

Original Article

The Impact of Teacher Related Issues on the Successful Implementation of the New Curriculum in Zimbabwe: A Case of Secondary School Teachers in Goromonzi District

Claretah Makuvire¹, Silas Sithole²

¹Department of Curriculum and Educational Management Studies, Bindura University of Science Education, Zimbabwe.

²Department of Technical Education, Robert Mugabe School of Heritage and Education, Great Zimbabwe University, Zimbabwe.

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Abstract: *The planned curriculum for every given level of education must be properly implemented in order to meet its objectives. A "linking-line" connecting students and knowledge is the teacher. Teachers who want to successfully execute the curriculum must have the necessary knowledge, abilities, and drive to do so. This essay aims to explore the connection between curriculum implementation in secondary schools in Zimbabwe and concerns pertaining to teachers. This investigation was necessary because of concerns about the problems that were being made in relation to the 2014 updated curriculum and secondary school education standards. 40 instructors and five school heads were given questionnaires as part of a case study technique. The school heads were also interviewed in-depth, and ten teachers took part in a focus group discussion. The findings indicated a strong correlation between problems pertaining to teachers and the curriculum's effective execution. If educators lack the necessary motivation and expertise, the program will undoubtedly fail. This demands efforts to be made to enhance the living and working environment for teachers.*

Keywords: *Teacher Issues, Curriculum, Curriculum Implementation, Secondary Schools.*

I. INTRODUCTION

Numerous concerns regarding the curriculum's efficacy in Zimbabwean secondary schools have been voiced since the 2014 modification was implemented. The administration has tried a number of times to create measures that will enhance the educational system. It is crucial to remember that the issues with our educational system arise from a variety of interrelated issues rather than just poor policymaking. Even if workshops and the creation, updating, and adjusting of policies cost enormous sums of money, Many of these have not succeeded. Numerous social, psychological, administrative, and environmental elements can either directly or indirectly affect how well the curriculum is implemented, according to Arian et al. (2012). Due to the complexity of these elements and the fact that they are all intertwined, interconnected, and overlap, it is very challenging for the researcher to pinpoint the precise impact of any one aspect alone. Certain factors are associated with policies, some with institutions, and some with teachers.

Ogar & Awhen (2015) and Alade (2011) claim that the primary causes of the failure are a lack of dedication to comprehending the school's culture and the characteristics of the teachers who are tasked with carrying out the curriculum. Teachers are one of the two main pillars of curriculum implementation, as the abstract makes clear. Teachers are the ones who are closest to their students and most equipped to identify and meet their needs, according to Alsubaie (2016) and Alade (2011). According to him, engaging with students gives instructors the most job satisfaction, therefore addressing teacher concerns is essential to the curriculum's successful implementation.

Due to the teacher's influence on students' learning, the importance of teachers is generally acknowledged. According to research, better teacher qualities are likely to lead to higher expectations for students' performance and the way the curriculum is implemented. Numerous concerns pertaining to teachers might have an impact on the effective implementation of curricula. These factors include, but are not limited to, gender, age, educational background at the time of employment, in-service training, professional growth, pay, personality, mental health, attitude, experience, job satisfaction, motivation, morale, skills, and degree of decision-making involvement. Of the factors, four are the subject of this study. These are: (1) advancement in one's career; (2) participation in decision-making; (3) pay; and (4) mental health. Knowing these four elements that influence teachers' ability to perform their essential responsibilities could offer vital intelligence for successful implementation of future curriculum reforms.



A. Statement of the Problem

In Zimbabwe, numerous curricular innovations have been tried and failed. A lot of critics have said that the primary reason curriculum fails is the teacher. There haven't been many studies done to comprehend the situation facing teachers. Thus, the purpose of this study is to determine how these problems affect their ability to implement curricula effectively.

B. Research Objectives

The research is guided by the following three objectives:

1. To establish the role of teachers in curriculum implementation
2. To identify issues that affect teacher performance in curriculum implementation
3. Suggest ways of improving teacher working and living conditions

II. REVIEW OF RELATED LITERATURE

Although there is a dearth of theoretical literature on teacher motivation in developing nations, some psychological theories have useful applicability in this setting. Maslow's (1943) hierarchy of requirements first suggests that before people are motivated to satisfy the higher-order need for self-actualization, they must first satisfy their lower-order wants, which are basic needs like water and shelter, safety, belonging, and esteem. Self-actualization in the teaching setting can be interpreted as personal accomplishment, which is a crucial element of teacher motivation. Because basic needs are frequently disregarded in developing nations, Maslow's theory applies to an examination of teacher motivation in developing nations generally and Zimbabwe specifically. Some theories suggest that meeting fundamental requirements only serves as an extrinsic, or external, incentive in and of itself, even if meeting basic needs is crucial for motivating instructors to want to enhance their professional behaviour and personal accomplishment. Benabou and Tirole (2000) posit that extrinsic incentives have a short-term negative reinforcer effect on motivation and a long-term negative reinforcer effect. When it comes to work motivation, Herzberg (1966) discovers that promotion, responsibility, the task itself, recognition, and achievement are more powerful long-term motivators than compensation, working conditions, and interpersonal relationships. According to recent study, in order to guarantee both successful curriculum implementation and teacher performance in the classroom, both short- and long-term motivators are required.

A. The Concept of Curriculum Development

"The officially selected body of knowledge which government, through the Ministry of Education or anybody offering education, wants students to learn" is how the curriculum is perceived. Urebvu (1985:85). "The planned school programme that includes a set of goals for the students" is the definition of curriculum, according to Messick and Reynolds, given in Aydin, Unver, Alan, and Saglan (2017). This is consistent with Kerr's definition (in Shiundu & Omulando, 1992:132), which defines curriculum as all learning that is organised and directed by the schools, regardless of whether it is done in groups or alone, within or outside the buildings.

The definition of implementation is "to put into action packed ideas or theories into reality." This is because the word "implementation" implies the operationalization of well-articulated and well-intentioned ideas packed as theory (Ogar & Awhen, 2015). According to Afangideh (2009), the real interaction of students with prearranged learning opportunities constitutes the notion of curricular implementation. It is the real application of the government policies outlined in the curriculum as well as the common culture. The most important phase of curricular innovation and reform is implementation. (Fullan, 2001). This is true since a curriculum cannot be assessed to determine its advantages, disadvantages, and strengths without being put into practice. Curriculum implementation, according to Dzimiri & Marino (2015), is essential since this is the time when the intended users—the learners—consume the syllabus. Educators and students are the two main parties involved in curriculum implementation, regardless of how we define it. This is due to the fact that learners are the primary targets or direct consumers of the syllabus, and teachers are the primary interpreters or implementers of the curriculum (Alonsabe 2005).

Research by Dzimiri et al. (2015), Pedzisai et al. (2014), Makuwire & Khosa (2021), Chinyani (2013), Dziwa et al. (2013), and Mawere (2013) has demonstrated that regardless of how well-crafted a curriculum may be, its effective implementation is a means of accomplishing the intended educational goals. Studies have demonstrated the importance of determining the elements that lead to incomplete or inefficient implementation as well as the barriers that stand in the way of implementing the curriculum in its entirety. Recognising the obstacles to a new curriculum's full implementation could offer essential training for future curriculum reforms to be implemented successfully.

B. Teacher Related Issues to Curriculum Implementation

Four concerns that have an impact on teachers' effectiveness in the teaching and learning of any curriculum reform are the main topics of this portion of the review of related literature.

a) Professional Development

Professional development is any action that enhances a person's abilities, expertise, knowledge, and other qualities as a teacher. Both formal and informal can be used. Teachers learn in particular ways from and with others through this social process (Lia, 2017). The approach is ongoing because it recognises that educators are lifelong learners who gain knowledge via experiences rather than isolated lectures. Professional development must be viewed as a continual process rather than an event, as this definition makes abundantly evident.

Programmes for professional development are essential for assisting educators in putting new ideas into practice. Effective professional development helps teachers become more skilled and comfortable with implementing the desired curriculum, which is one of its main advantages. It encourages self-assurance and a deeper comprehension of the course objectives (Lia, 2016). Codwell (2017) highlights the need of having sufficient time to conduct thorough research and plan for meaningful professional development that addresses the needs, worries, and experiences of teachers. The teacher will probably grow in a meaningful and worthwhile way as a result of this (Lia, 2016). Nangoye (2018) and Codwell (2017) have demonstrated that there is a strong correlation between teacher confidence and professional growth.

Numerous studies show that one area where professional development is particularly helpful is in supporting teacher effectiveness. The success of any curriculum innovation depends on the efficacy of the teacher in the classroom, according to a 2017 study by Margolis et al. on teacher effectiveness in implementing curriculum innovations. In order to address the needs of teachers, who are the main stakeholders in curriculum implementation, the study recommends continuing and pertinent professional development for instructors. It is significant to remember that preserving teacher confidence and lowering anxiety levels require excellent professional development.

Kyndt et al. (2016) investigated various approaches to professional growth. These consist of mentoring, team planning, and teacher collaboration. These techniques give teachers a better understanding of their attitudes and views about the curriculum review and the difficulties they will probably encounter when putting the changes into practice. Additionally, policymakers can promote informal education. Despite being less structured than typical workshops for professional development, they nonetheless enable educators to collaborate and exchange experiences. Teachers no longer feel as alone when implementing changes in their own institutions because to this. Additionally, research shows that attitude has a greater impact on curriculum reform teaching and learning than age or experience. Policy makers will be better equipped to comprehend the varying perspectives that teachers hold towards the reforms through professional development and communication with educators. This can help to lower the obstacles to the complete and successful execution of the curriculum. It is evident that formal professional development is not always necessary; most instructors just need professional development programmes that directly relate to their subject areas and enable them to work together and solve problems.

Professional development is essential for guaranteeing teacher commitment to curriculum implementation, as the literature has shown. It has also been brought up that the willingness of policy makers to comprehend teacher concerns and prioritise them in their planning is a prerequisite for effective professional development. Those that confirm this idea are Bakir et al. (2016). He looked into the needs for professional development and teacher views when implementing a curriculum in his study. According to the survey, educators are keen to take advantage of chances to enhance their proficiency in many subject areas and require professional development in order to do this. It was also discovered that instructors' beliefs affect how they interpret the curriculum and, in turn, how they respond to and instruct it.

b) Involvement in Curriculum Development

Without a doubt, the teacher plays a crucial role in putting any curricular change into practice. The instructors are essential to any curriculum change because of their expertise in subject areas and educational foundations. In order to build the curriculum, it is necessary to seek out and include the thoughts and recommendations of the teachers. According to Alsubaie (2016), if the curriculum has already been produced by another party, then the instructors must endeavour to understand and be familiar with it prior to its implementation. This justifies the teachers' involvement in curriculum development. It is crucial that curriculum designers take into account the teachers as a component of the environment that influences the success of any reforms to the curriculum Carl (2009).

Although a lot of systems still use centrally produced curricula, a certain amount of accommodation must be found so that classroom instructors can collaborate closely with the central initiators and add their own ideas to the curriculum. According to Mcbeath (2018), Fullan (1991), and Ruddock (1991), teachers and central administrators will jointly acquire curriculum ownership if instructors actively participate in curriculum creation. In turn, teacher involvement makes the curriculum overhaul successful. Additionally in favour of teacher participation in curriculum development is Handler (2001). Their participation makes it possible for the curriculum to be properly and effectively aligned with the requirements of the kids in the classroom.

According to Chinyani (2013), a curriculum that is created centrally renders teachers less skilled. In light of this, instructor engagement would allow them to execute a curriculum whose logic and philosophical foundations they can comprehend. Teachers who participate in the development process will be more invested in the success of the curriculum innovations and will be more likely to support them. Encouraging educators to participate in the creation of curricula would enable the reforms to improve in terms of both quality and sustainability. According to Fastier (2016), teachers who are involved in curricular reforms have more leeway to create cogent, student-centered school-based innovations. Teachers can also direct and expedite improvements that are advantageous to the students when they are involved (Martin 2012; Fastier, 2013).

The Ministry of Primary and Secondary Education's Curriculum Development Unit (CDU), a department inside the main office, is responsible for developing curricula in Zimbabwe. According to Young (1988), in order for CDU to operate efficiently, it must involve a range of stakeholders with varying levels of expertise. Instructors possess "practical knowledge based on their daily work with students," according to them. Teachers can evaluate if the concepts being developed will be effective in the classroom with this experience, which makes it valuable for developing curricula. Therefore, other teachers will be motivated to adopt the new resources if curriculum reforms and content development are performed in conjunction with the teachers.

Furthermore, Voogt, Peters, and Handelzalts (2016) discovered that teachers' active participation in collaborative curriculum design can strengthen teacher ownership of the curriculum, foster curricular collaboration among teachers, and improve the alignment of the formal and implemented curriculum. Teachers can only engage in this level of active participation when they recognise the need for change, are certain that their efforts will result in it, and are truly capable of putting the changes into practice.

Voogtet al. (2016) agree with Young (1998) and Taylor (2004) that teacher participation in curriculum creation fosters professional growth. Studies on the subject of teacher participation in decision-making have demonstrated that such involvement leads to increased levels of job satisfaction, work achievement, and personal integration within the organisation. Instructors who participate in curriculum development have reported feeling more confident and upbeat, as well as coming up with fresh concepts and reconsidering their own views.

According to the examined literature, top-down approaches are doomed to failure because they treat instructors like logical adopters and passive consumers of curricular innovations. For this reason, it's critical that educators be involved in decisions about curriculum creation. It is crucial to remember that teachers carry out instructions by practically simultaneously teaching lessons, acting as a facilitator, upholding an engaging and educational physical environment, providing constructive feedback, offering individual and group counselling, and setting an example of behaviour and attitude. It is safe to say that teachers are the primary actors in curriculum development as a result of all of this.

In conclusion, it is unavoidable that teachers will play a part in curriculum creation and success. According to Oliva (2009), a key component of any successful curriculum reform is the teacher, who cannot and should not be completely disregarded. It is imperative that those who are critical to the curriculum's effective execution actively participate in its creation (Carl, 2005). According to Alsubaie (2016), the likelihood of a successful implementation is significantly reduced in the absence of teachers' meaningful participation.

c) Teacher Remuneration

People have different motivations for working. The primary motivation for labour is to make a living. A monthly salary is provided to secondary school teachers who work for the Public Service Commission as a token of appreciation. Meeting fundamental necessities for oneself and one's family is aided by this (Arain, 2014). One finds it difficult to make ends meet if the pay is too low. When regularly combined with other primary reinforcers, money can function as a generalised conditioned reinforcer (Bakir et al., 2016). Brown (1961), quoted in Wanjoi (2020), raised the theory that a person learns to become anxious when there is a lack of money in an effort to explain how anxiety reducers alter conduct. An instructor in a secondary school who

does not get money promptly may experience anxiety and this might bring a repercussion on work output. Consequently the curriculum objectives and pupil performance are bound to suffer because effective communication might be hindered by the teacher's attitudes towards the situation.

According to Vroom (1964), there is strong evidence that performance rises as rewards for successful performance are supplied in greater amounts. The study by Nnabuike et al. (2016) on curriculum implementation and teacher problems in Nigeria provides evidence for this. According to the data, the majority of Nigerian teachers receive low pay. Even their meagre pay is irregular. When their promotions are due, nothing happens to them. There are instances where teachers' leave allowances are not paid. All of this causes them to lose focus on their actual role as teachers and instead turn their attention to ways to survive themselves at the expense of implementing the curriculum. According to Adebayo (2011), an employee's performance at work depends on two factors: his level of competence and his level of motivation to use that expertise. A teacher who is not happy in his profession may resort to extorting money from his students, exhibiting other abnormal behaviours such as arriving late to work, or even having an uncontrollably strong desire to leave the classroom.

d) Mental Health and the Secondary School Teacher

According to a Zhou (2023) study, 75% of Zimbabwean teachers experience stress-related problems, which is increasing the number of drunkenness and suicide cases. One of the most prevalent types of mental illness is stress. Before we examine the impact of mental health on the implementation of curricula, it is critical that we define mental health. As per the World Health Organisation fact sheet (2021), mental health encompasses a broad spectrum of disorders that impact mood, cognition, and conduct.

People who are exposed to unfavourable conditions such as poverty, violence, inequality, and danger are more likely to develop mental illness, according to a WHO fact sheet. According to Maslow (1964), self-actualization is the ultimate aim that every person should strive for in life. One experiences discomfort, discouragement, and dissatisfaction if these life goals are not achieved. According to Maslow and other psychologists, mental disease is typically the result of these feelings. A worker may feel stuck in a low-paying position but continue in it due to a lack of other options. Secondary school teachers may also want to advance in their careers, but until new policy frameworks are put in place, the current circumstances will make it impossible. According to Kornhauser (1965), referenced in Nnabuike (2016), poor self-esteem and the helplessness that come with much low-level employment are likely to have a negative impact on workers' mental health. Teachers are often low-paid members of the working class, and this has an impact on their mental health in most African nations, and Zimbabwe in particular. This essay will take a quick look at five of the many mental illnesses that might impact educators due to their line of work and the environments in which they work.

The first mental health condition is clinical depression, which is marked by a mood that is consistently low or a loss of interest in routine tasks that interferes with day-to-day functioning. Social distress is one of the factors contributing to clinical depression. Anxiety disorders are the second. This is marked by a strong sense of worry, anxiety, or fear that interferes with day-to-day activity. Third on the list is bipolar illness, which causes mood swings ranging from manic highs to depressed lows. The surroundings can contribute to bipolar disorder. Dementia is the fourth condition in the category that affects judgement and memory. The last condition is attention-deficit/hyperactivity disorder (ADHD), which causes problems at work and in school as well as low self-esteem and strained relationships. The majority of these illnesses are treatable with medication, talk therapy, psychotherapy, and counselling.

Arainet et al. (2014) claim that there is a direct link between mental health and well-being in terms of pay. They contend that a motivated workforce is a result of competitive pay, favourable working conditions, and other requirements for job satisfaction. Good working circumstances draw in future educators with talent. There is strong evidence that teachers' mental health is significantly impacted by their relative incomes, which in turn influences their career decisions and productivity.

III.METHODOLOGY

This study used an exploratory case study research approach. This approach was selected because it allowed for a thorough investigation of the teachers' perspectives on their involvement in curriculum creation and the problems preventing them from carrying out the curriculum in an efficient manner.

A. Participants

The study involved 45 participants in all, 40 of whom were teachers and 5 of whom were school heads. The Goromonzi District of Mashonaland East Province, Zimbabwe, schools were categorised into five groups using cluster sampling: boarding, rural, urban, mining, farm, and resettlement schools. Each cluster had one school removed, for a total of five participating schools. This made it possible for the researchers to produce data from various Zimbabwean educational situations. Nine qualified teachers were chosen at random from each school. The selection of school heads was done via convenience sampling. Being the head of a chosen school made the head automatically a participant. This was done to make it simple for teachers and students to enter the schools.

B. Data Collection

All respondents' data was gathered via semi-structured questionnaires, and the five heads were subsequently interviewed. Both the questionnaire and the interview guide were divided into two sections: section A contained the participants' demographic information, and section B allowed the participants to discuss any difficulties they were having as teachers implementing the updated curriculum, along with potential solutions. Through pilot testing the instruments with five teachers and one school head from the research sample, the questionnaire and interview technique were verified. The researcher completed the administration and retrieval of the surveys in three weeks. A week after the questionnaires were finished, the focus group discussion and interviews took place.

IV. FINDINGS

Four categories emerged from the researchers' and the independent decoder's data analysis. The four areas of focus are teacher compensation, teacher professional development, teacher involvement in curriculum development, and teacher mental health.

A. Teacher Professional Development

The nature of teachers and their ability to manage the implementation of curriculum improvements are key factors to take into account, the researchers discovered. Chinyani (2013) affirms that if an innovation is to be successfully implemented, the issue of teacher ability must be carefully considered right from the start. Additionally, it was discovered that Zimbabwe has what Gatawa (in Chinyani 2013) refers to as "a mixed-bag" of qualifications when it comes to the academic and professional backgrounds of its teachers. The disparities in qualifications were mirrored in the perspectives and capacities to carry out the curricular changes in an efficient manner. In conclusion, secondary educators were unprepared for the changes to the curriculum in 2014.

There are various ways to be prepared. Required knowledge for curriculum creation was the first type. One participant came to curriculum development with all the necessary intellectual and psychological preparation. This teacher studied curriculum studies for her master's degree. The 44 more educators who took part in the study have varying degrees of curriculum studies training from their respective educational experiences. These lacked the necessary academic preparation for the assignment. They possessed very little theoretical understanding in addition to very little curriculum development experience. For them to get ready for the shift, professional growth was necessary.

The government organised one-day workshops at the district, cluster, and school levels to increase understanding of the curriculum. The workshops were brief and did not address every issue raised by the teachers. The main flaw was that the central administrators brought what they believed was required to help the instructors perform effectively in the classroom, rather than making an attempt to find out what the teachers needed to be improved on. Among the topics that gained attention were mass displays and family and religious studies. The professors found it extremely difficult to introduce world religions in their optional university courses on family and religious studies.

The new curriculum required teachers to be facilitators rather than lecturers, but they were accustomed to the lecture style, thus they faced difficulties with the methodological adjustments as well. Even in cases where the teachers had purchased computers, it was discovered that they lacked sufficient information technology. They lacked the literacy to accept the shift.

A portion of the difficulties were brought about by inadequate information diffusion and distribution regarding the modifications. Instructors lacked knowledge on how to work with colleagues during implementation, adjust to the needs of innovation and how it would affect students and parents, and enhance the improvements. The results corroborate those of Mcbeath (1993, 1995, 1997), who found that when change occurs suddenly, teachers would struggle with both pedagogical and

structural reform at the same time as they deal with the uncertainty of shifting workplace environments and supervision schemes.

Teachers were also plagued by inertia, or the dread of change. The new concepts included in the curriculum made them reluctant to accept the change. These made their deficiencies and ignorance in some areas of their studies clear. They were forced to turn to the sections of the syllabus and curriculum that they find most comfortable. Instructors were reluctant to devote their limited pay and time to learning. Government-funded programmes for professional development were necessary.

B. Teacher Involvement in Curriculum Development

It was discovered that the Curriculum Development Unit (CDU), a component of the Curriculum Development and Technical Services (CDTS) branch of the Ministry of Primary and Secondary Education, is responsible for developing the curricula in Zimbabwean schools. Members of numerous topic panels and staff groups, including the Progressive Teachers Union of Zimbabwe (PTUZ), the Amalgamated Rural Teachers Association of Zimbabwe (ARTAZ), the Teachers Union of Zimbabwe (TUZ), and the Zimbabwe Teachers Association (ZIMTA), serve as representatives for teachers. Following a situational study to determine the requirements and interests of the country, a prototype curriculum is created. Following this phase, materials development is done and a blueprint is created. The curriculum informs the design of the textbooks for students, teachers' guides, and syllabuses.

The curriculum for the 2014 curriculum reform was developed using the aforementioned process. Teachers were merely the end users of the curriculum, not the driving force behind its creation. They received the curriculum blueprint as a completed document to be put into practice. At the district and cluster levels, a few workshops were conducted to get the instructors ready for the rollout. This was insufficient since teachers did not actively participate in those seminars where the use of coercion as a means of ensuring compliance.

The aforementioned pattern demonstrates how little teachers participate in curriculum decision-making. They do not feel obligated to see the programme through to completion because they are not on the panel that makes the decisions. It is simple to gain member buy-in, which is essential for any reform, when every member is in favour of it. Involving teachers in the decision-making process is the greatest method to guarantee member buy-in on curriculum concerns and improvements. This involves the instructors in the decision-making process, and their sense of ownership fuels the success of the curriculum. Teachers run the risk of participating in passive resistance, which can result in curriculum failure, as long as they do not feel that they are a part of the curriculum reform.

C. Teacher Remuneration

Teaching is generally a low-paying profession. Zimbabwe is no different. Teachers receive very little pay for performing basic daily tasks. Even if their job requires them to put in more time for research and lesson planning, they are not compensated for overtime. Additional educational qualifications are not recognised by the education system. Zimbabwe offers a diverse range of teacher qualifications, as previously mentioned. The requirements range from an education certificate to a master's degree in education. The fact that qualifications are not taken into account when determining compensation demotivates teachers. All teachers receive roughly the same income, regardless of their qualifications, experience, or position occupied.

Instructor compensation was brought up as a barrier to their successful implementation of curriculum modifications. They maintained that the teachers' lack of interest in their work is being caused by their pitiful pay. An additional educator proceeded to contrast their salary with that of other employees, stating that they are among the lowest paid public servants in the nation. The head of the urban school demonstrated the effects of inadequate pay for urban teachers who must travel to work every day. Teacher absenteeism has a big impact on implementation since teachers are not able to pay the bus fare, so they are not going to work every day. Inequitable compensation has also resulted in dehumanising practices such as classroom candy stores, after-hours instruction, and charging students for help with ongoing evaluation assignments.

D. Mental Illness

People who are exposed to poverty and unfavourable situations are more prone to experience mental health issues, as was covered in the literature study. Zimbabwean teachers now live in poverty as a result of their pay. The majority of their working conditions are miserable, marked by a lack of resources, a lack of opportunities for professional growth, and, worse still, coercion and threats of termination. We saw signs of mental disease in the teachers. Teachers spend much of their time earning money to supplement their modest wages and make a living, rather than concentrating on curriculum implementation, which is their

primary responsibility. The researchers saw a lot of negative energy in the teachers and heads during the focus groups and in-depth interviews. They detest the new curriculum, the system, constant assessment, and a host of other things; the list goes on and on. The level of hostility was startling and quite deep. Even worse, when asked for recommendations on how to proceed, they were at a loss for ideas. All of these characteristics suggest a mental sickness in educators.

The teachers' worry was another finding that shed light on mental health. If they expressed their opinions in public, they feared losing their jobs. They needed assurances from the researchers that their anonymity would be respected at all times. There was also fear in their compensation. The majority of participants were approaching retirement age and over 50. Their pay was insufficient to purchase land for construction. They were irritated by their lack of success. Additionally, this resulted in demeaning practices where teachers charged students for additional instruction and remediation.

V. RECOMMENDATIONS

The research proposed four recommendations to Ministry of Primary and Secondary Education (MoPSE):

- 1) Teachers from various educational contexts should be equally involved in all curriculum decision-making processes, and policy makers should actively work towards this goal. This will enable them to create a curriculum that both fulfils the demands of the community and gets students ready for the global village in which they will live and work.
- 2) It is imperative to thoroughly examine the professional development requirements of educators and allocate financial resources for sufficient and pertinent courses and events. Although there may be difficulties in providing the necessary funds, these can be overcome by allowing private companies to participate more freely at the national and local levels of education financing.
- 3) The government ought to give careful consideration to teachers' compensation, given their enormous responsibilities as curriculum implementers. Non-monetary rewards are also crucial in order to augment the inadequate pay of teachers. Teachers will devote their time and effort to the development and appropriate execution of the curriculum if they are offered incentives.
- 4) Psycho-social assistance for teachers is desperately needed at the school, district, provincial, and federal levels. Teachers will become unfit members of the workforce if they do not receive the necessary therapy for the many mental illnesses they are suffering from. Because the country entrusts children to the same people, this is quite risky.

In addition to the recommendations given to MoPSE two recommendations are proposed to the teachers:

- 1) Teachers need to improve their outlook on their jobs. They come to realise that change is not always a bad thing by accepting it. They must never lose sight of the benefits of their work, namely the opportunity to shape the country's future and its leaders.
- 2) While the problem of low pay is being addressed, educators can embrace Sternhouse's notion of the "teacher as a researcher" and become enthused about conducting research (1975).

VI. CONCLUSION

The study comes to the conclusion that while many factors can influence the establishment of a good curriculum, teacher issues are crucial since it is the teacher's obligation to completely implement the curriculum and make sure that its goals are met. Both a paradigm shift from the government and an attitude shift from teachers are required.

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