SCHOOL-BASED MANAGEMENT FACTORS INFLUENCING IMPLEMENTATION OF LOCAL FAMILIAR LANGUAGES AS MEDIUM OF INSTRUCTION FROM GRADE 1-4: A CASE OF SELECTED PRIMARY SCHOOLS IN CHAMA, ZAMBIA

A Dissertation submitted to Chalimbana University, School of Education Leadership and Management in partial fulfillment of the requirements for the award of the degree of Master of Education

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2021

Declaration

I Zimba Peter declares that the study conducted on school -based management factors influencing implementation of local familiar language as medium of instruction from grade 1-4 in selected primary school in Chama district and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

Signature ………………………….. Date: ……………………..

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Approval

This dissertation by Zimba Peter was approved as a fulfillment of the requirements for the award of the degree of Master of Education Leadership and Management of the Chalimbana University.

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Abstract

The study focused on school based management factors influencing implementation of local familiar languages as medium of instruction in selected primary schools in Chama District in Muchinga Province of Zambia. The main objectives were to establish views, roles and challenges faced by head teachers and teachers in the curriculum implementation of familiar languages as a medium of instruction from grade 1 to 4 in Chama District. The research design was a descriptive case study using more of qualitative approach than quantitative data analysis. Research instruments were interview guide, questionnaire guide, document analysis and observation. In this case, the sample size of this particular study consisted of the three head teachers and twelve class teachers from A, B and C Schools, bringing the total sample to fifteen. Findings of the study were tabulated according to study themes related to objectives. Findings revealed that school based management had negative views with the change of teaching learners in English to local familiar language as medium of instruction from grade 1-4. Additionally, findings revealed that roles of the head teacher were compounded with deficiency in training in the curriculum implementation of familiar languages as medium of instruction. Among them was deficiencies in monitoring, language proficiency, teaching and learning material and training in the implementation of familiar languages as medium of instruction from grade 1-4. Findings indicated that teachers were still using English other than local familiar languages as medium of instruction lower section. Based on the these findings, the study recommended to train head teachers before new curriculum was introduced in schools and offer continuing support to teachers to ensure effective implementation of curriculum. Government should deploy more literacy teachers and in accordance with their familiar languages in reference to the location of the school. The school management should be able to support, monitor and supervise teachers. However, further research suggests to investigate language challenges in the transition of learners from grade four to five and assessing learners with familiar language as medium of instruction from grade 1-4.

Dedication

This Research work is dedicated to God Almighty for giving me sufficient strength, grace and endurance. I extend my dedication to my wife Ellas Ngulube and children, Joseph, George, Joyce and Kwangu Taonga Zimba.

Acknowledgements

Acronyms and Abbreviations

SBM: School Based Management

CBAM: Concerns-Based Adoption Model

MoI-Medium of instruction

MOE-Ministry of Education

HT: Head Teacher

T: Teacher

PNG : Papua New Guinea

NBTL: New Breakthrough to Literacy

NLP: New Language Policy

PRP: Primary Reading Program

SACMEQ: Southern African Consortium for Monitoring Education Quality

SCH-A: School A

SCH-B: School B

SCH-C: School C

HT-1A: Head Teacher 1 For school A

HT-2B: Head Teacher 2 for School B

HT-3C: Head teacher 3 for school C

T1: Teacher 1

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Chapter One

1.1 Overview of the chapter

The chapter provides the general background information that sets the context of the study on school -based management factors influencing implementation of local familiar language as medium of instruction from grade 1-4 in selected primary schools in Chama, Zambia**.** The background was followed by the statement of the problem under investigation, purpose of the study, objectives of the study, research questions of the study, Scope of the study, limitations of the study, significance of the study, theoretical framework, operational definitions of terms of the study and chapter summary.

1.2 Background of the Study

There have been numerous Languages in education policy reforms in Zambia, which was traced from the colonial days when Phelps-stroke commission set up by British government recommended that English be given the status of official language in education (Manchishi and Chishimba 2015). Moreover, Phelps-Stroke commission recommended school based managements to implement use of four indigenous languages which were Chibemba, Cinyanja, Citonga and Silozi to serve as official Zambia language in lower primary schools (ibid, 2015). In 1953, the three-tier system was introduced where the language of instructions in the first two years of education was the home language, then in the next two grades the language of instructions became one of the four regional language depending on the region then in firth year onwards the language of instructions was English (Manchishi 2004). After Independence, in the 1966 Education Act, English was officially adopted by the new government of the Republic of Zambia, as the medium of instructions (Chishiba and Manchishi 2015). In the 1977 educational reforms, English was maintained even if that was given the freedom to explain difficult concept to learners in only of the dominant official Zambian language (M o E 1977). Focus on learning (1992) document supported argument in favour of Zambian languages but no attempt was made to implement it. Educating our future (1996) policy document, maintained English as the medium of instructions while initial basic skills if reading and writing to be in a local language (1996).   Then , Implementation of new break through to literacy was born in 2001 which introduced the use of familiar language to teach literacy in grade one while English remained the medium of instruction in other subjects from grade 1 to tertiary level.

 After that 2013 Zambia education curriculum framework, document proposed that, the language of instructions in all learning areas be in local language of from grade 1 to 4. However, in grade 2 the English language to be introduced as a subject implying that, the content subjects and literacy should be

taught in Zambian local languages except English language and literacy in English. Further, the curriculum framework (2013) also adopted cibemba, kikaonde, Silozi, lunda, luvale, Cinyanja and Citonga that the teacher can use for teaching lower grades 1 to 4. The aim of the Zambian government through school based management was to assist learners in early grades to break through initial literacy in familiar language or mother language than a strange language.

However, the curriculum changes triggered restructuring the educational system and head teacher and their staff in schools placed strong emphasis on its implementation. A relatively recent matter of interest was the introduction of the main Provincial Zambian languages as the vehicle for all primary school teaching until Grade 4. The revised curriculum encountered resistances mainly in the urban and peri-urban areas where they considered English as a local familiar language other than Zambian languages spoken at home and outside the home and mother tongue was not that of the majority in the Province. It was not known what kind of school based management factors influences school leaders and teachers in the use of local languages across the entire lower primary school curriculum that led to the resistance from using English as familiar language of instruction.

1.3 Statement of the problem of the study

School based management and teaching in Zambia from grade 1-4 plays a pivotal role in ensuring the effective implementation of familiar languages as a tool of instruction. The use of local languages as media of instruction intended to improve the quality of education for the benefit of early learners and teachers. However, there have been no improvement in the literacy level in primary school despite numerous effort made by the ministry of education in Zambia (Curriculum Frame Work, 2013). It was not known what kind of school based management factors that impeded improved literacy levels from grade 1-4. Therefore, this study investigated school based management factors influencing curriculum implementation of the familiar language policy in selected primary schools in Chama District in Muchinga Province.

1.4 Purpose of the study

The purpose of the study was to investigate school-based management (SBM) factors influencing implementation of familiar language as medium of instruction in selected primary schools in Chama District in Muchinga Province of Zambia.

1.5 General objective of the study

To investigate school-based management (SBM) factors influencing implementation of familiar language as medium of instruction in grade 1-4 in selected primary schools in Chama.

1.5 .1 Specific objectives of the study

In order to achieve the purpose of the study, the following objectives were to establish:

i.   Views of School based Management (SBM) in implementation of familiar language (Cinyanja) as a medium of instruction in selected lower primary schools.

ii.   Roles of School based Management (SBM) in implementation of familiar language (Cinyanja) as a medium of instruction in selected lower primary schools.

iii.   Challenges faced by school based management in curriculum implementation of familiar language as a medium of instruction from grade 1 to 4.

1.6 .0 What were school-based management (SBM) factors influencing implementation of familiar language as medium of instruction in grade 1-4 in selected primary schools in Chama?

1.6.1   Specific research questions

i. What were the views of school based management in managing the implementation of familiar languages as medium of instruction from grade 1 to 4?

ii. What were the roles of School based Management in managing the implementation of the familiar language as a medium of instruction in selected primary schools?

iii. What were the challenges faced by head teachers and teachers in the curriculum implementation of local language as a medium of instruction?

1.7 Scope of the study

The study was confined to schools in Chama which adopted Cinyanja as local familiar language as medium of instruction from grade 1-4.

1.8 Limitations of the study

Limitations of the study were characteristics of qualitative design or methodology which impacted or influenced the normal flow of the study which restricted the conclusion of the study (Meredith et al,

2003) in dissertation carried out by Chritine, (2017:7). In that case, the potential limitations or weaknesses identified for the study included a small sample size, which reduced generalisation, and limited time spent in the field (Creswell, 2014). Since the research, confined to a case of three schools in Chama, findings may not be generalised to all the management in primary schools in Zambia. Within the study's data collection techniques, possible limitations included participants' potentially inaccurate responses to the questionnaire and interviews as well as potential reflexivity in seeking to provide responses that would be acceptable to the interviewer (Creswell, 2014).

1.9 Significance of the study

The study will benefit school head teachers and teachers by appreciating factors influencing implementation of curriculum language policy. Further, the study will assist stakeholders in the ministry of education to adjust deployment of teachers with appropriate familiar language as medium of instruction in reference to the location of the school. In addition, the study will promote policy makers adjust appropriate training and supply of teaching materials to enhance successful implementation of policy. The study will enhance school based management promote appropriate and improve monitoring and supervision of teachers in curriculum implementation of local familiar language as medium of instruction from grade 1-4.

1.10 Theoretical Framework of the study

The research study was guided by Hall and Hord, (1987) a proponent of Concerns-Based Adoption Model (CBAM) a theory framework for understanding and managing change in people especially teaching experiences and practices. Further developing the CBAM, by Hall and Hord (2015) emphasised that educators should be helped to whether changes by proactively addressing their concerns and fears before the onset of any innovation, or change (such as curriculum implementation), which was a similar approach to that used in the current study. The choice of framework was appropriate because the study was centred on the need to identify the factors as concerns that school based management were prevented from successfully implementing the new curriculum. Narrowing down specific concerns for school based management in implementing a new innovationoften served to direct decisions about how best to support the implementation of the policy. In the current study, a questionnaire, several interviews, observation and various open-ended statements gave head teachers and teachers the opportunity to share their concerns and any perceived challenges connected to the implementation of the new curriculum. Finally, levels of use are the actions and monitoring components necessary to determine implementation success as well as the remediation of challenges based on data from the stages of concern.

Logical connections among the key elements for framework emphasised the need to understand and identify the practices, challenges and concerns school based management experience when implementing a new curriculum, all of which served as the purpose of the study

1.11 Definitions of operational terms

Factors: experiences in the execution of roles in the implementation of language policy

Concerns: Challenges experienced by school based management in the implementation of the familiar language as medium of instruction

Challenges: Problems faced by head teachers in implementation of the familiar language as medium of instruction.

Model: Verbal representation for better understanding of school based management challenges in the implementation of curriculum policy

Adoption Model: Postulates a number of challenges or factors influencing the adoption of new language policy.

School-based management: School administrators such as head teacher and teachers entrusted to implement education policies from the central government to the school level.

Familiar language: A local language that is commonly used by children in a particular locality. It could be a zone or a community language

Curriculum: It is a set of subject or course, its content and how it can be taught.

Medium of instruction: Its language used in classroom for purpose of learning and teaching.

Language of instruction; language in which subject matter is taught

Implementation: To perform a programme

Curriculum implementation: How the planned language policy is officially designed and translated by the school based management to be delivered to learner

Instruction: Teaching practices

Theoretical framework: A reasoned set of preposition, which are derived from and supported by data or evidence

Managing: Providing instruction to curriculum implementation

1.12 Summary

The chapter provided background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations, and limitations of the study and definition of terms. The next chapter will present literature review of the study.

Chapter Two

Literature review of the study

2.1 Overview of the chapter

The chapter focused on the relevant literature review, which served as lens for the study. The literature review highlighted the writing of the past studies identified with the researcher's range of study. Literature review, attempted to determine what other scholars found out about the research problem in order to gather information relevant to the research at hand (Gall, et al.2003). Literature review was a summary of subject field that supported the identification of specific research questions, which needed to draw on and evaluate a range of different types of sources including academic and professional journals, articles, books and web-based resources. In this case, the problem at hand was related to school -based management factors influencing implementation of the local familiar language as medium of instruction. It was a process of reading, analyzing and summarizing scholarly material about specific topic. The themes were related to research questions at global perspective, studies done in Zambian Language policy and it's Implementation. Further, views of school based management (SBM) in curriculum implementation, and roles on Curriculum Implementation in Zambia. Finally, challenges faced by head teachers and teachers in the curriculum implementation of local language as a medium of instruction Chama District.

2.2.0 Views of School based Management (SBM) in curriculum implementation on the use of familiar language as medium of instruction

The related literature was on the views of school-based management in curriculum implementation of familiar languages as media of instruction in grades 1-4. The review of literature began with foreign studies, and concluded with studies done in Zambia. The researcher then showed why the study at hand was necessary to be undertaken, in light of the studies done before it.

2.2.1 Management of Curriculum

Curriculum management at implementation stage encompasses many management processes and procedures involved in maintaining accurate, up-to-date information about curriculum offerings to learners. Cardno (2003 as cited in Kyahurwa 2013:14) sees curriculum management as an academic leadership, instructional leadership or management of the core business of the school, teaching and learning process. It entails ensuring the interpretation and execution of the curriculum policy statement. Curriculum management is the effort put by all stakeholders involved towards the successful

implementation and attainment of set curriculum goals. According to Muzumara (2019) curriculum management help, teachers provide lessons more effectively to their learners. However curriculum implementation of a curriculum does not simply involve following a set of curriculum instructions or replacing *old* practice with *new* practice but it is a process of fashioning the curriculum in such a way that it becomes part of the teacher's way of being (Valero and Skovsmose, 2002:3). The more global goal of curriculum management is for learners to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way.

MandukwinI (2016) affirms that it is an accepted fact that without acceptance and buy-in by all major stakeholders, long lasting systematic change cannot occur. Curriculum management requires curriculum managers to be well versed with the curriculum, teaching methods and approaches so that they can be able to provide instructional and curriculum leadership. The school based Management is responsible for managing the curriculum in schools. For them to be able to successfully manage the curriculum, head teachers need to be prepared to familiarise with subject contents and methods of all the subjects taught in their schools so that they can be able to facilitate revised curriculum change and offer support to teachers.

2.2.2 Global perspective

Globally research shows that use of local language to enhance literacy is plagued with a number of challenges which impede the effective learning and teaching in a cosmopolitan countries. A number of studies also have been carried out to investigate on the challenges faced by school-based management being the standpoint throughout the globe. In Uganda, Letshabo (2002) conducted a study to evaluate Breakthrough to Literacy. Findings revealed that the level of preparation by school-based management in implementation of familiar language as medium of instruction was good but the only set back was that the preparation was not sufficient. From this back ground Theresa, et al, (2015) conducted a study in which they investigated teachers' views towards mother tongue based instruction in the newly implemented K to 12 curriculums of the Philippine. The study revealed that teachers who are part of school management in curriculum implementation seemed to be unprepared for the mandate of the new curriculum on the use of mother tongue based instruction. The study is related to the current study in that both focused on views towards the use of familiar languages as media of instruction because teachers are regarded as part of school based management in curriculum implementation.

Ahmadi and Lukman (2015) conducted a study to establish the challenges and prospects of effective implementation of new school curriculum in Nigeria. The findings showed that they were a number of challenges and prospects of effective implementation of new secondary school curriculum by school

based management. For example, inadequate qualified staff was one of the challenges that affected implementation. Teacher preparation or lack of it was considered important because for any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. The study is also relate to the views of School based Management (SBM) in managing curriculum implementation on the use of local language as medium of instruction which requires adequate preparation in terms of trained staff.

Further Khejeri (2014) conducted a study in Hamisi District in Western Kenya, East Tiriki Division in which she wanted to establish the attitudes of teachers towards the use of Mother Tongue as a language of instruction in lower primary schools.   The study revealed that English, Kiswahili and Mother Tongue are used as media of classroom instruction. However, Mother Tongue medium of instruction was less preferred than English, because it lacked both instrumental and integrative motivations most of which was seen to be found in English. Teachers even viewed local languages as interfering with English, and so, wanted learners to use English instead of using mother tongue. Teachers doubted that learners' achievement and understanding would be enhanced if mother tongues were used as media of instruction. These observations were in contradiction with Mkandawire's (2017) study where he observed that mother tongue or familiar language empowers learners' mental processes and ability to express them freely in a classroom. Teachers' attitude towards mother tongue as medium of instruction was therefore, negative in relation to English. The study is related to the current study in that both of them focused on establishing the views of teachers towards the medium of classroom instruction. In both studies, the understanding was that when school based management appreciate the medium of instruction, then such a policy is likely to be successfully implemented. While the study was conducted in Kenya, the current study, therefore, looked at the views of school-based management on the use of Cinyanja as medium of instruction from Grades one to four in selected primary schools of Chama District.

2.2.3 Zambia perspective

Over the years, many studies have determined the contributors to success and failure for new initiatives, specifically new-curriculum implementation and have found that the administration's attitudes and perspectives influence policy implementation at school level. In Zambia, Naipelekela, (2020) a study on an investigation on the implementation of using Silozi as medium of instruction from grades one to four in selected primary schools in Mongu district. The findings revealed that teachers as one of the school based management in curriculum implementation only felt comfortable to use English as a medium of

instruction from grades one to four, disregarding the use of Silozi as stipulated in the language in education policy. Further, revealed that, some teachers who even included native Lozi speakers, expressed having not really prepared to use of Silozi as medium of instruction. To them, the translation of some contents and certain terms from English into Silozi in some subjects where the books in use were still written in English was a challenge. The study is related to the current study on establishing school-based managements' views towards factors influencing use of local languages as media of instruction as compared to English from grades one to four in Chama district where Cinyanja is regarded as familiar language.

On the other hand Ndeleki,(2015) conducted a study which aimed at establishing the perceptions of teachers on the use of local languages as medium of instruction from grades one to four in selected private schools of Lusaka. The study revealed that there was an emerging line divide between what could be termed as 'local language' private schools and 'English language' private schools. It was also revealed that schools located in Lusaka urban opted for English because that was the language commonly used in homes of Zambian elite, and foreign parents, and those located in sub- urban private schools were in favour of Nyanja as medium of instruction because it is the children's language of play. Unlike this study, the current study focused only on public school based management's challenges on the use of cinyanja other than English as medium of instruction from grades one to four in Chama District.

The study was tied up the (Omojuwa, 2005) who indicate that most children in Nigerian schools failed to read their languages because of poor teaching methods utilised and use of foreign language. Most school based management issues failed to supplement or adapt teaching materials to suit learners' reading needs. This situation could be similar with the current study on school based management challenges in implementation of familiar language policy in Zambia where teachers fail to apply appropriate language of instruction methods due to failure adapt teaching material to suit the learners' needs. As supported by many studies in Zambia (Mwanza, 2012; Mubanga, 2012; Matafwali, 2005; Banda and Mwanza, 2017) all reported teachers as part of school based management who could not speak the medium of instruction thereby struggling to teach familiar language as medium of instruction. This blind approach to teacher training and teacher deployment account for much of the lack of literacy achievements in schools as teachers struggle to teach.

  In a study conducted by Manchishi and Banda (2015) points out the importance of preparing school based management as end users for the betterment of learners as they state that the desired goal in the

field of teaching learning process cannot be achieved until the teacher is properly trained. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal. Therefore, for any change in the education system to be effectively implemented, there is need to go back to the teacher and equip him/her with necessary knowledge and skills if positive results are to be achieved. The study was in line with the current focus on the curriculum change from English to the use of familiar language as medium of instruction in selected primary schools. It is expected that once the Ministry of General Education come up with any change regarding education policies, then teachers who are key players in the implementation exercise need to be oriented or retrained in order for them to be in line with what is prevailing in the education system and what they are expected to do.

In a study carried out on primary reading programme by Tambulukani (2004) revealed that there is need for an effective training programme for teachers, their head teacher and other senior education officers. Further indicated that, these officers should be oriented in the course materials and the methodology used in the course books. This training has also led to revitalising teachers who have, otherwise, not been in-serviced for many years. This clearly underscores the importance of preparing both pre-service as well as in-service teachers to handle initial literacy in a local language. The study was directly related to current study on the school based management's views on the challenges faced in implementation of familiar language as medium of instruction. The new curriculum policy of familiar language as medium of instruction needed effective training of head teachers and teachers before its introduction in 2014 to enhance monitoring and teaching respectively.

Chishiba, et al, (2015) conducted a study which aimed at reviewing language policies, and language policy development in Zambia from 1924 to 2014. The study revealed that there was a debate at that time, for and against the use of local languages as media of instruction from grades one to four, however, the researchers, accepted the use of local languages as media of instruction because empirical evidence was there to show that children learn easily when using a mother tongue. Both studies wanted to establish views that stake holders had on the use of local languages as media of instruction in Zambian primary schools. While the previous study was on the period from 1924 to 2014, the current study was on school based management challenges despite stakeholders accepting the use of Cinyanja as medium of instruction from Grades one to four in selected primary schools of Chama District seven years after 2014.

However, the new education curriculum of 2013 has its focus areas such as review of the language of instruction in the early education and lower grades as well as to review the literacy teaching approaches and methodologies. The policy recognizes the school based management curriculum implementation of language policy use of familiar Zambian languages as the official languages of instruction in the pre-schools and early grades (Grades 1 –4). It emphasized that the school-based management to teach and learn in all the learning areas at the lower Primary level was to be familiar Zambian languages. This is because there is evidence that school based management make children learn more easily and successfully through languages that they know and understand well. It is thought that after the children have acquired sufficient literacy skills in Zambian languages, it would be easier for them to transfer the skills quickly and with ease to literacy in English in grade 5 (MOE, 2013). However, Phiri, (2014), the Ministers speech and indeed the Educational curriculum framework (2013) contain several contradictions and misinterpretation that need attention. In the first place, the curriculum states that a local familiar language shall be used as medium of instruction from grades 1-4" (ECF, 2013: 30). Phrased differently, the new curriculum advocates for the use of any familiar languages as long as it is local to be used as Medium of Instruction. Nevertheless, this statement is justified by the fact that the ministry still uses zonal languages as a way of defining which language is regionally accepted and therefore given a co-official mandate to operate as the Medium of Instruction. The explanation in the ministerial speech on the word familiar could obviously be in tandem with what is obtaining in private schools but the terminology local familiar in the framework may mean a familiar language that is local. The seven (7)-zone language are Cinyanja, Chitonga, Icibemba, Kikaonde, Lunda, Luvale and silozi as well as widely used community language in specific school catchment areas are used for this purpose. English remains as the official medium of instruction beginning at Grade 5 up to tertiary.

2.2 Role of school based management (SBM) in curriculum implementation

School Based Management comprise of the head teacher, deputy head teacher, and senior teachers in a school. The successful implementation of a new curriculum of using familiar language as medium of instruction depends on the school environment within which it is to be implemented (Mafora and Phorabatho, 2013:118). In a study conducted by Mandukwin (2016) to find out the challenges towards curriculum implementation in high schools in mount Fletcher district, eastern cape . The study revealed that the roles and responsibilities of the principal are mainly focused on planning and monitoring to ensure that the plans are followed. Planning of what, when and how the curriculum is implemented takes priority. This is done with the help of teachers who are responsible for what goes in the classroom. The principal must ensure effective teaching and learning takes place by monitoring teachers'

performance. Getting information about the new developments in the curriculum and disseminating it to educators is very important. To create such a climate, a School Based Management should first embrace and show dedication to the curriculum change, and not perceive it as an imposition from above to which he merely complies (ibid, 2013:118). From the background of current study school, based management has the duty to embrace and commit their roles in the new curriculum implementation language policy as per New Curriculum Framework (2014). As Manchishi and Mwanza (2018) puts it, teachers are supposed to be prepared relative to the job they will do and the contexts in which they will serve after graduating from their teacher education programme. This clearly self explains that school based management must execute their roles related to the current study that focuses on the context of curriculum implementation of familiar language as medium of instruction.

 Further, Kobola, (2007) a study carried out in Tshwane North District 3 in south Africa on the role of the school principal in the implementation of the revised national curriculum statement. The findings revealed that the principal, together with the School Management Team (SMT), manages the process of teaching and learning within the school in accordance with curriculum policy documents and other policies. Similar to the current study which traces on the head teacher and teachers on their roles of work together to implement a performance based teaching and learning method, as they are champions of new curriculum implementation of language policy at school level. Jess et al. (2016) argued that teachers need the capacity to design developmentally appropriate learning tasks that are aligned to curricular expectations. The focus of training and professional development requires an emphasis on teaching how best to interpret the curriculum so that learner' needs will be aligned with appropriate instructional practices. It has to develop and manage systems that will promote good teaching, effective learning and high standards of learner achievement (Labane, 2009:11). It should provide support to teachers and organise resources that teachers need for their daily teaching activities in curriculum implementation of familiar language as medium of instruction.

Additionally, (Ibid: 2009) identifies, monitoring and supporting the implementation of the curriculum are among the roles of the principal as an instructional leader. Through monitoring and supervision of teachers' and learner meetings, this can be used as a platform for teachers to share their experiences. In the context of school, management is similar to the current study on the views of head teacher on the role of school-based management (SBM) that focuses on monitoring the curriculum implementation of familiar language as medium of instruction in lower grades in Chama district. School Based Management has to monitor the performance of teachers and learners using the National Policy on Education as guideline on implementation of familiar as medium of instruction.

However, new curriculum language policy implementation favours well-resourced schools with well-qualified teachers. In Zambia, the New Curriculum framework (2014) was implemented without considering the contextual changes needed to make the strategy effective. According to Ibid (2013:165), revealed that School Based management has to plan ahead to ensure that there are enough appropriate teachers to be assigned for classes, has a hold of school time tabling of activities, procure teaching materials and retrain the teachers or organise for retraining of teachers for the task ahead for curriculum implementation similar to current study.

2.3 School **based management Challenges in the implementation of curriculum of familiar language**
This theme looked at the review of literature, which related to school based management Challenges facing in the implementation of curriculum of familiar language as media of classroom instruction from grades one to four.

According to the study conducted by Kobola, (2007) on the role of the school principal in the implementation of the revised national curriculum statement in Tshwane North District 3 in South Africa. Findings revealed that as a curriculum implementer the requirements for successful implementation of the Revised National Curriculum Statement (RNCS) include adequate, teaching and learning resources, training of principals and educators in the implementation of the RNCS, adequate facilities such as classrooms, and financial support from the Education Department. The study is similar to the current study because it centres on the need to identify the challenges that school based management is prevented from successfully implementing the new curriculum. Lack of one of these requirements in an institution may lead to improper implementation of the curriculum of familiar language as medium of instruction in grades one to four.

2.3.1 Lack of school based Monitoring Mechanism and Commitment to Policy Implementation
  This sub-theme focused on the review of literature, which related to lack of school based Monitoring mechanism and Commitment to policy Implementation of curriculum of familiar language as media of classroom instruction from grades one to four.
Deficiency in school based monitoring mechanism and commitment to policy implementation of familiar language as medium of instruction in grades 1-4 has been a thorn in the eyes of Education authorities in Zambia. A study conducted by Wakumelo and Simwinga (2008) revealed that, despite the strides made in recognizing the role of head teacher play in implementation of local languages in the education system in Zambia at policy formulation level over the years, not much has been done at the level of

implementation and monitoring teachers at lower levels. However, there was an important pronouncement in the 1996 policy with regard to the uplifting of the status of Zambian languages states that, in order to foster better initial learning, to enhance the status of head teachers and teachers acquire necessary knowledge in local language from Grade One onwards (Ministry of Education 1996:33).

A similar claim was made by Tambulukani (2004) suggested that there was need for an effective training programme for head teacher and other senior education officers to enhance effective and efficiency monitoring implementation of familiar language as medium of instruction in grade 1-4. The foregone findings is relative similar to the implementation of familiar language as medium of instruction which calls to identify challenges in the monitoring.

Similarly Kombe (2017) and Kombe and Mwanza (2019) studied primary school teachers' preparedness to implement the 2014 revised literacy in Kitwe District in the Copperbelt Province and found that teachers were actually not prepared. Further, a study carried out Mutolwa (2019) found out that it was not only teachers who were not prepared to implement the 2014-revised familiar language policy as teacher educators in colleges and schools of education were also not prepared and competent to train teachers in literacy and familiar language policy, which resulted in deficiencies in school, based monitoring.

2.5.2 Inadequate Teaching and Learning Resources

This sub-theme focused on the review of literature, which related to inadequate Teaching and Learning resources that affect the Implementation of curriculum of familiar language as media of classroom instruction from grades one to four.

Teaching and learning resources are regarded as the most important support structure by the school-based management because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). However, the outcome in head teachers' performance would depend on the quality of inputs, their suitability to curriculum implementation. Not only do materials need to be selected and developed to support desirable pedagogical practice, conversely the availability of instructional materials has implication for pedagogical practice teaching and learning through use of familiar language as medium of instruction. In agreement with a research carried out by Ainscow (2007) in New York also highlighted that without resources there would be no education, no matter how qualified a teacher and relevant the adaptation of content, methods and organization may be often, opinions about the methods used in programmes for learners, were based on best practices or approaches

to instruction. Therefore, it is very important that the learning materials for curriculum implementation of familiar language as medium of instruction.

This tie up with, a study conducted in Zambia, by Kafata (2016), in which the district education administration acknowledged the lack of teaching and reading materials in local language which they attributed to be in short supply and they hoped that the Ministry would supply the district with enough materials. In same vein, a study conducted in Lusaka by Ndeleki (2015) on the teachers' perceptions on the use of local languages as medium of instruction from grades 1-4 in selected private schools also cited that there was little or less teaching and learning materials based on the New Language Policy. The findings suggest that the ministry of General education hastily introduced the new language policy before certain logistics on policy implementation could be put in place. The response given by let us read funded programme through district education board secretary on this matter that materials was being produced in phases may tempt one to confirm the ministry' unpreparedness for this policy. Lack of resources necessary for the execution of teaching and learning can inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners in literacy proficiently, rather than tracking down materials they do not have (ibid 2012:598). The studies are both related to the current concern towards inadequate teaching and learning materials that would affect the effective implementation of familiar language as medium of instruction in lower grades. In support of the current study, Rany (2013) in Mohammed and Amponsah (2018) also note that pupils may have low reading ability due to school-based management's failure to avail the necessary course books for practice reading.

Fortunately, studies by Ligembe (2014) have highlighted the importance of literacy materials as they improve children's performance in literacy. Findings from the rigorous studies suggest that providing children with literacy materials helps them read better. In Kenya, (ibid: 2014) investigated the availability, acquisition and utilisation of teaching - learning of English language. Results revealed that the acquisition of teaching learning resources was a challenge to most schools due to lack of finances and lack of time for teachers to develop teaching-learning resources. Kelly (2000) conducted a study on how teaching and learning of language in Education Early Childhood Development and Education (ECDE) Centers could benefit from effective selection. Development and use of materials. The purpose of the study was to determine the range and factors influencing selection, development and use of language materials. The study found that there was acute shortage of language materials in ECDE centers. This ties up with Bloch (2003) who suggests that school based management need to ensure that text books (rich story books) in mother tongue are studied by both teachers and children at all levels of education

including early childhood education. In support, Mumba and Mkandawire, (2019) attests that lack of proper materials was a huge challenge in the implementation of the text based integrated approach in local language policy implementation. A study conducted by Ndyali, (2013) on the role of School Head in enhancing students' academic performance in community Schools revealed that a school head is supposed to identify resources needed to support the implementation of school policies.

2.3.3 Inappropriate teaching and learning Materials in schools

 The literature is on the inappropriate teaching and learning Materials in schools that affect the Implementation of curriculum of familiar language as media of classroom instruction from grades one to four.

In study conducted by Kombe and Mwanza (2019) on the 2014 Zambian Revised Literacy Policy in Primary Schools, where school based management revealed that materials which were sent in schools especially for grades 3 and 4 were all written in English language as opposed to using materials written in local familiar language. This according to the participants was a challenge as teachers were expected to teach and explain concepts in a local language which meant therefore that, they were expected to translate from English language to local language. The study is directly related to current study on the school based management's views on the inappropriate teaching and learning Materials that affect implementation of familiar language as medium of instruction.

2.3.4 Inadequate Teaching Staff in Lower Primary School

The availability of the human resource in education is crucial to language policy implementation. Currently new curriculum implementation to promote the use of Zambian familiar languages suffers from serious insufficiency of the human resource especially in rural area parts of Zambia. A study conducted, by Muchinyise (2017), on the impact of local familiar language as medium of instruction on Zambia primary school pupils academic performance revealed that Head teachers faces a challenges to find teachers with communicative competency in local familiar as many of the teachers deployed in the area use other languages including English.

 In the same vein, a study carried out in kitwe district of the copperbelt province of Zambia by Kafata (2016), held the views of Head Masters and Teachers that teachers from other Provinces who come on transfer would be unable to teach well due to language barrier and that also applies to pupils who come on transfer from other regions. Finding and management of human resource by the school-based management is the most important and yet most difficult because people have needs, beliefs, norms and

profession abilities that they bring with them to work. These individual differences can make or break the school. Therefore, it is important that head teacher have these resources in such a way that quality teaching and learning is guaranteed (Department of Education, 2000:95). To ensure effectiveness of the curriculum implementation by the school based management, the head teacher should mentor, and relate to familiar language policy implementation in a way that promotes curriculum goals. Harrington (2001) that the most significant factor in learner's learning is the quality of the teacher has also highlighted it.

It should also be pointed out that social mobility affects not only pupils but teachers as well, coupled with the labour policy of the country, and has militated against the effective use of local languages for education. The country's labour policy currently states that one can be sent to work wherever a vacancy is available without regard to language compatibility between the worker and the area. Often, teachers are sent to areas where the language they know is not spoken. Such teachers have frequently had to give up teaching literacy using familiar language as medium of instruction.

On the other hand, Chipili (2016) conducted a similar study, which focused on investigating factors that contribute to the poor performance in reading of grade 2 learners in selected primary schools, which fall in low and high-populated areas of Chibombo District of Zambia. Descriptive survey methods were used for data collection, the findings indicated that teacher- learner interaction was not adequately implemented. Most teachers were having double classes due to low staffing levels and high pupil enrolment attributed by implementation of school health and nutrition programme which caused overwhelming learners attendance in school.

2.5.6 Lack of teacher's language proficient in familiar language as medium of instruction

Going by the current study which looked at the implementation of the 2014 revised literacy policy whose mandate was to teach initial literacy in a local familiar language (NLF, 2013), the teacher really needs to have the knowledge of the regional language to be used in a particular zone hence the need for adequate preparation. This view is supported by Hall and Hord, (1987) a proponent of Concerns-Based Adoption Model (CBAM) a theory framework for understanding and managing change in people especially teaching experiences and practices of using familiar language as medium of instruction.

For example a study conducted by Kombe and Mwanza (2019) on the 2014 Zambian Revised Literacy Policy, revealed that most of the teachers in the primary schools were using both English and local familiar language to teach all the subjects in lower section. This was mostly observed from teachers handling grades 3 and 4. From the discussions it was clear that some teachers were teaching in both English and local language while some taught in local familiar language but gave activities in English

language. This contradicts with what the 2013 Zambia Education Curriculum Framework suggests on the use of local Zambian languages as a media of instruction from early childhood to Grade 4.

It is in need to equip all head teachers and teachers with knowledge, which is necessary in primary schools, (National policy of Educating Our Future, 1996). A fundamental aim should also be implemented in lower primary that head teachers and teachers to gain an acquaintance with familiar language as medium of instruction, which will enable them, teach effectively. This was evidenced in Miti et al (2009) cited in Mwanza (2012) sought to find out how the teachers were prepared in colleges to teach Zambian languages and to use them as languages of instruction. The findings revealed that one of the challenges faced in the training of teachers of indigenous languages had to do with language of delivery where English was the language of instruction. Since trainee teachers were taught predominantly through the medium of English, it was not easy for them to teach in African languages at primary school level upon their graduation from college. Similarly in Mozambique, Salvador (2012) also reported poor teacher training as one of the problems confronting the literacy agenda in Mozambique. In Malawi, Msango (2010) also found teacher training to be problematic and he argued that poor teacher training affected literacy skills development in the country. He further recommended that both pre-service and in-service teachers in Malawi needed to be trained in literacy teaching.

However, in Zambia Tambulukani et al. (1999) adds that Primary Reading Programme, which is similar to language policy, is based within the Teacher Education Directorate of the Ministry of General Education and because of huge training component of the budget, training will operate across various departments in the country. This means that training of teachers and head teachers is decentralized to districts (by District Resource Centre Coordinator), Zone (Zone Education Support Team) and school (by the School In-service Provider). This capacity building in PRP also catered for teacher training colleges to roll out literacy courses into the teacher education curriculum. Muliyunda (2009:45) underscores the importance of training teachers in teaching methodology prior to giving those classes to teach initial literacy. He argues that a teacher who has not received adequate orientation in familiar language policy methodology would face many difficulties in delivering lessons to learners. He further argues that several student teachers are not adequately trained during the pre-service training in NBTL methodology because a short period of one year is committed for training in college In addition, trainee teachers lacked background knowledge in a particular Zambian language in the province where the college of education was situated. Related to this was the fact that teacher who was posted to regions where the local language used was not their mother tongue could not teach using that particular language. This study suggests that due to multilingualism, even some of the teachers had problems teaching using Zambian languages

because of multilingualism. It has been observed that few teachers are there in the lower primary as a result children are unable to learn effectively. In addition, language of instruction should also continue to teach in familiar language and English in general should continue as medium of instruction for upper primary accept for further explanation.

2.7 Research gap

However, views, roles and school based management challenges have been listed from other studies but none has focused on school-based management factors influencing implementation of local familiar language as medium of instruction from grade 1-4 in selected schools in Chama, Zambia

2.8 Summary

This chapter presented a review of the relevant available literature related to curriculum change, models for managing curriculum change, the roles of school management team and the challenges they experience in the implementation of the curriculum. The next chapter explains the research approach, design and methodology used in this study.

Chapter Three

Research Methodology of the study

3.1 Overview

The chapter focuses on the research approach and methodology, applied in the study. The methodology was a systematic theoretical analysis of methods applied to the field of study. It described the research design, research site, target population, sample size and sampling procedures, data collection techniques, research instruments, data analysis, ethical consideration and summary of the chapter.

3.2 Research Design of the study

The research design describes the research study conducted in order to address the research problem Mandukwini, (2016:41). It provided a blue print or a plan of how the research was conducted by describing the research sites, how the subjects were selected, data collection procedures with the purpose of anticipating the decisions made to maximise reliability and credibility of the findings. The researcher used case study design within exploratory sequential mixed method was selected in order to broadly explore and understand school based management practices and experiences, using more of qualitative research approach than quantitative to collect data (Creswell, 2018). Qualitative research approach allowed researchers to access the experiences and viewpoints of the research participants.

3.3 Research site

The study was conducted in three selected primary schools in Chama district. The locations of these schools were classified into two locations to avoid biasness. The researcher selected one school from the urban area of Chama and two schools were situated on the outskirts of the district. The researcher undertook such a deliberation of sampling from the two different settings in existence so that the findings would be a representation of all schools in Chama District. The actual names of the schools could not be displayed due to ethical considerations. For this reason, the researcher used the terms urban and rural schools when referring to the two settings. Similarly, the real names of the informants were concealed in the study. The letters of the alphabet and numbers were therefore used to refer to various informants.

3.4 Target Population of the study

Creswel, (2012:142) describes a population as a group of individuals who have the same characteristic. Further Mugenda (1999) in a dissertation carried out by Gregory, (2016:29) defines target population as the members of a real or hypothetic set of people, events or objects, and the researcher wishes to generalise the results of the research. For this study, the target population comprised of Head teachers,

and teacher that teach Grades 1 to 4 who provided rich and professional information about using a local language as medium of instruction   since inception in 2014.

3.5 Sample size of the study

According to Creswel, (2012:142), a sample size, was a subgroup of the population that the researcher planned to study for generalising about the target population. In an ideal situation, researcher selected a sample of individuals who were representative of the entire population. In this case, the sample size of study consisted of the three head teachers coded 1A, 2B and 3C from three schools. There were also twelve class teachers from three schools, which were coded 1-12 and A, B and C respectively brought the total sample to fifteen participants. For the purpose of this study, the researcher chose participants who were responsible for curriculum management in the school and implementation from grade 1-4.

3.6   Sampling Procedure of the study

Sampling Procedure was a technique the researcher used to sample participants for the study. In qualitative research study, purposive sampling was much convenient as one of the non-probability sampling procedure. In purposive sampling the sample was 'hand-picked' for the study, because the researcher already knew something about the specific people or events that were likely to produce the most valuable data (Chiyeka, 2019:14). In short, the researcher selected the sample with a specific purpose in mind. The researcher used purposive sampling to select Head teachers and targeted teachers teaching grade 1-4 from three selected schools.

The researcher used a two stage cluster sampling in which the entire schools in chama were divided into zones as units. Later simple random sampling technique was used to select one unit out of thirteen zones Two schools were randomly selected from remote part of Chama whilst one school was selected from urban areas of Chama. According to Kombo and Tromp, (2006:79) simple random sampling was a procedure in which all the individuals in the defined population had an equal and independent chance of being selected as a member of the sample. This technique was found to be suitable because it gave a desired representing 50% representation of participants in the study.

3.7 Data collection methods of the study

In order to gather as much information as possible on the school based management factors influencing curriculum implementation of familiar language policy as medium of instruction from grades 1-4, three different data collection methods were used. The study involved structured interviews on head teachers

and teachers, questionnaire and observation on head teachers and teachers who taught grades 1-4. The use of more than one method of data collection aimed at strengthening the validity of the data collected, (Ndeleki, 2015:33).

3.7.0 Data Collection Instruments of the study

Research instruments were the tools, which the researcher used to gather primary and secondary data from the sources identified for the research. In this study, data collection instruments used was interview, questionnaires, focus group, document analysis and observation checklist.

3.7.1 Interview guide

The main purpose of an interview was to obtain information from the respondents and to understand phenomena within the social context. The social context was school organization or a certain unit within an institution such as the school. In this study, the main purpose was to understand and get insight into the factors that were experienced by the school head teachers and teachers towards the implementation of familiar language as medium of instruction across all the subjects at lower primary. The researcher used structured interviews using an interview guide on head teachers and teachers. Each interviewee had the same set of questions.

3.7.1.1 Focus Group Discussion

Focus Group Discussion method was appropriate because participants freely discussed challenges related to the topic hence providing the study with more information. In the current study, the interaction among the teachers in the focus groups provided an environment where they were free with each other and interacted with the researcher with much ease. Leedy and Ormrod (2005, p.146) in (Ndeleki 2015) advises that to conduct an in-depth focus group interview, the researcher should gather several people, about 12, to discuss a particular issue for 1 to 2 hours. However, in the study the focus group was small, ranging in numbers from two to four interviewees, the duration of the focus group interviews lasted for approximately forty minutes, and specific about the topic of interest leading the respondents in a relatively free discussion about the focal topic.

3.7.2 Questionnaire Guide

The questionnaire guide was preferred because as Creswell, (2012) puts it, it provided respondents freedom to express their views or opinions and to make suggestions. The close-ended and open-ended questionnaires permitted a greater depth of responses. According to Phiri (2019), questionnaires used in

the study obtained important information about the target population as each item was to address a specific research objective, question or hypothesis of the study. In this study, the questionnaire guide assisted in collecting important information from head teachers and teachers.

3.7.3 Document analysis

Teacher Monitoring Document analysis was secondary source of data collection that was used in the study. Crewel, (2013) states that, when a researcher uses document analysis as a data gathering technique, the researcher focused on written communication that shed light on the monitoring objective towards successful implementation of familiar language as medium of instruction from grade 1-4.

3.7.4 Observation Technique

An observation checklist was prepared for recording during the field observation. Participatory observation used in the study was to examine challenges related to management of curriculum implementation of familiar language policy in school. It gave the researcher an opportunity to look at what was happening or took place within the classroom. According to Avoke (2005), observation enabled the researchers to gather data on the physical, human interaction settings and language policy implementation of study. Particularly the researcher used observation because there was a clear agenda of challenges the researcher sought for the data. The researcher observed teachers' use of familiar language and literacy teaching material in local language that support effective curriculum implementation as medium of instruction in classroom management.

3.8 .0 Piloting

The researcher conducted a pilot study at a neighbouring school situated in Chasefu district because of similar characteristics to the study sites. The researcher arranged for times to visit the school. The researcher made necessary adjustments on the instruments by examining the questions in the interview guide, questionnaires and observation checklist for bias, sequence and clarity (Creswell, 2013). For instance, the researcher made some amendments on the instruments by making the provision of age optional for the respondents since some were not comfortable to disclose their age. The researcher removed the ambiguities identified in some questions. The pilot study was, therefore, an assurance that the topic was researchable and the instruments were appropriately designed.

3.9 .0 Validity and Reliability

In this section, there was an issue of validity and reliability, in the study on school-based management challenges in curriculum implementation of the familiar language policy as medium of instruction from grade 1-4.

3.9.1 Validity

Schumacher and McMillan (2006:324) defines validity as 'the degree of congruence between the explanations of the phenomena and the realities of the world'. Validity of qualitative design, therefore, refers to the degree to which the interpretations have mutual meanings for the participant and the researcher. Cohen et al (2000, p.105) state that, "Validity was an important key to effective qualitative research. If a piece of research is invalid, then it is worthless."

To ensure validity for this study, the researcher did thorough preparations of the research instruments. The validity of the instruments was then verified by a pilot study, which enhanced the eradication and correction of interview questions, which were otherwise not targeting the ultimate research question. As regards actual data collection, validity was through prolonged and persistent fieldwork, and transcription of interviews as well as using verbatim accounts in the analysis. Furthermore, the researcher endeavoured to be truthful by avoiding intentional distorted accounts. This was done through respondent validation wherever possible in order to give participants the opportunity to confirm that what the researcher captured was what had actually been said.

3.9.2 Reliability

Reliability is defined as, 'the consistency between independent measurements of the same phenomenon (Creswell 2013).' Qualitative researchers regard reliability as the elimination of casual errors that can influence results. Since situations are continually changing, qualitative research was difficult to replicate as a number of factors (Bryman, 2008) could affect it. Nevertheless, the reliability of this study's results was enhanced by the researcher's use of different data collection techniques. The research used triangulation method by employing three different techniques namely; semi-structured interviews, Focus group discussions, document analysis and observation analysis. The use of a variety of methods enabled the researcher to crosscheck the information that was gathered. All the data collection techniques were useful as each contributed to the gathering of a rich source of information, thereby adding to the reliability of the findings.

3.10. Data analysis

The researcher started the process of data analysis as soon as the research had been accomplished. In this study, qualitative were analysed.

3.10.1 Qualitative data analysis

As regards qualitative data analysis Kombo and Tromp (2006:118-119) argue that, 'The responses can be categorised into various classes which are called categorical themes,' and adds that, 'in qualitative research, data was thematically analysed. Braun and Clarke (2006) in dissertation conducted by Christine, (2017:33), define thematic analysis as a method of identifying, analysing and reporting patterns within data. Themes referred to topics or major subjects that came up in discussions. This form of analysis categorizes related topics.' The qualitative data was analysed through the identification of common themes and sub-themes from the respondents' description and presentation of their experiences. Later, conclusions were reached, and analysed with reference to research questions and drastically reduced the researchers' bias due to the fact that phenomenon was interpreted from point of view of respondents.

3.10.2 Quantitative data display analysis

The study used quantitative data analysis to display figures of chalk Board illustrations and situation of availability of teaching and learning materials in the grade three and four classes.

3.11 Ethical Consideration of the study

According to Resnik (2012), ethic/morals were norms that distinguished between acceptable and unacceptable behaviours. (Ibid) adds that, these were methods, procedures or perspectives for deciding how to act in a particular event. Before the commencement of the data collection processes, the researcher obtained an introductory letter from the graduate school at Chalimbana University and the head teachers of school A, B, and C from Chama district in Muchinga province to seek for a research permit. The researcher also arranged informal appointments with the respondents to establish rapport and to discuss the relevance of the study. However, only the willing respondents were involved. The researcher ensured that any personal details that reveal their identity and cultural values was observed with respect since the school have a variety of cultures from diverse ethnic groups. Equally, religious values were utmost given respect because the school had a mixture of both Christians and Muslims. All the respondents were assured that the information gathered was used for academic purposes only. The respondents were fully aware of the study to enhance full cooperation and participation. Finally, participants were made to understand that they were free to answer the research instrument in their own language, which they understood better. They were not forced to answer using English or any other foreign language.

3.11 Summary of the chapter

This chapter presented the research methodology used in this study. It included a brief description of the study area; it also covered the research design, target population, study sample, sampling procedures, research instruments, processes and analysis of both primary and secondary data. The next chapter is a presentation of the finding.

Chapter Four

Presentation of Findings

4.0 Overview of the chapter

The previous chapter presented the description of the methodology used in this study. Thereafter, this chapter presents raw data regarding the school-based management factors influencing curriculum implementation of the familiar language policy as medium of instruction in primary schools. The findings are presented according to the research questions, which guided the study themes.

Findings from the interviews and questionnaires on School Head Teachers 1A, 2B from rural and 3C from urban part of Chama, and class teachers 1- 4, at school -A, 5 and 9 at school-B and C from 9-12 respectively were presented separately. The researcher understood that teachers were part of school based management, because of their roles and deemed it necessary to separate the findings. Knowing the teaching experience of teachers was important in the study so that the researcher could understand the factors that were experienced with curriculum implementation of familiar language policy as medium of instruction.

4.1 Theme: 1 Views of School Based Management in the curriculum implementation of familiar language as Medium of Instruction from grades 1-4

The qualitative data was collected using the interview guide. The main aim of using the interview guide was to obtain in-depth information about the views of Head teacher and teachers in managing curriculum implementation of familiar language as medium of instruction at school level. The findings are presented in sub- themes below.

4.1.1 Findings from the Head teachers (HTs)

There were a number of factors raised by both the head teachers and teachers pertaining to the new language policy. The findings from the school based administrators showed that there were different interpretations of the newly introduced language policy of using a familiar language as medium of instruction from grade 1 to 4 in schools especially in Chama district. This was evident in self-explanations by Head teacher –1A (HT-1A) from a School-A from rural part of Chama:

> *'The new curriculum Language policy is a blessing in disguise to us in schools. Our children*
> *come from homes that use Nyanja and other languages such Tumbuka, Senga including English*

as medium of instruction is a big problem to most of them. However, I must confess pupils who already have a Nyanja background are excelling in class but not those who use English at home. I have three pupils who have just come from private school to join my school. These are struggling to even communicate in Cinyanja. It is now worse for them during the Nyanja lesson. As a way of mitigating this problem, I have ordered teachers to code switch between English and Nyanja even during the Nyanja lesson to accommodate all the learners. I do not even know whether introducing Nyanja as a subject and not as medium of instruction is the correct interpretation of the policy'.

From the finding, the implementation of familiar language as medium of instruction in rural schools came with different views from the head teachers at school levels. The school head teachers had a differing interpretation over new curriculum language policy. The findings indicated that school based management were used to English as medium of instruction in Zambian schools right from their training colleges.

4.1.2 Findings from the teachers (Ts)

Teachers from primary schools also had their own interpretation towards the curriculum implementation of familiar language as Medium of Instruction from grades 1-4. Some teachers, especially those from School-B from rural setting of Chama stated that once something was policy they could not refuse to implement it as doing so was risky to their jobs. 'You don't have to argue with a policy'.
 Teacher- 4 commented:

'*We follow the new syllabus which says we must use a familiar language as the Medium of Instruction. This is what we have started implementing. This is a directive from government and we must be seen to be doing the same so that we are not going against the policy. If you checked on pages 30 of the new curriculum framework, you will see this policy clearly stated for us to follow. In any case in our schools, I do not think the new policy will make any big change because teachers were mostly teaching using a mixture of local language and English in order to be effective to the pupils who were struggling with English.'*

The researcher had time to look at what was written on pages 30 of the new Curriculum Framework. It states: school based management to implement '*Language of instruction from grades 1-4 to be a local, familiar language, while English will be an official language of instruction from Grade 5 upwards.*

However, some teachers from school- 3 showed willingness to take up the policy'.

 Teacher – 6 narrated his stance:

> '*Such policies from the government are common in most other countries. It is a mandate that everyone gets to learn a foreign language when they are in a foreign country. In my country, such policies are not subject for discussion. When passed, everyone follows. I personally do not think we should sit here and complain when we know that government has passed a ruling already. Let us just adjust and do what is needed. If it fails, the government will have to take the blame and not us'.*

Further one of the respondents, grade 2 teachers from school-B from outskirts, indicated that implementation of Government education policies is never argued. 'You *don't have argue with policy directives*'

In school-B, the teachers who handled grades 3 and 4 classes were mostly subtle on the matter of local languages for their learners. They commented that they are only supposed to be given guidelines by their administrators on what curriculum to be used in the classes. The teachers gave sentiments that there had been no communication pertaining to the new curriculum between them and their administrators and this made it difficult for them to state their views. Nevertheless, when said English as a Medium of Instruction asked for their personal comments on the new language policy, most teachers was better than introducing Cinyanja as Medium of Instruction because they said that most of their learners are familiar with English and not Nyanja. Teacher - 4 had this to say:

> '*The new curriculum poses a lot of challenges for our learners and teachers who cannot speak Nyanja. Instead of teaching what is in the syllabus, we would be compelled to first teach the learners how to speak the language. This would have negative effects on the performance of the pupils who will have to struggle to read before they can understand any concepts'.*

When asked how they could account for the few Zambian children in their classes, the teachers responded that the Zambian children from private schools come with English as their familiar language from their homes and this poses a challenge for such learners to use Cinyanja as medium of instruction.

From the data collected from respondents, findings showed that teachers were skeptical to implement language policy. It was established that School based management had negative views with the change of teaching learners in English to local language as medium of instruction. This was a reflection that

curriculum implementation was effected in schools because school based management were not prepared for change.

4.2.0 Theme 2: Role of school head teacher in curriculum implementation of familiar language as a medium of instruction.

The qualitative data applied used questionnaire guide. The main aim of using the questionnaire guide was to obtain in-depth information about the roles of the head teacher in managing curriculum implementation of familiar language as medium of instruction at school level as per respective job description. The findings are presented in sub- themes below:

4.2.1 Findings from the Head Teachers' preparedness for curriculum implementation of familiar language as a medium of instruction

The Head teachers were asked a question related to the role of preparation for the curriculum implementation at school level. In an interview, Head teacher-1A (HT-1A) from a rural school-A indicated that it was important to plan for the curriculum implementation of familiar language as medium of instruction at school and understand it in order to lead others. Head teacher (HT-1A) at school-A was willing to implement the new curriculum policy but was not adequately prepared to plan for the teachers to effective curriculum implementation because of lack of training. This is what he had to say:

> *'How do you expect the policy to be effectively implemented when head teachers are not fully trained to plan for implementation of the policy? Head teachers were trained in English at the college and now they are forced to implement familiar language policy in school. This is causing a mismatch between the college and school based implementation of familiar language as medium of instruction. Besides, there is no logic in the implementation of the new curriculum because Zambian communities are cosmopolitan country where not every home has Nyanja as a familiar language. English   language can be a familiar language to some Zambian homes and some head teachers are coming from such homes'.*

Sharing the same view, head teacher- 2B (HT-2B) reported that they do planning to prepare for effective curriculum implementation every term and year with teachers. They also arrange regular meetings with teachers in various issues of curriculum implementation of familiar language as medium of instruction. The head teacher -2 (HT-2) had this to say,

> *'to my understanding the roles of the head teacher in curriculum implementation of familiar language policy are mainly focused on planning for teachers to ensure that the plans are followed by the class teachers on the methodology on how to teach familiar language as medium of instruction. Planning of what to teach in local language, when and how the curriculum is implemented takes priority. This is done with the help of teachers who are responsible for what goes on in the classroom'.*

The findings indicated that the head teachers must ensure effective teaching and learning takes place by planning teachers' effective curriculum implementation. Head Teacher (HT-2B) revealed that they were not fully trained to train teachers for curriculum implementation, implying that not all teachers are trained to implement language policy.

The views given by the head teacher –3C (HT-3C) who had introduced the familiar language as medium of instruction in his school also indicated that head teachers were not yet conversant in handling the new curriculum since they had only been trained in the old curriculum where English was the Medium of Instruction as earlier alluded by HT-2B.

Findings from the respondents was an evidence enough that head teachers were aware of their role to prepare for curriculum implementation of familiar language as medium of communication in English in the old curriculum.

4.2.2 Sub-Theme:2.1 Head Teachers' views towards monitoring and supervising teacher's curriculum implementation of familiar language as a medium of instruction

The qualitative data was collected using the interview guide. The main aim of using the interview guide was to obtain in-depth information about the roles of the school based management in managing curriculum implementation of familiar language as medium of instruction at school level as per respective job description, such as monitoring and supervision of teachers,

4.2.3 Findings from the head teachers

In response, it became apparent that head teachers were not monitoring and supervising for the effective implementation of teaching and learning in familiar language as medium of instruction.

The head teacher HT-2B from school- B revealed that monitoring and supervising teachers was important in ensuring that they do not divert from the curriculum of familiar language policy that they have to implement. However, it was revealed that it was difficult to monitor teachers because of lack of

knowledge and adequate training to implement language policy. In reaction, articulated her eagerness to supervise and said:

> *'I feel supervision and monitoring is the only way to go to see to it that teachers use familiar language as medium of instruction in lower grades' but it is difficult to monitor teachers when am not adequately trained in familiar language as medium of instruction'*

Further, Head teacher-1A (HT-1A) from school-A revealed that, the school based management have never monitored the school since 2014 when the curriculum was implemented for guidance.

This is what was said:

> *The school based management monitoring team has never made a follow up support on how curriculum implementation of familiar language policy was implemented in 2014 in school'. ' I don't know whether we are on the right path on the curriculum implementation of familiar language as medium of instruction'.*

Findings, clearly demonstrated that, head teachers were aware of monitoring and supervision of teachers in curriculum implementation by head teachers its inception in 2014.

4.2.4 Teachers' views towards monitoring and supervision for the effective implementation of teaching and learning in familiar language as medium of instruction

The qualitative data was collected using the interview guide. The main aim of using the interview guide was to obtain in-depth information about the roles of the school based management in managing curriculum implementation of familiar language as medium of instruction at school level as per respective job description, such as monitoring and supervision of teachers,

4.2.5 Findings from the teachers

Related question was asked on the follow up support in the curriculum implementation programme. The question was asked in order to learn whether head teachers offers sufficient follow-up support for managing curriculum implementation of familiar language policy as medium of instruction in class situation. One teacher-1 responded that,

> *'The school based management monitoring team has never made a follow up support on how curriculum implementation of familiar language policy was implemented in 2014 in school'. 'I don't know whether we are doing the right thing or not'*

While another teacher –6 from school- C indicated that, *'district education board secretary offers follow up support by virtual monitoring methods through provision of online reporting by the school based management'* .

Consequently, physical monitoring and supervision of teachers, remains in the hands of the school based management. Findings apparently indicated that the Head teacher's role of monitoring and supervising the curriculum implementation of familiar language as medium of instruction was observed.

4.2.6.0 Teacher monitoring document analysis

The researcher employed the use of qualitative analysis to analyse the teacher-monitoring document on the use of familiar language as medium of instruction. Monitoring guide that used for school based monitoring was available in each of the three participating schools in every teacher's teaching files.

4.2.6.1 Findings from the head teacher monitoring objectives

It was observed that from all the three schools monitoring activities were done in grades 1-4. Findings showed that teachers were monitored on the effectiveness and efficacy of curriculum implementation in lower grades in the selected schools.

4.2.7.0 Class allocation

The qualitative data was collected using the interview guide. The main aim of using the interview guide was to obtain in-depth information about the class allocation in lower section where familiar language is used as medium of instruction

4.2.7.1 Finding from the head teachers

Further, head teachers were asked a question related towards class allocation of teachers in the lower section for effective implementation of familiar language as medium of instruction. They all agreed that it was their role to allocate teachers for effective curriculum implementation of familiar language policy as medium of instruction in lower grades 1-4. . One head teacher had this to say,

> *'I allocate teachers according to their strength especially on use of familiar language proficiency'. However even teachers on transfers from other region, speaking other languages are allocated to teach grades 1-4. Others are allocated double classes due to shortage of teachers at the school'.*

The findings indicate that head teachers knew their role to allocate teacher in 1-4 implement language policy. Teacher had no option because they were trained to teach all grades in primary section, despite differing language back ground knowledge from the colleges and universities.

4.2.7.2 Finding from the teachers

Further, teachers were asked a question related to their reaction towards class allocation in the lower section for curriculum implementation of familiar language as medium of instruction. Most school-based management comprises of members of staff with differing language background. Teacher- 2 from school-A(Sch-A) said she was always happy each time she is allocated to teach grade 1-4 because of her proficiency in Cinyanja as familiar language used in the school. In fact, she feels comfortable and enjoys to be allocated in the lower section than upper grades where English is used as medium of instruction.

In contrast, teacher – 5 from (Sch-C) said she enjoys teaching lower grades but skeptical because of language barrier. Teacher- E had this to say

> *'I have never learnt Cinyanja before during my school days. I have a challenge to use Cinjanja as medium of instruction in class. In normally use Tumbuaka in class as medium of instruction.*

The findings from the teachers interviewed shows that teachers who had a background of cinyanja had an advantage over others. This entails teachers could have received much needed training in familiar language for effective curriculum implementation of the policy from school based management.

4.3.0 Theme: 3 Challenges encountered in managing curriculum implementation of familiar language as medium of instruction

The qualitative data was collected using the questionnaires and at some point, a focus group discussion was employed at school-A with teachers. The main aim of using the focus group and questionnaire guide was to obtain in-depth information about the challenges encountered in management challenges of curriculum implementation of familiar language as medium of instruction in lower primary school. The findings are presented in sub- themes below:

4.3.1 Findings from the Head teachers

School head teacher were asked a question related to challenges encountered to copy up with on-going curriculum amendments to the teaching approaches to the lower grades from English to Cinyanja as medium of instruction**.** The question was asked in order to establish challenges during curriculum changes from tradition way of teaching in English right from early grades to Cinyanja as medium of instruction.

In response of head teacher -1A, from School -A (Sch-A) revealed that,

'I feel every curriculum change means the school based management has to make adjustment and calls for orientation to prepare us for the effective curriculum implementation. Head teacher were not only given short orientation meeting at the zone and those who missed it has nothing to offer '.

This came as a surprise in 2014 to implement familiar language as medium of instruction before head teachers were not trained in the new approaches of teaching grade 1-4. However, absence of orientation for school based Management to prepare them for the new curriculum implementation brings about resistance to accept change to use Cinyanja as medium of instruction.

On the hand head teacher –2B from (Sch-2B) took time for him to copy up with the new curriculum of teaching lower grades in the region familiar language because of he was trained to teach in English language and this to say;

> *'How do you expect the policy to be accepted without resistance when lectures in colleges are not using the policy to train teachers? This is causing a mismatch between the new curriculum in schools and the previous curriculum in colleges'.*

Head teachers were faced with challenges to copy up curriculum change because head teachers lacked intensive orientation to acquaint them with knowledge for language policy implementation. From data collected it shows that school based management were not prepared for the language policy implementation.

4.3.2 Findings from the teachers

Teachers were also asked a question during focus group discussion related to challenges encountered to copy up with on-going curriculum amendments to the teaching approaches to the lower grades from English to Cinyanja as medium of instruction**.** Teacher were asked in order to find out their views over curriculum changes from tradition way of teaching in English right from early grades to Cinyanja as medium of instruction.

The curriculum change from English to familiar language as medium of instruction came with resistance in the teaching approaches.

> Respondent B narrated that; *'it took time for me to change the teaching approach because of lack of orientation on the use of Cinyanja as medium of instruction. I was used to English as language of instruction. Worse my head teacher had challenges to accept the change because of lack of orientation and language barrier'.*

It came apparent when the researcher conducted a focus group interview at school C. Teachers expressed differing views towards the curriculum change from English to Cinyanja as medium of instruction.

Respondent 3 said

> *'There was no need for change because we are in a cosmopolitan society. I do not know how to speak Cinyanja and the curriculum demands using it as medium of instruction. How do they expect me teach effectively. There is a lot of code switching in the process of teaching in class. Many times i use Senga as medium of instruction in my teaching approach in grades 1-4'.*

Other teachers in the focus group said there was nothing as teachers they could have done, because their duty was to implement the policy. All wished familiar language policy could have been included while at the college.

4.3.1.0 Sub-theme: Challenges related to teaching and learning resources to implement familiar language as medium of instruction for lower grades.

The qualitative data was collected using the questionnaires. The main aim of using the questionnaire guide was to obtain in-depth information about the challenges related teaching and learning resources to implement familiar language as medium of instruction for grades 1-4.

4.3.1.1 Finding from the head teacher

The researcher sought to find out on challenges of teaching and learning resources to implement familiar language as medium of instruction for lower grades. This was from the background that teaching and learning materials are the corner stone for any policy implementation in the Ministry of Education. It was imperative to seek head teacher's views on the premise of local familiar language use as medium of instruction in lower grades.

The head teacher complained that,

> *'Lack of teaching materials such as learner's books written in Cinynaja has been a big problem especially grades 3 and 4 classes. The teaching materials supported by let us read programme under United State Aids do not much with learners' enrolment. The school has continued using available English books, implying teachers must code switching to Cnyanja as medium of instruction'.*

The books supplied by let us read project sponsored by United State of America do not match with the enrolment of learners at school C in the urban part of Chama . The head teacher indicated that, '*my school cannot afford to buy the needed teaching and learning materials due to financial constraints'.*

4.3.1.2 Finding from the teachers

The question was asked related to challenges of teaching and learning resources to implement familiar language as medium of instruction for lower grades. One challenge, which ranked high from focus group

discussion with the teacher's responses, was the lack of teaching and learning material. The teachers gave a complaint that being in rural schools; they were encountering difficulties in accessing books on the revised curriculum. Even the teacher A from school-1 said they depended on outdated Nyanja text books which they had borrowed from the nearby schools. The explanation given on the seemingly lack of text books in schools was that, despite CDC was no longer directly responsible for producing books but rather mandated but other publishing company to manufacture text books. Head teacher representative confirmed this as he explained:

> *Curriculum Development Centre's job is to maintain quality control over the material that is produced. We agree that this delays the process but the arrangement is books will be produced and distributed per grade each year.*

The findings entails that, the Ministry of General Education hastily introduced the new language policy before certain logistics on policy implementation could be put in place. Teaching and learning materials were not enough to much with new curriculum in some instances teachers depended on old books.

4.3.2.0 Sub-theme: Views towards the challenges related to language proficient in Cinyanja as medium of instruction

The qualitative data was collected using the questionnaires. The main aim of using the questionnaire guide was to obtain in-depth information about the challenges related head teacher and teachers' language proficient in Cinyanja as medium of instruction.

4.3.2.1 Findings from the head teachers

At some point, a question was raised related to head teachers who are not proficient in Cinyanja as medium of instruction in the process of monitoring of teachers' preparation of grades 1-4 teachers. The question was asked in order to learn about challenges encountered by head teachers monitoring and checking of teachers' preparations.

In response, School Head teacher-1A from School-A expressed that, he was not conversant with familiar language that made it difficult to properly manage and control specific class teachers henceforth faces challenges to checking a lesson preparation in familiar language.

> *'In some instances I just append my signature on teachers' work prepared in Cinyanja because I have no full idea of what the familiar language policy deals with; so I do not know the specifics of the curriculum implementation because I have never attended an orientation on the use of familiar language policy . This leads to me not doing justice to my work and to the teachers'*

A question related to language barrier was challenges faced by head teachers during class allocation of teachers teaching literacy using familiar language as medium of instruction.

In response head teacher, 2B from School- B (Sch-B) was that,

> *'most of the teachers coming from other regions do not agree to be allocated to teach lower grade due to lack of proficiency in familiar language used in Chama district'.*

Teaching and learning were inadequate, such teachers do not accept to teach lower grades because of the Cinyanja related teaching approaches.

In contrast, Head teacher were asked a question related to human resources/staffing as key stakeholders in any curriculum implementation in the Ministry of General Education. The question asked in order to learn about the challenges of workload encountered by head teachers' in implementation of familiar language as medium of instruction. The participants noted that the administrative workload is still too much due to shortage of staff. One of the head teacher-3C from School -C indicated that;

> *'I have been allocated to teach grade 6 mathematics and science' putting school head teacher under pressure, hence facing a challenge in managing a new curriculum implementation of familiar language policy'.*

Even though the ideal situation may be to reduce the workload for head teacher, it may take time to see that happen, because teachers in rural areas are generally very low. Nevertheless, Head teachers have to know that the future of their school could just depend on how well they navigate curriculum management challenges to keep with national requirements.

In addition, on the same question related to shortage of teaching staff in schools, the Head teacher mentioned that,

'*there are less teachers to teach grades 1 to 9, and allocation of teachers at lower grades is a problem to effectively implement familiar language policy especially teachers from different regions, because teachers have to code switch from English to Cinyanja as they move from upper grade to lower section '.*
Sometimes, the school-based management may be aware of the guidelines on the language policy, understaffing makes it hard to demand too much from teachers, as they "know" the situation at their schools. Another school head teacher explained as follows:

> *'At times you just feel guilty for pushing the teachers to the edge because you know the situation, but because there is work to be done, there is nothing we can do but to demand teachers to perform even under the situation. Ultimately, you see yourself accepting what teachers managed to do in whatever way. Some teachers, though, are abusing the staff shortage issue as a reason of underperformance all the time, it is a tough situation.*

Findings from schools showed that Head teachers failed to check for teachers' preparedness in the curriculum implementation of new language policy. It was because many of them were not trained in Cinyanja as medium of instruction compounded with differing background of familiar language from other regions, henceforth compromising teaching standards.

4.3.3.0 Sub-Theme: Teachers' views related language proficient in Cinyanja as medium of instruction

The qualitative data was collected using a focus group discussion from respondents 9, 10 and 12 from school-C. The main aim of using the interview guide was to obtain in-depth information about the challenges faced by class teachers (class managers) in managing curriculum implementation of familiar language as medium of instruction.

4.3.3.1 Findings from the class teachers teaching grades 1-4

The question the teachers were asked was related to challenges faced by class teachers in curriculum implementation of familiar language with their head teachers in various schools.

One teacher pointed out that, ' Teachers from school-C from focus group discussion explained that head teachers from different regions, with different language, background contrary to the familiar language spoken in Chama faces extremely challenges in the use of local language policy. One teacher pointed out that,

> *'I have school head teacher who come from other regions and not proficient with ,familiar language in the area'. This makes them unable to monitor teachers in lower classes for fear of language barrier; they also had no one from school-based management to encourage them to implement familiar language policy.*

The other question related to the teaching profession. This question focused on the support from of the head teachers on the curriculum implementation of familiar language policy. All the teachers 5, 6, 7, 8 and 9 from school-2 indicated that were not supported by the school-based management in the curriculum implementation of local language as the teaching methodology. One teacher stated that,

'I have school head teacher who is not very ready to implement the policy in local language because he has never attended curriculum implementation orientation workshop neither was he fully trained on the familiar language policy. This has resulted into failure to conduct school based continuous profession development on the same to orient teachers especially teachers were recently deployed after 2014 '

Another teacher 6 from school-C(Sch-C) was asked a question related to supervision from the School Based Management and had this to say;

> *'I have never been supervised ever since the revised new curriculum was implemented in 2014. I don't know whether am doing the right thing or not'*

Therefore, teachers develop a negative attitude towards   local language policy. Teachers are also de-motivated as they lack corrections in local language use in teaching literacy and could apply it in their real life situation. Other Teacher 3 from school -A (Sch-A)   raised an issue on class allocation of teachers. When allocating grades to teachers, the School head teacher should consider language proficiency of teachers. One teacher had this to say:

> *"I come from Bemba speaking region and I have not learnt Cinyanja in my life, but I came to this school I gave me teach grade 3, to teach in Cinyanja as familiar language.*
> *Even when a new teacher arrives, she /he is given the lower grade I so long to teach. I have even decided to look for another school somewhere else where maybe I would be allocated the upper grade I am not passionate about teaching in Cinyanja.'*

Finding indicates that school administrators face challenges in allocating teachers from grade 1-4 class with familiar language proficiency compounded with shortage of teachers. Worse to mention that school based management took no time to orient teachers on the importance of using familiar language as medium of instruction because they were also handicapped in Cinyanja.

4.3.4.0 Sub-theme 3: Teachers' challenges in curriculum implementation of familiar language as medium of Instruction in class situation.

The qualitative data was collected using observation technique. Non-participatory observation technique was used in order to indirectly examine the challenges faced by class teachers (class managers) in managing curriculum implementation of familiar language as medium of instruction. This gave the researcher an opportunity to look at what was happening or taking place with the teacher in class.

4.3.4.1 Findings from the nature of the classes in the two target classes

The study sought to observe nature of language used by teachers and learners in curriculum implementation of familiar language as medium of instruction. The situation observed in the two target classes from different schools contends teachers and learners with different language backgrounds. For instance, at school-A (Sch-A), there were 25 pupils in grade three classes. Out of

these, none spoke familiar languages (cinyanja) as their first languages or mother tongue. On the other hand, in school-B (Sch-B), there were thirty pupils in class, non-spoke familiar language. One of the respondents during the interview had this to say, *"in this class learners speak different languages but Tumbuka and Senga are the main one'*.

The findings revealed that not all the classes comprised of multilingual, familiar language was their mother tongue. This implied that learners were forcefully subjected to cinjanja as their (second language) familiar language as medium of instruction.

4.3.4.2 Teachers' Language of instruction in classroom

Two situations arose from the two schools. The first one was that, at school -A, the teacher-5 was very consistent to cinyanja as medium of instruction in class without referring to any other language. The second situation was that in school-B, the teacher used two languages when teaching. *Senga* (language used in Chama) was the official language of instruction but the teacher could also switch to English language occasionally as medium of instruction.

In other words, the languages used as medium of instruction in the two target schools was cinyanja language for teacher 1 from school -A (sch-A) and Cinyanja language for teacher 5   school-B (Sch-B). Occasionally, teacher 5 at school -B could code switch to English because of failure to use familiar language proficiently during learning process.

This was evident during mathematics lesson in grade four class. The teacher used English as medium of instruction including all the illustration on the board were in English as shown in the figure below:

Figure 2: Chalk Board illustrations using English other than Cinyanja as familiar Language of instruction

This was reflection of most teachers from the school -A (Sch-A opted for English citing that it was ease to teach using the language they were trained. This means that both English and their mother languages are still used along side with region familiar language by teachers. In other words, local languages, which are unfamiliar to some pupils, are a barrier to successful implementation of familiar language as medium of instruction.

Findings suggested that the introduction of the new language policy of using local language as Medium of instruction only served a purpose in one type of school B (Sch-B) while as in the other type, English was still the Medium of Instruction at some point.

4.3.4.3 Pupils level of participation in class

The researcher sought to observe learners' level of participation in class as teachers stride to implement familiar language as medium of instruction for lower grades. In comparing the teacher who uses senga in class with Cinyanja from the two schools, there were two interesting observations noted. The first one was based on what happened at School -A where most Senga/ Tumbuka language other than familiar language, while the second one was at a school-B where Cinyanja was used as medium of instruction.

On one hand, the situation at school- B was that, whenever a teacher asked a question in cinyanja, there were three to five pupils who were rightly responding to the questions. They were the same pupils who kept on responding to the questions from the teacher. When the teacher pointed at other pupils, the pupils could either keep quiet or give a wrong response. The majority of the pupils could respond mainly to common and straightforward questions such as '*mwabvera*' meaning '*have you understood*'. Furthermore, some pupils in class especially those who sat at the back where I sat were talking using Tumbuka and a few in cinyanja language to ask their friends for something. When the teacher showed them, a picture from a book for pupils to state what it was, some pupils gave responses in local languages. Pupils here successfully imitated the teacher using several drills.

On the other hand, the situation at school-A where Tumbuka was used as medium of instruction in grade 1-4 whenever the teacher asked a question in Tumbuka language, there were several hands of pupils who wanted to respond to the teacher's questions. Sometimes the pupils could respond to the teachers' questions in chorusing at the same time just after the question. Pupils in this situation could quickly

describe the sounds made for example by a snake and other objects like situation one above. They could also imitate the teacher successfully.

There are several implications of these findings regarding medium of instruction in class. The situation learnt from the two classes is a replication of what happens at national level when debates about the social themes erupt. Very few Malawian actively take part in the debates and discussions that take place in English language, meaning that even learners are free to express them in their mother or local language.

4.3.4.4 Observation of teaching and learning material used in class

The research carried out observation on the availability of teaching and learning materials related to familiar language as medium of instruction used in class in real life situation. Findings revealed that teaching and learning materials were not enough as observed in grade 3 class at school-C an urban school. The findings indicate that learners were sharing one book against two to three learners per desk; others had no book at their desk. Findings are presented in the figure below:

 Figure 2: Situation of Teaching and learning materials in the grade three classes

Adapted: 2021

Another observation was conducted in grade 4 at School-A on the availability of teaching and learning materials related to familiar language as medium of instruction. The situation was not different from the previous class, because it was found that, there were no mathematics, creative technology studies and cinyanja books recommended for new curriculum language policy. Figure below shows real classroom situation on how learners scramble for book:

Figure 3: Situation of Teaching and learning materials in the grade four classes

From the findings, clearly indicate that teaching and learning materials are inadequate in the schools observed for the curriculum implementation of familiar language as medium of instruction.

4.4 Summary

The study sought to obtain information on the school based management challenges in the curriculum implementation of familiar language as medium of instruction in the lower grades. The study used interviews, questionnaires, and document analysis and observation schedules to collect data. Qualitative data collected through observation scheduled and interviews was grouped according to the objectives, which supplemented information collected through questionnaires. There was little discrepancy in the school based management challenges   between head teachers and teachers in the curriculum implementation of familiar language as medium of instruction as to what they had to offer, this discrepancy affected negatively in their execution of duties.

Chapter Five:

Discussion of Findings

5.0 Overview

This chapter presents discussion of findings based on the objectives as themes that emerged from the research. For easy discussion, sub-themes were incorporated in this chapter, just as viewed in chapter four.

5.1 Views of Head teacher and teachers' on familiar language as medium of instruction from grade 1 to 4

This theme sought to establish views of school based management on the use of familiar languages as mediums of instruction for the grades 1-4 learners. The findings from the school based management showed that there were different interpretations and applications of the newly introduced language policy of using a familiar language as medium of instruction from grade 1 to 4 in schools especially in Chama district. Indeed school based management standpoint is on the premise of Concerns-Based Adoption Model (CBAM) a theory for understanding and managing change in people especially teaching experiences and practices in the curriculum implementation. It is from a theory that the school head teachers had different view point over new curriculum language policy implementation because they were used to English as medium of instruction in Zambian schools right from their training colleges similar to private school, other than the use of familiar language. This clearly revealed that school based management had negative views with the change of teaching learners in English to local familiar language as medium of instruction from grade 1-4 from two different settings.

Further the findings indicate that an introduction of the familiar language policy came as a blessing in disguise as expressed by head teacher-1 (HT-1A) from school-1 because Zambian schools comprises of children whose first language is seemingly local languages other than the so called familiar language. Therefore, implementation of familiar language as medium of instruction contained several contradictions that need attention. However, this already came to the attention by the Minister of education (2014) as it states that a local familiar language shall be used as medium of instruction from grades 1-4. Even though such children's familiar language is their mother language and they have to use Zone familiar language in the area as Medium of instruction. Further, other findings revealed that head teacher-2B (HT-2B) from school- B showed eagerness to implement the language policy as stipulated in the new Curriculum Framework (2013:30) as directed by the Ministry of General Education. Additionally head teacher- 3C (HT-3C) from school -C revealed that the new curriculum poses a lot of challenges for the

learners and teachers who cannot speak Nyanja which regarded as familiar language in the zone as noted in the education curriculum framework (2014).

In the same vein, findings from teachers were not far from head teachers' views as revealed by teacher 6 from School-C that familiar language policy implementation was similar to other countries. For instance, Gordon (2005) was quick to mention that, Papua New Guinea's (PNG) with 820 living languages abandoned its English only language policy. Similar study conduct by Hamish McIlwraith (2013) can be attested in Malaysia where recently overturned its policy of school-based management teaching mathematics and science through English from primary and has reverted to using Malay for the teaching of these subjects which faces similar challenges.

5.2.0 Views towards the role of school head teacher in curriculum implementation of familiar language as a medium of instruction

The study used the interview guide to obtain in-depth information about the roles of the school based management in managing curriculum implementation of familiar language as medium of instruction at school level as per respective job description. The findings from the three schools clearly reveal that they were aware of their roles in the implementation of the language policy. All the three head teachers theoretically seem to know their role and responsibility in managing the curriculum in their schools. These findings concur with Mafora and Phorabatho, (2013:118) who affirms that effective curriculum implementation becomes possible especially in a school where the head teacher is present at planning stage and remains visible throughout the implementation and evaluation. The School based management led by the head teacher has a responsibility for the effective management of curriculum to ensure excellent curriculum implementation of the language policy in a school.

5.2.1 Head Teacher's views

However, the head teacher HT-2B school-B revealed that monitoring and supervising teachers is important in ensuring that they do not divert from the curriculum of familiar language policy that they have to implement. This can be referred to important pronouncement in the 1996 policy made in recognizing the role of local languages in the education system in Zambia at policy formulation level over the years, but not much has been done at the level of implementation and monitoring teachers at lower levels. Cheung and Wong (2012) argue that it is important to enhance head teachers' and teacher understanding and build capacity if the implementation of curriculum reform is to be successful. Supported by Tambulukani (2004) suggests that there is need for an effective training programme for

teachers, their head teacher and other senior education officers. These officers should be oriented in the course materials and the methodology used in the course. Emphatically, Concern-Based Adoption model (CBAM) theory explains that curriculum is successfully implemented once teachers needs have been adequately addressed (Ornstein and Hunkins, 2009:262). This entails that a well-trained head teacher would effectively monitor teachers in the curriculum implementation in schools.

5.2.2 Teachers' Views

 Findings from teacher-1 (T-1) from school-A (Sch-A) revealed that, the school-based management monitoring team has never made a follow up support on how curriculum implementation of familiar language policy was implemented in 2014 in school. Teacher-5 (T-5) from school- C (Sch-C) reaffirms that even District Standards Officers has never offered support in terms of monitoring the curriculum implementation of familiar language as medium of instruction.

Further, findings from the teachers' reaction towards class allocation in the lower section for curriculum implementation of familiar language as medium of instruction, shows that teachers who have a back group of Cinyanja have an advantage over others. This necessitate teachers could have received much needed training in familiar language for effective curriculum implementation of the policy. The findings ties up with Muliyunda (2009:45) underscore the importance of training teachers in New Break to Literacy (NBTL) methodology prior to giving them classes to teach initial literacy, which is similar to familiar language policy implementation. Head teachers and teachers were supposed to train and learn familiar language before curriculum implementation to lower classes.

5.3 Views towards challenges encountered in managing curriculum implementation of familiar language as medium of instruction

The research used questionnaires to established challenges encountered in managing curriculum implementation of familiar language as medium of instruction by the head teachers. Findings from two head teachers HT-1A and 2B indicated that head teachers were sceptical to adopt the curriculum change because they were not oriented and trained in the new approaches of teaching grade 1-4. Findings concur with National policy of Educating Our Future, (1996) which reveals the need to equip all head teachers and teachers with skills and knowledge, necessary in primary schools. A fundamental aim should also be implemented in lower primary that head teachers to gain an acquaintance with familiar language as medium of instruction. Indeed absence of orientation for school based Management to prepare them for

the new curriculum implementation brings about resistance to accept change to use Cinyanja as medium of instruction.

 Curriculum change needed head teachers undergoing intensive orientation to acquaint them with knowledge for language policy implementation. This was evidenced by Miti et al (2009) cited in Mwanza (2012) sought to find out how the teachers were prepared in colleges to teach Zambian languages and to use them as languages of instruction. The findings revealed that one of the challenges faced in the training of teachers of indigenous languages had to do with language of delivery where English was the language of instruction.

Further, findings from focus group discussion at School –C (Sch-C) from urban setting showed that teachers did not need any change from English to familiar local language because Zambia is a cosmopolitan society. There is a lot of code switching by teachers in the name of teaching lower grades using familiar language as medium of instruction. From observation, Teachers were still using English other than local familiar language of instruction.

Other teachers in the focus group said there was nothing as teachers they could have done, because their duty was to implement the policy. All wished familiar language policy could have been included while at the college.

5.4 Views toward the challenges related teaching and learning resources to implement familiar language as medium of instruction for lower grades.

Teaching and learning resources were regarded as the most important support structure by the school-based management because curriculum implementation depends largely on resources available in schools (Department of Education, 2000:94). From this, background that, the researcher sought to find out challenges of teaching and learning resources to implement familiar language as medium of instruction for lower grades. Findings from teachers shows that lack of teaching materials such as learner's books written in Cinynaja has been a big problem in lower grades especially grades 3 and 4 classes. Further findings indicates that teaching materials supported by let's read programme under United State Aids do not much with learners' enrolment. The findings ties up with, a study conducted in Zambia, by Kafata (2016), in which the district education administration acknowledged the lack of teaching and reading materials in local language which they attributed to be in short supply and they hoped that the Ministry would supply the district with enough materials. Hence, forth teachers continue using available English books, implying teachers must code switch to Cnyanja as medium of instruction to fulfill policy objective.

Findings from the teachers revealed that, one challenge, which ranked high among the responses, was the lack of teaching and learning materials in school. The teachers were encountering difficulties in accessing books on the revised curriculum. It implied that teacher- 1 from school-A depended on outdated Nyanja textbooks, which they had borrowed from the nearby schools. The explanation given was similar to a study conducted in Lusaka by Ndeleki (2015) on the teachers' perceptions on the use of local languages as medium of instruction from grades 1-4 in selected private schools also cited that there was little or less teaching and learning materials based on the New Language Policy. The findings suggest that the ministry of General education hastily introduced the new language policy before certain logistics on policy implementation could be put in place.

5.5 Views on challenges related to language proficient in Cinyanja as medium of instruction.

The availability of the human resource with language proficiency in education is crucial to familiar language policy implementation in lower grades 1-4. As articulated by the Concerns-Based Adoption Model theory that views teachers as focal point persons in school curriculum implementation, and simultaneously acknowledges education institutional influences. In this respect, the researcher sought to find out challenges related to head teacher and teachers' language proficient in curriculum implementation of Cinyanja as medium of instruction in grades 1-4.   From the respondent one, from School-A expressed that, he was not conversant with familiar language that makes it difficult to properly manage and control specific class teachers henceforth faces challenges to checking a lesson preparation in familiar language. To this effect, it implies that new curriculum implementation suffers from serious setbacks in the management of familiar language as medium of instruction. In support, a study conducted, by Muchinyise (2017), on the impact of local familiar language as medium of instruction on Zambia primary school pupils academic performance revealed that Head teachers faces a challenges to find teachers with communicative competency in familiar language as many of the teachers deployed in the area use other languages including English. Subsequently head teacher-2B from School- B (Sch-B) also indicated that language barrier was challenge with teachers from other region languages during class allocation of teachers teaching literacy using familiar language as medium of instruction.   This finding was supported by a study carried out in kitwe district of the copperbelt province of Zambia by Kafata (2016), held the views of foregone respondent that teachers from other Provinces who come on transfer would be unable to teach well due to language barrier and that also applies to pupils who come on transfer from other regions.

Ideally, according to Cardno (2003:49), managing a school today means taking more responsibilities. Head teachers carry varied workloads of teaching and the nature of their job has become complex affecting curriculum implementation of familiar language as medium of instruction. Worse teachers in rural areas are generally very low in Zambia as revealed by Head teacher –3C from (Sch-3C) that such situation in schools makes the curriculum managers to be overloaded and accept whatever way teachers are implementing language policy, henceforth compromising curriculum implementation of familiar language policy. Nevertheless, Head teachers have to know that the future of their school could just depend on how well they navigate curriculum management challenges to keep with national requirements.

5.6 Teachers' views related language proficient in Cinyanja as medium of instruction

The qualitative data was collected using a Focus Group Discussion or interview. Findings from the class teachers related to challenges faced by class teachers' proficient in Cinyanja as medium of instruction. Teachers from focus group interview explained that head teachers who come from different regions; with different language, background contrary to the familiar language spoken in Chama faces extremely challenges in the implementation of language policy. This makes them unable to monitor teachers in lower classes for fear of language barrier consequently fail to encourage them to implement familiar language. This finding is in line with Tambulukani (2004) who suggests that there is need for an effective training programme for teachers, their head teacher and other senior education officers. This implies that head teacher should receive training in the familiar language proficiency before implementation of language policy.

Further findings from teacher 3 from school -A (Sch-A) revealed that she was given grade three class despite coming from Bemba speaking region and teaching in Cinyanja as familiar language was a challenge especially in the my early days of deployment in Chama. This clearly shows that the teacher has no back ground knowledge of cinyanja and lacks training in familiar language as medium of instruction as earlier alluded by (Ibid, 2004).

5.7 Teachers' challenges in curriculum implementation of familiar language as medium of Instruction in class situation.

The study sought to observe nature of language used by teachers and learners in curriculum implementation of familiar language as medium of instruction. The situation observed in the two target

classes from different schools comprised of teachers and learners with different language backgrounds. The findings revealed that all the classes comprised of multilingual, and familiar language was not their mother tongue.

This was reflection observed on the ground was that teachers from the school -1 (sch-1 opted for English citing that it was ease to teach using the language they were trained. This means that both English and their mother languages are still used along side with region familiar language by teachers. In other words, local languages, which are unfamiliar to some pupils, are a barrier to successful implementation of familiar language as medium of instruction. Findings suggest that the introduction of the new language policy of using local language as Medium of instruction only served a purpose in one type of   school B (sch-B) while as in the other type; English was still the Medium of Instruction at some point. However, Phiri, (2014), and indeed the Educational curriculum framework (2013) contained that there shall be region familiar language which teacher and learners are use in class as medium of instruction from grades 1-4 in spite of their mother language background.

Teaching and learning resources play a critical role in the curriculum implementation of familiar language as medium of instruction. However, the findings of this study indicate that there was little to less teaching and learning materials based on the familiar language as medium of instruction as observed at Sch-A and B an shown in figure 2and 3 which was an reflection of School-3 respectively because there are in the same district. Henceforth, Mumba and Mkandawire, (2019) attests that lack of proper materials was a huge issue in the implementation of the text based integrated approach in local language policy implementation. Nevertheless, head teachers expected the government to provide teaching and learning materials for them. In contrast, a study conducted by Ndyali, (2013) on the role of School Head in enhancing students' academic performance in community Schools revealed that a head teacher is supposed to identify resources needed to support the implementation of school curriculum policies. Indeed as per trend, the head teachers were ready to purchase these books, but as observed by some respondents, teaching and learning material based on the new curriculum were not available in bookshops.

5.8 Summary of the Chapter

 In this chapter, major findings of the study were analysed and discussed using the theoretical framework and other related literature presented in Chapter Two. As the findings reveal, that school based

management challenges have diverse implications on the learners and teachers in implementation of new language policy and on acquisition of initial education from grade one to four.

CHAPTER SIX

Conclusions and Recommendations

6.0 Overview

This chapter presents the conclusion and recommendations of the study. The chapter shall also make appropriate recommendations arising from the study. The research sought to find out school-based management challenges in curriculum implementation of familiar language as medium of instruction. The conclusion in this study is line with the findings and discussions. It is hoped that the recommendations given in this study will be of positive effect to the school administrators, teachers and beyond and indeed to all those who will take time to read this work.

6.1 Conclusions

This analysis placed into perspective findings and data showing that the curriculum implementation of familiar language as medium of instruction, which the ministry of general education introduced in 2013, had been received with mixed interpretation by school based management in schools. For this reason, teachers were still using English other than local familiar language of instruction, because they were used to English as medium of instruction in Zambian schools right from their training colleges similar to private school. It should be noted from the outset that one of the findings which may help the reader to appreciate the study was that within the broader picture of schools, there lies another type of views which welcomed the familiar as medium of instruction as directed by the ministry of general education. The findings and data showed that the curriculum implementation of local familiar language as medium of instruction was not well received by school based management in schools.

The study demonstrated that the roles of the head teacher as curriculum managers were filled with overwhelming responsibilities. Therefore, they experience the nature and extent of their curriculum duties as a very complex and demanding situation. Apart from the curriculum management and implementation roles, they were also responsible for managing, class allocation, monitoring and supervising, the curriculum as an on-going process for effective implementation by the teachers. At the same time, teachers have their own challenges in executing their roles in class. School based Management, as instructional leaders should contribute to generating a creative climate where effective curriculum delivery can flourish. The ideal management style displayed by school leaders would contribute to strong teamwork among educators to solve problems experienced on the premise of curriculum implementation of familiar language as medium of instruction.

It became apparent from the findings that there was major curriculum challenges facing by School based Management in managing the curriculum implementation in their schools. Findings indicate that teaching and learning resources was ranked high to be an obstacle, attributed by short supply by education administrators. The availability of the human resource with communicative competencies in education is crucial to curriculum implementation of familiar language policy implementation in lower grades 1-4. However, the deficiency in familiar language in School based Management was displayed towards curriculum implementation attributed by absence of intensive orientation and training created discrepancy in the language use in class. As school leaders, School based Management must act as agents for good curriculum management practices and they should be empowered with the necessary skills, knowledge and values to have better understanding of curriculum management.

The researcher is optimistic that although people are different and despite the negativity and inadequacies surrounding the curriculum, there is hope that with time and effort and given the total commitment of all stakeholders to implement the curriculum, success can be attained. Therefore, it can be concluded that the aim of the study and primary research questions, which are explored, namely the challenges towards curriculum implementation in selected schools in Chama were adequately addressed and answered.

6.2 **Recommendations**

This study has presented an insight into the phenomenon of challenges towards curriculum implementation. The findings have long-term implication on curriculum change, curriculum management and implementation, role of head teachers and teachers in managing the curriculum. The researcher based on the findings of the study came up with the following recommendations:

i.   Head teachers should receive an extensive training before a curriculum is implemented in schools.

ii. The school management should be able to support, monitor, supervise teachers in the implementation of language policy.

iii. Appropriate deployment of teachers and in accordance with their local familiar languages in reference to the location of the school.

6.3 **Further research**
The following suggestion is proposed:

i.   To Investigate language challenges in the transition of learners from grade four to five

ii. To establish how teachers are assessing learners with familiar language as medium of instruction from grade 1-4

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8.0 APPENDICES

Appendix A: 1nterview guide for the Head teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality.

Theme 1: Views of School Based Management on the curriculum implementation of familiar language as Medium of Instruction from grades 1-4

Part A: Demographic Information

Sex (ticks the appropriate answer and fills in the other details)

Male ☐ Female ☐

District   :

…………………………………………………………………………………………..

Highest

qualification:………………………………………………………………………….

Part B: Please feel free to response and write details on those, which require explanations

1. What is your familiar language in your area?

    …………………………………………………………………………………………

2. Do children come from homes use Nyanja or other languages?

    ………………………………………………………………………………………….

3. What is your understanding about School Based Management curriculum implementation of familiar language as Medium of Instruction from grades 1-4?

    …………………………………………………………………………………………

4.   How do you interpret local language policy?

    …………………………………………………………………………………………

Thanks for your cooperation

Appendix B: 1nterview guide for the teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality.

Theme 1: Views of School Based Management on the curriculum implementation of familiar language as Medium of Instruction from grades 1-4

Part A: Demographic Information

Sex (ticks the appropriate answer and fills in the other details)

Male:☐ **Female**: ☐

District: …………………………………………

Section:………………………………………..

Highest qualification:…………………………

Part B: Please feel free to response and write details on those, which require explanations

1. What is your local familiar language policy?

    ………………………………………………………………………………………

2.   What do you understand by school-based management in the implementation of language policy?

    ……

3. Are you ready to implement language policy as stipulated in the new curriculum framework?

    ………………………………………………………………………………………

4. Is there communication pertaining to the new curriculum between them and their administrators? What is your comment?

    …………………………………………………………………………………………

5.   Are you willing to implement language policy in Chama?

    ………………………………………………………………………………………

6.   Is your class a cosmopolitan*?*

    …………………………………………………………………………………………

7. What are your views over curriculum implementation as medium of instruction from grade 1-4?

Thanks for your cooperation

Appendix C: Questionnaire guide for School head teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only

Theme 1: Roles of School based Management (SBM) in managing the implementation of the familiar as a medium of instruction in selected lower primary schools in Chama.

Part A: Demographic Information

Sex (ticks the appropriate answer and fills in the other details)

Male: ☐**Female**: ☐

District: …………………………………….

Section:…………………………………..

Highest qualification:…………………………

Part B: Please feel free to response and write details on those, which require explanations.

1. When was familiar language policy as medium of instruction implemented at your school implemented?

    ....

2. Were you ready for the curriculum implementation?

    ……………………………………………………………..

3. In your view, does the training that you received in the teacher training college or university empower you to manage the transformation process in curriculum change to familiar language policy?

    …………………………………………………………………………………

    If no

    i)   Have you received any training pertaining to curriculum implementation of familiar language policy in your school?

4. As a head teacher, how do you experience educational changes especially about curriculum implementation of familiar language policy that happened since 2014?

……………………………………………………………………………………..

5. In your view, do you think these changes from the use of English to familiar language as medium of instruction are improving the literacy levels in your school?

……………………………………………………………………………………

6. Do you monitor teachers in curriculum implementation of familiar language policy as medium of instruction? If yes

7. What are your reasons for monitoring teachers' work?

……………………………………………………………………………………

8. How many teachers are allocated in the lower section?

……………………………………………………………………………………

9. What is the teacher pupil ratio in your school?

……………………………………………………………………………………

10. Do you have any project in your school aimed at supporting curriculum implementation of familiar language policy? If yes

   i)   What support do you receive?..

   ii)   Is there sufficient follow up from the project managers to your school?

          ……………………………………………………………………………

   iii)   How many times have you been monitored by the project management team?

Appendix D: Questionnaire guide for the Head Teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only

Theme 2. Challenges faced by head teachers in the curriculum implementation of familiar language policy as a medium of instruction.

Part A**: Demographic Information**

Sex (ticks the appropriate answer and fills in the other details)

    i.   **Male** ☐   **Female** ☐

    ii. **District:** ……………………………………….

   iii. **Section**:………………………………………..

   iv. **Highest qualification**:…………………………

    v. **College:…………………………………………**

Part B: Please feel free to response and write details on those, which require explanations

1. What management challenges have you encountered in the process of implementation of familiar language policy at your school?

   ………………………………………………………………………………..

2. How do you go about capacity building of teachers who are not proficient in cinyanja as familiar language as medium of instruction in the process of teaching and learning?

   …………………………………………………………………………………

3. What is the altitude of teachers during class allocation to teach lower grades at your school?

   …………………………………………………………………………………

4. Do all teachers teaching lower grade proficient in Cinyanja?

   …………………………………………………………………….

5.   Do Teachers who come on transfer from other regions face language barrier?

6. What is the altitude of parents towards use of local language use compared to English?

7. What kind of support / resources do you avail to teachers in order to execute their work effectively?

……………………………………………………………………………………………

8. Is there any project in your school supporting language policy? If yes

i.   What kind of support do you receive?

……………………………………………………………………………………………

9. Do you have enough reading material in familiar language in Cinyanja? State yes/no

10. What is the learner-book ratio?

11. Do you hold teacher group meeting to discuss issues that affect the implementation of teaching and learning in familiar language, if so how frequently?

……………………………………………………………………………………………

12. Do you have a curriculum management plan in place?

What does it encompass?

……………………………………………………………………………………………

13. In your school year plan, do you have time set aside for teacher professional development? ………………………………………………………………………….

14. Do you encourage teachers to participate fully in sharing ideas?

………………………………………………………………………………………….

15. What are your reasons for monitoring teachers?

……………………………………………………………………………………………

16. What tools do you use to determine whether the expected outcomes have been attained?

……………………………………………………………………………………………

17. What do you do with the findings of class visits?

……………………………………………………………………………………………

18. How do you identify strengths and weaknesses of teachers to be able to offer them appropriate support?

……………………………………………………………………………………………

…….

19. Do you sit down with teachers to explain the rationale behind curriculum change to

eliminate fears and misconceptions that they might have before the implementation phase? ……………………………………………………………………………..

20. What strategies are in place to ensure that teachers are aware and at ease of the communication channels used at the school?

…………………………………………………………………………………………
……..

21. How do you inform teachers about matters that affect them?

…………………………………………………………………………………………

Thank you for participating.

Appendix E: Guide for Focus Group Discussion with Teachers.

Theme 3: Challenges encountered in managing curriculum implementation of familiar language as medium of instruction

Section: A : Demographic Information

Sex (ticks the appropriate answer and fills in the other details)

  i. **Male** ☐   **Female**   ☐

  ii. **District:** ……………………………………….

  iii. **Section**:……………………………………..

  iv. **Highest qualification**:…………………………

College:…………………………………………

Section: B

8. What language has been used as Medium of Instruction from grade 1-4 in this school before this new language policy was introduced in 2013?

    ………………………………………………………………………………………

9.   What effect do you think the use of local languages as Medium of Instruction at this school has had in comparison with the other languages?

    ………………………………………………………………………………………
    ……….

10. How well trained are you to ably teach all subjects in local languages from grade 1 – 4?

    ………………………………………………………………………………………
    ……..

11. How stocked is your school with books in local languages that you and your pupils can use as teaching and learning materials in line with the new policy?

    ………………………………………………………………………………………
    ………

Thanks for your participating

Appendix F: 1nterview guide for School head teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity all the information will be treated with maximum confidentiality.

Theme 1: Roles of School based Management (SBM) in managing the implementation of the familiar as a medium of instruction in selected lower primary schools in Chama.

Part A: Demographic Information

Sex (ticks the appropriate answer and fills in the other details)

i. **Male** ☐ **Female**: ☐

ii. **District**: …………………………………………….

iii. **Section**:…………………………………………..

iv. **Highest qualification**:…………………………

Part B: Please feel free to response and write details on those, which require explanations.

11. When was familiar language policy as medium of instruction implemented at your school?..

12. Were you ready for the curriculum implementation?

    ……………………………………………………………………….

13. In your view, does the training that you received in the teacher training college or university empower you to manage the transformation process in curriculum change to familiar language policy?

    …………………………………………………………………………………

    If no

    ii) Have you received any training pertaining to curriculum implementation of familiar language policy in your school?..

14. As a head teacher, how do you experience educational changes especially about curriculum implementation of familiar language policy that happened since 2014?

    …………………………………………………………………………………..

15. In your view, do you think these changes from the use of English to familiar language as medium of instruction are improving the literacy levels in your school?

……………………………………………………………………………………………….

16. Do you monitor teachers in curriculum implementation of familiar language policy as medium of instruction? If yes

17. What are your reasons for monitoring teachers' work? ………………………………

18. How many teachers are allocated in the lower section?

……………………………………………………………………………….

19. What is the teacher pupil ratio in your school?

…………………………………………………………………………..

20. Do you have any project in your school aimed at supporting curriculum implementation of familiar language policy? If yes

    iv)   What support do you receive?..

    v)   Is there sufficient follow up from the project managers to your school?

    vi)   How many times have you been monitored by the project management

Thanks for your participating

Appendix G: Questionnaire guide for the Head Teacher

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province. Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only

Theme 2. Challenges faced by head teachers in the curriculum implementation of familiar language policy as a medium of instruction.

Part A**: Demographic Information**

Sex (ticks the appropriate answer and fills in the other details)

    i.   Male☐   **Female**   ☐

    ii.   **District:** …………………………………………….

    iii.   **Section**:…………………………………………..

    iv.   **Highest qualification**:…………………………

    v.   **College:…………………………………………**

 Part B: Please feel free to response and write details on those, which require explanations

22. What management challenges have you encountered in the process of implementation of familiar language policy at your school?

    ………………………………………………………………………………..

23. How do you go about capacity building of teachers who are not proficient in cinyanja as familiar language as medium of instruction in the process of teaching and learning?

    …………………………………………………………………………………

24. What is the altitude of teachers during class allocation to teach lower grades at your school?

    …………………………………………………………………………………

25. Do all teachers teaching lower grade proficient in Cinyanja?

    …………………………………………………………………….

26. Do Teachers who come on transfer from other regions face language barrier?

………………………………………………………………………………………

27. What is the altitude of parents towards use of local language use compared to English?

………………………………………………………………………………………

28. What kind of support / resources do you avail to teachers in order to execute their work effectively?

………………………………………………………………………………………

29. Is there any project in your school supporting language policy? If yes

ii.   What kind of support do you receive?

………………………………………………………………………………………

30. Do you have enough reading material in familiar language in Cinyanja?

State yes/no

31. Do you hold teacher group meeting to discuss issues that affect the implementation of teaching and learning in familiar language, if so how frequently?

………………………………………………………………………………………

32. Do you have a curriculum management plan in place?

What does it encompass?

………………………………………………………………………………………

33. In your school year plan, do you have time set aside for teacher professional development? ………………………………………………………………………….

34. Do you encourage teachers to participate fully in sharing ideas?

………………………………………………………………………………………

35. What are your reasons for monitoring teachers? ……………………..

36. What tools do you use to determine whether the expected outcomes have been attained?

………………………………………………………………………………………….

37. What do you do with the findings of class visits? ………………………………………..

38. How do you identify strengths and weaknesses of teachers so as to be able to offer them appropriate support? …………………………………………………..

39. Do you sit down with teachers to explain the rationale behind curriculum change so as

to eliminate fears and misconceptions that they might have before the implementation phase? ……………………………………………………………………………..

40. What strategies are in place to ensure that teachers are aware and at ease of the communication channels used at the school? …………………………….

41. How do you inform teachers about matters that affect them? ………………………….

Thank you for participating.

Appendix H: Class teachers' Interview schedule

I am a student at the Chalimbana University studying for a Master of Education in education leadership and management. I am carrying out a research on school -based management factors influencing implementation of the familiar language as medium of instruction in selected primary schools in Chama district in Muchinga province .Please feel free to answer the questions with honest and sincerity as all the information will be treated with maximum confidentiality and will be used for academic purposes only

Part A**: Demographic Information**

Sex (ticks the appropriate answer and fills in the other details)

   i. **Male** ☐ **Female** ☐
   ii. **District:** …………………………………………….
   iii. **Section**:………………………………………………..
   iv. **Highest qualification**:…………………………
   v. **College**:…………………………………………

Theme 3: Challenges faced by teachers in the use of the familiar language as a medium of instruction

Part B: Answer the following questions in details:

Please feel free to response and write details on those, which require explanations.

   1. What do you understand by implementation of familiar language as medium of instruction?
   2. What do you think about the curriculum changes that have been taking place in Zambia since 2013?
   3. In what way do these changes of using familiar language as medium of instruction affect you as a teacher?
   4. How was the curriculum changes communicated to you as teachers?
   5. Do the teaching strategies encompassed in the curriculum enhance your teaching? If yes, how? If, no, why do think so?

   6. How well has the teacher college/university training prepared you for the classroom teaching using familiar language as medium of instruction in early grades?

7. What role do you play in curriculum implementation planning process?

8. Can you describe your experience/s of working in rural/ urban school? (

   i)   Learners literacy level of knowledge
   ii)   parental altitude toward the new approach

9. How frequently is your work monitored by the School Based Management?

10. What are your views on class visits and monitoring of your work, which is done by School Based Management?

11. How do you receive supervision from the School Based Management?

12. In your view, do you think that the government is doing enough in capacitating teachers when a new curriculum has to be implemented?

13. In your view what do you think should be done by SBM to improve effective implementation of curriculum in schools?

14. Does the SBM makes resources required for executing teaching easily available?

15. In your view, do you think that the government is doing enough in capacitating teachers when a new curriculum has to be implemented?

16. In your view, what do you think should be done by school-based management to improve effective implementation of curriculum in schools?

17. How do you measure how commendably students meet the learning objectives?

18. What remedial strategies do you engage to assist learners in class who are lacking behind?

19. How do you deal with challenges that relate to curriculum implementation?

Thank you for participating.

Appendix I: Teacher Observation/Monitoring Form

Directorate of Standards and Curriculum
PART A: GENERAL INFORMATION

School: **District**:   **Province:**

Name of Teacher……………….....   **Ts No**…………………………................

Date of Birth......................................   **Date of Retirement**………………............

Date of First Appointment…………………… **Date of Confirmation**……………………

Present Appointment   ………………. **Date**…………………………………...

Confirmation in Present Appointment……………………… **Date**…………………...

Date Reported To Present School……………………………………………….........

QUALIFICATIONS:
Academic……………………………………………………………..................

 Professional………………………………………………………….............

Date From	To	Training	Institutions

Date of Last Inspection……………………………………………………….....

Monitoring Objective……………………………………………………….............

                    ....…………………………………………………

Class…………… Subject………………......,..

Topic…………………………………………………………….......................

Enrolment of the Class: Boys: …….. Girls: …… Total………………………………….

a) No. of pupils present on the day of monitoring

BOYS	GIRLS	TOTAL

b) No. of Pupils with SEN

CATEGORY	BOYS	GIRLS	TOTAL
Giftedness/Talent			
Visually Impaired			
Hearing Impaired			
Intellectually Impaired			
Physically Impaired			
Learning Difficulties			
Health			
Others			

PART B: LESSSON PRESENTATION

The following ratings will be used to assess the teacher's performance. Each rating is guided by the number of points given. A tick should be given to what applies in each case.

RATINGS   U= Unacceptable   1 point   S= Satisfactory   2 points

G= Good   3 points   VG= Very Good   4 points

O= Outstanding   5 points

1. PERSONAL PRESENTATION

	U	S	G	VG	O
Appearance					
Punctuality					
Teacher preparedness for the lesson					
Voice projection/ Gestures					

2. ORGANISATION AND STRUCTURE OF LESSON:

	U	S	G	VG	O
Lesson objective					
Introduction					
Development					
Consolidation					
Conclusion					

	U	S	G	VG	O
Home work					

3. KNOWLEDGE OF SUBJECT MATTER

	U	S	G	VG	O
Accuracy					
Level and relevance					
Logical presentations					
Questioning techniques					

1. VARIETY AND APPROPRIATENESS OF ACTIVITIES

	U	S	G	VG	O
Individual					
Group/Pair					
Whole Class					

5. PUPILS' PARTICIPATION

	U	S	G	VG	O
Pupils written work					
Pupil-teacher rapport(relationship)					
Pupil to pupil relationship					
Pupils display of interest					
Sustained purposeful activities					
Pupils home work					

6. ATTENTION TO INDIVIDUALS

	U	S	G	VG	O
Ability to cope with individual pupils work					
Remedial teaching					
Knowledge of handling CSEN					

7.TEACHING AND LEARNING RESOURCES

	U	S	G	VG	O
Availability of teaching/learning resources, SEN materials inclusive					
Nature of resources					
Variety					
Applicability/Appropriateness					
Management of Teaching and Learning Materials					
Class Library					

8.CLASS MANAGEMENT

	U	S	G	VG	O
Class Control					
Classroom cleanliness					
Desk/sitting arrangement					

9.TEACHER WORKING DOCUMENTS

	U	S	G	VG	O
Syllabus					
Schemes/Records of work/Weekly forecasts					
Lesson plan					
Time Table					
Internal monitoring schedule					
Pupils' Assessment Record					
Period/Class register					

10. GENERAL COMMENTS

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Monitor's Name:................... ....**Signature**: ………. **Date**: …./…./20….

Stamp

Appendix J: Signed and date stamped introductory letter

![Chalimbana University logo] **Chalimbana University**

RESEARCH, POSTGRADUATE STUDIES & CONSULTANCY
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22ND JULY, 2021

SUBJECT: INTRODUCTORY LETTER- POSTGRADUATE RESEARCH DATA COLLECTION
ZIMBA PETER - 5201920131

The above subject refers. Chalimbana University Management would like to introduce the above named Postgraduate student pursuing Master in Education Leadership and Management. The student is currently collecting data on the research study entitled **"SCHOOL –BASED MANAGEMENT CHALLENGES IN THE IMPLEMENTATION OF FAMILIAR LANGUAGE AS MEDIUM OF INSTRUCTION IN SELECTED LOWER PRIMARY SCHOOLS IN CHAMA DISTRICT."**

The assistance rendered will be valued.

Yours Sincerely

Dr. W. Phiri

DIRECTOR-RESEARCH

CHALIMBANA UNIVERSITY