after the questioning as well as taking note impressions on respondents’ non- verbal behaviour. Further, the researcher used probes to obtain additional information. Creswell (2003) defined Probes as sub-questions under each question that the researcher asks to elicit information through clarification of points and expansion of ideas. It can be clearly stated that the questionnaire was the major collection tool used in the study because of its qualitative approach. In this regard, it can be further assumed that there were some challenges which the researcher encountered in conducting the questionnaire to be discussed in the foregoing paragraph of this chapter.

3.5.2 Secondary tools

The secondary tools used the following document analysis for data generation; books, journals, websites, pamphlets. There were used for references. The questionnaires had questions for the participants, positions the interviewees hold and name of the school they belong.

3.5.3 Document Analysis

The study used the following materials for document analysis; books, journals, websites, pamphlets as data collection tools. There were a number of books that were used to get relevant information on the curriculum change, innovation or reforms which mostly were written at regional and international as stipulated in the study. The bottom up theory of organisational change was found in a book titled *Managing Change* by Burnes (2009). The journals and pamphlets also provided very useful extracts on how new secondary education reforms are implemented, who were the participants and when was the right time to implement the new curriculum reforms. The journals and pamphlets provided the information ranging from local to international. The various websites updated the study with the current information on the new education reforms from different localities in the world. The information from websites played a vital role in comparing and contrasting the reforms especially where the implementation was successful as well as where it failed. The challenge of getting data through websites was lack of or finding no information about the education reforms locally especially in Malawi. However, responses from the questionnaires supplemented a lot of information on the implementation of the new education reforms.

Finally, the questionnaires contained questions for school leadership to both the HTs and HODs. The researcher of the study used the data collection tool such as questions in obtaining responses from the respondents through one on one interview process where answers were written down on the question forms for each individual respondent. The questionnaire was the major collection tool used in the study because of its qualitative approach. Brummelhuis (1995) detailed that a consequence of this approach, mainly based on qualitative data, is that no quantitative measures available on the

degree of interaction among different factors influencing the process of education change. However, the questionnaire contained the same questions as a result, it brought boredom to the researcher. The writing of responses and time spent were also tedious. The other documents from the Walemera cluster schools provided information on the number of teachers per school and cluster as well as district within the division who attended the orientation on the implementation of the Secondary School Curriculum Assessment Reforms. The documents just showed the list of required no of teachers to attend per school not names so it was to the discretion of the head teacher to choose and that was the biggest challenge. The head teacher would have chosen his or her favourites missing out most wanted attendees.

3.6 Sampling

The study used both purposive sampling method and convenience non probability sampling to select a cluster where the researcher works. Therefore, the selection of both head teachers and heads of departments (sciences) was also based on general similarity of school leadership.

Creswell, (2012) stated that purposeful qualitative sampling is to select people and sites who can best help to understand the phenomenon and to develop a detailed understanding that might; provide useful information, help people learn about the “phenomenon”, and give voice to silenced people. Bryman (2008) in Mlagha (2016) defined convenience sampling as the one that is simple available to the researcher by virtue of its accessibility. In this regard, time and financial resources did not allow the researcher to generate data in other clusters that are far away from researcher’s working place which is within Walemera cluster.

Therefore, the study selected head teachers and heads of department (sciences) from school leadership because of their experiences as well as their role of being supervisors to teachers. They provided useful information to the researcher which will help various stake holders such as, government, educators, curriculum developers, tutors, lecturers, teachers and learners to evaluate the implementation of the new Secondary School Curriculum Reform (SSCAR).

The research revealed that the findings gave voice to the silenced people such as teachers who were not consulted and those who were not oriented since the implementation of the new secondary school curriculum. Creswell (2012) has further noted that one might select individuals or sites because they help the research understand a concept or a theory and in this case is a purposeful sampling strategy in which the researcher samples individuals or sites because they can help the researcher to generate or discover a theory or specific concepts within the theory.

Curriculum and Teacher (2003) stated that when teachers share decisions with administrators, change in curriculum occurs, and a new curriculum is developed. Absence of teachers' involvement in curriculum development may contribute to unsuccessful implementation of any education reform.

3.7 Data Analysis

Data analysis began as soon as data collection commenced. Creswell (2003) stated that data analysis is an on-going process which need to be carried out alongside with data collection. The study analysed its collected data through interpretative phenomenological analysis (IPA) which involves a close examination of the

experiences and making meaning of all the activities which were obtained from Head teachers as well as Heads of department (sciences). The participants in the Interpretive Phenomenological Analysis (IPA) study had certain experiences in common with one another which the study explored.

Groenewald (2004) pointed again that usually, participants in an Interpretive Phenomenological Analysis (IPA) study are expected to have certain experiences in common with one another. In this case, therefore, both participants are experienced in leadership and management. The presentation was interpretive in nature and some tables below supported in the discussions of data findings.

The study used qualitative research method. The method sought to understand a given research problem from the perspective of the local population it involved. Creswell (2003) agreed that a qualitative approach is one in which the inquirer and in this case was the researcher of the study, often makes knowledge claims based primarily on constructivist perspectives. This paradigm is especially effective in obtaining culturally specific information about the values, opinions, behaviour and social contexts of particular population. It was more concerned with opinion perspective of the participants and in this case, it is head teachers and heads of science department who managed to give their views on how teachers have introduced and implemented the new secondary school curriculum reform.

The study was conducted in Walemera cluster of Central Eastern Division in Nkhotakota district. The school leadership were requested to give out their views on teachers' experiences in the implementation of (SSCAR) through one on one interviews

in order to get in- depth information. The study used phenomenological design because the researcher was interested in the individual experiences of the participants of Walemera Cluster Schools- Central Eastern Division in Nkhotakota district.

Mccalin, (2003) described Phenomenology as the study of the shared meaning of experience of a phenomenon for several individuals and in this case were Head teachers and heads of departments, (sciences) as school leadership. Phenomenological design involved long in-depths interviews with them. The researcher interviewed on the same topic several times to get a full picture of their experiences with the phenomenon.

In this regard, it looked for the universal nature of an experience where it provided a very rich and detailed description of the participants' views on teachers' experiences in the new secondary school curriculum implementation. The challenge of the data analysis was that it requested the school leadership whose experience of their work was not aware of. The assumption was that they gave the best of what they know but these rural community secondary schools lack well qualified science teachers.

3.8 Limitations and delimitations

Walemera Cluster in Nkhotakota falls under CEED with its Central office based in Kasungu. The cluster has eight Secondary Schools however; the study was concerned only with seven schools where it generated qualitative data by means of one-on one interviews. One school (Majiga CDSS) was exempted because it was where the researcher was discharging her duties. Four Community Day Secondary Schools; Mera, Wala, Nunga, Mbazi are cost centres and the other three: Njere, Sika, and Sulu are non-cost centres.

It was impossible to achieve 100% responses from all interviewees because of different reasons and localities where participants operated from. Out of 16 participants, 12 were interviewed and 4 were not present at duty stations where it was agreed to meet for the interviews.

The study focused on the exploration school leadership views on teachers' experiences as regards to the new secondary school curriculum reforms or within Nkhotakota Walemera Cluster Secondary Schools in Central Eastern Division. For this reason, the research was confined to head teachers and heads of department (sciences) as school leadership of Secondary schools who gave out their views on the experiences of science teachers on how SSCAR is being implemented. Another challenge was time which demanded the researcher to be patient and a good listener to the responses from the interviewees. Further, there was a challenge of misinterpretation of impressions from interviewees. In this regard, enough time (a minimum of (15-20 minutes) to each respondent was considered, to allow him or her spring out the very best. The misinterpretation of impressions of respondents was compared with responses of other respondents because the questions were the same.

3.9 Chapter summary

Chapter three explained the research methodology employed in the study and qualitative approach was also used. In addition, the issues of sample techniques and sample size, negotiations for access to data generation points, and data analysis were discussed. The next chapter presents and discusses the study findings.

CHAPTER FOUR

DISCUSSIONS OF THE FINDINGS

4.1 Chapter overview

The chapter presents and discusses the findings of the study in line with the theoretical framework and literature.

4.2 Teachers attitudes towards the new Curriculum Reform

When school leadership was asked for its views on teachers' attitudes towards the new secondary Curriculum reform, all HODs responded that almost all teachers are showing negative attitudes towards the implementation of SSCAR but on the other hand, the HTs responded that just a few number of teachers are implementing new curriculum reform positively but the rest are against the implementation of it.

Table 1: The overview attitudes of teachers towards SSCAR implementation

Names of schools.	Njere	Mera	Wala	Nunga	Sulu	Sika	Mbazi	Positives	Negatives
HODs	N	N	N	N	A	N	N	0	6
HTs	N	P	N	P	A	P	N	3	3
Total								3	9

KEY: N represent Negative, P represent Positive, A represent absent.

Responses from the school leadership who are; Head teachers and Heads of Department (sciences) on the views of teachers towards the implementation of SSCAR donated that most teachers are in contrast to SSCAR implementation. However, some very few teachers are eager and willingly to participate fully in the implementation of the new education reforms. The summary was made from the responses on (table. 1) where respondents answered more of the negatives than positives attitudes towards the implementation of SSCAR.

In table 1, it has been detected that six heads of science department interviewed, out of seven confirmed that most teachers are unwillingly implementing the new curriculum reforms. On the other hand, three head teachers responded that some teachers are unwillingly implementing the new education reforms whilst, the other three responded that there are other teachers who are positively implementing SSCAR.

Brummelhuis (1995) pointed out that when more factors work against implementation, the process will be less effective, consequently, when more factors support implementation, more change in practise will be accomplished. In additional, Foundation for Policy Research (UAE) (2014) also specified that education reform is a process and an essential component of this change is teachers, who are also primary stakeholders. Their involvement in and reaction to change can influence the implementation and effectiveness of the reform movement. Wang (2013) debated further that as trained and professional teachers, they thought that the government have

denied their right of professionalism and they will be no longer recognised as teachers but as facilitators.

The findings of the study indicated that all HODs views revealed that almost all teachers exhibited their unwillingly attitudes towards the implementation of SSCAR. Disagreeing, Guo and Linyuan (2012) pointed out that some studies have reported that the new curriculum reform in China was welcomed by many teachers who also appreciated the improved working condition as a positive result of the new national curriculum reform. And so, the researcher observed that the negative responses provided an overall picture that the new secondary school curriculum is ineffectively implemented than just a few of the teachers who are willingly implementing the curriculum reforms. It can be indicated in the study that the implementation of SSCAR has met with confrontation. It all started in January, 2015-16 school academic year when only few teachers were invited to attend the implementation orientation of the new secondary curriculum in Salima. Further, their orientation failed to prepare teachers fully due to inadequate time, much load in the training manuals and the facilitation was done in a hurry which lacked professional teaching skills.

Wang (2013) in his study findings pointed that when teachers are underprepared and did not understand the new curriculum which seemed to devalue their teaching skills and referred to them as facilitators. Regardless of the teachers' overreaction to orientation exercise, they needed new skills to comply with the demand of new education reform. Dagget and Jones (2014) approved that the skills individuals need for success in the 21st Century are vastly different from those needed in the past. But then again, teachers have used the old system of teaching and delivered what seem to

be only comfortable with them which have affected the effective implementation of SSCAR in students.

The study consequently, found that teacher's demonstration of their negative attitudes toward the new education reform emanated from numerous factors such as lack of adequate time for orientations or trainings before the implementation of the new curriculum education reforms. The trainings would have helped all teachers to get prepared, acquire skills, and understand better the approach of delivery of instruction to learners which lacked to take place at the commencement of SSCAR implementation. In view of that, the study showed that some of the teachers teaching skills had been devalued and MoEST had made them facilitators not as trained qualified teachers. As an end result, it has been found that many teachers have demonstrated their negative attitudes towards the implementation of the new education reform which has led to the conceivable failure of implementing a successful curriculum reform.

4.3 How teachers were implementing new innovations with the new curriculum reform

When both HTs and HODs as School leadership were probed a question of how teachers were implementing reforms with the new curriculum, these were some of responses: through the use of classroom exercises, use of appropriate teaching and learning materials, take home assignments, Mid-term assessment, End-term tests, orientations, and in-set trainings tabulated in the table 2.

Table. 2 showed ways on how teachers have implemented reforms or innovations of the New Secondary curriculum within Walemera cluster.

Table 2: Ways of implementing new curriculum reforms.

Ways of implementing reforms	Frequency								Total
Class exercises	1	1							2
Use of t/l materials	1	1	1						3
Take home Assignments	1	1							2
Mid-term assessment	1								1
End –term tests	1	1	1	1	1	1	1	1	8
Orientations	1	1							2
In-set trainings	1	1							2
Grand total									20

Key: 1 represents a score of response/s

The findings have shown that end term tests were one of the ways which some teachers used more frequently compared to other ways of implementing the new curriculum reform like: class room exercise, take home assignments, orientations and inset trainings. On the other hand, the study found that mid-term assessment was the least used way of implementing the new secondary school curriculum among others. The

study discovered that learners were not assessed as per instructed by the MOEST that continuous assessments shall be part of learners' examinations final grade.

The study found that lack of knowledge expertise and poor planning in terms of scheming and lack of adequate time for both administering and marking of answer papers had botched the exercise to be implemented successful. The study revealed further that the success of end term tests depended on the planning as one of the school events which gave enough time for teachers to prepare the question items, administering tests as well as marking them during end term holidays compared to other ways of implementing the new education reform stated above.

However, other forms of assessment such as class exercise, proper use of teaching and learning resources, take home exercises, and orientations and trainings have been less frequently used by teachers. It has been found that later means of implementing the new curriculum reform brought about conflicts with the teaching allocated time but orientations and trainings failed due to lack of proper planning and resources. The mixture of using a variety of ways in the implementation of the new education science curriculum reform would have helped every learner to understand the subject matter better for their daily application in their lives. Therefore, teachers as major players in the implementation of the new curriculum reform had all the eagerness to successfully or unsuccessfully implement the reform.

4.3.1 Teachers lack of knowledge on the use of teaching and learning resource

The responses from both the HTs and HODs showed that there was little knowledge by teachers on the use of teaching and learning resources in the way SSCAR is

implemented. The teaching and learning way of implementing the new secondary curriculum reform was at 15% of the total strategic ways of SSCAR implementation. However, this was little compared to other strategic ways. The findings of the study made known that few teachers used the teaching and learning resources in the implementation of the new education reform. The strategy simplifies matters in lesson delivery especially when there is a difficult and sensitive topic. It helps learners to understand the subject matter better than before and further make them to apply the knowledge in other spheres. However, the HT3 from one of the schools in the cluster expressed worry that;

“There can be enough teaching and learning resources but the challenge can be lack of qualified human resource who could properly use the materials and facilities.” **(Interviews with HT3 on 2nd, March, 2017).**

The study found that lack of qualified teachers especially in science departments has contributed to the failure of good use of little teaching and learning resources that schools have in implementing the new science based curriculum i.e.; facilities such as laboratories where chemicals get expired before its use. Fullan (2001) believes that education reform can happen with the use of new or revised materials. Therefore, both presence of appropriate teaching and learning materials and qualified science teachers is a must necessity in the process of implementing a successful new science based curriculum reform.

4.3.2 In-sets Training and Orientations

The responses from the School leadership (HTs and HODs) indicated that teachers did not embark themselves fully in using both insets training and orientations as some of the ways of how they could have implemented the new education innovations. Both ways were at 10% of the total in implementing the curriculum. The study revealed further that orientations and trainings thereafter, were not conducted at divisional as well as at school levels in particular, which indicated that there was a good number of teachers who were teaching without being oriented. The study revealed again that there was need for all teachers to get orientation before the implementation of the new education curriculum reforms for it to be successful.

Guo and Linyuan (2012), in their studies in Rural China, reported that the new curriculum reform was welcomed by many teachers especially who were the participants. Fullan (2010) stressed that in-service programs should help the teacher to actualise their knowledge with the acquisition of adequate instruments and methodologies to solve problems. The study found that those untrained teachers in the implementation of the new secondary curriculum reforms teach learners of what they know from their past experiences through the use of old methodologies which to a certain extent was contrary to what the new educational reforms demanded.

The study revealed further that many teachers did not participate in the orientation session which was conducted before its implementation during the first orientation of SSCAR in 2015-16 at Salima cluster, and these were teachers who were supposed to be trained by the trainer of trainers at clusters or school levels. One of the major reasons was lack of financial support from the organisers of SSCAR event such as the MIE and

MOEST and cluster leaders as well as head teachers of schools. One of the interviewees pointed out that:

“After the orientation at Msalura in Salima, it was advised to further conduct the same orientations at divisional, cluster, and school levels to cater for those teachers who did not attend the first orientations, however, most schools failed to stage them due to financial constraints.”

(Interviews with HT1 on 3rd March 2017).

The study revealed further that teachers are/were the custodians of education change who had all the skills to implement the new secondary school curriculum reform successfully. They (teachers) needed possible ways of implementing a successive new education reform towards their job as well as the community so that they took charge of it or owning for its successful implementation. Therefore, lack of orientations or trainings of teachers failed the new education science curriculum to be implemented successfully.

NESP (2009-2017) document state that the focus of curricula reform was to ensure that the Curriculum being offered in schools in Malawi is one which is relevant and will provide graduates with necessary knowledge and skills to be successful in all future endeavours if teachers would have imparted their acquired and trained necessary skills in learners which did not happen.

4.3.3 Class exercises and Take home assignments

When HTs and HODs were requested to respond on how learners were assessed in the classroom, below were some responses shown in figure 1.

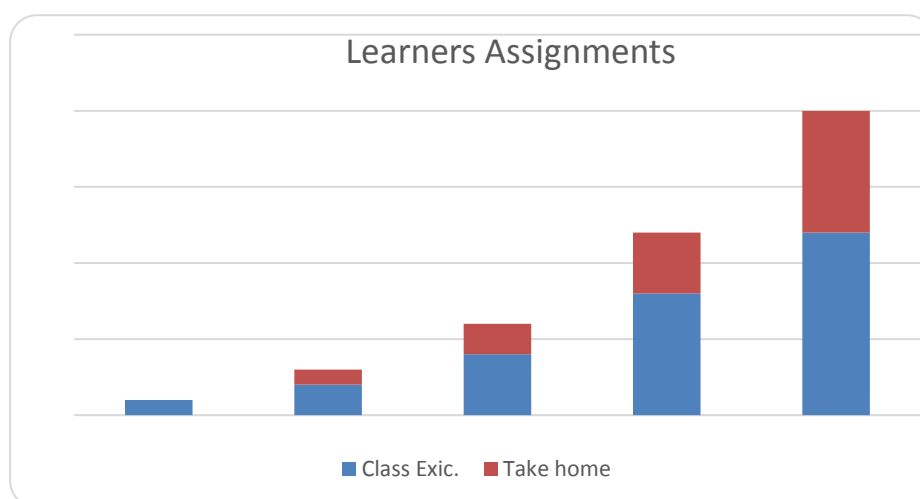


Figure 1: Learners assignments

The graph in figure 1 indicated that take home assignments were more assigned to students at classroom level termly compared to others. On daily basis, the study found that class exercises were given the least.

The study further revealed that students were assessed little on weekly, fortnight, and monthly basis which was contrary to the requirements of (NESP) 2019-2017 which stated that monitoring and evaluation of learners was to be done through assignments such as; take-home, class exercises, weekly tests, mid-term, and end term Examinations. Additionally, the school leadership disclosed that teachers use classroom way of implementing the new education reform periodically thus; daily, weekly, fortnightly, monthly, and termly. It was concluded that termly assessments were preferably done compared to other forms. The study found again from School

leadership responses on their progress reports that class exercise and take home assignments are some of the ways which teachers use less frequent in implementing the new secondary school curriculum.

4.3.4 Use of Teaching and learning materials

School leadership specified in their responses that the use of teaching and learning materials is the second best way from end term tests compared to others which is used on how teachers implemented the new curriculum reforms. The study revealed through School leadership views that teachers also use more of teaching and learning materials compared to class exercise, take home assignment, orientations, and inset trainings.

One of the HODs said,

“Most teachers hardly use class and take home assignments in implementing the new education reform because of high classroom enrolment and lack of time”. **(Interviews with HOD4 on 1st March, 2017).**

One of the reasons was stated by Wang (2013) that teachers were underprepared and did not understand the new curriculum which seemed to devalue their teaching skills and referred to them as facilitators. Dagget and Jones (2010, 2014) stated again that the skills individuals need for success in the 21st Century are vastly different from those needed in the past. Bennell (2011) Mediterranean Journal for Social Sciences (2014) in recent investigation of curriculum implementation stated again that to ensure the effective implementation of curriculum, teachers need to be well trained, highly motivated, dedicated, and professionally competent. The study revealed that some teachers lacked the use of professional competence, that is use of the teaching and

learning materials failed students to understand or grasp the content taught in class. As a result, learners failed to perform well in class exercises and take home assignments. The study indicated that lack of use of teaching and learning materials due to lack of financial resources to buy the required stated materials in the lesson planning. These were inadequate in overcrowded classrooms.

The study revealed further that the assertion brought fears to successful implementation of the new secondary school curriculum reform.

4.4 Challenges teachers encounter with new curriculum reforms.

When the School leadership in particular HTs and HODs were asked of the challenges teachers encounter with the new curriculum, the following are some of the responses; lack of teaching and learning resources, understaffing, lack of adequate training, lack of science qualified teachers, and re-introduction of lesson planning. Figure 2 is a Pie chart which displayed the challenges that teachers encountered with the new curriculum and the following are; lack of science qualified teachers, lack of teaching and learning resources, understaffing, lack of professional trainings, and re-introduction of a lesson plan. The figure has shown that lack of qualified science teachers was the main challenge that teachers encountered in the implementation of SSCAR compared to other challenges.

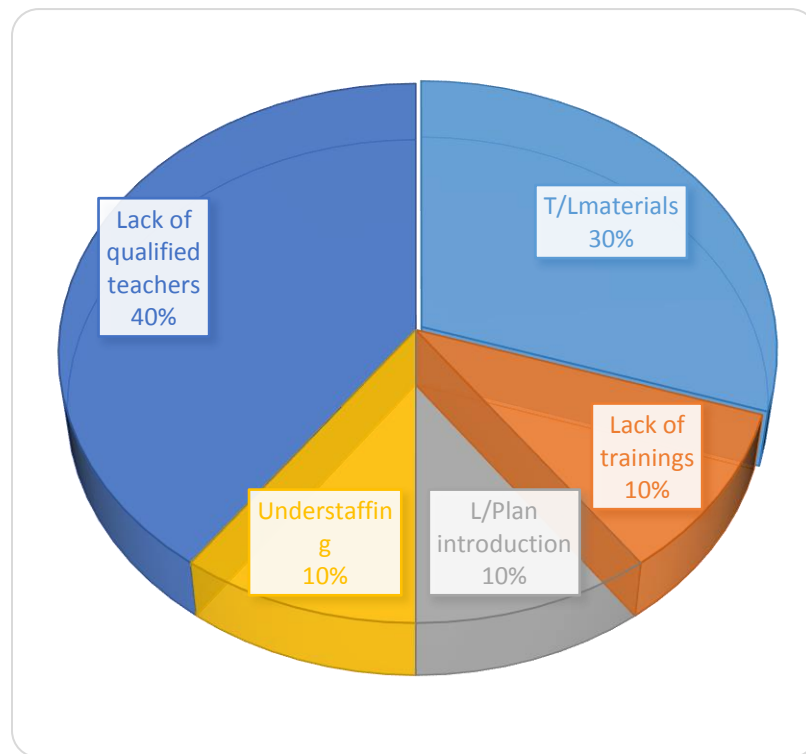


Figure 2: Pie chart showing challenges that teachers encountered in the SSCAR implementation.

4.4.1 Lack of content knowledge

The study through the responses from school leadership indicated that teachers encountered numerous challenges with the new secondary school curriculum reforms and among them, lack of content knowledge was the major challenge.

Another HOD2 lamented,

“In the science department, we are only two qualified teachers and the rest are unqualified science teachers with limited knowledge. The school has a double shift which make us even difficult to teacher all classes efficiently”.

(Interviews with HOD2 on 2nd March, 2017).

The finding was in agreement with Wang (2013) who states that in many secondary schools in South Africa, many teachers are not properly qualified to teach their subjects- particularly mathematics and sciences. Zajda (2009) study also agrees with the sentiments and found that in rural China there is a challenge of providing enough qualified teachers for each subject in schools especially science subjects.

The study further found that both at regional and local area such as Malawi, shortage of teachers qualified to teach science is the major challenge that the new education reforms implementation is encountering with new curriculum especially in the science department. The few science qualified teachers have many periods to teach which led to boredom. As a result, they became tired and demotivated. Further, the study discovered that much work is left untaught which result into poor performance of learners during end term assessments. This later will affect the results of MSCE national examinations results.

The study further exposed that the acute shortage of science secondary school teachers especially in CDSSs which have given opportunities to unqualified teachers to handle the classes with less competences. This may have far reaching implications for both learners and SSCAR. The study also revealed that many secondary schools in Walemera cluster is lacking qualified science teachers. This agrees with Zajda (2009) who mentioned that a large body of research shows that students taught by a highly qualified teacher perform significantly better than those that do not receive such training. Bennell (2014) in recent investigation of curriculum implementation stated

that to ensure the effective implementation of curriculum, teachers need to be well trained, highly motivated, dedicated, and professionally competent.

Correspondingly, the study found that lack of qualified teachers in secondary schools particularly in Walemera Cluster in Nkhotakota district has contributed to a possible failure of implementing the new curriculum reform successfully. Learners are failing to receive quality and relevant instruction from unqualified teachers as per planned and need of government priorities which may yield far reaching negative consequences such as failing to apply their acquired knowledge to their daily situations. This is contrary to the national educational goals that aimed at teaching learners a science based curriculum through learner-centred methods. It was also aimed at making sure that what they learnt in class should be relevant to their immediate surrounding and be used in their future endeavours.

In the absence of qualified teachers, learners have failed to receive the required content of the new secondary school science based curriculum which has far reaching negative consequences to the development of the country. Similarly, Guo and Linyaun (2012) point out, in their study findings, that while appreciating that the new national curriculum is more integrated and updated with strong advocacy for students centred practices, many teachers felt great challenges in achieving the demanded changes because of the following; the constraints of the current evaluation system, the lack of professional development opportunities and resources, the complexities in shifting from traditional professional identities, and the ambiguity teachers experienced in situating between curriculum as planned and curriculum as lived. As a result, teachers in Rural China were reported more resistant to this large education change.

The study found further that challenges make teachers demotivated, hence no effective teaching and learning in schools which has resulted into failure to achieve the intended goals of the new science based SSCAR. The result of ineffective teaching and learning further contributed to the failure of learners during their assessments at both school and national levels. The theoretical frame work of this study advocated that ideas and opinions from the subjects of any organisation may contribute to its success, and in this case are the ideas, opinions, and suggestions of teachers. However, the study revealed that teachers' ideas and opinions were excluded and therefore lacked in the implementation of the new science based SSCAR. Therefore, these challenges may fail teachers to effectively implement the new secondary science curriculum.

It should be noted here that the exclusion of any opinion, ideas or any contribution from teachers towards the implementation of the science curriculum has been a major challenge as per the study findings.

4.4.2 Inadequate of teaching and learning resources

The supervision exercise which HTs and HODs as school leadership conducted at school in classrooms also revealed that among the challenges teachers faced was lack of enough teaching and learning resources in the various schools they taught. It was indicated as another big challenge compared to understaffing, lack of professional trainings, and re-introduction of lesson planning. The study found that schools failed to purchase adequate materials to use for the teaching and learning process. In the absence of such facilities, like mobile laboratories, which the government provided to schools. One of the HTs registered the following concern;

“non- cost centre secondary schools like ours fail to purchase adequate teaching and learning materials especially for physics and chemistry which most of the time fail to be improvised and worse still these schools do not have laboratories compared to cost centre secondary schools”.

(HOD2 -Interviews on 2nd March, 2017)

This finding is in agreement with Zajda (2009) who through his study that was conducted in China also established that lack of resources affected both class instruction and teacher satisfaction. The study also found that some schools such as non-cost centre secondary schools were more hit in lack of teaching and learning resources compared to cost centres. These cost centre secondary schools have well-built infrastructures with fully furnished science facilities such as laboratories. In addition, these schools receive better funding from government which have helped or enabled them to purchase science equipment starter packs of the teaching and learning resources compared to non-cost centres which depended only on the collection of public funds through school fees from learners, which are very low to address the science requirements.

One of the HODs lamented on the challenges teachers met in the implementation of the new secondary school reform as follows;

“Lack of textbooks, chemicals which are donated are always due to or about to expire, new and difficult topics, and lack of qualified science teachers, are some of the major challenges that we face as teachers”. **(Interviews with the HOD5 on 7th March, 2017)**

The study revealed that lack of teaching and learning materials contributed to ineffective teaching and learning. If the problem remained unaddressed, the goals of national education may fail to be achieved or the new curriculum may flop because teachers have failed to deliver what the curriculum has demanded them to do.

4.4.3 Lack of professional trainings

The School Leadership indicated in their responses that there was lack of enough professional training of teachers conducted since the one conducted when the new curriculum was launched in early January 2015 at Msalura in Salima district and that was at Central East divisional level. One of the interviewee (HT) indicate that:

“There has been inadequate orientations and lack of in-service meetings at all levels, so we are asking MOEST to fully orient all teachers”. **(Interviews with HT6 on 1st March, 2017)**

As Guo and Linyuan (2012) pointed out, to implement the new curriculum teachers are required to attend a certain number of professional development workshops and seminar sessions on the new curriculum before they implement the curriculum in classroom. The current study found that only few teachers were oriented during a workshop which was conducted at divisional level by the Malawi Institute of Education in January 2015. Teachers of various disciplines were invited and Malawi Institute of Education staff facilitated the training on how the new curriculum was to be implemented. However, the session failed to meet its purpose due to limited time and lack of enough funding. The other challenge was that the activity was conducted for four (4) days only which was not enough for the heavy work load. As a result, content

mastery was not fully covered and teachers didn't know and understand what to deliver in class and this later affected the teaching and learning process. The orientation failed to groom teachers professionally to make them capable of delivering to the expectations of the new secondary school curriculum reform.

The orientation also failed to cover all the required planned training skills to teachers. The orientation officers advised the teachers to read the manuals on their own, and the head teachers to conduct school based trainings which did not happen. Consequently, teachers have also failed to impact learners with scientific knowledge to suit into a technological global village and to the benefit of the country development. As Fullan (2001) points out, in-service programs should help the teachers to actualise their knowledge with the acquisition of adequate instruments and methodologies to solve problems.

4.4.5 Introduction of lesson planning

The study revealed further from School Leadership responses to the re-introduction of Lesson planning that it is facing resistance from teachers in the implementation of the new curriculum. Lesson planning is a set of activities written down by a teacher that will guide him or her on how the lesson will be presented in a classroom. It plays an important role in reminding the teacher what to teach and also serves as a guide of what and when to teach. The methodologies and type of materials to be used in teaching and learning again can be guided by a lesson plan. In that case, the ministry of education emphasised the use of lesson plans when teaching and learning which brought some reluctance in some cluster community day secondary school teachers. One of the interviewees (HOD) argued that:

“Lesson planning is a duplication of schemes work and I don’t see a reason why MOEST is imposing this lesson planning to us” **(Interviews with HOD on 1st March, 2017)**

In that case, the study found that there was lack of consultation in seeking opinions and ideas from teachers. The imposition of the lesson plan made teachers reluctant towards its implementation. In agreement, Bishop (1985) through his study findings pointed out that teachers on the whole are not against reforms as much as they are offended at the way they are presented to them, and imposed on them. However, it is felt that the absence of a lesson plan to a teacher could lead to illogical presentation of the lesson where the teacher will fail to deliver the instruction to the learners effectively. As a result, the goals of the new secondary school curriculum implementation may fail. The use of lesson plan in the teaching and learning process would further help in achieving the goals of the new secondary school curriculum reforms.

4.5 Teachers coping with the demand of the new curriculum

When HTs and HODs as school leadership were asked in regard to how teachers were coping with the demand of the new curriculum, their responses indicated that most teachers copied well with learner centred-methods, continuous assessment, teacher resource, study circles, and resource persons. However, learner centred methods had a highest scoring level of coping demand of the new education secondary curriculum which was also used as the basis of the new education secondary curriculum implementation.

The study also found that Study circles and teacher resource were on the same levels of scoring in coping with the demand of the new curriculum compared to continuous assessment. Resource persons were at the least scoring coping levels. In table 4.4, one observes that teachers copied well with the demand of learner-centred methods used in the teaching and learning process among other coping demands of the new secondary school curriculum reform.

One of the heads of department (HODs) stated her concern as follows;

‘The coping demands of the new curriculum has been difficult because teachers have been commanded what to do not what teachers should do.’ (Interviews with HOD4 on 1st March, 2017.)

Figure 3 below shows the coping strategies teachers are using to successfully

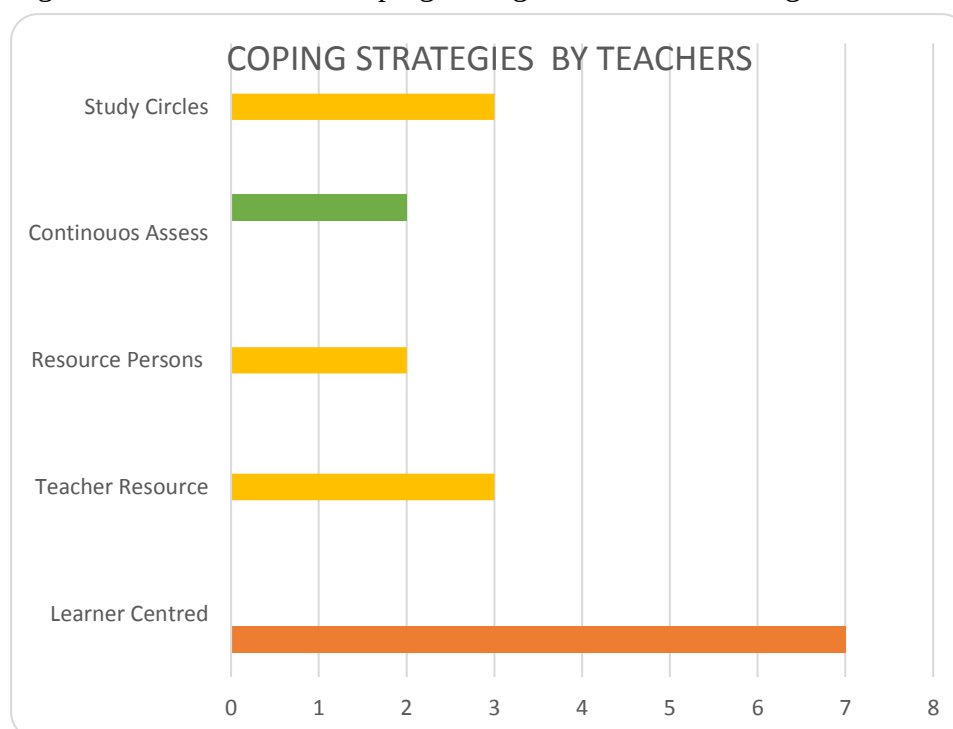


Figure 3: Coping strategies for the new curriculum

KEY: Numbers represent a score of responses.

NESP (2008-2017) stated that as curricula change, teachers need to keep pace with the changes and new demands placed on them. The study found that MOEST lacked enough time for full consultations as well as orientations as per requirement, hence imposition of the lesson plan. The study found that teachers coping with the demands of the new curriculum faced a lot of difficulties and as a result, they became resistant to change as well as to adopt the new changes. The resistance to new change by teachers occurred because of lack of involvement of teachers in the development of the new education reforms. It has further led to failure of delivery of quality and useful subject matter to learners for their daily and future endeavours.

The study revealed that most teachers used learner-centred methods as one of the most favoured ways of coping with the demands of the new secondary school curriculum. These were question and answer, pair and whole class discussion, debate, quiz among others. All these methods demanded learner participation. This finding agrees with The Canadian and International Education (2013) finding of study in Rural China which stated that while appreciating the new national curriculum which is more integrated and updated with strong advocacy for student-centred practices, many teachers felt great challenges in achieving the demanded changes because of the constraints of the current evaluation system and the lack of professional development opportunities and resources. As per the Canadian and International Education finding (2013), the current study also found that most teachers in Malawi secondary schools failed to copy with the demands of the new science curriculum because they lacked the expertise despite their efforts of deploying more ways of coping with the demands of the new curriculum reform. The acquisition of their expertise would come from professional development through MOEST, which did not happen

4.5.1 Learner-Centred Methods

The HTs and HODs indicated that learner-centred methods were one of the most used coping ways in the implementation SSCAR where teachers deployed such methods of whole class discussion, question and answer, and debate among others, in the delivery of lessons to the learners.

However, one of the HTs expressed his concern that,

“Learner centred methods are good to develop the student deep understanding of the instruction, but the teaching and learning resources has been its most challenge”. **(Interview with the HT6 on 1st March, 2017).**

The current study findings revealed that at the start of its implementation there was resistance against the use of learner-centred methods by teachers and preferred to use teacher-centred methods like explanation and lecture method. The reasons were numerous, but topping all was the fact that the orientation period of the new curriculum implementation was inadequate to cover the whole teaching and learning methodologies. They did not understand them, hence, falling back to their usual teacher-centred methods against the demand of the new science curriculum.

Bennell (2004) findings are in line with the current study findings that the challenges that teachers faced in teaching and learning process is that teachers received little training when the new curriculum was introduced. The result could be ineffective implementation of the new secondary school science curriculum.

4.5.2 Teacher resourcefulness

The responses from the participants indicated that teachers also used teacher resourcefulness in coping with the new curriculum. The study found that teachers were hardly resourceful in searching materials from the immediate environment that would bring real meaning and reality in the learners whilst teaching them. The study again found that teachers were not resourceful enough due to lack of knowledge in terms of skill acquisition. For instance, Teaching and Learning Using Locally Available Resources (TALURAR), where materials were not collected and kept at a science corner for reference. At primary school level, the use of TALULAR is intense compared to secondary schools where it just been introduced and emphasised.

4.5.3 Use of resource persons

The responses from school Leadership indicated that teachers rarely used or invited resource persons who had the expertise or the knowhow on new or difficult subject topics to teach on their behalf, as one way of coping with the demands of the new curriculum. Among the interviewees, one of HTs put followed the following observation:

“It is good to use the resource person as one way of coping with the demands of SSCAR, however, only few teachers use this method.”

(Interviews with HT5 on 3rd March, 2018).

The study revealed that teachers lacked the technical knowhow of the stated strategy. While on the one hand, some teachers made use of resource persons in the teaching and learning. On the other hand, others did not make good use of them in order that they assist elaborate difficult topics or new emerging issues so that the learners get in depth

information on such topics. As a result, most teachers left out difficult topics or emerging issues resulting in learners being denied of such new knowledge and skills from such topics. Consequently, learners are left behind in terms of acquisition of the new technological knowledge which might have far reaching consequences in the development of the country.

4.5.4 Continuous Assessment

The study found from HTs and HODs responses that some teachers did not use much of the continuous assessment as per demanded by MoEST on implementing the new education innovation compared to other forms of assessment. However, some teachers managed to keep on assigning learners with assignments for the continuous assessment of learners as one way of coping with the demands of the new curriculum.

One of the interviewee pointed out that:

“Strategies such as continuous assessment may not materialize in the teaching and learning due to lack of time for marking the exercises due to high enrolment rates as well as understaffing.” (Interviews with HOD2 on 3rd March, 2017.)

The study found that the continuous assessment demands a class teacher to give learners various assessment tools ranging from question and answer teaching method, class exercises, weekly tests, mid-term tests, end-term to end-year examinations. The continuous assessment started as soon as the teachers started presenting the lesson to the learners as part of monitoring and evaluation tool. However, the study indicated that only few teachers used continuous assessment which made a number of teachers, on

the other hand fail to deploy the strategy of implementing the new education reform. This mean that there was no monitoring and evaluation in schools on the continuous assessment which brought fears of unsuccessful implementation of the new secondary school curriculum reform.

The study has further exposed that most teachers are not assessing their learners. And failure in assessing the learners made it very difficult to implement the new education curriculum reform effectively.

4.5.5 The study circle

The school leadership study finally responded that the study circle which started with Campaign Female Education (CAMFED), an organisation for the campaign of female education was later intensified and re-introduced as a policy by MOEST in the 2016 to 2017 school academic year. It was indicated further that its introduction has met with resistance from teachers. For example, teachers are not taking part in the supervision exercise due to lack of motivation. Lack of supervision by teachers is contributing further to the failure of coping with the demand on the implementation of the new education innovation. One of the participants pointed out that:

“As usual, MOEST introduced the study circle policy and demanded teachers to implement it without a pre-orientation exercise,” **(Interviews with the HT2 on 7th March, 2017).**

MOEST (2015) in a booklet titled *study guidelines for Secondary Schools* defined study circle as a small group of students who meet multiple times every month for academic

purposes to discuss educational topics or a group of equals learning by sharing, thereby relying on each other's knowledge and experience. Learners are advised to work in small groups of 7 to 11 to discuss selected topics and when they encounter challenges, learners are free to consult subject teachers for out of class support.

However, the study revealed that teachers lack the skills in handling the study circles due to lack of orientation. As a result, the study circle is failing to be effective in helping to instil the reading culture in learners which may further have contributed to the dwindling of educational standards in Malawi, hence difficult to implement the new education reforms.

4.6 Chapter summary

The chapter was concerned with presentation, interpretation, and discussions of the findings. Data used to support the discussion was analysed descriptively in tables, charts, and graphs. The next chapter provided a summary, conclusion, and implications of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Chapter overview

The chapter presents a summary and conclusions, and implications of the findings discussed in chapter four. The study was aimed at exploring the views of HTs and HODs on teachers' experiences in the implementation of (SSCAR) in Walemera cluster in Central East Education Division (CEED).

5.2 Summary and conclusions

The conclusions are in line with each of the four research questions. The study established that some teachers have more of the negative attitudes towards the new education curriculum reform. It is indicated that the implementation of the new secondary school reforms has faced numerous challenges which have contributed to failure by teachers to implement an effective new education curriculum reform at secondary level. The study has further shown that teachers were still showing signs of resistance towards the implementation of SSCAR. Essentially, most teachers failed what to present to their learners in class. The study concluded that provision of a well-planned orientation for all qualified secondary school teachers is a requirement which would help successive implementation of the new curriculum reforms in the due course. The second research question was to find out how teachers implemented reforms or innovations associated with the new curriculum.

The study indicated that some teachers managed to use various ways of implementing the new curriculum reforms such as frequent induction of in sets meetings and orientations, use of teaching and learning materials, assigning of class exercises and take home assignments. The study established that there was lack of monitoring and evaluation exercise in the implementation process of the new secondary school curriculum reforms by MOEST, MIE, school and division levels, and other stake holders. As a result, teachers have struggled to implement the new curriculum reforms in accordance to its demands.

Therefore, there's need for MoEST to monitor and evaluate the implementation process in order to check if teachers were teaching in line with the new education reforms demands. There should be provision of enough teaching and learning resources and recruitment of enough science qualified secondary school teachers who would enable a successful implementation of the new science based curriculum reforms.

The study found that teachers encountered numerous challenges with the new secondary school curriculum. The study discovered that the major challenge that teachers encountered, was shortage of enough science qualified secondary school teachers. Among others were lack of enough teaching and learning resources, lack of professional trainings, understaffing in secondary schools, and re-introduction of lesson planning.

The study concluded that the Government of Malawi through the Ministry of Education, Science and Technology was not fully organised and prepared to implement the new secondary school curriculum reforms due to lack of funding which has already

mentioned in the research. The Malawi government needed enough funding for purchasing adequate teaching and learning materials, recruiting and deploying of additional qualified secondary school teachers in various secondary schools especially in the rural community day secondary school areas such as Walemera cluster, and for conducting and orienting all teachers before the implementation of the new science curriculum reforms.

The study indicated that some teachers fail to copy the demanded ways which lacked full support from MoEST. The study established that despite lack of provision of enough text books to each and every learner, and lack of monitoring and evaluation exercise on the progress of the new curriculum reforms, teachers managed and struggled through utilisation of the little resources they had in order to implement the new education reform.

There was/is need for the government through the Ministry of Education, Science, and Technology and other stakeholders to fund and conduct a monitoring and evaluation exercise to check the hiccups on the process of the implementation exercise of the new secondary curriculum reforms if there was/is good and effective progress in terms of its success or review in the near future.

5.3 Suggestions and Recommendations

To begin with, in view of teachers' negative attitudes towards the new secondary school curriculum reform, teachers' inclusion of ideas, and opinions should be valued and taken on board by the curriculum developers for SSCAR to be successfully implemented. Second, the government through MoEST, MIE, and other stakeholders

would have carried out monitoring and evaluation exercise to check the progress of the implementation exercise of the new secondary curriculum reforms and how teachers have implemented it. The monitoring and evaluation exercise may help in reviewing the implementation exercise positively or negatively.

The finding of the study on the challenges in the implementation process of the new Secondary school curriculum reform such as lack of enough teaching and learning resources like text books, lack of orientations and shortage of teachers implied that government through MoEST should source enough funding in order to purchase enough of the teaching and learning materials. In addition, well qualified science teachers to be deployed specifically in needy areas before any new education curriculum reform is to be implemented or introduced.

Largely, the study was aimed at viewing teachers' experiences in the implementation of the new secondary school curriculum reform and instituted that teachers have become facilitators of instruction in the classroom. The researcher proposed that it could be very interesting to conduct another study on teachers' views in the implementation of the new secondary school curriculum reform because they are the ones who are the real implementers of any new education reform.

And again, considering that the study was conducted in Central East Education Division, another study could be carried out in other divisions.

Finally, considering that the study was conducted at junior level, another study could be carried out at senior level where it has been just implemented in 2017/18 school session.

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APPENDICES

Appendix 1: Letter of introduction from Chancellor College



CHANCELLOR COLLEGE

Principal: Richard Tambulasi,
B.A. (Ed. Admin), BPA (Hon), MPA, PhD

P. O. Box 283, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44752 CHANCOL MI
Fax: (265) 01 524 246

Our Ref: 701/5/19
Your Ref:

16th February 2017

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER FOR MASTER OF EDUCATION (Policy Planning & Leadership)

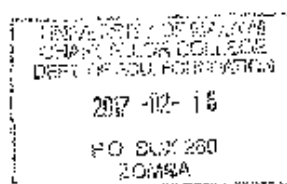
Ms. Mable Kalera (MED/PPL/29/15) is a student of Education in the Department of Education Foundations at Chancellor College, University of Malawi studying for her Masters in Policy Planning and Leadership.

She is working on her thesis titled; "*Assessing the Experiences of Science Teachers in the Implementation of Secondary School Curriculum Assessment Reform (SSCAR)*".

This is meant to be a request to your institution or organization to assist our student in her endeavor to collect data.

Thank you

F. A. MTEMANG'OMBE
HEAD-EDUCATION FOUNDATIONS



Appendix 2: Head teachers Questionnaire

SCHOOLS: MSENJERE, WALEMERA, LIWALADZI, NKHUNGA, DWASULU

KASITU, DWAMBAZI

INTERVIEWER: MABLE ALICE KALERA- MED/PPL/29/15

NUMBER OF SUB-QUESTIONS	SUB-RESEARCH QUESTIONS	RESPONDENTS	RESPONSES
1	What are teachers' attitudes towards the new secondary school curriculum?	HEAD TEACHERS	
2	How are teachers implementing reforms or innovations associated with the new curriculum?	HEAD TEACHERS	
3	What challenges are	HEAD TEACHERS	

	teachers encountering with new curriculum?			
4	How are teachers coping with the demands of the new curriculum		HEAD TEACHERS	

Appendix 3: Heads of Department Questionnaire

DATE:

SCHOOL:

INTERVIEWER: MABLE ALICE KALERA

NUMBER OF RESEARCH QUESTIONS	RESEARCH QUESTIONS		RESPONDENTS	RESPONSES
1.	What are teachers attitudes towards the new secondary school curriculum		HEADS OF DEPARTMENTS	
2.	How are teachers implementing reforms or innovations associated with the new curriculum?		HEADS OF DEPARTMENTS	
3.	What challenges are teachers			

	encountering with the new curriculum?			
4.	How are teachers coping with the demands of the new curriculum?		HEADS OF DEPARTMENTS	

THESIS TITLE:

EXPLORING SCHOOL LEADERSHIP VIEWS ON IMPLEMENTATION
EXPERIENCES OF SECONDARY SCHOOL SCIENCE CURRICULUM
REFORMS: THE CASE OF WALEMERA CLUSTER IN NKHOTAKOTA.

ISSUES RAISED THESIS EXAMINERS REPORT			
Issues raised	Issues raised	Action taken	Page number
1	The thesis is too long you need to reduce it	done and amended	See page 4
2	Recommendation of the statement problem in the abstract	Maintained.	See page 5
3	Do not use past tenses in the Thesis	Changed and amended	See page 6
4	Define the Key concepts	Defined and amended	See page 8
5	Looked and failed to find important literature on definition, reforms, theory, and principles of curriculum reform	Thesis concentrated on one entity of curriculum implementation	See Page 8

		so it is done and amended	
6	Look for another study frame work	Modified and amended	See page 17
7	Present the methodology logically	Done and amended	Page 20
8	Interviews and questionnaires, except and expect, coping and copying do not mean the same thing	Corrected and amended.	See page 20, 21, 24. And 60.
9	Distinction between the research terms of population and sample	Corrected and amended	See page 24
10	The study was qualitative not quantitative though numbers were used	The responses were realized from numbers of participants which guaranteed thus Quantitative	See page 31
11	The fig. 3 was incomplete	Completed	See page 51
ISSUES RAISED BY INTERNAL EXAMINER			
1	There's repetition of words in chapter overview and incomplete	Deleted the word, completed the sentences and	See pages 1, 4, 5, and 22

	sentences, and incorrect grammar	corrected the grammar	
2	The literature review is short and inadequate therefore literature should be added	Literature added	See pages 9-19
3	The word design has been repeated.	Removed and amended	See page 20
4	Data generation tools should include methods	Included and amended	See page 20
5	Include a key for table 1 and incorrect use of the word presenting instead of representing	Done and amended	See page 32
6	The graph for learner Achievement should be of colour	Done	See page 40
7	Direct quote is wrongly place and one sentence is incomplete	Done and completed	See pages 40 and 41
8	It is the implementation of the new curriculum that lacked qualified teachers	Corrected and amended	See pages 42 and 43

	not teachers lacking qualified teachers.		
9	The last but one paragraph is not from this study can be replaced on the last two paragraph on page 44	Removed and replaced	See pages 43 and 44
10	There is need for voices on paragraph one to support the idea presented	Done and amended	See page 48
11	Authorities have been carelessly put referenced	Put in order	See pages 61-63
ISSUES RAISED BY INTERNAL ASSESSOR			
1	The thesis title needs to be shortened.	Done and amended	See page 4
2	Reference to PCAR is of little relevance to this work.	PCAR provided a basis thesis development. Important information was maintained.	See page 4
3	There's need to provide reference to the studies	Done	See page 4
4	Sentences not clear as to what is being expressed	Corrected and done	See page 3

5	Section 1.2 need to be re-crafted and some key issues need to clearly come out	Corrected	See page 2
6	Students should place the discussion chapter and not the introduction	Done and amended	See page 4
7	The problem statement is not clear enough	Corrected and done	See pages 5
8	When reviewing issues of education reforms, the student needs to review from a broader perspective and narrow that to local,	done and amended	See page 9-18
9	Under section 3.4 the student need to edit and remove some facts/sentences.	Edited, removed and amended	See pages 21-25
10	Re-write some sentences of section 3.9 and edit accordingly	Written and edited	See page 28
11	Section 3.9 needs to be re-crafted	Done	See page 30

12	Edit research question to be provided in chapter 1 not chapter 4	Done	See page31
13	Section 4.2 needs to be clarified	Done and amended	See pages 31-34
14	Clarify issues raised under section 4,3,1 which are captured by questionnaire	clarified	See page 36
15	How is section 4.3.1 different from section 4.3.4? This should be edited accordingly.	Edited and amended	See page 36
16	Figure 2 and 3 needs editing	Edited and amended	See page42
17	The verbatim quotes cited in subsections under 4.1, 4.2, 4.3, and 4.4 need to be unpacked	Done and amended	See pages 31-49
18	The conclusion chapter needs to be shortened	Done and amended	See pages 57-60