

Heads and Teachers as Implementers of the Curriculum in Schools

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ABSTRACT The major purpose of this research study was to find out perceptions of heads and teachers towards the implementation of the Better Environmental Science teaching (BEST) Programme in Chilimhanzi District in Zimbabwe. The study was carried out through the use of two self-administered questionnaires in the realm of the descriptive survey design. The two questionnaires, one for heads and another for teachers were concerned with providing answers to fourteen sub-problems. These questionnaires were given to a cluster random sample of twenty primary school heads and forty primary school teachers. Results from the study indicated substantive endorsements for the BEST programmes' in-service components and a positive support of the teaching of Environmental Science topics using BEST methodology. Heads and teachers also felt the time for implementing BEST was adequate. However, both heads and teachers felt the working conditions for implementing the programme were not satisfactory. It was also felt that BEST evaluation was not being utilized effectively. It is recommended that BEST evaluation reports be made available to the schools. It is also felt that further research could utilize other research designs in order to attain fuller and deeper picture on the implementing of BEST especially in areas where results were in conclusive.