

**A STUDY OF THE IMPLEMENTATION OF SENIOR SECONDARY
SOCIAL AND DEVELOPMENT STUDIES: CHALLENGES AND
POLICY IMPLICATIONS**

A thesis

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BYSON COLYNS SABOLA

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Faculty of Education**

The undersigned certify that they have read and recommend to the Postgraduate Studies and Research Committee and the Senate for acceptance of this thesis entitled: A STUDY OF THE IMPLEMENTATION OF SENIOR SECONDARY SOCIAL AND DEVELOPMENT STUDIES: CHALLENGES AND POLICY IMPLICATIONS submitted by BYSON COLYNS SABOLA in partial fulfilment of the requirements for the degree of Master of Education (MEd)

Dr. Martin S. Gulule
Main Supervisor

Date

Mr. Symon E. Chiziwa
Member, Supervisory Committee

Date

Dr. Bob Wajizigha Chulu
Head of Educational Foundations

Date

DECLARATION

I hereby declare that the text of this thesis entitled: “A STUDY OF THE IMPLEMENTATION OF SENIOR SECONDARY SOCIAL AND DEVELOPMENT STUDIES: CHALLENGES AND POLICY IMPLICATIONS” is substantially my own work.

BYSON COLYNS SABOLA

Full Legal Name

Signature

Date

DEDICATION

I dedicate this thesis to my wife, Beatrice and children, Gift and Eluby. They were a source of encouragement throughout this study.

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ABSTRACT

The aim of the study was to understand the factors that affected the implementation of Social and Development Studies, a subject that was introduced in the senior secondary school curriculum in 2002. The purpose of this study was to understand the underlying factors behind the students' poor academic performance in Social and Development Studies. The objectives of this study were to investigate the challenges faced by teachers during implementation of Social and Development Studies; to find out how teachers dealt with the encountered challenges; to assess the support services given to teachers in their teaching of Social and Development Studies and to examine the challenges that Heads of Department, Headteachers and Education Methods Advisors faced when providing support services to teachers of Social and Development Studies.

To achieve the above stated objectives, qualitative methods using interview guides were employed. Data were collected from teachers, Heads of Department and Headteachers in eight secondary schools and from the Education Methods Advisor based at South East Education Division (SEED) office.

The study revealed that the implementation of Social and Development Studies faced a number of challenges such as inadequate textbooks and other teaching and learning materials, teachers' lack of adequate knowledge in the subject, inadequate supervisory and advisory support. The study has also shown that although implementation of Social and Development Studies is fraught with a series of obstacles or challenges, teachers devise coping mechanisms to deal with the emerging situation by borrowing textbooks from neighbouring schools, inviting resource persons to talk to pupils, asking colleagues to teach certain topics. The findings of this study further

indicated that the implementation of new subjects in a school curriculum is a delicate and critical process that demands sufficient preparation and support from both within and outside the school.

It is therefore concluded that some schools did not have adequate capacity to implement Social and Development Studies due to unavailability of textbooks and other teaching and learning resources and lack of specialised teachers for the subject. In addition, external support was not adequately given by Education Methods Advisors in terms of supervision and in-service training for the practising teachers.

In light of the findings of this study, a number of recommendations have been made to address obstacles to the implementation of Social and Development Studies. The major recommendation is that the Ministry of Education should ensure that future curriculum implementations are adequately planned for in terms of availability of instructional materials, specialised teachers and in-service training of teachers as well as Heads of Department and Headteachers who supervise curriculum implementation in their respective schools. Other recommendations include the re-introduction of TRF matching fund, pre-service training of teachers, in-service training of teachers and provision of adequate funds to Education Methods Advisors to enable them monitor implementation of Social and Development Studies through regular supervision of teachers.

TABLE OF CONTENTS

	Page
Declaration	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
 CHAPTER 1: INTRODUCTION	 1
1.1 Structure of Secondary Education in Malawi	1
1.2 Rationale for the Review of Senior Secondary School Curriculum	2
1.3 Policy on the Implementation of Revised Senior Secondary Curriculum	3
1.4 Context of Senior Secondary School Curriculum Implementation	3
1.5 Statement of the Problem	4
1.6 Purpose of the Study	5
1.7 Objectives of the Study	5
1.8 Significance of the Study	6
 CHAPTER 2 : LITERATURE REVIEW	 7
2.1 Introduction	7
2.2 Curriculum Implementation	7
2.3 Challenges to Curriculum Implementation	8

2.4	Theoretical Framework	18
2.4.1	Profile of Implementation	19
2.4.2	Capacity to Support Curriculum Implementation	19
2.4.3	Support from Outside Agencies	21
CHAPTER 3 : RESEARCH METHODOLOGY		22
3.1	Introduction	22
3.2	Design of the Study	22
3.3	The Sample	23
3.3.1	Selection of Schools	23
3.3.2	Selection of Teachers	24
3.3.3	Selection of Heads of Department	25
3.3.4	Selection of Headteachers	26
3.3.5	Selection of Education Methods Advisor	26
3.4	Data Collection	26
3.4.1	Instruments	26
3.4.2	Pilot Study	27
3.4.3	Procedure	28
3.5	Ethical Considerations	29
3.6	Data Analysis	29
3.7	Limitation of the Study	30

CHAPTER 4 : FINDINGS AND DISCUSSION	31
4.1 Introduction	31
4.2 Challenges to the Teaching of Social and Development Studies	31
4.2.1 School Capacity to Support Implementation	31
4.2.1.1 Inadequate Knowledge of Subject Matter	31
4.2.1.2 Inadequate Textbooks	39
4.2.2 External Support for Curriculum Implementation	46
4.2.2.1 In-service Training	46
4.2.2.2 Inadequate Provision of Advisory Services	49
CHAPTER 5 : CONCLUSION AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Conclusion	61
5.3 Recommendations	63
REFERENCES	67
Appendix 1 : Interview Guide for Teachers of Social and Development Studies	72
Appendix 2 : Interview Guide for Heads of Department, Headteachers and Education Methods Advisor	75
Appendix 3 : List of Core and Elective Subjects	78
Appendix 4 : MSCE Grade Descriptions	79
Appendix 5 : Letter to Headteachers	80

LIST OF FIGURES

Figure 1: Percentage of successful candidates who got marginal grades	4
Figure 2: Theoretical Framework for Curriculum Implementation	18
Figure 3: Teachers' experiences in teaching Social and Development Studies	24
Figure 4: Number of Available Textbooks in sampled schools	41

LIST OF TABLES

Table 1: Categories and Numbers of Respondents	23
Table 2: Teacher Qualifications and their Subjects of Specialisation	25
Table 3: Professional Qualifications of Respondents	32
Table 4: Numbers of Supervision Visits by Education Methods Advisors in 2005	50

LIST OF ABBREVIATIONS

B.Ed	Bachelor of Education
CDSS	Community Day Secondary School
CSS	Conventional Secondary School
DANIDA	Danish International Development Agency
Dip.Agric	Diploma in Agriculture
Dip.Ed	Diploma in Education
Dip.Theology	Diploma in Theology
EDM	Education Division Manager
GoM	Government of Malawi
HoD	Head of Department
MANEB	Malawi National Examinations Board
MCDE	Malawi College of Distance Education
MIE	Malawi Institute of Education
MoE	Ministry of Education
MPRSP	Malawi Poverty Reduction Strategy Paper
MSCE	Malawi School Certificate of Education
NGO	Non-Governmental Organisation
NICE	National Initiative for Civic Education
PIF	Policy and Investment Framework
PSTC	Primary School Teacher's Certificate
SDS	Social and Development Studies
SEED	South East Education Division

TRF	Textbook Revolving Fund
TSC	Teaching Service Commission
UCE	University Certificate of Education

CHAPTER 1

INTRODUCTION

The introduction of a new curriculum poses a range of challenges to teachers with regards to underlying assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment (Bennie & Newstead, 1999:150).

Bennie & Newstead (1999) argue that factors which can act as obstacles to implementation of a new curriculum relate to both the teacher and the context in which the curriculum innovation is being implemented. Fullan & Pomfret (1977) agree with Bennie & Newstead (1999) by positing that challenges to curriculum implementation come about because a curriculum change consists of changes in subject matter, teaching and learning materials, organisational structure of the topics and role of teachers.

The revised senior secondary school curriculum in Malawi was introduced in schools in 2002. This study focused on the implementation challenges of Social and Development Studies, a new subject that was introduced in the revised curriculum.

1.1 Structure of Secondary Education in Malawi

The secondary school education system in Malawi consists of four years. The junior secondary school level consists of the first two years (forms 1 and 2) and the last two years (forms 3 and 4) constitute the senior secondary school level which leads to the attainment of the Malawi School Certificate of Education (MSCE). Malawi School Certificate of Education is one of the requirements for entry into the university.

1.2 Rationale for the Review of Senior Secondary School Curriculum

A curriculum is reviewed as a response to demands of a particular time and context. There was need to review the senior secondary school curriculum for a number of reasons. The senior secondary school curriculum was reviewed, among other reasons, to improve the quality of education (Nyirenda, 2005). The *Policy and Investment Framework* (PIF) of the Malawi education sector states that the curriculum of secondary education will be revised to make it more relevant to the needs of the 21st century (MOE, 2001a). It further states that secondary school curriculum shall be revised in line with the social, economic and developmental needs of Malawi. The senior secondary education needed to incorporate contemporary critical issues such as HIV and AIDS, population explosion, environmental degradation, gender issues and human rights education (MOE, 1995). In addition, the first cohort of graduates from the revised junior secondary school curriculum was entering form three in the year 2002. Therefore, the senior secondary curriculum needed to be aligned with the junior secondary school curriculum which had already been reviewed and was being implemented.

It is against the background stated above that revision of secondary school curriculum began in 1998. The process of revising the curriculum resulted into the introduction of new subjects, new content in some subjects and approaches to teaching and learning. Social and Development Studies was one of the new subjects that were introduced in the curriculum.

1.3 Policy on the Implementation of Revised Senior Secondary Curriculum

In Malawi, the curriculum is operational for a period of ten years after which a review can take place to ensure that it is up to date (GoM, 2002). The revised senior secondary school curriculum just as it was with the preceding curriculum, consists of core and elective subjects. The subjects are further subdivided into examinable and non-examinable subjects (Appendix 3). Social and Development Studies, the focus of this study, is an examinable elective subject.

According to the Ministry of Education (2002a), Social and Development Studies was first introduced in 2002 as a core subject. Two years later, the Ministry of Education's policy on core and elective subjects was reviewed resulting in Social and Development Studies being classified as an elective subject (MOE, 2004).

Social and Development Studies seeks to provide pupils with the knowledge, skills, competencies, attitudes, and values which will enable them to participate actively and intelligibly in daily life activities as citizens of a democratic world. Some of the topics covered in Social and Development Studies include contemporary issues such as citizenship, democracy, human rights and conflict resolution (MOE, 2001b).

1.4 Context of Senior Secondary School Curriculum Implementation

Curriculum implementation is a process. According to Bishop (1985), curriculum implementation is divided into two phases. These are *pre-operational* and *operational* phases. The pre-operational phase encompasses all activities that are done before the

curriculum is implemented by teachers in the classroom. This phase contains key elements to successful implementation of a new curriculum. Examples of pre-operational activities include orientation of teachers, distribution of teaching and learning materials and setting up monitoring and feedback procedure to assess the relevance and effectiveness of the curriculum. The operational phase involves the translation of a written curriculum into classroom practices.

1.5 Statement of the Problem

Low performance of candidates in school certificate examinations has been the concern of the nation over the years (Malunga et al, 2000). Of the total number of candidates who passed in four of the poorly performed subjects (Social and Development Studies (SDS), History, Mathematics and Chichewa) in 2003, 2004, and 2005 (MANEB 2003, 2004, 2005), the percentage of candidates who got marginal grades of either 7 or 8 was calculated. These percentages are given in figure 1.

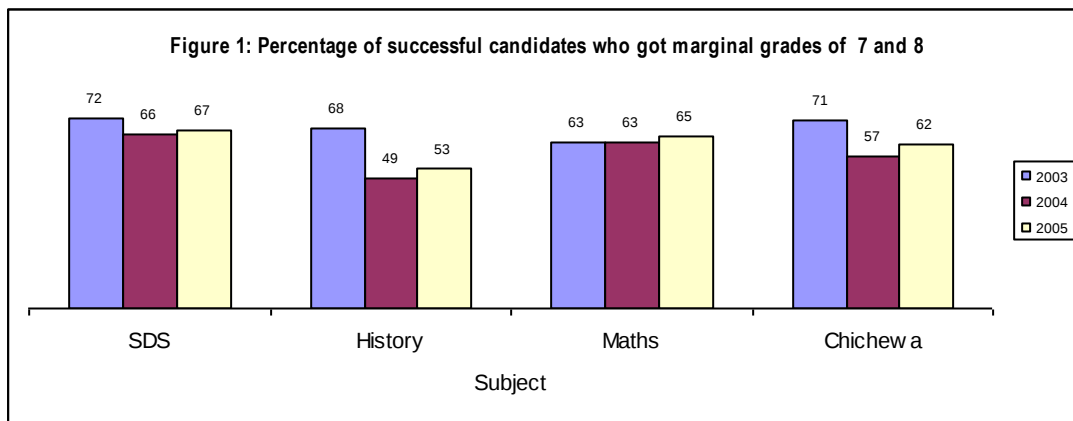


Figure 1 indicates that during the first three years after introduction of the senior secondary school revised curriculum in 2002, more candidates got marginal grade of either 7 or 8 in Social and Development Studies (SDS) than in the other three subjects.

This poor performance has been consistently high. It is further interesting to note that although many students generally consider Mathematics to be a difficult subject (Mwanza & Kazima, 1999), these results over the three years have shown that candidates performed worse in Social and Development Studies than in Mathematics. This signals that the implementation of Social and Development Studies in secondary schools was facing problems. Therefore, this study sought to investigate the challenges teachers were facing in the delivery of Social and Development Studies which could have contributed to the students' low performance in national examinations.

1.6 Purpose of the Study

The purpose of this study was to understand the underlying factors behind the students' poor academic performance in Social and Development Studies. This was done by investigating the challenges faced by teachers during implementation of Social and Development Studies and examining the implications of those challenges on teaching and learning.

1.7 Objectives of the Study

To accomplish its purpose, the study set out specifically to:

- 1) examine the challenges faced by teachers in the teaching of Social and Development Studies.
- 2) find out how teachers dealt with the problems they encountered in the process of teaching Social and Development Studies.

- 3) assess the role of Heads of Department, Headteachers and Education Methods Advisors in the implementation of Social and Development Studies.
- 4) examine the challenges that Heads of Department, Headteachers and Education Methods Advisors faced when providing support services to teachers of Social and Development Studies.

1.8 Significance of the Study

This study should provide insights and valuable information to curriculum policy makers, curriculum developers and teachers, on the challenges that teachers, Heads of Department and Education Methods Advisors encounter in implementing new curriculum innovations. It is further expected that the findings of this study will facilitate debate and dialogue amongst educationists, academics, curriculum developers, secondary school teacher trainers, and Education Methods Advisors on what and how support services can be provided to teachers so that they effectively teach Social and Development Studies. This study will also stimulate further research on curriculum implementation challenges faced in other subjects or disciplines of study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Considerable literature exists on implementation of new curricula. This chapter presents a review of literature on curriculum implementation and its related challenges. The last section of this chapter provides the theoretical framework that guided this study.

2.2 Curriculum Implementation

Various authors understand the concept of curriculum implementation differently. Fullan (2001) describes implementation as consisting of the process of putting into practice an idea, program or set of activities and structures new to the people attempting or expected to change. On the other hand, Posner (1995), Ndawi (1994) and Zanzali (2003) define curriculum implementation depending on which model of curriculum development was used as the curriculum was being developed. They argue that in the centre-periphery models, where the curriculum is planned and developed elsewhere and then handed down to teachers for use, curriculum implementation is defined as the transformation of the aspirations of the curriculum developers into a form that can be understood by the pupils. In the Collaborative Model, also known as Concentric Circle approach or Cooperative Model of curriculum development, the curriculum implementers (the teachers) are actively involved, such that curriculum implementation just means the teachers taking the curriculum they participated in its development for use in the classroom. The curriculum developers and implementers (teachers) collectively

determine the decisions they take in curriculum implementation both in planning and execution. In this model, the teachers' views are important and relevant and play a role commensurate with the pivotal position that teachers occupy within the system (Aubusson & Watson, 1999). Glickman (1990) highlights the point that it makes no difference how good a curriculum is if teachers will not use it. Glatthorn (1994) further describes curriculum implementation as including the provision of organised assistance to teachers to ensure that the newly developed curriculum and instructional strategies are delivered effectively at the classroom level. Although these different authors describe curriculum implementation from different perspectives, they all seem to agree that it is at the classroom level that implementation of a curriculum takes place.

2.3 Challenges to Curriculum Implementation

A lot of factors that act as obstacles to implementation of a new curriculum have been identified in different literature. Bennie & Newstead (1999) have also pointed out that the factors relate to the teacher as well as the context in which the curriculum is being implemented. This section presents some of the challenges to implementation of a new curriculum as given in the literature.

2.3.1 Knowledge of Subject Matter

In their discussion of professional development and reform in Science Education in Netherlands, Van Driel et al (2001) have pointed out teachers' lack of adequate knowledge of the new content as one of the problems that can arise during implementation of a new curriculum. A study by Fraser-Thomas & Beaudoin (2002), to

understand Physical Education teachers' experiences in implementing a new curriculum, found out that Physical Education teachers in England experienced challenges with the subject matter. Bennett et al (1992) carried out a study in England to find out primary teachers' perceived competence in implementing a national curriculum. The teachers were asked how competent they felt to teach the national curriculum with their existing subject knowledge. The results were that most teachers said they lacked adequate knowledge and declared their priorities for in-service training. Furthermore, a study by Wallace & Loudon (1992) to investigate the impact of practical teachers' knowledge on science teaching revealed that Science teachers with higher level of knowledge taught more confidently than those with lower knowledge levels. The above mentioned show that low teacher's level of subject mastery is a factor that can impact negatively on the teaching and learning process.

Lack of teachers who specialise to teach certain subjects has also been recorded in literature as an obstacle to successful implementation of a curriculum. Raudenbush et al (1993) have given arguments for specialisation. They contend that instruction improves if teachers spend more time teaching the subject matter they know best and that teachers learn faster if they concentrate time and energy on those subjects in which they have a special interest. A study by Benavot & Resh (2003) to investigate factors that influenced curriculum implementation in Israeli schools found that successful implementation of a curriculum in schools depended on school-based conditions and constraints which included the availability of specialised teachers in particular subjects.

2.3.2 Availability of Teaching and Learning Materials

Literature also shows that ensuring availability of teaching and learning resources has over the years posed as a challenge to the implementation of any curriculum. Glatthorn (1994) has pointed out that teachers are often frustrated because needed materials to implement the curriculum are not on hand. Fraser-Thomas & Beaudoin (2002) have also reported that Physical Education teachers in England expressed concern that they often did not have the required resources and facilities for their teaching. Hart (1994) points out that teachers achieve the teaching goals if they have sufficient resources. Ndawi (1994) observes that curriculum innovations in developing countries often start on donor funds and many times countries are then required to sustain the implementation on their own. As a result, the quality of implementation becomes compromised because of lack of funds. Such a circumstance results in unavailability of material resources necessary to implement the curriculum innovation. McBeath (1997) contends that curriculum implementation is a complex process that requires careful planning, funding and support. It therefore means that curriculum implementation needs to be adequately resourced if success is to be achieved.

A study by Benavot & Resh (2003) found that successful implementation of a curriculum in Israel also depended on the amount of instructional resources at a school's disposal. Similar findings were revealed in the evaluation of curriculum implementation in South Africa by Graham-Jolly (2003) which highlighted lack of adequate resources as a critical factor that pointed to the under-preparedness of many schools to accommodate the curriculum change. Raudenbush et al (1993) have said that the kind of instruction

materials available to teachers may influence the rate at which teachers learn subject matter and develop pedagogical skills.

Nyirenda (1994), carried out a study to evaluate the implementation of the national curriculum changes in Science and Mathematics in Malawi with reference to parallel changes in England and Wales. During his study, Nyirenda (1994) asked teachers to state what they considered were the greatest challenges the schools were facing in implementing the Mathematics and Science curriculum. The Headteachers cited the inadequacy of teaching and learning materials as one of the challenges.

Concerning the importance of textbooks during curriculum implementation, Lockheed et al (1986) have argued that textbooks provide teachers with a more structured and comprehensive presentation of the subject matter than would otherwise be available to them. In the absence or inadequacy of textbooks, pupils mostly rely on teachers as Chakwera (2005) observes:

The teacher remains the only source for most examinees that take national examinations in Malawi because books and laboratory apparatus are scarce. The teacher has become the centre of learning and custodian of knowledge and skills which examinations assess (p. 2).

This observation means that pupils' performance in national examinations can get affected if books and other learning materials are not available.

2.3.3 In-service Training

Lack of in-service training has also been reported in literature as one of the challenges to curriculum implementation. In his study of teachers' beliefs about the meaning and relevance of problem solving in the Mathematics curriculum in Malaysia, Zanzali (2003) observes that development and implementation of any curriculum affect teachers in significant ways and if teachers are not helped in coping with demands brought about by changes in the content, pedagogical and psychological considerations, the implementation process will not be effective. Zanzali (2003) further contends that successful implementation of any curriculum depends on the ability of the teachers to transform the aspirations of the curriculum developers into a form that can be understood by the pupils. In-service training has been regarded as being very important for helping teachers to implement a new curriculum (Gibson, 1992). Mtetwa (2003) has pointed out that teachers' lack of training and confidence in their subjects is one of the factors that hindered the implementation of new curriculum ideas and practices in South Africa.

Middleton (1999) argues that teachers whose training and teaching experience has been within old curriculum patterns will need to develop new skills and understanding. However, Middleton maintains that the most difficult challenge which faces the development and implementation of a curriculum is the training and preparation of the existing teachers who will be needed to make the curriculum a classroom reality. These observations indicate that orienting teachers before they embark on curriculum implementation is very important to make them understand and appreciate the changes that the curriculum is attempting to incorporate, thereby preparing them to handle those curriculum changes. Glatthorn (1994) adds that teachers implementing a curriculum need

the continuing support provided by staff development programmes that respond to their emerging problems.

Warwick et al (1992) observe that implementation of educational innovations is least likely when implementers do not understand what they are expected to do. Glatthorn (1994) alludes to this by stating that staff development is needed for teachers and Headteachers and all those involved in the curriculum implementation so that they understand the special roles they are expected to play in the implementation process. This means that successful implementation of a curriculum requires that teachers, Heads of Department and Headteachers should know what they are expected to do and have the means necessary for implementation. This therefore calls for adequate training and supervision of those involved in the curriculum implementation process. Fraser-Thomas & Beaudoin (2002) have also reported that Physical Education teachers in England expressed concern that they did not always feel adequately trained to implement a new Physical Education curriculum.

After evaluating curriculum implementation in South Africa, Graham-Jolly (2003) reports that at school level, implementation highlighted critical factors which pointed to the under-preparedness of many teachers and schools to accommodate the curriculum change. He further states that this was attributed partly to the absence of on-going professional development. Concerning the implementation of the same South African curriculum, Jansen (2003) reports that the curriculum was being introduced into an under-prepared environment in which the prerequisite teacher training, material provision and curriculum awareness were not in place. This South African experience generally shows that lack of in-service training programmes and inadequate provision of

materials to support teachers during the implementation stage negatively affect curriculum implementation.

Commenting on the importance of in-service training before introduction of any curriculum, Little (1993) emphasises that professional development prepares teachers for implementation by placing classroom practice in the larger contexts of school practice and the educational career of children. Raudenbush et al (1993) have reported that, in Thailand, policies to increase such on-the-job learning tend to focus exclusively on in-service training. In Malawi, the Ministry of Education (2000b) points out that the central focus for any curriculum should be teacher preparation. If new ideas about teaching, improved teaching and learning strategies and more effective materials are to be effectively introduced in schools, the primary route must be through in-service education and training.

2.3.4 Provision of Advisory Support Services

Glickman (1990) has pointed out that lack of supervisory support for teachers acts as a challenge to the effective implementation of any curriculum. The importance of supervising teachers has been described by Raudenbush et al (1993) as follows:

Observation followed by immediate and skilled feedback on classroom instruction provides a basis for teacher learning with direct relevance to teaching (p. 280).

Raudenbush et al (1993) further report that in Thailand, principals (Headteachers) are expected to provide each teacher with regular classroom supervision either by visiting classrooms personally or by assigning expert teachers to do so.

2.3.5 Examination Oriented Curriculum

Another challenge to curriculum implementation arises when the curriculum is examination oriented. Rogan & Aldous (2005) report that as long as schools and pupils are judged by the results of examinations, teaching and learning will be geared towards passing examinations. MacJessie-Mbewe's (2004) study revealed that making some subjects examinable and others non-examinable during national examinations at primary school in Malawi gave the impression that the examinable subjects were more important than the non-examinable subjects. As a result non-examinable subjects were either ignored or not given adequate attention in the schools. MacJessie-Mbewe's (2004) study further reports that teachers thought that it was a waste of time to offer subjects in which pupils would not be examined. This implies that external examinations have a direct and considerable influence on the curriculum and teaching methods mainly because of the importance of such examinations to the careers and lives of the pupils and the competition for places at higher educational levels. As a result, teaching in the schools tends to rehearse pupils for examinations with strict concentration on examinable subjects. In Malawi, placing more emphasis on examinable subjects could also be a contribution of the Ministry of Education because when senior secondary school curriculum orientations began, only core-examinable subjects were considered (Craig, 2002).

2.3.6 Syllabus Coverage

Melnychuk as quoted by Fraser-Thomas & Beaudoin (2002) reports that Physical Education teachers in Canada cited inadequacy of time to cover the prescribed syllabus as one of the challenges they experienced in their teaching. A study by MacJessie-Mbewe (2004) to find out how primary education is related to rural communities in Malawi as one of the developing countries in Africa, also revealed that teachers complained that time was not adequate to teach what was prescribed in the syllabuses and as a result teachers just rushed the pupils through the syllabus content.

2.3.7 Teacher Involvement in Curriculum Development

Other challenges to implementation of a curriculum arise because those expected to implement the curriculum are never involved during curriculum development. Fullan & Pomfret (1977) have pointed out that participation in the innovation process by those who are expected to implement the new program is an effective strategy and of paramount importance for successful implementation. Glickman (1990) adds that teachers will implement a curriculum successfully if they have been involved in its development and can adapt it to their specific classroom and school situation. Glatthorn (1994) has also alluded to this observation by saying that:

Teacher involvement in the curriculum development process is also essential if they are to support the new curriculum and implement it effectively (p. 63).

Ndawi (1994) further argues that when the teacher has been involved in curriculum development, he or she is likely to nurture it more carefully and look forward to its fruition with greater concern than when the curriculum is just dropped in his or her hands for implementation. A study carried out by MacJessie-Mbewe (2004) to find out how primary education is related to rural communities in Malawi as one of the developing countries in Africa, reports that the teachers and pupils who participated in his study indicated that lack of teacher and student involvement in the development of curriculum made it difficult for a curriculum to be successfully implemented and to respond to the needs of the pupils.

In his analysis of curricula reform in developing countries, Lewin (1985) has pointed out other challenges to curriculum implementation which include poorly articulated implementation strategies and insufficient monitoring and evaluation strategies.

It can be concluded that challenges to curriculum implementation are many. Challenges to curriculum implementation come about because a curriculum change affects subject matter, teaching and learning materials, organisational structure of the topics, role of teachers and pupils in the teaching and learning process respectively (Fullan & Pomfret, 1977). Some of the challenges as revealed in literature include lack of in-service training and staff development programmes for teachers, teachers' lack of adequate knowledge of subject matter, lack of appropriate teaching and learning materials, lack or inadequacy of financial and human resources, poorly articulated implementation strategies, inadequacy of time and issues related to policies on making

subjects either examinable or non-examinable. However, the existing literature shows that no research has been done in Malawi on the challenges that the teaching of Social and Development Studies has faced since its introduction in 2002. Therefore, this study aimed to investigate the specific challenges that teachers, Headteachers, Heads of Department and Education Methods Advisors were experiencing in the implementation of Social and Development Studies.

Having looked at what the literature says about curriculum implementation and its challenges, the next section gives the theoretical framework that guided this study.

2.4 Theoretical Framework

This study was guided by the theoretical framework illustrated in Figure 2.

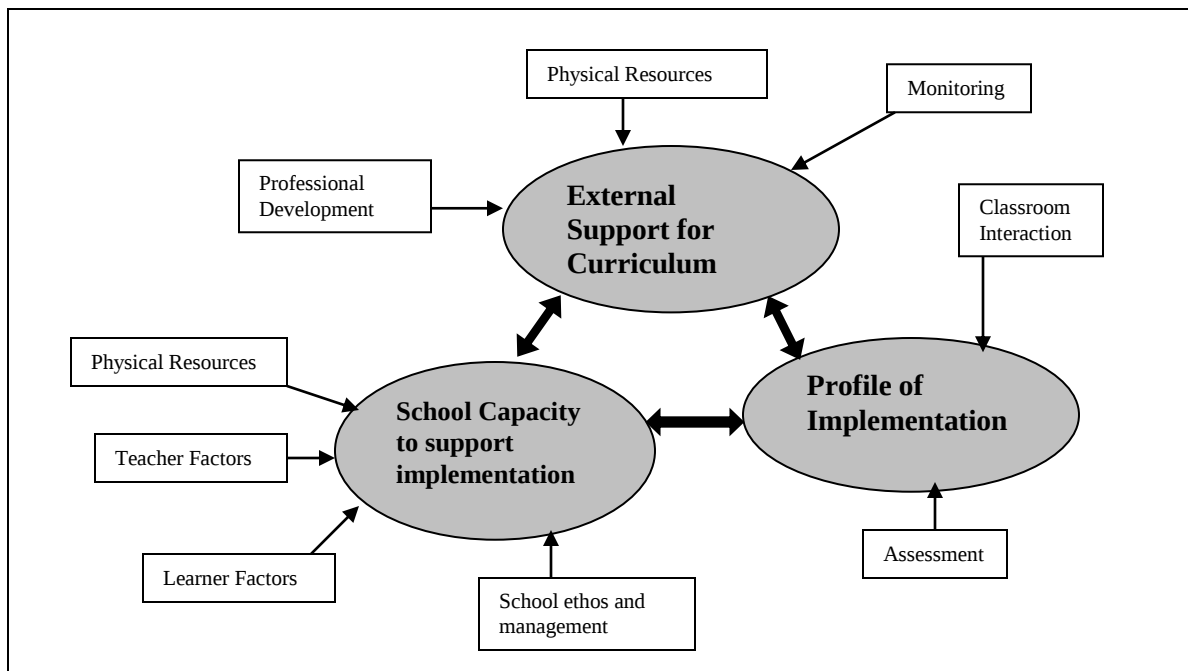


Figure 2: Theoretical framework for curriculum implementation

This framework is an adaptation of the one developed by Rogan & Aldous (2005) which is based on the theory of curriculum implementation developed by Rogan & Grayson (2003). The theory consists of profile of implementation, capacity to support innovation and support from outside agencies as its three major constructs. Discussion of these three constructs is done in the sections that follow.

2.4.1 Profile of Implementation

This is a construct that helps to understand, analyse and express the extent to which the ideals of a set of curriculum proposals are put into practice. This construct recognises that there are as many ways of putting a curriculum into practice as there are teachers teaching it. Therefore, the profile of implementation offers a map of the learning area and a number of ways for implementation. The profile can also help to conceptualise levels of implementation of a new curriculum.

2.4.2 Capacity to Support Curriculum Implementation

The construct (capacity to support curriculum implementation) is an attempt to understand and elaborate on the school-based factors that support or hinder the implementation of new curriculum ideas and practices. Schools differ from one another and therefore not all schools have the same capacity to implement a curriculum innovation to the same extent. In the framework, possible indicators of the capacity to support implementation construct fall into four groups. These are physical resources, teacher factors, learner factors and the school ethos and management.

Physical resources also influence the capacity for curriculum implementation. Poor resources, unavailability of resources or inadequate resources can limit the performance of even the best of the teachers and can undermine learners' efforts to focus on learning.

Teacher factors include teachers' own background, training and level of confidence, and their commitment to teaching. Because teachers implement a curriculum on a day-to-day basis, they play an enormous role in the effective implementation of curricula. Lack of subject matter knowledge by teachers and lack of adequate training for teachers could be a major hindrance to curriculum implementation.

Learner factors relate to the background of the learners and the kind of strengths and constraints that they might bring to the learning situation. For example, the home environment may not be educationally supportive or the learner may not be proficient in the language of instruction.

The next set of factors pertains to the general ecology and management of the school. If a school is in disarray and dysfunctional, it is obvious that no innovation can be implemented. In such cases, the first step in implementing an innovation would be to restore order and discipline. Those charged with the implementation of curriculum change need to be supported in a variety of ways. Therefore the leadership role of the Headteacher is crucial for curriculum implementation.

2.4.3 Support from Outside Agencies

According to the theoretical framework, outside agencies were defined as organisations external to the school which interact with a school in order to facilitate curriculum implementation. These organisations could be government Department, donors (both local and international), NGOs and unions. The external support given to schools could either be material or non-material. In the theoretical framework, material support could be provision of physical resources such as buildings, books or apparatus while non-material support is most commonly provided in the form of professional development. Professional development is perhaps the most visible way in which outside agencies attempt to bring about change in schools. For curriculum implementation, professional development (for example, in-service training) provides information about expected changes that emanate from policy and about what teachers are expected to do as a result of the policy. In addition, professional development can focus on implementation of educational change.

Using the theoretical framework in Figure 2, this study examined factors that affected capacity of schools to support implementation of the senior secondary school Social and Development Studies. This was done by considering variables like physical resources, teacher factors and management factors. The study also investigated the sources and effectiveness of support that teachers had received in terms of professional development, resources and monitoring, to assist them in the implementation of Social and Development Studies.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the study. It gives a description and selection of the sample, the data collection instruments that were used, how the collected data were analysed and ethical considerations.

3.2 Design of the Study

The study used a qualitative approach. Qualitative methods were used to give participants the opportunity to respond more elaborately and in greater detail than would typically be the case with quantitative methods (Denzin & Lincoln, 2000). Qualitative methods were also used to collect detailed data through open-ended questions, unlike in quantitative research where data is collected through closed-ended (rigid) questions (Krefting, 1991).

Interview guides were used to collect data from a number of sources (data triangulation) by interviewing teachers, Heads of Department, Headteachers and Education Methods Advisor from South Eastern Education Division (SEED). Data triangulation helped to establish dependability and trustworthiness of the data. SEED was purposefully chosen because of its proximity and accessibility since the researcher resided within this educational division.

3.3 The Sample

Respondents in this study consisted of teachers, Heads of Department, Headteachers and Education Methods Advisor from South East Education Division (SEED). Twenty five respondents were selected as shown in table 1.

Table 1: Categories and Numbers of Respondents

Category of Respondents	Number of respondents
Teachers	8
Heads of Department	8
Headteachers	8
Education Methods Advisors	1
TOTAL	25

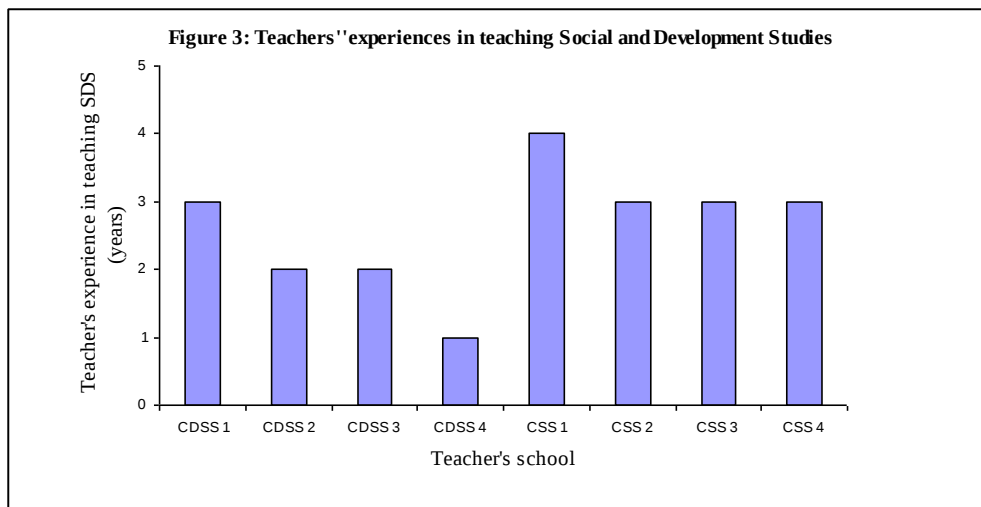
3.3.1 Selection of Schools

Conventional secondary schools (CSS) and Community Day Secondary Schools (CDSS) were conveniently selected for the study because of their accessibility. At the time of the study, there were ten conventional secondary schools and seventy community day secondary schools in SEED whose candidates wrote national examinations in Social and Development Studies in 2005 (MANEB, 2005). In total, eight schools were selected for the study, representing 10 % of the schools offering Social and Development Studies in SEED. Two schools (one community day secondary school and one conventional secondary school) were sampled in each of the four districts in SEED, namely Zomba, Machinga, Balaka and Mangochi. There were four conventional secondary schools (CSS 1, CSS 2, CSS 3 and CSS 4) and four community day secondary schools (CDSS 1, CDSS

2, CDSS 3 and CDSS 4). Private schools were not included in the study because the quality of pupils and teachers in private schools differs very much from those in community day secondary schools and conventional secondary schools.

3.3.2 Selection of Teachers

Teachers of Social and Development Studies were purposefully sampled because they were involved in the teaching of the subject under study. The teachers who were sampled for this study were those who were teaching Social and Development Studies in form four. Form four teachers were selected to participate in the study on the assumption that they had been exposed to the teaching of the subject for at least one full academic year. Figure 3 gives the number of years teachers at sampled schools had been teaching Social and Development Studies.



One teacher from each of the sampled schools participated in the study. There was one form four teacher in each of the eight sampled schools. A total of eight teachers participated in the study of which two were females. Table 2 gives the professional

qualifications of the teachers and the subjects the teachers were trained to teach although they were teaching Social and Development Studies.

Table 2: Teachers' Qualifications and their Subjects of Specialisation

Teacher's school	Teacher's Qualification	Subjects trained to teach at secondary school	Sex
CDSS 1	PSTC	None	Male
CDSS 2	PSTC	None	Female
CDSS 3	PSTC	None	Male
CDSS 4	B.Ed	History & Geography	Male
CSS 1	Dip.Theology + UCE	Bible Knowledge & History	Male
CSS 2	Dip.Ed	Chichewa & Geography	Female
CSS 3	Dip.Ed	English & History	Male
CSS 4	Dip.Ed	English & Bible Knowledge	Male

The table shows that with the exception of CDSS 4, in all community day secondary schools that were selected, Social and Development Studies was taught by under-qualified teachers who had Primary School Teaching Certificate (PSTC). The table also indicates that none of the teachers teaching Social and Development Studies in the study schools were trained to teach the subject.

3.3.3 Selection of Heads of Department

Social and Development Studies falls under the Humanities Department.

Therefore, only the Head of Humanities Department in each of the eight schools was involved in the study. Heads of Department work hand in hand with the teachers. They are charged with the responsibility of carrying out school-based supervision of teachers.

3.3.4 Selection of Headteachers

All Headteachers of the eight sampled schools were involved in this study. Headteachers are overseers of every activity that takes place in the school and that includes curriculum implementation.

3.3.5 Selection of Education Methods Advisor

One Senior Education Methods Advisor who was responsible for monitoring the implementation of Social and Development Studies was purposefully sampled for this study. Only one Education Methods Advisor participated in the study because the Division office had one officer who was responsible for humanities subjects which include Social and Development Studies. Education Methods Advisors play a big role in the implementation of a curriculum in Malawi. They monitor the implementation of a curriculum by supervising teachers in their teaching, providing them with professional advice on curriculum issues and methodologies.

3.4 Data Collection

3.4.1 Instruments

Two interview guides were used during the study. One guide was used with teachers who implement Social and Development Studies in the classroom (Appendix 1) and the other guide was used with Heads of Department, Headteachers and Education Methods Advisors whose role was to support teachers during the implementation of Social and Development Studies (Appendix 2).

The interview guide for teachers consisted of open-ended questions. Open-ended questions were used to allow respondents to freely express their views and ideas. The questions focused on identifying the challenges the teachers faced in the teaching of Social and Development Studies, how they dealt with the challenges and the support services that were given to the teachers to facilitate the implementation of this subject. The Interview guide for Heads of Department, Headteachers and Education Methods Advisor consisted of open-ended questions. The questions were aimed at collecting information on the challenges faced by teachers as perceived by Heads of Department, Headteachers and Education Methods Advisors and the support they gave to teachers for effective teaching of Social and Development Studies. Some questions focused on the challenges faced by Heads of Department, Headteachers and Education Methods Advisors when providing support services to teachers of Social and Development Studies. One interview guide was used to collect data from Heads of Department, Headteachers and Education Methods Advisors because they all play a supportive role as the teachers implement the curriculum.

3.4.2 Pilot Study

A pilot study was conducted in two schools within Zomba and with one education methods advisor in South West Education Division in Blantyre to try out the data collection instruments. Pre-testing the interview guides helped to check clarity of the questions. Trying out the data collection instruments was also necessary to determine whether the instruments could collect the intended data during the main study. Piloting

the data collection instruments also helped to estimate the amount of time that an interview session would take during the main study.

It was also discovered that some questions asked for the same information. For this reason, one question was retained after dropping the others that asked for the same information. Questions that seemed not to be clear during the pilot study were restructured to make them straightforward. In general, feedback from the pilot study helped to improve the quality of the data collection instruments.

During the pilot study, headteachers were given a questionnaire to fill but responses were shallowly given. Therefore, during the main study, face-to-face interviews were also conducted with headteachers so that more probing should be done to collect in-depth data.

3.4.3 Procedure

Data for this study were collected through face-to-face interviews with teachers, Heads of Department, Headteachers and an Education Methods Advisor. In-depth interviews were used to collect in-depth information through probing and the use of open-ended questions. Face-to-face interviews allowed the researcher to explain or help clarify questions, thereby increasing the likelihood of getting useful responses

During the interview sessions, the researcher wrote down the responses to the questions. In addition, the interview sessions were tape-recorded after getting consent from individual respondents. Tape-recording helped to reduce the amount of time taken for each interview session. It should be pointed out that not all teachers accepted to be

tape-recorded. Where a teacher refused to be tape-recorded, responses were just written down by the researcher.

3.5 Ethical Considerations

Before data collection was embarked on, permission to visit and collect information from Education Methods Advisor and schools within SEED was sought from the Education Division Manager (EDM). The Headteachers of all the sampled schools were then contacted in writing (Appendix 5) to arrange dates for data collection. In the letter to the Headteachers, respondents were informed of the purpose of the study, how their schools were sampled, which Heads of Department and subject teachers would be interviewed.

During data collection, respondents were again informed about the purpose of the study and the researcher explained any other aspects of the research which the respondents asked. For respondents to provide reliable information, they were assured of confidentiality and anonymity. Any information collected about individual respondents was treated without attaching or mentioning their names or names of their institutions. The researcher also ensured that the interview environment made respondents feel comfortable, secure and at ease enough to speak openly about their view points.

3.6 Data Analysis

Analysis of qualitative data began as soon as data collection commenced and it continued after data collection. This was helpful because the memories of the interviews were still fresh in the mind. Tape-recorded interview sessions were transcribed and typed.

The analysis focused on how individual respondents responded to each question. Therefore, all the data for each question were put together. After organising the data by question, themes were identified and then organised into coherent categories. In this way, the data were reduced by coding into both preset and emergent categories. The preset themes provided direction for what to look for in the data. The emergent categories were those emerging from the data.

3.7 Limitation of the Study

Due to time and resource factors, perspectives of learners were not investigated. In addition, private schools were not included in the study. Therefore the study might not have solicited all the challenges to the implementation of Social and Development Studies.

The study was carried out in only eight SEED due to limited availability of funds. Although the number of schools was not a representative sample of all the schools in Malawi, the study enabled a through investigation of the challenges that teachers faced in the teaching of Social and Development Studies.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

The study investigated challenges that were being encountered in the implementation of Social and Development Studies. This was done by interviewing teachers teaching Social and Development Studies, Heads of Department and Headteachers in their respective schools and the Education Methods Advisor. In this chapter, findings of the study are presented and discussed.

4.2 Challenges to the Teaching of Social and Development Studies

The study investigated challenges which, according to the theoretical framework in figure 2, relate to school capacity to support implementation and external support for curriculum implementation.

4.2.1 School Capacity to Support Implementation

4.2.1.1 Inadequate Knowledge of Subject Matter

Possession of inadequate knowledge of the subject matter is a teacher factor that negatively affected the capacity of schools to support the implementation of Social and Development Studies. The study found that implementation of Social and Development Studies started when there were no specialised teachers for the subject. Table 3 shows that three out of eight (38 percent) of the teachers of Social and Development Studies who participated in the study were under-qualified to teach at a secondary school. These

teachers had PSTC and were teaching in community day secondary schools. At CDSS 3, the SDS teacher, the Head of department and the Headteacher were all primary school teachers.

Table 3: Professional Qualifications of respondents

School	Qualification of respondents		
	SDS Teacher	HoD	Headteacher
CDSS 1	PSTC	PSTC	Dip.Ed
CDSS 2	PSTC	PSTC	Dip.Ed
CDSS 3	PSTC	PSTC	PSTC
CDSS 4	B.Ed	Dip.Ed	Dip.Ed
CSS 1	Dip.Theology + UCE	Dip.Ed	Dip. Agric
CSS 2	Dip.Ed	Dip.Ed	Dip.Ed
CSS 3	Dip.Ed	Dip.Ed	B.Ed
CSS 4	Dip.Ed	Dip.Ed	Dip.Ed

A headteacher reported that any teacher could be given Social and Development Studies despite being under-qualified.

Most of the teachers we have in Community Day Secondary Schools like here are primary school teachers. So when they come here we try to ask them which subjects they are comfortable to teach. And some of them are asked to teach Social and Development Studies if no one chooses it. (Headteacher with PSTC at CDSS 3)

Alluding to what the Headteacher had said, the teacher who taught Social and Development Studies at another school said that he experienced problems in teaching some topics as a result of under-qualification:

I have problems with some topics. I have already said my qualification, the highest is MSCE. I qualified as a primary school teacher. Adding to that I never did Social and Development Studies when I was at secondary school. (SDS teacher with PSTC at CDSS 2)

Under-qualification of teachers coupled with the fact that they did not study Social and Development Studies during their secondary education was reported to have contributed to lack of adequate knowledge in the subject. This was cited as one of the factors that hindered the effective teaching of Social and Development Studies. The topics that teachers in different schools reported to be difficult included sustainable development, culture and change, social justice, gender and development, conflict resolution and globalisation.

The consequences of lack of knowledge in the subject were reported by one Headteacher as follows:

During one lesson observation, the teacher could not explain the meaning of some of the terms to the pupils' satisfaction. To me it meant the teacher was not very much conversant with the subject content. (Headteacher with B.Ed at CSS 3)

This statement indicates that the teacher had problems in interpreting the subject content so that the pupils could understand it.

Possession of inadequate knowledge in the subject was also reported to have contributed to lack of confidence when teaching:

When observing lessons I see that some teachers of Social and Development Studies don't teach confidently, an indication that they lack understanding of some of the topics. Even when answering questions asked by pupils, I could tell that a teacher is lacking content knowledge. (Education Methods Advisor).

Lack of confidence when teaching could be an indication of lack of subject mastery. Mtetwa (2003) alludes to this by contending that if pre-operational processes have not taken place, curriculum implementation experiences some problems. He further argues that if teachers lack proper background and confidence in their subjects, then schools lack the capacity for implementing the curriculum effectively.

Another effect of lack of knowledge in the subject was also reported by a Head of Department at one of the schools as follows:

When checking schemes and records of work during the first term, I discovered that two topics were not included. The teacher said that the topics were new and he wanted to firstly gather more information on those topics before he could teach them. (HoD with PSTC at CDSS 2)

If the teacher does not find the information on the so called difficult topics, there is a possibility of completely leaving out the topics, a situation that can affect the performance of pupils in national examinations.

It was assumed that in the absence of specialised teachers, Social and Development Studies would be taught by teachers whose subjects of specialisation belonged to Humanities subjects. However, it was reported in one school that the subject was taught by a teacher whose subjects of specialisation were not related to Social and Development Studies:

At one time we had Social and Development Studies being taught by a teacher whose teaching subjects were Mathematics and Home Economics. (Headteacher with Dip.Ed at CDSS 1)

Lack of knowledge in the subject was also reported to have contributed to the teachers' refusal to teach Social and Development Studies. Teachers preferred teaching their subjects of specialisation to teaching Social and Development Studies:

Every teacher would like to teach his or her major subject. It's really a challenge to convince a teacher to leave his subject of specialisation and teach Social and Development Studies. You know no specialist teachers are available for Social and Development Studies. It really took me time to convince the one currently teaching Social and Development Studies to leave History, which is his major subject. (Headteacher with Dip.Ed at CDSS 4)

The Education Methods Advisor reported that during inspection and supervision visits to schools, some teachers of Social and Development Studies requested for assistance in understanding some of the topics:

During supervision, some teachers ask us to help them understand some of the syllabus content. (Education Methods Advisor)

This statement implies that some teachers still have problems in understanding the subject content. Lack of content understanding could also mean that some topics are not taught to the required depth.

To reduce the effects of lack of adequate mastery of the subject, one teacher reported that he asked a colleague to teach a topic that he himself was not comfortable to teach due to lack of adequate knowledge:

I am not conversant with human rights issues. I therefore asked a fellow teacher to teach the topic for me. (SDS teacher with PSTC at CDSS 1)

A teacher at another school invited resource persons to assist on some of the topics:

When I was teaching the topic of “The constitution and Human Rights”, I invited the District NICE officer to brief the students. (SDS teacher with Dip. Theology at CSS 1)

It was interesting to learn that teachers sourced support from both within and outside the school whenever they had problems teaching certain topics. Such a spirit of resourcefulness needs to be encouraged among teachers especially because unspecialised teachers are implementing Social and Development Studies.

Inadequate knowledge in the subject could be attributed to lack of specialisation in the teaching of the subject during pre-service training. In addition, the study found that some teachers were under-qualified to teach at a secondary school. Teachers handling Social and Development Studies in the Community Day Secondary Schools under study were under-qualified to teach the subject (Table 1). They qualified to teach at primary school but due to shortage of qualified secondary school teachers, they were picked to teach in Community Day Secondary Schools (Malunga et al, 2000). This status undermined their ability and confidence to teach the subject effectively. These under-qualified teachers had a lot of interest to teach at a higher level. If support (financial, advisory, in-service training and otherwise) were timely given, these teachers would have been motivated.

The Education Methods Advisor reported that during inspection and supervision visits to schools, teachers, especially under-qualified teachers, requested for assistance on the topics which were new and unfamiliar to them. Such requests made it clear that teachers were experiencing problems in understanding the content of the syllabus. Teachers' level of training is one of the teacher factors that, according to the theoretical framework given in Figure 2, can either weaken or strengthen a school's capacity to support curriculum implementation. The findings of this study indicated that under-

qualified teachers lacked knowledge of Social and Development Studies thereby weakening the schools' capacity to support its implementation. The study further found that some teachers lacked confidence when teaching Social and Development Studies due to lack of adequate knowledge in the subject. This confirms the findings of a study by Wallace & Louden (1992) who investigated the impact of teachers' knowledge level on science teaching in Netherlands. Wallace & Louden (1992) found that Science teachers with higher level of knowledge taught more confidently than those with lower knowledge levels.

Zanzali (2003) has also pointed out that successful implementation of any curriculum heavily depends on the ability of the teachers to transform the aspirations of the curriculum developers into a form that can be understood by the pupils. Therefore, lack of adequate subject knowledge by the teachers of Social and Development Studies who participated in this study might result in the teachers' inability to effectively teach the syllabus content. Urbanski (2004) alludes to the importance of teachers' mastery of the subject content by arguing that even if the best materials are given to a teacher, those materials will not be used effectively for pupils' learning if that teacher lacks subject knowledge. Urbanski further says that priority should be given to having knowledgeable teachers who are capable of delivering what needs to be delivered. It was really a difficult task for teachers of Social and Development Studies to effectively teach the subject content that they themselves did not understand or did not know much about. This finding agrees with that of Craig (2002) whose study to understand teachers' attitudes to their teaching revealed that some teachers teaching the Malawi senior secondary revised curriculum did not feel confident about their teaching and the subject matter.

Implementation of Social and Development Studies started when there were no trained teachers for the subject. This implies that the teaching of the subject was not effective because there were no qualified teachers. For example at CDSS 2, a Head of Department reported that two topics were completely left out by a teacher during scheming because the teacher was not comfortable to teach them due to inadequate knowledge in the topics. Leaving out some topics is a sure way of ill-preparing the pupils for national examinations. The importance of having specialised teachers during curriculum implementation was also advocated by Benavot & Resh (2003) after investigating whether and how different patterns of educational governance in Israel influenced the curriculum implementation in schools. Benavot & Resh reported that successful implementation of a curriculum depended on the availability of specialised teachers in particular subjects. It is therefore important that a teacher should possess a rich knowledge base of content and pedagogy to provide relevant and meaningful learning experiences for pupils (Medrano & Curts, 2004).

4.2.1.2 Inadequate Textbooks

The theoretical framework as given in Figure 2 gives availability of resources as one of the factors that can support the implementation of a curriculum and textbooks are one of such teaching and learning resources. Textbooks facilitate teaching and learning (Kuthemba Mwale, 2000) in that teachers can give reading assignments to pupils when textbooks are available. Teachers cannot teach the pupils everything and therefore reading the textbooks also helps to widen the pupils' knowledge base and promote active

participation of pupils in lessons. In all the eight schools, shortage of textbooks was cited as one of the challenges that teachers were facing in the teaching of Social and Development Studies. A teacher at one of the schools reported as follows:

Books are like our hoes, without books we cannot work effectively. At this school we have only two books for pupils and one book for myself. These two books cater for eighty eight pupils in form four. That means one in form 4A and one in form 4B. The one I use is also a pupil's book. (SDS teacher with PSTC at CDSS 2)

At another school, a teacher added that shortage of textbooks contributed to the poor performance of pupils in Social and Development Studies both at school and national levels. This was expressed as follows:

We should not rush to blame teachers or pupils when examination results are poor but we should also consider the limited resources that are in the schools. For example here we have two pupil's textbooks. I am using one and the other one is in the library for pupils. Obviously pupils' performance will not be as we may want it to be. (SDS teacher with B.Ed at CDSS 4)

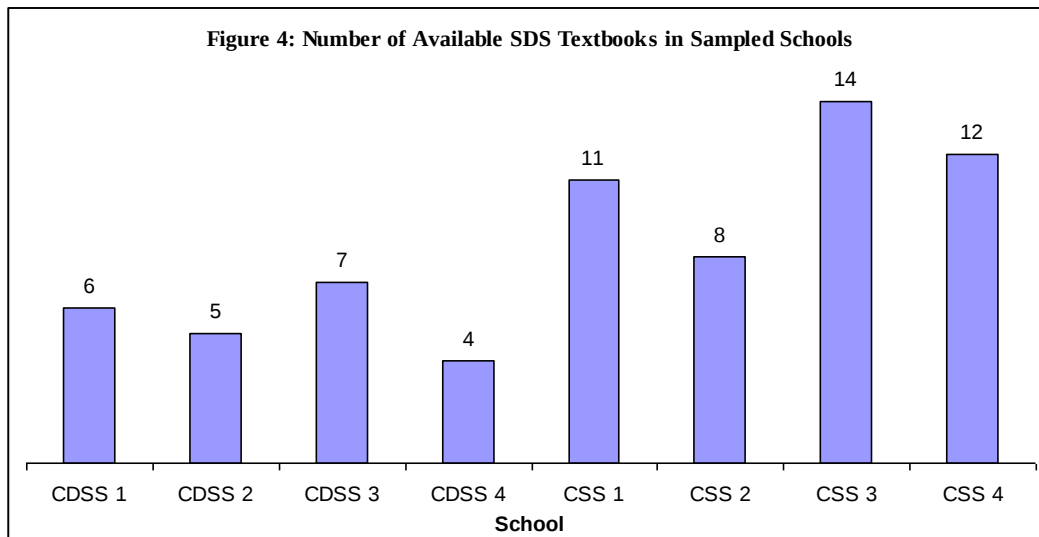
Shortage of textbooks was also cited by a Head of Department as one of the obstacles to the effective teaching of Social and Development Studies:

In my Department, there are a few textbooks for Social and Development Studies. As a result, most of the times the teachers say that pupils find it difficult to tackle the subject because of shortage of books. (HoD with Dip.Ed at CSS 2)

The Education Methods Advisor responsible for Social and Development Studies expressed similar sentiments to what the teachers, Heads of Department and Headteachers reported:

One of the biggest challenges for our teachers of Social and Development Studies is the shortage of books in the schools.
(Education Methods Advisor)

Figure 4 shows the number of SDS textbooks available in each of the selected schools:



Although shortage of textbooks was reported in all the selected schools, figure 4 indicates that the shortage was worse in community day secondary schools.

It was also found that teachers devised strategies for coping with the shortage of Social and Development Studies textbooks. In one of the schools, a teacher reported that she borrowed books and other reference materials from other members of staff:

A colleague went for HIV/AIDS workshops organized by PSI (Population Services International). He brought back handouts which he also gave me to use. Another teacher had a book on governance. So we asked him to bring the book and I have been using it. (SDS teacher with Dip.Ed at CSS 2)

A teacher at another school sought external assistance:

I approached the NICE office for assistance because they also deal with issues of human rights. So they supplied us with some materials about the constitution and human rights. (SDS Teacher with Dip.Ed at CSS 4)

Shortage of textbooks coupled with the fact that Social and Development Studies was a new subject compelled some teachers to give pupils notes:

I give them notes which they read for terminal and national exams. The pupils find it difficult for them to extract notes by themselves because of lack of adequate books. (SDS Teacher with Dip.Ed at CSS 2)

Despite the introduction of Textbook Revolving Fund to sustain the availability of books in schools, shortage of books was still reported in all the eight schools that participated in this study. Teachers reported that, as a result of the shortage of textbooks for Social and Development Studies, pupils relied heavily on teacher-made notes in their preparation for terminal and national examinations. This finding confirms Chakwera's (2005) observation that the teacher remains the only source and custodian of knowledge for most examinees that take national examinations in Malawi because of the scarcity of books in the schools. However, textbooks help to provide details that may not be provided by teacher-made notes. In addition, teacher-made notes are good if they are made from a variety of resources. Interest of the pupils in the subject could have been reduced due to shortage of textbooks.

The report of the Presidential Commission of Enquiry into the Malawi School Certificate of Education (MSCE) Examination Results (Malunga et al, 2000) also highlighted that students' performance in MSCE examinations was negatively affected by lack of adequate resources that included textbooks. A study by Benavot & Resh (2003) to investigate factors affecting curriculum implementation in Israel found that successful implementation of a curriculum in schools depended on school-based conditions and constraints which included the amount of instructional resources at a school's disposal. In their study of the effect of textbooks on student achievement in Thailand, Lockheed et al (1986) found that textbooks play two important roles in supporting teachers as well as pupils. Textbooks affected student learning by either substituting for or complementing teacher education, that is, the effect of teacher education on student learning was more significant in classes lacking textbooks. Secondly, textbooks affected pupils'

achievement in that textbooks had the capacity to deliver consistent, comprehensive and logically sequenced curriculum. On this point, Lockheed et al (1986) further found that students whose teachers used textbooks had greater opportunity to learn the material than students of teachers who do not use textbooks.

Heads of Department and Headteachers reported that inadequacy of TRF was a challenging factor that largely hindered them from supporting teachers and pupils with adequate numbers of textbooks. At one school, a Head of Department reported that his school did not have enough books for Social and Development Studies because the annual textbook fee paid by pupils was too little to match with the increasing prices of books:

We are failing to buy enough books for Social and Development Studies because the costs of books are always going up. The K250 that students pay every year isn't adequate. (HoD with Dip.Ed at CDSS 4)

Similar sentiments were expressed at another school by a headteacher who added that a lot of money was required to purchase a single textbook:

If you look at the cost of a book today, you need TRF contributions from five or more pupils to buy one book. Considering the number of subjects being offered, it's really a big challenge to acquire enough books. It's just not possible. (Headteacher with Dip.Ed at CSS 1)

The Ministry of Education (2001a) in its *Policy & Investment Framework* (PIF) states that “the Government will ensure that all public secondary schools have adequate supply of relevant instructional materials based on school choice and school-based purchase from the Ministry of Education list of approved textbooks by the start of the 2002 academic year”. This policy was implemented with the introduction of the Textbook Revolving Fund. At the introduction of the policy on Textbook Revolving Fund, the Ministry of Education stated that the textbook fee would be reviewed and adjusted annually to maintain parity with current approved textbook prices in Malawi and that the Ministry was determined to ensure that the textbook fee is not allowed to deteriorate in purchasing power (Ministry of Education, 2001c). However the annual textbook fee was reviewed only once from K180 in 2000 to K250 in 2001 (Ministry of Education, 2001c). Although the prices of books have been going up and the purchasing power of the annual textbook fee has indeed deteriorated, the Ministry of Education has still maintained the annual textbook fee at K250.

At the time Social and Development Studies was being introduced in the revised curriculum in 2002, the Ministry of Education with financial assistance from DANIDA was contributing to textbook purchases in all secondary schools by providing a matching fund. However, the matching fund was implemented for three years up to 2002 school year (Ministry of Education, 2001c) although the 2001 *Policy & Investment Framework* (PIF) of the Education Sector indicated that the Ministry of Education would provide matching funds for a period of not less than four years to ensure a long-term sustainable textbook situation in schools. After 2002, the Ministry of Education stopped providing matching funds to schools due to the withdrawal of financial assistance by DANIDA. In

an effort to improve the quality of secondary education, the GoM (2002) stated in its Poverty Reduction Strategy Paper (MPRSP) that it would ensure an adequate supply of teaching and learning materials including the strengthening of Textbook Revolving Fund. To the contrary, withdrawal of the matching fund has weakened the capacity of secondary schools to buy enough textbooks using TRF. The result is the serious shortage of textbooks because schools cannot buy enough books for pupils as well as teachers. Consequently teaching and learning have been negatively affected.

It was however commendable to hear teachers reporting that shortage of textbooks had not put off their interest in the teaching of Social and Development Studies. Teachers did what they could to cope with the shortage of Social and Development Studies textbooks. They used resources at their disposal such as supplementary books borrowed from other members of staff and inviting resource persons from NICE office to talk to pupils on topics that related to human rights. Teachers also used the books they had to extract notes for pupils.

4.2.2 External Support for Curriculum Implementation

4.2.2.1 In-service Training

All the eight teachers (100 percent) reported that lack of in-service training for the practising teachers of Social and Development Studies had contributed to ineffectiveness in their teaching of the subject.

Since there was no in-service training for the subject teachers, I find it difficult how to approach some of the topics. (SDS teacher with PSTC at CDSS 3)

At another school, teacher reported that possession of inadequate knowledge in the subject was partly contributed by lack of orientation of teachers contributed:

The subject was just given to teachers to teach it while teachers were not oriented. But as teachers, we lack content knowledge. (SDS teacher with Dip.Ed at CSS 4)

This statement implies that lack of curriculum in-service training for teachers contributed to teachers' lack of adequate knowledge of the subject. This has also been alluded to by Mtetwa (2003), who contends that if pre-operational processes of curriculum implementation (like orientation of teachers) have not taken place, teachers lack proper background and confidence in their subjects, hence schools lack the capacity for implementing the curriculum effectively.

The Ministry of Education, Sports and Culture (2000b) states that the central focus of any curriculum reform is teacher preparation and therefore in-service education and training programmes are one of the primary routes for introducing and sustaining educational change at school level. In-service training helps to prepare teachers for curriculum implementation. The GoM (2002) recognising that quality secondary school education also depends on the training of teachers stated that various refresher courses would be undertaken to promote the professional growth of teachers. However, teachers of Social and Development Studies who participated in the study reported that they were not in-serviced since the introduction of the subject in 2002. As such they lacked adequate knowledge in the subject. In-service training could have provided teachers of

Social and Development Studies with the necessary knowledge and skills for the teaching of the subject. In addition, in-service training could have helped to introduce new concepts and approaches to the teaching of the subject. A study by Rogan & Aldous (2005) shows that in-service training of teachers plays a significant role in the implementation of a new curriculum.

The teachers of Social and Development Studies who were interviewed during this study indicated their need for in-service training. With reference to the study's theoretical framework in Figure 2, curriculum implementation requires support in terms of professional development. The study has found that teachers were not supported with in-service training to prepare them for implementation of Social and Development Studies. Similar effects of lack of in-service training on curriculum implementation have also been reported by Mtetwa (2003) who reports that successful implementation of a new curriculum in South Africa was hindered by lack of in-service training among others.

Zanzali (2003) points out that in-service training of teachers helps teachers to cope with demands brought about by changes in curriculum content. In their discussion of professional development and reform in Science education in Netherlands, Van Driel et al (2001) have also pointed out that, in the context of curricular change, teachers may not possess adequate knowledge of the new content and therefore staff development programmes can be successful in upgrading teachers' content knowledge. Aubusson & Watson (1999:616) also contend that "if teachers are to contribute to curriculum development and implementation then they need further professional development". A study by Jones, Harlow & Cowie (2004) of New Zealand teachers' experiences in

implementing Technology Curriculum also revealed the importance of in-service training in preparing teachers for implementation.

4.2.2.2 Inadequate Provision of Advisory Services

Teachers, especially under-qualified teachers in community day secondary schools, expressed their need for advisory support in their teaching of Social and Development Studies. They reported that advisory services were essential during the implementation phase of Social and Development Studies as a new subject in the curriculum:

Some of us are primary school teachers who need more assistance to teach the subject. This is my second year of teaching Social and Development Studies but the methods advisors have never come to assist us. (SDS teacher with PSTC at CDSS 2).

Five of the eight teachers (representing 63 %) who were interviewed during the study reported that they had never been assisted by the Education Methods Advisor since they embarked on the teaching of Social and Development Studies. One of the teachers reported as follows:

I have not received any support from Education Methods Advisors on the teaching of this subject. Since I started teaching Social and Development Studies three years ago, no advisor has observed my lesson. (SDS teacher with Dip.Ed at CSS 2).

Regular supervision and provision of advisory services help to promote professional growth of teachers. Such services provide support to teachers by promoting good pedagogical practices, check and discourage unprofessional practices, and provide teachers with relevant information for their professional development (Kuthemba Mwale, 2000).

Table 5 gives a summary of the number of times each of the participating teachers was supervised by Education Methods Advisors on the teaching of Social and Development Studies during the previous year (i.e. 2005).

Table 5: Number of Supervision Visits by Education Methods Advisors in 2005.

Teacher's school	No. of times supervised on the teaching of SDS	No. of times supervised on the teaching of other subjects
CDSS 1	0	2
CDSS 2	0	0
CDSS 3	1	0
CDSS 4	0	1
CSS 1	1	0
CSS 2	0	1
CSS 3	1	0
CSS 4	0	1

The table indicates that supervision of teachers of Social and Development Studies as well as other subjects had not been accorded adequate attention by Education Methods Advisors. Only three of the eight teachers were supervised once

The Education Methods Advisor reported that their failure to supervise teachers of Social and Development Studies was not deliberate. Supervision visits to schools were made

without knowing what subjects were timetabled for that day. Therefore, only those teachers of the subjects timetabled for that day were supervised:

During inspection and supervision, we observe lessons by teachers who are teaching on that day. We don't know the school's timetable in advance. (Education Methods Advisor).

The study also set out to find out the challenges that Education Methods Advisors faced when providing support services to teachers of Social and Development Studies. The Education Methods Advisors reported that lack of adequate funding was largely affecting their frequency of carrying out inspection and supervision visits to schools to provide advisory services:

We are not able to visit every school at least once a year because we are not adequately funded. (Education Methods Advisor).

Lack of adequate funding for supervision of teachers, especially at the implementation stage, meant that there was inadequate planning for the implementation of Social and Development Studies on the part of the Ministry of Education.

A report of the Presidential Commission of Enquiry into the Malawi School Certificate of Education (MSCE) examination results (Malunga et al, 2000) revealed a similar finding. The report revealed that inspection of schools was not adequately conducted and that teachers were rarely supervised. The report indirectly linked lack of teacher supervision to poor academic performance of pupils. Gibson (1992), in his

discussion of educational leadership and the implementation process in Australia, states that if schools are to ensure truly effective curriculum innovations, teachers as key players in curriculum implementation needed to be supported.

As one of its strategies for improving the quality of education in Malawi, the GoM (2000) stated that it would enhance supervision and support services. In addition, it is the Ministry of Education's (2001a) policy that a school should be visited a minimum of three times per academic year. This implies that a school should be visited at least once per term. Therefore, to have a school not visited for two years, especially during the implementation stage of Social and Development Studies means that teachers were denied the professional support they needed for implementation of the subject. Teachers of Social and Development Studies could have benefited from these advisory visits for improvement of their professional competences. Glickman (1990) contends that no school can hope to improve instruction if direct assistance is not provided to teachers. He further says that delivery of classroom instruction will never improve if teachers are left alone and unobserved in their classrooms, without professional consultation.

The theoretical framework guiding this study (Figure 2) entails that curriculum implementation needs external support in form of monitoring. However, provision of advisory services to teachers during inspection and supervision visits was not given adequate attention as a monitoring mechanism for the implementation of Social and Development Studies. It therefore meant that lack of supervision and advisory services left the teachers inadequately supported during the implementation stage of Social and Development Studies.

It was reported by the Education Methods Advisor that inspection and supervision visits to schools were made before knowing the schools' timetables. This was done following the Ministry of Education's (1982) policy guideline on inspection and supervision that, upon arrival at a school,

The inspector should first go to the headmaster's office to introduce himself, to find out the day's timetable which is the basis for planning the inspection for the school..... The analysis of the timetable for the day will enable the inspector to decide which teachers, lessons and classes he wants to see (p. 12)

However, this approach had left the teaching of Social and Development Studies, as a new subject in the curriculum, inadequately targeted for supervision. Some of the problems that teachers of Social and Development Studies had been experiencing could have been attended to if the teaching of the subject was adequately supervised. Use of under-qualified teachers, lack of specialised teachers and lack of orientation for teachers should have called for more attention to be given to teachers of Social and Development Studies, in terms of supervision and advisory services.

As one of the objectives, the study assessed the role performance of Heads of Department and Headteachers in the implementation of Social and Development Studies. In its policy guidelines on supervision of teaching, the Ministry of Education (1981 ; 2002b) empowers the Heads of Department and Headteachers to carry out school level supervision of teaching by observing lessons to ensure that the syllabus is correctly

followed and that appropriate methods of teaching are used. This implies that Heads of Department and Headteachers were expected to supervise and advise teachers of Social and Development Studies. It was however reported by the teachers who were interviewed during the study that Heads of Department and Headteachers were not carrying out their supervisory role as required by the Ministry of Education. At one school, a teacher reported that he had been teaching Social and Development Studies for more than three years without being supervised by either the Head of Department or the Headteacher:

Here, the HOD does not supervise teaching. For more than three years now, no one came to observe my Social Studies lessons, not even the Headmaster. (SDS teacher with Dip.Ed at CSS 3).

Heads of Department and Headteachers reported that they did not provide advisory services through lesson supervision because they faced challenges that included inadequate subject knowledge, deficiency in supervision skills and resistance of teachers to supervision.

4.2.2.2.1 Inadequate Subject Knowledge

Lack of adequate knowledge in the subject as a challenge to the supervision of teachers was reported by a head of department as follows:

I lack knowledge of the subject. So it's difficult to supervise someone on the subject which I am not specialised in. I did not do the subject when I was at college. (HoD with Dip.Ed at CDSS 4).

This statement by the Head of Department implies that he lacked confidence to supervise the teaching of a subject in which he did not have adequate knowledge. It should be pointed out that SDS was introduced when there were no trained teachers for the subject. This resulted in SDS falling under the supervision of Heads of Department who did not have adequate knowledge of the subject.

4.2.2.2.2 Deficiency in Supervisory Skills

The Ministry of Education (2001a ; 2002b) empowers Heads of Department and Headteachers to supervise teachers and provide them with methods and advisory services. Heads of Department and Headteachers were expected to provide the academic leadership by supervising and providing professional advice to teachers in the implementation of Social and Development Studies. However, Heads of Department and Headteachers expressed deficiency in lesson supervision skills as a challenge that hindered them from effectively supporting teachers in the classroom. A Head of Department expressed his deficiency in supervision skills as follows:

After passing the interviews, we were never oriented on our work. For example, on lesson observation, it is very difficult to supervise colleagues unless you know how to do it. (HoD with Dip.Ed at CSS 3)

This statement implies that officers are appointed to positions of leadership without considering possession of the necessary supervisory skills required for the post. What the Head of Department said was also alluded to by a Headteacher as follows:

Heads of Department and Headteachers need some training in supervision. If we have that knowledge then we can properly advise teachers. (Headteacher with Dip.Ed at CDSS 4)

This expression by the Headteacher shows that the Headteacher would be encouraged to assist teachers of Social and Development Studies through classroom supervision if he were equipped with skills for lesson observation.

The Ministry of Education (2001a) in its *Policy and Investment Framework* states that “The Ministry of Education will continue to take appropriate measures aimed at strengthening the professional competence of secondary Headteachers and Heads of Department to carry out methods and advisory services within the schools”. While one of the methods and advisory services is the supervision of teachers in their teaching, a Headteacher at CDSS 4 and a Head of Department at CSS 3 expressed lack of the necessary supervisory skills. Headteachers lacked skills and commitment and therefore could not perform their central role in the implementation of Social and Development Studies. This lack of supervisory skills was reported not only for Social and Development Studies but also for all subjects.

According to the theoretical framework in Figure 2, lack of supervisory skills by Heads of Department and Headteachers is a teacher factor which this study showed that it

affected the schools' capacity to support the implementation of Social and Development Studies. Heads of Department and Headteachers reported that they were entrusted with the responsibility of supervision without equipping them with the necessary supervisory skills. This entailed that the Ministry of Education did not implement its plans of strengthening the professional competence of Heads of Department and Headteachers as stated in the PIF. Tyree (1993), in his analysis of New York, California, Texas and Florida curricula policies in light of their potential to control local practice, reports that implementation of state curriculum policies was influenced by the extent to which the state could directly or indirectly empower local educators to implement the policies and the extent to which local educators had the capacity to enact those policies. For effective implementation of Social and Development Studies, there was a need to prepare Heads of Department and Headteachers by equipping them with supervisory skills. Lack of supervision therefore meant that teachers who participated in the study were denied the assistance that they needed for effective teaching of Social and Development Studies during the implementation stage. In the end, the victim is the pupil whose learning and therefore performance in both school and national examinations gets negatively affected.

4.2.2.2.3 Resistance to Supervision

Lesson supervision was viewed as fault finding. At one of the schools, a Head of Department faced resistance from the teachers when he attempted to observe lessons to provide professional advice:

Teachers are usually not happy to be observed by us. They think that we go there to find faults. They think we are fault finders. (HoD with Dip.Ed at CSS 2)

At another school, it was reported that the teacher of Social and Development Studies refused to be supervised because he claimed to be more knowledgeable in the subject than the Head of Department:

Last year, the Head of Department was told never to observe a teacher's lesson. The teacher was saying he possessed more knowledge in Social and Development Studies because the Head of Department had never taught the subject. (Headteacher with Dip.Ed at CSS 4).

Teachers' resistance to be supervised could entail that some teachers had not accepted Heads of Department and Headteachers as their immediate supervisors at school level. However it is the policy of the Ministry of Education (2001a; 2002 b) that Heads of Department and Headteachers should carry out supervision of teachers to provide methods and advisory services. Raudenbush et al (1993) define supervision as referring to the activities of those invested with administrative authority over teachers to monitor, observe, evaluate and provide feedback on classroom teaching. This means that Heads of Department and Headteachers are invested with a regular administrative responsibility. Teachers' resistance to supervision is a teacher factor which, according to the theoretical framework of this study as given in Figure 2, can hinder the effective implementation of Social and Development Studies.

There was resistance possibly because it seemed strange to teachers since it is not part of the school norm in Malawi. Heads of Department and Headteachers needed to inform the teachers at the beginning of a school year about their plans to carry out their supervisory role as required by the Ministry. Unless school-based supervision is institutionalised and teachers are sensitised to the idea, they will not accept the supervisory role of Heads of Department and Headteachers. The responsibility of supervising teachers of Social and Development Studies will be left to Education Methods Advisors who rarely visit schools due to lack of funds. Lack of teacher-supervision can result in lack of improved delivery of lessons (Oliver, 1977) which consequently can contribute to low academic achievement of pupils.

When I complained to the Head of Department that I needed books, he approached the headmaster. They supported me by buying the books for Social and Development Studies. (SDS teacher with BEd at CDSS)

According to the Ministry of Education (2001d), some of the duties of the Education Methods Advisors include advising teachers and Headteachers in secondary schools on curriculum issues and methodologies, supervising teachers in their teaching, and compiling reports on activities carried in secondary schools. Education Methods Advisors were therefore expected to provide supervisory and advisory support to teachers during implementation of Social and Development Studies and reporting teachers' challenges. According to the Ministry of Education (1982), inspection and supervision provide a two-way mechanism for providing feedback between the Ministry of Education and the schools on all professional matters. The Ministry of Education (1982) further says

that the inspector and supervisor should communicate the teachers' problems to the Ministry of Education. It therefore means that, in addition to providing professional support, Education Methods Advisors' role was to monitor the implementation progress through collection of data on successes and challenges and reporting them to the Ministry of Education for appropriate action. However, teachers, Heads of Department and Headteachers who participated in this study reported that Education Methods Advisors rarely visit schools to supervise teaching although it is during inspection and supervision visits that Education Methods Advisors could also learn more about the teachers challenges and find ways of assisting them.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was carried out to investigate the challenges affecting the effective implementation of Social and Development Studies, introduced in the revised senior secondary school curriculum in 2002. In this chapter, conclusions and recommendations generated by the study are presented.

5.2 Conclusion

Based on the objectives and theoretical framework of the study, the results have shown that the implementation of Social and Development Studies faced a lot of challenges that mainly resulted from poor planning. The subject was introduced when there were no specialised teachers, those teaching the subject were not given in-service training and school level curriculum supervisors were not trained in lesson supervision. Other challenges included inadequate textbooks, posting of teachers.

Lack of specialised teachers for Social and Development Studies and lack of orientation for those teaching the subject had contributed to the teachers' lack of competence and confidence in teaching the subject. Posting of teachers during the academic year without immediate replacement must have negatively affected syllabus coverage. As a result, pupils in the affected schools sat for national examinations without covering all the topics of the syllabus. This could have affected the pupils' performance as well. Supervisory and advisory support services were not adequately provided to

teachers of Social and Development Studies at school level by Heads of Department and Headteachers and at divisional level by Education Methods Advisors. Heads of Department, Headteachers and Education Methods Advisors faced a number of challenges that contributed to their failure to provide adequate support to teachers during implementation of Social and Development Studies. The challenges included inadequate funding for inspection and supervision, lack of supervisory skills, inadequate knowledge in the subject, and teachers' resistance to supervision.

With reference to the theoretical framework given in Figure 2, it can also be concluded that due to the challenges stated above, the study schools did not have adequate capacity to implement Social and Development Studies. In addition, external support was not adequately given by Education Methods Advisors in terms of supervision and in-service training for the existing teachers. Supervision and in-service training could have fostered a supportive climate that recognises the difficulties of implementing a new curriculum.

One big lesson that can be drawn from the findings of this study is that curriculum implementation needs to be adequately planned for. The study has shown that the implementation of Social and Development Studies was not given adequate attention in terms of support, resources and monitoring. Some of the challenges faced by teachers could have been identified and dealt with if implementation of Social and Development Studies was adequately supervised and monitored.

5.3 Recommendations

In view of the findings and conclusions, the major recommendation is that the Ministry of Education should ensure that future curriculum implementations are adequately planned for in terms of availability of instructional materials, specialised teachers and in-service training of teachers as well as Heads of Department and Headteachers who supervise curriculum implementation in their respective schools.

To facilitate the effective implementation of Social and Development Studies, the Ministry of education should consider the following specific recommendations:

5.3.1 Teaching and Learning Resources

Teachers highlighted shortage of textbooks as a challenge in the implementation of Social and Development Studies. To ensure that schools buy enough textbooks and other teaching and learning resources for all subjects (including Social and Development Studies), it is recommended that the Ministry of Education should consider re-introducing a matching fund policy whereby every school is allocated an amount equivalent to the school's amount of TRF per school year. Such a matching fund could be incorporated in the Ministry's annual budget basing on every school's capacity.

Since 2001, the Ministry of Education has not abided by its policy of annually reviewing and adjusting the annual textbook fee to maintain its purchasing power in light of the increasing prices of textbooks. As a result, schools have not been able to purchase enough textbooks for students as well as teachers and this has also affected the teaching

of Social and Development Studies. It is therefore recommended that the Ministry of Education should consider increasing the annual textbook fee paid by every pupil per school year.

5.3.2 Training of Teachers

Social and Development Studies was introduced in schools when there were no trained teachers to teach the subject. Social and Development Studies is being taught by teachers who are not oriented or in-serviced. To ensure that teachers acquire the necessary knowledge and skills to effectively teach Social and Development Studies, the following recommendations are made:

- a) Teacher training colleges (eg. Chancellor College, Mzuzu University and Domasi College) should consider the training of teachers who specialise in Social and Development Studies. In the long run, this could also produce Heads of Department and Headteachers who can confidently supervise the teaching of the subject in their respective schools.
- b) The Ministry of Education should provide in-service training to all teachers who are currently teaching Social and Development Studies.

5.3.3 Teacher Supervision

Education Methods Advisors did not frequently visit schools to supervise teachers in their teaching of Social and Development Studies and they cited inadequate financial support. Consequently, the policy that Education Methods Advisors should visit a school at least three times a year has not been adhered to. It is therefore recommended that the

Ministry of Education should be providing adequate financial support for Education Methods Advisors to frequently visit the schools to supervise teachers and provide professional support.

At school level, there is almost zero supervision of teachers in their teaching by the Heads of Department and Headteachers. Lack of supervision skills was cited as one of their challenges. It is therefore recommended that the Ministry of Education should consider possession of supervisory skills as a requirement for the appointment of Heads of Department and Headteachers. Those who were already appointed Heads of Department and Headteachers should be given in-service training that focuses on classroom supervision.

Education Methods Advisors make inspection and supervision visits to schools without advance knowledge of what subjects are timetabled for that day. As a result, the teaching of Social and Development Studies, as a new subject in the revised curriculum, was not adequately supervised. It is therefore recommended that the Ministry of Education should introduce a policy that Education Methods Advisors should ask for a school's timetable before making any inspection and supervision visit so that Social and Development Studies and other new subjects should be given priority for supervision.

5.3.4 Suggestions for Further Research

The study investigated challenges faced by teachers, Heads of Department and Headteachers and Education Methods Advisors in the implementation of Social and Development Studies. To fully understand the underlying factors behind the students' low performance in Social and Development Studies, future studies need to go beyond teachers' experiences and investigate pupils' perceptions of Social and Development Studies and its implementation.

Furthermore, the study focused on eight public schools in SEED. Therefore, in future, the study should be replicated at national level to include private schools and more public schools.

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Appendix 1

Interview Guide for Teachers of Social and Development Studies

School No: _____

The study is intended to collect information about your experiences in implementing Social and Development Studies as one of the subjects in the senior secondary school curriculum.

The information you provide will be treated as confidential and will be used for academic purposes only. Your identity will be left anonymous.

A. BACKGROUND INFORMATION

1. What is your sex ? Male ☐ Female ☐

2. What is your age ? *Tick appropriate box.*

15 –25 years ☐ 26 –36 years ☐ 37 –47 years ☐ 48 years or more ☐

3. What is your highest qualification ? *Tick appropriate box.*

MSCE ☐ DipEd ☐ BEd ☐ MEd ☐

Other (*specify*) _____

4. What are you subjects of specialisation?

*Major:*_____ *Minor:*_____

5. From which university or college did you obtain your highest qualification and when ? Institution: _____

Year: _____

6. For how long have you been teaching Social and Development Studies?

B. CURRICULUM IMPLEMENTATION SUPPORT AND CHALLENGES

7. What challenges have you experienced in the teaching of Social and Development Studies ?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

8. What did you do or are you doing to overcome the challenges ?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

9. What support have you received from different people for the teaching of Social and Development Studies ?

10. What do you think should be done to improve the implementation of Social and Development Studies ?

The End
Thank you for your cooperation

Appendix 2

Interview Guide for Heads of Department, Headteachers and Education Methods Advisor

School No: _____

The study is about the implementation of the revised senior secondary curriculum. This interview is intended to collect information about your experiences in implementing Social and Development Studies at your school.

The information you provide will be treated as confidential and will be used for academic purposes only.

A. **BACKGROUND INFORMATION**

1. POST: Headteacher ☐ Head of Department ☐

Education Methods Advisor ☐

2. SEX: Male ☐ Female ☐

3. For how long have you been Headteacher / Head of Department / Education Methods Advisor ?

4. What is your highest qualification ? *Tick appropriate box.*

MSCE ☐ DipEd ☐ BEd ☐ MEd ☐

Other (*specify*) _____

5. What are your subjects of specialisation?

Major: _____

Minor: _____

6. From which university or college did you obtain your highest qualification and when ?

Institution: _____

Year: _____

B. CURRICULUM IMPLEMENTATION, SUPPORT AND CHALLENGES

7. What challenges have your teachers of Social and Development Studies been facing?

[illegible]

8. What have you done to help overcome the challenges the teachers have been experiencing?

[illegible]

9. What challenges do you experience when providing support services to teachers of Social and Development Studies?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

10. What do you think should be done to improve the implementation of Social and Development Studies ?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The End
Thank you for your cooperation

Appendix 3

List of Core and Elective Subjects

NAME OF SUBJECT		CORE		ELECTIVE	
		Examinable	Non-examinable	Examinable	Non-examinable
1	Additional Mathematics			✓	
2	Agriculture			✓	
3	Art			✓	
4	Bible Knowledge			✓	
5	Biology	✓			
6	Business Studies			✓	
7	Chichewa Language	✓			
8	Chichewa Literature			✓	
9	Computer Studies			✓	
10	English Language	✓			
11	French			✓	
12	History or Geography	✓			
13	Home Economics			✓	
14	Latin			✓	
15	Life Skills Education		✓		
16	Literature in English			✓	
17	Mathematics	✓			
18	Metal Work/Wood work			✓	
19	Physical Education		✓		
20	Physical Science	✓			
21	Science and Technology			✓	
22	Social and Development Studies			✓	
23	Geometrical and Orthographical Drawing			✓	

The tick indicates that the subject is either examinable or non-examinable.

Appendix 4

MSCE Grade Descriptions

GRADE	DESCRIPTION
1 & 2	Pass-with-distinction
3 to 6	Pass-with-credit
7 & 8	Marginal pass
9	Fail

Appendix 5

Letter to Headteachers

University of Malawi
Chancellor College
P.O. Box 280,
Zomba.
27th April 2006

The Headteacher,
_____ Secondary School

Through: The Education Division Manager
South East Education Division
P/Bag 48, Zomba

Dear Sir / Madam,

ARRANGEMENTS TO CONDUCT INTERVIEWS IN YOUR SCHOOL

My name is Byson C. Sabola. I am a student at Chancellor College, pursuing a Master of Education degree in Policy, Planning and Leadership. As one of the requirements for the degree, I am carrying out a study of the teachers' experiences in implementing Social and Development Studies.

The South Eastern Education Division office has granted me permission to collect data for the study from schools within the division. Your school is one of the schools that has been conveniently sampled for this study. During the exercise, I will hold individual interviews with the form four teacher of Social and Development Studies, Head of Department responsible for Social and Development Studies and the Headteacher.

I will be visiting your school on _____ **2006** in the morning. If this date is not convenient for you, please let me know so that we can arrange for another date. My contact number is 08871205.

Yours Sincerely,

B.C. Sabola