



**THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY**

**IMPLEMENTING CURRICULUM CHANGE IN TEACHER  
EDUCATION: A TOP-DOWN APPROACH**

**BY**

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## Declaration

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I Silavwe Dennis Chonya declare that, “**Implementing Curriculum Changes in Teacher Education: A Top-down approach**” is my own work and that all source that I have used or quoted have been indicated and acknowledged by means of complete reference.

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SIGNATURE

(Mr) Silavwe Dennis Chonya

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DATE

## **Abstract**

The aim of the study focused on the implementation of curriculum change in teacher education using the top-down approach. More specifically the study wanted to find out or ascertain the extent to which the implementation of the new curriculum using the top-down approach would make a difference in junior secondary teacher colleges. The research also meant to answer the following research objectives on the implementation of curriculum change in teacher education. The first research objective was based on the impact of the new curriculum on teaching and learning in junior pre-service teacher colleges in order to ascertain curriculum effectiveness. The second research objective was based on establishing the reasons for the change in the curriculum in junior pre-service teacher education. The third research objective was based on generating views from lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior pre-service teacher education. In this time of continuous curriculum changes, it was imperative to find out how new changes can be achieved using the top-down approach to curriculum implementation. Questionnaires and interviews were used as data collection methods using the qualitative and quantitative methods. Individuals who participated in the study were selected using purposive sampling. It is revealed in the findings that curriculum change need not be rushed as it is a complex process that requires adequate time and involvement of all stakeholders. The findings also indicated that the lack of teaching and learning materials impacted negatively on the implementation of the new curriculum. According to research findings, the combination of subjects such as history, geography and civics have brought more problems of larger class numbers, shallow subject content, and unclear assessment procedures. The new curriculum examination guidelines or procedures were yet to be put in place for course work and promotion examination for the first year students. The new curriculum changes have affected the lecturers' way of teaching and delivery of subject content in the sense that lecturers had not been re-trained in the new curriculum methodologies. It was imperative that lecturers understood the rational for change. They showed that they had no choice of accepting or rejecting the decisions made on the old curriculum but to accept the new curriculum because it was top-down imposed by Ministry of General Education. It is therefore recommended that the new curriculum implementation process must be piloted before it is implemented as proposed by members of staff at the grassroots.

**Keywords:** implementation, change, curriculum change, curriculum, teacher education

## **Dedication**

This work is dedicated to my dearest wife Bernadette Makayi Silavwe who inspired me to pursue studies in this course. I also dedicate this work to our beloved children Fredrick Chonya Silavwe, Thresa Silavwe, Mercy Silavwe, Mary Silavwe and Joanna Silavwe for their support, understanding and patience during my studies.

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## **Abbreviations**

ZPC - Zambia Primary Course

ZBEC - Zambia Basic Education Course

FIBATTA - Field-based Teacher Training Approach

ZATERP - Zambia Teacher Education Reform Programme

ZATEC - Zambia Teacher Education Course

CCZ - Christian Council of Zambia

ICT – information and communications technology

AUCE – Advisory Unit for Colleges of Education

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

This chapter narrates the implementation of curriculum change in teacher education. The chapter is organized in sub-sections comprising the following parts; background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, conceptual framework, delimitations, limitations, definition of terms and summary. The primary concern of this study was to investigate the implementation of curriculum change in teacher education using a top-down approach.

### 1.2 Background to the Study

Teachers are significant factors in any educational system anywhere in the world (Manchishi, 2013). As such, teacher educators have a huge responsibility in supporting the future development of teachers. The reasons for supporting teachers is that teaching is a demanding and complex task (Crosby and Harden, 2000). The quality and effectiveness of an education system depend heavily on the quality of its teachers. They are the key persons in determining success in meeting the system's goals (Ministry of Education, 1996: 104). Yet as expressed by Livingstone (2016) teacher education is trapped in the winds of change of school curriculum, examination systems, and educational policies. Instead of helping to prepare pre-service teachers to understand topics such as theories and research about child development and learning, how to learn from experience, how to engage in quantitative and qualitative research and complex problem solving (Leavitt, 1992), teacher education institutions seem to be reacting to these changes and challenges for their place in the change process (Livingstone 2016: 2). In the Zambian, education system today for example, there has been an emphasis by the Government on the life skills through the launch of the new school curriculum from early childhood education to teacher education training through the theme 'Empowering learners by putting Theory into practice' (Ministry of Education, 2014). The emphasis on practice rather than theory was the goal of the 1977 Educational Reforms. However, several studies have shown that the transfer of theory to practice is meager or even non-existent (Wideen, Mayer-Smith and Moon 1998). Never the less; The 1977 Reforms on teacher education pointed out that:

the training programs should lay stress on developing the teacher's personality, right attitude and responsibility....in short, teacher education should prepare the trainee teacher for the task of guiding children, youth and adults in the pursuit of knowledge to become useful and self-reliant citizens (Ministry of Education, 1977:61).

The Reforms, according to the above quotation saw the role of a teacher in helping other people and the need for productive work by all individuals in the education sector.

Teacher education has gone through several curriculum changes. Kalimaposo (2010) says the first innovation in the curriculum for pre-service teacher education after independence was the introduction of the Zambia Primary Course (ZPC) in 1967. Kalimaposo (2010) in Chishimba (1979) goes on to say the Zambia Primary Course was an experimental programme created on the New Peak Course an English Medium Programme that was in use that time in Kenya. This was followed by the Zambia Basic Education Course (ZBEC) which was influenced by the 1977 Educational Reforms in which teacher education had to play the role of economic and social change in independent Zambia. In 1997, the Ministry of Education developed a teacher training programme known as Field-based Teacher Training Approach (FIBATTA). The goal of the programme was to address the shortage of teachers (Manchishi, 2004). The Programme had a short span of operational time and was transformed into what was called the Zambia Teacher Education Reform Programme (ZATERP). In 1997, the Ministry of Education with the help of DANIDA started the Zambia Teacher Education Reform Programme (ZATERP) as a pilot in the following three primary teacher training colleges, namely; Kitwe, Solwezi, and Mufulira. (Manchishi, 2004). ZATERP spread to all primary teacher colleges in 2000. The programme name was then changed to Zambia Teacher Education Course (ZATEC) which was delivered using a two-year training course.

In the review of teacher education strategy, according to the World Bank (2006), the Ministry of Education began a process of re-examining its teacher education strategy assisted by a consultancy in July 2005. In the strategic plan, 2003-07 Ministry of Education indicated that the duration of pre-service teacher training would be extended to three years (World Bank, 2006). In 2010, the Ministry of Education began plans of transforming the two-year certificate programme in primary colleges of education to a three-year diploma programme and to affiliate all primary colleges of education to the University of Zambia (Kalimaposo, 2010).

## David Livingstone College of Education

David College of education is one of the four colleges offering courses for junior secondary school teaching. The other Colleges are Mufulira College of education, Malcolm Moffat College of education and Kasama College of education.

## Structure of the Zambian Pre-Service Teacher Education System and Colleges

Grade	Structure	College
9 8	Upper Primary	David Livingstone College of Education, Mufulira College of Education, Malcolm Moffat College of Education and Kasama College of Education
7 6 5	Middle Primary	Charles Lwanga College of Education, Chipata College of Education, Kasama College of Education, Malcolm Moffat College of Education, Mansa College of Education and Solwezi College of Education
4 3 2 1	Lower Primary	Charles Lwanga College of Education, Chipata College of Education, Kasama College of Education, Malcolm Moffat College of Education, Mansa College of Education and Solwezi College of Education

David Livingstone was established in 1959 by the then Northern Rhodesia Christian Council. The college is located in Livingstone, Southern province along Nakatindi road and is six kilometers from the main post office. At independence the name of the proprietor changed to Christian Council of Zambia (CCZ). The college was originally established to train primary school teachers until it was upgraded to offer diploma programs for upper primary teachers of grades 8 and 9. It was upgraded in the year 2002 at the same time with Mufulira College of Education.

David Livingstone College of education core mission is to enhance quality education to students and produce innovative, effective and responsible teachers imbued with Christian principles who will later render excellent service to the community.

The college is currently undergoing a curriculum transformation regarding teaching and learning. The subjects offered in the old curriculum to second and third year students are tabulated as follows:

**Departments and Contributory subjects**

<b>Department</b>	<b>Contributory Subject</b>
Education Department	Sociology of education, Educational Psychology, Theory and Practice of education, History and Philosophy of education and French not affiliated.
Languages Department	English Language and Zambian Languages.
Mathematics, Physical Education and Agricultural Department	Mathematics, Physical Education and Agricultural Science
Social Science Department	Geography, History, Religious Education and Civic Education
Business Studies Department	Business Studies

The above mentioned subjects are affiliated with the University of Zambia. Final diploma examinations are set by the college lecturers and approved by members of the Advisory Unit for Colleges of Education (AUCE) from the University of Zambia. Internal and external moderation of both coursework and examination takes place within the college and between the college and the university. Continuous assessment is the tool that makes the institution evaluate students' understanding of what they are learning. Continuous assessment is an integral and inseparable part any college educational system. Monisola and Adewumi (2013) says that continuous assessment is a mechanism whereby the final score of a student in the cognitive, affective and psychomotor domains of learning systematically takes accounts of all his or her performance during a period of schooling. The assessment system takes many forms such as written assignments, practical

exercises, written tests, projects and research work. Black and William (2007); Clarke (2012) in De Lisle (2013) note that the assessment system of nation states include one or more of the three components: public examinations used for selection and certification, national assessments used for monitoring and accountability, and classroom assessment used to support learning.

### **Coursework and Examinations: Year 1 and 2**

Coursework is a reliable and effective form of assessment in teaching and learning. Coursework helps young people to develop research and presentation skills and demonstrate a practical knowledge of a subject (Coursework for GCSE Exams, 2006). In David Livingstone College of education coursework is used to determine whether or not a students will qualify to sit for the promotion examinations in any subject. Sumner (2014) points out that, for students to value coursework, they must feel that they have achieved something. This can be through learning new skills or finding information that will contribute to their coursework or by achieving something that counts towards their final grade. A student in David Livingstone College must score an average of at least 40% in each subject in order to pass coursework. A student who fails coursework in two or three subjects does not qualify to sit for examinations in the failed subjects and will be required to repeat those subjects in the subsequent year of study.

Examinations at any level must be designed and executed in a manner that reflects the real capabilities of the learner without an external aid or forged knowledge by fraudulent practice (Emiloju, 2012). Promotion examinations are an important aspect in David Livingstone College of education in determining whether the student qualifies or not to proceed to year two or three in the subsequent year. Emiloju (2012) stresses that the performance of the learner is usually graded as a means of giving a relative quantification of a candidate's academic ability. The grading system, which may vary from one situation to the other are essentially based on general concept of comparison with similar learners at the same level.

## Nine Point Grading System used in David Livingstone College of Education

Percentage range	Numerical Value	Literal Scale	Classification
86 – 100	9	A+	Distinction
76 – 85	8	A	Distinction
66 – 75	7	B+	Merit
56 – 65	6	B	Credit
46 – 55	5	C+	Definite Pass
40 – 45	4	C	Bare Pass
0 – 39	0	D	Fail

In order for a student to pass each subject, he or she must score 40% in each subject examination. The final score in each subject will be a computed score of the weighted average of the coursework and examination scores. The weighted average is arrived at using the formula; two thirds of the coursework score plus one third of the examination score. A student is considered to have failed in a subject if he or she has scored less than 40% in the examination and his or her weighted average of coursework and examinations is less than 40%. A student is referred in a subject if he or she has scored less than 40% in the examination and his or her weighted average of course and examinations is 40% or more.

### Curriculum changes

Changes in the new curriculum at David Livingstone College of Education has seen the merging of subject areas and creation of stand-alone subjects. For instance, in the education department, sociology of education and educational psychology have been combined as one subject. History and philosophy of education remain a stand-alone subject while the subject name of theory and practice of education has been changed to educational leadership and management.

The languages department remains the same made up of English language and Zambian languages. Mathematics, physical education and agricultural science make up the mathematics department. A new subject known as social studies has been created comprising of geography, history and civic education. Religious education is now a stand-alone subject just as business studies.

Assessment modalities under the new curriculum comprise of continuous assessment 50%, one assignment 20%, and two tests 30% and final examination 50%. Other assessment procedures of Promotion examinations and final examinations are still being finalized by the Examination Council of Zambia.

### **1.3 Statement of the Problem**

Given the background to curriculum changes in junior secondary pre-service teacher education, it is distinct that Zambia appears to be struggling to establish a coherent primary teacher education curriculum (Kalimaposi, 2010). In the area of curriculum change, educational policies and examination systems, a top-down approach has been experienced in junior secondary pre-service teacher education.

It is a well-known fact that the Ministry of General Education may change and adapt the curriculum if, there is a change of government or a change in Teacher Education Curriculum, the way it was with the Zambia Teacher Education Course (Ministry of Education, 2000). The problem then with ZATEC was that, the programme at its inception was not published and there was less consultation regarding its implementation (Manchishi, 2013). As a matter of fact, Musonda (1999: 167) laments that potential stakeholders such as; the University of Zambia and colleges of Education were not given adequate opportunity to air their views on the programme.

Beginning 2016, all junior secondary pre-service teacher education programmes are under the guidance and direct supervision of the Ministry of Education in liaison with the Examination Council of Zambia. The curriculum has taken a top-down approach, in which colleges have been instructed to implement the program even when faced with challenges such as lack of teaching learning material, fragmentation of coursework and examination procedures in the new curriculum, and inappropriate curriculum structures. Research reports consolidate that criticisms of teacher education over time include; lack of practicum, separation of theory and practice teaching model; lack of accountability; fragmentation of coursework and lack of consultation between University, schools and in-service teachers (Allen 2009; Ingvarson et al, 2004; Commonwealth of Australia 2007).

Although the old curriculum was still being used to teach second and third year students in junior pre-service teacher colleges, a new curriculum was introduced for first year students in the year 2016. So our problem was, what was the rationale for the change of curriculum?

#### **1.4 Purpose of the study**

The purpose of this study was to establish the rationale for curriculum change in junior secondary pre-service teacher education at David Livingstone College of education.

#### **1.5 Research Objectives**

The general objective of the study was to investigate the implementation of curriculum change in teacher education using a top-down approach. To achieve the general objective the following are the specific objectives:

To explore the impact of the new curriculum on teaching and learning in junior pre-service teacher colleges in order to ascertain curriculum effectiveness.

To establish the reasons for the change in the curriculum in junior pre-service teacher education.

To assess views from lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior pre-service teacher education.

#### **1.6 Research Questions**

The research would be guided by the following questions:

What is the impact of the new curriculum in junior secondary school pre-service teacher education in Zambia?

Why has the junior secondary school pre-service teacher education curriculum been changed?

What are the views of lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior secondary pre-service teacher education?

#### **1.7 Significance of the Study**

This study is significant in that it may highlight whether the tendency of policy makers to impose curriculum changes on teachers rather than involve them can be successful or not. Kilpatrick (2009) says, people borrow three levels of curriculum when they attempt to change it. Kilpatrick goes on to say the first one is the intended; the administrator's point of view, the second is the

implemented; the teacher's point of view and the third is the attained; the student's point of view. It is presumed that curriculum power moves from administrators to teachers and finally to students. This approach according to Kasapoglu, (2010), offers a top-down view of the curriculum and therefore of change and casts the teacher as an obedient employee who is given a curriculum to implement and who plays no role in constructing the curriculum along with students.

This information may contribute to finding ways to enhance effective curriculum change in pre-service teacher education and could also be useful to educational administrators, lecturers and policy makers. The study may also contribute to the existing body of knowledge on implementing curriculum change in teacher education.

### **1.8 Theoretical Framework**

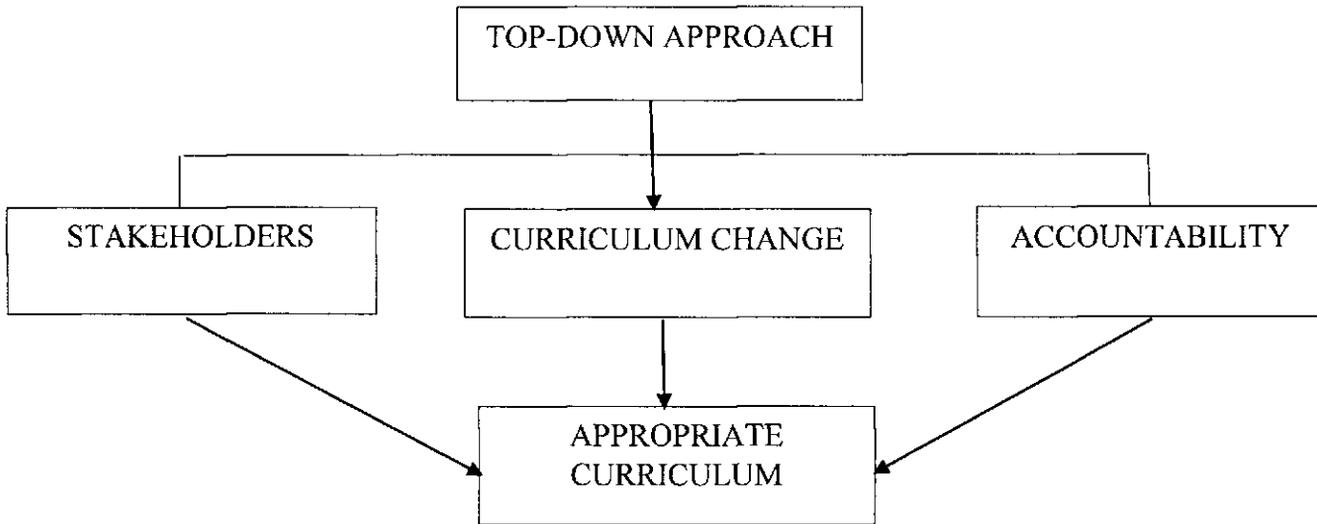
In teacher education programmes, the theoretical framework categorizes what is significant for the learners. The reforms to teacher education have been described as having three categorical theoretical paradigms. Van Huizen, Van Oers and Wubbels (2006) claim that reforms in teacher education include competency-based teacher education, personal orientation to teaching and reflection and inquiry-based paradigms. However, these have a limited effect on change in education and curriculum innovations.

The theoretical framework for this study was derived from two models. These are the Adoptive model or power-coercive model and the Rational-empirical model. The adoptive model of curriculum change is where power is applied by those holding greater power and enforcing those with less power to conform to instructions (Phakisi, 2008). This approach to curriculum change ignores the different local conditions that exists in learning institutions. Conditions such as limited teaching and learning materials, obsolete skills and knowledge of teachers and challenges in ICT facilities. The adoptive model is a top-down approach which assumes that change is linear and motivated by authority figures. Anderson (1997) explains that this model is concerned with measuring, describing and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices.

In the Rational-empirical model, the change agents introduce the new curriculum with the certainty that it will give an advantage to teachers because they are presumed to be rational people who would adopt the proposed changes. The rational-empirical model also uses a top-down approach

as does the power-coercive model. According to Phakisi (2008) this model involves formulation of an innovation by an originator who starts by identifying the problem and finding the solution to the problem. Havelock in Phakisi (2008) elaborates that this model involves the following three processes; trial, implementation and institutionalization.

### 1.9 Conceptual Framework



### 1.10 Delimitations

This study was delimited to David Livingstone College of education, located in the Southern province of Zambia. Furthermore, the study was confined to getting the responses of lecturers and administrators and did not include student respondents.

### 1.11 Limitations of the study

The study was limited to junior secondary pre-service teacher education at David Livingstone College of education as a case study hence findings may not be generalized.

### 1.12 Operational definition of Terms

**Curriculum** in this study refers to the lessons and academic content taught in a college or in a specific course or program.

**Curriculum change** in this study refers to alterations in the aspects of a curriculum such as objectives, philosophy, materials, values, student experiences, teaching strategies, learning outcomes and assessment.

**Curriculum implementation** entails putting into practice the officially prescribed courses of study, syllabuses and subjects (University of Zimbabwe, 1995. P80).

**Teacher education** in this study refers to the academic education and training of teachers.

**Change:** It refers to the process of transforming phenomena into something different.

**1.13 Summary**

In chapter one the introduction and background was outlined. Furthermore, the research general ideas were given and important concepts defined. In the next chapter a literature review on implementing curriculum change in teacher education will be presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter reviews relevant literature. The subject of curriculum has an extensive amount of information, therefore only information relevant to the research question is presented. The literature review is done under themes.

#### **2.2 Concept of Curriculum**

Defining curriculum is not a straight forward issue as there are several meanings as the concept itself. Marsh (2009) confirms that defining the word curriculum is no easy matter. Ornstein (1987) remarks that “curriculum as a field of study is elusive and fragmentary and is a subject to a good deal of debate and even misunderstanding as to what it is supposed to entail”. Those who have attempted to define curriculum have their own perspectives, making it difficult to have a universal definition. In this section, I will try to put forward some of the definitions attributed to the curriculum.

Ross (2000: 8) aptly puts it that “curriculum is a definition of what is to be learned”. Glatthorn (1987) in Seel and Dijkstra (2004: 131) have observed that the curriculum is the plans made for guiding learning in schools usually represented in retrievable documents of several levels of generality and the implementation of those plans in the classroom. Adagale (2015) states that curriculum is the improvement of programs of study, learning and teaching resources, lesson plans and assessment of students and even teacher education are all centered on curriculum.

Curriculum and curriculum development, in my opinion, are the main worry to administrators, teacher educators, parents, and governments as both can have a positive or negative impact on the development of colleges and surrounding communities. Curriculum exists for students as it concerned with both content and process. Content refers to what we want students to learn and process refers to how the content is managed (Adagale, 2015). It is further elaborated by Adagale (2015) that curriculum must be depicted by a balance of;

skills, knowledge and attitudes. It must be organized in a logical and sequential manner while making provision for special interest development. It must boost

critical thinking and offer the student with prospects to develop the ability to make reasoned judgments.

While attempts have been made to discuss various definitions with regard to curriculum, it is important to have some space in discussing the concept of curriculum change. This is important because it will give an insight how teacher educators and college administrators must approach curriculum change.

### **2.3 Change in Education**

Educational change has been defined by Alwan (2006) as an ongoing process that takes place with or without deliberate introduction of something different to education. For Huberman (1973) change in education can occur in three different ways, first hardware, meaning change to school equipment in terms of teaching and learning materials, new classrooms or machines like printers, computer; second, software, this includes context and range of the curriculum and third, interpersonal relations which covers change in roles and relationships between teachers and students or between teachers and administrators.

Towndrow, Silver and Albright (2009), have also stated that change that occurs in education includes change in policy goals, curriculum design and implementation, assessment techniques, administrative issues, leadership, classroom practices, instructional resources and teacher skills. The key to successful change therefore is by providing assistance to the teachers who are the implementers of change. However, educational policy makers as noted by (Kasapuglu, 2010 and Rogan, 2007), focus their attention and energy on the ‘what’ of desired educational change and neglect the ‘how’ which according to (Altinyelken, 2010) result in strong resistance to policy messages and low outcomes due to poor implementation, meaning (Dyer, 1999 in Altinyelken, 2010), a waste of time, money and energy.

### **2.4 Curriculum Change**

Most of the literature presents curriculum change as a complex process that requires a careful and thorough planning, sufficient time to complete the changes, and a strong degree of teacher involvement as change agents in the decision-making process (Stenhouse, 1975; Olson, 1980; Kelly, 1982; Rudduck, 1991; Blenkin, Edwards and Kelly, 1982; Fullan, 2001). Studies also in curriculum development during the 1980s and 1990s identified that curriculum change deals with

paradoxical forces such as control and freedom, progress and conservatism (Healy, 2011). Curriculum change therefore needs careful planning because each innovation and context is different from all other (Fullan, 1993).

In this study the term 'change' and 'reform' are used interchangeably. Marsh and Willis (1998) mention that curriculum change is a term that incorporates concepts such as development, adoption and innovation. It is in this vein that change can be divided into two; piecemeal change and systemic change (Reigeluth, 1994). Piecemeal change involves modification of some parts of the system while systemic change involves replacing the whole system. In this study, reforms in the curriculum refer to systemic change since the change involve amendments to the whole aspect such as content structure, pedagogy, and assessment procedure as well as curriculum materials. Such reforms according to Rahma (2014) are designed to improve facts of the educational system, like teaching practice, beliefs about and understanding of the curriculum pedagogy and learning.

Leithwood, Jantzi and Mascall (2002) clearly point out that, there are seven elements that are important for a large scale reform initiative. Only to mention those aspects that are closely linked to the study. These been a unifying vision, curriculum framework and related material, standards for judging student success, policies that reinforce the standards, and a complementary system of finance and governance. Other factors that are significant in determining the success of any curriculum reforms according to Rahma (2014) are curriculum framework, teaching principles, teaching approaches, support materials, curriculum resources, the role of the implementers and how information on curriculum reform is communicated.

Curriculum change is considered as a division of educational change (Lovat and Smith, 2003). It must be understood that curriculum change means making the curriculum different in a certain way to give it a completely new direction. Macdonald (2004) borrowing from Karl Popper says curriculum is the systematic provision of unwanted answers to unasked questions and that change is the political substitute for improvement. The process of curriculum change, therefore, involves complex interactive relationships between a number of social and political factors (Sahlberg, 2005). This means that when education authorities and bureaucrats attempt to introduce curriculum change into schools, teachers often experience periods of engagement before frequently returning to entrenched practices and resolutely awaiting the next innovation" (Macdonald, 2004). As a result curriculum, change is not well understood by those who implement it (Tubaundule, 2014).

This failure to generate genuine shifts in the curriculum occurs despite the extensive knowledge and experience that educators have with respect to implementing meaningful change (Macdonald, 2004). It can, therefore, be presumed by the author that the processes and need for curriculum change in junior pre-service teacher colleges are narrowly supported by existing structures and resources making the new curriculum fall short of meeting the needs of the students and the communities. Curriculum change must avoid struggles within the education system. Brooker and Macdonald (1998) say that struggles over curriculum and its management are, in a sense, struggles over what education is for and whose knowledge is of most worth - parents', teachers', or curriculum authorities' and infrequently accounts for the voices of young people - the learners.

In the implementation process of a new curriculum, Fullan, 2005 in Sahlberg, 2005; Hargreaves and Fink, 2005 in Sahlberg 2005, identified seven principles that are usually used to conceptualize what drives curriculum change. (1) Understanding why an existing curriculum requires to be changed as a way of showing how curriculum change is linked to political, social, economic issues of raising education standards, (2) Understanding the difficulty and internal dynamics of change process to implement change held in curriculum which is frequently difficult and frustrating because it needs top management to pause and think about the aspects of change, (3) making policies, determining strategies, allocating resources and taking actions that target at enhancing the collective power off power in charge with implementation of change in curriculum, (4) developing professional learning communities at the school and community level, (5) collecting data from student learning , analyzing data for specific understanding, preparing action plans based on data analyzed and informing parents about students' performance (6) developing leadership throughout the school in order to promote and sustain curriculum change and finally (7) utilizing schools' already existing ideas about how to develop teaching and assist students learn.

## **2.5 Factors that influence curriculum change**

### **Political influence**

Shiundu and Omulando (1992) point out that politicians and their political groups are among the most influential in society in shaping any educational policy. The thinking of curriculum planners are often times is influenced by the ideologies and political power of the ruling government. For example, Ndou (2008) notes that pressure from South African citizens and the international communities put great demand for re-educating teachers to replace apartheid mentality and take

up values of social equity. Similarly, a study that examined factors of change in the university computer curriculum in Australia indicated that influential political personalities were a strong force behind the changes (Gruba, et al, 2004). It can therefore be seen as argued by Muricho and Changa'ch (2013) that political elites have been involved in educational reforms formally or informally more than educational specialists and planners, to ensure that their political agendas of national unity, development and cooperation are met.

### **Technological advancement in education**

It is argued that technologies combined with educational innovations rises students' efficacy, efficiency and self-regulated learning habits (Neal, 2005 in Amino, et al. 2015). Such perceived benefits of technology in education are shaping reforms in teacher education in Zambia. In Kenya by the year 2012 only 2% of the schools had necessary ICT infrastructure. It was therefore, recommended that ICT institutional framework be reinforced to allow efficient integration of ICT in the whole education system (Republic of Kenya, 2012d in Amino, et al. 2015). The use of the computer to manage curriculum and to facilitate student leaning is today widely accepted (Ganguly, 2001). The only predicament is that the Ministry of Education in Zambia has not been able to keep pace with the extensive and rapid changes in technology coupled with the demand for technological equipment in schools.

### **Teacher related factors**

Successful curriculum change cannot happen if the members of staff are not properly trained to implement the new approach (Seehorn, 2012). Evidence has been given that teachers who are poorly trained and have poor content knowledge, are also poor in understanding and implementing curriculum change (Rogan and Grayson, 2003). Blignaught, (2001); and Alexander, (2009) contend that literature attests to the fact that knowledge based on beliefs of staff have an important impact on the success of curriculum change. The knowledge of teachers refer to their beliefs about the content, pedagogy and specific content which may impact their ability to precisely understand and successfully implement the curriculum changes (Blignaught, 2008 in Rudhumbu, 2015). Seehorn (2012) is of the opinion that, without massive investment in time, money and appropriate coaches to adequately and timeously capacitate staff to implement a new curriculum, there will always be resistance to curriculum change. He goes on to say negative attitudes by staff are viewed as another most frustrating and paralyzing barrier to curriculum in higher education.

## 2.6 Approaches to Curriculum reforms

There are two models of curriculum reform that will be briefly highlighted in this section. The top-down and bottom-up models. The top-down approach is associated with a centrally driven curriculum innovation while the bottom-up is associated with the school-based curriculum development movement of the 1970s and the 1980s (Brandy, 1985). These models represent different attempts by stakeholders with power and authority to impact upon what and how the students learn in pre-service teacher colleges of education.

Top-down approaches to curriculum change usually refer to innovations that have been developed by an expert group or centralized body outside the school with the expectation that the school would adopt the change (Morris, 1995). Such an approach gives a tight package of direct link to objectives, content and assessment (Macdonald, 2007). The role of the teacher therefore is passive with no input if any in the development of the curriculum. The role of this approach is to achieve high levels of congruence in planning and implementation of the curriculum as it is implemented by teachers in the field and then evaluated (Elmore, 2007; Fullan 1993; Smith and Lovat, 2003).

The success of curriculum change in the top-down approach is usually seen on the extent to which the curriculum has been adopted with minimum deviation (Buchanan, 2007; Macdonald, 2007). The main goal of this approach is to maintain control and efficiency through power or coercive strategies (Smith and Lovat, 2003). In this approach failure to deal with different teacher concerns and the exclusion of teachers within the change process mostly contributes towards the failure of large scale change (Cheng, 2007).

The top-down approach to curriculum development and implementation is rarely successful, with teachers tending to adapt the curriculum rather than adopting it (Brady and Kennedy, 2007). Policy makers also lack understanding about implementation as a phase within the change process and how to influence teaching practice (Elmore, 2007; Fullan, 1993).

Top-down administrators determine the curriculum for teachers (McNeil, 1990). For example, curriculum development in almost all Arab countries, according to El-Okda (2005) follows a top-down model in which teacher involvement is confined to the implementation of pre-designed packages of teaching materials. It is the view of the author that the new curriculum being implemented in junior pre-service teacher education is initiated and controlled by selected experts

at the Ministry of General Education. What has been seen is that the top-down model is being used to implement curriculum changes through fact finding, brainstorming, pooling of ideas and teaching staff involvement and familiarization of what is going on. Nevertheless, the use of the top-down model in implementing curriculum changes in junior pre-service education in Zambia seems to be a raid aimed at ending one educational programme over time in preference for another.

Galton (1998, 76) reminds us that there is substantial proof to suggest that top-down methods of curriculum development often fail to result in the changes in practice which are deemed necessary by the curriculum developers. Sarason (1990) attributes this failure to the fact that: timelines are generally unrealistic because policy-makers want immediate results and that structural solutions, such as increasing assessment and testing, are often preferred although these do not get at the underlying problems of classroom teaching and teacher development. Sarason (1990) further argues that often times support systems for implementing policy initiatives are either not provided or are inadequate.

The bottom-up approach contrasts with the top-down approach where curriculum change takes place in individual schools. In this approach to curriculum change local factors are taken into consideration. It gives control of curriculum development to teachers who are deemed the real experts. The bottom-up approach to curriculum change is limited in its effectiveness because there is low fidelity to innovation. The approach fails to take into account that human beings tend to act out of their own self-interest and the subjective meaning they make out of life (Healy, 2011). Healy goes on to say sometimes curriculum decisions made solely at the grassroots level results in poor decisions. There is a high possibility of inactivity as innovations can be rejected (Healy, 2011).

As for the bottom-up model El-Okda (2005) points out that in several parts of the global such as the United States of America, Britain and other European and South Asia countries many attempts have been made to develop curriculum using bottom-up models. However, Sarason (1990) echoes that:

the weakness of the bottom-up approach is that many times the problems facing schools are themselves very complex and time-consuming and the efforts demanded in the search for a satisfactory solution not only fail to motivate some teachers but alienate others from participating in further reforms.

One basic reason for alienation of others is that some administrators believe curriculum should be revised only by those who teach it (McNeil, 1990 in LaCursia, 2010). The alternative to the above discussed models is an attempt at the partnership model.

The teacher training system in the Russian Federation as part of the international educational space is undergoing continuous change, modernization, and reform (Sabirova, 2015). In order to ensure the professional development of teachers, emphasis on reforms has been placed on the school as the primary unit of change. In the circumstance of the intensification strategic condition, intervention in teacher training is celebrated (Sabirova, 2015). Novikov (2000) and Belyakov (2007) note that this is “viewed in standardization, restructuring of knowledge, setting the new challenges, focusing on the competence as result and the resource necessary to meet the challenge”.

Today, “the generation of generation of new teacher training models takes place at the junction of controversial areas of unification and diversification” (Sabirova, 2015). Besides that Brazhnik (2002) notes that more than ever the dilemma of the interrelation of national, regional and global programs is becoming crucial for the training of future teachers.

The curriculum for educating teachers has been under discussion in Tanzania since the 1970s (Meena, 2009). Focus on curriculum innovation in teacher education has been seen to focus on methods of assessment, curriculum content, teaching, and learning. Researchers such as Babyegeya (2006), Osaki (2000) and Wort and Sumra (2001) assert that teachers are not well prepared leading to a deterioration of the quality of education in primary and secondary education. In Tanzania, teacher education is dominated by political control in which decision about the curriculum are centrally made (Wort, 1999). Decisions on curriculum are centralized and in most cases those who make decisions about the curriculum are politicians, university academician and curriculum developers (Meena, 2009). From this angle, Sjöholm and Hansen (2007) argue that it is not easy for teacher colleges to educate teachers to become professional actors but rather mechanical implementers of the curriculum. There is need to provide educators with more autonomy as part of their professional identity.

## **2.7 Summary**

The literature review of this study has shown factors that influence curriculum change. This chapter discussed approaches to curriculum reforms as well as change in education and curriculum.

The next chapter will present a description of the research design and methods. Also a description of the research sample will be given and data collection instruments discussed. The methods of data analysis will too be explained.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter discusses the general methodology used in this study. It describes the research design, target population, sample size, sampling procedures, data collection instruments, data collection procedures and data analysis.

#### **3.2 Research Design**

The researcher's aim was to investigate the changes in teacher education with a focus on the new curriculum in junior secondary pre-service teacher education. The study was conducted in a form of a case study at David Livingstone College of Education. The research focused on how lecturers and principals view and perceive the implementation of curriculum change using the top-down approach.

The case study was the appropriate approach for this topic and purpose of the study. According to Yin (1984: 23) in David (2007), the case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident and in which numerous sources of evidence are used. David (2007) further goes on to say case study methodology uses in-depth examination of single and/or multiple case studies which offer a systematic way of approaching the problem, collecting and analyzing the data and reporting the results. For Sanchis (2007) the aim of a case study is to explain a real situation experienced by an organization at a precise moment. As for Eisenhardt (1989) in Sato (2016), the case study is a research strategy which pays attention to understanding the dynamics present within single settings.

From the definitions of a case study the researcher wanted to study the college in its natural setting, for the purpose of probing deeper in getting information from participants. This gave the nature of this study to be a case study. In this case, a mixed method was employed as a research method.

#### **3.4 Target Population**

A population according to Mouton (2002) is a collection of objects, events or individuals with similar characteristics that a researcher is interested in studying. The target population for this study included 2 administrators and 18 lecturers of David Livingstone College of education. The

researcher deemed it necessary to consult these officers because they had vast knowledge on the subject under investigation.

### **3.5 Sample size**

The sample consisted of 18 lecturers and 2 administrators from David Livingstone College of education.

### **3.6 Sampling procedure**

According to Gay (1992), sampling is described as a process of selecting a number of individuals for a study in a manner that the individuals represent the larger group from which were selected and it is part of the population from which it is selected.

The researcher used purposive sampling to select the lecturers and administrators involved in the study. As this was a case study it was in the researcher's interest to choose the following sections that exist in the college; sociology of education, history and philosophy of education, educational psychology, curriculum studies and research, mathematics, English language, business studies, social studies, physical education and religious education. Two methods of data collection were used in this research. The first one was a self-completion questionnaire which was administered to 12 lecturers. The second method of data collection was conducted using structured interviews in order to validate responses obtained from the questionnaires.

### **3.5 Research instruments**

The researcher provided questionnaires for the lecturers and administrators so that they could give their own perspectives and perception of curriculum changes in junior secondary pre-service teacher education. The questionnaires were planned to probe the participants' attitude and feeling towards the changes in curriculum. Questionnaires were chosen for the reason that they could gather data from a large group relatively inexpensively and may be a workable way to assemble a statistically significant pool of subjects (Adomi, Ayo, and Nakpodia: 2007).

In addition, the researcher used open-ended interview questions to interview the college principals and subject lecturers. This method was appropriate in collecting qualitative data. Semi-structured interview questions are also designed to give participants the chance to express themselves freely without strict limitations. As this was a case study using qualitative method, the researcher choose people who could shed more light on the changes in the curriculum in junior secondary pre-service

teacher education. The participants were chosen because of their suitability in helping to achieve the objectives of this study using purposive sampling.

### **3.6 Data Collection Procedures**

In this study the main ways by which data was collected was through questionnaires, semi structured interviews and document analysis. The reviewed documents included the new curriculum syllabi in departments and lessons notes. Questionnaires were used for the study because, the researcher wanted to capture a number of lecturers in departments of the college. Permission was obtained from the college principal to give the questionnaires to the participants. The participants were allowed to give their own answers to each item independently. The questionnaires were finally collected after a ten days period.

Interviews in this study were used as a means to find out lecturers' experiences, thoughts and intentions about the way the new curriculum was being implemented in teacher education. Data was collected by means of interviews using audio-recording and handwritten notes. The semi-structured interviews took approximately fifteen minutes for each participant. The researcher obtained permission from the respondents by means of audio-recording and assured them that their statements would be kept confidential at all times. The researcher's presence enabled him to restate the questions to the interviewees if they were not clear and to rephrase the question in a way that the participants could understand better. The researcher used open-ended questions to solicit for more information.

### **3.7 Data Analysis**

To make analysis of data easy, the researcher saw to it that the interview questions brought out the main objectives of the study which is implementing curriculum change in teacher education, using a top-down approach. The interview question were grouped according to themes.

The researcher described and analyzed the lecturers' questionnaire findings and compared them with the findings in literature review. This was followed by the lecturers and principals interview results. In data analysis, both qualitative and quantitative have been used. In this study qualitative data was analyzed using thematic categorization procedures. Kombo and Tromp (2006) support the concerns of thematic analysis where data is thematically analyzed. In this case, themes refer to

sub topics that came up in the discussions. Microsoft Office Excel was the main statistical tool used in analyzing statistical data quantitatively.

### **3.8 Ethical Considerations**

It is stated by Rule and John (2011) that the main aspects of the quality of research are the ethical relationships and its practices. Conducting research, therefore, in an ethical manner requires the quality and full trust of the research. This is the reason the researcher had to be given a permission letter to conduct his research. In interacting with the participants, the researcher must promise the respondents that the information gotten from them will be treated with confidentiality and make assurance on privacy (Babbie, 2001). In line with the above ethical requirements, the researcher asked for permission from the college principal to be allowed to conduct research in the college. Consent to conduct the case study was given.

### **3.9 Summary**

This chapter has shown research methods and the research techniques that were used in arriving at addressing the research problem of the study. This was done by way of presenting the study sample, target population and ethical issues. The chapter concludes with description of data collection instruments and analysis procedures.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### 4.1 Overview

This chapter presents the findings of the study. The main aim of the research was to investigate the implementation of curriculum change with a focus on the top-down approach. The study took place at David Livingstone College of Education.

The researcher had chosen 20 members of staff. The questionnaires were given to twelve (12) lecturers and adequate time was given to complete the questionnaires. They were given 10 days to answer questionnaires as they were busy marking assignments and preparing residential work for distance students. The researcher gave more time in order to probe more information as he was dealing with a qualitative study. Out of the 12 questionnaires, 10 came back representing 83% response.

For the structured interviews, eight (8) members of staff were chosen based on purposeful sampling. The purpose of having to interview principals and lecturers was to probe deep information on the implementation of curriculum changes in teacher education. The lecturers and principals have information on how the curriculum is implemented in the college where the research had taken place and they are the ones working on the implementation of the curriculum process.

The presentation of the findings of the study were in accordance with the research questions which were as follows:

- a. What is the impact of the new curriculum in junior secondary school pre-service teacher education in Zambia?
- b. Why has the junior secondary school pre-service teacher education curriculum been changed?
- c. What are the views of lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior secondary pre-service teacher education?

To make the analyzed data easier to comprehend and interesting to read, the research used tables and bar charts to present it.

**The questionnaires received as usable from the sample**

<b>Respondents</b>	<b>Number Distributed</b>	<b>Number Usable</b>
Lecturers	12	10

This represents a questionnaire return rate of 83.3 %.

**4.2 Gender of respondents**

15 (75%) of the respondents were male while 5 (25%) were female.

**4.3 Distribution of respondents by academic qualification**

10 (50%) of the respondents were university graduates while 10 (50%) hold masters degree.

**What is the impact of the new curriculum in junior secondary school pre-service teacher education in Zambia?**

**Figure 1: Table showing responses if curriculum change in junior secondary teacher education was being implemented correctly.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	1	10
No	9	90
Total	10	100

Figure 1 shows that 1 (10%) of respondent indicated that the current curriculum changes in junior secondary pre-service education was being implemented correctly. 9 (90%) lecturers indicated that the current curriculum in junior secondary pre-service education was not being implemented correctly.

**Figure 2: Preparation of lecturers with skills and knowledge in implementing curriculum changes.**

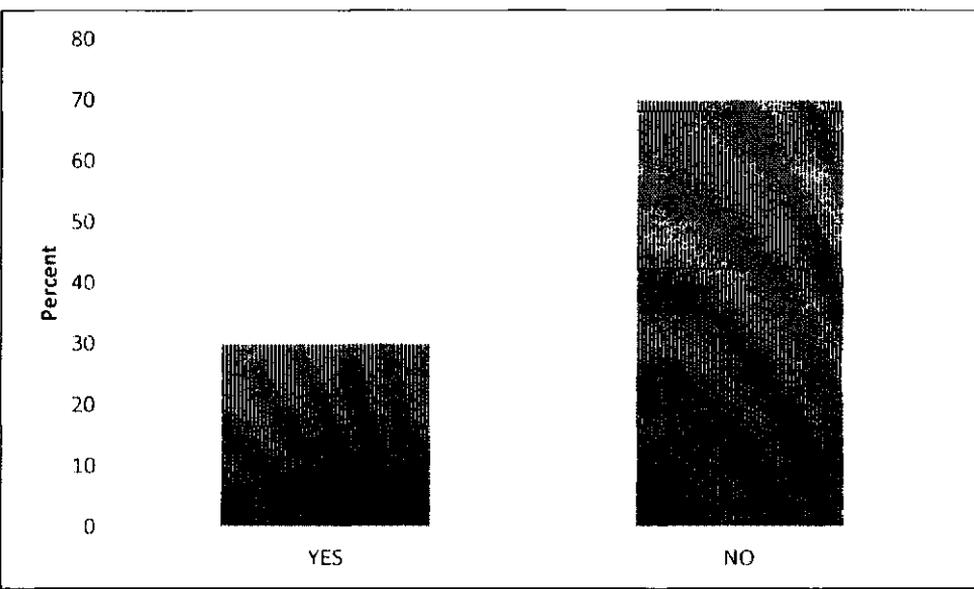


Figure 2 shows that 3 (30%) of the respondents indicated that they were prepared with skills and knowledge to implement curriculum changes. 7 (70%) of the lecturers indicated that they were not prepared with skills and knowledge to implement changes in the curriculum.

**Figure 3: Table showing Capacity to support and monitor changes in the curriculum in junior secondary pre-service teacher education.**

Responses	Frequency	Percentage
Yes	0	0
No	10	100
Total	10	100

Figure 3 shows that 0 (0%) of the respondents have the capacity to support and monitor changes in the curriculum in junior secondary pre-service teacher education. 10 (100%) of the lecturers do not have the capacity to support and monitor changes in the curriculum.

Some lecturers felt that changes in the new curriculum were being rushed. This was expressed in the following statement that: “some of the changes are misplaced, were not well thought out and were rushed to be implemented”. One participant had mixed feelings as expressed in the following statement: “the intention looks good but the implementation is being done haphazardly”. Coupled

with the mixed feelings and rush implementation of the new curriculum it was also expressed that there had been an inadequate preparation for ground work in terms of teaching and learning materials. For example, lecturers in the education department felt that there was no curriculum syllabus for communication skills yet the subject was to be taught and students examined at the end of the day. From the mathematics section, the participant felt that: “the changes in the curriculum were done hurriedly without the involvement of all key stakeholders”. An example was given by the lecturer when he said that: “two topics were taught for some weeks in the first term and later suspended because they were supposed to be second-year topics”.

From social studies section, one participant said that: “the new curriculum changes were demotivating in the subject area of specialization as the changes were a drawback on the intellectual growth and practice of the members”. Furthermore, some lecturers still felt uncomfortable and uneasy about the changes in the curriculum. This was plainly put by one lecturer that: “the changes in the curriculum had brought a lot of confusion in teacher education, especially in social sciences”.

On the other hand, some lecturers felt that changes in the curriculum were a good sign for teacher education. One participant observed that: “changes in the curriculum are good especially for the linking of the school curriculum to the college. The only problem is that there is a dilution of the material taught to students mainly limiting them to a standard of junior secondary”. The positive ideas on the new curriculum were still supported by another lecturer who said that: “the changes are progressive indeed and meant to make teaching and learning more practical”.

Some lecturers indicated that changes in the curriculum had affected their way of teaching. One participant expressed that: “the merging of some foundation courses like psychology and sociology is not yet very clear as at which stage to teach which component to the current first-year students”. Sentiments from another participant indicated that: “to be able to meet the demands of the new curriculum more time is needed to attend to the students in both theory and practical in agricultural science”. It was further pointed out that, even in secondary schools the periods of teaching agricultural science had increased from six to twelve.

On effects of curriculum change, one participant pointed out that curriculum changes had affected his teaching negatively. The lecturer said that:

“I do not know how assessment for mathematics students will be done. This is because mathematics students at Mufulira College, Malcolm Moffat and Kasama College of education have a single major while David Livingstone college students have a double major. How can these be subjected to a standardized examination when the depth of content is different”?

In line with assessment, another lecturer said that: “the format of examination is not yet known, so the teaching does not have a definite direction”. Also observed were the following views by another participant: “the quality of the new content and the methods for delivering the same does not inspire my teaching. The content has been diluted and the assessment procedures are not clear. The integration of history, geography and civics into one subject has created too big class size”.

When it came to how adequately prepared lecturers were with skills and knowledge in implementing curriculum changes, one lecturer indicated that: “I am not adequately prepared for the same. Of course, attempts are there to comply basing on long service experience but adequate preparation is not there”. Another lecturer said “I do not feel adequately prepared. The sensitization and consultation held in Lusaka did not reach the implementers”. Similar sentiments were expressed by another participant that: “am not adequately prepared. There is a need to orient lecturers especially in areas where subjects have been merged or new components or course have been introduced”. Now I have to teach even the staff for which I am not specialized and am not an authority”.

Some lecturers felt adequately prepared with skills and knowledge to implement changes in the curriculum, though one lecturer felt that: “there is a need to have time to time updates on the new changes in order to keep abreast with the curriculum demands”.

From the administrative point of view, it was felt that the new curriculum had brought new subject areas which some members of staff were not familiar with. An example was given of information and communications technology. The challenges therefore as noted by college administrator was that “lecturers have continued teaching in the traditional way failing to embrace the new technology because of lack of skills while ICT has been made compulsory for students”. The impact of the introduction of ICT on teaching and learning was that there was limited qualified manpower to teach the subject. Curriculum changes as expressed by the college administrator “are taking place without correlation to the number of members of staff to implement the curriculum”.

The challenge that this has brought was how to deliver quality information in communications technology to the huge classes of students.

**Why has the junior secondary school pre-service teacher education curriculum been changed?**

**Figure 4: Understanding of reasons for the change in the curriculum in junior secondary pre-service teacher education.**

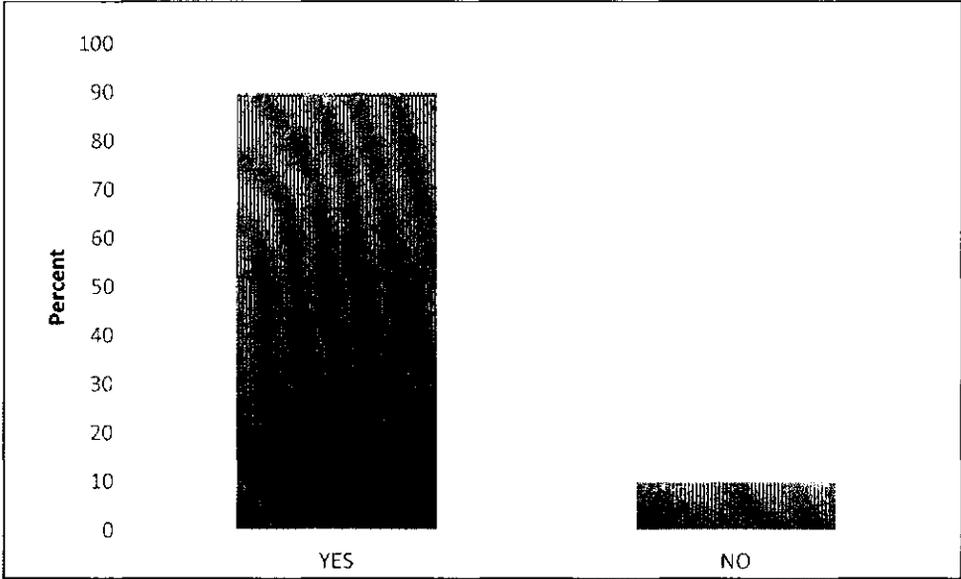


Figure 4 shows that 9 (90%) of the respondents indicated that understand the reasons for the change in the curriculum of junior secondary pre-service teacher colleges. 1 (10%) respondent indicated a lack of understanding for reasons in the change of curriculum in junior pre-service secondary teacher colleges.

**Figure 5: Need for a new curriculum to be developed for junior secondary pre-service teacher education.**

Responses	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

Figure 5 shows that 8 (80%) of the respondents were of the view that there was a need for a new curriculum in junior secondary pre-service teacher education. 2 (20%) of the lecturers indicated that there was no need for a new curriculum in junior secondary pre-service teacher education.

Different views were expressed for the change of curriculum in junior secondary pre-service teacher education. The first view put forward by one participant was that: “change came about due to the poor performance of both pupils and teachers arising from the gap between school curriculum and teacher education curriculum”. This was also echoed by another lecturer who said that curriculum changes were due to “lack of consistency between the college curriculum and the school curriculum”. It was further said by another participant that: “there were claims that the graduates of the school system are ill-equipped with relevant knowledge and skill in the community”. This was consolidated by another lecturer who said that: “the changes were necessitated by the fact that the country has been producing learners who could not be practical, who could not survive within society with lesser skills”.

Another view on reasons for curriculum change from one participant was that: “I personally do not know because I was not fully involved but were all informed that children would be taught better if teachers are trained based on the new curriculum”. Other opinions on the change of teacher curriculum as noted by another participant were that: “there was a need to increase skills subjects in the school system so that those falling out of the school system take care of themselves from the skills acquired”. At the same time, the participant observed that: “there was also need to get rid of repetitions in subjects with similar content like social sciences were the subjects got merged”. Another reason still based on life skills as noted by one participant was that: “government wanted to offer learners life skill subjects in order to empower them to be self-sustainable and create employment for themselves”. A different view was noted by a lecturer that the introduction of ICT at junior secondary made it mandatory for teacher education curriculum to change as expressed in the following statement: “some of the reasons for curriculum change are introduction of ICT, equipping trainee teachers with ICT skills and management skills and to link the school and college curricula”.

Some lecturers did not know the reasons for the change in pre-service teacher education curriculum. One participant said that: “I do not know the reasons”. Other sentiments expressed by another lecturer were that: “am not very clear since colleges were not so much involved in these changes”.

From the principal’s point of view curriculum, changes in junior pre-service teacher colleges were as a result of linking the career pathways of primary schools to the subject content of colleges. The idea was to consolidate the teaching of life skills and practical subjects to learners at various stages of education. The Principal felt that “although curriculum changes are important, they are being done in a haphazard manner”. It was said that, if adequate time was given to the curriculum changes it was going to work very well.

**What are the views of lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior secondary pre-service teacher education?**

**Figure 6: Support from the college and other stakeholders during the implementation of curriculum change.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	2	20
No	8	80
Total	10	100

Figure 6 shows that 2 (20%) of the respondents they had received adequate support from the college and other stakeholders during the implementation of curriculum changes. 8 (80%) of the lecturers indicated they had not received adequate support from the college and other stakeholders during the implementation of curriculum changes.

Different views were expressed by lecturers on the implementation of the new curriculum in junior secondary pre-service teacher colleges. On the aspect of support received from the college and other stakeholders on curriculum implementation, one lecturer lamented that: “nothing really has happened because the changes mainly came from authorities above the college”. Another view on the support of curriculum implementation from one participant was that: “unfortunately apart from the soft copies of the new curriculum outline, no major support has been received in terms of the provision of teaching and learning material such as books. The pace of provision of materials is not pleasing at all”. Another lecturer said that: “not much support has been received by the college, although there are some workshops for selected officers but not very effective because information flow is one-way, top-down”. One participant felt that although curriculum support in the college was little there was a need for the college and other stakeholders to put more effort on capacity

building. Another positive view from one lecturer was that: “a lot of moral support from the college has been received but less material support”. The lecturer further observed that: “very little material and professional support has been received from Teacher Education Department and Ministry of General Education headquarters. No support of any kind from Examination Council of Zambia”.

On the challenges being faced in curriculum implementation process, one lecturer said that: “there was a lack of proper direction in coursework preparation on items to give and format of examination to administer at the end of the year”. Other challenges put forward by the one participant were: “lack of materials to suit the new curriculum. Poor communication between the college and the examining body”. The lecturer further said that: “the new curriculum is being implemented at the level of teaching but the format of promotion examination is not yet known”. Lack of teaching materials was reechoed by another lecturer as a challenge in the following statement: “lack reference materials like books or teaching guides that are in line with the new curriculum”. Other new challenges mentioned by one lecturer were the creation of: “very large class size due to the integration of subjects and no proper guidance from Ministry of General education”. Another lecturer said that: “the major challenge is uncertainty regarding examination especially when you have a bunch of content to deliver and you do not know which courses the external examining body will examine in which year”. From another angle, one participant noted that: “the general challenge in curriculum implementation is the insufficient number of computers and space to cater for all the students doing ICT. Also reduced content in social studies components and reduced duration for teaching education foundation courses”.

On suggestions for future planning of curriculum change, the first view from one lecturer was that: “involve grass-root stakeholders who are the lecturers in designing the document and consult their views. Before implementing pilot the changes suggested”. The idea of consulting the grass roots was expressed by some lecturers. For example, one participant expressed that: “there is a need for wide consultation that may involve pupils, teachers head teachers and lecturers before major changes are made to the curriculum”. Several views from another lecturer were that:

“there must be serious and exhaustive consultations with the end users or implementers, lecturers and teachers. No need to rush the curriculum review process. Objective analysis of calls for change before starting the change process.

Need for piloting before a wholesome implementation in all colleges. Universities must not be sidelined in preference for Examination Council of Zambia by Ministry of General Education”.

In line with piloting, one participant said that: “there must be a comprehensive study undertaken and a thorough review of curriculum before changes are implemented”. It still stressed by another lecturer that: “all stakeholders should be fully informed for changes to be implemented smoothly and wholeheartedly”.

Also expressed by one participant were the views that: “the implementers of curriculum change must seek and engage those with different or opposing views rather than simply ignoring them and moving on without them because that affects the sustainability of the curriculum”. Another suggestion from one lecturer was that: “it will be important to implement the new curriculum when it is ready from all angles, materials available and implementers adequately oriented”.

From the principal’s point of view, it was said that college administrators must have the vision of leading the institution. It was pointed out that, administrators must not be spectators in curriculum change process. But what has been happening as observed by the administrator was that: “some principals have been left behind in curriculum knowledge acquisition, giving lecturers more knowledge and training”. The college administrator was of the view that for the vision of curriculum change process to succeed, administrators must be considered first. As for the future planning of the curriculum, it was suggested by the principal that, all stakeholders must be involved in the process of change to achieve curriculum goals. It was further proposed that aspects of the old curriculum could have been gradually phased out while bringing in the new curriculum content. It was also stressed that, piloting a new curriculum was very important before any implementation was done.

#### **4.4 Summary**

This chapter looked at the presentation of research findings based on the principles and practices regarding implementing curriculum change in teacher education: a top-down approach. The following chapter will look at research discussion.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Overview**

This chapter discusses the findings according to the objective of this study. The purpose of this study was to investigate the implementation of curriculum change with a focus on the top-down approach. The objectives of the study were as follows:

5.1.1 To explore the impact of the new curriculum on teaching and learning in junior pre-service teacher colleges in order to ascertain curriculum effectiveness.

5.1.2 To establish the reasons for the change in the curriculum in junior pre-service teacher education.

5.1.3 To assess views from lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior pre-service teacher education.

**The impact of the new curriculum on teaching and learning in junior pre-service teacher colleges to ascertain curriculum effectiveness.**

The results from the current study indicated that the number of male respondents was 60% compared to 40% for females. However, when it came to lecturers' qualification it was interesting to have noted that the figures were the same. There were 10 (50%) degree holders while 10 (50%) were masters degree holders.

The results of this study revealed that in terms of the impact of the new curriculum on teaching and learning, the curriculum was not effective because (90%) of the lecturers felt it was not being implemented correctly. It can be assumed that the bigger percentage of lecturers felt that the new curriculum was not solution based. One reason from some lecturers was that the new curriculum was being implemented without adequate and appropriate teaching and learning materials. The literature reviewed showed that curriculum change can succeed if it is resourced with good quality student materials (Ball and Cohen, 1999). Collopy (2003) and Walberg (1991) supported that the presence of appropriate textbooks has been found to have a positive impact on the success of curriculum change and on student learning.

The results of this study (90%) of the lecturers' views are in line with the literature that has indicated that the following factors are key to successful implementation of curriculum change. These are adequacy of resources, time, school ethos, professional support, professional adequacy, professional knowledge, professional attitude and interest (Fullan 2005; Hargreaves and Fink 2006). Furthermore, the university of Zimbabwe (1995), argued that for the "officially designed curriculum to be fully implemented as planned, the Ministry of Education should supply schools with adequate resources materials such as textbooks, teaching aids and stationary in order to enable teachers and learners play their role satisfactorily in the curriculum implementation process".

When it came to the complexity of the curriculum change process, still (90%) said that the curriculum was not being implemented correctly. There were views that the implementation of change in teacher education curriculum was being rushed, without thorough planning, sufficient time and adequate involvement of lecturers at the grassroots. It could be assumed therefore that, if a changed curriculum is rushed into, it mainly fails due to the reason that lecturers have negative attitudes against it. This was supported by Pudi (2002) who explained that if the implementation of the curriculum is rushed instead of being phased in slowly, policy stipulations are often poorly implemented.

Literature reviewed indicated that curriculum changes were a complex process that required careful and thorough planning, sufficient time to complete changes and a strong degree of teacher involvement as agents of change in the decision making process (Stenhouse, 1975; Olson, 1980; Kelly, 1982; Rudduck, 1991; Blenkin, Edwards and Kelly, 1992; Fullan, 2001). Marsh and Willis (1995) also mentioned that to effectively implement any curriculum a significant period of time is required since individual teachers need to become competent and confident in how to use it.

On the other hand, (10%) indicated that curriculum changes in junior pre-service teacher colleges were being implemented correctly. It could be assumed that top-down approach being used in curriculum implementation has been successful in involving lecturers through fact finding, brainstorming, familiarization of activities and pooling of ideas together. At the same time in order to achieve quick results of harmonizing the primary and college curriculum, the Ministry of Education had to use the top-down approach to curriculum change in colleges. This approach according to the (10%) made it easier for the Ministry of Education to achieve harmonization of

curriculum goals since all junior secondary teacher college would use the same documents in line with the schools' curriculum content.

When it came to the preparation of lecturers with skills and knowledge in the implementation of curriculum changes, (30%) indicated that they had the skills and knowledge to implement changes, while (70%) indicated that they were not prepared with skills and knowledge in implementing curriculum changes. Literature supports that in South Africa, the successful implementation of the new curriculum mainly depended on teachers' skills and knowledge of Outcome-Based Education structures in the school (Mtheke, 2004). In this study of junior pre-service teacher colleges, lecturers needed to be provided with appropriate skills and knowledge before they could attempt to implement the new curriculum that was introduced to them. The non-existent of lecturers to acquire competencies in the new curriculum could have caused negative attitudes that lead to lecturers not being absolutely committed to the work that they were entrusted to do.

For (30%) who indicated that they had the skills and knowledge, it could be assumed that the lecturers' attitude towards the implementation of the new curriculum was positive. It could be that the lecturers' beliefs and acceptance of the new curriculum policy and implementation played a significant role in their being proactive about the change process.

The other interesting findings of this study on the capacity of lecturers to support and monitor change in the curriculum in junior secondary pre-service teacher education were that (0%) had the capacity to support and monitor curriculum changes while (100%) did not have the capacity to support and monitor curriculum changes. It could be said that the reason why lecturers in David Livingstone College of Education had no capacity to support and monitor curriculum changes were that, they were struggling to implement the new curriculum in the college. The evidence was that they were still using the old traditional approaches to teaching as they planned their lectures and the lessons remained content packed and lecturer centred. As the study has already revealed, some lecturers lacked knowledge and skills of the requirements of the new curriculum. There was only one workshop organized internally by the college for lecturers and there was little support given to them on whether the new ideas were to be implemented in phases or on a full scale. Literature according to Mot'soane (2004) supports that curriculum change fails if it ignores the professional development of teachers because systems do not change themselves but they are changed by

people. It was noted by Phakisi (2008) that short-term in-service training in the form of curriculum change workshops is ineffective and has little impact on the teachers' classroom practices.

### **The reasons for the change in the curriculum in junior pre-service teacher education.**

The results of the study on understanding reasons for change in junior secondary pre-service teacher curriculum indicated that (90%) were aware of reasons for the change of teacher education curriculum while (10%) was not aware of the reasons for curriculum change. The majority of lecturers knew that there was a need to harmonize the junior primary school syllabi to that of junior secondary pre-service teacher colleges. The lecturers understood the importance that the Zambian government had placed on the need for life skills for all learners from early childhood to tertiary education. That is the reason why the Zambian government launched the new school curriculum under the theme 'empowering learners by putting theory into practice'. Change in the curriculum could be necessitated by various factors in a country's economic, political, social, technological and cultural environment. (University of Zimbabwe, 1995).

According to research the new curriculum in junior secondary pre-service teacher colleges was launched using the adoptive model of curriculum change, which represents a top-down approach. The adoptive model is where power is applied by those holding greater power and is enforced on those with less power to comply with instructions. The top-down approach to curriculum change ignored the unique conditions that exist in David Livingstone College of education. Conditions such as limited teaching and learning materials, obsolete skills and knowledge of teachers and challenges in ICT facilities. The top-down approach assumed that change was linear and highly motivated by authority figures at the Ministry of General education, Teacher Education department and Examination Council of Zambia. Anderson (1997) from literature explained that the model was concerned with measuring, describing and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices. The adoptive model and the rational-empirical model in this study did not take into consideration the beliefs of lecturers as a factor in the change of curriculum in David Livingstone College of education. Cuban (1993) did outline that if teachers' beliefs are not taken into consideration when a new curriculum is introduced there would be a mismatch between the official curriculum recommended by the curricula developers and the actual curriculum taught by teachers in their classrooms. In some areas the attained curriculum that students have been learning at David

Livingstone College was different from the planned curricula because the curriculum changes introduced by authority figures through the top-down approach ignored the lecturers' practices and beliefs that could have embraced curriculum changes.

In the rational-empirical model, used as a theoretical framework in this study, formulation of an innovation was done by an originator, in this case, the Ministry of General education, who identified the problem in the pre-service teacher curriculum and tried to find a solution to the problem. When the pre-service teacher curriculum was designed, the lecturers were not involved in the design and development of the new curriculum, making them be end products of the system the Ministry of General education was trying to change instead of being agents of change. Al-Zyoudi (2006), therefore argued that teachers should be empowered to initiate change in their lessons and teaching plans. In this case, where curriculum change was introduced by the Ministry of General education through the top-down approach and ignored lecturers' pedagogical practices, the lecturers would continue using their traditional methods in teaching the new curriculum making its implementation unsuccessful.

Another factor for change of curriculum in junior secondary pre-service teacher colleges was to match the introduction of information and communications technology for learners from grades eight to twelve and the introduction of practical subjects in a two career pathway in primary and secondary education. All this reflected the policies and ideologies of the ruling government manifesto.

Technological innovations have a significant impact on education and society. From the literature reviewed Neal (2005) argued that technologies combined with educational innovations rise students' efficiency. Most of Zambian primary and secondary schools in rural areas have been striving to keep abreast with technological innovations. Such a situation was not different from Kenya as evident from the literature that by the year 2012 only 2% of the schools had necessary ICT infrastructure (The Republic of Kenya, 2012d). Even with the challenges of ICT infrastructure in Zambian, the study shows that it was necessary to introduce information and communications technology studies for students in junior pre-service teacher colleges as a means of equipping student teachers with the necessary skills and knowledge.

When it came to the (10%) not being aware of the reasons for curriculum change, it could be that the lecturer was not sufficiently informed about curriculum changes making it difficult for him or

her to implement it in the classroom. The lecturer lacked the theoretical framework of the curriculum which made it even difficult to understand the important part of the new curriculum that was being implemented.

### **Assess views from lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior pre-service teacher education.**

The results of this study revealed that (80%) of the lecturers were of the view that, there was a need for a new curriculum in junior secondary pre-service teacher education while (20%) indicated that there was no need for a new curriculum. The reasons for the change were to link the new school curriculum to that of pre-service teacher education. There was a need to have uniform curricula across pre-service teacher colleges, harmonized examinations and training of teachers. The introduction of information and communication technology for learners from grades eight to twelve also necessitated the change of the curriculum for pre-service teacher colleges. If ICT was to successfully be implemented in schools, the student teachers in pre-service colleges would need the skills and knowledge to impart to pupils in schools.

When it came to the (20%) having indicated that there was no need for a new curriculum in pre-service teacher colleges, the reason could be fear of change. As explained by Stapleton (2005) change is a learning process that entails the willingness to try out new ideas and practices, to improvise, to be exposed to uncertainty and to collaborate with support from one another. It can, therefore, be said that the (20%) felt insecure and lacked confidence as they visualized their preparedness for the transformation of change. Another reason could be that, since the new curriculum was an imposed top-down approach it would make lecturers implement what they did not understand, instilling in them the fear of change.

On study results to do with support from the college and other stakeholders during the implementation of curriculum change, (20%) indicated that they had received adequate support from the college, Examination Council of Zambia and Ministry of General education. Reasons for this could be that a one day workshop was organized for all lecturers that provided an overview of the new curriculum. It could also be that the (20%) did receive some form of training in the new curriculum which they expected to disseminate to other lecturers using the cascade model as a top-bottom approach to training a larger group.

On the other hand, (80%) indicated that they had not received adequate support from the college and other stakeholders during the implementation of curriculum change. The (80%) did indicate that they lacked professional development support and consultative support from Examination Council of Zambia, teacher education department and Ministry of General Education. This meant that the lecturers were not well trained in the new curriculum concepts, were overloaded by the creation of large class size and began experiencing heavy lecturer workload. Therefore, the curriculum developers from Ministry of General education and teacher education department should have communicated with lecturers and made sure that there was an agreement reached by all parties. Another reason it was felt by (80%) of the respondents that there was inadequate support from the college and other stakeholders was that the new curriculum was being rushed, making it difficult for stakeholders to take into consideration the lecturers' views of the new curriculum. Pudi (2002) explained that whenever curriculum changes, teachers' attitudes, knowledge of the new curriculum and practices must be taken into account by curriculum developers because they are going to affect its implementation.

## **5.2 Summary**

This chapter looked at research discussion. The results revealed that in terms of the impact of the new curriculum on teaching and learning, the curriculum was ineffective because it was not being implemented corrected. As for the reasons for curriculum change in pre-service teacher education, most of the lecturers were aware of the change process. With these findings in mind, policymakers, college administrators, and educational planners must be aware of how best to implement curriculum changes. The following chapter will provide conclusions and recommendations for policy makers and future research.

## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Overview

In this chapter, a summary of the findings of the study and conclusions drawn from the literature and the results are presented. It also presents the recommendations made based on the findings of the study and a proposed future research.

#### 6.2 Conclusion

The purpose of the study was to establish the implementation of curriculum change in teacher education using the top-down approach. More specifically the study wanted to find out or ascertain the extent to which the implementation of the new curriculum using the top-down approach would make a difference in junior secondary teacher colleges. By this, the study was trying to examine the extent to which policy maker impose curriculum changes on teachers rather than involve them in the curriculum process. It is presumed that curriculum power moves from administrators to teachers and finally to students. This approach offers a top-down view of the curriculum and therefore of change and casts the teacher as an obedient employee who is given a curriculum to implement and who plays no role in constructing the curriculum along with students.

The study was guided by the following research questions:

- a) What is the impact of the new curriculum in junior secondary school pre-service teacher education in Zambia?
- b) Why has the junior secondary school pre-service teacher education curriculum been changed?
- c) What are the views of lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior secondary pre-service teacher education?

The main findings with respect to the impact of the new curriculum in junior secondary pre-service teacher colleges:

- The combination of subjects such as history, geography and civic education have brought more problems of larger class numbers, shallow subject content, and unclear assessment procedures. The same problems are projected to education foundation subjects especially sociology and psychology

- No specific examination guidelines or procedures put in place for course work and promotion examination for the first-year students at the time of the study.
- It was not yet very clear as at which stage to teach which component to the current first-year students
- Curriculum changes had affected the lecturers' way of teaching and delivery of subject content. They felt that the subject content had been diluted and topics misplaced in some cases.

The main findings with respect to why the junior secondary school pre-service teacher education curriculum was changed:

- The introduction of new areas in junior primary schools was based on the policies and ideologies of the ruling government.
- The new curriculum was there to harmonize teacher education curriculum with the school curriculum. The career pathway and academic pathway been used in primary schools have to be aligned to the syllabus in junior secondary pre-service teacher colleges.

The main findings with respect to the views of lecturers, educational administrators and other stakeholders on the implementation of the new curriculum in junior secondary pre-service teacher education

- Lecturers had not been re-trained by giving them new skills on how to handle the new curriculum content.
- Support materials and curriculum resource are a major concern for lecturers in the implementation of the new curriculum. These needed to be readily available.
- The syllabuses for the various subjects were produced with national goals and philosophies as well as proposed general learning objectives, which were in turn imposed upon college staff to implement through a top-down approach.
- The new curriculum was being rushed, without thorough planning, sufficient time and there was inadequate involvement of lecturers at the grassroots.

### **6.3 Recommendations**

The following are the recommendations that this study is making:

- Re-training of lecturers in teaching methodologies and content in junior secondary pre-service teacher colleges is key if they have to be relevant to the implementation of the new curriculum.
- Teaching and learning materials will have to be made available in junior secondary pre-service teacher colleges to effectively implement the new curriculum.
- There is a need for teacher education department to offer professional support and knowledge that would help in changing the attitude of lecturers positively towards curriculum change implementation.
- There is a need for serious and exhaustive consultation with the implementers of the curriculum in colleges.
- There was no need to rush the curriculum review process as the process itself needed an objective analysis of issues before being rolled out. A pilot study had to be carried out before implementing curriculum changes national wide.
- Follow-ups should have been made Examination Council of Zambia, Teacher Education Department and Ministry of General Education authorities on the progress of implementation of the new curriculum.
- Lecturers have to understand the rational for change. Lecturers showed that they had no choice of accepting or rejecting the decision made on the old curriculum but to accept the new curriculum because it was top-down imposed by Ministry of General education.

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**IMPLEMENTING CURRICULUM CHANGE IN TEACHER EDUCATION: A TOP-DOWN APPROACH**

The purpose of this questionnaire is to gain insight into how changes that are taking place in teacher education. Kindly try to answer all the questions to the best of your ability and as objectively as possible.

Age: .....

Sex: .....

Qualification: .....

**Part A**

Describe how you feel currently about changes in the curriculum?

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Do changes in curriculum affect your way of teaching and if so how?

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Do you as a subject lecturer, feel adequately prepared with the necessary skills and knowledge to be able to implement changes in curriculum?

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How do you interpret your understanding of the new curriculum policies in junior secondary pre-service teacher colleges?

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What reasons necessitated the changes of curriculum and stakeholders for junior secondary pre-service teacher colleges?

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What kind of support have you received from the college and other stakeholders when implementing curriculum changes?

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What challenges do you face while implementing changes in the curriculum in your class?

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What are your suggestions for future planning of curriculum changes in junior secondary pre-service teacher?

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**Part B**

Are current curriculum changes in junior secondary pre-service teacher education being implemented correctly?

- a) Yes (     )
- b) No (     )

Are you adequately prepared with necessary skills and knowledge to implement changes in the curriculum?

- a) Yes (     )
- b) No (     )

Do you have adequate capacity to support and monitor changes in the curriculum in junior secondary pre-service teacher education

- a) Yes (     )
- b) No (     )

Do you understand the reasons for change in the curriculum in junior secondary pre-service teacher education?

- a) Yes (     )
- b) No (     )

Was there need for a new curriculum to be developed for junior secondary pre-service teacher education?

- a) Yes (     )
- b) No (     )

Have you received adequate support from the college and other stakeholders during the implementation of curriculum changes?

- a) Yes (     )
- b) No (     )

## **Semi-structured interview for Principals**

### **Questions**

Do you think there is a need for a new curriculum development at this moment in junior secondary pre-service teacher education?

How do changes in curriculum affects affect the teaching and learning of various subjects in the college?

What challenges are faced by the lecturers when it comes to implementing of the curriculum and why?

Why is it necessary for the college administrators to be involved in the implementation of changes in the curriculum?

What do you think are the factors that led to the change of curriculum and stakeholders in junior secondary pre-service teacher education?

What are your suggestions for the future planning of curriculum changes in junior secondary pre-service teacher education?

## **Interview questions for subject lecturers**

### **Questions**

How do changes in curriculum affect your role as a subject lecturer?

Do you think you have adequate capacity to support and monitor changes in the curriculum?

What are the main challenges do you encounter during the implementation and support of changes in the curriculum?

What effects do changes in curriculum have on lecturers and students?

The introduction of the new curriculum is organized using modules. What is your comment about the modules?

Is the support you are getting from the college and other stakeholders enough to implement and support changes in curriculum in your subject?

What are your suggestions for future planning of curriculum changes in junior secondary pre-service teacher education?