Asian Journal of Contemporary Education
ISSN(e): 2617-1252
DOI: 10.18488/journal.137.2021.51.12.22
Vol. 5, No. 1, 12-22.

URL: www.aessweb.com

CHALLENGES IN THE TEACHING AND LEARNING OF TEXTILES IN THE PRIMARY SCHOOL CURRICULUM IN MASVINGO DISTRICT ZIMBABWE

Isabel Makwara Mupfumira[1+]
Leonora T. Nyaruwata[2]

[1]*Robert Mugabe School of Education and Culture Great Zimbabwe University, Zimbabwe.*
Email: imupfumira@gmail.com
[2]*Zimbabwe Open University, Zimbabwe.*

(+ Corresponding author)

Article History
Received: 29 July 2020
Revised: 21 December 2020
Accepted: 7 January 2021
Published: 9 February 2021

Keywords
Challenges
Textiles
Teaching
Learning.

ABSTRACT

The purpose of this research was to conduct an analysis of the challenges faced in the teaching and learning of Textiles in the primary school curriculum in Masvingo district Zimbabwe. The study was informed and guided by two theories namely the concerns-based adoption model (CBAM) and the pragmatist's theory. A qualitative case study design was employed to allow for naturalistic methods of data collection. The study was conducted at five selected primary schools in Masvingo district, Masvingo province in Zimbabwe. The population of the study comprised teachers, parents, school development committee (SDC) chairpersons, school heads and the schools inspector. Convenience and purposive sampling was employed to get a total of 54 participants. The data was collected using interviews, observation and document analysis. The major findings of the research were that schools lacked facilities for effective teaching and learning of Textiles in form of personnel, infrastructure, equipment and consumables especially in rural schools. The other finding was that the nature of the Grade 7 examination created a negative attitude towards teaching and learning of Textiles. The study recommends that the Government should take a lead in creating a conducive learning and teaching environment for Textiles through provision of both human and material resources. The examination system should give equal status to all subjects assessed in the general paper.

Contribution/ Originality: This study contributes to existing literature by conducting an analysis of the challenges faced in the teaching and learning of Textiles in the primary school curriculum in Masvingo district Zimbabwe.

1. INTRODUCTION

In Africa and the world over countries are trying to address the question of the provision of skills and knowledge required in facing life's challenges. Countries like Japan and German have realised great strides in technological advancement due to prioritising technical and vocational education (Boateng, 2012).

Textiles is technical and vocationally oriented where learning occurs through marrying theory and practice. Textiles as a practical area requires equipment, materials and specialist rooms for effective implementation (Domike & Odey, 2014; Ministry of Education Sports and Culture, 2002). According to Murethi (2009) TVE in some schools in Africa is ha mpered by lack of appropriate resources. The same situation may exist in Zimbabwe (Nziramasanga, 1999). An evaluation study by Domike and Odey (2014) in Nigeria revealed that many primary

schools were experiencing challenges in terms of infrastructure and instructional material. In Zimbabwe studies at tertiary and secondary level have shown that lack of facilities and materials have negatively affected the implementation of curriculum (Mupfumira, 2011; Mupfumira. & Mutsambi, 2012). In Chivi District Zimbabwe, Shadreck (2012) established that teacher quality, lack of adequate laboratory equipment and consumables affect effective implementation of the F/N curriculum. Resources are the bedrock in the teaching and learning of practical subjects like Textiles.

The researcher did not come across studies which directly addressed challenges in the teaching and learning of Textiles. Mandina (2012) conducted a study on challenges in implementing of F/N curriculum in secondary schools in Chivi district, Zimbabwe. Chikoore and Museva (2014) studied obstacles in the path of implementing Technical/Vocational education in Zimbabwe secondary schools. Insufficient funding was cited as a major challenge hindering effective implementation of the curriculum. The other challenge was of teacher quality. Some of the measures suggested to address the challenges were that adequate resources be provided in schools for effective teaching and learning. In order to improve teacher quality, the recommendation is that seminars workshops and in-servicing should be organised at regular intervals.

Studies in Australia and New Zealand found that the lack of teaching and learning materials resources impacted negatively on implementation of curriculum (Schagen & Hipkins, 2008; Stone, 2006). Ndawi and Maravanyika (2011) say effective implementation of curriculum requires a conducive school environment. Textiles requires well equipped specialist rooms with work tables, sewing machines, laundry sinks, ironing equipment (Allwright, 1990). Effective teaching and learning of Textiles requires the right infrastructure, equipment and materials (Deepak, 2011).

These studies have shown that practical subjects face challenges. Therefore the current study examined the challenges in the implementation of Textiles in the primary school curriculum in Masvingo District Zimbabwe in order to come up with possible intervention measures to these challenges.

2. RESEARCH QUESTIONS

The study was guided by the following questions.

1. Which challenges are faced in the teaching and learning of Textiles in the Primary school curriculum?
2. How can the challenges faced in the teaching and learning of Textiles in the Primary school curriculum be addressed?

3. REVIEW OF RELATED LITERATURE

Curriculum implementation is influenced by a number of factors namely the teacher , the learners, resource material and facilities, interest groups, the school environment, instructional supervision and assessment (Module 13, 2000; Nkomo & Vengesayi, 1995).

3.1. Theoretical Frameworks

The concerns-based adoption model (CBAM) and pragmatism were the theoretical frameworks which guided this study. CBAM helps to articulate change, assess the status of individuals involved in the implementation process of a program for example Textiles (Loucks, 1983). CBAM helps to provide guidelines for designing assistance and support activities that promote success in the implementation of curriculum (Anderson, 2002; Loucks, 1983). Pragmatism advocates for learning by doing (Shah, 2010). Pragmatists consider learning as preparation for practical life (Khasaweh, Ain, Ain, Miqdadi, & Hijazi, 2014; Shah, 2010). The central theme of pragmatic education is activity thus the need to link theory with practice (Educational System, 2013; Yun, 2000). In Textiles pupils learn through practical engagement in, sewing, repair work and laundry work.

3.2. Resource Material and Facilities

Technical and vocational education requires equipment and facilities to enable teachers to effectively implement the curriculum (Gudyanga, 2014). Fullan (2008) suggest that communities and school boards must be involved or be supportive for curriculum change to be successful. There is need for cost –sharing between the state and interest groups such as parents, School Development Committees (SDCs), missions and local authorities for successful curriculum implementation. The running of technical and vocational subjects like Textiles is highly capital intensive (Gudyanga, 2014). The increased costs associated with subjects like Textiles include smaller class sizes, specialist rooms, high cost equipment e.g. sewing machines, sewing and laundry work equipment and consumables (Alan, 2008; Mupinga, Burnett, & Redmann, 2005). Some studies on TVE have established that some facilities are inadequate and in some cases, obsolete (UNESCO, 2010). A challenge of facilities, equipment, and materials constrains the implementation of TVE programmes like Textiles (Bvekerwa, Chavhunduka, & Chinyemba, 2011; Sharma, 2008). An effective technical education can not take place without the adequate provision of learning facilities (Oviawe & Uwameiye, 2010; Teaching Home Economics, 2013).

3.3. Interest Groups

Interest groups influence curriculum implementation. Developing partnerships with the communities in the implementation of the curriculum, enriches the teaching and learning of Textiles in the primary school curriculum (Burkill & Eaton, 2011). The interest groups include parents and teachers associations, school development Committees (SDC's) religious organisations, local authorities, companies and private school proprietors (Module 13, 2000). Module 13 (2000) says interest groups can influence implementation in the following ways:

- They can provide schools with financial support (Chindanya, 2011; Mataire, 2014). This connection with the community can help to foster a link between school and community (Mataire, 2014).
- Interest groups may influence learners to reject courses they consider detrimental to their interest.

3.4. Assessment

Module 13 (2000) claims, that assessment in form of examinations greatly influences curriculum implementation because communities generally value public examinations certificates. Due to the great value given to the public examinations, teachers may concentrate on subjects that promote academic excellence (Module 13, 2000). Examinations define the standard of performance of a curriculum and provide status of a subject in the community. Textiles a component of H.E. in the primary school curriculum is examined at grade 7 in the General paper. H.E. which incorporates Textiles is allocated an average of 3 questions out of 50 in the General paper and other subjects are allocated an average of 12 questions (Zimbabwe Examinations Council, 2015; 2016; 2017; 2018; 2019). Zvobgo (1999) argues that practical subjects must carry equal weighting as academic subjects for them to be valued. Rao (2010) says examinations are of great importance because they shape the operation of the education system. It has been established in literature that teachers considered testing as the ultimate purpose of teaching (Chun, 2007).

3.5. Class Sizes

Class sizes influence effective teaching and learning of practical subjects like Textiles, Art and Design, Physical Education and Music. Department of Education (2016) says for Home Economics the number of pupils under instruction by one teacher should not exceed 20. The class size is limited for health and safety of the pupils. Smaller classes led to pupils receiving more individual attention from teachers, and having more active interactions with the teacher and other learners and facilitated class engagement in learning activities (Orangi, 2016).

3.6. Human Resources for Teaching and Learningtextiles

Peresu and Nhundu (1999) consider teachers as the main agents in the implementation of curriculum, because they are responsible for determining the students learning experiences. The teacher is at the most crucial point of curriculum development which is the implementation stage (Ifeoma & Nkem, 2013). Hoadley and Jansen (2009) and Marsh (2009) argue that the teacher's attitudes, his /her motivation and competence influence the achievement of the intended curriculum. The teachers' competence and attitude contribute towards effective curriculum implementation (Hoadley & Jansen, 2009; Tope, 2012).

Implementation of practical subjects was negatively affected by lack of specialised personnel. For successful implementation of the curriculum, teachers should be adequately prepared (Gatawa, 1990; Peresu & Nhundu, 1999). A teacher with relevant skills knowledge, competences and experience is able to furnish students with appropriate skills and knowledge at the right level. Teachers need to be equipped so that they can adjust to demands of new curriculum implementation (Idris & Rajuddin, 2012). Staff development equips teachers with relevant classroom instruction strategies and keeps them abreast with new requirements in the field (Walker, Green, & Tilford, 2003).

3.7. School Management

Both internal and external school management is responsible for quality assurance at the school (Everard, Morris, & Wilson, 2004; School Supervision, 2006). Supervision as one integral component of management facilitates effective learning and promotes quality in education (Chike-Okali, 2006; School Supervision, 2006). The school administration and state through the Ministry supervisory team monitors if the curriculum is being implemented as expected and if the necessary support is being provided (Lawrence, 2010; Ndawi & Maravanyika, 2011; Nkomo & Vengesayi, 1995). Adepoju (1998) asserts that instruction is improved through monitoring practices of people involved in teaching and learning of pupils. Through supervision teachers are assisted to improve in their teaching resulting in improved curriculum implementation (Reforming school supervision for quality improvement, 2007). The Wallace Foundation (2013) considers monitoring as one of the key responsibilities of management (principal). The Wallace Foundation (2013) considers effective principals as those who work relentlessly to improve the quality of instruction thereby improving pupil achievement.

External school management's mandate is to ensure policy implementation for effective instructional practices (School Supervision, 2006). The external school management has the responsibility for the provision of both human and material resources to support the implementation of curriculum (Adu, Akinloye, & Olay, 2014). It is crucial for school managers to pay adequate attention not only to planning of curriculum but also to its effective implementation. The provincial, district and local supervisory team should have mechanisms for monitoring on a continuous basis the performance of both teachers and students in Textiles, in order to institute remedial action where necessary (Kimbui, 2012).

3.8. Assessment System in Textiles

Examinations like the Grade 7 examination at primary level provide for a test based accountability system. Test-based accountability system strengthens incentives for teachers to commit themselves to their work. Muskin (2015) argues that if a system truly expects its whole curriculum to be taught, then the whole curriculum must be tested meaningfully because there is a link between education and examination. Chamisa (2005) says examinations play a major role in determining the success of a subject because you cannot examine something, if it is not worth teaching. Muskin (2015) says that a link between assessment and the curriculum helps to ensure that what a system sets as its learning goals for students is what it assesses in its programmes of assessment.

4. RESEARCH METHODOLOGY

4.1. Research Design

The study made use of a qualitative multi case study design in order to obtain an in-depth understanding of the phenomenon under study. A qualitative multi case study investigates phenomenon within a real life context making use of multiple sources (L. Cohen, Manion, & Morrison, 2005). Yin (2009) supports the use of multi case studies because they provide room for replication and guard against putting one's eggs in one basket which might be risky. Investigating challenges in the teaching and learning of Textiles in the primary school in a natural setting of the school did bring about deeper insights and understanding of the phenomenon (Kombo & Tromp, 2009).

4.2. Population of the Study

The study population comprised of primary schools in Masvingo District both urban and rural.

The major participants of the study were teachers who were selected in order to understand the challenges they faced in teaching Textiles in the primary school. Yin (2017) advices researchers against depending on one key informant therefore, the researcher used varied data sources for credibility to provide collaborative evidence. School heads, teachers, parents, SDC chairpersons and the schools inspector were included as participants to enhance credibility and authenticity of the research findings (Gray, 2011).

4.3. Sample and Sampling Procedures

Purposive and convenience sampling were used to select the primary schools and for the participants. This was in order to select participants with the relevant data for answering the research questions (Creswell, 2013). The sample constituted 5 schools, the school heads of the sampled schools and SDC chairpersons, 15 teachers, 28 parents the schools inspector responsible for managing primary education. The sample constituted a total of 54 participants.

4.4. Data Generation Instruments and Procedures

The study made use of three data generation tools i.e. the interview, observation and document analysis. These data generation methods are now briefly described

4.4.1. Semi-Structured Interview

The researcher used a semi structured, one on-one and focus group interview. The technique gave room for the researcher to undertake an in-depth analysis and obtain detailed information on the issue under investigation (Bryman, 2012; Creswell, 2013).

4.4.2. Non- Participant Observation

The researcher utilised the non-participant observation method. Observations are considered an important tool for gathering data for descriptive studies (Marshall & Rossman, 2008). Observation was important in this study for verification of interview data (Corbin & Straus, 2008). The observation method accorded the researcher an opportunity to get firsthand information (L Cohen, Manion, & Morrison, 2011; Silverman, 2010).

4.4.3. Document Analysis

Documents were also analysed to provide a form of written evidence to answer research questions (Creswell, 2013). In this study scheme cum plans, children's books, school timetables, syllabus were sources of data.

4.4.4. Presentation, Analysis, Interpretation and Discussion of Findings

In this study data was presented in narrative form. At the early stages the data was edited, segmented and summarised. This was later followed by coding and engaging in associated activities like findings themes and patterns (Gray, 2011).

4.5. Trustworthiness

Trustworthiness concerns were captured through credibility, dependability and conformability.

Credibility was ensured through prolonged engagement, member checking, triangulation (MacMillan & Schumacher, 2010; Marshall & Rossman, 2015). Conformability was captured through prolonged engagement in the field. Dependability in this study was ensured through triangulation and member checking.

4.6. Research Ethics

Research ethics are the moral principles which specify what is acceptable in research by a particular group (Gray, 2011; Marshall & Rossman, 2015). The ethical issues which were considered were informed consent, confidentiality and permission feedback.

5. FINDINGS AND DISCUSSION

The study revealed some challenges influencing the teaching and learning of Textiles. These were resourcing Textiles, attitudes towards the teaching and learning of Textiles and assessment.

5.1. Resourcing Textiles

It was confirmed through the various school cases that resources were a challenge in the teaching and learning of Textiles. Challenges identified in resourcing Textiles related to both the human and the material resource.

In this research it was established that provision of adequate material resources for teaching and learning of Textiles in form of infrastructure, equipment and consumables was quite a challenge especially in the rural schools. There were no workshops, equipment and consumables for teaching Textiles at the rural schools. However the urban schools were better resourced although they suffered inadequacies in the laundry work component. Literature has emphasised the need for adequate resources because effective technical education can not take place without the adequate provision of learning facilities (Teaching Home Economics, 2013; Uwameiye & Oviawe, 2010).

To address the challenge of material resources in Textiles, the urban schools instituted levy for Home Economics (H.E.) which covers consumables for Textiles. H.E. levy payment was possible through community collaboration. The participants held the view that government should finance Textiles in order to address the resource challenge. The study established that parents especially of rural schools were not in a position to carry the burden of financing Textiles. This was expressed by one urban school head when he said, *"The government should help to construct specialist rooms because some schools have no funds to construct these rooms. Government should also provide the grants which were given in the past. The grant would be distributed to various needs."* Ogwu and Ogwu (2012); Chikoore and Museva (2014) supported government involvement in resourcing practical subjects. Mandina (2012) study on challenges in teaching F/N recommended that the provision of adequate resources would foster effective teaching and learning of the subject.

The data collected through interviews of the school heads and teachers indicated that there was a challenge of inadequate Textiles knowledge of the human resource especially at the rural schools. The reason being that the teachers teaching Textiles at grade 6 and 7 level had not specialised in H.E. incorporating Textiles at diploma and University level. The school heads and teachers at the rural schools felt that the government should provide H.E. specialists to support effective teaching of Textiles as they did for agriculture. As one school head said, "Takangoona teacher we agriculture auya" Translation "We were just given an Agriculture teacher". Literature

presents the view that teachers with deep mastery of subject content and pedagogy are the most effective (Gatawa, 1990; Peresu & Nhundu, 1999). It was established across the school cases that the teacher quality could be enhanced through teacher staff development in form of seminars, workshops, conferences, in-service training. One school head supported attendance of these by saying; *"Teachers share ideas, knowledge and skills, on their weaknesses and challenges and how to improve and map the way forward."* Teacher enhancement programmes such as workshops, seminars and in-service were supported by Mandina (2012) and Chikoore and Museva (2014).

5.2. Attitudes towards Teaching and Learning Textiles

To the participants in the study, attitude was part of conditions influencing the effective teaching and learning of Textiles. The negative attitude of some teachers was a challenge noted in the study and also in literature by Mandina (2012). The class teachers at the urban schools would sometimes encroach on the Textiles time by not releasing children on time giving the impression that Textiles was not important. To fight this negative attitude of class teachers, one school teacher expressed the need for cooperation between school administration and the teachers. To resolve this situation, one school head said, *"I see that teachers follow the time table. You need to check sometimes because the grade seven teachers do not send the children on time. I instruct the teachers to make follow ups saying that you are taking my time."* To counteract the negative attitudes of the class teachers, one urban teacher said they aim to produce good quality products which are appreciated by learners, teachers and parents. The idea is to demonstrate that Textiles can foster self-reliance in the learners (Boateng, 2012).

The poor learning environment contributed to a negative attitude towards the teaching and learning of Textiles. The participants felt these attitudes may be addressed by improving the environment in which the subject is taught through provision of H.E classrooms, equipment and consumables for teaching and learning of Textiles. No effective technical education can take place without adequate material resources (Puyate, 2004).

The other factor which contributed towards a negative attitude was lack of supervision of H.E. and Textiles. To improve the attitude it was suggested that the school management should also ensure that the subject is taught by supervising the teaching and learning of H.E. incorporating Textiles. By supervising the subject it will be accorded importance and not be marginalised. The teachers attitude is important for effective teaching and learning as expressed by Puyate. (2008) who argued that teachers should have the right frame of mind for effective curriculum implementation.

5.3. Assessment as a Challenge

The study has shown that the grade 7 assessment system of Textiles pauses challenges for the teaching and learning of Textiles in the primary school in Zimbabwe. It has been observed that there was on average 3 questions on H.E. in the general paper whereas the other content subjects had an average of 14 questions each out of 50 questions. As expressed by a statement from one teacher, *"So it's considered a waste of time. For example, RME has 14 questions SS has 14 questions ES has 16 questions and HE 1 question. The teacher says why teach what is not tested"*. Lack of seriousness in examining H.E. incorporating Textiles resulted in challenges in the teaching and learning of Textiles. Literature has indicated that examinations play a major role in determining the success of a subject (Chamisa, 2005; Muskin, 2015). Chamisa (2005) says if you cannot examine or test for something, it is not worth knowing. To address challenges paused by the general paper in the teaching and learning of Textiles the school heads and teachers suggested that H.E. be given equal status as other content subjects. In this way, H.E. and Textiles will be taken seriously. The distribution of test items could be such that each of the 4 content subjects is allocated an average of 12 questions out of the 50.

The participants suggested that the status of Textiles can also be improved by examining H.E. as a separate subject like agriculture. As one school head pointed out, *"It's the same as agriculture since they are both practical subjects. Agriculture has an examination paper. Just as Agriculture has its own examination why not have an H.E. examination*

paper." The participants also felt that the situation may be addressed by including practical work in the assessment so that teachers also teach practical in Textiles. Literature has shown that examinations play a major role in determining the success of a subject (Chamisa, 2005; Muskin, 2015).

6. CONCLUSIONS

The findings on the challenges in the teaching and learning of Textiles led to three conclusions. The first conclusion was that resources were a challenge in the teaching and learning of Textiles. Resources are pivotal to effective implementation of school programmes through provision of a conducive learning environment. The second conclusion was that class teachers and some of the supervisory personnel had negative attitudes towards teaching and learning of Textiles. The study also established that the assessment system presented challenges in the teaching and learning of Textiles. This was based on the finding that Textiles is marginalised in the grade 7 General paper examination.

It was concluded from the study that challenges of resources can be addressed in a number of ways. One of the ways was by government funding the construction of infrastructure, and purchase of equipment for Textiles. Government could also reinstate grants, part of which may be used to fund Textiles practicals. The other way was for rural schools to also introduce an H.E. levy to support teaching of Textiles practicals. With reference to the challenge of negative attitudes towards Textiles, the conclusion was that a conducive learning environment could be provided through proper resourcing of schools so that teachers enjoy teaching Textiles. The other conclusion was that if teachers attended staff development programmes their skills and knowledge will be enhanced thereby boosting their confidence and attitudes towards Textiles. It was also concluded from the study that improving the status of H.E. in the national grade 7 examination may help to create a positive attitude towards Textiles.

7. RECOMMENDATIONS

- The general paper examination should give equal status to all subjects assessed in the paper.
- H.E be a stand alone subject with its own paper at grade 7. This would insure that both theory and practical work is covered in Textiles.
- H.E be supervised in the same manner as other subjects so that school management can assist in the effective teaching and learning of Textiles.
- The Zimbabwean government should staff all primary schools with H.E specialists for the effective teaching and learning of Textiles.
- The Zimbabwean government should develop and implement professional development programmes for H.E. teachers for effective teaching and learning of Textiles.
- Zimbabwe government should create a conducive learning and teaching environment for Textiles through provision of appropriate infrastructure, equipment and consumables.

Funding: This study received no specific financial support.
Competing Interests: The authors declare that they have no competing interests.
Acknowledgement: Both authors contributed equally to the conception and design of the study.

REFERENCES

Adepoju, T. (1998). Fundamental of school administration, planning and supervision in Nigeria. *Ibadan, Alafas Nigerian Company, 12*, 29-51.

Adu, E. O., Akinloye, G. M., & Olay, O. F. (2014). Internal and external school supervision: Issue, challenge and way forward. *Intentional Journal of Education Science*, 7(2), 269-278.Available at: https://doi.org/10.31901/24566322.2014/07.02.04.

Alan, G. M. (2008). *The role of technical and vocational education in the national development of Bangladesh*. New York: Free Press.

Allwright, D. (1990). Autonomy in Language pedagogy. Stanford: CRILE working Paper.

Anderson, S. E. (2002). Understanding teaching change: Revisiting concerns based adoption model. *Curriculum Inquiry*, *27*(3), 331-367.

Boateng, C. (2012). Restructuring vocational and technical education in Ghana: The role of leadership development. *International Journal of humanities and Social science*, *2*(4), 108-114.

Bryman, A. (2012). *Social research methods* (4th ed.): Oxford University Press.

Burkill, B., & Eaton, R. (2011). *Developing teaching and learning*. Cambridge: Cambridge University Press.

Bvekerwa, S. T. D., Chavhunduka, J., & Chinyemba, F. (2011). Appraisal of resources for technical vocational subjects: A case study of Makonde district, Zimbabwe. *Journal of Innovation Research in Education*, *1*(1), 114-131.

Chamisa, S. (2005). *Trends in home economics education: An analysis of curriculum documents in Zimbabwe and South Africa*. Unpublished Masters Thesis University of Cape Town.

Chike-Okali, A. (2006). *A handbook on supervision of instruction*. Iban: Gabesther Publishers.

Chikoore, M. R., & Museva, S. (2014). Obstacles in the path of implementing technical/vocational education in Zimbabwean secondary schools: How can the situation be helped? *Journal of Emerging Trends in Educational Research and Policy Studies*, *5*(4), 557-565.

Chindanya, A. (2011). *Parental involvement in primary schools: A case the Zaka District of Zimbabwe*. Unpublished, Doctoral Thesis. Pretoria: University of South Africa.

Chun, Y. (2007). *The implementation of formative assessment in teaching business fundamentals by two secondary school teachers*. Thesis University of Hong Kong.

Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (5th ed.). London: Routledge Development Unit.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). New York: Routledge.

Corbin, J., & Straus, A. (2008). *Basics of qualitative research*. Los Angeles: SAGE.

Creswell, J. W. (2013). *Qualitative inquiry research design: Choosing among five approaches*. Los Angeles: Sage.

Deepak, S. (2011). Multimedia approach to teaching and learning process. Deepaksham education.blogspot.com/…/.

Department of Education. (2016). Class sizes in post-primary schools - practical subjects (as well as other subjects that include a practical activity) Circular Number: 2016/11 Date of Issue: 22 July 2016: Curriculum Team Department of Education. Retrieved from: https://www.ascl.org.uk/ASCL/media/ASCL/class_sizes_in_post-primary_schools_-_practical_subjects_-_circular_2016.pdf.

Domike, G. C., & Odey, E. O. (2014). An evaluation of the major implementation problems of primary school curriculum in Cross River State, Nigeria. *American Journal of Educational Research*, *2*(6), 397-401.Available at: https://doi.org/10.12691/education-2-6-12.

Educational System. (2013). Implication of pragmatism in educational system. Retrieved from http://educational-system.blogspot.com/2013/02/implications-of-pragmatism-in.html.

Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management* (4th ed.). London: Paul Chapman Publishing.

Fullan, M. (2008). *The six secrets of change*. San Francisco: Jossey- Bass.

Gatawa, B. S. M. (1990). *The politics of the school curriculum: An introduction*. Harare: Jongwe Press.

Gray, D. E. (2011). *Doing research in the real world* (3rd ed.). London: Sage Publications.

Gudyanga, A. (2014). *Vocationalisation of education. In R.Zvobgo (Ed), Contemporary issues in education*. Harare: College Press.

Hoadley, V., & Jansen, J. (2009). *Curriculum organizing knowledge for the classroom* (2nd ed.). Cape Town: Oxford University Press.

Idris, A., & Rajuddin, M. R. (2012). The influence of teaching approaches among technical and vocational education teachers towards acquisition of technical skills in Kano State-Nigeria. *Journal of Education and Practice*, *3*(16), 160-165.

Ifeoma, O. E., & Nkem, D. E. (2013). Information and communications technology awareness and use for home economics curriculum delivery in Anambra State: Teachers' Improvement Strategies *British Journal of Arts and Social Sciences. International Journal of Computer Science Issues*, *9*(6), 329-335.

Khasaweh, O. M., Ain, J., Ain, A., Miqdadi, R. M., & Hijazi, J. A. Y. (2014). Implementing pragmatism and John Dewey's educational philosophy in Jordanian Public Schools. *Journal of International Education-First Quarter, 10*(1), 37-54.

Kimbui, C. (2012). Eastern region assured of governments resolute to education. *Kiburezi KNVT Bass Call for Quality Education News*, 10-19.

Kombo, D. K., & Tromp, D. L. A. (2009). *Proposal and thesis writing: An introduction*. Nairobi: Pauline Publications Africa.

Lawrence, J. C. (2010). *Educational planning and management*. New Delhi: Rajat Publications.

Loucks, S. F. (1983). *The concerns-based adoption model CBAM: Series paper (Number 2): North Carolina University*: Chapel Hill Technical Assistance Development.

MacMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Boston: Pearson.

Mandina, S. (2012). Challenges of implementing the food and nutrition curriculum in secondary schools in Chivi District in Zimbabwe. *Journal of Emerging Trends in Educational Research and Policy Studies, 3*(5), 779-784.

Marsh, C. J. (2009). *Key concepts for understanding curriculum* (4th ed.). New York: Routledge.

Marshall, C., & Rossman, G. B. (2008). *Designing a qualitative research*. London: Sage Publications.

Marshall, C., & Rossman, G. B. (2015). *Designing a qualitative research*. London: Sage Publications.

Mataire, R. (2014). *Debunking historical lies about Africa*. Herald, Harare: Zimpapers.

Ministry of Education Sports and Culture. (2002). *Primary home economics syllabus, Grade 4-7*. Harare: Curriculum.

Module 13. (2000). Curriculum theory, design and assessment .General education modules. The Commonwealth of Learning October 2000.

Mupfumira, I. M. (2011). *Relevance of the clothing curriculum to industry: A case of a polytechnic in Zimbabwe*. Saarbrucken: Lambert Academic Publishing.

Mupfumira., I. M., & Mutsambi, T. P. (2012). An evaluation of demonstration and industrial attachment as strategies in implementing clothing curriculum: A case of a Masvingo Polytechnic in Zimbabwe. *Journal of African Studies and Development, 4*(4), 114-121.Available at: https://doi.org/10.5897/jasd11.067.

Mupinga, D. M., Burnett, M. F., & Redmann, D. H. (2005). Examining the purpose of technical education in Zimbabwe's high schools. *International Education Journal, 6*(1), 75-83.

Murethi, W. G. (2009). *Technical vocational and training in Africa has lost its significance*. Paper presented at the K.M. Africa. Darker Conference Paper.

Muskin, J. A. (2015). *Student learning assessment and the curriculum: Issues and implication for policy, design and implementation*: IBE UNESCOO International Bureau of Education.

Ndawi, O., & Maravanyika, O. E. (2011). *Curriculum and its building blocks: Concepts and processes*. Gweru: Mambo.

Nkomo, A. G., & Vengesayi, G. M. (1995). *Curriculum implementation change and innovation Module EA3AD303*. Harare: Centre for Distance Education.

Nziramasanga, C. T. (1999). *Report of the presidential commission of inquiry into education and training*. Harare: Government Printers.

Ogwu, E. N., & Ogwu, F. J. (2012). Quality of instructional technology (IT) on implementing home economics curriculum (HEC) at the primary school level (PSL) in Botswana. *International Journal of Computer Science Issues (IJCSI), 9*(6), 329-335.

Orangi, O. E. (2016). *Influence of teacher-pupil ratio and availability of reading materials on reading achievement levels of standard three pupils in Kenya Sub-county, Kisii County, Kenya*. Master of Education Dissertation, Kenyatta University, Kenya.

Oviawe, J., & Uwameiye, R. (2010). Availability of human and material resources for teaching block laying and concrete works in technical colleges in Edo state. *Ebonyi Technology and Vocational Education Journal, 1*(1), 37-47.

Peresu, M., & Nhundu, T. (1999). *Foundation of education*. Harare: College Press.

Puyate, S. T. (2004). *Manpower production for national development*. Paper presented at the Nigerian Association of Teachers of Technology Annual Conference. Ibadan Oyo State, Nigeria October 2004.

Puyate., S. T. (2008). Constraint to the effective implementation of vocational education programme in private secondary schools in part Harcourt local Government. *Asia Pacific Journal of Cooperative Education, 9*(1), 59-71.

Rao, V. (2010). *Curriculum development*. New Delhi: Publishing House.

Schagen, S., & Hipkins, R. (2008). *Curriculum changes, priorities, and issues: Findings from NZCER secondary 2006 and primary 2007 national surveys*. Wellington, New Zealand: New Zealand Council for Educational Research.

School Supervision. (2006). The government of the Republic of Trinidad and Tobago. Ministry of education Division of School Supervision Ministry of Education. Retrieved from http://moe.edu.tt/services/administration/divisions/ict/item/74-school-supervision.

Shadreck, M. (2012). Teaching and learning of Implementation the food and Nutrition curriculum in secondary schools in Chive District, Zimbabwe. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 3*(5), 779-784.

Shah, T. (2010). Pragmatism as a school of philosophy. Retrieved from http://pakphilosophy:blogspnot.com/2010/06/pragmatism-as-school-philosophy-by-htm?m=1.

Sharma, A. (2008). *Technical vocational education and training: The master key the review of the functions of FIT,TPAF and other TVET providers*: Fyi: Ministry of Education, Sports, Arts, Culture and National Heritage.

Silverman, D. (2010). *Doing qualitative research* (3rd ed.). Los Angles: SAGE.

Stone, H. (2006). *Specialist teachers and curriculum reform in a Western Australian primary school in 2002: A comparative study of specialist music, health and physical education, and language-other-than English teaching professionals*. Master's Thesis, Murdoch University, Perth, Western Australia.

Teaching Home Economics. (2013). Principles and methods of teaching. home economics. TKI/NZ curriculum Marautanga project/health and physical education/ home economics education. New Zealand.

Tope. (2012). Effects of teacher competence on academic performance: A case study ifiikeja local government area of Lagos State, Ogun State: Ego Books. Retrieved from www.ometere.tk.

UNESCO. (2010). *Revised recommendation concerning technical and vocational education*. Paris: Author.

Uwameiye, R., & Oviawe, J. I. (2010). Availability of human and material resources for teaching block laying and concrete works in technical college of Edo State. *Ebony Technology and Vocational Education Journal, 1*(1), 37-42.

Walker, J., Green, J., & Tilford, S. (2003). An evaluation of school sex education team training. *Health Education, 103*(6), 320-329.Available at: https://doi.org/10.1108/09654280310502816.

Wallace Foundation. (2013). The school principal as leader: Guiding schools to better teaching and learning. Retrieved from www.wallacefoundation.org.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks: Sage.

Yin, R. K. (2017). *Case study research: Design and methods* (6th ed.). Thousand Oaks: Sage.

Yun, E. (2000). The project method a way of making life meaningful in the classroom(ceep,crc.cuiuc.edu/…/yun.htmal)

Zimbabwe Examinations Council. (2015; 2016; 2017; 2018; 2019). *Grade 7 general paper*. Harare: Ministry Education Sports and Culture.

Zvobgo, R. J. (1999). *The post colonial state and educational reform*. Zimbabwe, Zambia and Botswana. Harare: Zimbabwe Publishing House.