

**THE EFFECTS OF THE 2013 REVISED SENIOR
GEOGRAPHY CURRICULUM ON PUPIL LEARNING AT
CHIKANKATA SECONDARY SCHOOL IN CHIKANKATA
DISTRICT, ZAMBIA**

by

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Zimbabwe Open University in partial fulfilment for the award of the Degree
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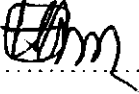
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AUTHOR'S DECLARATION

I **Humphrey Ntambo** do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged and that it has never been previously submitted for a degree at the University of Zambia or any other University.

Signature 

Date..... 27/10/16

APPROVAL

This dissertation of Humphrey Ntambo is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia.

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26th October 2016.

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ABSTRACT

The purpose of this study was to establish the effects of the 2013 revised senior secondary school geography curriculum on learning at Chikankata secondary school in Chikankata district of Zambia.

Six teachers of geography who were directly involved in the implementation of the revised geography curriculum took part in the study. The Headteacher, the Deputy Headteacher and the Head of Department for social sciences also took part by filling in the questionnaires. Additionally, twenty nine pupils were part of this study. For the above thirty eight respondents, the use of questionnaires was preferred because they reduced biasness as the researcher's own opinions did not influence the respondents to answer questions in a certain manner. Further, ten parents whose children were taking geography were interviewed in order to get their views on the 2013 revised senior secondary school geography curriculum.

The study was guided by the following research questions:

1. Why was the Senior Secondary School Geography Curriculum revised in 2013?
2. Were there teaching and learning resources for the 2013 revised senior secondary school Geography Curriculum?
3. What were the challenges faced in the implementation of the 2013 revised Senior Secondary School Geography Curriculum?
4. To what extent did the 2013 revised Senior Secondary School Geography Curriculum improve pupil learning?

The data that was collected was analysed using a comparative analysis following statistical guidelines used in descriptive statistics. This method helped to describe, show and summarised data in a meaningful way.

In view of the research questions outlined above, the researcher had the following findings discussed chronologically in the way that the research questions follow each other.

The researcher established that the school lacked adequate teaching and learning materials such as textbooks and teacher reference books. As a consequence of that, it was difficult to fully realise the objectives of the revised geography curriculum as the teaching and learning materials influenced the accomplishment of an effective and efficient implementation of a curriculum.

It was observed that the major reasons for the revision of the geography curriculum was to ensure that curriculum was relevant to both learners and society at large. This was done in the bid to have a curriculum that would produce learners who would be able to improve their own quality of life and be able to actively participate in the unfolding of development of their country through upholding the norms and values of their society. Further, the curriculum was too bulky and hence posed a lot of challenges in implementing it.

The research also revealed that there was inadequate funding from the Ministry of General Education towards the implementation of the curriculum. Hence, the school also faced challenges in the acquisition of teaching and learning resources such as textbooks for learners and reference materials for teachers.

The study established that while all the teachers of geography at the school were well qualified (all of them had Degrees), they were not fully prepared to implement the geography curriculum at the time when government imposed its implementation. Furthermore, teachers did not receive any in-service

training to equip them for the implementation process. Thus, effective and efficient implementation of the curriculum was hampered.

It was clear from the findings established that curriculum implementation involved a network of varied activities aimed at translating curriculum designs into the curriculum for the benefits of learners. In this regard, it was established that while the revised geography curriculum had some positive elements, it also had negatively affected the learners at Chikankata secondary school as it was hastily implemented as evidently seen by the lack of adequate teaching and learning materials resulting from poor funding.

DEDICATION

I dedicate this research to my mother **Mary Kalombe Ntembe** for her unwavering love, encouragement, support and who by far is the best teacher I have ever had.

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired immune deficiency syndrome
CDC	Curriculum development centre
ECZ	Examinations council of Zambia
HIV	Human immune virus
MoE	Ministry of education
SSSGS	Senior secondary school Geography syllabu
UNZA	The University of Zambia

CHAPTER ONE

INTRODUCTION

Overview

This chapter is organized in nine sub-sections comprising the following parts: background, statement of the problem, aim, objectives, research questions, theoretical framework, conceptual framework, significance of the study, delimitations, operational definitions of terms and summary.

1.1 Background of the Study

Geography is one of the subjects prescribed by the Curriculum Development Centre (CDC) on behalf of the Zambian government to be taught in Zambian senior secondary Schools. The subject draws knowledge from both the physical sciences and the humanities, hence, making it vast and dynamic.

The specifications about what is supposed to be taught to the senior secondary school learners concerning the subject is prescribed in the document known as the senior secondary School Geography Syllabus (SSSGS). The geography curriculum was designed in such a way that it brought about the important role of the subject in the preparation and execution of projects in relation to the economic growth and the social welfare of the country. Harvey and Holly (1981) contended that the subject (Geography) is a pragmatic science, which was meant to be practical in addressing issues that affect society.

The dynamic characteristic of the subject makes the geography curriculum to undergo several changes in response to societal needs. These are needs such as having a relevant curriculum that would be able to address the local and regional issues (Carmody, 2004).

Because of such needs, the Zambian Senior Secondary School Geography Curriculum was reviewed in 2000 (Ntalasha, 2004). The review was also in accordance with the Ministry of Education Policy document 2 “Educating Our Future” which described the need of education at Senior Secondary School level (MoE, 1996). According to the policy document, the need for education at Senior Secondary school was to enable learners to become responsible persons, capable of making useful contribution to society and adequately qualified for the adoption of adult roles (MoE, 1996). Thus the Senior Secondary school geography was further meant to enhance the integration and comprehensive development of each pupil’s potential. It is against this background that the senior secondary school geography curriculum has been undergoing some revision from time to time. Chikankata secondary

school was selected for this study because it was the oldest and the only mission secondary school in Chikankata district and as such, the school was perceived to be the best in terms of quality delivery and learner performance.

1.2 Statement of the Problem.

Since society is dynamic, the senior secondary school geography curriculum ought to undergo periodic revisions so as to address the changing needs and aspirations of society. Despite the revisions that had been made to the senior secondary school geography curriculum in 2013, it appears that very little has been achieved in terms of realising the relevance of the subject to the learners and society at large. If this state of affairs remained unchecked, society would continue having a curriculum that was less meaningful and beneficial to its members. Therefore, it was against this background that the study sought to investigate the effects of the 2013 revised Senior Secondary School Geography Curriculum on pupil learning at Chikankata secondary school.

1.3 Aim of the Study

The aim of this study was to establish the effects of the 2013 revised senior Secondary School Geography Curriculum on pupil learning at Chikankata secondary school in Chikankata district.

1.4 Objectives of the Study

The objectives that the study sought to achieve were:

- i. to establish why the Senior Secondary School Geography Curriculum was revised in 2013.
- ii. to find out the availability of the teaching and learning resources of the 2013 revised Senior Secondary School Geography Curriculum.
- iii. to establish the challenges faced in the implementation of the 2013 revised Senior Secondary School Geography Curriculum
- iv. to determine the extent to which the 2013 revised Senior Secondary School Geography Curriculum had improved pupil learning.

1.5 Research Questions

This study sought to have the following questions answered

- i. . Why was the Senior Secondary School Geography Curriculum revised in 2013?

- ii. Were there teaching and learning resources for the 2013 revised Senior Secondary School Geography Curriculum?
- iii. What were the challenges faced in the implementation of the 2013 revised Senior Secondary School Geography Curriculum?
- iv. To what extent did the 2013 revised Senior Secondary School Geography Curriculum improve pupil learning?

1.6 Theoretical Framework

This study employed the CIPP (Context, Input, Process and Product) evaluation model. The CIPP model was used to guide this study because it offers the process of delineating, obtaining and providing useful information for judging decisions and alternatives, (Stufflebeam and Shrinkfield, 1985). The CIPP model in this research considered all the four dimensions of evaluation namely Context, Input, Process. and Product evaluation.

The Dimensions of CIPP Model

Context Evaluation

As observed by Stufflebeam and Shrinkfield (1985). the context evaluation is the stage where evaluation is meant to provide the rationale for determining decisions about the formulation of a given programme. In this study, context evaluation was used to understand the rationale for determining certain decisions with regard to development of the Senior Secondary School Geography Curriculum that would be meaningful to learners and to society.

Stufflebeam and Shrinkfield (1985) argued that context evaluation also asks questions like ‘what needs to be done and how?’ To that effect, the context evaluation principle was used to guide the study in establishing the effects of the 2013 revised Senior Secondary School Geography Curriculum on pupil learning at Chikankata Secondary School.

Input Evaluation

Input Evaluation guided the study in establishing the extent to which the Senior Secondary School Geography Curriculum met the needs of the learners and the aspirations of Society. It further assisted in establishing the existing gaps between the 2000 and the 2013 revised Curricula so as to find ways of bridging the two.

Process Evaluation

Process Evaluation is the component of the CIPP model, which works to coordinate and strengthen the programme activities (Stufflebeam and Shrinkfield, 1985). Thus, it focused on the implementation aspect of the 2013 revised Senior Secondary School Geography Curriculum. The study used the Process Evaluation to determine how the curriculum was being implemented. Thus it was used to obtain information pertaining to the challenges of the 2013 revised Senior Secondary School Geography Curriculum

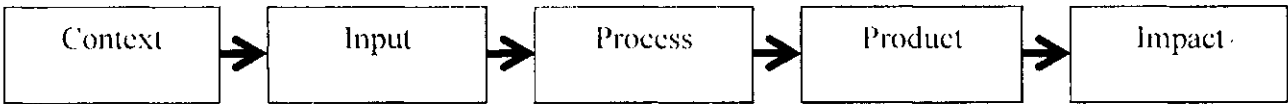
Product Evaluation

Product Evaluation was used to determine the effects of the 2013 revised Senior Secondary School Geography Curriculum on learning at Chikankata secondary school and whether the curriculum was worth continuing or modifying (Stufflebeam and Shrinkfield, 1985). Product Evaluation looked at how well the needs of the learners and society were being addressed. The incorporation of Product Evaluation guided the study in the analysis of skills, knowledge and attitudes gained by learners. Basically, then, the CIPP Model has been developed to answer four kinds of questions: what should we do? How should we do it? Are we doing it correctly? And did it work

1.7 Conceptual Framework

Basically, a conceptual framework is a diagram that visually represents and interprets the underlying theory, principles and concepts of a research - a visual presentation of variables that interrelate with one another as perceived by the researcher (Watson, (2007).

Figure 1.1 Conceptual Framework



Context evaluation provides information about the strengths and weaknesses of the geography curriculum so as to assist in planning improvement-oriented objectives at each level of the implementation process at Chikankata secondary school. Input evaluation provides information about

the strengths and weaknesses of alternative strategies which might be chosen and structured for the achievement of given objectives. Process evaluation provides information about the strengths and weaknesses of a chosen strategy under conditions of actual implementation of the geography curriculum, so that either the strategy or its implementation might be strengthened. Product evaluation provides information for determining whether objectives are being achieved and whether the change procedure which has been employed to achieve them should be continued, modified, or terminated. Impact in this regard refers to the effects that the geography curriculum has had on pupil learning at Chikankata Secondary School. These effects may be positive or negative. (Stufflebeam & Shrinkfield :1985).

1.8 Significance of the Study

This study attempted to establish the effects of the 2013 revised senior Secondary School Geography curriculum on pupil learning at Chikankata secondary school. It was hoped that once completed, the research may be useful to Teacher Educators, Education Administrators, Policy Makers, Curriculum Developers and other Stakeholders in improving the curriculum so as to enhance the quality of learning Geography in Zambia. Additionally, the research was undertaken in order to contribute to the existing body of knowledge on curriculum issues in Zambia.

1.9 Delimitation

This research only looked at the effects of the 2013 revised Senior Secondary School Geography Curriculum on pupil's learning at Chikankata secondary school. Thus, the researcher confined his research to Chikankata secondary school in Chikankata district of Zambia.

1.10 Operational Definition of Terms

Curriculum Revision in this study refers to changes or modifications in the content and organization of what was taught, in schools within the constraints of social, economic and political contexts.

Geography Curriculum The sum total of all the things the learner is expected to learn in Geography

Summary

In this chapter, the researcher highlighted the issues that justified the relevance of undertaking this research to both geography learners and society. In doing so, the researcher gave the background information about the senior secondary school geography curriculum and a problem statement. Further, the researcher stated the objectives and the research questions which guided the study. Both the theoretical and the conceptual framework were described in this chapter in order to provide a road map for the research. The researcher also made sure that in this chapter, the boundary of his study was defined. In the chapter that follows, a review of literature has been done.

CHAPTER TWO

LITERATURE REVIEW

Overview

The quality of educational experiences gained by the learners in the learning of the Senior Secondary School Geography matters a lot as it helps the learner to understand the nature of the environment in which he or she lives with respect to changing societal needs. It is therefore, important that the senior secondary school Geography Curriculum for any given nation be revised after some time so as to appreciate or improve the educational experiences of the learners amidst societal dynamics. It is argued by Fien et al. (1984) that the health and development of national Geography curriculum depends on regular and effective evaluation and revision. It follows that, through conducting effective analysis and revision of the curriculum the relevance of the curriculum in terms of its effects on the learners could be established.

In order to realize positive effects from a given curriculum, the views of the key players have to be considered in the curriculum revision process, (Holmes and Mclean 1989). Among the key players are the learners, parents and teachers especially at a local level. Gerber (2003), argued that failure to incorporate the views of the key players results into difficulties in implementing the curriculum.

This chapter was therefore organised under the following subheadings.

- i. The Zambian Senior Secondary School revised Geography Curriculum
- ii. Contributions of the Senior Secondary School Geography Curriculum- Positive effects.
- iii. Challenges of the Senior Secondary School Geography Curriculum- Negative effects.
- iv. Need for revision of the Senior Secondary School Geography Curriculum

2.1 The Zambian Senior Secondary School Revised Geography Curriculum

MoE (1996), contended that the Zambian Senior Secondary School Geography Curriculum is a programme that illustrates content that prepares learners for living responsibly within the civil society. In order to attain responsibility in civil society, the Zambian Senior Secondary School Geography Curriculum through its content provides learners with knowledge that enables them to appreciate the values of the society in which they live. It is also worth mentioning that the Zambian Senior Secondary School Geography Curriculum is a diversified and holistic programme that caters for grades 10 up to 12 and GCE learners (MoE, 1996). The programme was diversified in that it

comprises of several distinct topics. Among the topics included are those that dealt with physical geography, elements of human geography, the geography of Zambia, and geography of the sub region respectively.

The revised Senior Secondary School Geography Curriculum could also be referred to as a programme that promotes experiential learning, which is encouraged in a scientific world, (CDC, 2000 and Ntalasha 2004). This experiential learning is promoted through accommodating the field project component into the Curriculum. Thus the Senior Secondary School Geography Curriculum meant to break the monotony and boredom that exist in theoretical and textbook based Geography. Due to the arrangement of content and objectives, the curriculum promotes the designing of the teaching and learning activities in such a manner that the stated or outlined objectives can be achieved. The success of such type of curriculum according to Cornbleth (1990) is determined by the extent to which the objectives have been achieved.

The idea of having intended outcomes as prescribed by CDC (2000), poses a challenge to the curriculum. As argued by Cornbleth (1990), once there is emphasis on predetermined outcomes, there is little role for the learners apart from complying with the teachers' plans. The argument by Cornbleth (1990) was supported by Frame (2003), who stipulated that the aim of education was to encourage learners to think. As such all the outcomes could not be predetermined if educators were to leave room for learners to think.

The revised Senior Secondary School Geography Curriculum took an empirical approach to curriculum implementation where knowledge according to Frame (2003), was compartmentalized into separate spatial or temporal slots. The problem with this approach is that, compartmentalization of knowledge into separate slots limits the learners from cross-exchange of geographical knowledge and worthwhile values between them and the life outside school. This is due to the fact that this approach to curriculum implementation promotes the transfer of factual disciplinary knowledge to learners who are supposed to learn it for assessment purposes.

The revised Senior Secondary School Geography Curriculum can further be described as a statutory document meant to address the needs of Senior Secondary School education as stipulated in the national policy document 'Educating Our Future' of 1996, (CDC 2000). The needs included;

- i. Fostering creativity, imagination, resourcefulness and innovativeness in learners.
- ii. Promoting extensive knowledge, exact skills and accurate understanding of geographical education.
- iii. Providing educational experiences that will nurture skills that enable pupils to take charge of

their own learning (MolE, 1996).

2.2 The Contributions of the Senior Secondary School Geography Curriculum.

Generally, geography contributes to the good quality of life to both the learner and society. (Gerber, 2003). It follows that nations in both developed and developing countries make comprehensive geography syllabus as one of the major solutions for improved quality of life. This is in the case where a geography syllabus helps to prepare learners for a globally competitive and technologically sophisticated economy. It is further asserted by Gerber, (2003), that a geography curriculum poses some positive effects on the learners in that it facilitates for the education that promotes environmental awareness, global understanding and sceptical thinking as well as citizenship.

Tilbury and Williams (1997), contended that geographical education contributed greatly to contemporary society. This is in the case where geography curriculum reinforces skills in learners which are of growing importance in evaluating world economy; Geography education therefore, helps senior secondary school learners to understand the systematic nature of the modern world, through exploring different meanings and models of development.

It is also worth noting that geography enables senior secondary school learners to acquire a framework of knowledge about locations and places (Lambert & Balderstone 2000). The knowledge acquired helps senior secondary school learners to set local, national and international events that support their development holistically. The holistic development of learners refers to the preparation of learners for the opportunities, responsibilities and experiences of adult life. Thus a geography syllabus helps learners to understand the influence of environmental conditions on human activities and the varied ways in which societies with different technologies economic systems of cultural values have perceived, used and altered and created particular environments

A comprehensive geography education promotes the senior secondary school learners' understanding of global interdependency, (Pike and Selby 2005). Thus geographical education contributes to the long tradition of examining the manner in which different influences play their part in giving a place its character. As subscribed by Des (1990) geography facilitates the promotion of understanding, tolerance and friendship amongst all nations, racial and religious groups and fosters the activities of the United Nations in the maintenance of peace. Furthermore, a geography curriculum contributes to the learners' knowledge of being aware of the way decisions are made and the factors that influence those decisions.

In as much as the senior secondary school geography seeks to promote the development of the learner holistically it has to satisfy two apparently contrary requirements. Thus on one hand the curriculum needs to reflect on the broad educational aims which apply to all learners of whatever ability at whatever school, while on the other hand, it needs to accommodate differences in the ability and other characteristics of learners of the same age. However, the senior secondary school geography faces a great challenge in accommodating differences in the ability and characteristics of learners of the same age due to the examination needs, which do not consider the differences in abilities.

2.3 Challenges of the Senior Secondary School Geography Curriculum.

The curriculum problem for the geography education system can be seen to exist at several levels and in numerous dimensions (Graves, 1979). The problems to curriculum have emanated from, the pressures of the social and economic sectors of nations. Thus, the problems in curriculum are attributed to the question of how the curriculum is planned for senior secondary schools. This is in terms of the structure and content, whether there is supposed to be separate content to suit learners of different abilities.

Lambert and Balderstone (2000) viewed the problem to the geography syllabus as arising from the content of the subject. This implies the problem of how to decide on what kind of geography curriculum is to be taught in schools. Furthermore, there is a problem of structuring the course in such a way that it ensures some progression on understanding so that geography can effectively help to stretch some young minds without putting others off. The problem again is how to devise the learning experiences that the teacher can use to enable learners to acquire certain skills and ideas into the overall geography course.

The flexibility of the curriculum in the light of providing feedback is yet another observable problem. This is in the case where feedback through tests, feedback from student evaluation, feedback from colleague and parents is inadequately addressed.

The geography curriculum is faced with a problem of incorporating values of education to the curricular, (Nmafe 1986). These are the values that were true to the lives and cultures of people. The problem regarding values is that issues are presented generally such that they are misleading in some certain localities for instance, in the case of floods, the curriculum pointed at the hazardous nature of floods, however in certain parts of the country like the Western Province, floods were not a hazard but a resource. As such generalizing the issue of floods poses an effect on some learners

In addition, geography learning required that environmental issues and sustainable education be addressed fully (Lambert and Balderstone, 2004). As such the geography curriculum is meant to embrace environmental geography in addition to human and physical geography. It is under environmental geography that causes of global environmental change, fragility of environmental systems and sustainable development were addressed. However, with regards to the revised senior secondary school geography curriculum, environmental geography is not addressed as a component on its own, instead, what was addressed were environmental issues in the curriculum. The problem with this type of arrangement is that environmental issues are approached literally hence learners miss out on a number of issues that affect them locally and globally.

(Gerber 2003) stated that a geography syllabus affects learners negatively when it is prescriptive and limited in scope. Thus the limitations mostly arise from lack of resources and expertise among teachers. In this regard the quality and quantity of textbooks available for exploitation of a given geography syllabus pose a challenge to learners. This is in a case where the textbooks are not of quality and also not enough to cater for the learners. Under these circumstances, learning became restrictive hence little room for learners' exploration and initiative. The curriculum further poses negative effect on learners if they do not understand why they have to learn what is prescribed for them

Stenhouse, (1975), contended that the effects of a curriculum on learners can be attributed to the manner the school curriculum was designed. It follows that a curriculum package, which was designed to be delivered almost everywhere emphasized outcomes as the central and defining feature. The challenge that comes with this type of design is that learners became passive. The observation of learners being passive means lack of expression by learners in the way the learning sessions evolve as such, attention shifts from learning to teaching. However, as observed by Grundy (1987), a curriculum is meant to exhibit characteristics that make the process of learning unlike teaching the central concern.

The other challenge posed by the curriculum on the learners is that it places high premium on examination. As such, there is less attention paid to the context in which learning takes place. As a result, the learners' ability to apply skills in order to make sense of the world around them was overlooked. Cornbleth (1990) further subscribed to Stenhouse (1975), who stated that emphasis on public examinations has an effect on the learners in that it becomes difficult to get the weak students involved in the learning process. This is due to the fact that the standard of the examination overrides the standards immanent the subject.

It is very difficult to successfully implement a curriculum if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. (Sibulwa1996). Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation the of curriculum. In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. Although the government introduced tuition fees in secondary schools and higher institutions of learning to cushion the dwindling resources, the move has had little impact as most learning institutions are still experiencing liquidity problems. This has had a negative effect on curriculum implementation.

Unavailability of school facilities and equipment like classrooms, libraries, resource centres, offices, desks, schools halls and others. The fact that the education sector is under-funded by the government means that the availability and quality of facilities in learning institutions is affected negatively. It has been observed that in most government schools in Zambia with an exception of the newly built, infrastructure is in a deplorable condition. Kelly (1999) described the buildings as “dilapidated, unsafe and sometimes unusable.” In certain instances, some schools have inadequate classroom accommodation, which gives rise to double or triple shift in order to give all eligible children an opportunity to learn. Meanwhile, some schools, especially in remote areas, have no buildings at all. Furniture is also inadequate in most schools and in some cases the seats and desks are battered or totally absent (Kelly 1996). However, the face of infrastructure has improved in some schools with the help of donor funding such as ‘sector pool’.

Teaching and learning resources are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all - no books or writing material, no chalk, no science apparatus, inadequate or out of-date library (Kelly 1999). Worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available. In such situations, teacher effectiveness is hampered and it becomes almost impossible for the teacher to render individual pupil attention because of large numbers of pupils in classes - over enrolment. This kind of situation in institutions of learning will make it very difficult for curriculum implementers to carry out their roles effectively.

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This implies that success of the curriculum depends on the teachers (Okello and Kagoire 1996). A sufficient supply of trained teachers is therefore, needed if the implementation of the curriculum is to be effective. In Zambia, however, learning institutions have been for a long time experiencing a shortage of the teaching staff and the rural areas are the most affected since teachers shun those areas. Teacher pupil ratio is too high and in some cases, untrained teachers are involved. When a school does not have enough teachers, the few that are there are overstretched/overloaded; hence they are overworked which in turn affects their capacity to teach effectively. In the case of high schools, for example, where there is specialization in terms of teaching subjects, some subjects are not offered in certain schools even though they appear in the curriculum because of trained teachers in those subjects are not available. Such hindrances are also found in higher institutions of learning. A good example is the University of Zambia where curriculum Development Studies is offered as an elective instead of a compulsory course in the school of Education due to shortage of trained staff in the subject area. Okello and Kagoire (1996) say "the quality of education of a country largely depends on the quality of teachers." In other words, the quality of education is as good as the quality of teacher. If the quality of teachers is poor, the quality of education will be poor. What this means, therefore is that the quality of teachers will determine the effectiveness of curriculum implementation. The education system needs adequately trained and motivated teachers in order to succeed in its programme but the Zambian education system lacks such teachers. For instance, the intended curriculum includes content for learners with special needs but trained personnel to handle such learners are inadequate. Hence, in some cases, they end up being taught by untrained teachers. This problem is also experienced in high schools where there are diploma holders who are only trained to handle junior classes but are also handling senior classes and as such quality is compromised. In other instances, some teachers fail to perform effectively despite their being fully qualified because they are either not well-educated or trained or they are well-educated and trained but demoralized. While the ill-trained teachers lack subject matter, the well trained teachers fail to implement the curriculum out of frustration because he or she has not been given the material resources needed for the professional discharge of his duties (Kelly 1999). For example, a teacher of English who has no material for comprehension lessons will abandon the component all together and concentrate on teaching components such as structure where material is available. Similarly, in the absence of apparatus and chemicals needed for experiments, a science teacher will teach experiments theoretically, denying the learners the practical aspect of the content.

Poor conditions of services for curriculum implementers are another challenge. In the same vein, poor salaries, no housing and generally poor conditions of service also demoralize the teachers who may resort to go into private commercial enterprises to supplement meagre salaries. If various education policies and programmes are to be effectively implemented, teachers ought to be adequately trained and motivated. After pre-service training which provides foundation for professional service, teachers need to keep abreast with new developments in the system through in-service training. Other professional staff such as laboratory technicians and librarians also needs to be in-serviced in order to give sound support to the teaching staff in the implementation of the curriculum

Poor time management by school administrators and teachers is another factor. Curriculum implementation is also hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by administrators and the class teacher. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time, teacher-service programmes which last the whole day and learners are either sent away or asked to stay away from school, unplanned holidays such as when a teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that take place at the expense of learners.

When it comes to classroom time management, the class teacher is the main player. A teacher who is not time conscious is not disciplined and a drawback in as far as curriculum implementation is concerned. For instance, a teacher of English who goes to class five [5] minutes for each lesson in a particular class every day, will have lost 25minutes at the end of the week. That is a lot of learners time wasted and will derail the implementation of the curriculum since curriculum developers take time into consideration when developing the curriculum. Teacher absenteeism from work for various reasons also costs the pupils learning time. Learner absenteeism from school also deprives the learner of learning time. In addition, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allocation of more time to the same task(Kelly:1999). Apart from that mock and final examinations also take up learning time for non-examination classes.

It should be noted that there are many factors that have a negative effect on curriculum implementation, it has been observed that, the nation's economy plays a vital role in as far as the implementation of the curriculum is concerned. The availability of all resources required in the education system to facilitate effective teaching and learning processes depend on the money available. To a larger extent even the learners' well-being in terms of good health and nutrition is also

determined by the nation's economy. In view of this, curriculum developers, adopters and implementers should be mindful of destructors such as these and address them adequately in order to minimize the impediments to curriculum implementation in learning institutions.

2.4 Need for Revision of the Senior Secondary School Geography Curriculum

Changes to school geography in Zambia was the response to the search for relevance in curricula development which begun in 1964 (Carmody, 2004). Thus change had been precipitated by the need to provide a curriculum that would enable learners to face the world of work. Relevance of the curriculum further meant a movement from an educational system that was focused on the provision of credentials to one that promoted acquisition of skills (Des, 1990). The school curriculum in Zambia as observed by Carmody (2004) was too academic due to its centrality characteristic. The curriculum was centralized in the sense that decisions on what to include and not to include were the sole responsibility of the government hence a top down dominated approach.

The centralized curriculum lacked relevance to local and regional technologies outside the school such as fishing, agriculture and wildlife management (Carmody, 2004). As a result the learners who underwent this curriculum process lacked skills, which were relevant to the challenges that they would face in the real world. Thus the learners were not provided with practical skills that were necessary for survival in an economic competitive society. It was due to the challenges faced by the learners that the Zambian education providers thought it wise to change the school curriculum. By 1964 efforts 39 were made to localize the school curriculum of which school geography was a part (Carmody, 2004).

2.4.1 The 1968 Diversification of School Curriculum

Further efforts were made to diversify the school curriculum in 1968 (Carmody, 2004). The changes at this point were facilitated by the need for greater practicability and skills training for the learners. These were senior secondary school learners who were being prepared for a world of employment. As the search for relevance continued, there was further need to change school curriculum in 1996 (Kelly, 2006). The need for change at this moment was meant to vocationalize school curriculum as demanded by society. This was necessitated by the emergence of education for development hence the education reforms of 1977 were a great back up to this change.

2.4.2 The 1976 Education for Development

Kelly (2006), stated that, education for development was initiated because of the complaints from society, which ranged from changes of irrelevant curriculum to the elitist bias of the educational system. Thus society needed learners who, after attaining secondary education, would be able to participate in the development of their own county through upholding the norms and values of their society. Kelly (2006) further observed that education was a social institution, which reflected the characteristics of society. It follows that at the time when education for development was proposed, society was characterized with the political ideology of Humanism. As such the secondary school geography learners needed to be equipped with skills that would motivate them to take up practical jobs meant to contribute to the development of their own societies. This was the case where geography was meant to promote the learning of value-laden issues.

2.4.3 The 1977 Education Reforms

The need for relevance took another dimension in 1977, thus there was need to change the school curriculum so that it embraced the development of a whole person (Kelly, 2006). These changes were enshrined in the education document known as the Educational Reforms of 1977.

According to the aspirations of the Education Reforms of 1977

“the party, government and the people of Zambia have repeatedly stressed the need to create a system of education which is properly attained to and more fully meets the needs and aspirations of Zambians and which functions as a powerful instrument for our society’s progress.”(MoE, 1977:147)

The need to change the school curriculum in this case was meant to address the needs of the Zambian society. Among them was the need to develop the potential of each citizen to the full for his own wellbeing as well as that of society (MoE, 1977). It follows that these changes were to be enshrined in the senior secondary geography curriculum among which geography was included. As such the senior secondary geography was to be a programme that would prepare learners for entry into tertiary institutions. The curriculum content was further meant to determine the type of education that was to be given. Hence the content was to be enriched by reflecting both the urban and the rural environment.

2.4.4 The 1996 Zambia National Policy on Education

Gerber (2003) contended that learners needed to be assisted to understand how the globalization forces operated and how society was being changed forever. Zambia therefore being part of the global village had to respond to global concerns. It was in this view that in 1996 the Zambian education system was faced yet with another need for change (MoE, 1996). The changes in the education system as observed by Habowa (2006) were focused on raising the quality of educational provision for all. Thus a comprehensive education system scheduled to address the issues of equity, gender, HIV/AIDS and environmental problems (MoE, 1996).

The changes in the education system that took place in 1996 affected the entire education curriculum of which the high school geography curriculum was a part. Thus the geography high school curriculum had to be reviewed in 2000 with the sole purpose of improving the quality of education as stipulated in the National Policy on Education called “Educating Our Future”, (CDE 2000).

Improving the quality of education was further projected as a response to the overall aim of education as outlined in the National policy. The aim states that “the overarching aim of school education in Zambia is to promote the full and well-rounded development of the physical, intellectual, social, effective, moral and spiritual qualities of all learners, so that each pupil can develop into a complete person for his or her own personal fulfilment and for the good of the society” (MoE,1996).

The overall aim had further been broken down into a specific goal for high school education. This goal stated that high school education was to enable every pupil to become a well-educated person who was useful to society and who was adequately prepared for furtherance of his or her education or for becoming a self-supporting worker (MoE 1996)

In order to compliment and strengthen the MoE efforts in trying to meet the set goals so as to provide education to high school learners, the geography high school curriculum had to undergo changes, which among other things meant removing the alien topics. These were such topics like Glaciations and North America, which were viewed to be very distant from the horizon of the Zambian high school geography learners as observed by Habowa (2006). The removal of the alien topics from the curriculum was meant to bring about positive effects on the learners in that the tendency of memorization was also done away with.

Graves (1980) recommended a more intellectually challenging subject for old learners if it had to be exciting and meaningful. This observation was in agreement with the statement from the National

Policy on Education which states that high schools were required to intensify the preparation they gave to learners for the conclusion of life in school and the commencement of adult life (MoE, 1996).

It follows that among the needs to change the high school geography curriculum was to open up a universe of intellectual inquiry for the learners. This was the case where the ‘New’ curriculum had to include a component of fieldwork where learners were exposed to the examination of economic competition, poverty, environmental degradation, ethnic conflict, health care, global warming, literature and culture and above all to international relations. The examination of these issues would enable learners to confront adult life with less difficulty. The other reason why the fieldwork component was introduced to the ‘New’ geography curriculum was to make the learning of the subject more practical.

The practicability aspect of the curriculum was drawn from the reasoning of Graves (1980), who contended that a geography curriculum had to influence experiment and practice. It followed that the changes in the high school geography curriculum were effected so as to avail learners with research skills. These research skills enabled learners to recognize their familiar environment as they gained some acquisitions such as asking questions observation, estimating, and data collecting, declaring data and presenting research results. Furthermore, it is worth noting that the objectivity for the acquisition of research skills was to help the geography high school learners appreciate their local environment through realizing that the environment and human beings were a part of the whole. As such the learners were made to see the mutual relationship between human beings and the environment.

The needs for changes in the high school geography curriculum in Zambia were not only precipitated by the educational changes but also societal changes. As Graves (1980) observed, the pressures that lead to changes of the geography curriculum were largely social and economic, though in some cases they were mostly political. Thus for the Zambian situation, societal changes included among other things a need to deal with the issue of cultural rights, geopolitics, diversity of human experience through gender issues and promotion of attitudes and values.

In response to the societal changes, the high school geography curriculum was therefore scheduled to change so that it would address the need for socialization, appreciation of differences and tolerance so as to enable the learners to live peacefully as they uphold the acceptable norms and values of society. The essence of learners in acquiring norms and values of society was to prepare them to become real adults, who were able to live responsibly.

The further changes in society as observed by Kelly (2006) were the democratic values that had started evolving in Zambia. Following the democratic characteristics of society, the high school

geography curriculum was scheduled to change so that the learners would receive information and knowledge on the nature of democracy in the country, (Carmody, 2004). It follows that the information on democracy was going to liberate the minds of learners by making them aware of the ways in which society worked. This would therefore, assist learners in reaching their own conclusions as they would be able to think logically and independently on the basis of evidence.

Above all, the changes that were made to the senior secondary school geography curriculum were meant to alleviate the negative effects that were observed in the former Senior Secondary School Geography Curriculum

Summary

In this chapter, the researcher discussed four main themes of the literature reviewed and these included: the Zambia senior secondary school geography curriculum which was meant to prepare learners for living responsibly within the civil society. Secondly, the contributions of the geography curriculum were discussed and one of the contributions stated was that it promoted learners' understanding of global interdependency. Thirdly, some of the challenges faced in the implementation of the geography curriculum included the problem of how to decide on what kind of geography curriculum was to be taught in schools and limited funding capacities which subsequently contributed to lack of teaching and learning resources. Finally, the researcher reviewed literature regarding the need to revise the geography curriculum and one of the salient points that come up were that the geography curriculum was undergoing revision in order to make it more relevant to learners and society. In the next chapter, the methodology of this study is described

CHAPTER THREE

METHODOLOGY

Overview

This chapter discussed the research methodology used in the investigation of the effects of the 2013 revised Senior Secondary School Geography Curriculum on learning at Chikankata secondary school. This chapter is arranged as follows : type of research design employed in the study, target population, sampling procedure, research instruments, reliability and validity, data collection procedures, sample size, data analysis and ethical considerations and summary.

3.1 Qualitative Research

This research employed a qualitative approach and used a descriptive design so that the researcher could collect qualitative data which would give descriptive statistics such as percentages and frequencies. The descriptive design technique helped the researcher to describe, show and summarise data in a meaningful way and this allowed patterns to emerge from the data collected.

Qualitative research provided understanding and description of respondent's personal experiences of phenomena (i.e., the emic or insider's viewpoint) Qualitative methods or approach enabled the researcher to identify contextual and setting factors as they related to the phenomenon of interest

3.2 Research Design

In this study, a descriptive or survey design was used to conduct the research. This was so because the researcher could use various forms of data as well as incorporating human experience. Additionally, it gave the researcher the ability to look at whatever he was studying in so many various aspects which provided a broader overview of the issue under study (Guy 1981).

3.3 Target Population

The target population in this study included all the pupils, School, administrators, all teachers and all parents at Chikankata secondary school.

3.4 Sampling Procedure

Purposeful sampling as a tool for data collection was used to select the respondents that the researcher assumed to be the custodians of the information that was needed for the study. Purposive sampling was used as a sampling technique because it served a time, controlled significant variables and allowed for matching of sample data, it was flexible and met multiple needs and interests. It enabled the researcher to select a sample based on the purpose of the study and knowledge of a population. . The primary objective of this type of non-probability sample is to produce a sample that is representative of a particular population. This was done by using the researcher's knowledge of the population and selecting a sample of elements in a non-random manner. Purposive sampling becomes useful in this situation, because it offers a wide selection of non-probability sampling techniques. Purposive sampling techniques allowed the researcher to make generalizations from the sample that were being studied, whether these generalizations were logical, analytic or theoretical in nature. (Bondi and Wiles 1998)

By virtue of being the school overseers, both the Headteacher and the Deputy Headteacher were sampled using the purposive sampling technique to be part of the respondents because they played a pivotal role in the implementation of the geography curriculum by ensuring that all stakeholders play their roles in the implementation process as well as creating a conducive environment for quality delivery of educational services in the school. Further, purposive sampling was also applied in the sampling of the Head of Department for social sciences to be part of the respondents because geography was one of the subjects found in the social sciences department which was under his jurisdiction.

All the six teachers of geography at Chikankata secondary school were purposefully sampled to be part of the respondents because these were the direct implementers of the geography syllabus. This enabled the researcher to gather data which could be used in the study.

The researcher sampled pupils who were in grade twelve(12) at the time of the research as respondents because these pupils had learnt the 2013 revised curriculum for a longer period of time than any other set of pupils in the school and hence were considered to have the necessary information for the study. Since the school had four grade twelve classes namely 12B, 12G, 12P and 12R and that only 12B was taking geography, the researcher purposely sampled 12B and it was from this class that respondents were selected. Considering that the researcher only needed thirty (30) respondents who were gender balanced out of the forty five (45) pupils from 12B, Stratified random sampling technique was employed because it was objective and that the whole population was represented in

the sample. In the attempt to select these respondents, the researcher separated the girls from the boys and each member of the two groups picked a paper written on it Yes or No from a box designated for their gender. Those who picked papers written Yes on them were the ones that were considered to be respondents. Thus, fifteen (15) boys and fifteen girls were selected to make thirty (30) respondents. However, only twenty nine (29) pupils participated in the study because one girl who was selected refused to participate in the study.

The researcher only managed to identify ten (10) parents who lived near the school and had children who were in grade twelve (12) and taking geography. Seven (7) were female and three (3) were male. Hence the researcher decided to include them in the sample as respondents.

3.5 Sample Size

A sample was defined by Best and Kahn (2008: 264) as a 'small proportion of the population that is selected for observation analyses. Ghosh (2003: 117) also defined a sample as 'a subset of the whole population which is actually investigated by a researcher and whose characteristics may be generalised for the entire population'. The target group of respondents in this study included the Head teacher, Deputy Head teacher, Head of Department for social science, Six (6) Teachers of Geography, twenty- nine (29) Grade twelve Pupils who were taking geography. Furthermore, ten (10) Parents who stay closer to the school and had children taking Geography were also selected.

3.6 Research Instruments

The researcher used questionnaires to gather data from the Head teacher, the Deputy Head teacher, the Head of Department for Social Science, Teachers of Geography and Pupils while interview schedules were used on Parents. This was done in order for the researcher to have a variety of responses which could enable him to compare the responses so as to avoid biases in the findings and conclusions to be drawn. Oei and Zwart (1986) suggested that participants actually respond differently to questionnaire and interview prompts, claiming that face-to-face interviews triggered strong affective responses while questionnaires permitted a wide range of responses, of, perhaps, a more cognitively dispassionate nature. Questionnaires and interview schedules were important means of obtaining direct responses from participants about their understanding, conceptions, beliefs, and attitudes; hence, these methods could not be discarded.

3.6.1 Questionnaires

Questionnaires had both open and closed-ended items and were used for teachers and pupils because they formed a large group of the sampled population. As explained by Saratankos (1996) questionnaires were used because they were advantageous as they could be used to collect objective and consistent data and gave respondents time to consult files and were uniform in nature. Questionnaires were further preferred because they collected data in a systematic and orderly manner. In the context of this study, questionnaires were used as they enabled the researcher to gather large amounts of information from people in a short period of time. Further, the researcher employed questionnaires because they reduced biasness as the researcher's own opinions did not influence the respondents to answer questions in a certain manner.

3.6.2 Interview Guides

Interview guides were used to collect information from parents. Although this technique was time consuming, it was effective in that it helped the researcher to probe the respondents for supplementary valuable information for the research. It was observed to be an appropriate way of collecting information from some parents who were not able to express themselves in writing or who did not have time to sit and answer the questionnaire.

3.7 Reliability and Validity

Reliability can be thought of as consistency of the instrument to measure what it is intended to measure whereas Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform.(Stafford 2005). The researcher conducted a pilot research at the nearest secondary school (Teranovah secondary school) in order to test the reliability of the instruments before using them at the target school. Thus, a test- retest method was used Further, the supervisor was given to authenticate the instruments. The validity of the instruments used in the research was done through triangulation and also member checking the questions which they had already answered to see if they could give same or different answers.

3.8 Data Collection Procedure and Time Line

Prior to the data collection exercise, the researcher sought for written permission from the University of Zambia and the Headteacher at Chikankata secondary school to conduct a research. After this, the

researcher proceeded with data collection (See appendices 6 and 7).The period for data collection lasted for three weeks.

3.9 Data Analysis

The data that was collected was analysed by making a comparative analysis following statistical guidelines used in descriptive statistics. This was so because descriptive statistics helped in describing, showing and summarising data in a meaningful way such that patterns emerged from the data.

3.10 Ethical Considerations

Ethical issues arose throughout the entire process of the study and these ethical concerns were taken into consideration from the start of the research process to the final report.

3.10.1 Researcher and Participant relationship

The researcher made sure that respondents were not compelled to give information but were requested and voluntarily did so at their own convenient time and place. The researcher also made sure that only those who accepted to take part in the research were considered as respondents. Further, the researcher ensured that he used palatable language to all the respondents regardless of their age and social status. This resulted into overwhelming support and co-operation on the part of the respondents.

3.10.2 Time and Validity of Research Design

The time frame of the study and the research design was given to the supervisor for validation. The supervisor approved the research design and the time frame after corrections were done by the researcher. Thereafter, the researcher was allowed to go ahead with data collection.

3.10.3 Assurance of Confidentiality

The researcher made sure that the information obtained from the respondents was treated with utmost confidentiality. To achieve this, the researcher ensured that the questionnaires did not require respondents to write their names so that in the event that the questionnaire was misplaced or accidentally left where other people could easily access it, they would not know the respondent who

answered .Further, the researcher made sure that the answered questionnaires and interview guides were kept safely at a place where access was only the preserve of the researcher.

3.10.4 Reciprocity

During the process of data collection, the researcher ensured that the respondents were appreciated for the information that they gave. A token of appreciation was given at the end of data collection exercise in order to avoid capturing biased data.

All the respondents except pupils were each given talk time for twenty kwacha for their various network providers as a token of appreciation for the job done. On the other hand, pupils were each given a soft drink (Fanta) and a biscuit to appreciate them for the work done.

Summary

In this chapter, the researcher has outlined the various methodological aspects that guided the progression of the research in terms of describing, showing and summarising data. The researcher outlined the target population as all pupils, all administrators, all teachers, and all parents who had children at Chikankata secondary school. Further, the sampling procedures and the sample sizes were explained for each group of respondents. The type of research instrument that was employed for each group and the reasons for employing such a particular instrument were explained. Additionally the processes that were involved to test both the reliability and validity of the instruments employed in the study were described. Finally, the data collection procedure, data analysis method and the ethical considerations that were employed in the study were discussed. In the next chapter, the results of the study are presented.

CHAPTER FOUR

RESULTS

Overview

This chapter presents the demographics of the respondents and the findings of the study. The findings were presented and interpreted in relation to the research questions that read as follows:

- i. Why was the senior secondary school geography curriculum revised in 2013?
- ii. Were there teaching and learning resources for the 2013 revised senior secondary school geography curriculum?
- iii. What were the challenges faced in the implementation of the 2013 revised senior secondary school geography curriculum.
- iv. How effective was the 2013 revised senior secondary school geography curriculum?

4.1 Demographics of the Respondents.

In this study, the researcher had five groups of respondents who were categorised as follows: School Head and Deputy, Head of Department for social sciences, Teachers of Geography, Grade twelve Pupils who took Geography and Parents whose children were in grade twelve and took Geography. The researcher incorporated forty eight (48) respondents in total. All teachers including the Head and the Deputy were degree holders. All parents had tertiary education. Thus, three had certificates, five were diploma holders and two were degree holders.

Table 4.1 Frequency and Percentage distribution of the respondents

Respondents	F	%
Headteacher	1	2
Deputy Headteacher	1	2
Teachers	6	13
Parents	10	21
Pupils	29	61
TOTAL	48	100

Table 4.1 above indicates that there were five groups of respondents which included the Headteacher and the Deputy Headteacher representing two (2) percent of the total sampled population. Six (6) teachers of geography representing thirteen (13) percent were considered in the study. Further, ten parents (10) representing twenty one (21) of the total sampled population were considered in the research. Lastly, twenty nine (29) pupils representing sixty one (61) of the sampled population were involved in the study.

4.2 Revision of the Senior Secondary School Geography Curriculum.

Owing to the fact that curriculum revision was inevitable in any given society, the researcher sought to establish the reasons advanced for the revision of the geography curriculum.

This research also purposed to find out the views of the respondents on the reasons why the senior secondary school geography curriculum was revised in 2013. There were a number of varied reasons that were given to this effect. Among many reasons that were given by respondents was the need to exploit the local community, culture and content. The findings for the revision of the 2013 senior secondary school geography curriculum have been presented in table 4.2.

Table 4.2 Frequency and percentage distribution on the reasons for the revision of the senior secondary school geography curriculum in 2013

Responses	Head & Deputy	HoD	Teachers	Pupils	Parents	F	%
It was too bulky	2		5	16	7	30	63
Q							
It had little relevance and value to society	2		6	6	3	17	35
It had a lot of sub region content than Zambia			3	8	1	12	25

It was not sustainable as some topics were not valuable to the learners.			3	6	2	11	23
CDC compared what we offer in Zambia with other countries			1	3		4	8
Out of curiosity		1		4		5	10
To meet the aspirations of learners	2		6	16	7	31	65
Learners were supposed to exploit their local environment	1	1	9	7	6	24	50
Not sure of the reasons				9	1	10	21

Table 4.2 shows that thirty (30) out of the total sample representing sixty three (63) percent said the curriculum was revised because it was too bulky for both teachers and learners. Seventeen (17) out of the sampled population representing thirty five (35) percent indicated that the curriculum was revised because it had little relevance and value to the Zambian society. Twelve (12) of out of the total sampled population representing twenty five (25) percent held that the 2013 senior secondary school geography curriculum was revised because it had a lot of the sub-region content than that of Zambia.

Eleven (11) out of the sampled population representing twenty three (23percent) indicated that the curriculum was revised because it was not sustainable as some of the topics were not valuable to the learners. Four(4) of the sampled population representing eight (8) percent suggested that the curriculum was revised after comparing what was offered in Zambia with that which other countries offered Five (5) out of the sampled population representing ten (10) percent argued that the curriculum was revised out of curiosity. Furthermore, thirty one (31) out of the sampled population representing sixty five (65) percent indicated that the curriculum was revised in order to one which meets the aspirations of learners. Twenty four (24) out of the sampled population representing fifty (50) percent argued that the curriculum was revised because learners needed a curriculum that would help them exploit their local environment. Finally the table above reviews that ten (10) out of the sampled population representing twenty one (21) percent said they were not sure of the reasons for the revision of the curriculum.

4.3 Availability of Teaching and Learning Resources.

In the quest to establish whether or not the teaching and learning resources were available, the researcher sought to inquire from the various groups of the sampled respondents on the availability of the teaching and learning resources for the revised geography curriculum.

The information collected or gathered from the field was diverse. This is to say that the respondents in the field gave different answers as regards to the availability of the 2013 revised senior secondary school geography teaching and learning resources. While others said the teaching and learning resources were not readily available, others held that the resources were available except that they were not enough coupled with the issues of being of poor quality. Furthermore, some respondents expressed ignorance as to whether or not the materials were available in the school.

Table 4.3 Frequency and percentage distribution of the responses regarding the availability of teaching and learning resources

Responses	Head & Deputy	HoD	Teachers	Pupils	Parents	F	%
There were no resources.		1	2	16	3	22	46
There were only a few copies for grade 10 Geography.	2	1	5	8		16	33
Resources were available but not enough to meet demand	2	1	4	4	4	15	31
Old resources were still being used	1	1	6	20	1	29	60
Few resources							
Available were of poor quality	1	1	4			6	13
Difficult to access resources	2	1	4	7	3	17	35
Not aware of whether resources were there or not					3	3	7

According to table 4.3, twenty two (22) out of the total of forty eight sampled respondents representing forty six (46) percent said the school did not have the teaching and learning materials.

Sixteen (16) out of the sampled number of forty eight representing thirty three (33) percent held that there were only a few copies of grade ten (10) pupils copies for the 2013 senior secondary school geography teaching and learning materials. Fifteen (15) respondents representing thirty one (31) percent stated that the teaching and learning materials were available except they were not enough to meet the demand. Furthermore, information as tabulated above review that twenty nine (29) of the sampled population representing sixty (60) percent said old materials were the ones still being used due to scarcity of materials. Six (6) respondent representing thirteen (13) percent of the sampled population indicated that the few available materials were of poor quality. Seventeen (17) respondents representing thirty five (35) percent of the sampled population held that there were a lot of difficulties in accessing the teaching and learning materials. Lastly, three (3) respondents representing seven (7) percent of the sampled population said they were not aware whether teaching and learning materials were there or not.

4.4 Challenges in the Implementation of the Geography Curriculum

Considering that curriculum revision may not go without implementation challenges, the researcher sought to identify the challenges that stakeholders such as teachers faced in the implementation process of the geography curriculum

Kelly (1994) contended that the acquisition of learning requires that appropriate and adequate educational materials and equipment support the process. Following this assertion by Kelly (1994), the researcher sought to find out the challenges that were observed by the teacher respondents as they implemented the 2013 Senior Secondary School Geography Curriculum. The responses by the teachers are presented in the table below.

Table 4.4 Frequency and percentage distribution of teacher responses on challenges of implementing the revised curriculum

	Head & Deputy	HoD	Teachers	Responses	%
Inadequate information on the part of Teachers	2		4	6	87
Inadequate teaching and learning resources	2	1	6	9	100
Some pre-requisite topics were removed		1	4	5	56
The syllabus was not readily available			2	2	22
Teaching and learning resources were too shallow		1	6	7	78
Some topics included lacked background information		1	4	5	56
Poor funding	2	1	3	6	87
Lack of teaching and learning aids			4	4	44

There were a number of implementation challenges that have been unfolded or established in this research and some of the responses made by those directly involved in the implementation process such as the Head teacher, Deputy Head teacher, Head of Department (social science) and Teachers of Geography have been tabulated above. According to table 4.4.1 above, Six (6) out of the sampled total of nine (9) senior secondary school geography curriculum implementers representing eighty seven (87) percent said one of the challenges in the implementation of the 2013 revised senior secondary school geography curriculum was that teachers who were directly involved in the implementation process did not have sufficient information on how to implement the curriculum. All the nine (9) directly involved senior secondary school geography curriculum implementers representing hundred (100) percent argued that inadequate teaching and learning materials was a serious challenge that negatively affected the implementation process of the 2013 senior secondary school geography curriculum. Five (5) out of the nine (9) sampled implementers of the curriculum representing fifty six (56) percent postulated that some pre-requisite topics were removed from the curriculum hence posing implementation challenges on teachers. Two (2) out of nine (9) respondents representing twenty two (22) percent contended that the 2013 revised senior secondary school syllabus was not readily available and this posed a challenge in implementing the curriculum. According to table 4.4.1, Seven (7) out of the nine (9) implementers selected representing seventy eight (78) percent held that the few available teaching and learning materials were shallow thereby making it difficult to effectively implement the curriculum. Five (5) out of the nine (9) selected implementers of the curriculum representing fifty six (56) percent said some topics that were included in the 2013 revised senior secondary school geography curriculum did not have background information and this made teaching difficult and challenging. Six (6) out of the nine (9) directly involved geography curriculum implementers representing eighty seven (87) percent argued that poor funding was one of the challenges affecting the implementation of the curriculum. Lastly, Four (4) out of the nine (9) actively involved respondents in the implementation of the curriculum said inadequate teaching and learning aids were an impediment to the implementation of the 2013 revised senior secondary school geography curriculum.

4.5 Effectiveness of the Geography Curriculum.

In order to determine the effectiveness of the geography curriculum, the researcher sought to establish the professional qualifications of teachers, teacher preparedness for the implementation process of the curriculum and whether or not teachers were in-serviced to equip them for the implementation of the curriculum.

The need for an effective and efficient curriculum in any country cannot be overemphasised if the aspirations of the learners and society at large are to be achieved. In order to establish the effectiveness of the 2013 revised senior secondary school geography curriculum, the researcher sought for the following parameters: Teacher qualification, Teacher preparedness, Teacher in-service trainings, Pupil interest in the subject, Parents views and the Positive and Negative effects of the 2013 revised curriculum respectively.

4.5.1 Teacher Qualifications

In the quest to establish the effectiveness of the 2013 revised senior secondary school geography curriculum, the researcher got interested in knowing the qualifications of the teachers including the Headteacher and the Deputy as these were the major players in the implementation process of the geography curriculum. The responses to the question of teacher qualifications revealed that all the teachers sampled including the school administrators were degree holders. This may suggest that they were capable of implementing the demands of the 2013 revised senior secondary school geography curriculum effectively.

4.5.2 Teacher Preparedness

It was indeed important for the researcher to know the preparedness of the teachers in the implementation of the revised geography curriculum and that explained why the question regarding teacher preparedness to implement the curriculum was asked because they were regarded as key players in the design and implementation process. (Gerber, 2003). Below is a table showing the responses of teachers with regard to their preparedness.

Table 4.5 Frequency and percentage distribution of teacher preparedness to implement the geography curriculum.

Responses	f	%
Teachers who were prepared for the curriculum	2	22
Teachers who were not prepared for the curriculum	6	67
Teachers who were not sure of whether they were prepared for the curriculum or not	1	11
TOTAL	9	100

According to the tabulated information above, two (2) teachers representing twenty two (22) percent of the total nine (9) teachers sampled said they were prepared for the demands of the curriculum. Six (6) teachers out of the sampled nine (9) teachers representing sixty seven (67) percent argued that they were not prepared for the curriculum at the time it was supposed to be implemented while one (1) teacher out of the sampled nine (9) teachers representing eleven (11) percent held he did not know whether he was prepared for the demands of the curriculum or not.

4.5.3 In service Training of Teachers

The question on this part read as follows: Have teachers of geography at Chikankata secondary school been in- serviced to equip them and ensure quality delivery to pupils?

In order to measure the effectiveness of the curriculum, the researcher sought to inquire whether or not teachers received in- service training to equip them for the implementation process of the curriculum. Nine (9) teacher respondents were considered and these included the Head and the Deputy Head. According to the responses given, no teacher was in-serviced.

4.5.4 Views of the Grade Twelve Learners on the liking of Geography.

The question that was asked on this part read as follows: Do you like learning geography?

The researcher found it prudent to seek the views of learners on their interest in geography. This was because learners were regarded as key players in the design and implementation of a new programme as observed by (Gerber, 2003). The essence of capturing learners was also drawn from the observation made by Habwe (2006) who contended that, learners were in a better position to give a more realistic picture of their experiences having undergone a learning process. This study therefore, captured the views of the geography learners who were doing grade twelve (12) at the time of the research. As earlier alluded to, this research used twenty nine grade twelve (12) geography learners. Out of this number fifteen (15) were males while fourteen (14) were female respectively. A questionnaire was used to do this exercise. By capturing the views of pupils, the researcher sought to find out from the learner respondents if they enjoyed learning Geography. The responses were as tabulated below.

Table 4.6 Percentage distributions of responses of learners towards their liking of learning Geography

Respondents	F	%
Pupils who disliked learning Geography	9	31
Pupils who liked learning Geography	20	69
TOTAL	29	100

The Table above shows that sixty nine (69) percent liked learning geography while only thirty one (31) percent did not like learning geography. Thus, according to the data above, many pupils enjoyed learning geography.

4.5.5 View of Parents / Guardians on the Geography Curriculum

The participation of society in this case, parents or guardians was important for a successful delivery of any given curriculum. The 2013 revised Senior Secondary School Geography Curriculum was among the educational programmes that had to value the input of parents. This study sampled ten (10) parents whose children were taking geography and were requested to participate by giving their views on some aspects of the Geography Curriculum. Among the aspects were:

- i. Parents understanding of Geography
- ii. Expectations from Geography learners’
- iii. Importance of Geography and what learners were to be taught
- iv. Support to learners

4.5.5.1 Understanding of Geography as a Subject

In order to solicit for responses on what they understood about geography as a subject, the researcher opted to ask a question which read as follows: What is your understanding about geography as a subject?

When asked what they understood by Geography as a subject, the parent respondents had varying descriptions. Thus among them was an understanding of Geography as the study of nature. Parents went further by stating that Geography had to do with the creations of things on earth. It was also

stated by the parent respondents that Geography was a subject that dealt with human life and it gave the specifications on how human beings could look at the earth and what the earth could provide for human beings. From the findings, it was evident that parents had some idea of what Geography was.

4.5.5.2 Expectations of Parents

Owing to the fact that society was dynamic, the researcher wanted to know the kind of a geography curriculum that parents wanted their children to be subjected to at school. Consequently, the question that was asked was basically aimed at soliciting for responses from parents regarding to the kind of a geography syllabus that they expected to be covered in school.

Since it was found out that parents did appreciate Geographical Education from the description that they gave about the subject, their expectations from the Geography learners needed to be established. As such, when asked about what they expected from the learners of Geography, the parent respondents indicated that learners were supposed to grow and develop into responsible members of society who were able to exhibit knowledge about the climate, economy, floods and the types of soils. Other parents also indicated that they expected the Geography learners to understand water. Thus through learning of Geography, learners were supposed to know how to access ground water and contribute to the development of the communities and the country as a whole.

4.5.5.3 The Value of Geography in Schools

In an attempt to establish what parents thought was the value of geography to both learners and society, the researcher ventured into asking a question which was aimed at ensuring that parents gave responses to what they thought was the value or relevance of learning geography in schools. To this effect, the question that was asked read as follows: What do you think was the importance of learning Geography in schools?

The parent respondents indicated that Geography was an important subject because it enlightened people on the issues of the environment. Thus one parent respondent stated that: “Geography should be compulsory at high school because it addresses issues pertaining to the global climatic change which should be understood by the present generation.” Natala (2016). The value that was attached to Geography as evidenced by the statement from the parent respondent signifies concern for the future generation. The response from the parents showed that sustainability was appreciated hence a positive effect of the Geography Curriculum. When asked about what they wanted the learners to be taught in Geography, the parent respondents said that the issue of culture needed to be emphasized. Thus the

respondents said that learning Geography without relating the beliefs, attitudes, norms and traditions of Zambian communities could render the subject to be distant and irrelevant. Following this, one parent respondent stated that; "We want Geography to help put Zambian life in place. In olden days people respected one another but this has since gone with the decline of culture." Linyantwe (2016). A further need by the parent respondents was that learners should be offered practical Geography that would enable them to contribute to their local communities in the areas of farming, environmental management and protection. This type of Geography could therefore help learners to acquire survival skills.

4.5.5.4. Support to the Senior Secondary School Geography Learners

Bearing in mind that educating pupils involved teachers and parents, the researcher wanted to establish the kind of support that parents gave their children in order to help them meet the demands of the revised geography curriculum. To achieve this, the question that was asked read as follows: How have you supported your child/ children towards the learning of the revised geography curriculum?

When asked about the type of support that could be appropriate to the High School learners to enhance effective learning, the parent respondents gave different views. Thus the parent respondents proposed that learners were supposed to be supported financially. It was observed by parents that learners experienced a lot of difficulties in finding the rightful materials such as textbooks. Furthermore, it was stated by the parent respondents that participating in field projects was yet another difficulty that was experienced by learners. This was in the case where learners were asked by the school authority to pay for the field project. The parent respondents further proposed that learners needed support in terms of modern technology. This meant provision of computers and Internet facilities. This could enable learners to access new and vital information pertaining to Geography. Parent respondents also indicated the importance of offering moral support. It was established from the responses given by parents that some learners did not do well in Geography because the teachers always used intimidating remarks. These remarks discouraged geography learners from progressing well in Geography learning. The other support that was thought would help the Geography learners according to the parent respondents, was exposing the learners to role models. Thus there was need to motivate learners through embarking on sensitization talks with people who had studied geography such that it had made them attain certain status in society.

4.5.5.5 Positive and Negative Effects of the 2013 Revised Senior Secondary School Geography Curriculum

In the interest of ascertaining how positively and negatively the revised geography curriculum had affected pupil learning at Chikankata secondary school, the researcher asked a question which read as follows: What were some of the positive and negative effects of the 2013 revised senior secondary school geography curriculum?

The 2013 senior secondary school geography curriculum according to the responses gathered in the field had both positive and negative effects which have been presented separately below

4.5.5.5.1 Effects of the 2013 Senior Secondary School Geography Curriculum

The responses indicating the positive effects of the curriculum from the forty eight sampled respondents have been stated in the table that follows. The respondents included the Head teacher, Deputy Head, Head of Department for social sciences, six teachers of Geography and ten parents of children who took geography respectively.

Table 4.7 Frequency and percentage distribution of the positive effects of the 2013 senior secondary school geography curriculum

Responses	f	%
Understanding of environmental issues	10	21
Acquisition of skills in map reading	5	10
Acquisition of skills in time calculation in varying climatic zones	6	13
Understanding of industrial activities through field work executions	4	8
Acquisition of knowledge on settlement planning	7	15
Acquisition of skills in project report writing	5	10
Understanding of drainage patterns	2	4
Understanding of population problems and ability to create solutions	6	13
Appreciation of natural resources	3	6
TOTAL	48	100

Table 4.7 indicates that the learning of the 2013 Senior Secondary School Geography Curriculum affected learners positively through the acquisition of varying skills. Among these skills were those that enabled them understand and appreciate the need for natural resource conservation and protection, understanding of environmental issues and Understanding of population problems and ability to create solutions among others.

4.5.5.5.2 Effects of the 2013 Senior Secondary School Geography Curriculum

The table below show the responses indicating the negative effects of the curriculum from the forty eight sampled respondents which include the Head teacher, Deputy Head, Head of Department for social sciences, six Teachers of Geography and ten parents of children who take geography respectively.

Table 4.8 Frequency and percentage distribution of the negative effects of the 2013 revised senior secondary school geography curriculum

Responses	F	%
Too shallow that learners were left half baked	9	19
Inadequate learning materials adversely affected teaching and learning	11	22
Some important topics were removed	7	15
Most of the content for the topics that were included in the curriculum have been reduced	5	10
Some pre-requisite topics for certain topics were removed making it difficult for pupils to understand	8	17
Some teachers did not have the syllabus for the revised curriculum	2	4
Poor quality of teaching and learning materials	6	13
TOTAL	48	100

According to Table 4.8, nine (9) out of the forty eight sampled respondents representing nineteen (19) percent said the curriculum was too shallow that the learners produced were half baked. Eleven (11) out of the sampled respondents of forty eight (48) representing twenty two (22) percent argued that inadequate learning materials adversely affected teaching and learning. Seven (7) out of the sampled respondents representing fifteen (15) percent contended that some important topics were removed from the curriculum. Five (5) out of the sampled respondents representing ten (10) percent postulated that some of the content for the topics included in the curriculum was reduced. Eight (8) out of the sampled respondents representing seventeen (17) percent suggested that some pre-requisite topics for certain topics were removed making it difficult for learners to understand, Two (2) out of the sampled respondents representing four(4) percent held that some teachers did not have the revised curriculum syllabus hence hampering effective teaching and learning. Lastly, six (6) out of the sampled respondents representing thirteen (13) percent argued that the quality of the teaching and learning materials for the revised 2013 senior secondary school geography curriculum were poor.

Summary

This chapter basically dealt with the presentation of the findings from the field with respect to the four major research questions which were framed to help the researcher capture relevant information that was eventually used to draw conclusions and make recommendations. The findings or results were presented in accordance with the manner in which the research questions were following each other. Descriptions and statistical tables were used to present the result or findings from the field. In the next chapter, the results of this study were discussed..

CHAPTER FIVE

DISCUSSION

Overview

This chapter sought to discuss in details the findings that were gathered from the field with respect to the objectives and research questions that were drawn in order to accomplish the demands of the study. The discussions therefore anchored on the four main themes which included: the availability of teaching and learning resources for the 2013 revised senior secondary school geography curriculum, reasons for the revision of the geography curriculum in 2013., challenges faced in the implementation of the 2013 revised senior geography curriculum and lastly the effectiveness of the 2013 revised senior secondary school geography curriculum respectively.

5.1 Reasons for the Revision of the Geography Curriculum in 2013

Changes to school geography curriculum in Zambia was the response to the search for relevance in curricula needed to provide a syllabus that would enable learners to face the world of work. Relevance of the curriculum further meant a movement from an educational system that was focused on the provision of credentials to one that promoted acquisition of skills (DES, 1990). The school curriculum in Zambia as observed by Carmody (2004) was too academic due to its centrality characteristic. The curriculum was centralized in the sense that decisions on what to include and not to include were the sole responsibility of the government hence a top down dominated approach. Additionally, the centralized curriculum lacked relevance to local and regional technologies outside the school such as fishing, agriculture and wildlife management (Carmody, 2004). As a result the learners who underwent such curriculum process lacked skills, which were relevant to the challenges that they would face in the real world. Thus the learners were not provided with practical skills that were necessary for survival in an economic competitive society. It was due to the challenges faced by the learners that the Zambian education providers thought it wise to revise the senior secondary school geography curriculum (Carmody, 2004).

It is worth noting at this point that the researcher established a number of varied reasons from the field as to what respondents thought were the reasons that prompted the revision of the senior secondary school geography curriculum in 2013. Among the reason that wre given include those discussed below one by one

Thirty (30) out of the total of forty eight respondents sampled representing sixty three (63) percent argued that the curriculum was revised in 2013 because it was too bulky for both teachers and learners to adequately handle it. This explained why it was very difficult for teachers to finish the syllabus before pupils wrote their final grade twelve (12) examinations from ECZ. This may have subsequently led to the poor performance of pupils in their examinations as some of the questions brought in the examinations may not have been covered during the learning process. Further, it may also be argued that this state of affairs might have significantly led some pupils to dislike Geography as a subject. Thus, the researcher noted that the syllabus should not be too long as this had the capacity to cause deficiencies in the teaching and learning process on account that teachers were particularly interested in completing the syllabus without necessarily taking keen interest on the understanding of pupils on the subject matter. This is in tandem with Frame (2003) who argued that the worthiness of a curriculum is heavily dependent on its length, consistency and practicality of its content.

It is also important to note that thirty one (31) out of the forty eight sampled respondents representing sixty five (65) percent held that the senior secondary school Geography curriculum was revised in 2013 because it did not meet the aspirations of the learners. This meant that the geography syllabus was not able to help learners be useful people in their respective societies contrary to the assertion that education or better still a curriculum should be able to make learners useful not only to themselves but to the community at large. Strictly speaking, if a curriculum does not address the social, economic, political and cultural needs of individuals and the broader society, it can be perceived as irrelevant and not worth pursuing. It is for this reason that curriculum designers and developers ought to be very careful to ensure that the curricula that are designed and developed are relevant to individual learners and society. When this happens, learning may be interesting and beneficial to learners. In agreement to the statement above, MoE (1996) contended that the overall aim had further been broken down into a specific goal for high school education. This goal stated that high school education was to enable every pupil to become a well-educated person who was useful to society and who was adequately prepared for furtherance of his or her education or for becoming a self-supporting worker.

Furthermore, twenty four (24) out of the forty eight (48) sampled respondents representing fifty (50) percent contended that the senior secondary school geography curriculum was revised in 2013 on account that learners were not very much exposed to topics that could help them exploit their own local environment. Instead, the curriculum was flooded with topics drawn from the sub-region countries. This might have been a boring course of study on the part of learners because most of the things they learnt were basically in abstract and hence difficult to comprehend. To embrace this,

Habowa (2006) argued that in order to compliment and strengthen the MoE efforts in trying to meet the set goals so as to provide education to high school learners, the geography high school curriculum had to undergo changes, which among other things meant removing the alien topics. These were such topics like Glaciations and North America, which were viewed to be very distant from the horizon of the Zambian high school geography learners. In view of the above, argument, it may be feasible to say that among the many reason that could have led to the revision of the senior secondary school geography curriculum in 2013 was to remove some of the topics that were not relevant to the Zambian situation and replace them with topics that were perceived to be of crucial importance in the Zambian context such as environmental hazards, mining field project and many others. In addition, geography learning required that environmental issues and sustainable education be addressed fully (Lambert and Balderstone, 2004). As such the geography curriculum is meant to embrace environmental geography in addition to human and physical geography because it was under environmental geography that causes of global environmental change, fragility of environmental systems and sustainable development were addressed.

5.2 Availability of Teaching and Learning Resources.

The availability of teaching and learning materials is a very important aspect in the implementation process of the curriculum at any given point. These materials may include textbooks and teacher reference materials. In a case where such materials are not available, the teaching and learning process may be extremely difficult and demotivating on the part of teachers and learners. Teaching and learning materials play an important role in the implementation process of a curriculum as they empower both teachers and learners in that they act as a guide in the acquisition and imparting of knowledge. Schartz & Saddler (2007) argued that “in the face of any end result, and what teachers and learners can accomplish is largely influenced by the material support they receive”. In this case, the dual seem to be suggesting that without teaching and learning materials, it is practically difficult to achieve meaningful results in the teaching and learning process.

The analysis of the results obtained from the field as evidenced in table 4.2 indicated that there were very few teaching and learning resources in the school and this explained why both teachers and learners were still using old textbooks as reference resources in the implementation of the 2013 revised senior secondary school geography curriculum. Furthermore, the available teaching and learning materials were of poor and compromised quality and as a consequence of that, effective, teaching and learning was adversely hampered by this state of affairs. The scarcity and inadequate availability of the teaching and learning resources in the school according to the information gathered

seemed to have frustrated teachers and learners as this was the primary basis upon which an effective implementation of the curriculum was heavily anchored. Schartz and Sadler (2007:991) emphasized that teaching and learning require support and scaffolding to ensure that teachers and learners operate at their optimal skills levels by way of providing them with adequate teaching and learning materials. This means that teachers' different teaching styles and needs must be given serious attention. As a result, this will enable teachers to internalize the use of various approaches and pedagogical knowledge in their teaching practice to ensure effectiveness and efficiency. From the foregoing, it is abundantly clear that quality delivery of educational services is to a larger extent dependent on the availability of quality teaching and learning resources without which quality delivery of educational services may be jeopardised. It is for this reason that any government that seeks to provide quality and meaningful education to its citizens must ensure that teaching and learning resources are readily available so that there is no amount of guessing on the part of teachers when it comes to the implementation of the curriculum.

In view of what Schartz and Sadler (2007) alluded to above, the implementation of any course of study or curriculum seem not to be achievable if teaching and learning materials are not readily available in a school or a learning institution. Thus the success of the implementation process of a curriculum such as the 2013 senior secondary school geography curriculum is significantly dependent on the availability of quality teaching and learning materials. McCombs & Whistler (1997:166) argued that effective curriculum implementation requires a commitment to developing necessary teaching and learning resources, including indispensable knowledge, skills and training.

On the other hand, some respondents contended that the same teaching and learning materials that were not readily available were also very difficult to access. This means technically that at the time of the implementation process of the revised senior secondary school geography curriculum, teaching and learning materials may not have been developed yet. When the teaching and learning materials are rarely accessed or difficult to find, it means automatically that the implementation process of the curriculum becomes compromised thereby affecting quality delivery of educational services. Furthermore, Green *et al* (2005) argued that it is necessary to understand the dynamics and the degree of resources available of the curriculum to support the revision effort. Additionally, Jansen (1999) emphasized that curriculum development as a long term development needs rearrangement of content including the availability of materials and text book revision. Ewkes (1998) further argues that "teaching materials, if they are to achieve their aims, must be up-to-date, applicable and cover the required scope of the subject. " The latter seems to be suggesting that teaching and learning resources must be subjected to revision or updates in order to meet the dynamic needs of learners and society.

On the other hand, Stevens (2000) postulates that “teaching resources, first and foremost, need to be understood. Availability in the local language makes any learning resource more attractive and valuable and increases its demand. Sadly, most materials are available in English only. Where English is not the user's first language but is the language used or encouraged in the workplace or educational institution, it is important to ensure that materials are produced in plain English.” This is to say that the adequate availability of teaching and learning resources in itself is not enough if the issue of the common language that the learners understand is not taken into consideration when developing learning materials. Thus, pupils can only learn effectively if they understand the language of instruction and that which they read in books.

To achieve and be able to manage curriculum revision and its subsequent implementation, CDC should have ensured that everything is put in place before hand so as to reduce on issues of lacking adequate supply of teaching and learning materials at the time of implementing the curriculum.

5.3 Challenges in the Implementation of the 2013 Geography Curriculum

Suffice to mention that there were a number of challenges that were established regarding the 2013 revised senior secondary school geography curriculum from the nine (9) teacher respondents who included the Headteacher and the Deputy Headteacher respectively. All the teachers sampled in exception of the Headteacher and the Deputy Headteacher were teachers of Geography and that was meant to gather authentic information directly from the implementers of the curriculum. The major implementation challenges of the 2013 revised senior secondary school geography curriculum faced included : Inadequate information on the part of teachers as curriculum implementers, Inadequate teaching and learning materials, Some pre-requisite topics for those included in the curriculum were removed, Available few teaching and learning materials were shallow and poor funding from the central government. These challenges according to research findings were discussed below one by one.

It was established that teachers who were the key players in the implementation process did not have sufficient information on how best the curriculum was supposed to be implemented. This was according to the statistics which reviewed that six (6) out of the nine (9) sampled teacher respondents representing eight seven (87) percent held to the above position . In view of the above, it may be deduced that the implementation process suffered significant setbacks in as far as efficiency and effectiveness was concerned as the major implementation drivers did not seem to have sufficient information. To complement the above position, (Gerber 2003) stated that a geography curriculum affected learners negatively as it was prescriptive and limited in scope. Thus the limitations mostly

arose from lack of resources and expert knowledge and skills among teachers. This is in tandem with the maxim which says “where there is no vision people perish”

On the other hand, all the nine (9) teacher respondents representing hundred (100) percent contended that there were insufficient teaching and learning materials to use in the implementation process of the curriculum. The fact that all the teachers attested that teaching and learning materials were inadequate meant that the quality of teaching and learning was compromised and hampered as materials such as text books played a crucial role in the implementation process of a curriculum. Teaching and learning materials were very important as they helped in broadening the scope of the subject matter thereby increasing the knowledge base and understanding of both teachers and learners respectively. In agreement to the above, Gerber (2003) stated that a geography curriculum affected learners negatively when it was prescriptive and limited in scope. Thus the limitations mostly arose from lack of resources such as textbooks and expertise among teachers. In this regard the quality and quantity of textbooks available for exploitation of a given geography curriculum posed a challenge to learners.

Further, seven (7) out of the nine (9) sampled teacher respondents representing seventy eight (78) percent argued that the available few materials were too shallow. This meant that the process of teaching and learning was highly compromised and below par as teaching and learning materials contributed significantly to the quality provision of education. A state of affairs like this one reduces the morale of teaching and learning hence jeopardising the implementation process of the 2013 revised senior secondary school geography curriculum. To support the findings above, (Gerber 2003) noted that the limitations mostly arose from the poor quality of textbooks available for exploitation of a given geography curriculum. Since the teaching and learning materials were considered to be too shallow it is correct to assume that what pupils learnt was too shallow for their usefulness to themselves and society. This could also be in harmony with the language used in computer studies which says “Garbage in Garbage out?”

The other challenge regarding the implementation of the 2013 revised senior secondary school geography curriculum was that there was poor funding from government to effectively and efficiently implement the curriculum. Six (6) out of the nine (9) sampled teacher respondents representing eight seven (87) percent held this view point. Technically, this explains why there were Limited number of teaching and learning materials such as textbooks and teaching aids. In harmony with this assertion, MoE (1996) noted that government budgetary allocations alone were not sufficient for ensuring quality education delivery. Hence there was a critical need to involve district councils, communities, private providers, religious bodies, non-governmental organizations, and voluntary bodies in the provision of education and the improvement of its quality. Zambia also looked to the donor

community for continued and increased assistance to enable it to provide good quality education to all eligible learners. Further, Sibulwa (1996) contended that it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of curriculum. In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not. Although the government introduced tuition fees in secondary schools and higher institutions of learning to cushion the dwindling resources, the move has had little impact as most learning institutions are still experiencing liquidity problems. This has had a negative effect on curriculum implementation.

Contrary to the above assertions on the implementation challenges of the curriculum, Cornbleth (1990) contended that the challenge posed by the curriculum on the learners was that it placed high premium on examination. As such, there was less attention paid to the context in which learning took place. As a result, the learners' ability to apply skills in order to make sense of the world around them was overlooked. Cornbleth (1990) further subscribes to Stenhouse (1975), who stated that emphasis on public examinations had an effect on the learners in that it became difficult to get the weak students involved in the learning process. The dual scholars above seem to be implying that the main interest of the curriculum was tilted towards examinations rather than the acquisition of relevant knowledge and skills on the part of learners. This subsequently encouraged learners to venture into memorisation of concepts rather than understanding them for their betterment in future. On the other hand, teachers also might have been interested in teaching and covering topics that were examination oriented hence compromising the standards of teaching Geography.

5.4 The Effectiveness of the 2013 Geography Curriculum.

It is important to note that the effectiveness of the 2013 senior secondary school geography curriculum was measured using a variety of parameters that the researcher thought would significantly help to determine whether or not the curriculum was effective. Some of the parameters used ranged from teacher qualifications, teacher preparedness, positive and negative effects of the curriculum

respectively. A discussion on each of the parameters used was made below with respect to the findings from the field.

5.4.1 Teacher Qualification

The research data as revealed in chapter four (4) suggested that all the nine (9) teacher respondents which included the six (6) teachers of geography, the Headteacher and the Deputy Headteacher had a degree qualification. Thus, they were qualified enough to handle the demands of the revised geography curriculum. So, if the question of teacher qualification arose in the implementation process, there was no doubt that all teachers of geography were well qualified to meet the demands of the revised geography curriculum. In short, according to the information obtained from the field, teachers were competent enough to implement the curriculum effectively and efficiently. To support the assertion above, Okello and Kagoire (1996) contended that “quality of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This imply that success of the curriculum depends on the teachers A sufficient supply of trained teachers is therefore, needed if the implementation of the curriculum is to be effective”. Additionally, Mckermen (2008) noted that “the quality of education of a country largely depends on the quality of teachers.” In other words, the quality of education is as good as the quality of teacher. If the quality of teachers is poor, the quality of education will be poor. What this means, therefore is that the quality of teachers will determine the effectiveness of curriculum implementation. The education system needs adequately trained and motivated teachers in order to succeed in its programme” Further, Brown, (1994) stated that no matter how kind, amiable and well-meaning a teacher may be, he or she cannot possibly succeed unless he/she has a thorough knowledge of the subject matter he/she is teaching and a good general knowledge. Teaching does not happen accidentally, and for it to be effective it needs thorough planning and preparation. Thus, teacher qualification and competence plays a crucial role in ensuring an effective and efficient implementation of any prescribed curriculum.

Research consistently shows that teacher quality whether measured by content knowledge, experience, training and credentials, or general intellectual skills is strongly related to student achievement: Simply, skilled teachers produce better student results. Many researchers and analysts argue that the fact that poor and minority students are the least likely to have qualified teachers is itself a major contributor to the achievement gap. It follows that assigning experienced, qualified teachers to low-performing schools and students is likely to pay off in better performance and

narrowing gaps.(Aaronson: 2007). Additionally, Brown, (1994) further postulated that “excellence in high school depends on many things: the teacher, course content, a clear philosophy and workable plan for meeting students’ needs, serious dedication to learning goals, and adequate financial support. The role of the teacher, however, is the most important. Without a well-educated, strongly motivated, skilled, well-supported teacher, the arch of excellence in high school collapses. The teacher is the keystone of quality.” Education research has continued to show that an effective teacher is the single most important factor of student learning. Thus, up to this far, the researcher may say teacher qualification contributes significantly to effective and efficient implementation of any given curriculum.

5.4.2 Teacher Preparedness

It was noted that six (6) out of the nine sampled teacher respondents representing sixty seven (67) percent argued that they were not adequately prepared for the commencement or implementation of the revised geography curriculum at the time when the government imposed its execution. On the other hand, only two (2) out of the nine (9) sampled teacher respondents representing twenty two (22) percent contended that they were ready to implement the geography curriculum at the time it was imposed for implementation by the government while only one (1) out of the nine (9) sampled teacher respondents representing eleven (11) percent claimed not being aware of whether or not he was ready for the implementation of the geography curriculum. From these statistics given above, it can be deduced generally that teachers were not ready for the implementation of the revised senior secondary school geography curriculum at the time government called for its implementation and this could have adversely affected its efficiency and effectiveness. In agreement to the above assertion, Brown et al (1994) noted that” teaching is a complex endeavour, involving classroom management, lesson preparation and organization of teaching and learning activities, evaluation and feedback. Students’ success in the classroom is largely based on effective classroom instruction and adequate preparation by teachers” .It therefore follows that since many teachers were not prepared for the implementation of the curriculum, their performance in class could have been below the required standards hence creating a knowledge gap in learners.

5.4.3 Positive Effects of the 2013 Geography Curriculum.

According to the research findings established in chapter four (4), there were a number of positive effects of the senior secondary school geography curriculum on the learners and these included an understanding of environmental issues, field work projects which enabled learners to exploit their

own local environment thereby having a broader view of it, understanding the population problems and their solutions and the acquisition of knowledge on settlement planning. Suffice to say that these positive effects of the geography curriculum if properly exploited may help the learner to improve the quality of his or her life and that of society at large. To complement, MoE (1996) argued that “the overarching aim of school education in Zambia is to promote the full and well-rounded development of the physical, intellectual, social, effective, moral and spiritual qualities of all learners, so that each pupil can develop into a complete person for his or her own personal fulfilment and for the good of the society”

5. 4. 4 Negative Effects of the 2013 Geography Curriculum

The research further revealed that there were a number of negative effects of the 2013 revised senior secondary school geography curriculum which could have negatively impacted its smooth implementation. Some of the negative effects established in the research have been discussed below one by one.

5.4.4.1 Inadequate Teaching and Learning Resources

According to the findings in chapter four (4), it was established that there was a shortage or worse still a scarcity of teaching and learning resources in the school for the revised geography curriculum and that even the few materials that were available were of poor quality .In view of this, it may be assumed that this state of affairs adversely affected the teaching and learning process and eventually impeding the curriculum implementation process.. Teaching and learning resources play a crucial role in the implementation process of a curriculum so much that if they are not available, very little can be achieved. Kelly (1999) argues that” limited procurement and supply of instructional materials such as textbooks and chalk may end up frustrating the implementers of the curriculum and thereby leading to low performance. Worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of materials. In such situations, teacher effectiveness is hampered and it becomes almost impossible for the teacher to render individual pupil attention”

5.4.4.2 Shallow Curriculum

Findings established that the curriculum had become too shallow in that some topics were removed and even those that remained had some of the content in them removed. Further, some of the pre-requisite topics to those that were maintained in the curriculum were removed and this made teaching

and learning difficult. This may have led to compromises in efficiency and effectiveness of curriculum implementation. On a larger scale, this scenario left learners with knowledge gaps which may render them irrelevant in meeting the day to day challenges of society.

5.4.4.3 Inadequate Funding

Information gathered from the field also indicated that the school was poorly funded by government towards the implementation of the 2013 revised senior secondary school geography curriculum. This may be an explanation as to why the school did not have enough teaching and learning materials among other important things. Funds play an important role not only in the effective implementation of the curriculum but also in the general running of the day to day affairs of the school. Sibulwa (1996) noted that it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. No doubt this situation was a recipe for compromised effectiveness and efficiency.

Summary

This chapter discussed the findings of the research established in chapter four (4) of this dissertation. The themes discussed include the availability of the teaching and learning resources for the 2013 revised senior secondary school geography curriculum, reasons for the revision of the curriculum in 2013, challenges faced in the implementation of the geography curriculum and lastly the effectiveness of the 2013 revised senior secondary school geography curriculum.

It was established that the revised geography curriculum did not have adequate teaching and learning resources and as a consequence of that, teachers faced a lot of challenges in the implementation process. Further, the researcher discussed on a number of reasons for curriculum revision but the major one being the search for relevance in what was to be taught to learners.

Among other issues, the researcher discussed about the challenges faced in implementing the 2013 revised geography curriculum and one of the prominent one was lack of adequate funding from central government which led to a lot of implementation challenges of the curriculum. Lastly, the researcher discussed about the effectiveness of the 2013 revised geography curriculum where it was revealed that while teachers were well qualified, they were not prepared for the implementation

process at the time government called for it. In the chapter that follows, conclusions and recommendations were drawn.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter summarizes the study by highlighting major findings. It is in this chapter that the conclusions have been drawn. The chapter also outlined the recommendation made by the researcher.

6.1 The Main Research Findings

The major findings established in this study have been outlined below one by one.

6.1.1 Reasons for the Revision of the Geography Curriculum in 2013

It was observed that the major reasons for the revision of the geography curriculum were basically to ensure that the curriculum was relevant to both learners and society at large. Thus, the curriculum was supposed to produce learners who would be able to improve their own quality of life and be able to actively participate in the unfolding of development of their country through upholding the norms and values of their society. Further, the curriculum was too bulky and hence posed a lot of challenges in implementing it.

6.1.2 Availability of the Teaching and Learning Resources.

The researcher established that the school lacked adequate teaching and learning resources such as textbooks and teacher reference books. As a consequence of that, it was difficult to fully realise the objectives of the revised geography curriculum as the teaching and learning resources influenced the accomplishment of an effective and efficient implementation of a curriculum.

6.1.3 Challenges in the Implementation of the Senior Secondary School Geography Curriculum

The research revealed that there was erratic or inadequate funding from the central government towards the implementation of the curriculum, as a consequence of that impediment. The school faced challenges in the acquisition of teaching and learning resources such as textbooks for learners and reference materials for teachers.

6.1.4 Effectiveness of the 2013 Revised Senior Secondary School Geography Curriculum.

The study established that while all the teachers of geography at the school were well qualified (all of them had Degrees), they were not fully prepared to implement the geography curriculum at the time when government imposed its implementation. Furthermore, teachers did not receive in-service training to equip them for the implementation process. Thus, effective and efficient implementation of the curriculum was hampered.

6.1 Conclusions

In view of the findings outlined, the following conclusions were drawn:

- i. The school lacked adequate teaching and learning resources such as pupil textbooks and teacher reference books. As a consequence of that, it was difficult to fully realise the objectives of the revised geography curriculum as the teaching and learning resources influenced the accomplishment of the requirements of the Geography curriculum. Resulting from this state of affairs, teachers were compelled to use old reference books which did not have other topics hence making their work difficult and frustrating.
- ii. The major reasons for the revision of the geography curriculum were basically to ensure that the curriculum was relevant not only to learners but also society at large. Thus, the curriculum was supposed to produce learners who would be able to improve their own quality of life and be able to actively participate in the unfolding of development of their country through upholding the norms and values of their society and that the curriculum was too bulky and posed a lot of challenges in implementing it
- iii. The major challenge that the school faced was that it did not receive adequate funding from the central government towards the implementation process of the curriculum. As a consequence of that impediment, the school faced challenges in the acquisition of teaching and learning resources such as textbooks for learners and reference books for teachers. This insufficient funding by the government also inhibited other activities from being conducted in the school.
- iv. While all the teachers of geography at the school were well qualified (all of them had Degrees), they were not fully prepared to implement the geography curriculum at the time when government imposed its implementation especially that teachers did not undergo in-

service training to equip them for the implementation process. This negatively affected teaching and learning as teachers were not very sure of what to do.

- v. The Geography curriculum was hastily implemented and this explains why there were no teachings and learning resources, inadequate funding, no in-service training for teachers among other issues. This was also a recipe for the implementation challenges that were faced.

6.2 Recommendations

In view of the conclusions drawn, the following recommendations were made:

- i. Ministry of General Education should ensure that teaching and learning resources are provided to schools before the commencement of the implementation process of any curricula. Additionally, if the implementation process was already in progress as was the case when the study was conducted, the Ministry of General Education should expedite the process of providing teaching and learning resources so as to enhance efficiency and effectiveness in the implementation of the curriculum.
- ii. Ministry of General Education should endeavour to provide a geography curricula that was supposed to produce learners who would be able to improve their own quality of life and be able to actively participate in the unfolding of development of their country through upholding the norms and values of their society. Further, the curriculum drawn ought to be user friendly and not too bulky as doing so posed implementation challenges.
- iii. Ministry of General Education ought to adequately fund schools so that they are able to smoothly implement the demands of the geography curricula. With funds available, school authorities would be able to purchase teaching and learning resources thereby increasing efficiency and effectiveness in the implementation of the curriculum.
- iv. Before the implementation process of the revised geography curricula, the Ministry of general education should ensure that teachers are in serviced so as to adequately equip them for the new challenges that the curriculum may pose. This may increase the motivation and competence of teachers in the implementation of the curriculum as they were the major stakeholders when it comes to the implementation part.

6.3 Suggestions for Further Research

- i. Future researchers on the effects of the 2013 revised senior secondary school geography curriculum should look at this subject from a broader scope as this research was confined to one school only.
- ii. Other researchers should look at the effects of the 2013 revised curricula on learning for other social science subjects such as Religious Education, History and Civic Education.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE HEADTEACHER AND THE DEPUTY HEAD

I am a Master of Education Management Student at the University of Zambia who is currently carrying out a research on the effects of the 2013 revised Senior Secondary Geography Curriculum on learning at Chikankata Secondary School. To this effect, you have been chosen as a possible source of information for the research.

Be assured that this research is purely academic and that the information you provide will be treated with utmost confidentiality.

Instructions

- You are requested to be as precise as possible.
- Please do not write your name on the questionnaire.
- Ensure that you tick your responses or filling in the spaces provided.

SECTION A -Particulars

- 1 Name of the school.....
- 2 Designation.....
- 3 Number of years in service.....
- 4 Number of years served in your position.....

SECTION B Research Questions

5 Are there teaching materials in the school such as Text books and other reference materials for the revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain Why?

6 Is the 2013 revised Senior Secondary School Geography Curriculum available in the School? Yes or No

7 If the teaching and learning materials are available in the School, to what extent do they meet the demands of the curriculum? Greater Extent, Lesser Extent does not meet the demand at all.

8 What kind of teaching and learning materials do you have for the 2013 revised Senior Secondary School Geography Curriculum?

9. Does the School have Pupils Text books for the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain

10 If the school has pupils text books, Are they enough to cater for all the pupils taking Geography? Yes or No

If your answer is No, Explain why?

11 Do you think it was necessary to revise the Senior Secondary School Geography Curriculum in 2013? Yes /No

Justify your answer above.

12 What are some of the factors that you think could have led to the revision of the Senior Secondary School Geography Curriculum in 2013 ?

13 In your view, does the 2013 revised Senior Secondary School Curriculum meet the aspirations of the learners and society at large? Yes or No

Explain your answer in question 13 above

14 What do you think was missing or rather irrelevant in the Senior Secondary School Geography Curriculum before its revision?

15 To what extent is the 2013 revised Senior Secondary School Geography Curriculum beneficial to learners? To a Greater Extent, To a Lesser Extent

16 What is your personal view about the 2013 revised Senior Secondary School Geography Curriculum?

17 Are there some implementation challenges of the 2013 revised senior geography curriculum? Yes / No

If your answer is yes, state the challenges

18 What do you think should be done to mitigate the challenges above?

19 What is your opinion on the implementation process of the 2013 revised Senior Secondary School Geography Curriculum?

20 How best do you think the implementation process of the 2013 revised Senior Secondary School Geography should have been done?

21 Have Teachers of Geography at Chikankata Secondary School been in- serviced to equip them and ensure quality delivery to Pupils? Yes or No

If your answer in question above is No, what could be the reason for not doing so?

22 Do all Teachers in your School have access to the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer above is No, please explain

23 What is the quality of the teaching and learning materials of the 2013 revised Senior Secondary School Geography Curriculum available at your School ?Very good quality. Good quality, Poor quality

24 How conversant or informed are your teachers of Geography with regard to the 2013 revised Senior Secondary School Geography Curriculum? Very conversant, Quite conversant, Conversant, Not conversant

25 How often does your School conduct same continuous professional development meetings for Teachers of Geography? Oftenly, Seldomly, Not at all.

26 What is the Government doing in order to help Teachers of Geography in the implementation of the 2013 revised Senior Secondary School Geography Curriculum?

27 What is your highest qualification?

28 What are some of the positive and negative effects of the 2013 revised senior secondary school geography curriculum?

Positive effects

Negative effects

29. How prepared were you for the implementation of the curriculum?

Thank you so much for participating in this academic exercise.

APPENDIX 2: QUESTIONNAIRE FOR THE HEAD OF DEPARTMENT (SOCIAL SCIENCES)

I am a Master of Education Management Student at the University of Zambia who is currently carrying out a research on the effects of the 2013 revised Senior Secondary School Geography Curriculum on learning at Chikankata Secondary School. To this effect, you have been chosen as a possible source of information for the research.

Be assured that this research is purely academic and that the information you provide will be treated with utmost confidentiality.

Instructions

- You are requested to be as precise as possible.
- Please do not write your name on the questionnaire.
- Ensure that you tick your responses or filling in the spaces provided.

SECTION A -Particulars

1. Name of the school.....
2. Designation.....
3. Number of years in service
4. Number of years served in your position

SECTION B Research Questions

5 Are there adequate teaching materials in the Geography Section such as Text books and other reference materials for the revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain Why?

6 Is the 2013 revised Senior Secondary School Geography Curriculum available to all teachers of Geography in the Department? Yes or No

7 If the teaching and learning materials are available in your Department, to what extent do they meet the demands of the curriculum? Greater Extent, Lesser Extent does not meet the demand at all.

8 What kind of teaching and learning materials do you have for the 2013 revised Senior Secondary School Geography Curriculum?

9. Does the Department have Pupils Text books for the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain

10 If the school has pupils text books, Are they enough to cater for all the pupils taking Geography? Yes or No

If your answer is No, Explain why?

11 Do you think it was necessary to revise the Senior Secondary School Geography Curriculum in 2013? Yes /No

Justify your answer above

12 What are some of the factors that you think could have led to the revision of the Senior Secondary School Geography Curriculum in 2013 ?

13 In your view, does the 2013 revised Senior Secondary School Curriculum meet the aspirations of the learners and society at large? Yes or No

Explain your answer in question 13 above

14 What do you think was missing or rather irrelevant in the Senior Secondary School Geography Curriculum before its revision?

15 To what extent is the 2013 revised Senior Secondary School Geography Curriculum beneficial to learners? To a Greater Extent, To a Lesser Extent

16 What is your personal view about the 2013 revised Senior Secondary School Geography Curriculum?

17 Are there some implementation challenges of the 2013 revised Senior Secondary School Geography Curriculum? Yes / No

If your answer is yes, state the challenge

18 What do you think should be done to mitigate the challenges above?

19 What is your opinion on the implementation process of the 2013 revised Senior Secondary School Geography Curriculum?

20 How best do you think the implementation process of the 2013 revised Senior Secondary School Geography should have been done?

21 Have Teachers of Geography at Chikankata Secondary School been in- serviced to equip them and ensure quality delivery to Pupils? Yes or No

If your answer in question above is No, what could be the reason for not doing so?

22 Do all Teachers in the Geography section have access to the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer above is No, please explain

23 What is the quality of the teaching and learning materials of the 2013 revised Senior Secondary School Geography Curriculum available at your School ?Very good quality, Good quality, Poor quality

24 How conversant or informed are your teachers of Geography with regard to the 2013 revised Senior Secondary School Geography Curriculum? Very conversant, Quite conversant, Conversant, Not conversant

25 How often does your School conduct same continuous professional development meetings for Teachers of Geography? Oftenly, Seldomly, Not at all.

26 What is the Government doing in order to help Teachers of Geography in the implementation of the 2013 revised Senior Secondary School Geography Curriculum?

27 What is your highest qualification?

28 What are some of the positive and negative effects of the 2013 revised senior secondary school geography curriculum?

Positive effects

Negative effects

29. How prepared were you for the implementation of the curriculum?

Thank you so much for participating in this academic exercise.

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS OF GEOGRAPHY

I am a Master of Education Management Student at the University of Zambia who is currently carrying out a research on the effects of the 2013 revised Senior Secondary School Geography Curriculum on learning at Chikankata Secondary School. To this effect, you have been chosen as a possible source of information for the research.

Be assured that this research is purely academic and that the information you provide will be treated with utmost confidentiality.

Instructions

- You are requested to be as precise as possible.
- Please do not write your name on the questionnaire.
- Ensure that you tick your responses or filling in the spaces provided.

SECTION A -Particulars

1. Name of the school.....
2. Designation.....
3. Number of years in service
4. Number of years served in your position

SECTION B Research Questions

5 Are there adequate teaching materials in the Geography Section such as Text books and other reference materials for the revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain Why?

6 Is the 2013 revised Senior Secondary School Geography Curriculum available to all teachers of Geography in the Department? Yes or No

7 If the teaching and learning materials are available in your Department, to what extent do they meet the demands of the curriculum? Greater Extent, Lesser Extent does not meet the demand at all.

8 What kind of teaching and learning materials do you have for the 2013 revised Senior Secondary School Geography Curriculum?

9. Does the Department have Pupils Text books for the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer is No, Explain

10 If the school has pupils text books, Are they enough to cater for all the pupils taking Geography? Yes or No

If your answer is No, Explain why?

11 Do you think it was necessary to revise the Senior Secondary School Geography Curriculum in 2013? Yes /No

Justify your answer in above

12 What are some of the factors that you think could have led to the revision of the Senior Secondary School Geography Curriculum in 2013 ?

13 In your view, does the 2013 revised Senior Secondary School Curriculum meet the aspirations of the learners and society at large? Yes or No

Explain your answer in question 13 above

14 What do you think was missing or rather irrelevant in the Senior Secondary School Geography Curriculum before its revision?

15 To what extent is the 2013 revised Senior Secondary School Geography Curriculum beneficial to learners? To a Greater Extent, To a Lesser Extent

16 What is your personal view about the 2013 revised Senior Secondary School Geography Curriculum?

17 Are there some implementation challenges of the 2013 revised Senior Secondary School Geography Curriculum? Yes / No

If your answer is yes, state the challenge

18 What do you think should be done to mitigate the challenges above?

19 What is your opinion on the implementation process of the 2013 revised Senior Secondary School Geography Curriculum?

20 How best do you think the implementation process of the 2013 revised Senior Secondary School Geography should have been done?

21 Have Teachers of Geography at Chikankata Secondary School been in- serviced to equip them and ensure quality delivery to Pupils? Yes or No

If your answer in question above is No, what could be the reason for not doing so ?

22 Do all Teachers in the Geography section have access to the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

If your answer above is No, please explain

23 What is the quality of the teaching and learning materials of the 2013 revised Senior Secondary School Geography Curriculum available at your School ?Very good quality, Good quality, Poor quality

24 How conversant or informed are teachers of Geography with regard to the 2013 revised Senior Secondary School Geography Curriculum? Very conversant, Quite conversant, Conversant, Not conversant

25 How often does your School conduct same continuous professional development meetings for Teachers of Geography? Oftenly, Seldomly, Not at all.

26 What is the Government doing in order to help Teachers of Geography in the implementation of the 2013 revised Senior Secondary School Geography Curriculum?

27 What is your highest qualification?

28 What are some of the positive and negative effects of the 2013 revised senior secondary school geography curriculum?

Positive effects

Negative effects

29. How prepared were you for the implementation of the curriculum?

Thank you so much for participating in this academic exercise.

APPENDIX 4: QUESTIONNAIRE FOR PUPILS TAKING GEOGRAPHY

I am a Master of Education Management Student at the University of Zambia who is currently carrying out a research on the effects of the 2013 revised Senior Secondary Geography Curriculum on learning at Chikankata secondary school. To this effect, you have been chosen as a possible source of information for the research.

Be assured that this research is purely academic and that the information you provide will be treated with utmost confidentiality.

Instructions

- You are requested to be as precise as possible.
- Please do not write your name on the questionnaire.
- Ensure that you tick your responses or filling in the spaces provided.

SECTION A -Particulars

- 1. Name of the school.....
- 2 Grade
- 3 Sex: Male /Female

SECTION B Research questions

4 Does your teacher give you textbooks for the 2013 revised Senior Secondary School Curriculum?
Yes / No

If your answer is No, Explain

5 If the school has pupil’s textbooks for the revised Senior Secondary School Geography Curriculum, are they enough for all the pupils? Yes or No

6 Have you ever seen the 2013 revised Senior Secondary School Geography Curriculum? Yes or No

7 Are there some problems that you see with the revised curriculum? Yes /No

If your answer in the question above is yes, state the problems?

8 What do you think should be done to end the problems mentioned in question 7 above? 9 What do you think could have led to the revision of the Senior Secondary School Geography Curriculum in 2013?

10 What do you think was missing or irrelevant in the Senior Secondary School Geography Curriculum before its revision in 2013?

11 To what extent is the 2013 revised Senior Secondary School Geography Curriculum benefiting you as a pupil? To a greater extent. To a lesser extent

12 What is your personal view about the 2013 revised Senior Secondary School Geography Curriculum?

13 Do you like learning Geography as a Subject? Yes/ No

Thank you so much for participating in this academic exercise.

APPENDIX 5 – INTERVIEW GUIDE FOR PARENTS

I am a Master of Education Management Student at the University of Zambia who is currently carrying out a research on the effects of the 2013 revised Senior Secondary School Geography Curriculum on learning at Chikankata secondary school. To this effect, you have been chosen as a possible source of information for the research.

Be assured that this research is purely academic and that the information you provide will be treated with utmost confidentiality.

SECTION A -Particulars

- 1. Name of residential area.....
- 2 Occupation
- 3 Sex: Male /female

SECTION B Research questions

- 4 Are you aware of the 2013 revised Senior Secondary School Geography Curriculum? Yes or No
- 5 Have you bought the 2013 revised Senior Secondary School Geography textbooks for your child or children to use for studying? Yes or No

If the answer is No, Explain why?

- 6 How readily available are the 2013 revised Senior Secondary School Geography Curriculum textbooks? Very available/ fairly available/ scarce
- 7 If the textbooks are readily available, do they meet the demands of the Curriculum? Yes or No
- 8 What do you think could have been the reasons for revising the Curriculum in 2013?
- 9 Does the 2013 revised Senior Secondary School Geography Curriculum meet the aspirations of Society? Yes or No

Explain your answer above

- 10 What do you think was missing or irrelevant in the Curriculum before revision in 2013?
- 11 What is your personal view about the 2013 revised Senior Secondary School Geography Curriculum?

12 Are there some problems that you see with the 2013 revised Senior Secondary School Geography Curriculum? Yes /No

If your answer in the question above is yes, state the problems?...

13 What do you think should be done to end the problems mentioned in question 5 above?

14 What comments does your child or children make regarding the 2013 revised Senior Secondary School Geography Curriculum that they learn?

15 In your view, how prepared are teachers for the 2013 revised Senior Secondary School Curriculum with regard to its implementation? Very Prepared/ Fairly prepared/ Not prepared

16 What is your understanding about Geography as a subject?

17 What do you think is the importance Geography?

18 What do you think should be done in order to encourage pupils to like Geography as a subject?

19 What did you expect to be covered in the senior Geography curriculum?

20. How have you supported your child or children towards the learning of Geography?

Thank you so much for participating in this academic exercise.

APPENDIX- 6 LETTER OF PERMISSION TO CONDUCT A RESEARCH

The Salvation Army

Zambia Territory

Chikankata secondary School

Private Bag S-1 Mazabuka



Humphrey Ntambo
The University of Zambia
P.o Box 32379
Lusaka
4th April, 2016.

Dear Mr Ntambo,

Re: PERMISSION TO CONDUCT ARESEARCH AT CHIKANKATA SECONDARY SCHOOL

Following your request to conduct a research at our school, I write to inform you that your request has been granted as long as you will strictly do your research outside the teaching and learning hours.

I wish you the best as you conduct your academic exercise.

Yours Sincerely

A handwritten signature in dark ink, appearing to read 'Chibomba P'.

Chibomba P

Headteacher

APPENDIX 7 : LETTER OF PERMISSION FROM UNZA TO CONDUCT A RESEARCH



THE UNIVERSITY OF ZAMBIA INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 26021-1-290719
Your Ref:
Our Ref:

P.O. Box 32379
LUSAKA, ZAMBIA

26th February, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: CONFIRMATION OF STUDY: NTAMBO HUMPHERY - 714800250

Reference is made to the above subject.

This serves as a confirmation that **Ntambo Humphery** of **NRC No: 331535741** and computer number **714800250** is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing Master of Education in Educational Management and that he will be carrying out a research on *The Effects Of the 2013 Revised Senior Geography Curriculum On Pupil Learning At Chikankata Secondary School In Chikankata District.*

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu
ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION