

Curriculum Management Challenges, Obstacles For Government And Private Pupils' Academic Performance Results In Mozambique

Godfrey Buleque¹, Amalia Dickie², Professor Dr. L.T. Nyaruwata³

¹(P1513122H) PhD Candidate in Curriculum Management Studies Zimbabwe Open University

²Catholic University of Mozambique Beira, Mozambique

³Associate Professor Education Management and Policy studies Zimbabwe Open University

Higher Degrees Directorate

Corner House Jason Moy

Corner Samora Machel & Leopold Takawira

Harare

Abstract : This study examined curriculum management styles applied by government and private schools in different pupils' academic performance levels in reading, writing, counting as well as Grade Seven results and propose potential solutions. The study was undertaken through mixed methods and underpinned by pragmatism philosophy. The design for this study was concurrent triangulation. The population of the study included Grade Three pupils, teachers, and head teachers, ministry of education officials, parents and guardians. Probability and purposive sampling techniques were used to select ... pupils and 45 participants respectively. Quantitative data were collected through..... Data were analysed through Qualitative data were generated using interviews, documents analysis and observations. The data were analysed using grounded theory. The key result was that pupils learning in public primary schools did not perform well in reading, writing and counting as compared to pupils from private primary schools. Private schools' pupils performed well because they had well experienced teachers and there are well organised. The key finding was that government schools' classrooms are overloaded, the teachers are demotivated, schools' infrastructure is dilapidated and the head teachers do not have enough financial resources to manage the schools effectively. The study concludes that inequality in academic performance at the early ages of the education system impacts on the achievement of sustainable development goals. The study recommends that the government allocates more financial resources to the education system and that government school curriculum managers implement the curriculum in collaboration with teachers, school committee, parents and guardians.

Date of Submission: 18-03-2020

Date of Acceptance: 03-04-2020

I. Introduction

The most common challenge faced in the education sector is curriculum management. Curriculum management is the development of processes and tools that upsurge the efficiency and ability to be able to manage education (Viano, 2009). It shows a number of techniques that aim to increase the effectiveness of a school in getting the things done which need to be done. Curriculum management affects school productivity and thus, it is critical for the success of any school organisation to manage it effectively. Mazula (2016) asserts that there is lack of good quality of education in public schools comparing to the private ones around the global village. This is to say that pupils in private schools were able to write, read and count better than pupils in government schools. Therefore, this comparative study was undertaken in order to understand the impact of effective curriculum management on academic performance of pupils between government and private schools in Quelimane district, Zambezia province in Mozambique. Furthermore, Therefore, the purpose of this study was to examine curriculum management styles by government and private schools that bring in different pupils' performance results in reading, writing and counting and supply potential resolution.

Background to the problem

The process of understanding the effective curriculum management styles in primary schools is aimed at achieving quality basic education for sustainable development. The pursuit for developing quality education in government and private schools has become the public debate almost everywhere in the world. According to the Global Citizen, an online magazine report (2014, p.14), "many children in poor countries face many barriers to accessing an education". In addition, Viano (2009, p. 23) in his study of schools in Mozambique explains that "there is lack of good quality of education in public schools comparing to the private ones around the global

village". This does not make sense, having students of the same chronological age and same level of education with different knowledge and skills based on the type of school which each student attended. Therefore, the question that rises is: How is curriculum managed in Mozambique primary schools that bring in different pupils' academic performance results between government and private schools in Quelimane – Mozambique?

Purpose of the study

The purpose of this study was to examine curriculum management styles by government and private schools that bring in different pupils' performance results in reading, writing and counting and supply potential resolution.

Research questions

The following were the research questions for this study:

1. How is curriculum of primary government and private schools managed in Mozambique?
2. What are the environmental challenges faced by staffs in curriculum implementation which bring in different performance results between Mozambique government and private primary school's pupils in reading, writing and counting?
3. Which interventions can be used to solve challenges faced in curriculum implementation which bring in different performance results from government and private primary school's pupils in reading, writing and counting?

II. Review Of Related Literature

The pursuit for developing quality education in government and private schools has become the public debate almost everywhere in the world. The following concepts were reviewed; curriculum, management, student academic performance and private school,

CONCEPTUAL FRAMEWORK

Grant and Asanloo (2014) posit that a conceptual framework assists the researcher to identify and construct her/his worldview on the problem under investigation. Therefore, the conceptual framework for this study was composed of the curriculum management styles, curriculum management challenges, curriculum management and academic performance, curriculum management.

Private School

Pascal's report (1998-2016, p. 1) says "the private schools may be different from one another, but what all private schools share is an annual expensive tuition". The term "private school" according to Tomo (2012, p. 9), refers to the educational institutions which are founded, conducted, and maintained by a private group of people or church rather than by the government, usually charging expensive tuition and often following a particular philosophy and viewpoint different from the government.

Curriculum Management

The term curriculum according to Grundy (1987) as cited in Sacristan (2008, p. 15) "is not a concept but a cultural construction," which is the way of organising a series of educational practices. Therefore, primary schools' curriculum requires effective administration. The term administration is a synonym of management in this context; it means the process of applying a series of educational practices. This means that, education curriculum management is the basis of quality education in both government and private primary schools in all countries around the world.

Mazula (2016) understands that curriculum management brings out outputs to the society; these outputs are the pupils' academic achievement. Vaizey (1971) posits that the outputs can be measured in followings ways:

1. The number of pupils that finished school;
2. What every pupil learned in that period;
3. Pupils who pass their examinations in the year;
4. Improvements in social aspects of the pupils (the last is difficult to measure).

Output in curriculum management is a result of the inputs allocated to the production process and the way that these inputs are transformed into outcomes or outputs. It is important to measure pupils' academic performance based on the number of pupils that completed the school level, as well as the improvements in social aspects of the pupils in order to understand the effects of curriculum management. However, in this

study, the researcher concentrated on different academic achievement in reading, writing, and counting among Grade 3 pupils attending government and private primary schools of Quelimane, Zambezia Province in Mozambique.

Curriculum Management Styles

Mazula (2016, p. 61) explains that there are four major curriculum management styles:

- (1) Servant leadership - takes the focus from the end goal to the people who are being led, in this there is no sense of interest on the part of the leader;
- (2) Transaction leadership-it is modelled just like a business transaction by the fact that employers need work done and employees do that work in exchange for money. That "*quid pro quo*" ("something for something") is the heart of the workplace, and everyone is generally happy with this arrangement. In education, there is often more at stake for employees who quite often understand their jobs to be more than just a simple exchange of services for money, but rather see their higher purpose. Money is therefore, not the motivating factor.
- (3) Emotional leadership is concerned with the feelings and motivations of followers. It takes the focus completely to the other side of the spectrum, demanding that leaders be emotionally intelligent themselves and then to motivate employees through the use of that emotional intelligence.
- (4) Transformational leadership, takes from each of the other three kinds of leadership mentioned above; it draws the best qualities and then uses those best qualities, along with a deep sense of shared purpose, to motivate subordinates. While the other forms of leadership focus on one singular aspect or another, transformational leadership takes a broad view of the issues surrounding leadership and then uses those as a driving force for meeting the overall goals of the organisation.

In curriculum management, transformational leadership offers the best of everything – from tapping into the emotions of workers to offering the compensatory core, that is, the case for all forms of business, to guiding from a place of support. Therefore, in this study the researcher examined different curriculum management styles applied by curriculum managers of government and private primary schools in, Quelimane, Zambezia Province in Mozambique. On the other note, the researcher also examined how the curriculum management styles bring in different academic achievement between pupils of the two types of schools under the study. The next section discusses the concept of school committee in the school.

Student academic performance

It has been identified that time management is critical in the teaching and learning process. Well managed time will lead to proper understanding of concepts by the students (NCTAF, 1996). Darling-Hammond (1997) posits that professional training programmes make a difference to the teachers' abilities to utilise their available time in the teaching and learning process thereby making them more productive and influencing the academic performance of students. Ngala and Odebero (2010) conducted a study in primary schools in Rift Valley Province. The study indicated that some teachers have tight work schedules thus, lack time to prepare for their teaching duties and that affects the academic performance of students. This also interferes with their participation in the training programmes. The study recommended that school management should allocate more time to their teachers to enable them participate in training programmes that make teachers improve on time management. This study examined how primary school managers allocate teachers' time for teaching and learning and also examined how time management by teachers bring in different academic performance results in writing, reading and counting as well Grade 7 examination results between pupils from government and private schools. The next section discusses the theoretical framework underpinning the study.

III. Theoretical Framework

A theoretical framework is a blueprint that is usually borrowed by a researcher to build his or her research (Grant and Osanloo, 2014). Sinclair (2007); Fulton and Krainvich- Miller (2010) say that the role of theoretical framework in research is similar to that of a map in a travel plan. In this study the theoretical framework guided and resonated with the definition of the problem, review of related literature, methodology, presentation and discussion of the findings as well as the conclusions that were drawn (Adom, Hussein and Agyem, 2018, pp. 438).

This study focused on examining aspects that influence negatively the effectiveness of curriculum implementation and management which bring in different academic performance results of pupils from government and private primary schools in Quelimane, Zambezia Province Mozambique. It is therefore, important to have a clear understanding of the origin of curriculum management theories, and conceptualisation of the term curriculum, management for better education which can bring in sustainable development results. There are many curriculum management theories and the next section explains the curriculum management theories that underpin this study that are traditional, critical and post- critical.

Curriculum management theories

Curriculum theories have many different classifications which bring in a variety of approaches. Pacheco (2001, p. 32) argues that “in curriculum theory we should not hope to find an organized body of propositions, but a tendency in the form of theorizing, that is, of representing problems, of contemplating on them and creating normative proposal”. This shows that curriculum theories help to describe the curriculum phenomenon, explained in various human theories. This study was guided by view of Mazula (2016), who stated that the panorama of curriculum theories began with the traditional, critical and post-critical theories. This study examined how curriculum theories influenced the curriculum management styles used in public and private schools that in turn influenced different academic performance of children in writing, reading, counting. The next section discusses curriculum management traditional theories and how they relate to the current study.

Curriculum Management Traditional Theories

Sousa (2004) explained that traditional theories, also called technical theories, were promoted in the first half of the twentieth century, especially by John Franklin Bobbitt, who associated curricular disciplines with a purely mechanical question. In this perspective, the educational system was conceptually linked to the industrial system, which, at the time, people lived the paradigms of scientific administration, also known as Taylorism. The traditional theory made sure that the student was able to learn through memorisation as the results were able to come up with mass production. Furthermore, the elaboration and management of the curriculum was limited to a bureaucratic activity that was meaningless and based on the idea that teaching was centred on the figure of the teacher, who transmitted specific knowledge to the students (Kliebard, 2004). On the other hand, the student was only considered as mere repeaters of the subjects presented. In this study, the traditional theory of curriculum management guided the researcher to examine curriculum management styles applied in Mozambique, Zamabezia Province, Quelimane city government and private schools that bring in the differences in students' academic performance in reading, writing, counting. The next section presents the critical theory and how it relates to curriculum management.

The Critical Curriculum Management Theories

Gimeno (2000) posit that the critical curriculum theories base their theoretical plan in the Marxist conceptions and also in the ideals of the called Critical Theory, linked to authors of the Frankfurt School, notably Max Horkheimer and Theodor Adorno (Harney, 2012). Another important influence was developed by the authors of the so-called New Sociology of Education, such as Pierre Bourdieu and Louis Althusser (Demaine, 2003)). Critical Theories argued that the function of the curriculum is more than a coordinated and ordered set of subjects, it would also be to contain a critical structure that would allow a liberating and conceptually critical perspective in favor of the society in general. The curriculum practices, in this sense, were considered as a space of defence of the struggles in the cultural and social field. This study examined how the critical theories influence the curriculum management styles applied in government and private primary school of Quelimane, Zambezi Province and how they bring in different pupils' academic performance in reading, writing, counting and grade seven results.

The Post Critical Curriculum Management Theories

Kelly (1981) and Silva (2007) are of the opinion that post-critical curriculum management theories emerged from the 1970s and 1980s, based on the principles of phenomenology, post-structuralism, and multicultural ideals. Like the critical theories, the post-critical perspective harshly criticised traditional theories but elevated their conditions beyond the question of social classes to the main focus: the subject (student). Thus, the researcher through the post-critical theories, reflected on how the Mozambican society view the pupil's academic performance after attaining a primary school certificate. Furthermore, the researcher examined how the theories influenced curriculum management styles applied in government and private primary schools which bring difference in pupils' academic performance results in writing, reading and counting.

Curriculum Management Theories

Kemmis (1988) presents the technical theory as the one that follows a scientific approach, for a bureaucratic organisation and for an action of technicians. In this context, Taba (1983) understood curriculum management as being the pedagogic action plan. This is to say that, curriculum management is an action of implementing the learning plan, is not the complete explanation. This information has influenced this study by reflecting on the context of primary school curriculum of Mozambique in order to understand better the

management styles applied by government and private schools that bring in different pupils' academic performance results in writing, reading and counting. On the same note, we understand that without better pupils' academic performance results, there is no meaningful social and economic development. The next section presents the practical theory of curriculum management.

Kemmis (1988, p. 134) also explained that practical theory can be "characterized by a humanist speech, a liberal organization and a rational practice" and it is linked to the curriculum discussions of the Schwab and Stenhouse's idea. The curriculum philosophy according to Schwab (1985, p. 205) "begins with students, teachers, environment and contents that unite through the emergency of the practice proposing in the construction and definition of a curriculum".

As for Pacheco (2001), the curriculum problems should not be solved theoretically only but also through articulating with the practice, because the curriculum is a wide body of facts on which the theoretical abstraction keeps the silence that one should look for the application of the deliberative method. Schwab (1985) affirmed that the curriculum field is moribund. Therefore, he suggests an urgent renewal by the language, proposing the communication of the practice that pays more attention to what is being done and less attention in what is intended to be done. This means that, the curriculum should be set out more by the art of the practice. In this line of argument, this study sought to examine how curriculum management practical theory is influencing government and private primary schools' curriculum management styles. The next section discusses reviews empirical studies on curriculum management.

EMPIRICAL REVIEW

This subsection presents the studies pertaining to curriculum management styles, challenges faced in curriculum management, interventions and comparative important aspects of different pupils' academic performance results.

Curriculum management styles, models and roles

Valliamah and Khadijah (2015) give models for school curriculum management as School Based Management (SBM) or Site Based School Management. Similar to SBM is Collaborative School Management Model that is widely used in countries like United Kingdom(UK), Canada, New Zealand, Australia, and Southern African countries.

Department of Education (DoE) (2009) South Africa report, says in developed countries such as UK, Canada, Australia and New Zealand, a number of nominated school managers (the principal, the deputy principal and the head of department or Education specialist), serve as members of the School Management Team (SMT). The SMT collaborates with other school structures such as subject or learning area committees, School Assessment Team (SAT), School Development Team (SDT), School Based Support Team (SBST) and School Governing Body (SGB) to create an enabling framework for leading and managing the curriculum.

Marsh (2013) explained that curriculum management process at school level requires the Collaborative School Model (CSM). This (CSM) focuses on the separation of tasks as prescribed by policy and for curriculum projects teams. It is a task-oriented focus with a set of checks and balances to provide some degree of accountability. While the policy group can be narrow and prescriptive, the project group comprises mainly teachers and (in advanced settings) learners.

Mazula (2016) and Carl (2005) agree that the teachers' involvement in curriculum development has been the subject of research. This is to say that this involvement of teachers can be achieved through such structures as the SAT and the SBST.

Marsh (2003) argues that the CSM should operate as a management cycle consisting of the following phases:

- Goal setting, this is to say that the school must be able to teach the child to acquire the required knowledge and skills.
- Planning of programmes –this means that, for the school to reach out their pre-arranged goals, there is a need of planning. The term planning in this study means to organise and set the strategies that can facilitate the process of curriculum management; this requires commitment of all members of CSM (Goldin & Hayes-Roth, 1980; Stefik, 1981a, 1981b).
- Implementing – this refers to the act of working out the plans and suggestions that have been made by the members of CSM, such as head teachers and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process.
- Evaluation – this a process in which the school must reflect on the outcomes of the implementation (Mazula, 2016).

Furthermore, Marsh (2003) and Mazula (2016) explain that successful management of the curriculum depends upon the principal's capacity to maintain a purposeful concentration of tasks in hand while at the same

time providing sensitive and encouraging support to individuals. This study examined how private and government schools set the goals, plan and organise the strategies, implement the plan and evaluate the outcomes for better curriculum management in public and private primary schools in Quelimane, Zambezia Province, Mozambique.

Khumalo (2014) posits that the school is accountable for the standards of pupils' academic performance. These standards must be of consistently high quality. According to Middlewood (2003), the importance of 'consistency' is to ensure that each pupil has received education of similar quality to the rest of pupils from other schools. In Mozambique, the School Council takes the responsibility of monitoring and evaluation of the curriculum. Therefore, the researcher examined the different levels of monitoring and evaluation of curriculum between government and private primary schools in Quelimane, Zambezia Province, Mozambique. The next section discusses the headteachers' role in curriculum management.

Head teachers' role in curriculum management

Curriculum management entails putting into practice the officially prescribed/ designed curriculum in the form of courses of study, syllabuses and subjects. The process of curriculum management involves helping the learner acquire knowledge or experience. It is important to know that curriculum management cannot take place without the learner and teachers. The learner is therefore, the central figure in the curriculum implementation process. Cape Elizabeth Schools (CES, 2008) report defines curriculum management as a comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the written, taught, and tested curriculum, as needed. On the same note, Sigilai and Bett (2013) say that curriculum management for public schools in Kenya is uniform throughout the country, and the head teachers are expected to be aware of all policies that guide the management of the curriculum. This means that the head teacher should ensure that lesson notes are made daily and that teachers teach according to the lesson notes, assignments, tests and examinations should be marked and recorded promptly and correction done where necessary. In addition, Angelo (1995) posits that the teachers acknowledge that they positively get assistance and guidance from the school supervisors that enhances their continuous development of school planning, teaching and assessments that improve the pupils' learning. This means that whenever the head teacher identifies a problem in the classrooms, he or she encourages the rest of the staff to reflect and to look for areas that could be improved. Therefore, This study, examined how the role of school managers (head teachers) in curriculum management practices bring in differences between government and private primary schools pupils' performance in reading, writing and counting in Quelimane, Zambezia Province in Mozambique.

Teachers' role in curriculum management

Sangoleye (2010) explains that teachers are curriculum implementers that incorporate knowledge and skills gained from professional development into classroom practice. Jackson (1992) explains that, curriculum management takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. This, requires a teacher to play a role of curriculum implementer. In addition, Mazula (2016) explains that, the teachers' role in curriculum implementation is an autonomous one. Teachers select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the collaboration of the learner and the planned learning opportunities, the role and influence of the teacher in the process is undeniable. Therefore, this information influenced the researcher to undertake this study in order to also understand how government and private primary school teachers in Mozambique translate curriculum designs into classroom activities.

IV. Methodology

The study was undertaken through mixed methods research and inform by the philosophy of pragmatism. Data were collected through the questionnaire and generated education directors, head teachers, parents and school guardians, teachers and including the grade 3 pupils' of public primary schools in Quelimane with an intention of understanding this phenomino of curriculum management challenges that bring in negative pupils academic results. Data were analysed through content analysis and SSPS software.

The focus group discussions (FGD) were held with three (3) groups of teachers and the average time of each focus group discussion was between one and one and half hours. The FGD 1 was composed of nine (9) governments schools' teachers' (GSTs). The FGD 2 was composed of six (6) private schools 'teachers'(PSTs) and FGD 3 was composed of nine (9) governments and private schools' teachers' (GPSTs).

Interviews were held with the curriculum managers, Ministry of Education officials, Government representative officials, parents and guardians. Each interview, was held for an average time of from 45 minutes to one (1) hour. All appointment that were made with the participants were honoured.

The following documents (1.) Primary school basic regulation (*Regulamento basico do ensino primario*) (2.)Curriculum programme (*Plano curricular do ensino primário*) (3.) Teachers' lesson plan report

(*Actas de planificação de aulas de professores*). These documents were sought and analysed because they are considered critical for effective curriculum implementation and management in all Mozambique primary schools.

As the researcher visited the selected the schools to administer the tests, the interviews and the focus group discussions, he also observed the school's environment. The observation was focused on the state of the schools' infrastructure, the teaching and learning environment.

V. Findings

Learning teaching environment and academic performance

The researcher noted that in government schools, there were 19 school buildings in very bad condition in the sense that the roofs were always leaking in times of rain; the grounds were in bad condition with potholes. As if that were not enough, other problems the researcher observed were that the school managers (head teachers) shared the offices with the receptionists and the rest of the staff. In addition, the researcher noticed that the classrooms were furnished with few broken desks, chairs and cupboards. This was also affirmed by FGDs. For example, FGD 3 had this to say:

"A grande razão da diferença do aproveitamento académico entre escolas primárias pública e privada é a falta de gestão de recursos nas escolas públicas"

Meaning to say:

The main reason of different pupils' academic performance results between government and primary school is lack of resource management in government schools.

The FGD 1, agreed with FGD 3 by saying:

"Nós não precisamos importar as carteiras fora do país para equipar nossas escolas, tem muitas árvores em Moçambique, é só uma questão do governo colaborar com os carpinteiros locais e dentro das comunidades para produzir as carteiras e equipar as salas. Assim os alunos poderão sentar confortavelmente e facilitando o processo de ensino e aprendizagem".

Meaning to say:

We don't need to import desks from outside country in order to equip our schools, there are a lot of trees in Mozambique, is just a matter of the government collaborating with carpenters from within the community and produce the desks.

FGD 2 also agreed with FGD1 and 3 when they said:

"A falta das infraestruturas escolares nas escolas primárias públicas contribuem bastante no fraco do aproveitamento académico de alunos, isso, é notório ver crianças a estudar em baixo de árvores, isso tem muitas implicações negativas durante tempo chuvoso, as crianças não aparecem nas escolas, nem mesmo aparando não poderão ter aulas. Ao contrário, crianças das escolas privadas tem melhor aproveitamento académico, porque as escolas tem boas infraestruturas, bem equipadas, e as crianças não precisam de faltar nas aulas por causas das condições climáticas."

Meaning to say:

Shortage of the school infrastructures in government primary school contribute a lot to the children's lower academic achievement (performance), because children have their lessons under the trees and when it comes to the rain season, they do not come to schools. On the other hand, private schools' children get higher academic achievement because they always have lessons due to the availability of the classrooms that are well equipped.

The statements of teachers above show that teachers are not happy with the teaching and learning environment caused by the lack of school buildings, the rest of teaching materials such as desks and teachers reference books. On the same note, 5 Parents and school guardians agreed with FGD, FGD1, and FGD2 when they said:

A falta das instalações nas escolas primárias públicas afectam negativamente o aproveitamento académico de alunos, por falta de moral as crianças costumam ir a escola onde tem falta de boas infraestruturas, equanto vem outras crianças a irem nas escolas privadas onde tem boas condições .

Meaning to say:

The shortage of the school buildings in government schools affects negatively the academic performance of our children. Our children lack morale of going to school where there are good infrastructures when they see other children going to private schools where school buildings are in good conditions.

On the same note, 4 parents and school guardians said:

O governo precisa de aumentar orçamento mais na educação e construir boas instalações, e apetrechar bem as escolas com bom equipamentos, assim, porá haver igualdade no aproveitamento acadêmico entre as escolas primarias publicas e privada, isso é: as crianças das escolas primarias publicas irão melhorar o aproveitamentoacadêmico ate atingir o nível das crianças das escolas privadas.

Meaning to Say:

The government should allocate much money in education and build good infrastructures, and school equipment for better academic performance results.

Differently from the above statements, 4 teachers from FGD 1 disagreed with FGD 3 and the FGD 1, by saying that:

Não por falta de dinheiro. Mas sim, é a responsabilidade de pais e encarregados de educação acompanhar a formação dos seu educandos. Porque são os pais que devem verificar se as crianças ja fizeram Trabalhos para Casas ou não? Isso é amatoria do tem criança está com os pais e menos tempo que a criança está com professor.

Meaning to say that:

It is not the availability of money that can create better learning and teaching environment. But, Parents contribute in lower pupils' academic performance in government primary schools. Because parents do not have enough time to control their children, to make sure that a child does home works given by their teachers. Children spend more time with parents at home and spend less time with teachers in class.

The FGD 3, Teacher 2 agreed with the FGD 1, by saying:

Não é possível o professor concentrar as falha da educação de aluno na escola dentro de sala de aula. Porque o aluno tem o seu tempo maior com o pai do que o professor. Eu verifico que maior indisciplinas nas salas durante as aulas nas escolas publicas doque nas escolas privadas. É esse ambiente da indisciplinas nas salas de aulas que contribuiem o fraco a aproveitamento dos proprios alunos nas escolas publicas.

Meaning to say that:

It is impossible for a teacher to correct pupils' behavior in a short period of time because a pupil spends more time with parent than a teacher. I always verify that government primary schools learning environment is more covered with pupils' indiscipline than private schools during classes.

The FGD 2 had to say that:

Os pais e encarregados de educação precisam trabalhar junto com professores, notei que alguns pais das escolas publicas não aparcem quando são solicitados pelo professores para resolver o comprotamento dos seus educandos. Isso, acaba criando um ambiente não favoravel para o ensino e aprendizagem do proprio aluno.

Meaning to say that:

Parents and school guardians need to collaborate with the teachers; I have noticed that, some parents and school guardians they do not come to meet the teachers of their children, whenever they are invited to discuss their children work. As the result, teaching and learning environment between teachers and pupils is not so good at school.

The above statements show that teachers are not happy with lack of collaboration of government primary schools' parents and school guardians in solving pupils' behaviors towards teaching and learning environment so that can bring in better pupils' academic performance results in writing, reading and mathematical solving. The teachers' statements were supported by five (5) parents and guardians by saying that:

Educação de uma criança começa em casa, nós como pais e encarregado de educação devemos corrigir comprotamentos de nossos filhos. A criação precisa saber regras de convivência dentro de uma sociedade. Precisamos colaborar com os professores, nem podemos sempre esperar o professor nos solicite as vezes é bom perguntar qual é o comprotamento da criança e quais são as dificuldades que o professores tem com os nossos filhos. Assim sendo, podemos criar um bom ambiente de aprendizagem nas escolas.

Meaning to say that:

Education of a child starts at home, as parents it is our duty to correct the behavior of our children. We must collaborate with teachers; we should not always wait for the teacher to invite us. It is normal to ask the teacher;

how does a child behaves at school? This will help us to create good learning and teaching environment in our schools.

Furthermore, it was noted that teaching and learning environment in government primary schools in Mozambique, is affected by lack of teachers' motivated salary as FGD 2 said that:

O professor não é valorizado, o salario que recebe é muito pouco nem dá para viver, o governo deve saber que o professor tem tambem a sua familia, que ele como pessoa precisa de cuidar.

Meaning to say:

The teacher is not given a value; the salary that receives is very little, the government should also know that a teacher as a person has his/ her family that he/she must take care of it.

The one teacher from FGD 1 also agreed with the teacher from FGD 2 by saying that:

O salario de educaçao em Moçambique não tem data fixa. Isso, complica a gestão financeira do funcionario. Como o resulthado, sempre ficamos com dividas. Assim sendo, não “e facil o professor ir na sala de aula e dar aula dele como deveria ser enquanto esta pensar como vai pagar as suas dividas.

Meaning to say:

The salary from Ministry of education in Mozambique does not have a fixed date, complicating the financial management of teachers and the rest of staffs. As the results they always don't have money. It is very difficult for the teacher to teach well while he/she does not have food at home.

The statements above indicate that teachers and other school staffs are not happy with work environment because of lack of good salary and that is also not paid on time. This was also confirmed by provincial government representatives when they said:

“The salaries of government workers do not depend on provincial level, but depend on the national level. Normally the government waits for the availability fund for the salary to be paid. Therefore, the workers must not lose hope; the government will always pay the salary whenever money is available.

Differently from the government schools, the private school teachers receive their salaries on time as they confirmed by saying that:

Nós recebemos nossos ordenados sempre fim do mês sem falha, isso, nos motiva bastante para trabalhar, porque agente trabalha para ter dinheiro.

Meaning to say that:

We always receive our salary by month end; this motivates us to work because we are working for money.

The 5 private school managers (head teachers) also supported this by saying that:

É sempre bom pagar o trabalhador com tempo e hora para satisfazer as suas necessidades.

Meaning to say that: *It is good to pay the salaries of our workers so that they can buy their needs.*

The above statements show that payments of good salaries on time motivate teachers and the rest of the workers at school. This creates better learning and teaching environment in private schools.

The researcher also observed that the government curriculum managers lacked privacy and working space which impacted on their curriculum management style. The lack of space and privacy negatively impacted on their planning and supervision of teaching and administrative staff that also negatively impacts on teaching and learning practices. This is in agreement with (Guay et al. (2010) that says poor demotivated teachers perform less and this affects the academic performance of pupils.

The infrastructure found in private schools was the opposite of what was in public/government schools in the sense that the buildings were in good condition, the classrooms were well-equipped with the state of the art of desks, chairs and cupboards. There were separate well-equipped offices for the school managers (head teachers), as well as well-equipped offices for the receptionists. There were staffrooms or common rooms for teachers, libraries were well stocked, with a librarian in attendance and there were modern computers available in all private schools. Quantitative data analysis indicated that the same government teachers are the ones who also teach in private schools. In addition, the quantitative data that was submitted for T-Test concluded that Grade three pupils from private schools performed better in reading, counting and writing than Grade 3 pupils from the government primary schools.

Table .1 SPSS analysis of Teste-T

Group of Statistics

	Type of school	N	Average Marks	Standard deviation	Average Standard Err
Obtained mark	Government school	1185	7,1207	6,34933	,18445
	Private school	1170	14,8282	4,04111	,11814

The table 4.13 indicates basic statistics, total number of pupils who wrote the tests per school, measured by the three tests (writing, reading and counting) administered to each pupil. This shows that the pupils' average marks of academic performance in government primary schools is 7,1207 which is below 10 marks. This means that the pupils' academic performance in writing, reading and counting of government schools is negative. On the other note, the table also shows that the average mark of private primary school pupils' academic performance is 14,8282 which is positive because the the scales of classifications are considered positive from 10 to 20 and from 0 to 9 negative. It was therefore, observed that the Grade 3 pupils in private primary schools in Quelimane, Mozambique performed better in reading, writing and counting than the Grade 3 pupils in government primary schools.

Table .2 Test of independent samples

		Test of independent samples								
		Test of Levine for equality of variances		T-test for Equality of Averages						
		F	Sig.	T	Gal	Sig. (bilateral)	Average difference	Standard err of difference	95% Interval of Trust of the Difference	
									Inferior	Superior
Obtained mark	Equal Variance s err assumed of Average standard	410,179	,000	-35,093	2353	,000	-7,70753	,21963	-8,13822	-7,27684
	Equal variance s not assumed			-35,188	2011,845	,000	-7,70753	,21904	-8,13710	-7,27796

The table 4.14 above shows the following:

The test of normality is dispensed in this study because our samples are superior to thirty units of observation based on theorem of central limit. The first line was not interpreted because it suggests that the variances should be equal. The 'sig' value is equal to '.000' and is inferior to '0.05'. This scenario means that the variances are differentiated. The interpretation of the second line is based on the presupposition that the variances are different. The sig value is equal to '0'000' which is inferior to 0'05 that submits to affirmation that there exists a significant difference of pupils' academic average performance between government and private schools of 7.70753 marks. The figure 4.1 below also shows the level of Grade 3 pupils' difference in academic performance between government and private schools referred above.

From the infrastructure observations the researcher concluded that the differences in performances could be influenced by the infrastructure differences and the different teachers and curriculum managers' motivation levels. This finding is in agreement with section 2.5.5.2 in which Guay et al. (2010, p. 712) says that well motivated teachers and curriculum managers positively influence pupils' academic performance.

The researcher observed that in government primary schools, the classrooms were overloaded with the average number of 130 pupils per classroom in all schools. This was a big number in which the teachers were not comfortable with as they were not able to attend to pupils' individually. It was also observed that 23 government primary schools did not have personal assistances (cleaners). Therefore, teachers and pupils were supposed to do the cleaning activities first before they got into classes for the lessons

The researcher observed that in private schools the average number was 30 pupils per classroom, in which the teachers were feeling comfortable and able to attend to pupils' needs individually. Around the schools there were taps of water, in which children were able to have water during break time. The children were under control and were not allowed to leave the school during the lessons. In terms of hygiene, the school playgrounds, classrooms and toilets were all clean. The analysis of observation data corroborated with quantitative data analysis that concludes that the learning environment influences the teacher and curriculum management style that impacts on the performance of pupils in reading, writing and counting. It is noted that,

pupils in private primary schools use their learning time effectively without many disruptions, hence, their high academic performance as demonstrated by the tests administered.

VI. Conclusions

The following conclusions are drawn from the findings. The research questions and the findings formed the basis of the conclusions made.

This study concluded that primary school curriculum is not well managed in government schools as the results pupils in private primary schools perform better in reading, writing than pupils from government primary schools.

The study also concluded that curriculum management challenge in government schools are the teachers, because were more committed in private primary schools than in government primary schools and this influenced the differences in pupils' academic performance.

The study concluded that pupils' academic achievement is affected by the teaching and learning environment where the negative environment produces low academic performance and positive environment produces high academic achievement.

Recommendations

The conclusions drawn show that there were positives and negatives concerning curriculum management and pupils' academic performance. The recommendations that are advanced by the study is based on the findings and conclusion of the study.

Recommendations to the Mozambican Government

The study recommends that the Government of the Republic of Mozambique should allocate more financial support to the education system to build more schools, provide appropriate furniture and provide adequate didactic materials.

It is also recommended that the government pay better living salaries to teachers and pay them in consistently prescribed time schedules.

It is recommended that the government standardises the teachers' development programme.

It is recommended that school curriculum managers effectively implement the curriculum in collaboration with teachers, school committee, parents and guardians.

To the researchers and other scholars, it is recommended that:

- A similar research at a larger scale applying mixed methods of quantitative and qualitative should be conducted to cover more provinces and schools for better understanding of the phenomenon;
- A comparative study on curriculum management and different students' academic achievement between schools should be carried out in order at secondary school level;
- More studies and researches should be carried out towards pupils' academic performance results and curriculum management styles.

References

- [1]. Angelo, T. (1995). Improving Classroom Assessment to Improve Learning". *Assessment Update*, 7(6), 1-2, 13-14.
- [2]. Gimeno, S. J. (2000). *O currículo: uma reflexão sobre a prática*(3.ed.). Porto Alegre: Artmed.
- [3]. Grant, C. & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blue print for 'House'.
- [4]. *Administrative Issues Journal: Connecting Education, Practice and Research*, 12-22 DOI: 10.5929/2014.4.2.
- [5]. Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S. & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.
- [6]. Jackson, P. W. (1992). Conceptions of curriculum and curriculum specialists. In *Handbook of research on curriculum: A project of the American Educational Research Association*. Edited by P. W. Jackson, 3–40. New York: Macmillan.
- [7]. Kelly, A. V. (1999). *The curriculum: theory and practice* (4th Ed.). London, UK: Paul Chapman Publishing Ltd.
- [8]. Mazula, B. (2016) *Alua de Mestrado em Gestao Educational evaluation: apresentado na FCSP da UCM. Quelimane:*
- [9]. Marsh, C. J. (2009). Key Concepts for understanding curriculum. Retrieved from: <http://qzabansara.com/News/NF23256.pdf> Date retrieved 16/08/2017
- [10]. Ngala, F., Oriosky, N. & Odebero, S. (2010). Teachers' perceptions of staff development as it relates to teachers' effectiveness: A study of rural primary schools in Kenya. *Education Research and Reviews*.
- [11]. Sigilai, R. M. & Bett, J. C. (2013). Effectiveness of Head Teachers' Leadership Styles on the Management of Public Primary School Curriculum Implementations in Bomet County, Kenya. *Scholarlink Research Institute Journals*, (ISSN: 2141-6990) jeteraps.scholarlinkresearch.org

- [12]. Silva, T. T. da (2007). Documentos de Identidade: uma introdução às teorias do currículo. 2 ed. Belo Horizonte: Autêntica.
[13]. Taba, H. (1983). Curriculum development: Theory and practice. New York: Harcourt, Brace & World.

Godfrey Buleque,etal. "Curriculum Management Challenges, Obstacles For Government And Private Pupils' Academic Performance Results In Mozambique." *IOSR Journal of Business and Management (IOSR-JBM)*, 22(4), 2020, pp. 35-46.