

**An assessment of teachers' implementation of the outcomes-based history curriculum in Malawi secondary schools: A case study of five secondary schools in Dowa District.**

By

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**STUDENT DECLARATION**

I declare that this research work is my own work with guidance of Professor B.G. Nkhoma who supervised the research. All quotes and sources used have been acknowledged by complete reference. This thesis is being submitted as partial fulfilment of the requirements for the award of the degree of Master of Education (Teacher Education) at Mzuzu University. It has not been submitted before for any degree or examination in any other University.

Name of student .....

Signature.....

Date .....

Name of supervisor .....

Signature .....

Date .....

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## **DEDICATION**

The work is dedicated to my Dad and Mum, Mr. and Mrs. Mchawa, My beloved sons Calvin, Clemence and Christian, together with my wife Tiyamike. You all endured hard times, financial hardships, the pain and my absence from home during the whole study period.

## **ABSTRACT**

Outcomes-based education (OBE) has been practiced in Malawi since 2007 for primary schools, and 2015 for secondary schools. The Ministry of Education outlined ten guidelines to the educators on how to implement OBE. These include; clarity of focus, design down and deliver up, expanded opportunity, high expectations, learner-centered, inclusiveness, integration of knowledge, authentic assessment, indigenous knowledge and continuous assessments. This study therefore, assessed the experience of history teachers in the implementation of OBE curriculum in secondary schools in Malawi. The study finding reveals that OBE curriculum was formally introduced to the schools and teachers through a cascading model of orientation were trained. Subsequently, teachers have been trying their level best to effectively implement the programme through practicing student centered approaches, use of teaching and learning resources, and adoption of continuous assessment practices. However, they face so many challenges which are negatively affecting the quality of education and performance of students. Although measures have been put in place to enhance the implementation of the programme, still more teacher factors pose serious challenges for teachers to effectively implement OBE curriculum. The study concludes that OBE initiative is a good development which just needs some enhancements for it to make a huge impact in the teaching and learning of history in secondary schools. The study recommends that government should ensure quality rather than quantity when training teachers, ensure provision of necessary resources towards implementation of new innovations in history education, and the deployment of teachers must be harmonious.

**KEY WORDS:** Curriculum, Implementation, Outcome-Based Education (OBE), Learner-centered methods, Continuous assessment, History

## **ABBREVIATIONS AND ACRONYMS**

CEED	Central Eastern Education Division
CA	Continuous Assessment
CAPS	National Curriculum and Assessment Policy Statement
CTT	Community Technical College
HOA	Head of Academics
HOD	Head of Department
MANEB	Malawi National Examinations Board
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NESP	National Education Sector Plan
NGOs	Non-Governmental Organisations
OBE	Outcome Based Education
OECD	Organisation for Economic Co-operation and Development
SADC	Southern African Development Community
SSCAR	Secondary School Curriculum Assessment Reform
TEVET	Technical Entrepreneurial and Vocational Education and Training
QAO	Quality Assurance Officer

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## **OPERATIONAL DEFINITIONS OF TERMS**

**Curriculum Implementation:** is the translating of the officially designed courses of study by the teachers into syllabuses, schemes of work and lessons to be delivered to students.

**Continuous Assessment:** an assessment that is conducted on a continuous basis throughout the learning experience which includes formative and summative assessment opportunities.

**Outcome-Based Education:** an education system in which emphasis is placed on clearly articulated ideas of what students are expected to know and achieve at the end of the learning period that include skills and knowledge.

**Resource heightening:** it involves all activities that enable securing new resources and additional resources for smooth operation of a programme.

## **CHAPTER 1: INTRODUCTION**

### **1.0 Chapter overview**

This chapter presents an introduction to this study on the assessment of how history teachers have been implementing an outcomes-based history curriculum in Malawi secondary schools. It is divided into five sections namely: introduction and background, statement of the problem, objectives of the study, significance of the study, and theoretical framework used for the study.

### **1.1 Introduction and background**

Outcomes-Based Education is a model that is a product of mastery learning and competence-based educational restructure which has been implemented worldwide. Malawi adopted an Outcomes-Based Education curriculum in 2007 starting with primary school in a bid to pursue a global agenda, borrowing it from South Africa (Chirwa & Naidoo, 2014). Malawi government has a vision of becoming a socio-economic, a developed and industrialized country through education, but the extent to which OBE is helping in achieving this goal needs to be examined (MoEST, 2013).

Malawi's present formal education system was born out of the work of the early missionaries, notably Robert Laws of the Free Church of Scotland, who in 1875 opened the first school at Cape Maclear (Galimoto, 2008). The school curriculum had an aim to enlighten the African natives by teaching them Christian values (Chirwa & Naidoo, 2014). Several missions were established later in different parts of the country, each one with its own education system based on their own

religious philosophies. The common emphasis of the curriculum for missionary education was reading, writing and arithmetic, and other missions placed emphasis on technical skills (Chirwa & Naidoo, 2014). At first, it was only primary school curriculum being offered, but change came when the first secondary school was opened in 1940 by the protestant mission in Blantyre. The secondary curriculum was based on the academic elite's system of the English Grammar school. Much of the learning was based on the British way of life not the local context. Teachers were Europeans and they aimed at enabling learners to pass exams only. Banda (1982) states that, history was one of the core subjects that was included for learning in secondary schools upon their establishment.

History subject during the colonial period was passive and did not promote the country's historical values, but the British imperial history through memorisation of facts from the lectures given by teachers (Kalinga, 1988). Dzikanyanga (2018) argues that great tradition has been the methodological approach for teaching history throughout the world long in the past. The great tradition is fact based and requires students to copy and memorise factual knowledge delivered by the teacher through text books and instructive lectures. This great tradition was followed by the alternative tradition which is an approach that promote historical literacy by requiring students to use their historical common-sense judgement. Through this approach, students are considered capable to develop their own understanding of the learning process according to (Dzikanyanga, 2018).

Since 2007, the country has been using an Outcomes-Based Education curriculum in primary schools which is in line with the alternative tradition which followed an objectives-based curriculum that was in line with the great tradition. Generally the Objectives-based curriculum has content-based view through what the teacher taught the learners (David & Li, 2006). David and Li (2006) further note that objectives-based curriculum is dominated by teacher centred pedagogies whereby the information is transmitted from the teacher to the learners through lectures and demonstrations. Such being the case learners are passive recipients of knowledge and rote learning is promoted. The objectives-based curriculum is exam oriented and the syllabus is always rigid and non-negotiable for teachers to use. The syllabus in regard to objectives-based education was divided into subjects and learning was bound into textbooks. Learning and motivation depends solely on the creativity and personality of the teacher.

Objectives-based curriculum had shortfalls that necessitated its change in Malawi (Chirwa & Naidoo, 2014). Ministry of Education (2006) highlights that, with an objectives-based curriculum the country created few job opportunities and that the education system which was in use did not prepare learners for self-employment. Furthermore, the curriculum was overloaded with many subjects and content overlapped among the subjects (Chirwa & Naidoo, 2014). The curriculum was also exam oriented whereby teacher centred methodologies took centre stage. The curriculum was rigidly structured whereby it neglected the development of soft skills required in the job market like communication, interpersonal, analytical and planning by laying emphasis on academic performance. It had also a basis of norm-reference criterion through which the achievements of learners were compared to others fostering a competitive mind set rather than assessing an individual what he/she is managing to do. Due to the deficiencies of the objectives-



based education curriculum, it was reformed and replaced with the Outcomes-Based Education curriculum.

In 2015, the Ministry of Education, Science and Technology implemented a Secondary School Curriculum Assessment Reform (SSCAR) to align it with primary school curriculum which was outcome-based. This would enable progression when learners move from primary level to secondary level of education. Ministry of Education Science and Technology (2015) also alludes that secondary school curriculum was reviewed to make it more responsive to the needs of the Malawian society which were not being addressed with the previous school curriculum type. Among the issues that attracted attention and were included in the curriculum are contemporary issues which includes; gender, information and communication, HIV and AIDS, climate change, environment conservation, rapid population growth, human rights, corruption, taxation and entrepreneurship. These became major issues upon attaining democracy to the citizens, hence the need to include them in the curriculum. In addition, the curriculum was reviewed to strengthen technical subjects to respond to the government's developmental goals and strategies through TEVET and Community Technical College (CTC) initiative (MIE, 2012). Further to that, the review took place to make teaching and learning become student-centered with paradigm shift from teacher-centered to learner centered, which promotes critical thinking (MoEST, 2015).

Another reason for which the review was conducted was to improve achievement of learning outcomes among secondary school students through assessment for learning rather than learning for assessment. Schools were having problems of having unqualified teachers in certain subjects and lacked teaching and learning resources, hence the review wanted to enable such schools to be

teaching those subjects with qualified teachers and those having enough teaching resources. The end result to this was the introduction of route system for subject selection. Finally, the curriculum was reviewed because it was due for review in accordance with the Malawi government policy on curriculum reforms and reviews whereby every four years it is supposed to be reviewed with an aim to respond to political, social and economic changes (MoEST, 2015). The idea was to make secondary school education to become student-centered as opposed to the earlier teacher-centered paradigm. It was believed that a learner-centered approach would promote critical thinking. Consequently, an Outcomes-Based Education (OBE) was introduced. The significance of the review programme and introduction of the OBE is that it advocates for academic behavioural change among the learners upon completion of each schooling level. It goes beyond to the achievement of objectives showcased by passing examinations, and what the learners are able to do after schooling in the real world setting.

The introduction of an Outcomes-Based Education Curriculum in 2007 in primary schools which was extended to secondary school in 2015, generated the demand for more comprehensive assessment systems that impact positively on learning achievement. Continuous assessment became the answer which is defined as an ongoing diagnostic and school-based process that uses a variety of assessment tools to measure learner performance (Kapambwe, 2010). The School-based Continuous Assessment is therefore based on the use of a variety of assessment procedures such as formative, which is an ongoing assessment and summative which is done at the end the programme through national examinations. The objectives of the continuous assessment programme are twofold: firstly, to promote the use of formative assessment so as to improve the quality of learning and teaching. Secondly, to establish a regular system of managing cumulative

pupils' performance marks for purposes of using them in combination with final examination marks for selection and certification (Kapambwe, 2010).

OBE also has an element of indigenous knowledge which involves infusing cultural elements into curricula or subject statements (Mawere, 2015). It acknowledges the rich history and heritage of a country as an important contributor to nurturing the values contained in the constitution. With indigenous knowledge in the curricula, learning can contribute more to the society if what is already known, done, said and experienced on a daily basis is incorporated into the school curriculum. Incorporating the children's real-life experiences can bolster and motivate the intellectual fortunes and interests of the learners so that they maximise their learning potential.

There are mixed reactions towards OBE innovation as shown from different studies conducted. Some people advocate for OBE while others are non-OBE advocates. In support of OBE, studies conducted by Brown (1988) and Sambs (1990) reveal that OBE improves student's attendance at school, increases the self-esteem among learners, and brings high performance of outcomes which yields better grades among students. On the contrary, Tower (1994) noted that OBE makes the teaching job more difficult and fosters student absenteeism which affects teaching negatively. In some cases, people fail to understand what OBE is all about and what to achieve as outcomes is another challenge as alluded to in the studies of (Berlach & Mc Naught, 2007; Lee, 2003; Vambe, 20005 & Vandeyar, 2005). This imply that there are challenges with OBE innovation, but beside these challenges, it is applicable and it can yield results if properly planned and executed. Furthermore, every innovation at one point in time is challenged by obstacles but what matters most is how to address the challenges for effective implementation.

So far, little has been done to assess how the history teachers have been implementing an outcome-based history curriculum from head teachers and heads of departments who also serve as teachers of various subjects and part of the supervision team. The aim of this study therefore, is to find out how the history teachers have been implementing an outcomes-based history curriculum and the effects this implementation is having on students. Such an assessment would guide on the curriculum possible intervention to mitigate or minimise the challenges facing the implementation of the curriculum to improve its implementation, and eventually improve the quality of secondary school history education.

## **1.2 Problem statement**

The outcomes-based education curriculum was instituted to match the education of the 21st century to deal with real-world problems, fostering creative thinking, inculcate entrepreneurial spirit and lifelong learning (Tan, 2003). Schmidt (2017) highlights that OBE has a lot of drawbacks and pitfalls which has necessitated for its abandonment in some countries like south Africa and Australia due to massive opposition although in some countries like Malaysia, India and Hong Kong, it has registered success stories. Six years since the outcomes-based education curriculum was rolled out in secondary schools in Malawi, the first MANEB exam of results for 2018/19 school year portrayed a poor performance in many subjects including history (MANEB, 2019). Half of the candidates who sat for MANEB exams failed giving 50% pass and failure rate and the results were the worst for the past 9 years since 2009 (Khamula, 2019). With the second writing of exams following OBE in 2019/20 school year the results of MANEB have drastically worsened with 60% failure rate from the previous year, a reduction with 10% (Gwede, 2021 & Mkandawire, 2021). This is the worst of the results for the past decade. National examinations pass rate can be

used as a reflection of acquiring learning outcomes (MoEST, 2019). The study sought to unearth challenges contributing to poor performance of students despite the claimed benefits of OBE to national development.

Maodza-Taruvunga & Cross (2009) argue that teachers cling to old and familiar teaching practices than paying lip services to new innovations. This is in line with (Andisen, 2015 & Sibande, 2014) who noted that despite advice and changes made in history education in Malawi, the great tradition still dominates, putting the alternative tradition in which OBE is aligned to hang unbalanced. These results challenge the much praised OBE objectives and assumptions. It remains unclear whether secondary school teachers' are effectively implementing OBE history curriculum to improve learning for better academic performance or not. It is for this reason that the researcher assessed how the history teachers have been implementing an outcomes-based curriculum in Malawi secondary schools.

### **1.3 Research objectives**

#### **1.3.1 Aim of the study**

The main aim of the study was to assess how History teachers are implementing the outcomes-based curriculum.

### **1.3.2 Specific objectives**

- Assess how History teachers were prepared to implement the OBE curriculum;
- Examine the experience of History teachers in the implementing the outcomes-based history curriculum;
- Explore the challenges history teachers experience when implementing the outcome-based education history curriculum;
- Assess the effects of outcome-based education curriculum on student learning and performance.

### **1.4 Significance of the study**

The findings from this study will help to understand how history teachers are implementing the outcomes-based history curriculum in Malawi secondary schools by acting as probe and reference material to enrich the already existing body of knowledge and fill the gap on curriculum change and implementation for other researchers and policy formulators. Furthermore, the study will unearth challenges history teachers experience in their course of implementation so that they get the necessary internal and external support. The study will also assist the researcher as a history teacher on how best history students can be assisted based on challenges the students experience in order to improve choice of history and marketability of the subject. In addition, the study will be a basis for curriculum policy decisions, feedback on continuous curriculum adjustments and other curriculum implementation processes to the nation. The study will also be an eye opener to the Government, donors, Non-Governmental Organizations and curriculum planners to find relevant innovations which are content and context relevance for effective implementation, rather

than copy and paste. The results will assist teachers so that to get the necessary support in the schools. Finding remedies on how to deal with the challenges teachers encounter when implementing the outcomes-based history curriculum in secondary schools can be utilised from the study.

### **1.5 Theoretical framework**

The study was guided by the curriculum implementation theory, a framework adapted from Rogan & Aldous (2005) which was developed by Rogan & Grayson (2003). It was developed for science subject's evaluation but has been used for Humanities evaluation to support developing countries like Malawi when implementing innovations. The theory is underpinned by three constructs which are profile of implementation, capacity to support innovation and support from outside. The first construct is the capacity to innovate or school capacity to support implementation. This construct has sub-constructs which influence it namely physical resources, teacher factors, learner factors and school ethos and management, but the study only utilised physical resources, learner factors and teacher factors.

This construct of capacity to innovate helped to understand and elaborate the school-based factors that foster and hinder the implementation of the outcomes-based history curriculum for this study. Schools are similar entities but are run differently from each other, hence the capacity to implement the same innovation can be different too. Physical factors imply the presence of textbooks, libraries and classrooms. Poor resources, unavailability of resources or inadequate resources affect effective implementation of an innovation. On teacher factors, it implies the qualification of teachers, their training mode, level of confidence, their background and one's commitment to teaching on how

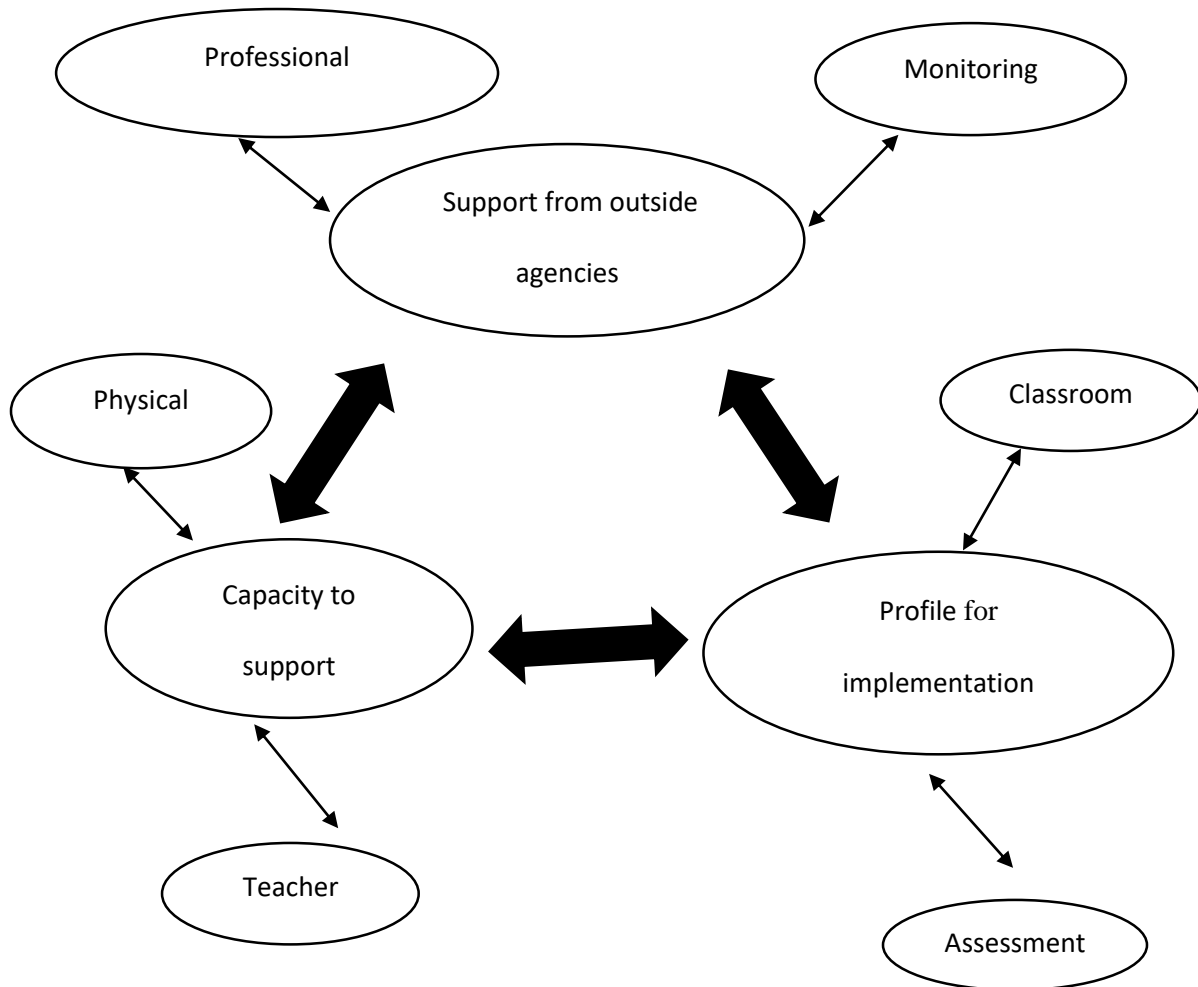
they affect the implementation of the outcomes-based history curriculum. On learner factors, the focus is on their background, ability and interest towards school.

The second construct is outside influence. This focused on two things, which are professional development and monitoring. It concerns how government departments, NGOs and other internal school-based units influence the implementation of an innovation. On professional development, the focus is on in-service trainings, CPDs and other seminars or trainings and how they have impacted teacher practices in the implementation of an outcome-based history curriculum. The monitoring issue concerns how the teachers are supervised and inspected by different education officials which include; Heads of Department, Head teachers or Deputy Head teacher and Division or Ministry officials.

The last construct is profile of implementation. This helped to analyse and express the extent to which ideas of implementation are being put into practice. This covers classroom interactions and assessment practices. On classroom interaction, the focus is on how the teachers teach, how they interact with students, the methodology they use and the materials they use when teaching. The assessment part looked at how assessment is conducted and the way the results are reported.



The diagram below is an illustration of the theory of curriculum implementation according to Rogan & Aldous (2005):



**Figure 1.1: Theoretical framework for curriculum implementation**

Source: Rogan and Aldous (2005)

The theory guided the researcher in assessing how History teachers were prepared for OBE implementation, explored the implementation process of OBE in history education and analysed the challenges associated with the implementation of OBE curriculum. The researcher was assisted by the theory to figure out respondents to consult for the study. On monitoring aspect, the theory enabled the researcher to figure out respondents like the Head teachers and Quality Assurance

Officer who are involved with supervision and inspection in the implementation process. Classroom interaction and teacher factors enabled the researcher to consult the history teachers and heads of department who are directly involved with classroom activities. Physical resources enabled the researcher to observe the availability of resources and how they promote and hinder the implementation of the curriculum. Further to guiding respondents, the theory also guided the development of data collection instruments. The theory also helped the researcher to have an in-depth understanding of certain aspects on the classroom practices as teachers were teaching.

Apart from curriculum implementation, another theory which supported the study is the Pedagogical Content Knowledge (PCK) theory by Shulman (1986). This has been used because Rogan and Aldous (2005) lacks a yardstick for assessing the construct of “ profile of implementation” which analyses the extent to which the principles of teaching a subject are implemented at classroom level. The theory of PCK provided an effective lens for analyzing teacher’s practices in the teaching of history at classroom level. It is a blend of content and pedagogy that focus on the subject matter topics and how best a teacher can present them to learners with diverse learning needs in a classroom. Pedagogical Content Knowledge comprise of content knowledge which is specific subject matter knowledge and topic specific knowledge which is actual content knowledge to be taught. Furthermore, it covers what is perceived difficult to teach or not. Secondly, PCK is about knowledge of students which encompass prior knowledge of students, their misconceptions, how they learn and adapt to teaching approaches. Thirdly, PCK looks at curricular knowledge which is knowledge contained in the curriculum with particular materials and programs which serve as tools for teachers’ guidance. Finally, pedagogy knowledge encompass knowledge of methodologies teachers have and can employ when teaching.

## **1.6 Layout of the study**

The thesis is composed of five chapters as follows:

**Chapter one** introduces the thesis by highlighting the introduction and background information of the study. Furthermore, it gives the statement of the problem, research objectives, significance of the study and finally, the theoretical framework guiding the study.

**Chapter two** reviews the literature on the introduction and preparation of teachers for OBE, implementation of OBE, challenges the implementation of OBE is facing, and the effects of OBE.

**Chapter three** describes the research methodology used in the study. It highlights the study design, study approach, procedure for data collection, data collection tools and data analysis procedure.

**Chapter four** presents the study findings and discussion of the results in line with the objectives of the study. The organization is based on the study findings in relation to the theoretical framework and previous scholarly work.

**Chapter five** is composed of the conclusion of the study. This is done by providing a summary of the study, conclusion and the recommendations made from the study.

## **1.7 Conclusion**

The chapter has presented the background to OBE worldwide and how it reached Malawi. Further it has presented the theoretical framework informing the study which curriculum implementation theory. The next chapter will present literature review of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0: Chapter overview**

This chapter reviews the literature related to the study. Since the study is about the implementation of the History OBE curriculum, the literature will review the concept of OBE including its background, studies on factors affecting the teaching of History, factors affecting the implementation of new curriculum in general and effects of OBE.

### **2.1: Background to OBE curriculum**

Nakkeeran (2018) highlights that OBE started in USA by Johnston in 1977 and it was perfected by William Spady in around 1980s. This is concurred by (Evans, 1992) who explains that Spady came up with the competency-based education and later he became part of the OBE movement. Their primary focus was to model the learners to do according to outcomes set so that the curriculum, instruction and assessment are organized accordingly. OBE is defined as an approach to education in which decisions about curricula are driven by outcomes which students must display at the end of the course (Nakkeeran et al., 2018). With an OBE curriculum, students are active through the use of student-centered instruction which measures student performance through the outcomes which in turn promotes critical thinking, reasoning, application and reflection of what they have learnt (Nakkeeran et al, 2018). Furthermore, learners are assessed on an ongoing basis on various aspects which include skills, communication, values, reasoning and knowledge acquisition. There is also an element of content integration in OBE and learning is relevant to real-life situations, hence learners take responsibility of their learning and feedback is what motivates the students (Villaluz, 2017).

There are three types of OBE namely; traditional, transitional and transformational states (Pradhan, 2021). The traditional OBE also named as conventional, which measures the mastery consequences in terms of curriculum content. The transitional OBE measures the scope and purpose by identifying and reflecting on higher order competencies as elucidated by (Williamson, 2000). Transformational OBE deals with a whole new system focusing on performance capabilities of learners and their ability to be functional and competent in diverse real life situations, states (Williamson, 2000). This implies how one can apply the knowledge, values, skills and attitudes in the society they live and function upon undergoing a course. The role of the teacher in outcomes-based education is that of the instructor, trainer, coach, facilitator and mentor, with the aim to let students achieve the stipulated outcomes as recommended by (Spady, 1994). Therefore, the OBE is a giant leap forward to improve the education of the 21st century whereby students are compelled to compete with their counter parts not on grades but on the achievement of skills, values, knowledge and attitudes (Spady, 1994). It is about measuring student performance at every step to track progress so as to maximise the learning of students through outcomes.

There are three premises which are the main pillars of OBE as stated by Spady (1994). The first one being that all children can learn and succeed, but not on the same day in the same way which imply that the rate of learning for students differ from one student to another, Hence, learning diversity must be appreciated by educators. The second premise is that successful learning promotes even more successful learning, which means if a good foundation for learning is laid, it can foster future successful learning. Schools control the conditions that directly affect successful learning is the third premise, which imply that if schools change and apply the required standards for learning they facilitate the success of learners to achieve learning outcomes.

OBE is guided by four principles namely; clarity of focus, expanded opportunity, high expectation and design down (Spady, 1994). With clarity of focus, this help educators to establish a clear picture of the learning they want students to exhibit in regard to the desired outcomes. Subsidiary to clarity of focus, is expanded opportunity which involves educators giving students more chance to learn not only once but also outside classroom learning time for them to master important things. High expectation deals with setting high level of standards as acceptable performance for students to achieve and it's the third principle. Finally, design down imply that educators must begin their curricula and instructional planning from where students will reach when achieving the learning outcomes.

Spady (1994) stipulates that OBE is a student-centered approach whereby outcomes are expressed in terms of a mixture of knowledge, skills, abilities, values, and attitudes which a student attains as a result of his/her engagement with a particular study area. Ensuring that all students are equipped with knowledge, competence and qualities needed to be successful after one exit from the school system is one of the purposes of OBE according to Spady (1994). Spady (1994) also acknowledges that OBE helps in structuring and operating schools so that the outcomes can be achieved and maximised for all students.

Its focus was to transfer information from the teacher to the learner and this hardly provided chance for students to develop new skills, attitudes and values which might be useful for building their future careers (Vyawahare, 2020). Different studies has noted that content based education had many setbacks which include; rigidly structured, neglects development of skills to learners, teacher centred pedagogies, lack of soft skills required on the job market, improper alignment between

objectives, activities and assessment and norm reference criterion for assessment and grading students in comparison with others (Evans, 1992; Du & Wang, 2019 and Winach, 2008). Evans (1992) allude that the content based education approach makes learners passive, promote rote learning, it is exam oriented, learning is bound into the textbooks, the teacher is responsible for students learning and motivation and grading students from best to worst was an important aspect. On the contrary OBE the grades don't decide the future of the student but it plays a role of encouraging, shaping and sharpening the student so that they gain knowledge and develop for future success (Vyawahare, 2020).

According to Chiziwa (2021), countries worldwide are engaged in educational reforms to respond to social, political, economic and technological issues. In Malawi, the government introduced the current curricula against the previous one on the ground that it failed to equip and prepare learners with knowledge and skills to deal with life challenges. This resulted to paradigm shift from objectives-based education to outcomes-based education. The OBE curriculum design was intended to address the societal and national needs, skills, aspirations, values, norms, interests and objectives through teaching and learning by being embedded into the curriculum (Chirwa & Naidoo, 2014). This objectives-based education was highly dependent on theoretical aspects of learning whereby it was more teacher centred. It repeats humdrum way of teaching-learning process that just focus on memorising skills of students rather than development of skill and attitudes as OBE does (Tai & Li.).

Wilson (1996) stipulates that OBE started in Australia in 1993 which led to rumblings of discontent from teachers and parents. Berlach & McNaught (2007) highlights that in Western Australia it started with a vocal media campaign by newspapers to make the people and all other involved

stakeholders aware about OBE. This was followed by a Ministerial announcement of curriculum change to the general public and involved stakeholders. Therefore, the awareness campaign to the people including the teachers who were the implementers of OBE was fully done. People knew exactly what the government was to do and the consequences this introduction would bring forth. Contrary to the expectation of the ministry, teachers showed negative views by voicing against the curriculum through the State School Teachers Union website (Berlach & McNaught, 2007). To show dissatisfaction, teachers asked secondary students to print media against the new curriculum. Numerous university professors also questioned the veracity of OBE as an adequate curriculum design worth to be introduced. To this extent, it can be noted that teachers, students and some lecturers were not happy or were doubtful of the results of OBE to their education system.

OBE in South Africa started in 1997 and was a borrowed idea from Australia, New Zealand, Canada and USA which was considered as pedagogical route out of the apartheid education (Schmidt, 2017; Chisholm, 2005). Therefore, some concepts were overlooked, omitted and even being altered to fit their context. Chisholm (2000) urges that, the introduction of OBE in South Africa was meant to address equality and social justice that were ill-addressed during the apartheid era. He further urges that OBE was hastily introduced in schools through ad hoc workshops which left the practicing teachers and principals insufficiently prepared. Therefore, the hasty introduction can imply that flexibility was a problem and decisions were hurriedly made, no wonder the ad hoc trainings which affected the implementers. By contrast, Warnich (2008) who assessed the understanding of secondary school history teachers' attitudes, beliefs and experiences towards outcome-based education in South Africa, showed that these teachers had positive attitudes



towards OBE approach before its implementation, and they exhibited willingness to incorporate it in the teaching and learning practices.

On the other hand (Chisholm, 2000) stipulates that OBE framework ultimately rests upon adequate prepared teachers, who are also motivated to teach and are well supported in their work. To this assumption, for effective introduction of an innovation in teaching, preparation plays a vital role whereby implementers are supposed to be fully equipped, stay motivated and be supported all the times. Chisholm (2000) further noted that practicing teachers and principals were only trained for few days and then returned to their schools to train their colleagues. This was the primary means of preparing the majority of teachers to the implementation of OBE.

This type of training model is termed as cascading (Hayes, 2000; Wedell, 2005; Chidaba & Mokhele, 2012 & Suzuki, 2011). The training involves the delivery of trainings in tiers or layers until it reaches the target group on the last tier. When training has been completed, the trainees qualify to be co-trainers in the next level of training, until all the required target groups get the training. Therefore, there is a possibility that through this training model, a lot of teachers get the training within the shortest period and it saves resources. Although the training model is cost beneficial to resources and that it is not time consuming, but scholars have identified some weakness in it (Wedell, 2005). Among the shortfalls of cascading model is that there is dilution of information and content, mostly when the tiers are many. Therefore, the more the tiers the more the dilution due to multiple modifications and different perceptions of the trainers towards the content. Furthermore, when the co-trainers are incompetent, they tend to mislead the participants whereby the effectiveness of the training can be compromised. On the other hand, the model is

more skill based and supports a transmission of information from fellow professionals with expertise in a specific field (Hayes, 2000).

## **2.2 Factors affecting the implementation of a new curriculum.**

Review and reform programmes for curricula in education sector are issues which educators cannot run away from. There are several reasons behind change of curricula. Curriculum may be outdated, periodical change schedule, or educators may be dissatisfied with the content in it and sometimes need may arise to incorporate new technology to match the changing world. Fullan (1991) and Whitaker (1993) argues that among the challenges that affect the implementation of a new curriculum include the following; lack of clarity of the goals of the curriculum by implementers, disposition of implementers towards a new curriculum, extra workload created by a new curriculum, quality and nature of implementers professional development, availability of human and material teaching and learning resources, social context of the school in which the curriculum is being implemented, implementers resistance to change, teachers' personal circumstances and learners' personal circumstances.

The other area that has received scholarly attention is the implementation of OBE curricula. For example, Pirzada & Gull (2019) investigated the implementation impact of outcomes-based education on teaching performance at higher level in Pakistan. The study findings reveal that young respondents in age inclined towards practical and action-oriented teaching compared to experienced teachers who showed resistance by sticking to old systems of teaching. The study revealed that to such circumstance age and experience of individual teachers can act as a determining factor towards effective implementation of a curriculum or vice versa. Further to the

findings, the study revealed that there is resistance to new teaching and learning approaches and strong resistance on conducting and practicing the assessment and measurement strategies under OBE. Such resistance to a new innovation cannot only be because the innovation is new but it can be attributed to so many factors like lack of motivation, workload, little remuneration and lack of job satisfaction.

Iringa & Bansig (2019) assessed the implementation of outcome-based education in graduate school level in the Philippines. The study findings show that the implementation was consistently rated very high. They assessed the teacher's delivery of instructional design, the learning activities and the conduct of assessment strategies. Behind the high rate of implementation which also hastened the implementation were these factors; administrative support, teacher's commitment, student acceptance of OBE, periodic feed-backing, class monitoring and teachers' adequate knowledge. Therefore, teacher factors play an important role towards effective implementation of OBE curriculum. The positive treatment and support teachers may be rendered during the implementation period can be a determiner to effective implementation whereas contrary to this, one can expect compromised implementation. Iringa & Bansig (2019) also noted that students play a role towards the effective implementation of OBE. The more positive the attitude of the students towards OBE, the more effective the implementation may, but if the attitude of the students is negative, it can also negatively affect the implementation status. Introduction of new curriculum requires students' acceptance as well as an appreciation of its relevance and meaning for its success.

The study by Alata (2019) in private junior high school portrayed that the classroom implementation of OBE for English was a mixed bag. Whereas in some areas, the implementation was effective, whereas in some areas it was not plausible and undesirable. Students' mastery of skills was questionable and students failed to demonstrate the intended outcomes, skills, values and attitudes. Furthermore, the study noted that the OBE preparation and introduction was tedious, challenging and laborious. There was limited time for training for teachers and lack of resources which negatively affected the implementation process. To some extent the results were negative whereby some teachers lacked knowledge, skills and understanding of how best to implement the new curriculum.

However, on a positive note, Alata (2019) highlighted that in some circumstances, teachers showed best classroom practices and provided clear learning standards by aligning, authentic and appropriate classroom activities. To achieve this, constant monitoring, full understanding of OBE by teachers and horizontal and vertical articulation of OBE were the influential dynamics. The results of such best teacher practices and high knowledge retention was good performance among students. Therefore, it can be noted that the implementation of OBE is not uniform but it varies from one school to another depending on the available decisive influences.

On a different note, Abejuhu (2016) investigated the implementation of continuous assessment (CA) practices in primary schools of Chagni city Ethiopia that adopted OBE. The study findings revealed that teachers use CA to identify prior learning background of learners. Furthermore, the study noted that assessment feedback system varied from one teacher to the other, and that the purpose for CA also varied from one teacher to the other. The purposes included identifying

learning difficulties, knowing learning interests and assigning marks to student learning achievements. The findings also revealed that teachers still use paper and pencil test as a continuous assessment tool whereby one domain is frequently tested ignoring affective and psychomotor domains. This showed that there are discrepancies between perceived CA practices, its purpose with what is on the actual ground. The CA practices lacked harmony and consistency, hence compromised its purpose. The study used quantitative approach in which an in-depth understanding of participants towards the phenomenon under study lacked. There is need for a qualitative approach to consolidate these findings.

### **2.3 Challenges associated with OBE implementation in Malawi in other subjects**

There is also literature on the challenges facing the implementation of OBE. For example, Sabola (2017) examined the implementation of school curriculum in Malawi with the view to identify the challenges faced and policy implications. The study investigated how the implementation of Malawi senior secondary school revised curriculum was managed by exploring underlying factors behind poor academic performance in social and developmental studies during national examinations. The study revealed that implementation of the curriculum faced a number of challenges which included; lack of teaching and learning resources, lack of trained teachers, lack of in-service training for practicing teachers and lack of adequate supervision and advisory support by educational officials mandated with that responsibility. Finally, the study noted that the revised senior secondary curriculum for social and developmental studies was ill-planned such that schools did not have adequate capacity to successfully implement the teaching of this subject. While this study looked at the outcome-based curriculum in social studies and challenges it is facing in secondary schools, the present study focused on history education.

Another study is that of Mhango (2008) which explored how primary schools' teachers in Malawi plan and implement social studies lessons for the preparation of active participatory citizens in a democratic society. The results revealed that social studies in primary school curriculum was effectively implemented. However, it faced some challenges whereby teachers displayed limited knowledge and understanding of the content of participatory learning as suggested in the curriculum documents of OBE. Although some used learner centered strategies but the majority used teacher centered methodologies. The teacher centered practices which dominate the classrooms, cause a lot of missed opportunities for student development of skills, critical thinking, problem solving and rational decision making. While this study focused on primary school social studies in which history is integrated, the present study looked at history in secondary schools in which history is a stand-alone subject.

Another study is that of Selemani (2018) which evaluated the preparation of geography teachers for the implementation of the reviewed Malawi secondary Geography curriculum. The study established that geography teachers were not fully and effectively prepared for the implementation of the new curriculum. Consequently, this has resulted to dominance use of teacher centered methods and ineffective use of continuous assessment practices. Finally, the study highlighted some challenges affecting the implementation of the reviewed geography curriculum which includes; inadequate training of teachers, poor understanding of the reviewed curriculum and inadequate resources for the implementation of the curriculum. The study was geography based on how the preparation and implementation was done while the current study was history based on how history teachers are implementing the OBE.

Studies done elsewhere also show a similarity in the problems facing the implementation of OBE. Donnelly (2007) for example, demonstrated how the adoption of OBE in Australia was conceptually flawed, difficult to implement and of substandard. The study findings further show that inadequate training of educators, lack of resources and too much paper work affected the implementation process of the curriculum which led to the dissatisfaction of educators and affected the implementation process. Gwennis (1993) also highlights that in USA, OBE faced the challenges of lack of research evidence in support of OBE that it is time consuming and it has onerous assessment practices. Hargreaves (2004) in his study in Canada argue that curriculum change faced a number of challenges due to lack of full consultations, poor design of the curriculum change, too much pressure to teachers, insufficient support to teachers and poor leadership.

Schmidt (2017) examined policy implication on an outcome-based learning and the implication of the borrowed curriculum to South African schools. The study reveals that the policy which South Africa brought up about OBE was an ambitious one and too symbolic by emulating the Western countries. Furthermore, government and policy makers solve policy issues theoretically in the political arena, not practical in the classroom. In addition, the study shows that outcome-based learning faced problems which included knowledge gap on OBE for teachers, large classroom sizes, inadequate resources, the educational goals were out of context. Finally, it noted that the policy of OBE was adopted for economic concerns instead of addressing the needs of the South African people. The study adopted one tool for generating data, hence the issue of reliability and subjectivity can be at stake.

Another study in South Africa was conducted to explore the challenges that affect curriculum implementation in high schools in Mount Fletcher district of Eastern Cape (Mandukwini, 2016). The study acknowledged that curriculum change took place in 1994 when a new democratic government failed to address the needs of the people. The study findings reveal that the implementation of the changed curriculum was challenging to teachers. The challenges included lack of resources, inadequate training and heavy workloads which negatively affected the implementation process. The results were corroborated by (Chirwa & Naidoo, 2014) who noted that Outcome based education curriculum in South Africa faced resistance from different stakeholders due to the fact that it was overdesigned, had no conceptual sequence and learning progression. This is in line with (Warnich, 2008) who revealed that upon its implementation, OBE faced various challenges. For example, teachers complained about increased work load through the laid principles, large class sizes, too much assessment in history subject, lack of in-service training programme and lack of access to and availability of learning and support materials to effectively implement OBE.

#### **2.4 Effectiveness of OBE in the teaching and learning of History**

Lastly, there has been academic attention to the effectiveness of OBE in improving learning among students. Akir, Eng and Malie (2012) assessed the impact of teaching and learning enhancement through outcome-based education structure and technology e-learning support. It was a quantitative study which used descriptive statistics and correlation analysis to produce the findings. The study reveals that OBE students score higher in terms of grades compared to non-OBE students. Furthermore, OBE students are more active to learning than non-OBE students. The assessment of entry and exit survey also shows that OBE students were far much better compared



to their counter parts. The study concluded that OBE supported by e-learning technology enhance academic performance compared to conventional teaching approach.

Similarly, Nakkeeran et al. (2018) in their study about the importance of OBE to advance educational equality and enhance global mobility found out that graduates who are produced through OBE are industrially relevant. With OBE, students practice self-learning with an aim of attaining full understanding of the content under study. There is increased student involvement and participation whereby learners take responsibility for their own learning. This prepares the students to industrial life. The study also noted that OBE promotes continuous quality improvement and direct coherent curriculum. They argued that OBE curriculum is flexible and allows teachers to apply different methodologies when teaching, and this improves student performance.

This literature shows that outcome-based education is being practiced in Malawi and other countries. Although challenges are there, but progress is there to some extent. However, it is clear from this literature review that most studies concentrated on other subjects rather than history, and the assessment of the effectiveness of OBE among history students was only done in primary schools where history is integrated with social studies (Mhango, 2008). Furthermore, there is literature on how teachers have been implementing an outcome-based curriculum in social and development studies and geography (Sabola, 2017) & (Selemani, 2018). This study therefore, assessed the experience of history teachers and learners in the implementation of outcome-based curriculum in Malawi secondary schools.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Chapter overview**

This chapter presents the methodology which the study employed. It focused on description of the research design and the paradigm, the study area, the study population and sample size. The chapter also explains how data was collected and analysed and the ethical considerations that were made in the study.

### **3.1 Research design**

Research design, according to O'Leary (2004), is described as a general framework or overall plan and structure of the research. Creswell (2012) explains that it serves as a guide to answer questions on what the research seeks to find, where to collect data and how the data is to be collected. Basically, this study used qualitative research design. Sidhu (2005) states that the purpose of qualitative research is to explore or describe experiences of participants. Qualitative research design is naturalistic in its approach that seek to understand a phenomenon in the natural context (Kumar, 2011). The qualitative research design was used because it allowed for an in depth and detailed study of selected phenomenon (Mason, 1996). In addition, it was used because the research problem concerns the behaviour, feelings, and thoughts and lived experience of the respondents (Carson, 2001; Holliday, 2002). This was achieved through a holistic understanding of how OBE history curriculum was introduced, evaluated the implementation status and challenges teachers encounter as they implement the curriculum. It further guided the data analysis process to achieve the study's objectives. Johnson and Christensen (2008) note that qualitative research design focus on individual researcher experiences, hence it is prone to subjectivity and

biases. This problem was resolved through multiple data collection methods which enabled the researcher to have multiple perception from which inferences were made.

### **3.2 Research approach**

The qualitative study approach was in form of a case study. According to Pilot and Beck (2008) case study is an in-depth investigation into a single entity or a small number of entities which include individual, family, institution, organisation or any social unit. Bryman (2001) asserts that the most common use of the term ‘case’ links it with a setting, such as an organisation. This view is supported by Creswell (1998) who emphasises that a case study is done within a bounded system in a given setting or context. Rashid, Rashid and Waseen (2019) highlights that a case study involves an in-depth exploration of intricate phenomena within a specific context through various data sources and it undertakes the exploration through a variety of lenses in order to reveal multiple facets. The qualitative study approach is a case of some selected Community Day Secondary Schools. The use of qualitative case study design in this study was justified as the study required an in-depth investigation and understanding of the role of history teachers, head teachers and heads of department towards the implementation of the outcome-based history curriculum as a phenomenon within a bounded system and in a given setting from the perspectives of insiders, was the ultimate option. The real-time phenomena was explored in its natural context.

### **3.3 Research paradigm**

Mertens (2005) defines a paradigm as an ideal or model or pattern for conducting research. It offers a pattern of beliefs and understanding from which the theories and practices for a research project

operates. Furthermore, Mertens (2005) asserts that there are three philosophical grounding of paradigm in research. The first one is positivism which asserts the belief in a single reality which can be measured and understood. As a result, this utilizes quantitative approaches. The second one is constructivism, which is predicted on the existence of numerous realities rather than a single reality or truth. This then uses qualitative approaches. The last one is emancipatory, also known as critical theory which believes that reality is continually interpreted and renegotiated. This approach uses both, qualitative and quantitative approaches. The research study adopted constructivism paradigm. The paradigm seeks to understand and interpret things in their natural settings. In this context, the study was able to appreciate how history teachers were introduced to OBE within the school setting and how they have been implementing an outcome-based history curriculum in secondary schools in Malawi.

Furthermore, through this paradigm, the study was able to assess the practices the teachers employ as they implement the curriculum. The interpretations were made in accordance to the practices of implementation if they are in line with what the outcome-based education curriculum stipulates. This paradigm was the most appropriate because it allowed interaction between the researcher and the participants. Secondly, the semi-structured interviews enabled multiple constructed realities which highlighted the lived experiences of the participants. This was due to the fact that no two +people perceive realities in the same way. Creswell, (2014) sheds light on this when he relates that constructivism captures the lives of participants in order to understand and interpret the meaning they attach to social issues. Thirdly, the values of the researcher were acknowledged, made explicit and adopted. Most importantly the study fully depended on the researcher to interpret the meaning of the results.

### **3.4 Research site**

The study was conducted in Central Eastern Education Division, Dowa cluster in Dowa district. The study selected five Community Day Secondary Schools, with one from urban setting, the other two from semi-urban and the last two from rural the setting. The district and cluster were sampled through simple random sampling whereby all the 5 districts in CEED and the 5 clusters in Dowa were written on a piece of paper giving them equal chance of being sampled. The researcher had the belief that the sites were suitable for the study because they all offered history as a learning subject. Furthermore, the candidature for history subject and the performance for history has been low in most community day secondary schools in comparison with other government secondary schools. Thus, according to CEED summary sheet for results for MSCE. These sites being under CEED and falling under the category of CDSS offering the OBE history curriculum, they were considered suitable for the study. The sites were also convenient to the researchers' current residential area, hence cost saving.

### **3.5 Study population and Sample size**

Wilson and Maclean (2011) define population as a group of interest to the researcher to be researched on. The population of interest for this study comprised of Head teachers, Heads of Departments for Humanities, History teachers and Quality Assurance Officer from the selected schools, and the Division office, respectively. Homogeneous purposive sampling was used to sample these respondents in order to target respondents with similar traits or membership to a subgroup who were appropriate for data collection (Creswell, 2013). The respondents provided rich information basing on their positions in relation to the topic under study. The head teachers

are instructional leaders and curriculum implementation supervisors who were included based on their positions in relation to education matters and the greater insight they have into school policies, supervision and internal support to teachers. They also provided the researcher with the required documents and information pertaining the implementation of outcome based secondary school history curriculum from their respective schools.

The HODs for humanities assisted to sample history teachers teaching Form 3 from the schools who shared their experiences with the researcher on how they have been implementing the outcome-based secondary school history curriculum and the challenges they encounter. The history teachers were the key respondents in the study. The Division Office assisted the researcher to sample one Quality Assurance Officer responsible for humanities subjects through snowball sampling. When a saturation point was reached in which no new data was coming from the respondents, the researcher stopped the investigation hence the sample size of 16 respondents.

### **3.6 Methods and Tools for Data collection**

Data for the study was collected through semi-structured interviews. Creswell (2014) states that interviews allow the researcher to explore complex issues and gather information that is not possible to get from short answers. These are questions to be answered orally by the participants as they interact with the researcher (Wallen et al. (2009). Interviews involved probes and prompts to gather information from the participants, which was audio recorded. Head teachers, history teachers, heads of departments and Quality Assurance Officer were flexible to express themselves on a one-to-one basis. The questions were aimed at finding out how OBE history curriculum was introduced to the schools and teachers. Further, it assessed the perceptions of the teachers towards

OBE. Finally, the researcher wanted to find out the mode of training teachers received in preparation for OBE implementation.

Secondly, the study used classroom observation. Through classroom observation, a check list was developed which guided and generated data on matters relevant to the topic under study in support of other data collection tools. This method helped the researcher to gather information as it occurred. The researcher observed some of the practices in history classroom and how the teacher and students were relating during the lesson. It checked the methods which teachers were using when teaching history, the participation of the learners, the use of teaching and learning resources in relation to the topic being taught. Furthermore, assessment strategies which teachers used while teaching were also taken into account. Documentary analysis was used to gather primary and secondary data sources. These sources interpret, examine, analyse, describe, infer or draw conclusions based on works of other people (Sidhu, 2004). Lesson plans, schemes of work and records of work and MANEB results were analysed for history in the schools sampled. Reports, minutes and memos from the Division office were also analysed in order to draw inferences on the introduction of OBE, summary sheet of results and dropout rate for students.

Before the actual research was done, the researcher conducted a pilot study. This was meant to check if the questions were clear and relevant to collect the intended data from respondents. The aim of pilot study which the researcher conducted in one of the CDSSs from Dowa cluster was to test adequacy of content, wording and phrasing of the questions, if they were clear to the respondents and to develop appropriate methods of administering the instruments in order to generate quality data as stipulated by (Dawson, 2002). The results from the pilot study showed

that some questions required changes and modification in order to collect the required information. This helped the study to generate the data required and it simplified the data analysis procedure.

After the data was collected, the researcher conducted a member check exercise. This is a bedrock of high qualitative research whereby the researcher went back to the respondents after data collection was completed, and transcription was done so that the respondents verify the accuracy and resonance to the information gathered from them as supported by Birt, Scott, Cavers & Campbell (2016). This study used member checking to verify with the respondents the accuracy and resonance of data collected. The results of member checking exercise showed that data transcribed by the researcher was the same with what the respondents intended to give out although in some cases, alterations were made to clarify certain facts and points. This helped to make their points clear and straight forward, which did not give problems to the researcher when organising the data for analysis.

### **3.7 Data analysis procedure**

Data management is the care and maintenance of data that is produced during the course of research cycle. It ensures that the research data is properly organised, described, preserved and shared (Creswell, 2014). Creswell further highlight that after data is created, it is then processed and analysed. The data was organized by categorising and classifying it to make it more usable. It was transcribed from the audio into word, where it was stored into file folders. It was arranged in a logical and orderly fashion so that anyone who needs access to it can easily find it. Later, coding was done, which led to the production of themes that have been used during analysis and interpretation.



This was part of data analysis, the process of making sense of data which involves consolidating, reducing, and interpreting what people have said and what researchers have seen and read (Merriam, 1998). In this case, the method of data analysis was thematic analysis. A thematic analysis was chosen as it was flexible, yet detailed and had analytic technique as advised by Creswell (2014). The data analysis process involved the following six steps: the first step was familiarisation. This involved getting to know the data collected by transcribing the audio. The second step was to read the data. This involved thorough reading of the data while taking initial notes and generally looking through with familiarity. The third step was coding all the data. The data was coded by highlighting sections or phrases or sentences and come up with shorthand labels or codes to describe the information. The fourth step was to generate themes from the codes. This involved identifying patterns among the codes and start coming up with themes. The fifth step was to advance how the description and the themes are presented in the qualitative narrative. This enabled the researcher to make sure that the themes are useful and accurate in the representation of data. Final step was data interpretation. This involved making sense of the research results in line with its themes.

### **3.8 Ethical consideration**

O'Leary (2004) states that researchers are unconditionally responsible for the integrity of the research process. This implies that issues of ethics must be considered in any research. Resnik (2011) defines ethics as norms for conduct that distinguish between acceptable and unacceptable behaviour. According to George and Jones (2012) ethics is concerned with the moral values or principles that guide behaviour and inform us whether actions are right or wrong. Creswell (2014) states that ethical considerations refer to the protection of the respondents or participants rights.

The issue of rights in research studies is very sensitive and needs to be treated courteously. The permission to conduct the study was sought from Mzuzu University, Central Eastern Education Division and a letter of informed consent from the participants be signed before the study begins which outline the rules and procedures of the study.

Later, when an informed consent was given, the participants were asked for consent for them to participate in the study. Participants were informed about the purpose of the study, why they have been chosen as participants, methods of data collection, and the use of data, duration of the study, all the procedures to be followed and what was expected of them. They were assured of their confidentiality and rights whereby their names would not appear. Participants were informed that participation was free and voluntary whereby at any moment they felt like withdrawing they could do so. Confidentiality and anonymity was another ethical issue which was considered. Wiles, Crow, Heath & Charles (2006) suggest that confidentiality and anonymity involves safeguarding the information obtained with privacy and without disclosing the names of participants during the course of research. This study used pseudonyms to participant names and for the schools which ensured confidentiality and anonymity.

### **3.9 Trustworthiness and credibility**

Trustworthiness is important in qualitative research. Creswell (2014) highlights that trustworthiness involves checking the accuracy of the findings by employing certain procedures. Credibility on the other hand is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent believable information drawn from the original participant's data. This was

achieved by triangulation. Triangulation involved the use of multiple and different data collection methods and instruments with an aim to reduce biasness, and cross examining the integrity of the respondents (Onwwuegbuzie & Leech, 2007). The interviews and document analysis crosschecked with classroom observation to enhance the quality and credibility of data from multiple sources and compared upon with real lived experiences. Through peer debriefing, the research consulted academic staff from the faculty and other experienced, impartial and qualified persons to assist in checking and analysing the work of the researcher so that proper guidance and assistance was rendered (Pitney & Parker, 2009).

### **3.10 Delimitations of the study**

Delimitations are set boundaries or limits of the study so that it is manageable (Mugenda & Mugenda, 2003). This study was only bounded to Dowa cluster, only 5 CDSSs were involved and 16 respondents took part. Because of the delimitations, the study results cannot be generalised but it can only depict insights on how teachers are implementing the OBE history curriculum in their various schools. The study also only targeted history teachers, head of department for humanities, head teachers and QAO for humanities who were purposively sampled due to their positions and relevant information on the phenomenon that was being assessed.

### **3.11 Limitations of the study**

Creswell (2014) suggest that limitations are part and parcel of each research study. This study had a number of limitations. Limitations affected the quality of data collected due to the fact that other respondent were unwilling to be supervised, citing that they were not ready and prepared, yet they

were booked in advance, but upon liaising with them, supervision was done. The other limitations were time due to geographical location of some schools, and financial resources because the study was self-sponsored. Finally, poor keeping of records limited the quality of data for the study due to the fact that some documents were missing in other schools due to lack of smooth handovers during postings.

## **CHAPTER FOUR: PRESENTATION, DISCUSSION AND ANALYSIS OF RESEARCH FINDINGS**

### **4.0 Chapter overview**

This chapter presents and discusses the findings of the study. The presentation of the results and their discussions has been done in relation to the objectives of the study. The objectives are as follows: assess how an outcome-based education curriculum was introduced; examine how history teachers have been implementing the outcome-based history curriculum; explore the challenges history teachers experience when implementing the outcome-based education history curriculum; and assess the effects of outcome-based education curriculum on student learning and performance. These objectives were converted to subheadings under which the chapter has been organised. In general, the results show that the OBE was well introduced and implemented in Dowa district. However, history teachers faced a number of challenges in the implementation of the curriculum. Despite the challenges, the OBE has tremendously improved student performance, participation and self-learning.

#### **4.1: Preparation of History Teachers for OBE implementation.**

The news about OBE curriculum for secondary school education came in form of a memo from the Ministry of Education to the Education Divisions which extended the memo to Cluster schools which informed various secondary school head teachers within the jurisdiction of the cluster. Further to that, the Secretary for Education Science and Technology issued a press statement on the rolling of the new curriculum in secondary schools starting from 7<sup>th</sup> September, 2015.

The secretary also assured secondary schools that they were to be given a minimum package of required teaching and learning resources within the first term. Secondary School Curriculum and Assessment Reform was launched on 6<sup>th</sup> April, 2015 at Chinsapo secondary school in Lilongwe by the Minister of Education.

*.....as a division we received a memo from the ministry which we extended to cluster schools so that cluster leaders should inform school head teachers in their cluster (061, June 8, 2022).*

Respondent 033 (April 25, 2022) explained that,

*...the cluster leader gave us a memo which we later informed the members of staff about the coming of OBE curriculum.*

The head teachers of the schools informed their staff members and students in various ways through caucus meetings and staff meetings for the former, while during assembly for the latter as explained by the history teachers. The memos explained that, Form 1 and 2 orientations for Trainer of Trainers were conducted on 31<sup>st</sup> August, 2015 to 4<sup>th</sup> September, 2015, while for senior section Form 3 and 4 was done from 3<sup>rd</sup> September, 2017 to 9<sup>th</sup> September, 2017.

*We were informed about OBE curriculum during a Monday caucus meeting before the assembly whereby students were also informed (011, April 21, 2022).*

On the other hand, Respondent 041 (April 28, 2022) narrated that the news about OBE curriculum introduction was communicated during the staff meeting. The school head teacher informed the members of staff about the intended curriculum change by government. The head teacher further explained that orientation was to start with those teaching the junior section, then those teaching senior section were to come later. On top of that he said that, selected members of staff were

supposed to attend the junior section orientation covering Form 1 and 2 based on departments and subject combinations. The Head of Department for Humanities in which history belongs also took an initiative by organising a departmental meeting to inform members about the new OBE curriculum to be introduced, and select some staff members to represent the departments in different subject combinations. In attendance of the departmental meetings were History, Geography, Social studies, Bible Knowledge and Life Skills teachers. Upon this breaking news about OBE curriculum change, history teachers had different reactions. When the history teachers were asked how they perceived the news about the introduction of OBE curriculum, mixed sentiments were echoed. Other history teachers were thrilled about OBE while others were throbbed with the news due to fear emanating from numerous rumours. Respondent 021 (April 22, 2022) had this to say;

*I was happy with the introduction of OBE because I heard that much work is done by the learners, hence the teaching burden was to be lessened.*

On the contrary, respondent 031(April 25, 2022) was of the view that the introduction of OBE would increase their workload due to numerous things teachers are supposed to be writing upon the implementation of OBE curriculum like: schemes of work, lesson plans, assessment records like portfolios, rubrics, progress reports etc. Respondent 051 (April 29, 2022) who once served as a primary school teacher before going for upgrading to become a secondary school history teacher, noted that nothing was new based on the experience she already had about OBE.

*I anticipate heavy workload and its demanding. The methodology OBE use and the wide history syllabus secondary schools have but all, in all teaching through OBE is exciting and commendable.*

The introduction of OBE in Malawi secondary schools is not far different from how OBE was introduced in Australia. Berlach & McNaught (2007) explicated that in Australia the introduction started with a vocal media campaign by media houses and Newspapers, followed by a Ministerial announcement, then memos to the schools. Therefore, the first step was to make the public, stakeholders and teachers to be aware of the upcoming curriculum change to avoid taking them by astonishment. Winarch (2008) on the other hand talked about the attitude of the teachers towards the introduction of OBE in South Africa. He noted that teachers showed positive attitudes towards OBE approach before its introduction, by exhibiting willingness to incorporate its practices in the teaching and learning practices although a different story came during the implementation stage. Similar sentiments are shared by (Berlach & McNaught, 2007) that in Afghanistan teachers portrayed affirmative attitude to OBE approach before its implementation which was contrary to its implementation.

When the communiqué about the introduction of OBE was communicated, it came a time for teachers to be rendered with trainings. The trainings were centrally planned and conducted from top to down. It all started with top officials who were solicited to become Trainer of Trainers deployed to various centers to conduct the training. In Central Eastern Education Division, three centers were chosen, being Chayamba secondary school, Dowa secondary school and Msalura secondary school. Secondary school teachers from Dowa and Ntchisi converged at Dowa secondary school whereby MIE, Ministry and Division Officials conducted the trainings to orient the head teachers and teachers based on cluster of subjects. History teachers were clustered with those teaching geography. When asked how the trainings were conducted to orient the teachers before OBE implementation, Respondent 061, (June 8, 2022) had this to say;



*The type of orientation that was offered followed a cascading model organised by MIE in conjunction with the Ministry of Education whereby you train at one level and that level trains another lower level.*

This was concurred by history teachers who explicated that they attended the training at Dowa secondary school conducted by Division officials in conjunction with the Ministry officials for about one week. They were clustered according to subject combinations based on the three departments whereby history was combined with geography. For instance, respondent 013, (April 21, 2022) had this to say;

*The orientation was in two phases, the first one at Dowa secondary school where the Ministry and Division officers oriented the attendees from different schools in Dowa and Ntchisi and the second one was a briefing of those who attended the first orientation to orient their counter parts at school level who did not attend the first orientation.*

Heyes (2000), Chidaba & Mokhele (2012) and Suzuki (2011) define cascading model as model that involves delivery of training through layers of trainers until it reaches the final target group. In Dowa, there were two sessions of trainings. The first one at Dowa secondary school for some participants selected by the schools based on departments and subjects. The other training was conducted at school level and those who attended the first training at Dowa became Trainers of Trainers. As a cascading model, the teachers were trained and oriented before the implementation of OBE curriculum. At school level, the trainer of trainers from the Humanities department representing history and geography who attended the orientation at Dowa secondary school briefed the other members of department teaching history and geography. Some respondent who participated as trainers of trainers had praises for the orientation who noted that the programme started with JCE, teachers then MSCE teachers. They further acknowledged that the teachers are

using the knowledge and skills gained during that orientation to implement the OBE curriculum and they imparted it to their counterparts.

On the other hand, some respondents admitted the presence of challenges which emerged due to the nature of the training. They say challenges cannot be overlooked mostly to the group that only attended the school tier orientation during the two sessions. Others attended both sessions the national sessions held at the Dowa secondary school on JCE and MSCE which was not good at all. This implied that certain group of teachers monopolised to become trainer of trainer without giving chance to their counter parts in the department. Among the 5 visited schools, 3 schools did not have a trainer of trainers who belonged to history subject, but geography trainers dominated. Such being the case, a lot of geography examples on schemes and lesson plan writing were being used compared to history in which the trainers were not much familiar with. To such a circumstance, geography teachers benefited more compared to history teachers.

*The training we had was marred by a lot of challenges like limited time, dominance by other teachers and resources because they were limited whereby our friends spent a lot of days on the same things yet we were only briefed for a single day and incentives were received at cluster while at school we had none 011, (April 21, 2022).*

Suffice to say that some teachers dominated the national orientation exercise which deprived their counter parts to have a chance of attending national level orientation and become trainers. In humanities department where history belongs to other teachers dominated to be Trainers of Trainers without giving chance to their counterparts as other departments did. Furthermore, time factor also remained a hiccup to history teachers due to the fact that a day was designed to those who attended for a school-based tier training while their counter parts spent a week on the same.

Suzuki (2011) stipulates that a cascading model is ideal to train a large number of people at once, it is quick and reduces the cost of training. The planners of the orientation must have used this mode of training to minimize the cost of trainings, to train a lot of people at once and to quickly catch up with time.

However, from what the respondents have said, a lot of challenges were encountered from this mode of orienting teachers towards the implementation of OBE. One of the disparities which is emerging from the respondents is time factor. It emerged that the time from which the training was conducted differed in terms of number of days from national level training to school level-based training which can negatively affect the teachers who are key implementers of the curriculum. Respondent 043 (April 25, 2022) complained that:

*The initial training was good and adequate but the other orientation at school level was done just a day which was not enough, incentives were little and lacked resources.*

It was reported that all the visited schools had one day training at school level, which in one way or another, can influence some challenges. National level training whereby those who trained their fellow teachers at school level attended the training for one week but at school level the whole work was squeezed just to a day. It is difficult for the trainer to squeeze and properly deliver content from one week session just to deliver it in one day. Suzuki (2011) puts to it that in a cascading model, if you are too far from the source, you risk to be soaked. If some teachers are not changing classroom practices but cling to old classroom practices, one of the factors contributing to such resistance can attributed to the type of training they received and being far from the source. Chidaba & Mokhele (2012) highlight that through cascading model, there can be dilution of

training content due to multiple modifications, misinterpretation of crucial information at lower levels and failure for other trainers to train others properly.

Another challenge to note was the issue of resources and incentives to the participants. It has been observed that those that attended the school level training, the incentives they received differed from school to school and the incentives were very minimal. This can imply that those trained at school level were demotivated with the incentives they received compared to their counterparts trained at national level. Motivation plays a role to how people can perceive things, hence in this case, incentives in one way or another affected the second tier orientation in which many history teachers received orientation.

Cascading model of training can also be noted to follow one way transmission which has a top-down structure (Suzuki, 2011). This is in line with the study of Chimwenje (1990) who found that curriculum planning and decision making process in Malawi is centralised or top down. This implies that it was too inflexible to respond to the needs of the targeted group to finally implement an innovation, like having more days than the initial one they had, and having experts in the team training them compared to their fellow teachers. Hayes (2000) suggest ways of making cascading model to be more effective which include experiential, diffusion of expertise and inclusion of stakeholders when planning the training materials which did not take place. According to Respondent 061(June 8, 2022) who is an expert said that:

*“...the trainings at school level lacked follow ups and expert trainers to monitor how those whom we trained as trainers at school level trained their counter parts”.*

If experts were not diffused to the ground to train and monitor the progress of the final level training, it means appropriate feedback and effectiveness cannot be tracked. Malopo and Pillay (2018) in their study on curriculum implementation in South Africa, a case of primary schools found out that inadequate training of educators, lack of resources and too much paper work affected the implementation process of the curriculum. This can also be alluded to outcome-based education curriculum implementation in Malawi where teachers complain of inadequate time for training and lack of resources which is negatively affecting the implementation process. Lesson observation confirmed that some History teacher's teaching was ineffective due to possibility that they did not benefit much from the cascade model of training. Some guidelines towards OBE were not followed implying limited knowledge towards such aspects like clarity of focus, design down, indigenous knowledge usage and learner centeredness approach although to some extent others tried.

#### **4.2: Implementation of OBE in secondary schools**

After the new OBE curriculum orientation was conducted to prepare the teachers, history teachers went into the implementation stage. This is in line with the second objective which was aimed at examining how history teachers have been implementing an outcome-based education curriculum in accordance with the guidelines. Through analysis of documentary sources, it was noted that history teachers have been doing a great job in the writing of the schemes of work. Schemes of work which were written before commencement of the term conformed to all types of OBE, namely traditional, transitional and transformational. Transitional elements of OBE were recognised through progression from lower order to the higher order competences presented in the schemes of work. All the five history teachers who participated in the study had schemes of work.

The schemes of work were written following the new prescribed format. The schemes of work showed the success criteria to be achieved upon completion of each topic, planned activities with action verbs together with possible methods and teaching and learning assessment resources to be used compared to the previous objective-based curriculum which only had work planned, suggested methods and suggested teaching and learning methods.

**HISTORY - FORM 3**

Year... 2020 - 2022  
 Term... 1  
 Scheme of Work  
 Number of Periods.....

WEEK AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACH LEARNING ASSESS. METHODS	TEACH LEARNING ASSESS. RESOURCES
2	Students must be able to	Unit 1: The 19 <sup>th</sup> & 20 <sup>th</sup> C Immigrants into central Africa	• ques • And • Ansur	tex res
7/10/22	• identify 19 <sup>th</sup> and early 20 <sup>th</sup> C immigration into central Africa	Core Element: relationships among the indiv, family & Society • drawing map of Southern Africa • locating where the Yao came from on the map	• role of • small • group s • discuss p • observ. s	
to	- the Yao	tracing the migratory routes of the Yao immigrants	• discuss • observ. s • observ. s • observ. s	
4/10/22	• trace the migratory routes of the Yao immigrants	• discussing the reasons for migration of the Yao	• discuss • observ. s • observ. s • observ. s	
3	Students must be able to	• discussing the reasons for the migration of the Yao	• discuss • observ. s • observ. s • observ. s	bravista ming
4/10/22	• explain the reasons for the migration of the Yao	• discussing the factors that influenced their settlement choices in Malawi	• discuss • observ. s • observ. s • observ. s	
to	• describe their socio political Organisation	• Mentioning groups of the Yao eg. Amasamings, Achisi etc • discussing the social	• discuss • observ. s • observ. s • observ. s	

Figure 4. 1: Excerpt from a scheme of work

The only challenge that was noted was the filling of the records of work whereby others sketchily filled the records of work without showing how many and to what extent are the learners able to exhibit the success criteria. The teachers followed the old traditional way of filling the schemes of work rather than the current one. When asked why the records were sketchy, respondent 021 (April 22, 2022) explained that;

*“Most of the times we just forget to update the records of work on the work we have covered in time due to workload, and we have back to back classes then in the afternoon we are preoccupied with Open classes then we knock off. Hence, we just fill to fulfil the work.*

This implies that some history teachers are resistant to change and do not understand the importance of filling the records of work when they have finished teaching. Filling the records of work helps to demonstrate accountability to one’s employer that you are working. Further to that, filling the records of work helps to evaluate and determine quality and quantity of work covered. Finally, filling the records of work helps the teacher to be updated with suggestions and reviews based on the success and weakness of the work covered. This act of sketchy filling of the records of work can likely affect teaching and learning, which in return can negatively affect the implementation of OBE curriculum because quality and quantity can be compromised. Further to that, it does not give the true reflection of the classroom situation at hand. This is also against policy in the Ministry of Education (MoG, 2016)

When the term begins, teachers are supposed to write lesson plans which act as a guide when one is teaching. The OBE lesson plan differs from the Objectives-based one in sense that it contains success criteria’s, teacher activities and learner activities, while the latter had objectives without

specifying what learners will do. The lesson plans were detailed showing teacher activities and student activities on each and every step. Furthermore, the lesson plans incorporated indigenous knowledge to the learning aspects by giving indigenous examples where necessary and student centric approaches were used. The lesson plans were also written in a manner that OBE premises were captured. One such premise that was captured was the one that talk about children learn and succeed not only on the same day or manner hence appreciation of learning approaches were incorporated in the lesson plans.

Out of the 5 respondents who were observed during lesson delivery, two had a lesson plans, while one had lesson notes while the remaining one used text books. The ones who had a lesson plan were full of praise that a lesson plan acts as a guide when teaching so that important points should not be missed, it notifies them when to use teaching resources and directs them which method to use for each particular concept. On the other hand, those who did not have the lesson complained about too much paper work and even if they write the lesson plan, the teachers do not use it.

*“Whatever we write on the lesson plan is already found in the book, it’s good to use the book rather than copying and pasting the same things which you are not going to use again”, 051 (April 28, 2022).*

Similarly, 011(April 21, 2022) shared the same sentiments by citing the fact that a lesson plan just increases the work load of teachers who know already their work. This implies that some teachers do not understand the importance of using a lesson plan when teaching which can negatively affect logical sequencing of learning points, use of various teaching methods and guidance towards appropriate use of resources which translate to the acquisition of skills and knowledge among the learners. Contrary to the other counterparts without lesson plans, the teachers with well detailed



lesson plans presented their lessons with logic, there was active participation from both the teacher and learners, and proper usage of teaching and learning resources. This is in line with the study of Nesari & Heidari (2014) which argues that a lesson plan enables a teacher to manage time, effort, methods and resources in the course of planning and teaching. Further to that, it allows a teacher to explore more about multiple aspects of pedagogical content knowledge whereby one thinks deeply about the subject matter.

Although developing a lesson plan can be difficult, tiresome and requires energy, effort and time, but it is worth mentioning that it reduces monotony and redundancy whereby teachers build and gain confidence as they teach with a lesson plan. The study of Coppola et al. (2004) regards a lesson plan as a main foundation of educational structure which is core and a tool towards the promotion of educational quality. Teachers ought to prepare well for the lessons for effective teaching and learning.

After writing the lesson plans or lesson notes, teachers are supposed to deliver it in class. Classroom delivery is done following different methodological approaches. The study established that history teachers are trying their level best to use learner centered methods which included; discussions, group work, questions and answer, role play, pair work, brainstorming, think pair and share, debate and futures wheel. Participant 031 whose lesson was about “Christianity in Malawi” whereby the success criteria was to describe challenges the missionaries faced in Malawi. He introduced the lesson from known to unknown and at the same time clarity of focus was shared to the students on which outcomes they were to achieve at the end. He used some questions and later group work followed to discuss the possible challenges missionaries encountered in Malawi.

Group leaders had to report to the whole class and questions were welcome from other members seeking clarification on a certain point. At the end he consolidated the challenges to the learners with some illustrations from a chart. To conclude a role play was used on some of the challenges missionaries faced in Malawi.

On top of that, the study also noted that clarity of focus whereby some teachers shared expected outcomes at the beginning of the lesson to the students. Flexibility during teaching and learning and use of indigenous knowledge were noticed during lesson deliveries. These OBE learner centered methods are helping to aid participation among the learners towards learning whereby they are not passive recipients of knowledge and skills but rather they own the learning. Teachers were able to clarify to the students what is expected of them when the lesson is complete. Flexibility was acknowledged whereby the teachers were able to adjust according to the strength and weakness of individual students so that each one learns at their own pace. Teachers on the other hand played the coaching and facilitation role towards learning. For example, Respondent 061 (June 8, 2022) noted that there is great improvement among the history teachers in the use participatory methods when teaching.

*When we inspect history teachers, we note that they use learner centered methods and rarely use teacher centered methods as before. We notice the use of group work, discussions, role play and questions and answers.*

The history teachers were exultant through the use of learner centered pedagogies due to the fact that, they enable student participation to be high and students own the learning process. Although history teachers use learner centered methods, they encounter some challenges. When asked during post lesson interviews, some of the challenges in using teacher centered methods, they cited the

caliber of CDSS students and the nature of the subject. Respondent 052 (April 28, 2022) narrated that:

*“The caliber of CDSS students we receive with participatory method we just waste a lot of time because the task you give and the results upon their discussions is always contrary. Further to that, the nature of the subject requires one to explain a lot to the students than allowing the students to share their own ideas like in other subjects which affects our teaching”.*

Similarly, this was also noted by respondent 031 (April 25, 2022) who explained that:

*“In most cases when we teach with these methods, they consume a lot of time which puts us on an awkward position to complete the syllabus and with a big class, reporting becomes a problem.*

While others use the learner centered approach, some were observed to still use the teacher centered approaches. This is contrary to OBE requirement which advocate for participatory approach in which learners must actively take part and contribute towards teaching and learning, rather than being passive recipients of information and knowledge. Through participatory methods, learners are also encouraged to share information as they learn from each other while solving other common problems. The one that used teacher centered methods used explanations, lecturing and demonstration. When asked why opting for such methods, he had this to say;

*The nature of the subject, nature of students, wide syllabus and lack of books limit us to use learner centered methods, hence we opt for these ones (021, April 22, 2022).*

A History teacher narrated that the nature of history subject limits some participatory methods whereby teachers are supposed to explain the facts to students for them to understand.

Furthermore, the syllabus for History for senior section is very wide which requires enough time for one to complete. Using participatory methods consumes a lot of time. Hence, we fail to finish the syllabus, that's why we opt for some teacher centered methods which fasten our work and coverage.

This is contrary to another participant who used a lesson plan properly and incorporated student centered methods during the lesson delivery. The only notable and observable issue was the students to come up with tangible answer in English with proper grammar was a problem. Further to that discussions took a lot of time which limited the teacher to consolidate the problems missionaries encountered in Malawi.

CLASS: Form 3 DATE: 25-04-2022  
 SUBJECT: History TIME: 8:50 - 9:30  
 TOPIC: The Missionary Factor in Malawi: Christianity  
 SUCCESS CRITERIA: Students must be able to:  
 • Explain the problems encountered by early missionaries  
 TEACHING AND LEARNING RESOURCES  
 Text Books, Charts, Maps.

TEACHER'S ACTIVITIES	LEARNERS ACTIVITIES
<u>INTRODUCTION</u>	
ASIC learners to mention problems they encounter when they visit a new place.	Sharing to the class some problems they encountered when they visited a new place
<u>DEVELOPMENTAL STEPS</u>	
<u>STEP 1</u>	
ASIC students in groups to discuss problems faced by missionaries using text books	IN GROUPS discussing the problems encountered by missionaries in Malawi
<u>STEP 2</u>	
ASIC GROUP leaders to present their work from their charts.	Reporting the problems by group leaders from their charts
<u>STEP 3</u>	
Let the students role play	Role playing some challenges

Figure 4. 2: Excerpt from a lesson plan

The study also established that history teachers use teaching and learning resources when teaching. Among the resources which the history teachers use included; charts, maps, books and resource persons. Among the evidence being the lesson plan which included some of the resources during lesson presentation. It was observed that three teachers just used history books when teaching without any other teaching aid. When asked why they teach without teaching resources, Respondent 051, (April 28, 2022) had this to say:

*The nature of the topic limits on what resources to use in the lesson to avoid using irrelevant resources for the sake of just using the resources, that's why we only use the books together with the students.*

This imply that teachers lack creativity and deep understanding of the subject matter in order to devise relevant methods and teaching and learning resource to match the topic under study. The findings of this study are consistent with the study findings of Adrian et al (2008) which revealed that teachers displayed limited preparedness with lesson plans, knowledge and understanding of the content of participatory learning as suggested in the curriculum documents of OBE. This in turn influence teacher centered methodologies dominance in the classrooms with little teaching and learning resources. Further to the findings, the study established that teacher centered practices which some teachers use in the classrooms cause a lot of missed opportunities for student development of skills, critical thinking, problem solving and rational decision making. If the same trend is being practiced by the history teachers teaching the OBE history curriculum, the effects may also apply.

One construct in the theory of curriculum implementation by Rogan and Aldous (2005) is profile of implementation which focus on classroom practices in terms of methodologies, learner

interaction and participation in the lesson and resource usage during the lesson. This implies that use of teacher centered methods diminish what OBE stipulates, that learner centered methods must take center stage. If teachers prepare lesson plans automatically, they consider the methodology to use for each learning area and the resources required. But to those who fail to prepare well for the lesson, it can be concluded that they rarely use teaching and learning resources which can negatively affect teaching and learning. The research sub-objective on how history teachers understand the OBE curriculum links well with Rogan and Grayson's curriculum implementation theory on the construct of capacity to support innovation. The focus from this construct is based on teacher factors on how they can support and hinder the implementation of an innovation which in this case imply to the reviewed OBE history curriculum. It is stipulated that teachers must be knowledgeable and well acquainted of the innovation they are implementing or else the innovation cannot be effectively implemented. Gross (1971), states that the implementer of an innovation who in this case is the teacher should be aware of changes in the curriculum. When the teacher is not aware of the changes in the curriculum then he/ she cannot implement it well. In view of this the teachers ought to know fully what OBE is, its principles, benefits, challenges and the guiding philosophies behind it.

After looking at classroom teaching through the use of methods and resources another aspect observed was continuous assessment. When teaching has been done learners are supposed to be assessed. OBE curriculum requires teachers to assess students progressively through various ways and means. OBE assessment is twofold, formative and summative. Formative assessment practices are conducted in the sense that they help to identify the level of learning for an individual learner so that they can get necessary support. The study found that continuous assessment is conducted

in form of questions and answer during lesson delivery. Further to that, written, oral exercises and weekend texts in form of paper and pencil, are also given to the students although no proper recordings were observed. In line with OBE assessment tools which are prescribed, the study noted that scoring rubric, observation checklist, portfolio and peer assessments were not observed. These are paramount tools when one is using OBE curriculum in order to track progress among students.

Summative assessment remains a problem whereby OBE requires merging of formative grades for a student to summative grades in order to have a final grade based on these two assessments. Only MANEB exams are used constitute to the final grade of the student contrary to OBE requirements disregarding formative continuous assessments. One respondent was of the view that, although progress report for formative assessment grades are produced for the work they cover, but they are rendered useless for summative purposes. He was of the view that for every work covered he always assesses students and keeps the questions from which he selects some questions when formulating summative assessment items. Respondent 041, (April 27, 2022) had this to say;

*For every topic covered the students are assessed and the questions are kept for selection for end of term examinations although beyond this, the results are useless for they do not count during summative assessment by MANEB.*

Further, another History teacher explained that the some assessment tools like the scoring rubric and observation checklist are demanding, hence with the number of students they have in their school due to double shift, it requires a lot of work. The other teachers cited limited knowledge on how best they can construct such assessment tools. The history teachers highlighted that the limited time they had during orientation failed to capture all important aspects of OBE curriculum, hence other components were hurriedly covered.

Kapambwe (2010) in his study about the implementation of continuous assessment in outcome-based education in Zambia noted that assessment should be used to support and inform the teaching process. This can be achieved by identifying the pupils' areas of weaknesses and strengths so that appropriate remedial interventions could be made. Furthermore, he alluded that assessment should not only be norm-referenced by comparing one pupil's performance to the other but it should also be meaningful by being criterion-referenced. This implies that CA should be used as a tool of assisting students to attain the intended outcome and at the same time there is no need to compare the performance of the students because the way students learn can be different. The study findings reveal that CA practices by the history teachers is done but a lot must be done to make it meaningful with OBE. On the other hand, summative assessment is practiced through end of term examinations with proper records at the end of each term. Examination classes which are Form two and four they sit for MANEB exams but the only challenge is that a solution has not yet been found how best MANEB can incorporate formative assessment results with summative assessment results to determine the final grade of the student as stipulated by the guidelines of OBE.

#### **4.3: Challenges affecting the implementation of History as an OBE curriculum.**

Despite the efforts and hard work History teachers are deploying in the implementation of OBE curriculum in secondary schools, but still more they face some challenges. The study results show that the implementation of OBE history curriculum is facing so many challenges. The challenges among some are; resistance to change, lack of resources, heavy teacher work load, instability, caretaker teaching and lack of professional development. The reasons behind these challenges emanate from lack of funds from Government and schools to buy appropriate resources, looseness of controlling officers who post teachers, shortage of teachers at school level and lack of external



support. These challenges in one way or another affect performance of students during national examinations and teaching and learning.

#### **4.3.1 Teacher factors**

One of the challenges affecting the implementation of OBE history curriculum in Dowa district is resistance to change by history teachers. The study established that some history teachers to accommodate changes is a problem to them. It was spotted that some history teachers are still clinging to teacher centered approaches rather than student centered approaches. The filling of records of work in the schemes also portrayed some shortfalls. Some history teachers are still following the old tradition method by only showing the work covered without giving the extent and degree of mastery of the intended outcomes by the students. Another aspect of resistance is shown to internal supervision. Some history teachers do not like to be supervised due to the fear that their colleagues can know their weaknesses. Another challenge affecting the implementation OBE history curriculum is that of inadequate teachers. As we all are aware teachers are the key implementers of the curriculum affecting the implementation process.

The problem of inadequate teachers affects teaching load of the few remaining teachers. As noted in **Table 4.1**, the number of history teachers is inadequate compared to the number of classes and students in some schools. Furthermore, Form one and two enrollments are high because history is compulsory, but in Form three and form it is small because it is an elective subject.

**Table 4. 1: History teachers and number of students per class**

Schools	History teachers	Qualified history teachers	Form one history students	Form two history students	Form three history students	Form four history students.
01	2	1	65	72	22	20
02	1	0	38	30	18	12
03	4	2	180	165	60	45
04	1	0	40	31	7	10
05	2	1	88	74	25	36

Respondents complained that their work load pertaining to the subjects they teach inclusive history is too much. They said they do not only teach history alone, but even other subjects in other departments due to shortage of teachers. In other schools, the number of history teachers does not much with the number of classes and learners. For example, one history teacher said that;

*The number of history teachers is not enough at this school. We are only two but assisted by some caretaker teachers, yet we have a double shift which is very difficult for an individual to handle the subject properly due tiredness, even if you know the subject matter well, but you just teach to fulfil your period (031, May 25, 2022).*

This implies that a double shift school has eight classes for one shift while the other shift also has. Four teachers to teach the 16 history classes on top of other subjects allocated to them can indeed be tiresome and hectic. The classes which are taught first are the ones which can benefit while the teachers are still fresh compared to the classes which are taught later when the teachers are tired. This indeed can compromise quality of teaching and learning, hence affecting student performance.

One of the reasons for inadequate history teachers is frequent postings of teachers to other schools. Teachers are required to be posted to where their services are needed most. However, this to some

extent affects other schools where they do not have history teachers who took part in the history curriculum orientation exercise. Sometimes a teacher can be posted away from a school without a replacement mostly when the school is in the remote area.

Respondent 043 (April 28, 2022) explained that:

*As a department we are not stable, we don't have enough teachers special for certain subjects like history due to postings. Those who were trained for history curriculum orientation are all gone and we only force caretaker teachers to teach some subjects.*

Respondent 033 (April 22, 2022) shared similar sentiments that:

*Postings have ruined our department whereby we are lacking teachers for certain subjects because teachers can be posted away without replacement , mostly when the school is in a rural area some teachers go to negotiate not to come hence we are suffering.*

Postings indeed can negatively affect rural schools compared to urban schools in terms of the number of teachers. Schools which are in the urban and along the road can have enough and even surplus teachers while other schools hardly have none specialised in history. This can affect quality and relevance in the teaching profession in which some schools can be performers while others not. Related to the above is the lack of adequate specialised history teachers. As a result, there has been a proliferation of caretaker teachers while waiting for government to post history teachers in the schools. The study findings show that in some schools, history is being taught by teachers who are not meant to teach history due to the fact that they majored and minored in other subjects rather than history.

**Table 4. 2: Showing number of qualified and unqualified history teachers**

School	history teachers	Qualified history teachers	unqualified history teachers
01	2	1	1
02	1	0	1
03	2	1	1
04	1	0	1
05	2	1	1

As portrayed in the above table, history teachers on each school ranged from 1 or 2. One of the schools is having two history teachers yet it is a double shift school while the other schools had one history teacher or even no history teacher but only having a care taker for the subject.

*The number of history teachers is not enough at this school, we are only two but we have a double shift, which is very difficult for an individual to handle the subject properly due tiredness, even if you know the subject matter well, but you just teach to fulfil your period (031, May 25, 2022).*

Similarly, respondent 041 (April 28, 2022) narrated that:

*I am only a caretaker history teacher, here and I did not study history but I teach Form 1 up to Form 4 history which is so tiresome and hectic. Sometimes I am challenged by a topic but because am a teacher I just try my level best to do what I can manage.*

Further to that, postings emerged as one factor that has contributed to the two schools out of the five schools to have caretaker teachers teaching history.

Respondent 041 (April 28, 2022) narrated that:

*I am only a caretaker history teacher here because a history teacher was posted away. I did not study history at college but I teach Form 1 up to Form 4 History which is so tiresome and hectic. Sometimes am challenged by a topic but because am a teacher, I just try my level best to do what I can manage.*

However, it is good that caretakers are teaching the subject instead of letting the subject die a natural death because there is no teacher specialising in history education although this can bring the prevailing negative consequences. Yet a caretaker teacher cannot handle the subject the way a specialist of history education teacher can do. These findings corroborate with one of the constructs in the curriculum implementation theory (Rogan & Aldous, 2005). In particular, this refers to the capacity to support an innovation which also has a sub construct of teacher factors. Teacher factors in this study imply the knowledge of subject matter by the teacher, the workload of the teacher and movement of teachers from one duty station to another can either hinder or promote effective implementation of the curriculum. If teachers lack subject matter due to the fact that they did not major or minor in the subject they teach, this can negatively affect the delivery of the lesson. Further to that, if the workload of the teacher is too much it can also negatively affect effective teaching. Teachers indeed are supposed to be posted, but replacement should always be a priority not that posting without any replacement which can negatively affect the subject which the teacher was teaching.

The other challenge is lack of professional development among history teachers. Effective implementation of the revised curriculum can solemnly depend on a number of factors, but among them, is the key implementer who is the teacher. Teachers undergo various initial trainings for

them to be accorded a secondary school teaching post. The initial training alone which a teacher attended long time ago cannot be enough to make the teacher fully equipped regarding the 21<sup>st</sup> century education which is dynamically and fast changing. To match the dynamic change, professional development and in-service training can be the solutions. The study established that professional development and in-service trainings among the history teachers in the visited schools are fitful and to some extent, not taking place. This was echoed by all the respondents who said that, they have never attended to any continuous professional development programme, in-service trainings but only school based departmental meetings and OBE orientation programme.

*Since I joined teaching I have never attended any formal training in the department of humanities which has no intervention at all whereby as teachers we could be meeting to share experiences and other issues that concern us in the teaching of the humanities subjects (052, April 29, 2022).*

Respondent 061 (June 8, 2022) said that:

*Teachers complain that they do not interact under this department whereby they do not have trainings except departmental meetings at school level as compared to the science department which has yearly opportunities to interact and share ideas in the interventions the department always makes.*

This implies that humanities teachers to which history teachers belong don't have professional developments programme to enrich what they attained during their initial training at college. Continuous professional development and in-service trainings ensures that teachers are proficient and competent in their profession by making teachers to be proactive in their profession. Stakeholders are missing in the education sector who can come up with interventions which can equip teachers the way the science department is doing. History teachers they do not have a

platform where they can be meeting to assist one another professionally so that they should be working effectively. The importance of training and professional development is evident in the studies of Makunja (2016) & (Bantwini, 2010) in Tanzania and South Africa. They stipulate that the more the teachers are well versed and equipped with new knowledge and skills, the more effective can be their output as they teach. Contrary to this, the poor the implementation from the teachers if in-service is ignored. These programmes are crucial in the teaching profession whereby they maintain and sustain the capacity of teachers to keep on providing quality work in their profession.

The problem of inadequate supervision and inspection is also affecting the implementation of OBE History curriculum in Dowa district. To check the effectiveness of the implementation of OBE, supervision and inspection must take its course. In Malawi, heads of department, head teachers and inspectors of schools are supposed to provide teacher support services by conducting regular classroom supervision (Sabola, 2017). Supervision can be internal within the same institution by the head teacher, deputy head teacher and head of department, while external can be conducted by other officials from the Ministry headquarters and the Division officers. NESP through its priority areas wants to achieve quality and relevance by providing teaching and learning resources, adequate qualified teachers and enhancing monitoring (MoEST, 2015). Monitoring can be achieved through supervision and inspection. Supervision which is defined as an act of inspecting others at work to check whether they are working properly and accordingly to the job requirements (Behlol, Yousuf, Parvee & Kayani, 2011). It aims at directing, guiding, supporting, assuring and developing the knowledge, skills and values of a supervisee with a view that they are working according to plan and they get possible help to achieve organisational objectives. It can provide

accountability for both supervisor and supervisee in exploring practices and performances for best service users.

The study findings reveal that supervision rarely takes place in some schools visited whereby out of the 5 schools, only 1 school admitted that they conduct school supervision. All the respondents acknowledged that supervision is a good aspect and must be conducted. The respondents came up with various reasons why supervision is not conducted in the schools. One of the reasons cited is that of resistance of teachers. In some schools it was reported that history teachers showed some resistance when the issue of supervision is brought forward. Respondent agreed on the fact that to some members they consider supervision as a means of fault finding, hence their resistance. Respondent 043 (April 28, 2022) noted that:

*At this school supervision is a problem, teachers are very resistant to it always, it is like we are witch hunting each other or to fault find them yet it is the normal routine to monitor or supervise for the general good of the education standards at the school. A lot were giving in excuses when notified to be supervised.*

Such resistance to supervision is a teacher factor according to the theoretical framework of this study, as given in Figure 1, (Rogan & Aldous, 2005) which can hinder the effective implementation OBE history curriculum. Unless school-based inspection for teachers was institutionalised, rather than leaving the responsibility of inspecting teachers to school inspectors, may be this could make things work for the better. Inspectors rarely visit schools due to lack of adequate resources such as funding. Behlol et al. (2011) puts to it that supervision aims at directing, guiding, supporting, assuring and developing the knowledge, skills and values of a supervisee with the view that they are working according to plan, and they get possible help to achieve organisational objectives. It



is this view that history teachers need to change their mindset towards supervision because it differs from inspection, which is aimed at fact finding, enforce compliance and fault finding which is timely in the job setting, yet supervision is continuous while assisting and guiding the supervisee. To effectively monitor the way the OBE curriculum is being implemented, supervision is a paramount tool to assess how the key implementers are faring on the ground. Failure to supervise, the status of implementation of OBE history curriculum and teaching and learning can be affected.

The other reason mentioned affecting external supervision and inspection was inadequate funding. The study has established that external supervision takes a lot of time to be conducted in the schools by external supervisors and inspectors. It emerged that all the schools which were visited a number of years have passed without being supervised and inspected externally. The main challenging reason for such a situation is funding as highlighted by respondent (061, June 8, 2022).

He further explained that:

*Aaa at Division level, the main problem is funding. If you go through our funding, it is not even enough to visit 10 schools per month out of the 148 schools we have, and moreover it's not only supervision for teaching and learning we conduct but also we inspect new sites for schools when invited, hence money allocated is not enough. Hence we fail even to go beyond 50 schools per year.*

This lamentation, indeed is in line with the study findings from visited schools that so many years can pass without having external supervision and inspection. Insufficient and lack of supervision and inspection can make history teachers lack support and guidance, thereby doing things according to their will without considering the stipulated requirements. Further to that, if supervision is insufficient and lacking, history teachers tend to relax. Hence quality of teaching

practices and thorough preparations can be compromised. As explained by respondent 031 (April 25, 2022) whose school conducts internal supervision, the exercise is important due to the fact that it helps for thorough preparation and to pin point strength and weakness for improvement and continuity.

*We conduct supervision at our school and this is important in the sense that it helps a teacher to thoroughly prepare for the lesson, helps to point out strength and weakness of the teacher so that strength can be further improved or maintained, while weaknesses can be polished up and helps to eradicate laziness among teachers on the use of learner centered methodologies and use of resources when teaching.*

This is consistent with the study findings of Sabola (2017) on managing the implementation of school curriculum with a basis on challenges and policy implications on revised curriculum for senior secondary social studies. He noted that lack of adequate supervision and advisory support by educational officials mandated with that responsibility, pose a serious threat to monitoring which ensures accountability, tracking progress, rendering support where necessary to the supervisee. If history teachers are also not supervised and inspected as required, they can tend to relax and lack responsibility and accountability.

Rogan & Aldous (2005) in the theory of curriculum implementation has a construct of outside influence on how it can promote or hinder the implementation of a curriculum. On outside influence the consideration is on assistance coming from outside the classroom to assist the teacher to successfully implement the curriculum. One such outside influence can be monitoring which encompass supervision and inspection. If history teachers are frequently supervised and inspected, the supervisor and inspector can track progress if effective implementation is taking place or not.

It can be an opportune time to render support to the supervisee where necessary, if effective implementation is not taking place. Wanzere (2011) highlight that supervision helps to rectify challenges, shortfalls and provides an opportunity of interaction among educational stakeholders. All stakeholders involved and mandated with supervision and inspection, must make sure that the issue is dealt with urgency rather than giving it a blind eye in order to promote quality and relevance in the teaching and learning process. Lack of supervisory support for teachers' acts as a challenge to the effective implementation of any curriculum (Glickman, 1990).

#### **4.3.2 Physical resources**

Lack of resources is one of the challenges affecting history teachers when implementing the OBE curriculum in Dowa district. The resources teachers lack here are books, teaching and learning resources, libraries and other physical infrastructure. To some extent history books are available in schools, but not enough for the schools. Respondent 011(June 21, 2022) was of the view that books are there although not enough, but the main problem is that the books are not in harmony to each other. There are many authorised text books for history, being used in line with OBE history curriculum for the senior section which include; Achievers senior secondary history, Target in History, Excel and Succeed senior secondary history, Arise with History and Better future books.

*The books we use are not in harmony to each other, you find out the same topics but differently written from each other whereby some information can be missing in one book but available in other books which give a lot of work of selecting relevant information to match the syllabus.*

Similarly, 031 (April 25, 2022) shared the same sentiments who said that:

*The books we use sometimes contain different information on the same topic which requires one to use all the available books to supplement each other which becomes a problem to the students for they borrow one book at a time from the library.*

Although it is beneficial to use multiple sources of books when teaching which helps the teacher to have all information with multiple perspectives and insights on the topic under study, but to some extent it cannot be good enough, mostly if the information from different books is not in concord. To the teachers it cannot be a big problem but to the students who cannot know that they require to read multiple sources on the same topic to have rich information. Further to that for students to have access to various books can be a problem.

To other schools, the availability of the text books is also a problem. Comparing with other departments and in particular, history subject, the shortage of books is worrisome. Books play an important role as far as teaching is concerned. Ministry of Education (2003) concurs with the findings of this study in that they both realised that the quality of learning resources are very important in the effectiveness of curriculum delivery. In the absence or inadequate teaching and learning materials, teaching and learning becomes a hurdle. Mukomo (2004) is in agreement with this study finding which shows that there is an uproar from teachers on lack of basic resources like textbooks. Incidentally, curriculum developers give little emphasis to development and production of teaching learning materials for humanities beside textbooks and more attention is given to production of materials and resources for sciences.

Another challenge on physical resources is the library issue. In some schools they do not have the libraries but only an improvised room for keeping books from which students can borrow from. Only two schools out of the five schools had a well set up library, but the other three were improvised rooms. This imply that students cannot read from the libraries but they can just borrow the books and study them while at home. Further to that, the library rules and regulations only allow a student to borrow one book during their day, they are given as a class to borrow books from the library. The rigidity of the schools' rules on how students should be borrowing books from the library can negatively affect the students on how they interact with books. This imply that if your class borrows books on Monday, you will also have the chance to change the book on another coming Monday. The probability of getting a history book is very minimal with a heap of many subjects one is supposed to sit for during examinations.

On top of that, the chances also to have multiple perceptions and insights from different history books cannot be achieved thereby putting such students to a disadvantage due to the fact that the history books are not in harmony to each other. Lack of necessary resources for the execution of teaching and learning can inhibit effective curriculum implementation. When essential resources are available to teachers, they focus their attention on teaching their learners rather than tracking down materials they do not have. When the resources are also available to the students, they can easily supplement what they learnt from the classroom when studying alone.

### **4.3.3 Student factors**

The caliber of students, their status and interest towards school is also part and parcel to the challenges affecting the implementation of OBE. The study findings reveal that student factors are

affecting the implementation of the OBE history curriculum in so many ways. The study established that the caliber of students that Community Day Secondary Schools receive are the last tier category during selection in which the elite are all allocated to National secondary schools and District secondary schools (MoEST, 2019). These CDSSs rely mostly on their funding from the communities which makes them lack a lot of important infrastructure like libraries and laboratories. This in return affects the already disadvantaged student who may need more support and materials to sustain them to catch up with the gifted students on the upper tier of secondary levels. On the caliber of students, Respondent 052 (April 28, 2022) said that:

*“The caliber of CDSS students we receive most of the times are the remains while the cream is allocated to National, Conventional and District secondary schools hence teaching for us is a very difficult task.*

This denote that the type of students CDSSs receive are low performers compared to the other secondary school levels. It was also revealed through the study result that student interest towards history subject is declining based on the fact that at JCE level, all students study history and write the exams, but at Form three majority drop the subject due to lack of interest in the subject or marketability of the subject.

Respondent 022 (April 22, 2022) noted that many students do not like history subject due to the nature of the subject which is associated with much information and notes, hence they dislike extensive reading.

*Many students drop history when they reach Form three due to the fact that the nature of the subject which is associated with too much information and notes yet the students nowadays, dislike extensive reading, hence only a handful opt for history.*

This was concurred by respondent 031 (April 25, 2022) who said that:

*Students tend to run away from history, they say that they are not comfortable with the subject and they feel they can end up accumulating a huge number of points at MSCE because of history, hence they avoid the subject when compared with other the subjects in the humanities department.*

If one looks at the figures of who starts Form one and writes history at junior level as a compulsory subject, and compare with the figures of who study history at senior level as an elective subject, the figures drastically drop. The five schools under study can be given 100 students each during Form one selection for a single stream, but one school has double shift which translates to 200 making the possible number to 600 students. Only 122 students are studying history in Form three from all the five schools which means a lot of students drop the subject to various reasons and factors. This may imply that the subject is not well marketed at junior level, may be the teaching and learning affects the options of students.

Respondent 012 (April 21, 2022) had contrary views with his counterparts who noted that he has experienced a change in the numbers for students studying history and writing history at MSCE compared to the past years.

*We have experienced a great change in the number of students studying history with the implementation of OBE curriculum because in the past, only a few history candidates were registering.*

#### **4.4: The effects of OBE in learners performance and enrollment and History lesson delivery**

The introduction of OBE in Malawi secondary schools has affected learners' performance and enrolment, as well as history teachers' lesson delivery in various ways. One of the effects of OBE

is that of quality of history education in Dowa district. Quality of education here is considered in terms of student participation in classroom activities and examination results. Respondents reported that student engagement and participation has tremendously improved since the inception of OBE due to participatory teaching and learning methods which incorporate teaching and learning materials. There is big improvement in the mastery of concepts although students fail to answer high order questions requiring them to apply, explain and synthesise. Respondent 061 (June 8, 2022) elucidated that:

*Due to participatory methods and through the use of teaching and learning materials, these have greatly influenced an improvement in the way students participate and engage themselves in the lessons.*

This is a general observation from different schools, which an official from the Division noted upon visiting the schools. When the researcher visited the schools, the participation varied from one school to another. In some schools, learner participation was partially fair whereby in other schools learner participation was excellent because learners dominated the lesson while the teacher guided them where necessary as a coach. It was observed that students were engaged through group work, discussions and questions and answers during the lesson. Student participation is an important aspect for student learning due to the fact that they learn a lot of things through class interaction, express their ideas and opinions, understand each other and tolerate each other. In addition student participation enhances interest among the learners, whereby they learn more and more.

OBE has also affected the enrollment for history. From the schools under study, the results show that under OBE, enrollment has been increasing and the number of students passing the subject



varied from school to school. This is in line with Chief Examiners report for history for 2019, which noted the rise of candidature for history following the introduction of OBE curriculum, although the general performance was poor (MANEB, 2019). The report attribute poor performance due to phasing of out JCE which brought relaxation, too much history load to be covered and lack of clear recommended text books for History from Ministry of Education through Malawi Institute of Education. The increase of students enrolling for history is an improvement considering the fact that several authors have cited several reasons behind poor choice for history among students.

Some of the factors that used to prevent students from choosing history are: training and employment opportunities. Students consider history as less marketable on the job market when it comes to choosing future career (Ruto & Ndaloh, 2013; & Ware, 1982). Negative Attitude of students towards history whereby it influences students to end up opting for other subjects (Agrio, 1990; Langwe, 2004; & Nambala, 2005). Poor academic performance when it comes to national examinations whereby a lot of students do not perform as they anticipated, hence the drawback (Hunter & May, 2003; & Mzuza et al., 2013). History is perceived as a difficult subject by some students when compared with other subjects within the Humanities department (Husband, 1996; & Arthur & Phillips, 2000). Lack of teaching and learning materials whereby text books and other resources are hard to source (Marrow, 1986; Bonga, 1990; & Pathak, 2003). Some choices of subjects are associated with sex whereby males dominate some subjects while others are dominated by females (Chiponda, 2014).

MoEST (2019) highlight that national examinations pass rate can be regarded as the key reflection of achieving learning outcomes, hence the poor performance despite the candidature rise among the schools is not desirable. Performance is not the same in the schools and it is dependent on availability, adequacy and quality of teaching and learning materials, caliber of learners, type of teachers available and infrastructure like libraries, laboratories and classrooms. Where the aforementioned factors are available and fruitfully utilised good performance and quality is guaranteed and the school pass rate can be higher but contrary to this, performance and quality is compromised.

Despite the negative factors which used to affect the option of history among the students, respondents cited positive factors which include; the intrinsic value of knowing history, employability in many fields in recent years, teacher interventions, motivation talks, participatory methods and role models. Respondent, 031 (April 25, 2022) highlighted that,

*since 2018 when MANEB started to administer OBE MSCE exams it can be seen that the numbers enrolling for history subject has improved due to several factors like participatory methods, love of the subject and employment opportunities the subject offers and tertiary selection.*

**Table 4. 3: History enrolment and passes per school using codes**

School	01		02		03		04		05	
Year	Enroll	Passed	Enroll	Passed	Enroll	Passed	Enroll	Passed	Enroll	Passed
2016	7	2	-	-	8	2	-	-	-	-
2017	13	6	-	-	14	13	0	0	-	-
2018	16	7	-	-	21	14	1	0	16	7
2019	20	6	-	-	30	29	8	2	20	13
2020	26	10	-	-	29	8	11	4	34	22
2021	30	14	-	-	43	39	15	1	54	37

Even though the figures are increasing with the corresponding years in the visited schools but still more a lot of students drop history when they reach Form three because it is an elective subject. Another observation was that one school failed to comply to give in the results for history over the past years. Respondent 022 (April 22, 2022) whose school failed to give out even the results of one year had this to say;

*Talking about OBE history results, it's a non-starter and even the other subject, the results are not that pleasing. It is a disaster something must be done in order to see a change, else mmm nothing good at all.*

This is a clear indication that history subject in other schools is producing poor results and the enrollment is still not pleasing. The researcher through classroom observation noted that the number of students opting to study history when they complete JCE level in all the schools declines as portrayed in table 1 below.

**Table 4. 4: Form 3 history students in the visited schools**

	School 01	School 02	School 03	School 04	School 05
Boys	14	6	25	5	18
Girls	8	12	15	2	7
Total	22	18	40	7	25

Each school during Form one selection is allocated 100 students with a single stream, but with double stream/shift it means they are given 200 students. Looking at the number of students studying history in all the schools, it is very small which signals that something is not going on well.

Respondent 022 (April 22, 2022) noted that many students do not like history subject due to the nature of the subject which is associated with too much information and notes hence they dislike extensive reading, although little by little, the figures are improving as time passes.

*Many students drop history when they reach Form three due to the fact the nature of the subject which is associated with too much information and notes because the students nowadays dislike extensive reading. Hence, only a handful opt for history.*

The study findings signpost that secondary schools are not operating on their capacity mostly because of dropout rate. It was reported by (061, June 8, 2022) that,

*...although only 39% of those who pass standard 8 examinations are selected to start Form one but the dropout rate is high because completion rate is at 20%.*

Further it was also noted that not all students selected to start Form one do not report to the schools which force secondary schools not to operate on their normal capacity. This affects the enrollment at secondary school level, more especially in CDSSs found in the rural areas which tend to lose more students. This also affect those studying history influencing the numbers to be lower than expected. Document analysis report shows that completion rate was reported to be constant at 20%

whereby more for boys at 22% than that of girls at 18%. There are also fewer girls than boys in senior classes of Form 3 and 4 with more girls repeating classes than boys. Girls also dropout of school more than boys whereby 13.4% is for girls while 8.5 % is for boys. This in return affects the number for students opting to study history in the schools. If all students selected for secondary education progress with their studies without dropping out, the likelihood of others opting to study history would be there. Respondent 061 (June 8, 2022) cited high dropout rate for girls due to teen pregnancies, child marriages, low grades attainment during exams and poverty. This in the end affect negatively affect the number of students studying history.

*The enrollment in secondary schools has declined due to a number of factors among them being dropout rate and repetition rate at primary level which is affecting the rate of completion to remain constant at 20%. More girls are dropping out from school because of teen pregnancies, poverty, child marriages than boys (06, June 8, 2022).*

This reflection is not beneficial for the Government which spends a lot of money on education, hence to dropout, it is like investing for nothing. Further to this, there is reduced tax revenue to be collected from such people who are likely to be affected by few job opportunities and low salaries. The people are likely exposed to social stigma, high involvement to criminal acts and adverse health related adversaries.

Curriculum implementation theory (Rogan & Aldous, 2005) has a construct of capacity to support innovation, which also has a sub-construct of learner factors. Learner factors imply how learners can influence effective implementation of the curriculum or how they can hinder effective

curriculum implementation. This implies that if the behaviour of students at school is good and conducive, and they are eager to learn, this can be a good indicator that the environment can facilitate teaching and learning. To some extent, to ascribe change of student behaviour only to the inception of OBE can deceive us due to the fact that, it can also be dependent on other factors like type of administration, punishment, peers, home background, motivation of students and many more.

#### **4.5 Measures taken to sustain implementation.**

The schools, other educational stakeholders and the Ministry of Education, Science and Technology, embarked on several measures to sustain the implementation of OBE history curriculum, which include resource heightening, networking, recruitment and deployment of teachers and supervising in the near to reach areas.

The study results show that some schools embarked on mobilising resources at school level. The respondents explained that since 2018, we started borrowing books from neighbouring schools and produce handouts. For example, respondent 053 (April 28, 2022) explained that;

*We borrow books from our neighbouring schools, the ones we do not have or sometimes we encourage the teachers to be resourceful.*

Another respondent was of the view that they produce handouts from books so that the school has readily available text books at their disposal.

*.....as a school we produce handouts we distribute to students and this has helped the school to improve the availability of books in stock (032, April 25, 2023).*

Availability of resources is likely to influence effective implementation of a curriculum whereby inadequate available resources can negatively affect the implementation status of the curriculum.

While funding is a problem at Division level to effectively supervise the implementation of OBE, the Division supervisors from 2021/2022 school year agreed to intensify the supervision of near to reach areas where transportation cost can be low, where no lodging expenses can be incurred but only lunch allowance to supervisors so that they can supervise more schools within the year.

*We have embarked on supervising near to reach areas to intensify supervision with many schools although hard to reach areas will not benefit (061, June 8, 2022).*

The initiative can be a recommended one due to the fact that it will increase the coverage of supervised schools. Rogan and Aldous (2005) in curriculum implementation theory support supervision and inspection because it is a monitoring mechanism to track progress of success and failure to an innovation.

Supervision plays an important role towards the implementation of a curriculum because its feedback can help to rectify challenges and shortfalls teachers are facing in the implementation process. Further, it helps and provides an opportunity of interaction and support between the supervisor and supervisee on how best they can implement the curriculum effectively. Literature suggests that lack of supervision and inadequate supervision and inspection make teachers lack support and guidance on how best they can implement an innovation (Wanzare, 2011). This implies that only schools near the Division offices are beneficiaries to this initiative. However, a lot of schools are in hard-to-reach areas far from the Division whereby supervision through this initiative can be impossible. It is this accession that if wider coverage of schools are not supervised, effective implementation of the curriculum cannot work properly.

The study findings reveal that the Government recruited qualified secondary school teachers in all secondary school subjects and these teachers were allocated to each division based on their need. The interviews were conducted in January 2022 and the recruited officers started working effective April 1, 2022. The division has further deployed these teachers to various secondary schools in their education divisions. Availability of qualified teachers is a huge boost to effective implementation of OBE curriculum. Teachers are pivotal in curriculum implementation process because they are the ones who decide what to teach, how to teach it and using which resources to teach it from the syllabus. Their interaction with students is indisputable, hence only qualified teachers can understand curriculum documents and effectively implement them according to the requirements. The only problem is deployment, some schools still more did not benefit from this programme due to the fact that other respondents are still caretaking subjects they did not train for at college.

*I am only a caretaker history teacher here and I did not study history but I teach Form 1 up to Form 4 history which is so tiresome and hectic 041 (April 28, 2022) .*

This mostly happens to remote schools where newly recruited teachers tend to shun from such schools when posted. Proper measures and guidelines must be put in place so that schools must benefit equally when opportunities of teachers arise. Schools in urban areas and along the road benefit more compared to other schools far from the roads and those in remote areas.

On lack of networking and interaction in the department of humanities at cluster level and at Division level also, respondent 061 (June 8, 2022) explained that formation of humanities grouping for the division is in the pipeline so that teachers can be meeting and share ideas, concerns and challenges they are meeting when teaching their respective subjects.



*Plans are underway to establish our own humanities group at division level so that this can be solved, and a special history group for history teachers only (061, June 8, 2022).*

A study of Merida, Gonzalez and Olivares (2017) highlights that networking in form of professional development with other professional teachers can be of great importance which can help to share, analyse educational practices among teachers, rendering support to teachers and promote creativity and problem solving. Hence, bringing teachers together for professional development at division level can be fruitful and worthy achieving.

#### **4.6 Conclusion**

This chapter has presented how History teachers were prepared for OBE History curriculum through a cascading model. Further it has highlighted how History teachers are implementing the OBE curriculum through their classroom practices. The chapter has also hinted the challenges the implementation of OBE History curriculum is facing. Finally it has underlined the effects of OBE inception to History education and the measures taken to sustain the implementation.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.0: Chapter overview**

This chapter concludes the thesis on how history teachers have been implementing an outcome-based education curriculum in Malawi secondary schools. It begins with a presentation of a summary of the results and the kind of conclusion that can be drawn from them. Thereafter, the chapter makes recommendations and highlights what would be the areas for further research.

### **5.1: Summary of findings and their conclusion**

The thesis has looked at how history teachers are implementing the outcome-based education history curriculum in Malawi secondary schools. The study has done this by showing how OBE history curriculum was introduced in Malawi secondary schools, how historians implemented the programme, the kind of challenges it faced during the implementation process and the effects it has brought to teaching and learning, and student performance.

The study established that, OBE curriculum was introduced through a memo which was circulated from the Division through cluster centers to various secondary schools within their jurisdiction. This was followed by trainings which were centrally conducted following a cascading model until all targeted teachers were oriented. After the orientations were successfully done, the historians were given the chance to start implementing the programme. They started this initiative by writing schemes of work using the new format. Elements of OBE types like traditional, transitional and transformational were incorporated to make sure that mastery of content, real life experiences are appreciated and to ensure progression is sustained. These schemes of work are later translated into

lesson plans containing teachable units on daily routine. The lesson plans also follow the new format containing teacher activities and student activities.

Another aspect which the implementation focused on was the teaching and learning. The study has found that teachers apply OBE pillars as they know that children can learn and succeed not on the same day and not by the same pace, hence they diversify learning methods. To achieve this, they use participatory methods which are learner centered to make sure that students fully participate and own the learning process. The participatory methods which history teachers keenly use included discussion, group work, question and answer and brainstorming, while others still used teacher centered methods like lecturing, demonstration and explanation. To make the lessons effective, principles of OBE such clarity of focus, are applied whereby teachers give a clear picture of what learners are to learn. Further to that, learners are given enough time and chance to learn to ensure mastery of the content. Teachers were also able to use teaching and learning resources which were topic, content and indigenous relevant. Although some teachers lacked creativity to come up with teaching resources their counter parts managed to make some which brought significance to learning.

On the assessment facet, history teachers were keenly practicing both formative and summative assessment procedures as part and parcel of continuous assessment programme brought by OBE curriculum. The assessment practices included questions and answers, written exercises, weekend tests and end of term exams which are summative. Although this continuous assessment practices are in tension with what OBE stipulates to merge the formative and summative grade to determine the final grade of the student.

However, there are many challenges which the study has established that affects the implementation process. The challenges emanates from the following factors teacher factors, physical resources and student factors. The challenges include; lack and shortage of resources, heavy teaching workload, instability of teachers, caretaker teaching, caliber of CDSS students, lack of professional development and inadequate supervision and inspection in the schools. Despite these challenges, the programme has managed to yield good effects among the teachers and students. Among such effects on performance and learning are the following; improved student participation, increased history enrollment, students take responsibility of their own learning for example study circles, improved use of student-centered methods and improved use of teaching and learning resources. On the negative side, the inception of OBE has brought decreased pass rate, increased the rate of repetition and uncompromised CA. Finally, the study established that stakeholders involved in the implementation process has put up some mechanism to sustain the effectiveness of OBE amidst the above challenges. Such mechanism include; resource mobilisation, supervising near-to-reach areas, networking and recruitment and deployment of qualified teachers.

The conclusion here is that the OBE initiative is a very good development. It is a development that improves student participation. In most cases, the curriculum has enabled students to own their learning and improve the choice for history. However, there is need to think through over it in order to make a huge impact. Firstly, it appears the orientation which teachers received was not enough. There were disparities on duration during the orientations in different tiers in which the orientations took place. The other group spent one week for the same orientations and they became facilitators during the last tier of orientation while their friends had the orientation for only a day

at school level. Squeezing and compressing the whole material for a day in one way or another affected both the trainer and trainee. The trainer must have only solicited important aspects to be imparted to the trainees whereas the trainee had a lot to accumulate. Further is the issue of expert trainers which lacked in the last tier orientation which was another disparity. Participants showed dissatisfaction that they were only oriented by fellow teachers at school level, yet the initiative seemed to be a very big task that needed to be treated courteously. One construct in the theory of curriculum implementation by Rogan and Aldous (2005) is capacity to support an innovation. This has also a sub-construct of teacher factors, which deals with how teachers can enhance or hinder an innovation.

The statements from the respondents like “we were just trained for a day.....” and “we were trained by a fellow teacher.....” they denote dissatisfaction and contrary from what they expected. This is in line with the study of Winarch (2008) who revealed that if teachers show positive attitudes towards OBE approach, they are willing to incorporate its practices in the teaching and learning practices whereby, with negative attitude, teachers do contrary to what is required of them. If the teachers were not properly trained towards the implementation of OBE, it can be difficult for the teachers to properly implement such innovation as required. The training provided was cost beneficial but to some extent, a throwaway mostly to the final target group who are the key implementers. The orientation was supposed to be harmonious to all the teachers for the effectiveness of the implementation.

Secondly, it appears that the OBE curriculum was introduced with inadequate resources in the schools which has affected the implementation. How can it effectively be implemented if physical

and human resources are lacking and inadequate, respectively? These study findings are coherent with the study of Mandukwini (2016) and the theoretical framework of (Rogan & Aldous, 2005) on curriculum implementation which reveals that resources are regarded as the most important support structure during curriculum implementation process. This is so based on the fact that curriculum management depends largely on resources available in schools. Implementation of a curriculum change without the relevant and inadequate resources would cause stress and strain leading to awful consequences affecting students. This in return can compromise quality and quantity, thereby affecting learner performance in class and during national examinations.

The situation is worrisome and it defeats the priority area of NESP concerning quality and relevance in secondary school education (MoEST, 2015). Through quality and relevance, the Government is obliged to be providing teaching and learning materials, adequate and qualified teachers and enhance the monitoring of teaching and learning process. When a new innovation is being implemented, Ministry of Education must always provide proper and adequate training and expert trainers during such trainings to all teachers if they want to yield fruitful results as compared to cascade model which left some teachers with negative perceptions, and this has brought so many disparities among teachers in the way they understand and are implementing OBE. Further, the Ministry of Education must make sure that adequate and relevant resources are available when a new innovation is being introduced to make sure that the programme runs smoothly. Text books which are relevant, human resource in form of qualified teachers for the subject, and financial support for inspection, must be available for the effective implementation of a new innovation.

Thirdly, although teachers are trying their best by using student centered approaches and using teaching and learning resources, but it seems the curriculum and syllabus for history are too wide.

OBE curriculum is about behavioral change as stipulated in the guidelines. Students are supposed to exhibit the changed behaviour upon completing each learning level. All teachers are supposed to be teaching using learner centered approach in conjunction with using teaching and learning resources. Due to wide syllabus and examination pressure, teachers tend to alter the use of learner centered approaches to teacher centered methods, which can make them cover a lot of content. Further to that, lack of supervision and inspection worsen the challenge. Schools can over stay for a period of more than two or three years without being inspected. Internal supervision is also not taking place in most of the schools. To track and monitor progress can be a problem. The Ministry must intensify inspection by proper funding to Division offices. They must also have enough Quality Assurance Officers rather than having one per department at Division level. Supervision at school level must also be looked upon by empowering schools to fully make it operational with an aim of tracking progress and improving education quality.

Finally, another aspect is the uncompromised Continuous Assessment issue. OBE requires merging of formative and summative assessments to make a final grade of the student which up to now, hasn't been resolved in Malawi. There exist the problem of trust and competition. How can schools and their teachers be trusted to assess their own students and give them a grade to compete with their counter parts from other schools? It is very hard for schools and teachers to fail their own students hence no wonder, only MANEB is responsible with summative assessment. This is contrary with the OBE principle which requires merging of formative and summative assessments to determine the final grade of the student. The assessment practices which are conducted are meant to assess the retention of knowledge and certification of students rather than the advocated behaviour change and acquisition of skills which students must exhibit upon finishing any

education level. This raises questions if we are really practicing OBE or we just adopted some concepts of OBE. Government, when rolling out a new innovation must make sure that all components of the new innovation are well cared for on how best they are to be incorporated, instead of rolling out while other components hang unbalanced (formative and summative assessment blending).

The study results can help to improve the existing literature by contributing to the body of knowledge and insight about the need of thorough preparation, proper and adequate training of teachers when rolling out a new innovation. Further to that, adequate and relevant provision of resources must be adhered to when a new innovation has been rolled out. On top of that, harmonious deployment of teachers in all schools, intensive internal and external supervision and networking can help effective the implementation of OBE. Failure to accomplish these, the implementation status can be compromised.

The study results conform to the theoretical frame work which guided the study. Curriculum implementation theory is being informed that for effecting the implementation of a new curriculum in developing countries, teachers and physical resources have the capacity to support effective implementation if they are properly utilised. Further to that, support from outside agencies through intensive monitoring programmes by initiating supervision and inspection to the implementation process can effectively work for the better. Another aspect worth noting on support from outside agencies is professional development among teachers. Teachers need to grow professionally through in-service trainings and through Continuous Professional Developments to withstand the dynamic world which is fast changing. Success stories about professional developments and



monitoring process among teachers can influence successful implementation of the new curriculum. Finally, effective classroom practices and proper assessment procedure can influence the effective implementation of a new curriculum while contrary to this, the results of implementation can be demeaning.

## **5.2: Recommendations**

Based on the conclusion of this study, the study recommends

- Government should consider reducing the history syllabus which is too wide so that teachers are not panicking with examination pressure, but ensure that they teach towards achieving the goal of enabling students to acquire skills and behaviour change rather than knowledge retention.
- Ministry of education in conjunction with schools must make sure that teaching and learning resources be available and easily accessible to students to increase the rate of student-resource interaction.
- Division officers responsible for postings must make sure they harmonise the posting of teachers to avoid operational challenges of other schools without specified teachers for a particular subject, yet in other schools such teachers are available.
- Ministry of Education must put up deliberate policy towards supervision at school and cluster levels with an aim of instilling proper teaching standards through advisory support.
- The Ministry of Education should consider increasing the number of Quality Assurance Officers per department in each Educational Division. Each division has one Quality Assurance Officer per department hence the workload is too much when they visit schools. Adequate supervisors can help to increase external support because one person cannot

manage to properly supervise all subjects and all teachers in his or her department when they visit schools.

- Government must lobby other stakeholders to take on board the Humanities department to promote CPD programmes and in-service trainings as it is with EQUALS project and SMASSE programmes in order to level the playing field.
- Government should consider increase funding for supervision and inspection programmes in order for more schools to be supervised and get internal and external support and guidance as they are implementing OBE.

### **5.5: Areas for further study**

This study focused on how history teachers have been implementing an outcome-based education curriculum in Malawi secondary schools. However, further research studies could go beyond that by:

- Investigating the perception of history teachers towards teacher centered pedagogy based on the nature of history due to the fact that history teachers complain that they face a lot of problems to devise proper learner centered methods in relation to certain topics in history.
- Assess the impact of integrating history with social studies in primary schools to Form one students due to the fact that history in Form one is like being introduced, yet at primary level, it is covered in form of topics within the integrated social studies book.
- Investigate student academic performance on national examinations since the inception of outcome-based education curriculum in the Malawi secondary schools.
- Assess Curriculum and its effects on performance of students.

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## APPENDICES

### APPENDIX: A. Semi-interview guide for history teacher

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu, Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing an outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

- Interview guide on an assessment of how history teachers have been implementing the outcome-based history curriculum
- Section A (biographical data)

Date:

District:

Qualification:

Experience:

School:

Pseudonym:

Sex:

- Section B
  1. Briefly explain how OBE curriculum was introduced.
  2. How were you trained or oriented for an Outcome-Based Education curriculum?
  3. What are some of the problems you encounter when implementing OBE history curriculum?

4. Do you consider school based supervision by Heads of Department or the Head teacher to be important? Explain.
5. What are some of the effects after the inception of OBE in secondary schools?
6. What kind of external support do you require to be helped with in the implementation of the outcome based history curriculum?

**Appendix B: Observation checklist**

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu, Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing an outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

School:

Teacher:

Subject:

Lesson Topic:

Date:

Form:

**SECTION A: Teaching documents observation**

Document	Availability of document	State of document	Approval of document	Document of update	Self-evaluation
Scheme of work					
Lesson plan					



## MSCE Results

YEAR	TOTAL NUMBER OF CANDIDATES	NUMBER WHO PASSED HISTORY	NUMBER WHO FAILED HISTORY
2017			
2018			
2019			
2020			

## SECTION C: Lesson observation

Date and time	Observation area	Descriptive field notes of observed activity	Yes /No	Reflective notes
	Teaching and learning			
	Lesson plan	Success criteria		
		Mode of introduction		
		Logical of the lesson Relevance of examples		
		Mode of concluding		
	Instructional strategy	Teaching strategy used		
		Approach used		

		Availability of resources		
	Content	Teachers' level of content		
		Level of confidence		
		Level of interaction		
	Assessment	Assessment technique used		
		Level of knowledge on the technique		
		Does the technique help to improve learning		
	Implementation challenges			
	Classroom	Student-teacher ratio		
		Class size		
		Gender sensitivity		
	Availability of resources	Library		
		Classroom furniture		
		Books		
		ICT		
		Teaching aids		

	Clarity of focus			
	Indigenous knowledge usage			
	Inclusiveness			

**Appendix: C. Post lesson observation for history teacher**

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu, Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing the outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

Section. A (Biographical data)

Date:

District:

Qualification:

Experience:

School:

Pseudonym:

Sex:

1. How can you describe your lesson?
2. How best can history teaching be improved?
3. What are some of the challenges you experience when teaching history?
4. How best can the challenges experienced be addressed?

**Appendix: D. Interview guide for head teacher**

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu, Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing an outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

Section. A (Biographical data)

Date:

District:

Qualification:

Experience:

School:

Pseudonym:

Sex:

Section B

1. How was OBE curriculum introduced at this school?
2. How were the teachers oriented or trained for an outcome based education curriculum?
3. Do you supervise the history teachers to monitor how they are implementing the curriculum in accordance to the requirements?
4. What are some of the challenges your history teachers face as they implement the outcome based history curriculum?

5. As a school, do you conduct in-service trainings? How important are they.
6. What are some of the effects after the inception of OBE curriculum in secondary schools?

## **Appendix E: Interview guide for Quality Assurance Officer**

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu, Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing an outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

### Section. A (Biographical data)

Date:

District:

Qualification:

Experience:

School:

Pseudonym:

Sex:

1. How was OBE curriculum introduced?
2. How were History teachers oriented or trained for OBE curriculum in this Division?
3. How often do you inspect secondary schools in this division?
4. How are the History teachers implementing OBE curriculum?
5. What are the challenges History teachers commonly face during inspection?
6. What are the challenges do you encounter as you inspect teachers?
7. What are some of the effects after the inception of OBE curriculum?

## **Appendix F: Interview guide for Head of Department**

My name is Enock Mchawa. I am a Master of education student in teacher education (MEDTE) at Mzuzu University, Mzuzu Malawi. As a requirement of this course, I am undertaking a research project to assess how history teachers have been implementing an outcome based history in Malawi secondary schools. Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Name of the school.....

### Section. A (Biographical data)

Date:

District:

Qualification:

Experience:

School:

Pseudonym:

Sex:

1. How was OBE curriculum introduced?
2. How can you describe the orientation teachers received towards OBE curriculum implementation?
3. Do you supervise your teachers in your department? How important is supervision?
4. Which challenges confront your department in the implementation of OBE curriculum?
5. Which effects has the implementation of OBE curriculum brought forth?



6. What sort of internal or external support does your department require for effective implementation of OBE curriculum?

## **Appendix G: Letter of introduction**

Enock Mchawa  
Mpando CDSS,  
Private Bag 4,  
Mponela,  
21<sup>st</sup> December, 2021.

The Chairperson  
Research Ethics Committee  
Mzuzu University  
Private bag 201  
Luwinga  
**Mzuzu**  
Dear Sir,

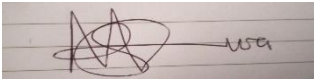
### **LETTER OF INTRODUCTION**

I am Enock Mchawa, a master of education (Teacher Education) student at Mzuzu University. My registration number is MEDTE 1920. As a partial fulfilment for the award of Master of Education Degree in Teacher Education at Mzuzu University, I am expected to carry out a study which has to pass through your committee for ethical clearance and approval.

I therefore, write to apply for research ethics clearance in order to be allowed to conduct a study to assess how history teachers have been implementing an outcome based history curriculum in Malawi secondary schools in Dowa District.

Your favourable consideration will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Enock Mchawa'.

**Enock Mchawa.**

## **Appendix H: Approval letter from Research Ethics Committee**

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/22/39 5th April, 2022

Enock Mchawa,

Mzuzu University,

P/Bag 201,

Mzuzu.

Email: mchawaenock51@gmail.com

Dear Enock, RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR PROTOCOL REF NO: MZUNIREC/DOR/22/39: AN ASSESSMENT OF HOW HISTORY TEACHERS HAVE BEEN IMPLEMENTING AN OUTCOME BASED HISTORY CURRICULUM IN MALAWI SECONDARY SCHOOLS

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

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalized, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this

approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

Yours Sincerely,

A handwritten signature in blue ink, appearing to read 'Gift Mbwele', with a stylized flourish at the end.

Gift Mbwele

MZUZU UNIVERSITY RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

## **Appendix I: Request for data collection from Division**

Mzuzu University

Private Bag 201

Luwinga

Mzuzu

7<sup>th</sup> April, 2022

The Education Division Manager

Central Eastern Division

Post office Box 233

Kasungu

Dear Sir,

### **REQUESTING FOR RESEARCH DATA COLLECTION**

I am Enock Mchawa, a Master of Education (Med) in Teacher Education student of Mzuzu University. My registration number is MEDTE 1920. As a partial fulfilment for the award of Master of Education degree in Teacher Education, I am expected to conduct a research. The topic of the research is; An Assessment of how history teachers are implementing an Outcome Based History Curriculum in Malawi secondary schools. The study will engage secondary school head teachers, history teachers, history students and one Quality Assurance Officer for Humanities from your office.

May I kindly request your office to allow me to collect research data from some of the Community Day Secondary Schools within Central East Education Division (CEED) in Dowa district within Dowa Cluster.

I will be patiently waiting for your reply. Please accept my deepest gratitude and appreciation as you consider my request.

Yours faithfully,

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Enock Mchawa'.

Enock Mchawa.

Tel (265) 01253611/612 - 01253612  
Fax(265)01253227

All correspondence to be addressed to  
The Education Division Manager  
Our Ref No. CEED/2/18



CENTRAL EAST EDUCATION  
DIVISION, PRIVATE BAG 233,  
KASUNGU

Date: 7<sup>th</sup> April, 2022

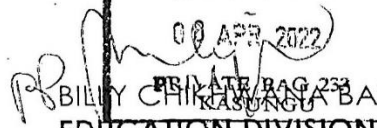
THE HEAD TEACHER

- MPONELA CDSS
- KAUNGWE CDSS
- MPANDO CDSS
- DZOOLE CDSS
- TCHAWALE CDSS
- MDIKA CDSS

**REQUEST TO CONDUCT RESEARCH STUDY- ENOCK MCHAWA**

The bearer of this letter is **Enock Mchawa**. He would like to conduct research study at your school as a continuation of his studies with Mzuzu University for the award of Master Education degree in Teacher Education. The schools being Mponela CDSS, Kaungwe CDSS, Mpando CDSS, Dzoole CDSS, Tchawale CDSS and Mdika CDSS.

Please assist accordingly.

  
CENTRAL EAST  
08 APR 2022  
PRIVATE BAG 233  
KASUNGU  
BAND A  
**EDUCATION DIVISION MANAGER (CEED)**



## **Appendix J: Request for data collection from schools**

FROM: Enock Mchawa, Mzuzu University, Private Bag 201, Luwinga, Mzuzu.

TO : The Head teacher,\_\_\_\_\_.

### **REQUEST FOR DATA COLLECTION**

I am Enock Mchawa a post graduate student at Mzuzu University pursuing a Master of Education in Teacher Education. I am carrying out a study titled: **An assessment of how history teachers have been implementing an outcome based history curriculum in Malawi secondary schools** as a partial fulfillment of the requirements of the award of the Master's Degree. I would like to seek permission to conduct this research among history teachers and history students at your school.

The study will be guided by the following objectives: assess history teachers' understanding of outcome based education; examine how history teachers have been implementing the outcome based history curriculum; explore the challenges history teachers have experienced when implementing the outcome based education history curriculum and assess whether outcome based history curriculum is improving learning among secondary school students.

I would like to observe a lesson from a history teacher and conduct interviews with the history teacher, head teacher and focus group discussion with students pursuing history at your school.

The proceeding of the interviews will be voice-recorded.

My research study will benefit your school in the sense that, the responses from the history teachers and students will contribute to an understanding of how the implementation of outcome based history curriculum is taking place, find mitigation measures to minimise the challenges facing the implementation to improve teaching and learning for better academic results.

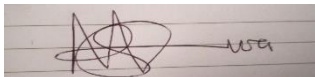
If you allow your school to take part in the study, I would like to make it clear that your participation is entirely voluntary, no negative consequences will result from your participation and all information will be treated with confidentiality. In order to protect your confidentiality, all names will be fictions.

I will provide you a summary of my research results upon completing if you wish to.

If you may require further information about my research study, you may contact my supervisor Associate Professor B.G. Nkhoma on 0991501834

Attached are letters of introduction from Mzuzu University, Research Ethics Committee and Central East Education Division (CEED).

Yours faithfully,

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Enock A. Mchawa'.

Enock A. Mchawa.

Cell No: 0999295464/ 0881251858

[mchawaenock51@gmail.com](mailto:mchawaenock51@gmail.com)

**Appendix K: Informed consent for History teachers**

**INFORMED CONSENT FORM**

**An assessment of how history teachers have been implementing an outcome based history curriculum among Malawian secondary schools**

I, ....., consent to participate in this study conducted by Enock Mchawa, on assessing how history teachers have been implementing an outcome based history curriculum in Malawi secondary schools. I realise that no negative consequence will arise from my participation in this study, and that the study is being conducted for purposes of improving the teaching and learning of history. I give permission for the material to be used for research only. I participate voluntarily and understand that I may withdraw from the study at any time.

I further consent to be interviewed and observed while teaching history in class as part of the study. I also understand that I have the right to review the notes made during our conversation before these are used for analysis if I choose so. I can delete or amend any material or retract or revise any of my remarks. Everything I say will be kept confidential by the interviewer. I will only be identified by a pseudonym in the research report. In addition, any person I refer to in the interview and the name of the school will be kept confidential.

Pseudonym: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix L: Informed consent for other participants**

**INFORMED CONSENT FORM**

**An assessment of how history teachers have been implementing an outcome based history curriculum among Malawian secondary schools**

I, ....., consent to participate in this study conducted by Enock Mchawa, on assessing how history teachers have been implementing an outcome based history curriculum in Malawi secondary schools. I realise that no negative consequence will arise from my participation in this study, and that the study is being conducted for purposes of improving the teaching and learning of history. I give permission for the material to be used for research only. I participate voluntarily and understand that I may withdraw from the study at any time.

I further consent to be interviewed and I also understand that I have the right to review the notes made during our conversation before these are used for analysis if I choose so. I can delete or amend any material or retract or revise any of my remarks. Everything I say will be kept confidential by the interviewer. I will only be identified by a pseudonym in the research report. In addition any person I refer to in the interview and the name of the school will be kept confidential.

Pseudonym: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_