

**AN EVALUATION OF THE PERFORMANCE OF THE REVISED CURRICULUM ON THE
PROVISION OF QUALITY EDUCATION IN SELECTED PUBLIC PRIMARY SCHOOLS IN
KAZUNGULA DISTRICT OF SOUTHERN PROVINCE, ZAMBIA**

By

BIEMBA EDITH

**Dissertation Submitted to the University of Zambia in collaboration with Zimbabwe Open
University in Partial Fulfillment of the Requirements for the award of the Degree of
Master in Education Management**

UNIVERSITY OF ZAMBIA / ZIMBABWE OPEN UNIVERSITY

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DECLARATION

I, Edith Biemba, declare that this work is my original work achieved through personal reading and scientific research. This work has never been submitted to the University of Zambia or any other University for the award of a Master of Education Degree in Education Management or for any other academic award. All sources of data used, and literature on related works previously done by others, used in the production of this dissertation have been dully acknowledged. If any omission has been made, it is not by choice but by error.

Signature Date

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CERTIFICATE OF APPROVAL

This dissertation by Edith, Biemba is approved as fulfilling the requirements for the award of the Master of Education Degree in Educational Management by the University of Zambia and Zimbabwe Open University.

Examiners' signatures

1. SignatureDate.....

2. SignatureDate.....

3. SignatureDate.....

ABSTRACT

The purpose of the study was to evaluate the performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province, Zambia. This research study had three objectives. The first one was to assess how well the revised curriculum was performing in the provision of quality education. The second objective was to identify the relationship between the revised curriculum and provision of quality education and the third was to evaluate the revised curriculum impact on the provision of quality education.

A descriptive research design was used in this study and data was analyzed using both quantitative and qualitative approaches. In this study, the sixty- seven (67) sample size for this study comprised 02 ESOs from the District Education Board Office, 05)head teachers, 05 Deputy Head teachers, 10 senior teachers and 45 teachers from 05 government primary schools in Kazungula district. 45 Teachers were sampled using stratified random sampling. Simple random sampling was used to select 6 pupils and 20 teachers while purposeful sampling was used to select 4 school administrators.

The major findings of the study were lack of quantity and quality of teaching staff to meet the expectations of the pupils and the society, and poor condition of service for curriculum implementation. There was also shortage of teaching learning materials, 57.9% indicated that the revised curriculum had impact on the provision of quality education in primary schools; it has helped learners to obtain computer literacy at an early age, it has compelled some teachers to acquire computer literacy in order to cope with the new curriculum requirements.

Based on the findings of the study, four recommendations were given. There was need to continue the construction of more primary schools especially in rural areas and this could be accompanied by the construction of more classrooms so as to address the problem of teacher pupil ratio. There was need to provide quality teaching and learning materials. These could be enough so as to address the problem of book pupil ratio. More teachers could also be trained in handling technological subjects. There is also need to reorient teachers on how to deliver the content of the revised curriculum in the classroom.

DEDICATION

I dedicate this research report to my children and husband, who might be ordinary people to some but to me, they mean a lot. This piece of work is a dedication to them for their unfailing support and understanding during the challenging period of carrying out the research.

ACKNOWLEDGEMENT

I wish to thank the Lord God almighty who has enabled me to complete this course in preparing, organizing and compiling up this important work.

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LIST OF ACRONYMS

CDC	Curriculum Development Centre
CIPP	Context input process and product
DEBS	District Education Board Secretary
ECZ	Examination Council of Zambia
ESO	Educational Standard Officers
MoGE	Ministry of General Education
SPSS	Statistical Package for Social Sciences

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
CERTIFICATE OF APPROVAL.....	iii
ABSTRACT.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
LIST OF ACRONYMS	vii
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Overview	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Scope of the Study.....	6
1.8 Limitations of the Study.....	6
1.9 Theoretical Framework	6
1.9.1 Context Evaluation.....	7
1.9.2 Input Evaluation	7
1.9.3 Process Evaluation	8
1.9.4 Product Evaluation	8
1.9.5 A Diagrammatic model of CIPP	9
1.10 Operational Definition of Terms	10
CHAPTER TWO	11
LITERATURE REVIEW	11

2.0 Overview	11
2.1 Introduction	11
2.1 Defining Quality Education	13
2.1.0 Definition of the Curriculum.....	15
2.2.1 Brief Background of a Curriculum.....	16
2.3 The Performance of the Revised Curriculum in the Provision of Quality Education.....	17
2.3.0 Positive effects of the revised curriculum	17
2.3.1 Challenges in the Curriculum.....	19
2.3.2 Changes in Society.....	21
2.4 The link between the Revised Curriculum and Provision of Quality Education.	21
2.4.0 The Revised 2013 Curriculum Framework.....	22
2.4.1 Progress on the Implementation of the New Curriculum.....	23
2.4.2 Quality of Primary Education	23
2.4.3 Grade 2 National Assessment Survey	23
2.4.4 Pupil Book Ratio	25
2.4.5 Teacher Pupil Ratio.....	25
2.4.6 Pupil Classroom Ratio.....	26
2.4.7 Contact Hours.....	27
2.4.8 Education Financing.....	28
2.5 Evaluation of the revised curriculum impact on the provision of quality education	28
CHAPTER THREE	32
RESEARCH METHODOLOGY.....	32
3.0 Overview	32
3.1 Research Design.....	32
3.2 Study site	33
3.3 Study Population	33
3.4. Sample Size and Sampling Procedure.....	34
3.5 Sampling Frame	34
3.6 Research Instruments	35
3.7 Procedure for Sampling.....	36
3.8 Reliability and Validity	37

3.9 Data Processing and Analysis	37
3.10 Ethical considerations	38
3.11 Summary	39
CHAPTER FOUR.....	40
PRESENTATION OF RESEARCH FINDINGS	40
4.0 Overview	40
4.1 Summary of the Chapter	67
CHAPTER FIVE	68
DISCUSSIONS OF THE FINDINGS	68
5.0 Overview	68
5.1. Discussion background information of respondents	68
5.1.1 Service year in teaching	69
5.1.2 Education Level of Respondents.....	69
5.2 Assessment of how well the revised curriculum is performing in the provision of quality education	70
5.3 Discussion of the link between the revised curriculum and provision of quality education.	75
5.4 Discussion of the impact of the revised curriculum on the provision of quality education in primary schools	81
5.5 Discussion of the 2013 revised curriculum content relevant to the current needs of the individual learners and society at large	84
5.6 Discussion of suggested measures that could be considered to enhance the provision of quality primary education with regard to the revised 2013 curriculum	86
5.7 Theoretical Support of the Findings.....	89
CHAPTER SIX.....	91
CONCLUSIONS AND RECOMMENDATIONS	91
6.0 Overview	91
6.1 Conclusions	91
6.2 Recommendation.....	92
REFERENCES	94
APPENDICES	i
Appendix (i): Questionnaire for Teachers.....	i

Appendix (ii): INTERVIEW GUIDE FOR EDUCATION STANDARD OFFICERS..... vi

Appendix (iii): INTERVIEW GUIDE FOR THE CURRICULUM OFFICIALS AT CDC AND
SUBJECT viii

Appendix (iv):SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHERS AND
DEPUTY HEAD TEACHERS x

LIST OF TABLES

Table 4.1	Bio data of Respondents by Gender.....	41
Table 4.2	Service year in teaching.....	43
Table 4.3	Learners' response and performance of the revised 2013 curriculum.....	46
Table 4.4	Challenges in implementing the revised 2013 curriculum.....	49
Table 4.5	Extent of quality education enhancing of material content.....	53
Table 4.6	Justification of the link between the new curriculum and provision of quality education.....	55
Table 4.7	Extent of meeting the factors influencing implementation of curriculum.....	60
Table 4.8	Justification of impact of new curriculum on provision of quality education.....	63
Table 4.9	Extent of revised curriculum relevant to learner and societal needs.....	64
Table 4.10	Suggested measures of enhancing quality education.....	67

LIST OF FIGURES

Figure 4.1	Age of the respondent.....	44
Figure 4.2	Views on the performance of the revised curriculum and provision of quality education.....	46
Figure 4.3	Quality of teaching and learning materials of the revised 2013 curriculum.....	47
Figure 4.4	Material content of the revised 2013 curriculum.....	49
Figure 4.5	Preparedness of teachers when implementing the revised curriculum.....	55
Figure 4.6	Relationship between the new curriculum and provision of quality education....	56
Figure 4.7	MoGE provision of teaching and learning resource for the new curriculum.....	58
Figure 4.8	Factors influencing the development and implementation of new curriculum.....	59
Figure 4.9	Whether factors are met through the implementation of new curriculum.....	60
Figure 4.11	Whether the revised curriculum impacts on quality education.....	64
Figure 4.12	Observation of new curriculum relevance on learner and societal needs.....	66

LIST OF APPENDICES

Appendix (i): Questionnaire for Teachers.....i

Appendix (ii): Interview Guide for Education Standard Officers.....vi

Appendix (iii): Interview Guide for the Curriculum Officials at CDC and Subject.....viii

Appendix (iv): Semi-Structured Interview Guide for Head teachers and Deputy Head
teachers.....x

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter focused on the background of the study, the statement of the problem and the purpose of the study. It also contextualized research objectives, research questions, and significance of the study, Scope of the study, theoretical frame work and definition of key terms.

1.1 Background to the Study

The implementation of programmes in the Education sector is currently guided by the National Education Policy of 1996 and the Education and Skills Development chapter of the revised sixth national development plan for the period 2013 to 2016.

More to this, the Government of the republic of Zambia revised the curriculum in 2013 to meet the changing needs and demands of the modern learner and society as a whole. “Among the many objectives and focus of this curriculum was to have life-long learners, leaders and agents of change in the transformation of the society”, (Zambia National Curriculum Framework, 2013:13). A number of new changes were brought in, in the revised curriculum. The use of Zambian Language as a language of instruction was introduced from Early Childhood Education (ECE) to grade 4. Teachers are required to use what is referred to as community language as a medium of instruction in lower grades. Community language is a language which is widely used in a particular area by adults and young people, and may be a mother tongue for the majority of the people in that area (ZNCF, 2013).

According to the policy document, the need for primary education was to enable learners to become responsible persons, capable of making a useful contribution to society and adequately

qualified for the adoption of adult roles (MOE, 1996). Thus primary school curriculum was further meant to enhance the integration and comprehensive development of each pupil's potential.

Amongst all the education indicators, quality is the most difficult aspect to measure. Often times, quality is erroneously attributed to the optimal provision of education inputs and not the learning achievements. According to this view, the quality of education is high if the school is well-resourced with inputs such as highly qualified teachers, teaching and learning materials, infrastructure, relevant curriculum and students (World Bank Group, 2015). At output level, assessment frameworks focus on measuring demonstrable competencies that benchmark performance and are perceived to provide insights on the quality of education provision. Therefore, the common outputs when measuring quality according to the economist view is the learner achievements based on the 3 R's namely reading, writing and arithmetic. Learning achievements therefore become the most important indicator of quality education at output level. The parameters that define quality of Zambia's education have thus been based on National Assessment Survey examination scores of learners, completion rates, survival rates to Grade 5, examination pass rates, pupil book ratios, pupil classroom ratios and contact hours. Thus the Zambian conceptualization of quality education has been predicated on the economist view of education which is based on the input-output model (Spoelder, 2010).

The revised curriculum has, however, not gone without criticisms. There are areas that some sectors of society and learning institutions had reservations on. One example that could be cited is the local language policy. They felt and still feel teaching children using local language at lower section is not the best option. Most parents would want their children to learn using English as a medium of instruction. Some institutions, especially private schools were not comfortable with that policy. They were literally forced to implement it against their preferences. There are many

other challenges that were noted in the implementation of this curriculum. Among the many challenges included: inadequate equipment such as computers, trained teachers, lack of electricity in the teaching of Information Communication Technology (ICT), there is also inadequate infrastructure, teaching materials such as text books in some subjects and grades. Schools in rural areas and community schools were mostly affected by this situation. These and many more are challenges related with the implementation of the revised curriculum.

Thus, Zambia recently adopted the UNESCO educational quality framework which draws most of its elements from the humanist educationalist model (MoGE, 2016). The UNESCO model has been adopted by Zambia as part of the standards and evaluation guidelines launched in 2015 by the Ministry of General Education. This model places more emphasis on the input-process-output view of quality. The model focuses on broader processes of learning involving learners, the learning environment, the teaching content, learning processes and outcomes (Spoelder, 2009). The model is based on the human rights based approach to education which puts the learners, content and process at the center of quality improvement. Although basic cognitive skills and general knowledge are considered important, the undue emphasis placed on summative evaluations over the years is now being replaced by competency-based assessment procedures.

1.2 Statement of the Problem

The research problem that was to be addressed in this study was that, despite the existence of the revised curriculum since its inception in 2013 as a pinpoint to provision of quality education, its existence on pupil performance improvement in the province and in particular Kazungula District has not been evaluated. The reason behind the uncertainty was that the standard performance of primary school pupils in learning achievement and grade seven national examinations has continued to go below the expected standard (MESVTEE, 2012; 2014 & MoGE, 2016). In the

same vein, the implementation of the revised curriculum has been going on in schools with little or no authentic evaluation on the provision of quality education.

When the District Statistics Report (DSR, 2017) was conducted by Kazungula District Board, it was discovered that the performance levels of pupils at primary level continued to under-perform. Yet with the existence of the revised curriculum, it is expected that pupils should perform to the expected standard in order to achieve quality education at primary level. In addition, Muleku (1933) has also argued that there should have been different reactions about the policies behind it in certain sections such as the language policy, the introduction of career pathways and many others such as teaching material and resources availability in order to attain quality education.

It is therefore against this gap that the researcher seeks to answer questions regarding the evaluation of performance of the revised curriculum in the provision of quality education in selected public primary schools in Kazungula District.

1.3 Purpose of the Study

The purpose of the study was to evaluate the performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province, Zambia.

1.4 Objectives of the Study

The objectives of this study were to:

1. Assess how well the revised curriculum is performing in the provision of quality education.
2. To establish the link on the effectiveness of revised curriculum on quality education provision.
3. Evaluate the revised curriculum impact on the provision of quality education.

1.5 Research Questions

1. How well is the revised curriculum performing in the provision of quality education?
2. Is there a relationship between the revised curriculum and the provision of quality education?
3. What is the impact of the revised curriculum on the provision of quality education provision?

1.6 Significance of the Study

This study brought out information regarding the evaluation of the revised curriculum on the provision of quality education as it regards to Kazungula public primary schools. It also gave suggestions on how the revised curriculum has improved educational standards and how it has enhanced teaching and learning in primary schools in Kazungula District. It may enhance deeper insights and better understanding of the problems faced by teachers and pupils. The findings generated from this study would also help teacher educators, education administrators, policy makers, curriculum developers and other stakeholders to maximize on the factors that improve the provision of quality education in the revised curriculum. The information produced can be of great value to the Ministry of Education as it might help them improve the education system by designing the curriculum that would be more responsive to the learner's needs and help in identifying better ways of implementing it. In addition, the study might also add value to the existing pools of knowledge on issues pertaining to curriculum development and implementation in relation to the provision of quality education in Zambian schools. Lastly, but not the least, the study was also done as requirement in the partial fulfillment of the award of the Degree of Master in Education Management.

1.7 Scope of the Study

The study was carried out in Kazungula District which is located in the southern part of Zambia. The study was limited to government-run primary schools and 05 of them were sampled out of 15 primary schools in Kazungula District rural. It would have been worthwhile to include all government –run schools and private primary schools if resources were adequate.

1.8 Limitations of the Study

The negative attitude among the teachers towards the research made data collection difficult. Some teachers refused to be observed and interviewed by the researcher, even after permission was sought from the head teacher of the school.

However, they were replaced by other teachers who were willing to be observed and interviewed. Some head teachers were reluctant at first to be interviewed due to unforeseen reason but later accepted to cooperate.

1.9 Theoretical Framework

It is observed by Slater (1988) that curriculum evaluation data is an essential component of good decision-making. This study employed the Context, Input, Process and Product (CIPP) evaluation model. This study was meant to obtain information pertaining to the evaluation of the revised curriculum in the provision of quality education. It also endeavored to provide useful information for making decisions about how best to improve the curriculum. The CIPP model was chosen 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 was therefore used in this evaluation as it generated data that would help MOE, CDC, ECZ and other stakeholders to make effective decisions about the revised curriculum especially as it

regards to the provision of quality education. The CIPP model as used in this research study considered four dimensions of evaluation namely; context, input, process, and product evaluation.

1.9.1 Context Evaluation

As observed by Stufflebeam & Shrinkfield (1985), the context evaluation is the stage where evaluation is meant to provide rationale for determining the decisions about the formulation of a given programme. As regards this study, context evaluation was used to understand the rationale for determining the decisions that could have led to defining the curriculum objectives of the revised one. The rationale according to this study was established as being the need to have a revised curriculum that was relevant to the needs of the Zambian society.

It is further ascertained by Stufflebeam & Shrinkfield (1985) that context evaluation also asked the question such as ‘what needed to be done?’ It was to this effect that this type of evaluation was used to identify the problems to the curriculum and determine improvements to the problems. Thus it was the context evaluation principle that guided this study in establishing the effects of a curriculum on learners in terms of negative and positive effects.

1.9.2 Input Evaluation

Input evaluation, according to Stufflebeam & Shrinkfield (1985), was meant to devise a programme strategy that was scientifically, economically, socially, politically and technologically defensible, thus it assessed the programmer’s proposed strategy for responsiveness to assessed needs and feasibility.

Input Evaluation guided this study in establishing the extent to which the curriculum met the needs of the learners. Hence the changes that had taken place in school were established. Furthermore, input evaluation was used to assess the changes that had taken place in school geography curriculum in Zambia as compared to other countries such as the U.S.A, England and Wales,

Australia, Germany and the Netherlands. Input evaluation directed this study to focus on societal changes and changes in evaluation as the factors that influence the primary school curriculum.

1.9.3 Process Evaluation

Process evaluation is the component of the CIPP model, which works to coordinate and strengthen the programme activities (Stufflebeam & Shrinkfield, 1985). Thus it focused on the implementation of the new programme.

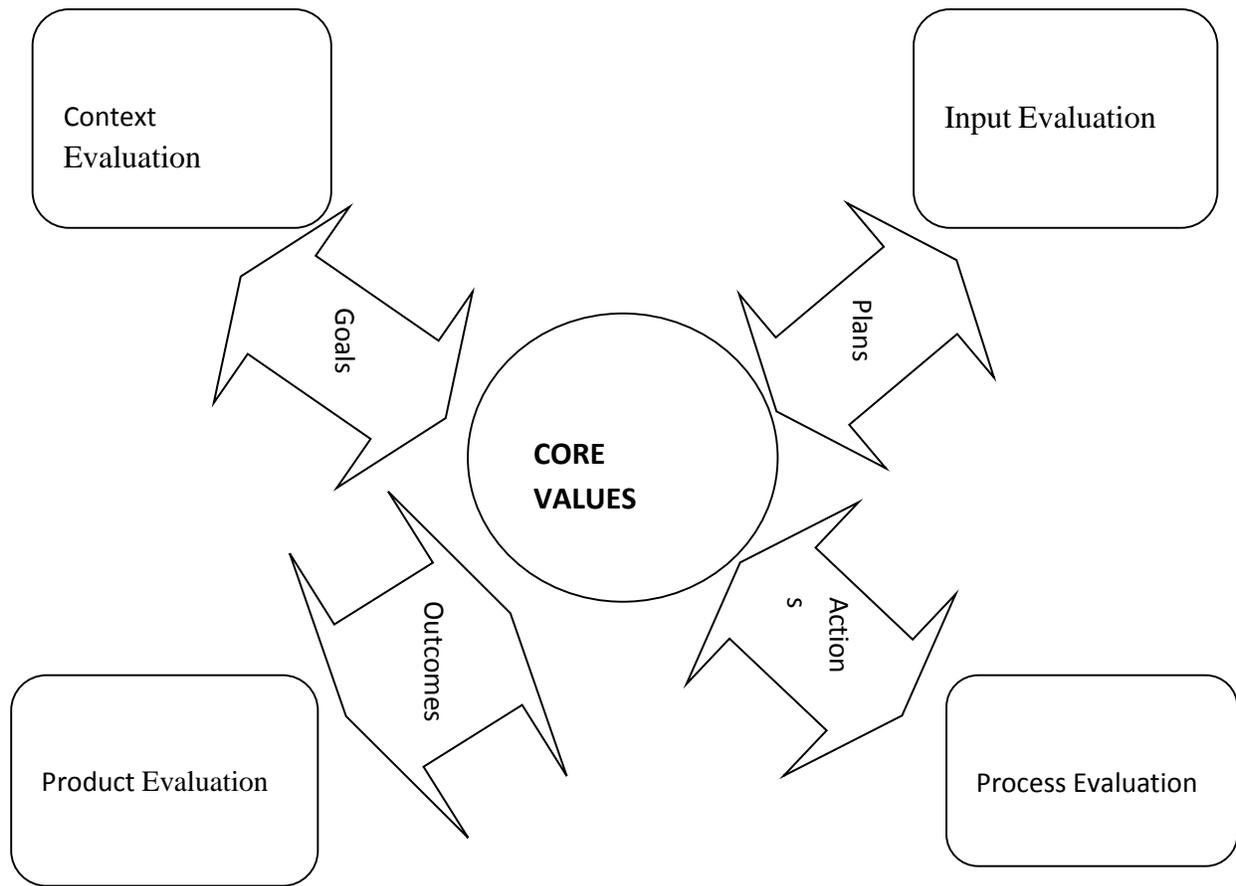
This study used the process evaluation to determine how the curriculum was being implemented. Thus it was used to obtain information pertaining to the challenges and threats of the revised curriculum on primary school learners. Process evaluation further guided this study in the assessment of how the implementers to the curriculum, who were teachers, accepted the curriculum and their ability to carry out their roles. Of importance was that, this component of the evaluation was used to provide feedback to curriculum designers (CDC) and decision makers (MOE) about the effectiveness of the revised curriculum.

1.9.4 Product Evaluation

Product evaluation was used to determine whether the programme in question was worth continuing or modifying (Stufflebeam & Shrinkfield, 1985). Thus it gave guidance through determining the results obtained in relation to the inception plans. It therefore looked at how well the needs of the beneficiary of a programme were addressed or had been reduced and what could be done about the programme.

The incorporation of product evaluation guided this study in the analysis of skills, knowledge and attitudes of learners, teachers, and ECZ, MOE and community members towards the curriculum.

1.9.5 A Diagrammatic model of CIPP



Source: The Dimensions of CIPP Model (*Stufflebeam & Shrinkfield, 1985*).

1.10 Operational Definition of Terms

Curriculum: Curriculum in this study refers to the lessons and academic content taught in a school to ensure students achieve the learning outcomes.

Revised curriculum: The revised curriculum in this study denotes an improved curriculum that engages learners with various aspects environment which have been planned to enable them to choose their career path.

Evaluation: A system determination of a subject's merit, worth and significance using criteria governed by a set of standards.

Implementation: Is the process of putting a decision or plan into effect or execution.

Model: anything used as an example to follow or imitate.

Quality Education: It is one that provides all learners with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being (DES, 1990).

Summary

This chapter first covered the background to the study, stemming from the need to evaluate the performance of the revised curriculum on the provision of quality education in Kazungula district. This was followed by the statement of the problem, the study objectives, research questions and the significance of the study. Further, the theoretical and conceptual frameworks were explained. The limitations, followed by the operational definitions of the key terms for the study concluded the chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

In this chapter, the researcher reviews the works of other scholars done on the topic of study. The review of the literature in this study focuses on the evaluation of the revised curriculum on the provision quality education in public primary schools. It comprises the definition of quality education, and definition of a curriculum and the various studies done on the three indicated objectives in chapter one.

2.1 Introduction

The introduction of the Primary School Curriculum (1999) marked a significant development in the history of primary education. Curriculum change presents teachers, schools and boards of management with a unique opportunity to engage in professional development, improve learning outcomes, and prepare children for the challenges and opportunities of the future. The task of curriculum implementation is complex: It requires in-school management teams, principals and boards of management to lead the implementation of change in the school as an organization. Curriculum change takes place in the classroom and it involves teachers translating curriculum documents into practice, embracing new teaching programmes and methodologies, and providing a broader range of learning experiences for their pupils. This is the first evaluation undertaken by the Inspectorate of the implementation of the Primary School Curriculum (Primary School Curriculum, 1999).

The evaluation focused on the effectiveness of curriculum implementation in English, Visual Arts and Mathematics. The findings suggest that the majority of schools and teachers are successfully implementing most aspects of the revised subjects and that the support provided for curriculum implementation has assisted teachers in adopting new approaches to teaching. Many schools

availed of the support services to further planning at classroom and school level. A few schools have begun to assign curricular responsibilities to post-holders. This evaluation also highlights areas of concern that need to be addressed in the implementation of the curriculum. A significant minority of teachers are experiencing difficulties in implementing important aspects of the curriculum. Each teacher must gain ownership of the curriculum, develop an in-depth knowledge of the appropriate teaching methodologies and approaches and become familiar with the specific content objectives for each subject area.

The responsibility for the quality of educational provision in individual schools rests with teachers, members of the in-school management team, the principal, and the board of management. Schools need to engage more systematically in curriculum review and plan for development and improvement. The Inspectorate looks forward to engage in discussion with teachers, principals and boards of management, the relevant support services, including the Primary Curriculum Support Programme and the School Development Planning Initiative, and statutory bodies such as the Examination Council of Zambia, Curriculum development Centre. This composite report is intended to inform future curriculum development, provide direction and guidance for in-service provision, and stimulate discussion about school improvement and the core activity of schools, which is to promote high-quality teaching and learning. The existence of the new curriculum should therefore provide solutions regarding the evaluation of performance of the revised curriculum on the provision of quality education in Kazungula district.

2.1 Defining Quality Education

In spite of the fact that the debate on quality education has been prevailing for a long time, there has been no universal acceptable definition of the concept quality education. According to Gerber (2003), the meaning of quality education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive member of society. A quality education is not one that is measured purely by a test score or by how many words per minute 5 years old can read. It is one that focuses on the whole child, the social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status, or geographical location. In short, quality education prepares the child for life, not just for testing.

By and large, a good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. This simply means that in quality education, there should be equity, contextualization and relevance, child friendly teaching and learning, sustainability, balanced approach and learning outcomes.

On the other hand, Mbozi (2009) argues that quality education is an evaluation process of education which enhances the need to achieve and develop the talents in learners in order for them to achieve high in their academic carriers among others. This simply shows that quality education also provides the foundation for equity in society. Therefore, governments and other public authorities should ensure that a quality education service is available freely to all citizens from early childhood and adulthood.

In addition to the foregoing, quality education is seen as a human right and a public good. This is because quality education enables people to develop all of their attributes and skills to achieve

their potential as human beings and members of the society. In other words of Delors Commission (UNESCO, 1996), “quality education is at the heart of both personal and community development; its mission is to enable each person without exception, to develop all talents to the full and to realise their creative potential, including responsibility for their own lives and achievement of their personal aims”. This simply shows that quality education is one of the most basic public services. It is not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their communities (Mbozi, 2009).

In the Zambian context, quality education is vital for the growth of the nation. It is no longer just a right and luxury but mandatory. For the country to develop, it requires a cadre of educated citizens to translate government’s policies into reality. This is more reason that the government has continued to invest heavily in education sector from Early Childhood Education to university. It therefore follows that the country can only achieve social, economic, cultural, political, and spiritual development if quality education is delivered in schools. Quality education is one of 17 Global Goals that make up the 2030 Agenda for sustainable development. Quality education at all levels is crucial in empowering citizens with knowledge and skills that are needed for their positive contribution towards socio-economic development (Mbozi, 2009).

According to the MoGE (2013) a quality education provides resources and directs policy to ensure that each child enters school healthy and learns about and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe for students and adults; is actively engaged in learning and is connected to the school and broader community; has access to personalized learning and is supported by qualified, caring adults and is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Moreover, a quality education should provide the outcomes needed for individuals, communities and societies to prosper. It allows schools to align and integrate fully with their communities and access a range of services across sectors designed to support the educational development of their students (Mbozi, 2009).

2.1.0 Definition of the Curriculum

The word curriculum stems from the Latin verb *currere*, which means to run. The Latin noun *curriculum* refers to both a 'course' and a 'vehicle'. In the context of education, the most obvious interpretation of the word is to view it as a course for 'learning'. The very short definition of curriculum as a 'plan for learning', used by the American Hilda Taba in 1962, therefore seems quite adequate. It is reflected by related terms in many languages, including the classical Dutch term *leerplan*, the German *Lehrplan*, and the Swedish *läroplan*. In line with Taba, we propose to define the term curriculum as learning that is expected to take place during a course or program of study in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place (Lambert and Balderstone, 2000).

In the perspective of this study, this definition is limited in that it only considers the learning that takes place in school and inconsiderate of that which takes place at home. In essence, this is why even at the implementation of the revised curriculum of 2013 did not consider the contributions of parents in its formulation. In addition, a curriculum is also considered to be the purposefully planned undertakings for teaching, this description of curriculum is in harmony with the views of Tyler (1949) who contends that curriculum refers to all the learning of students, which is planned

and directed by the school to attain its educational goals. However, this definition does not include the teaching and training of teachers so as to deliver the curriculum content to learners effectively.

According to Gerber (2003), curriculum matters because of its potential impacts on students. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

2.2.1 Brief Background of a Curriculum

The curriculum has existed since the creation of mankind. This means that learning and teaching has been there as far back as the existence of man. The only difference is the content and activities taught and how they were taught. It is however important to note that every curriculum has its own focus in terms of its goals and objectives. Both the 1899 and 1923-1963 curriculum had their own focus in terms of content, activities, tutors and mode of delivery. The 1899 curriculum was more of informal nature. This means that it was not structured, not formerly timetabled and no written material and structures such as schools. It was more of traditional education. According to Snelson (2012:1), “traditional education, also known as tribal education, had five main components: there was instruction in the history and traditions of the clan and of the tribe, the heroic deeds of the ancestors, the myths, the rites and ceremonies (songs and wise sayings and their hidden meanings), the dances and games and the customs and beliefs.” It is from these components that holistic development of man was derived.

Moreover, this type of education had its own distinctive features, in terms of its curriculum, the learning process, strengths and weaknesses. Stressing on communal and social aspects rather than on individual and competitiveness was one of the major characteristic of this education system, (Kelly, 2010). This means that the education offered was meant to benefit the entire society and

promote social existence and interaction among members of the society regardless of their status. It was not meant to evaluate or assess who was more educated and wealthier than the other at individual level so that particular person enjoys the benefits alone. However, the most limitation this form of a curriculum was its conservativeness, whereby it could not be transferred to another clan. The other limitation was due to the fact that it was not written and to this effect, it could easily be phased out.

On the other hand, the 1924 to 1964 curriculum was formerly structured: timetabled, formal instructors or teachers and was examinable. The main focus was to make people be able to read and write so that they can read to learn. This means that the curriculum offered content for functional literacy and numeracy. The content also offered an opportunity for practical activities so that young people could use those skills for survival in their societies.

2.3 The Performance of the Revised Curriculum in the Provision of Quality Education

In this section, the interest was to assess how well the revised curriculum is performing in the light of providing quality education. Although the difficulty regarding defining quality education was pointed out above, this section will assess quality against the stipulations included in the revised curriculum. In other words; the section looked at whether what is mentioned in the curriculum has been provided and also gauging it against other definitions of quality education.

2.3.0 Positive effects of the revised curriculum

It cannot be overemphasized that education contributes greatly to the future quality of life on our planet (Gerber, 2003). It follows that nations in both developed and developing countries make comprehensive curriculum as one of the major solutions for improved quality of life. This is in the case where a curriculum helps to prepare learners for a globally competitive and technologically sophisticated economy. It is further asserted by Gerber (2003) that, a curriculum posed some

positive effects on the learners in that it facilitated for the education that promoted environmental awareness, global understanding and skeptical thinking as well as citizenship. In the light of this study, an assessment was given regarding whether these mentioned attributes are given by the revised curriculum.

Tilbury & Williams (1997) contend that education contributed greatly to contemporary society. This is in the case where as curriculum reinforced skills in learners, which were of growing importance in evaluating world economy, education therefore, helped school learners to understand the systematic nature of the modern world, through exploring different meanings and models of development. However, as was pointed out above, this form of knowledge requires quality education which is attained by the availability of teaching learning materials (TLMs), well-trained teachers, good learning environment and other factors. Therefore, in assessing for the provision of quality education, this study checked whether the revised curriculum provided these requirements.

A comprehensive education curriculum promotes the primary school learners' understanding of global interdependency (Pike and Selby, 2005). Thus education contributes to the long tradition of examining the manner in which different influences played their part in giving a place its character. As subscribed by DES (1990), a curriculum facilitated for the promotion of understanding, tolerance and friendship amongst all nations, racial and religious groups and fostered the activities of the United Nations in the maintenance of peace. This study asserts that this type of knowledge cannot be acquired by classroom exposure only. To achieve this, there is need for additional activities outside classrooms that would expose learners to other opportunities. The assessment in this case is to find out how the revised curriculum meets these demands and opportunities.

2.3.1 Challenges in the Curriculum

The curriculum problem for the education system can be seen to exist at several levels and in numerous dimensions (Graves, 1979). The problems to curriculum had been emancipated by, the pressures from the social and economic sectors of nations. Thus, the problems in curriculum were attributed to the question of how the total curriculum was planned in primary schools. This was in terms of the structure and content, whether there was supposed to be separate content to suit learners of different abilities. In the analysis of this perspective, this study sought to assess how the revised curriculum meets the needs of especially the special education needs. In other words, the extent to which the revised curriculum embeds the concept of inclusive education was of particular interest in this study as it contributes to the provision of quality education.

Lambert & Balderstone (2000) viewed the problem to the curriculum as arising from the content of the subject. This meant the problem of how to decide on what kind of subjects was to be taught in schools, primary schools in this particular case. Furthermore, there was a problem of structuring the course in such a way that it ensures some progression on understanding so that this could effectively help to stretch some young minds without putting others off. It is true that curriculum content rests upon the ability of the teacher to deliver it to the learners. Therefore, this study assessed the extent to which teachers are able to devise the learning experiences that could enable learners to acquire certain skills and ideas into the overall curriculum course.

According to Mckernon (2008), an objective model type of curriculum limited the learning situation. This was due to the fact that there was atomization of learning that was promoted. Thus it was assumed by the designers of the objective model approach to curriculum that teachers could always agree with all the specified objectives and willingly work towards achieving them. Due to this assumption, there was no interplay between the curriculum document, teachers and learners

and their social settings, (Cornbleth, 1990). As a result, there was an effect on the learners in that the objectives that were set did not capture all the complex interactions that took place inside the classroom. Thus the learning opportunities were limited due to pre-specified objectives. In other words, the absence of an alternative and adapted curriculum means teachers have individual interpretations of how to adapt the curriculum.

It has been observed by Slater (1988), that ideas in curriculum suggested that a balanced course could take into account the nature of the subject, the needs of the students and the wider society of which they were part of. This therefore, refers to skills and values. It is these transferable skills that help to equip learners for lifelong learning as responsible global citizens. However, when attention is restricted to the document as was promoted by the new curriculum an effect on the learners could occur in that there could be disruption of the internal logic of disciplinary and interdisciplinary knowledge as observed by (Mckernon, 2008). In other ways, this study sought to look at how the actual delivery of the revised curriculum content is done so as to contextualize the learning and make the learners in their societies.

In addition, Gerber (2003) stated that a curriculum affects learners negatively if it is prescriptive and limited in scope. 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 curriculum poses a challenge to learners (Gerber, 2003). This is in a case where if the textbooks are not of quality and are also not enough to cater for the learners, learning becomes restrictive, hence little room for learners' exploration and initiative. In the context of the revised curriculum, considering the fact that its implementation has not been successful as designed due to the failure of providing teaching learning materials, this study sought to assess how the provision of quality education would be achieved in such a case.

According to Cornbleth (1990), the objective model type of a curriculum, posed an effect on the learners in that high premium was placed 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 states 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. In this case, an assessment in this study was done in order to gauge how an examination oriented education would produce well nurtured learners who would be able to utilize their skill in society.

2.3.2 Changes in Society

Curriculum change in primary school reflects changes in society at large, (Print, 1988). Thus as the environment keeps changing, there is a creation of new needs in the society, hence the curriculum have to change to address the newly created needs. Since the school is a social system serving the society, changes in the society does to a large extent provoke changes in the school curriculum.

2.4 The link between the Revised Curriculum and Provision of Quality Education.

A thorough review of the revised 2013 curriculum shows that there is much need for quality education which should also be accessible and equitable among all the population of the country. In the same vein, as was observed above under the definition of quality education, there must be a nexus between the revised 2013 curriculum and the provision of quality. In this part of the review of literature therefore, the interest was to identify either the negative relationship; which implied to the failure of the revised 2013 curriculum in meeting the provision of quality education and the yardstick to this was against the definition of quality education as given above and also against the

stipulations of National Policy on Education, Educating Our Future 1996 working document and the revised 2013 curriculum. A positive relationship implied to the revised 2013 curriculum meeting the provision of quality education against the yardstick given above.

2.4.0 The Revised 2013 Curriculum Framework

Due to the improved technology around the globe, most of the things have undergone some transition. Education sector in Zambia is not exceptional as it has equally made some adjustments to ensure students are moving together with new educational system that will enable them compete in the modern world. Therefore, the revised 2013 curriculum did not come as a surprise but a move to impart knowledge, skills and values in the minds of its citizens by effectively responding to their social and economic roles to the complexity of the modern world and the environment in which they live (MoE, 1996).

In response to the foregoing, we have seen the government putting efforts to ensure education is given much needed attention if citizens were to realise their full potential. We have seen the introduction of new subjects such as Computers and the promotion of subjects food and nutrition, metal work, music, woodwork, etc, that was to ensure pupils are introduced to the world of work. This is more reason that the revised 2013 curriculum does not just enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their communities (Mbozi, 2009). The 2013 revised curriculum was in line with the National Policy on Education, Educating Our Future (1996) which was meant to answer to the needs of individual learners and the nation at large.

2.4.1 Progress on the Implementation of the New Curriculum

Due to the fact that our research study targeted selected primary schools, the review towards the progress on the implementation of the new curriculum only looked at issues pertaining to the primary education.

2.4.2 Quality of Primary Education

The quality of education at primary school level has remained low with 2014 learning achievement figures stagnated below 40%, while there has been little improvement in teaching content, processes and school environments. Zambia's top priority currently is to achieve efficient and quality universal primary education (UPE). However, despite the Country's credible achievements in increasing enrolments, the disappointment for Zambia is that the quality of education remains very low at primary school level when considering the input-out indicators that are used to measure the quality of education. The key indicators used to measure quality in the Educational Statistical Bulletin produced by the Ministry of General Education annually are the examination pass rates, the survival rate to Grade 5, the pupil/book ratio, pupil/classroom ratio and the contact hours. In addition, the quality of education at primary school level is also measured through the National Assessments on pupils' learning achievements conducted by the Examinations Council of Zambia every after two years. The current status of the quality of education at primary school level on the basis of the above out-put and input indicators are described in details below but as can be seen already, it can be contended that the relationship between the revised 2013 curriculum and the provision of quality education with the issues given above is poor.

2.4.3 Grade 2 National Assessment Survey

DFID et al (2014) conducted a national assessment for Grade 2 pupils in basic reading and numeracy. The results of this national assessment revealed that Grade 2 pupils had difficulties in reading fluently. The study reports an average reading fluency rate ranging from 1.84 to 8.40 words

per minute. Overall, this entails that on average, a Grade 2 pupil could recognize a few words but have problems in stringing words from a passage into a logical sentence. In terms of numbers, the study found out that on average, Grade 2 pupils could identify about 13.3 numbers in a minute. Only 11.4% and 19.4% of the pupils scored zero in simple addition and subtraction respectively (MoGE, 2016). However, both percentages increased to 49.5% and 60.7 % for addition and subtraction respectively for level two sub-tasks that required more techniques than just counting. With regard to this problem, this study had an interest in identify how this situation corresponds with the curriculum's provision of quality education when the percentage given above indicated that very few grade 2 could read and perform reasonable numeracy. In addition, since this research was done in 2014, this paper looked at the current situation since it has been 3 years ago when the DFID et al conducted the research (MoGE, 2016).

In terms of the actual pass rate to Grade 8, the current policy is that there is no cut-off point for Grade 7 pupils' qualification to Grade 8. Instead, the policy provides for automatic qualification to Grade 8 as long as there are enough places. Thus, the pass rate at this level does not measure learning achievements in that all school children who manage to get a full Grade 7 certificate are eligible to proceed to secondary school level depending on the available school places. Overall, 310,230 (155,878 boys and 154,352 girls) candidates who sat for the Grade 7 Examination progressed to Grade 8 representing a progression rate of 90.05% (MoGE, 2016). This progression rate is 0.03% higher than the one recorded in 2014. However, since this 90.05% progression rate does not represent the provision of quality education, the interest in this study was to identify where quality of education would gauged since the situation given above do not necessary represent quality in the provision of education but instead it represented progression to the next grade.

2.4.4 Pupil Book Ratio

The other angle from which the relationship between the working curriculum and the provision of quality can be identified from is by looking at pupil book ratio. The lack of textbooks can be a major barrier to learning among pupils thereby impacting on the quality of the learning outcomes. A research by World Bank Group (2015) indicates that there is a great shortage of textbooks at primary school level in Zambia due to inadequate funding and systemic weaknesses in the execution of the textbook procurement policy. According to the 2015 Educational Statistical Bulletin, the pupil/book ratios for both English and Mathematics were at 4:1 in 2015. While the book ratios for Zambian Languages and Life Skills was 5:1 and 7:1 respectively (MoGE, 2016). The figures show that there is little or in some cases, no difference at all in the pupil-to textbook ratios between urban and rural based primary schools. Therefore, with regard to this situation, this study sought to identify the implication of this situation of lacking text books in primary schools and the achievement of quality education.

2.4.5 Teacher Pupil Ratio

According to the MOGE (2016a), 2,351 primary school teachers were recruited in 2015 bringing the total number of teachers to 75,236. This resulted in the reduction of the pupil teacher ratio to 42.7 in 2015 from 55.3 in 2014 against the set target ratio of 40. The pupil teacher ratio, according to the Grade of the school, averaged 40 pupils per teacher for Grade 1 Schools; 45 pupils per teacher for urban schools; and 51 pupils per teacher for rural Grade 2 schools. Grade 5 schools had 43 pupils per teacher for urban schools against 37 pupils for rural schools; while Grade 7 schools had a pupil teacher ratio of 39 and 31 pupils for rural and urban schools respectively (World Bank Group, 2015). The Ministry also reported that a total of 991 primary school administrators were trained in Education Leadership and Management (ELM) to equipping them with quality management skills against the target of 700. Therefore, this situation showed a positive

relationship between the revised curriculum and the provision of quality education (MoGE, 2016). However, this study sought to look at the current situation in terms of teacher pupil ratio

One of the problems affecting the pupil teacher ratio is the high attrition rate resulting from teacher loss due to retirements, resignations, deaths and promotion to management positions. The attrition rate reduced from 8,351 in 2014 to the all-time low of 6,835 in 2015. This reduction may be attributed to the progress made by the MoGE in the implementation of the policy on the increased retirement age from 60 to 65 years leading to the reduction in the loss of teachers due to retirements.

2.4.6 Pupil Classroom Ratio

The number of classes gradually decreases as one moves from Grade 1 to 7. Despite the large investments made in the development of infrastructure at primary school level over the years, the pupil classroom ratio has increased from 36.9 to 41.8 over the last five years. This increase is attributed to the policy shift from the basic and high school system to the current primary and secondary school system which have resulted in the upgrading of 220 primary schools into secondary schools. Other infrastructure availability in Primary schools shows that 75% of the schools have potable water, 36% have electricity. In addition, the ratio of latrines shows that currently 83 boys are sharing one latrine, there are 75 girls sharing one latrine (MoGE, 2015a). There is an impressive increase in the establishment of pupil classes at primary schools. However, there is poor quality in terms of electricity provision in most schools. This paper therefore, is interested in identifying the relationship between the new curriculum and the provision of quality education given the fact there are poor toilets for pupils especially in rural areas.

2.4.7 Contact Hours

The 2015 figures from the Educational Statistical Bulletin show that learners in Grades 1-4 spend 3.9 hours in the classroom, while learners in Grades 5-7 spend 5.3 hours per day which are way too low. Worse still, this contact time is based on the scheduled learning hours on the official school calendar and therefore does not include time lost as a result of premature school closures, learner or teacher absenteeism, examination period closures or time allocated to sporting activities. In line with this situation, this study sought to identify the implication of achieving the provision of quality education given the presence of such discrepancies.

During the development of the new curriculum, the views of all key stakeholders needed to be embraced throughout the process (Holmes & Mc Lean, 1989). The stakeholders in this regard include teachers, parents, the civil societies the Non-Governmental Organizations (NGOs) the members of the political parties, the pressure groups, the representatives from the international community, and representatives from the traditional leaders among others. For instance, in curriculum development process, a teacher plays a significant role. He/she is a mediator between curriculum and learners. She knows various needs of students, educational institutions, industries and parents (Jadhar & Pataikar, 2013). Teachers' role in the implementing of the changed curriculum is immense because they are the people who are responsible for stopping and advocating the changed curriculum. They are the only ones who implement every change in class. As Siddiqui (2007) said that "knowledge and skill cannot bring a meaningful change unless there is a self - understanding of the person involved in the process.

Gerber (2003) stated that failure to incorporate the views of key players result into difficulties in implementing the curriculum. It was normally evident in Zambia that during the curriculum development process and implementation that the key players were left out and in most cases the

activity was dominated by subject specialists from the Curriculum Development Centre (CDC) (CDC, 2000). However, in relation to the 2013 curriculum, little was known about the extent to which teachers and other stakeholders were involved in the development and implementation of the curriculum, this study sought to identify how much some of the mentioned stakeholders were involved in the curriculum design and consider the relationship that has on the provision of quality education as intended by the new curriculum.

2.4.8 Education Financing

The analysis of the 2016 education budget shows that education was allocated ZMW 9, 143 million which represents 17.2 % of the national budget and about 4% of GDP. Of this allocation, 98.7% of the budget projected to be funded from domestic revenue, while 1.3% was going to be funded by the Cooperating Partners. The allocation of 2016 was reduced by ZMW 290 million, representing a 3% reduction in absolute terms from the 2015 allocation. The budget allocation was also lower than the SADC recommended minimum threshold of either 20% of the national budget allocation, or 6% of GDP (World Bank Group, 2015). The intra budget analysis also shows that of the total amount allocated to the sector in 2016, 84% will be spent on administration and management related costs mainly staff salaries. This leaves only 16% for direct service delivery across all the subsectors which is inadequate to guarantee significant investments in the quality of education at all levels (World Bank Group, 2015). In this study, the interest to find especially from schools administration the position of educational financing and see how it would relate to the provision of quality education.

2.5 Evaluation of the revised curriculum impact on the provision of quality education

Doll (1992) posted that revising the curriculum in the education system is important because it enables teachers to consider the ways curriculum interacts with actual students in the real school

environment. For the revised curriculum to have impact on the provision of quality education, it requires a thorough understanding of the processes and principles of the changing paradigms affecting curriculum. Revised curriculum therefore needs to focus on developing the critical capabilities of students, enabling them to know themselves and to think for themselves, thus becoming active and confident learners to ensure the provision of quality education (Doll, 1992).

In modern society, the revised curriculum should provide solution to the problems that education system is facing in order to ensure provision of quality education in primary schools. This is more reason (Ediger, 2006) posted that where changes in knowledge are rapid and increasing, education is expected to provide more than the basic skills and competencies. Therefore, the revision of curriculum has impacts on the provision of quality education in primary schools. The social relevance of revising the curriculum is essential for ensuring that comprehensive education programmes support pupils to become active and responsible citizens (Berg, 1998). To attain the provision of quality education in primary schools, teaching must be meaningful and prepare learners for rapid changes and this entails.

However, the current research took the stance that the revised curriculum must take advantage of values such as cooperation, reciprocity, sharing and respect and at the same time promote self-esteem of all students to impact the provision of quality education to primary school.

According to Bantwini (2009), revised curriculum in South Africa came as an idea for the purpose of addressing education system which was characterized by racism, discrimination and inequalities. However, failure to implement successful new curriculum still persists and it is argued that well designed curriculum reform with impressive goals have not been successful because too much attention has been focused on the desired educational change and neglects how the curriculum change should be implemented.

However, the current study took a different perception compared to that of South Africa because the study may be influenced differently as it tries to evaluate the performance of the revised curriculum on the provision of quality education.

Implementation of the revised curriculum is resource-intensive; as such availability of adequate school buildings may be critical for its success. However, the key driver to revised curriculum on the provision of quality education is the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods. As a result, failure to consider the various issues that facilitate and impact learning and change, when developing a model, may lead to lack of implementation of the curriculum reforms by the educators (Bantwini, 2009:180). At the same time, the collection of primary data from the individual respondents in the current study was hoped that it might bring different perceptions since these change over time, bearing in mind that the findings in Bantwini (2009) were reported ten (10) years ago.

Therefore, the current study showed that teachers' feeling and attitudes towards change tend to give only a limited understanding of the issues regarding curriculum impact on the provision of quality education (Wit & Lee, 2009). This will help to understand some teachers' attitudes towards revised curriculum impact on the provision of quality education (Witz & Lee, 2009: 415).

Therefore, it would have been important for curriculum developers and policy makers to have understood the diversities of schools when it comes to resources, before introducing a new curriculum in South Africa. This is because some schools may not have the necessary resources to implement the curriculum to ensure the provision of quality education. Rogan and Grayson (2003) emphasize that those who are responsible for curriculum change activities should understand what resources are available and the degree of resources available to support the revised curriculum on the provision of quality education in primary schools.

Suffice to mention that Fienetal, (1984) observed that through conducting an evaluation, the relevance of the curriculum can be established. This is so because through evaluations of the revised curriculum on the provision of quality education in secondary schools, direct link back from the learners' achievement to curriculum improvement can be identified (Matunge (2013). However, little was known about the evaluation of the 2013 curriculum on the provision of quality education in primary schools because no information was available to justify its viability.

The current researcher noticed that study by Matunge (2013) was done at a secondary level of education. Therefore, conducting the current study and at primary level of education was hoped to influence other valuable findings.

Summary

In this chapter, the researcher reviewed the works of other scholars done on the topic of study. It covered the definition of quality education, definition of a curriculum and the brief background of a curriculum before covering the empirical studies done internationally, continentally and locally in relation to the three study objectives of the study. Thus how well the revised curriculum is performing in the provision of quality education, the relationship between the revised curriculum and provision of quality education and the evaluation of the revised curriculum impact on the provision of quality education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter discusses the research methods. It describes the research design, research instruments, target population, sample and sampling procedures. Further in the chapter, data collection instruments that were employed in the study, data collection procedure, data analysis process and the ethical considerations were justified. At the end of the chapter, the summary of methodology was given.

3.1 Research Design

Ghosh (2003) view a research design as a road map or logic plan of study that guides the researcher as he/she collects analyses and interprets data. In this research, descriptive design was employed to evaluate the performance of the revised curriculum on the provision of quality education in selected public primary schools of Kazungula district. The design was employed because the researcher hoped to describe the phenomenon as it existed without manipulating participants, conditions or situations. Descriptive study is advantageous because it determines and reports the way things are.

This study's approach was both quantitative and qualitative in nature. Qualitative research had an advantage over quantitative approach because it allowed the researcher to go beyond the statistical results as the study captured subjective views of interest groups. It was also quantitative in that the research established a number of responses to various themes and content in numerical terms.

3.2 Study site

The study of evaluating the performance of the revised curriculum on the provision of quality education in selected public primary schools was carried out in five (5) selected public primary schools in Kazungula district. The study site was chosen because there has never been a study of this kind done district.

3.3 Study Population

A target population is a particular group of people that is identified to have one thing in common (Moono, 2013). The target population for this study was composed of Education Standard Officers (ESOs), Head teachers, Deputy Head teachers, Curriculum Development Centre specialists and teachers in Kazungula district. Therefore, it was from this population that a sample was drawn, which adequately represented the population.

In this particular study, Standard officers took part because they are the chief controllers of standards and quality teaching in schools to ensure provision of quality education and also charged with the responsibility of interpreting and providing guidelines to ensure the quality provision of education in schools. Head teachers are entrusted with the responsibility of coordinating the administrative activities to ensure provision of quality education in schools. The deputy head teachers and senior teachers also supervise teachers on their performance to ensure provision of quality education. They conduct supervision with regard to planning, rating, giving feedback and follow up actions can either support or oppose the existence of provision of quality education in schools. Suffice to mention that teachers are cardinal in the provision of quality education in schools.

3.4. Sample Size and Sampling Procedure

Chaves (2000) noted that sample is a smaller group obtained from the accessible population. In this study, the sixty-two (62) sample size for this study comprised two (02) ESOs from the District Education Board Office, five (05) head teachers, five (05) Deputy Head teachers, five CDCs (05), senior teachers (05) and forty five (35) teachers from five (05) government primary schools in Kazungula district. 35 teachers were sampled using stratified random sampling. Simple random procedure and purposive sampling were employed in order to avoid biasness and to achieve a high level representativeness. Simple random sampling was chosen so as to ensure a fair representation of all the three categories of potential learner performance, that is, high, average and low performances. This method is also recommended by Kombo and Tromp (2006) who noted, that simple random sampling ensures that several subgroups in the population are represented in the sample in proportion to their number in the population.

Purposive sampling procedure was used to select (02) ESOs from the District Education Board Office, five (05) CDCs (05) five (05) head teachers and five (05) Deputy Head teachers. On the other hand five (05) senior teachers and (35) teachers were selected using simple random sampling.

3.5 Sampling Frame

The sampling frame for teachers was derived from the five (5) primary schools in Kazungula district which were randomly selected. Selection of the said schools was done using simple random sampling as it avoided complexities by ensuring relatively small clearly defined population. Following the observation by Kombo and Tromp (2006), simple random sampling was employed because it was advantageous in that it allowed for the samples to yield research data that could be generalized to a larger population.

To come up with the final list of respondents the derived sampling frames were used. Thus the researcher worked with the head teacher in each of the targeted schools. The derived sampling frames comprised ESOs from the District Education Board Kazungula District, head teachers, deputy head teachers, senior teachers, teachers and parents. The ESOs, head teachers and deputy head teachers were selected using purposive sampling. On the other hand, senior teachers, teachers and CDCs were selected using simple random sampling. Thus they were asked to pick a paper which had numbers assigned on them up to the desired number of teacher respondents for each school.

3.6 Research Instruments

For this particular study, the researcher used a triangulation of instruments to collect data, thus; Questionnaires, Interviews and Focus Group Discussion. Wilson, (2010) stated that a questionnaire is an instrument consisting of series of questions which are designed to gather information that is useful for collected data analysis. As Mugenda and Mugenda (2003) alluded to that, questionnaires are used primarily in a survey research like this study, to allow uniformity of responses especially on the questions where the respondents are asked to select an answer from a set of given alternatives.

In this study, questionnaires were used for teachers and pupils because they formed a large group of the sampled population. As supported 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 ordered fashion.

Mertler (2012) noted that semi and structured interviews in the survey research design help the researcher to gather in depth information from the intensive investigation of the topic under study and hence save time since respondents just answer specific questions of the researcher. This gives an ample time for the researcher to get complete and comprehensive information besides quantifying the data that is collected. In this study, the semi structured interviews were used to gather data from the ESOs and the school administrators because such instruments promote exploration of issues and allow pursuance of information not initially planned, (Leedy & Ormrod, 2005). The interview guides were also 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. Focus group discussions were also conducted on the class teachers in order to cross check the information they gave in the questionnaire.

3.7 Procedure for Sampling

The researcher got permission to visit the schools from the Ministry of Education District Education Board Secretary (DEBS) of Kazungula to administer various instruments to the ESOs, school administrators and class teachers in the five selected public primary schools and the district office. Afterwards, the researcher tested the instruments by doing a pilot study. The researcher made appointments with the Head teachers of the sampled schools. This was meant to ensure that respondents could be found within reach on the day of the visit. During the visits, questionnaires were distributed and completed then the researcher collected them with the help of the senior teacher. As for the teachers, questionnaires were collected on an agreed date to allow the respondents enough time to refer to documents where need be. The researcher used one classroom

on request from the school administration for the focus group discussion with class teachers in a group of six. The interviews with ESOs were also done on some agreed time and dates. The instrument was chosen because it gave the respondents an opportunity to ask the interviewer to explain or clarify on questions which could not have been clear (Taylor, 2014).

3.8 Reliability and Validity

Reliability is the degree to which the research instruments can yield consistent results or data after repeated trials (Creswell, 2009). Validity is the degree to which the results obtained from the analysis represent the phenomenon under study (Mugenda and Mugenda, 2003).

In order to ensure the reliability of the findings, the researcher selected appropriate informants and a pilot study was done in order to pre-test the instruments. Validity was obtained by standardising the data collection instruments and triangulation where the school administrators and teachers were subjected to the questionnaire, interviews and document analysis.

3.9 Data Processing and Analysis

Brian (2016) described data analysis as a manipulation of collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study. He contended that this is done by reducing the collected primary data into themes through coding and condensing the codes after which data is represented in figures, tables or narrative reports.

In this study, qualitative data were analyzed using thematic analysis where themes were categorized and interpreted. This means that the raw data from questionnaires, interviews and focus group discussions were put into major and sub-themes to enable the researcher to manually transcribe and then organise the data into appropriate major themes through categorizing or coding

it (Creswell, 2007). The themes were then named and put according to the research questions which became easy for the researcher to manipulate data to become meaningful.

On the other hand, quantitative data in this research were analyzed using the statistical software known as Statistical Package for Social Sciences (SPSS). The reasoning behind the use of SPSS was that it offers a comprehensive solution for reporting, modeling and analysis of data. The software is user friendly in the sense that it can automatically convert data into statistical charts, graphs, percentages and tables to determine tendencies in response pattern. Moreover SPSS is also systematic and accurate. However, the researcher mainly drew the conclusions from the processed qualitative data in order to address the research questions and finally the ultimate research topic.

3.10 Ethical considerations

According to Newton (1989), ethics is the discipline of dealing with what is right and wrong within a moral framework that is built on obligation and duty. Punch (2000) also asserts that all social research involves consent, access and associated ethical issues, since such data is from people and about people.

The researcher sought permission from the relevant authorities before carrying out the research. Ability to reassure respondents that their opinions remained confidential and non-judgmental as a consequence of their disclosures was applied. All data and information provided by the respondents remained anonymous and treated with the strictest confidentiality. Therefore, respondents were not allowed to indicate their names. The researcher ensured a conducive atmosphere was created, so that the respondents could freely contribute to the discussion. Furthermore, the researcher made it clear to all participants that their participation was on a voluntary basis and that they were free to withdraw from the study at any time.

3.11 Summary

This chapter outlined the methodology of the study. The study was qualitative, employing the survey research design. The study site was in Kazungula District of the Southern Province of Zambia with a sample size of 67 respondents. The sample was selected purposively and conveniently. Data collection tools included closed and open ended questionnaires, document analysis guide, interview guides and a voice recorder.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

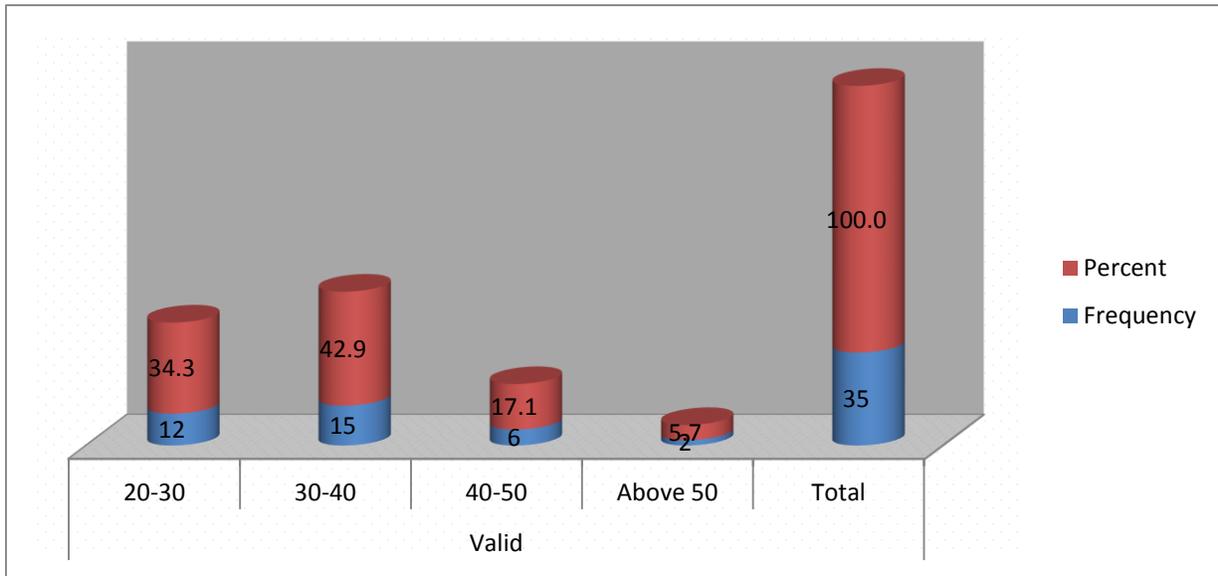
This chapter presented the findings of the study that resulted from teacher questionnaires, Head teachers/deputy head teachers, ESOs and CDC interview guides. The presentation of the findings was in tandem with and order of the following study questions: (i) how well was the revised curriculum performing in the provision of quality education? (ii) to establish the link between the revised curriculum and the provision of quality education? (iii) what was the impact of the revised curriculum on the provision of quality education provision?

Table 4.1: Bio data of Respondents by Gender

	Education Standard Officers		School Administrators		Teachers/Senior Teachers		CDC	
	Frequency	Percent %	Freq	Percent%	Freq	Percent	freq	Percent %
Female	1	50	3	30	23	60	3	60
Male	1	50	7	70	17	40	2	40
Total	2	100	15	100	40	100	5	100

Source: Field Data 2018

Figure 4.1: Age of the respondent



Source: Field Data 2018

The graph above shows that 12 of the respondents represented by 34.3% of the respondents were between the ages of 20-30 years, 15 of the respondents were between the ages of 30-40 represented by 42.9% of the total respondents. Meanwhile, 6 of the total respondents represented by 17.1% were between the age of 40-50 and 2 of the respondents represented by 5.7 were those who were above 50 years. From the data obtained above, it can be clearly indicated that most of the respondents were a group of experienced professionals who contributed positively towards the credibility of the study findings.

Table 4.2: Service year in teaching

YEARS	FREQUENCY	PERCENT%
1-5	1	2.9
6-10	17	48.6
11-15	6	17.1
16-20	3	8.6
21-25	3	8.6
26-30	2	5.7
above 30	3	8.6
Total	35	100

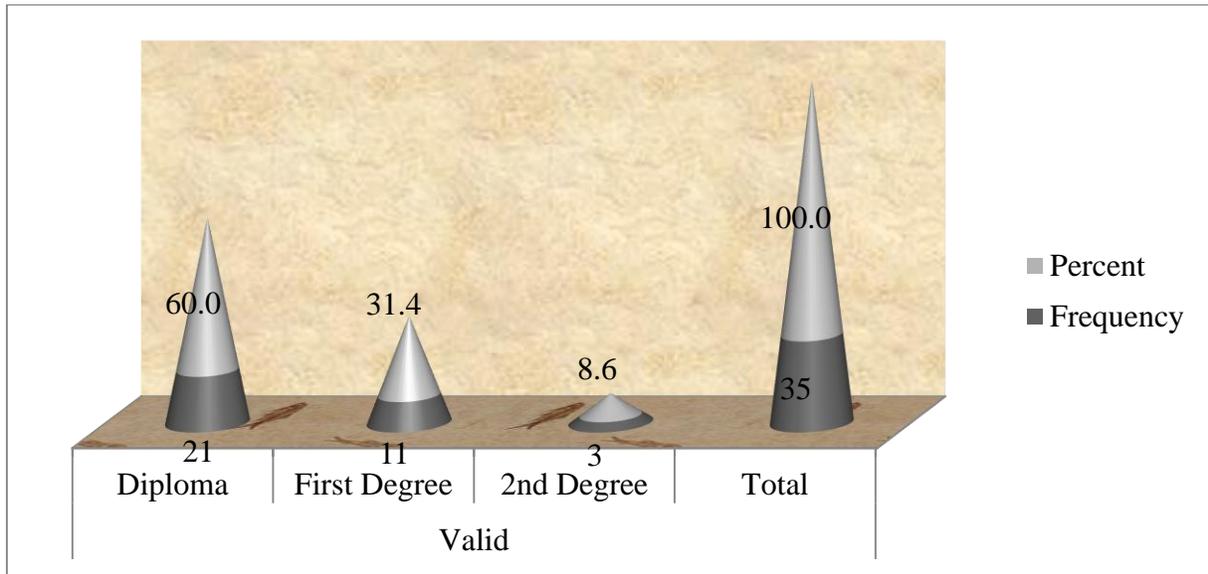
Source: Field Data 2018

The graph above shows that 1 of the participants represented by 2.9% served in teaching between 1-5 years. 17 of the respondents represented by 48.6% have been in service between 6-10 years. 6 of the respondents represented by 17.1% were in teaching service between 11-25 years. 3 of the respondents represented by 8.6% were in teaching service between 16-20 years; meanwhile 3 of the respondents represented by 8.6% were in teaching service between 21-25 years. 2 of the respondents represented by 8.6% were in teaching service between 26-30 years respectively. Lastly, the graph above shows that 3 of the total respondents represented by 8.6% were in service above 30 years.

The researcher believed that the responses obtainable on the ground helped to cross check the findings and established the evaluation of the phenomenon better because most of the respondents

have been in teaching service for more than 5 years, meaning they possessed the required varied experiences.

Figure 4.2: Level of education

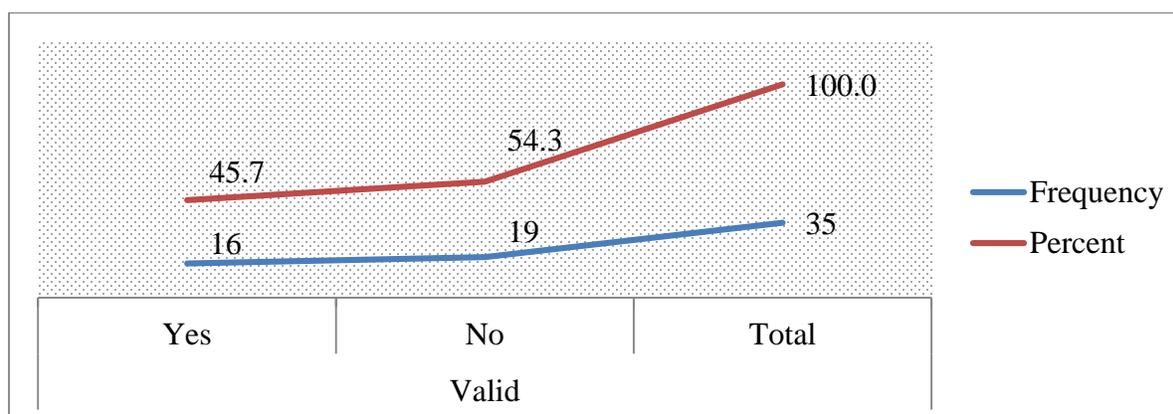


Source: Field Data 2018

The graph above shows the level of education of the respondents. 21 of the respondents represented by 60% were diploma holders. 11 of them represented by 31.4% were degree holders. Meanwhile, 3 of the respondents represented by 8.6% were master degree holders. From what was obtained by the researcher, it is believed that most of the respondents who were diploma holders are on distance education pursuing their first degree qualification. This simply shows that teachers are moving towards quality education by advancing in their level of education.

4.2 ASSESSMENT ON HOW WELL THE REVISED CURRICULUM IS PERFORMING IN THE PROVISION OF QUALITY EDUCATION

Figure 4.3: Revised curriculum performance on provision of quality education



Source: Field Data 2018

The graph above shows the response of the respondents regarding their thoughts if the revised curriculum is performing in the provision of quality education in primary schools. 16 of the respondents represented by 45.7% indicated that the revised curriculum is performing in the provision of quality education in primary schools while 19 of the respondents represented by 54.3% indicated that the revised curriculum does not perform well in the provision of quality education in primary schools.

From the above findings, the researcher believed that only a few of the respondents confirmed that the revised curriculum was performing in the provision of quality education in primary schools. The majority of the respondents confirmed that the revised curriculum was not performing in the provision of quality education.

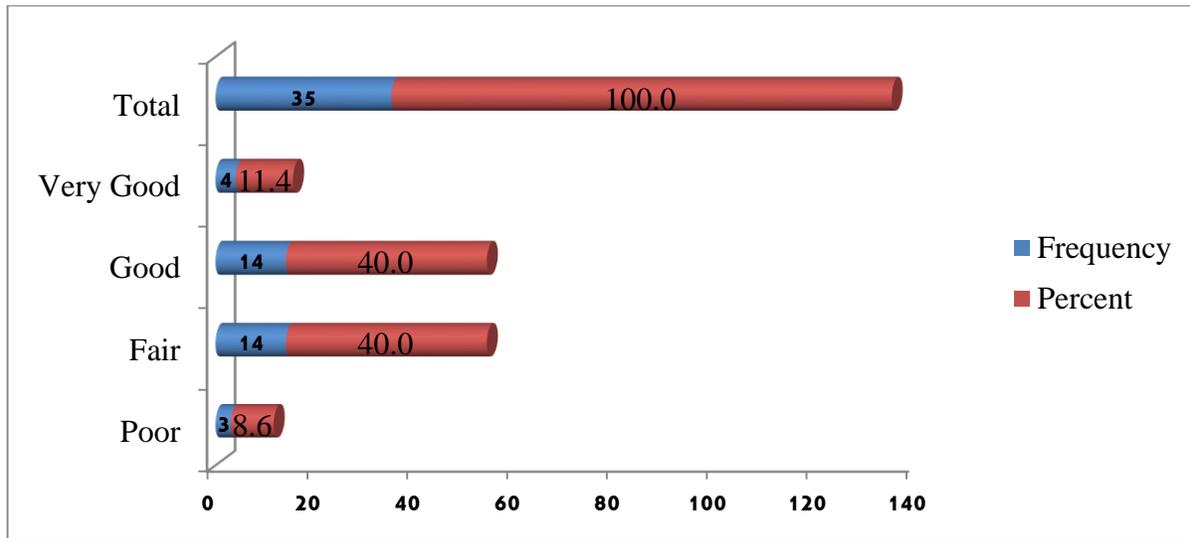
Table 4.3: Learners' response and performance of the revised 2013 curriculum

RATING	FREQUENCY	PERCENT%
Poor	9	25.7
Fair	16	45.7
Good	6	17.1
Very Good	4	11.4
Total	35	100

Source: Field Data 2018

Figure 4.3 above shows that 9 of the respondents represented by 25.7% indicated that the learner's response and performance of the revised 2013 curriculum in the provision of quality education was poor while 16 of them represented by 45.7% indicated that the performance was fair. 6 of the respondents represented by 17.1% indicated that the performance was good and 4 of them represented by 11.4 of the total respondents indicated that the response and performance of learners was very good. The responses above make the researcher believe that learner's response and performance are clear indications that the revised 2013 curriculum is moving towards provision of quality education in primary schools.

Figure 4.4: Quality of teaching and learning materials of the revised 2013 curriculum



Source: Field Data 2018

Figure 4.4 above shows that 3 of the respondents represented by 8.6% indicated that the quality of teaching and learning materials of the revised 2013 curriculum was poor while 14 of them represented by 40% indicated that the quality of teaching and learning materials were fair. Another group of 14 respondents represented by 40% indicated that the quality of teaching and learning materials were good and 4 of them represented by 11.4% of the total respondents indicated that the response and performance of learners was very good.

Nonetheless, one head teacher regarding the above had this to say:

The quality of teaching and learning materials of the revised 2013 curriculum was very good. This response is in line with that of the 2 ESOs who indicated that the quality of teaching and learning materials in public primary schools is very good because it opens the eyes of the learners to see their world around.

One of the CDC official in his interview said that:

The quality of teaching and learning materials of the revised 2013 curriculum was very good because it prepared the learners to the world of work for the benefit of the society and the country at large. In the same vein, it is very good in the sense that it helped the teachers to acquaint themselves to the global standard of teaching.

Another head teacher also said that:

To be honest with you, the quality of teaching and learning materials in public primary schools is quite good but pupils are still struggling to adapt to it.

Whilst one deputy head teacher stated that:

The quality of teaching and learning materials in public primary schools is fair.

This response is similar to what the two head teacher said in their response that;

We can't complain much, the quality of teaching and learning materials in public primary schools are fair.

The study established that a good number of respondents gave varied responses to the basic question, which could be a pointer that the majority of them in these selected primary schools said that there is quality of teaching and learning materials in public primary schools. This shows that the provision of quality of teaching and learning materials in public primary schools is promising as most of the respondents showed positivity in their responses.

Table 4.4: Challenges in implementing the revised 2013 curriculum

RESPONSES	FREQUENCY	PERCENT%
there is limited funding capacity	5	14.3
unavailability of school facilities and equipment	4	11.4
there is lack of teaching learning materials	7	20.0
lack of quantity and quality of teaching staff to meet the expectations of the pupils and the society	8	22.9
poor condition of service for curriculum implementation	5	14.3
poor time management and absenteeism by teachers	6	17.1
Total	35	100.0

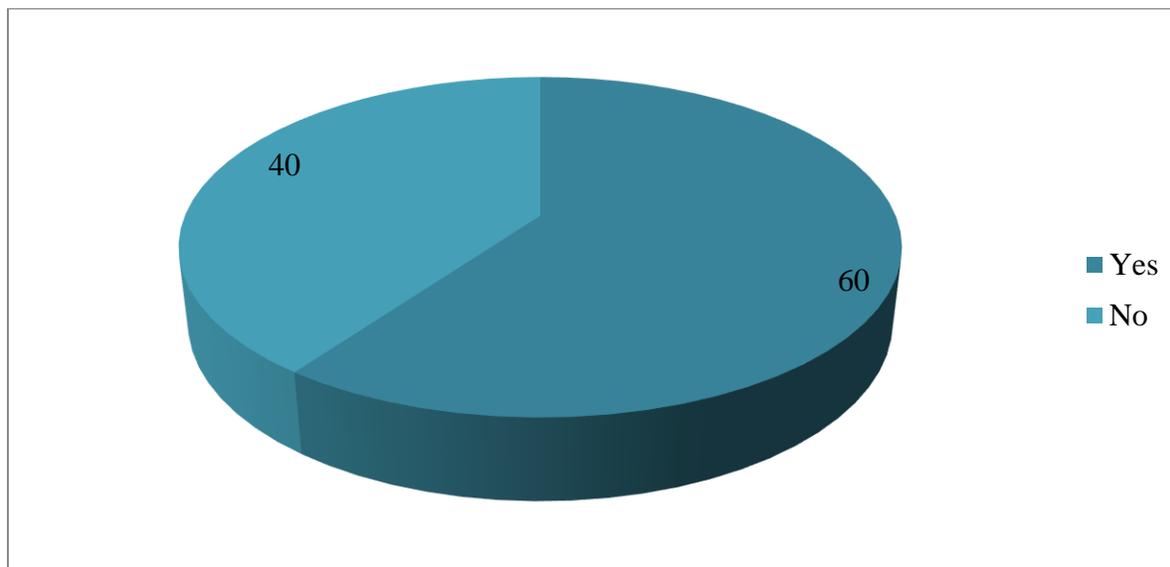
Source: Field Data 2018

With regard to the main challenges of implementing the 2013 revised curriculum, the table above shows that 5 of the respondents represented by 14.3% contended that there was limited funding capacity, while 4, represented by 11.4% said that there was an unavailability of school facilities and equipment and 7 of them represented by 20% mentioned that there was lack of teaching learning materials. 8 of the other teachers represented by 22.9% pointed out to the lack of quantity and quality of teaching staff to meet the expectations of the pupils and the society as the main challenge while 5 of them represented by 14.3% mentioned the poor condition of service for curriculum implementation and the last 6, represented by 17.1% said that there was poor time management and absenteeism by teachers.

In essence, these findings were skewed to the adherence of schools to the Zambian education policy document “Educating Our Future” (1996) which urged schools to have availability of school facilities and equipment, good condition of service for curriculum implementation, quantity and

quality of teaching staff and the government should also have the capacity to fund the programme to enhance provision of quality education to all learners. However, it was established that the majority of the head teachers, deputy head teachers, teachers, CDC and ESOs indicated that the greatest challenge in the implementation of the revised 2013 curriculum in the provision of quality education in primary schools is limited funding of the programme. Suggesting that, there is need for the government and other stakeholders to heavily fund MoGE for proper implementation of the revised 2013 curriculum in the provision of quality education in primary schools.

Figure 4.5: Material content of the revised 2013 curriculum



Source: Field Data 2018

The pie chart above shows that 60% of the respondents indicated that material content of the text books for the revised 2013 curriculum enhanced the provision of quality primary education while 40% of them indicated that the revised 2013 curriculum did not enhance the provision of quality primary education.

The study established that a good number of teachers indicated that the material content of the text books for the revised 2013 curriculum enhanced the provision of quality primary education and

this gave varied responses to the basic question. The response of the teachers above was contrary to responses from the majority of CDC, ESOs, head teachers and deputy head teachers who indicated that the material content of the text books for the revised 2013 curriculum did not enhance the provision of quality primary education because teachers are still struggling on how deliver its content in the classroom set up.

From the responses given above, the researcher established that the responses given by the teachers was a clear indication that there was a brief understanding regarding the revised 2013 curriculum material content of the text books to enhance the provision of quality primary education. The administrators, CDC and ESOs however, indicated a negative response because they are acquainted with the education system. This requires proper orientation of teachers regarding the revised curriculum.

Table 4.5: Extent of quality education enhancing of material content

RATES	FREQUENCY	PERCENT%
0%	1	2.9
25%	5	14.3
50%	8	22.9
75%	18	51.4
100%	3	8.6
Total	35	100

Source: Field Data 2018

Table above shows that 1 of the respondents represented by 2.9% indicated that the extent of material content of the text books for the revised 2013 curriculum have enhanced the provision of quality primary education is at 0%, while 5 of them represented by 14.3% indicated that extent of material content text books to enhance the provision of quality primary education is at 25%. 8 of the respondents represented by 22.9% indicated 50%, meanwhile those who indicated 75% were 18 and were represented by 51.4% and lastly, those who indicated 100% were 3 and are represented by 8.6%.

One head teacher from one of the selected schools had this to say;

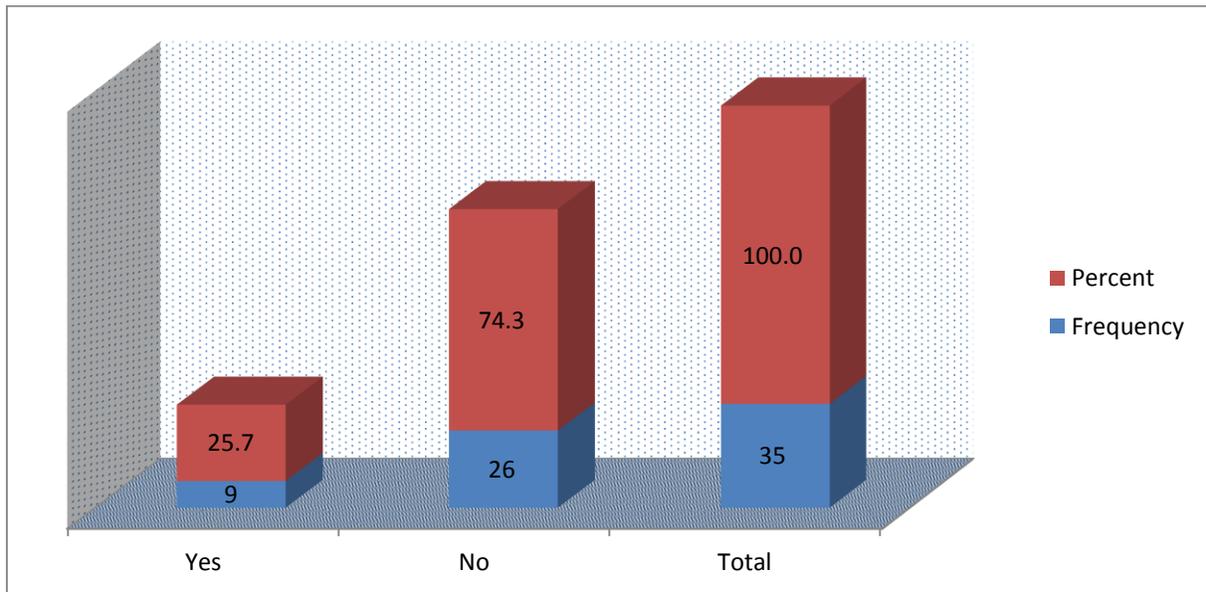
The textbooks we received from the MoGE have inappropriate information to enhance the provision of quality education in primary schools. Some of the textbooks supplied to in our schools have shallow information and they are a mismatch with what is supposed to be covered in the new syllabus.

In the same vein one deputy head teacher stated that;

Textbooks are very important for us teachers to deliver accordingly in the provision of quality education in class but it is disappointing that at this school there are very few books with sometimes having mismatched content catering for all the classes here and we only have 10 computers against a population of over 60 pupils per class by twelve classes.

From what was obtained above, various respondents suggested that the MoGE had not fully provided the required and appropriate material content of textbooks to enhance the provision of quality education in primary schools. Therefore, the researcher established that there was truth in what respondents indicated above as it was evidenced at one school where they still use old textbooks and a few new textbooks with shallow information regardless of the newly introduced curriculum demanding for quality education that suits the global educational standard.

Figure 4.6: Preparedness of teachers when implementing the revised curriculum



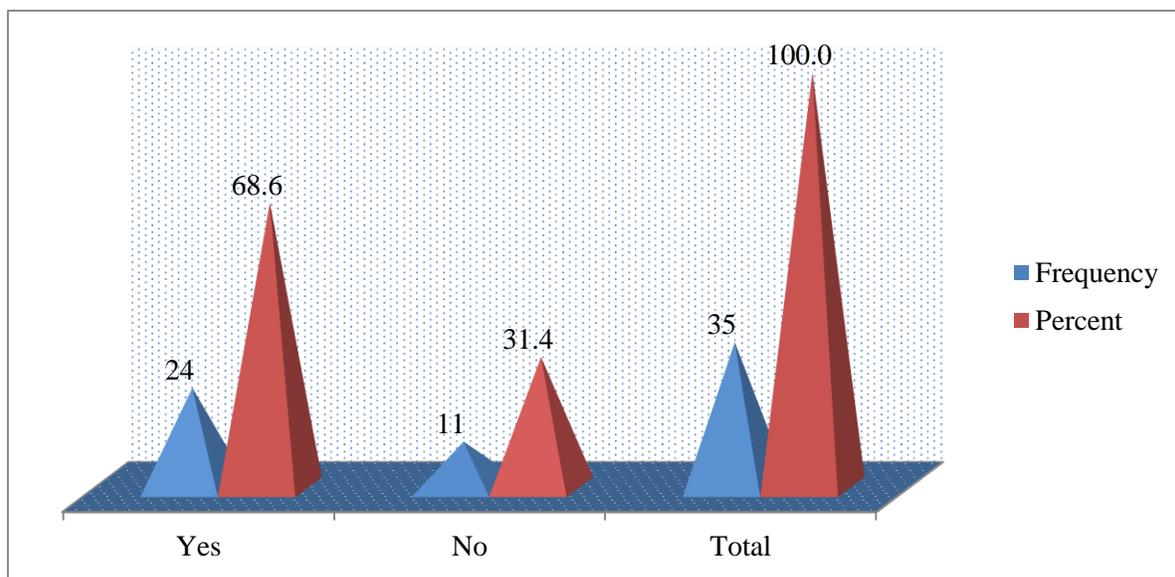
Source: Field Data 2018

The graph above shows that 9 of the total respondents represented by 15.7% indicated that when the 2013 revised curriculum was being implemented, they were prepared for it by the CDC and the MoGE while 26 of them represented by 74.3% indicated that they were not prepared for it by the CDC and the MoGE.

The response from educational standard officers showed that there was limited orientation of teachers during the implementation of the new curriculum. They further said that most teachers were just surprised to discover that a new curriculum was produced without their knowledge on how to handle certain content in the classroom setup.

4.2. THE LINK BETWEEN THE REVISED CURRICULUM AND PROVISION OF QUALITY EDUCATION

Figure 4.7: Link between the revised curriculum and provision of quality education



Source: Field Data 2018

Figure 4.7 above shows that 24 respondents represented by 68.6% indicated that there was high performance on the revised curriculum and provision of quality education while 11 of them

represented by 31.4% indicated that there was low performance on the revised curriculum and provision of quality education.

Table 4.6: Justification of the link between of the revised curriculum and provision of quality education

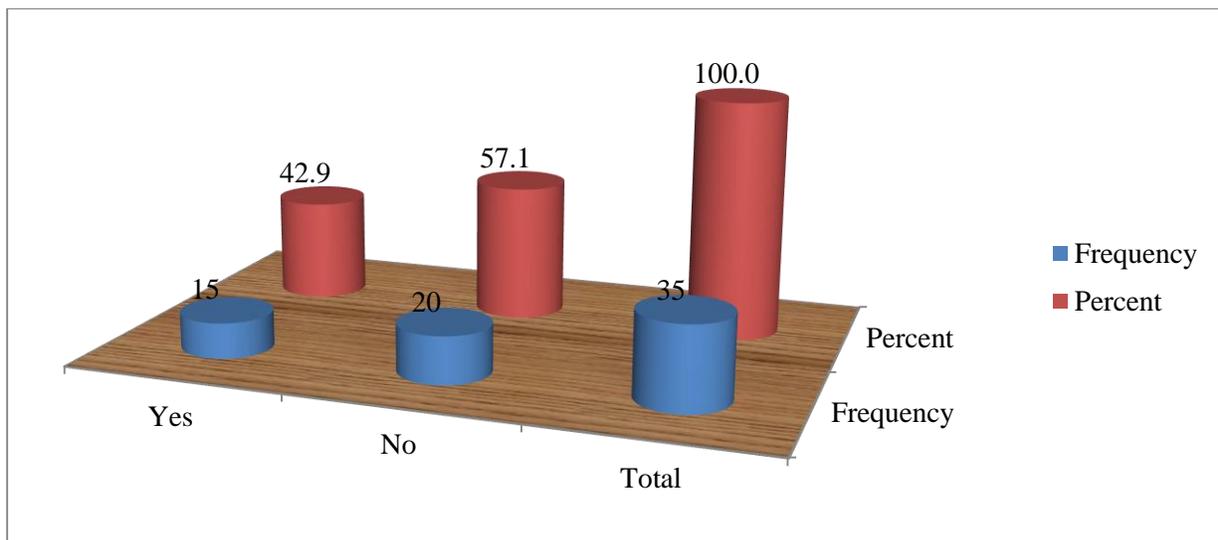
RESPONSES	FREQUENC Y	PERCENT %
a certain number of schools and classrooms were constructed.	10	28.6
a considerable provision of teaching learning materials were provided	14	40
the intended number of schools and classrooms were not met as planned in the curriculum framework	7	20
poor provision of teaching learning materials for the new subjects	4	11.4
Total	35	100

In justifying the respondents' views on the performance of the revised curriculum and its provision of quality education, 10 of them represented by 28.6% said that a certain number of schools and classrooms were constructed while 14 of them represented by 40% mentioned that a considerable provision of teaching learning materials were provided and on the contrary, 7 of the teachers represented by 20% said that the intended number of schools and classrooms was not met as

planned in the curriculum framework. The other 4 represented by 11.4% mentioned that there was poor provision of teaching learning materials for the new subjects.

From all the categories of participants, some respondents indicated that they were aware of the factors which influenced the implementation of the revised 2013 curriculum. They also indicated that the factors were being realized to some extent as change in general was necessary at times to keep abreast of the changes in education around the globe. Although overall results show that the factors were being achieved to some extent, other respondents especially those who participated in interviews indicated that curriculum implementation should be a gradual process because too many and quick changes sometimes had a negative effect on teaching and learning. Furthermore, they indicated that change that occurred too frequently may create stress among educators and other stakeholders due challenges of adapting to change. In the same view, some respondents indicated that there was failure on part of the government in providing the required number of schools and classrooms as intended by the curriculum framework and this was coupled with other participants who indicated that there was failure in providing teaching learning materials.

Figure 4.8: MoGE provision of teaching and learning resource for the new curriculum



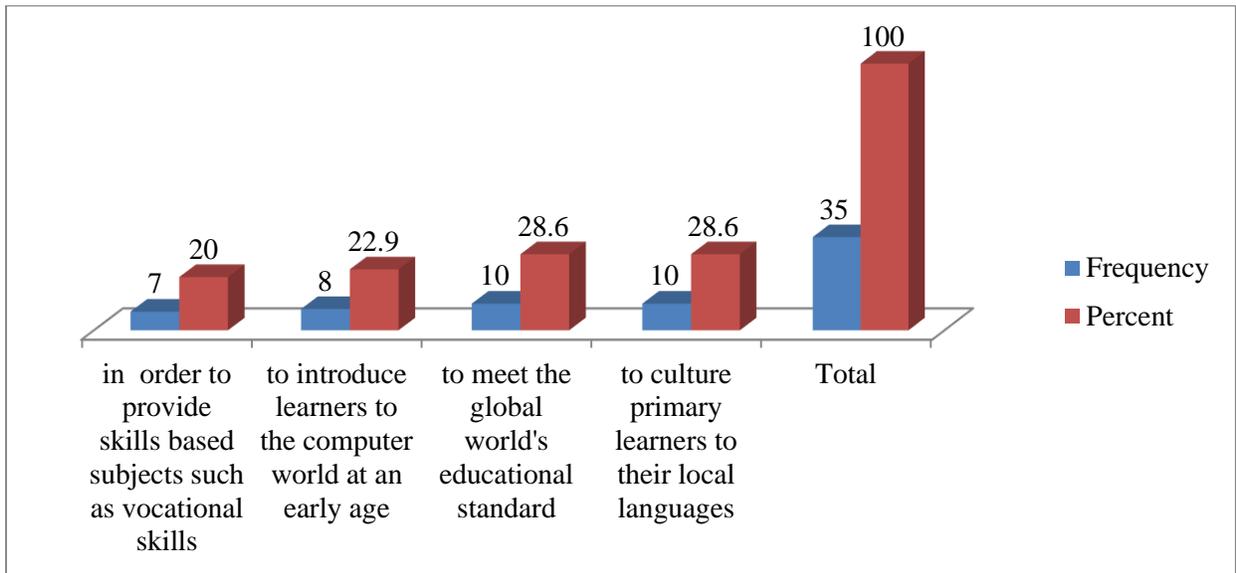
Source: Field Data 2018

The graph above shows that 15 respondents represented by 42.2% indicated the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education while 20 of them represented by 57.1% indicated that the MoGE did not provide teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education.

One CDC participant had the following to say regarding the concern given above;

I am confident that the revised 2013 curriculum will yield the intended results as indicated in the new curriculum framework. However, this can only happen if only the government could be consistent in providing sufficient teacher training and other relevant teaching and learning resources for effective subject delivery to enhance and offer quality education in these schools. Unfortunately, at the moment, the phases in which school teaching learning materials were intended to be provided had not been a success due to insufficient funding from both the government and other private education funders.

Figure 4.9: Factors influencing the development and implementation of new curriculum

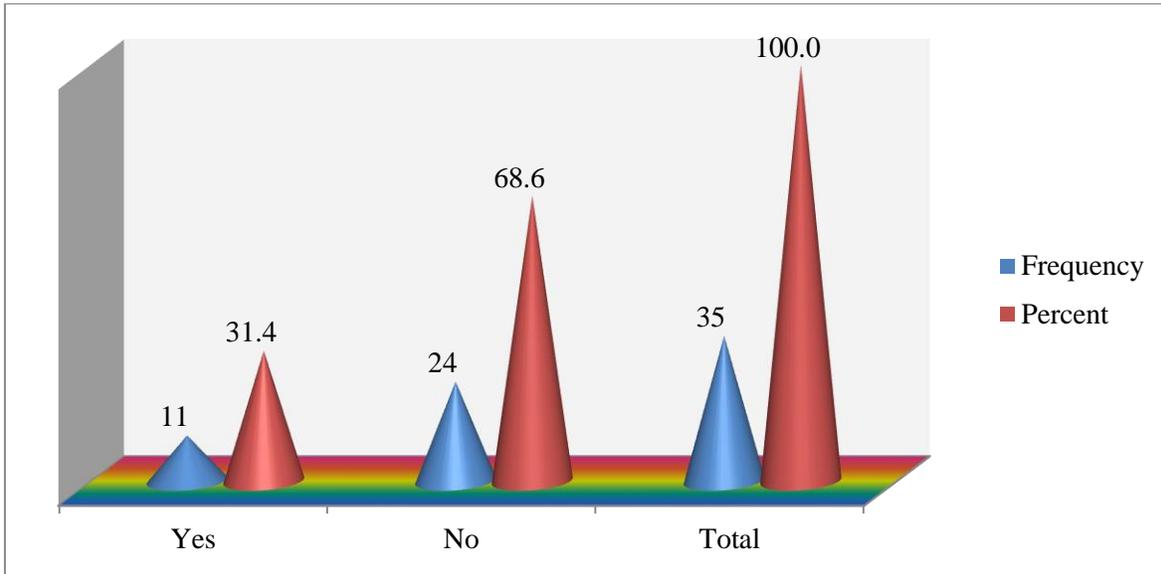


Source: Field Data 2018

The graph above shows the responses of teachers concerning their perceived factors that have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools. Accordingly, 7 teachers represented by 20% indicated that one factor was done in order to provide skill based subjects such as vocational ones while 8 of them represented by 22.9% mentioned that it was done so as to introduce learners to the computer world at an early age and the other 10 teachers represented by 28.6% considered that one factor was to meet the global world’s educational standard. The last 10 teachers represented by 28.6% pointed out that one factor that led to the implementation of the revised 2013 curriculum was so as to culture primary pupils to their local languages.

In view of the above responses, it was clear that all the teachers had a good understanding regarding the factors that prompted MoGE to formulate and implement the revised 2013 curriculum. They all had a positive take and admitted that there was need to implement a curriculum that would bring about development to the current curriculum.

Figure 4.10: Whether factors are met through the implementation of new curriculum



Source: Field Data 2018

The graph above shows that 11 of the total respondents indicated that the factors that have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary school have been met while 24 of the respondents represented by 68.6 indicated that those factors were not met.

From all the categories of participants, majority of the respondents indicated that they were aware of the factors which influenced the implementation of the revised 2013 curriculum. They also indicated that the factors were being realized to some extent as change in general was necessary at times to keep abreast of the changes in education around the globe.

Although overall results above showed that the factors were being achieved to some extent, other respondents especially those who participated in interviews indicated that curriculum implementation should be a gradual process because too many and quick changes sometimes had a negative effect on teaching and learning. Furthermore, they indicated that change that occurred too frequently may create stress among educators and other stakeholders due to challenges of

adapting to change. They stated that during the period of adaptation some teachers do not teach effectively as they may still be learning new things included in the revised curriculum. However, results indicated that majority of participants acknowledged the need for MoGE to implement the curriculum which was skill based, localized, learner-centred, holistic and relevant to the needs of individuals and the society. Thus, results showed that what MoGE had advocated to achieve through the revised 2013 curriculum was being achieved to some extent.

Table 4.7: Extent of meeting the factors influencing implementation of curriculum

RATES	FREQUENCY	PERCENT%
0%	2	5.7
25%	6	17.1
50%	9	25.7
75%	17	48.6
100%	1	2.9
Total	35	100

Source: Field Data 2018

Table above shows that 2 of the respondents represented by 5.7% indicated that the extent at which these factors are being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education was at 0%, while 6 of them represented by 17.1% indicated that the extent at which these factors were being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education was at 25%. 9 of the respondents represented by 25.7% indicated 50%; meanwhile those who indicated 75% were 17 and were represented by 48.6%. Lastly, 1 of the respondents represented by 2.9% indicated that the extent at which these factors were being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education was at 100%.As can be seen from the above table,

the majority of teachers indicated that above average, the factors that influenced the curriculum implementation were achieved.

The same question was given to head teachers, deputy Head teachers and education standard officers, and their responses were as follows:

One head teacher mentioned that;

The MoGE has not yet provided our school with the promised number of textbooks and yet our grade 7 pupils will soon be assessed basing on the revised curriculum in the national examination at the end of the year.

One deputy head teachers also indicated that;

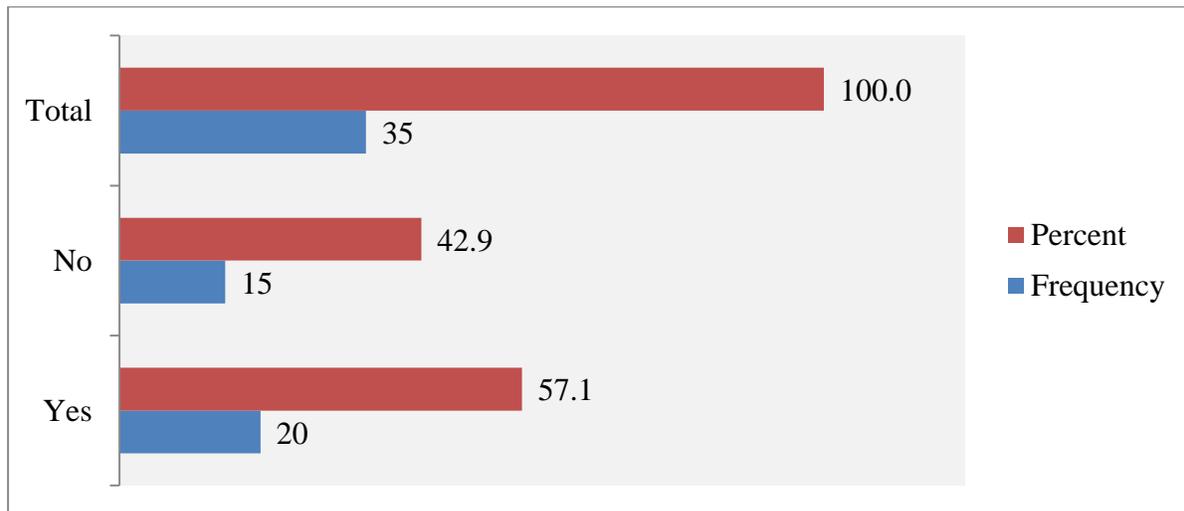
The MoGE has supplied us with some textbooks which have inappropriate information and other textbooks have very shallow information which does not match with what we are supposed to cover in the new syllabus.

One educational standard officers mentioned that;

Teaching aids such as textbooks are very important for one's delivery of an effective lesson in class. But in most of these schools there are very few books catering for all the classes and many schools only have a few computers against a population of over 60 pupils per class.

4.4 EVALUATING THE REVISED CURRICULUM IMPACT ON THE PROVISION OF QUALITY EDUCATION

Figure 4.11: Whether the revised curriculum impacts on quality education



Source: Field Data 2018

The graph above shows that 20 of the respondents represented by 57.9% indicated that the revised curriculum had an impact on the provision of quality education in primary schools while 15 of them represented 42.9% indicated that the revised curriculum did not have impact on the provision of quality education in primary schools.

By further probing teachers to briefly elaborate what they meant by their responses, it was discovered that those who accepted that of the curriculum had an impact implied that it had positive impact and this was through adding something of substance to the curriculum. They indicated that the revised 2013 curriculum had added quality to primary pupils since now they were able to use computers. On the other hand, those who did not accept the impact of the revised 2013 curriculum meant that pupils still had little to boast about the curriculum since very little had put in place in order to teach the new curriculum's content to pupils.

Table 4.8: Justification of impact of new curriculum on provision of quality education

RESPONSES	FREQUENCY	PERCENT%
it has helped learners to obtain computer literacy at an early age	8	22.9
it has prompted the ministry of education to provide technological based materials in primary schools	11	31.4
it has compelled some teachers to acquire computer literacy in order to cope with the new curriculum requirements	5	14.3
it has generally improved teaching and learning	7	20.0
the curriculum's local languages inclusion has made pupils to improve in reading and writing skills	4	11.4
Total	35	100

Source: Field Data 2018

The table above shows the participants' responses regarding the impact of the revised 2013 curriculum on the provision of quality education in primary schools. Accordingly, 8 of the respondents' represented by 22.9% mentioned that it had helped learners to obtain computer literacy at an early age while 11 of the teachers represented by 31.4% said that it had prompted the ministry of education to provide technological based materials in primary schools and 5 of them represented by 14.3% mentioned that it had compelled some teachers to acquire computer literacy in order to cope with the new curriculum requirements. 7 teachers represented by 20% said that it had generally improved teaching and learning and the last 4 teachers represented by 11.4% mentioned that the curriculum's local languages inclusion had made pupils to improve in reading and writing skills.

In view of the concern that was raised above, the responses above clearly shows that all the respondents had a positive view regarding the impact of the revised 2013 curriculum on the provision of quality education in primary schools.

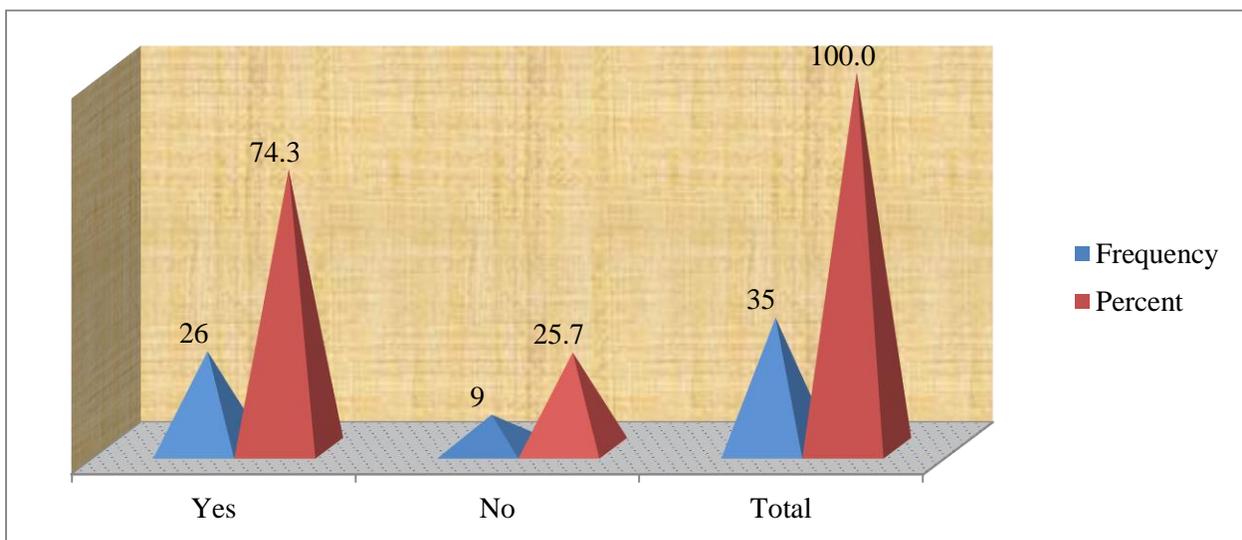
The same question was however given to educational standard officers and head teachers. One educational standard officer mentioned the following:

The delivery of new subjects has not been effective due to challenges such as inadequate and/or inappropriate teaching and learning materials, lack of qualified teachers and shortage of room where a practical lesson can be conducted effectively.

One head teacher pointed out that:

Delivery of new subjects has generally been good despite the challenge of teaching and learning materials as well as insufficient time to teach, especially when considering the teachers' absenteeism.

Figure 4.12: Observation of new curriculum relevance on learner and societal needs



Source: Field Data 2018

The graph above shows that 26 respondents represented by 74.3% indicated that the 2013 revised curriculum content is relevant to the current needs of the individual learners and society at large. 9 of the respondents represented by 25.7% indicated that the 2013 revised curriculum content is not relevant to the current needs of the individual learners and society at large.

The results above clearly indicate that many teachers agreed to the fact that the revised curriculum had relevant content to the needs of pupils and the society at large.

The same question was given to educational standard officers and one of them had this to say:

The revised curriculum is a reach document in terms of knowledge and skills that primary pupils need, and the society at large because it was designed after an intensive assessment of the global world. The only challenge if that many teachers will have to the retrained in order to be able to deliver its content to the pupils effectively.

Table 4.9: Extent of revised curriculum relevant to learner and societal needs

RATES	FREQUENCY	PERCENT%
0%	1	2.9
25%	6	17.1
50%	10	28.6
75%	15	42.9
100%	3	8.6
Total	35	100

Source: Field Data 2018

Table above shows that 1 of the respondents represented by 2.9% indicated that the extent at which these factors are being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education is at 0%, while 6 of them represented by 17.1% indicated that the extent at which these factors are being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education is at 25%. 9 of the respondents represented by 25.7% indicated 50%, meanwhile those who indicated 75% were 17 and were represented by 48.6%. Lastly, 1 of the respondents represented by 2.9% indicated that the extent at which these factors are being realized by the implementation of the revised 2013 curriculum in the provision of quality primary education was at 100%.

In view of the responses from teachers above, it was clear that many teachers agreed to the fact that the content of the revised 2013 curriculum was relevant to the individual needs of learners. However, three head teachers took the same position on the curriculum but with some reservations and when probed they said that;

The content of the new curriculum is very relevant to our pupils. However, it is affected by many factors such as the relatively high number of learners in these classes which is already an indication of negative factor on the part of the revised curriculum. It is challenging to focus on each individual learner in a class of above 80 learners.

The results thus implied that the learning environment still needed to be worked on to become more conducive by expanding the infrastructure and provide more qualified teachers so as to reduce on the teacher-pupil ratio in these primary schools for teaching and learning to be more effective.

Table 4.10: Suggested measures of enhancing quality education

RESPONSES	FREQUENCY	PERCENT%
	1	2.9
there must be adequate funding from the government and stakeholders	5	14.3
there is need to provide teaching learning materials	6	17.1
more teachers should be trained in teaching new technological subjects	6	17.1
there is need to improve conditions of service for the teachers	7	20.0
there is need to balance the teacher pupil ratio	5	14.3
the school administration should device measures on how to deliver the new curriculum content to pupils	5	14.3
Total	35	100.0

Source: Field Data 2018

Regarding the suggested measures in order to enhance the provision of quality primary education with regard to the revised 2013 curriculum 6 teachers represented by 17.1% said that there was need to be adequate funding from the government and other stakeholders, while the other 6 respondents represented by 17.1% said that there was need to provide teaching learning materials and the 6 more teachers represented by 17.1% mentioned that more teachers could be trained in teaching new technological subjects. 7 other teachers represented by 20% said that there was need to improve conditions of service for the teachers while 5 of them represented by 14.3% pointed out that there was need to balance the teacher pupil ratio and the last 5 teachers represented by 14.3% mentioned that the school administration could device measures on how to deliver the new curriculum content to pupils.

In suggesting measures that could enhance the provision of quality primary education with regard to the revised 2013 curriculum, one head teacher at one school mentioned that;

It is practically impossible to achieve the intentions of the revised 2013 curriculum if quality teaching and learning resources are not adequately and appropriately provided.

The other head teacher at another school pointed out to that;

There is need to immediately withdraw the learning and teaching materials that are of substandard as they are misleading both the teacher and the learner.

Regarding the teacher-pupil Ratio, educational standard officers responded that high teacher-pupil ratio greatly affected the way a revised curriculum was being implemented. Their view was that the large numbers of learners should be reduced in classes so as to be able to meet the attention of individual learners and improve on the quality of education being provided.

Commenting on the same aspect, one head teacher mentioned that;

There is high teacher-pupil ratio at this school thus it is difficult to state clearly whether the objectives can be successfully achieved.

The implication with this was that there was need to build more classrooms in order decongest the overcrowded classes for effective teaching and learning to be enhanced.

4.1 Summary of the Chapter

This chapter presented the study findings which were given according to the study questions in the first chapter. The head teachers and deputed head teachers, educational standard officers and CDCs responded to the interview questions which were on the interview schedule guide. On the other hand, teachers' responses were captured from the administered questionnaires.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

5.0 Overview

In this chapter, the researcher discussed the findings of the study which evaluated the performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province, Zambia. The discussions of the findings were presented in order of the study objectives which were: to assess how well the revised curriculum is performing in the provision of quality education; to identify the relationship between the revised curriculum and provision of quality education and to evaluate the revised curriculum impact on the provision of quality education. Therefore, it is hoped that the research will help in improving the provision of quality education in primary schools in Kazungula district of Southern province of Zambia as there has never been such a study done before in the district.

5.1. Discussion background information of respondents

This research had a total number of 62 respondents. The study comprised of two (02) ESOs from the District Education Board Office, five (05) head teachers, five (05) Deputy Head teachers, five CDCs (05), five (05) senior teachers and thirty five (35) teachers from five (05) government primary schools in Kazungula district. 35 teachers were sampled using stratified random sampling. Simple random procedure and purposive sampling were employed in order to avoid biasness and to achieve a high level representativeness. In all the scenarios, administered unstructured questionnaires, interviews guide, document analysis guide and a voice recorder were used to collect information. The researcher used the unstructured questionnaire and interview guide for school administrators, standards officers and teachers. The questionnaire was more appropriate for teachers because it was flexible for people with busy schedules. The interviews were used because

they gave reliable and quality information as the researcher was allowed to probe and get clarifications where necessary. The beautiful thing was that most respondents gave clear and summarized data concerning the research topic. The other interesting thing about this research is that it was gender balance among the respondents who took part in this research.

5.1.1 Service year in teaching

As it was noticed above in chapter 4, majority of the respondents in this research study have been in teaching service between the years 6 and 10 represented by 48.6%. They were followed by the respondents who have been in service between the years 11 and 16 years represented by 17.1%. Those who have been in teaching service between the years 16 and 20 were represented by 8.6%. Those who have been in teaching service in the years between 21 and 25 years and 26 and 30 years were equally represented by 8.6%. The participants who have been in service for more than 30 years were equally represented by 8.6%. Lastly, the participants who have been in teaching service between the years 1 and 5 were represented by 2.9%. The years of service in teaching by the respondents depicts the experience they have been having in service. This entailed that the research study comprised of well experienced participants who had vast knowledge and contributed positively in the teaching service. The vast experience in the participants made the researcher to believe that the responses obtained on the ground helped to obtain authentic data regarding the evaluation of performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province.

5.1.2 Education Level of Respondents

As it was observed in figure 4.4 of chapter 4, 21 of the respondents represented by 60% were diploma holders. 11 of them represented by 31.4% were degree holders. Meanwhile, 3 of the respondents represented by 8.6% were master degree holders. This entailed the research study

comprised of well-trained participants who really understand the education system. The levels of education of the participants convinced the researcher that information obtained from them helped to cross check the findings and established the evaluation of the phenomenon better.

5.2 Assessment of how well the revised curriculum is performing in the provision of quality education

The first objective of this study sought to assess how well the revised curriculum is performing in the provision of quality education.

In exploring this objective of the study, it was first of all important to find out if the revised curriculum is performing in the provision of quality education in primary schools from the teachers. In what was analyzed in the quantitative data given in the previous chapter, most of the teachers revealed that the revised curriculum does not perform well in the provision of quality education in primary schools. On the other hand, a few of teachers revealed that the revised curriculum is performing in the provision of quality education in primary schools. However, the number of teachers who revealed that the revised curriculum does not perform well in the provision of quality education in primary schools was big compared to those who revealed that it performs well. With such a situation, the findings left a question as to whether teachers were oriented or involved in the designing and implementation of the revised curriculum in the provision of quality education in primary schools. This revelation above is supported by Mbozi (2009) who urged that teachers should have proper understanding of the curriculum if they were to provide quality education in schools. In the same vein, the participants' responses were however true because all teachers, whether experienced or an inexperienced, have to learn a new curriculum as it is a complex process that has many Implications in the provision of quality education in schools (William and Cowley, 2009).

The study probed teachers, how the learner's response and performance of the revised 2013 curriculum has been in the provision of quality education. According to the findings obtained in the field, the majority of the respondents revealed that the learner's response and performance of the revised 2013 curriculum in the provision of quality education was fair.

This was evidenced quantitatively in the previous chapter that 9 of the respondents represented by 25.7% indicated that the learner's response and performance of the revised 2013 curriculum in the provision of quality education was poor while 16 of them represented by 45.7% indicated that the performance was fair. 6 of the respondents represented by 17.1% indicated that the performance was good and 4 of them represented by 11.4 of the total respondents indicated that the response and performance of learners was very good.

The study established that respondents were able to see the gaps in the manner the learners' responses and performances of the revised 2013 curriculum in the provision of quality education and could not conceal their dissatisfaction. However, the study established that learner's response and performance are clear indications that the revised 2013 curriculum is moving towards provision of quality education in primary schools.

The study further probed teachers how the quality of teaching and learning materials of the revised 2013 curriculum has been in the provision of quality education in primary schools in Kazungula district. This was evidenced quantitatively in figure 4.7 of the previous chapter. 3 of the respondents represented by 8.6% indicated that the quality of teaching and learning materials of the revised 2013 curriculum was poor while 14 of them represented by 40% indicated that the quality of teaching and learning materials were fair. Another group of 14 respondents represented by 40% indicated that the quality of teaching and learning materials were good and 4 of them

represented by 11.4% of the total respondents indicated that the response and performance of learners was very good.

According to objective one in relation to the quality of teaching and learning materials of the revised 2013 curriculum, the study established that it was fair and good. The study also established that the provision of quality of teaching and learning materials in public primary schools is promising as most of the respondents showed positivity in their responses. The finding was actually in line with that of MoGE (2013) who asserted that the curriculum should be good enough if quality of teaching and learning was to be realized in the provision of quality education in schools and must be improved continuously.

By and large, the findings regarding the main challenges in the implementation of revised 2013 curriculum in the provision of quality education in primary schools, the majority of the respondents indicated the lack of quantity and quality of teaching staff to meet the expectations of the pupils and the society. The most common reason however, indicated by the respondents was the poor condition of service for evaluation of the curriculum. The issue of unavailability of school facilities and equipment was to a larger extent a challenge in the performance of the revised curriculum in the provision of quality education in primary schools. The study further established that there was poor time management and absenteeism by teachers. In terms of input, there was lack of teaching and learning materials to provide quality education in primary schools. In line with the above revelation, the Zambian education policy document “Educating Our Future” (1996) urged schools to have availability of school facilities and equipment, good condition of service for curriculum implementation, quantity and quality of teaching staff and the government should also have the capacity to fund the programme to enhance provision of quality education to all learners.

Notwithstanding with the foregoing, the study established that there was limited funding capacity to spearhead the provision of quality education in the 2013 revised curriculum. To a larger extent limited funding capacity has made most of the primary schools to unable to acquire necessary learning and teaching facilities to suit the current curriculum needs in the provision of quality education in schools. The finding was actually in line with Pelech and Pieper (2010) who pointed out that for quality education to be achieved, schools should have all the necessary facilities like proper infrastructure, textbooks, good learning environment and this call for proper funding. This is true because, it was evidenced in some schools where they were still using old textbooks and some new text books which were not detailed. As it is demanded by Taylor (2005), schools should be heavily funded if quality education was to be achieved. According to Taylor (2005), a good lesson presentation should comprise all the essential tools which help learners understand well the lesson, and insufficient teaching resources make it difficult for the teachers to deliver the lesson. Therefore, the research established that there should be adequate funding in schools for them to purchase and put up all the necessary facilities needed to suit the current curriculum if the provision of quality education was to be achieved.

The study also got interest to find out if the material content of the text books for the revised 2013 curriculum enhanced the provision of quality primary education. However, the study established that a good number of teachers revealed that the material content of the text books for the revised 2013 curriculum do not enhance the provision of quality primary education. The above response of the teachers was contrary to responses from the majority of CDC, ESOs, head teachers and deputy head teachers who indicated that the material content of the text books for the revised 2013 curriculum enhance the provision of quality primary education.

However, it was established that the negative perceptions the teachers had if the material content of the text books for the revised 2013 curriculum enhance the provision of quality primary education outweighed the positive ones by the ESOs, CDC, head teachers, deputy and head teachers. This shows that the material content of the textbooks for the revised 2013 curriculum can enhance provision of quality education in primary schools if teachers are equally given proper orientation.

Moreover, the study was also required to further probe teachers to indicate extent the material content of the text books for the revised 2013 curriculum enhance the provision of quality primary education. From what was established, it was quantitatively shown in chapter 4, figure 4.9 that 2.9% indicated that the extent of material content of the text books for the revised 2013 curriculum have enhanced the provision of quality primary education is at 0%, while 14.3% indicated that extent of material content text books to enhance the provision of quality primary education is at 25%. 51.4% indicated 50%; meanwhile those who indicated 75% were 18 and were represented by 51.4% and lastly, those who indicated 100% were 3 represented by 8.6%.

The study established that the MoGE had not fully provided the required and appropriate material content of textbooks to enhance the provision of quality education in primary schools. The study further established that there was truth in what respondents indicated above as it was evidenced at one school where they still use old textbooks regardless of the newly introduced curriculum demanding for quality education that suits the global educational standard.

The study established that teachers who indicated a very low response were mostly those who had been in the teaching service for more than ten years. This situation in turn has a considerable negative effect on the quality of education being provided and greatly hampers the achievement of stated curriculum objectives.

5.3 Discussion of the link between the revised curriculum and provision of quality education.

The second objective was to establish the link between the revised curriculum and provision of quality education.

It was mentioned in the review of literature (Stufflebeam and Shrinkfield, 2007) that the current curriculum endeavored to enable the country's education system inculcate knowledge, skills and values in the minds of its citizens by effectively responding to their social and economic roles to the complexity of the modern world and the environment in which they live. Some knowledge, skills and technological development change so rapidly, thus the country considered reviewing the education continually. To this effect, this study also sought to find out if there was a link between the revised curriculum and provision of quality education. Findings from the field revealed that the majority of the respondents indicated that there was a link between the revised curriculum and provision of quality education. On the other hand, a few revealed that there was no link between the revised curriculum and provision of quality education.

In reacting to the above responses, it was clear that a large number of respondents revealed that there was a positive link between the revised curriculum and provision of quality education. This shows that if the link between the two is maintained, the revised curriculum will enable the country's education system inculcate knowledge, skills and values in the minds of its citizens by effectively responding to their social and economic roles to the complexity of the modern world and the environment in which they live (Mbozi, 2009).

With regards to the justification of the link between on the revised curriculum and provision of quality education, the majority of the respondents revealed that a number of schools and classrooms were not met as planned in the curriculum framework. The other issue raised was poor

provision of teaching learning materials for the new subjects. On a contrary view, the study established that a considerable provision of teaching and learning materials were provided. Some respondents revealed that a certain number of schools and classrooms were constructed following the revised curriculum.

From what was obtained in this study, to a greater extent, there is a link between the revised curriculum and provision of quality education are necessary. Although there is a link between the two, little has been done to ensure full implementation of the revised curriculum in the provision of quality of education. It brought to the attention of the researcher that some schools in Kazungula district had substandard infrastructure, shallow books and few classrooms which is contrary to the aim of the revised curriculum to provide knowledge, skills and values in the minds of its citizens by effectively responding to their social and economic roles to the complexity of the modern world and the environment in which they live to suit the global educational standard. To this fact, Bunch (1997) pointed out that the MoE should ensure that it provides all necessary requirements and facilities to realize quality education. UNESCO 2002) stated that "one of the practical implications of developing any curriculum is to presume that at the local level, competent staff will be available to carry out the tasks... "

The implication of this situation therefore is that before MoGE and other stakeholders involved embarked on the implementation of the revised curriculum, there was need to question the abilities of individuals in the frontline to have the capacity to internalize change and enacting from the higher levels of government (Matunge, 2013).

From all the categories of participants, some respondents indicated that they were aware of the factors which influenced the implementation of the revised 2013 curriculum. They also indicated that the factors were being realized to some extent as change in general was necessary at times to

keep abreast of the changes in education around the globe. Although overall results show that the factors were being achieved to some extent, other respondents especially those who participated in interviews indicated that curriculum implementation should be a gradual process because too many and quick changes sometimes had a negative effect on teaching and learning. Furthermore, they indicated that change that occurred too frequently may create stress among educators and other stakeholders due challenges of adapting to change. In the line same view, some respondents indicated that there was failure on part of the government in providing the required number of schools and classrooms as intended by the curriculum framework and this was coupled with other participants who indicated that there was failure in providing teaching learning materials.

Concerning whether the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education, the majority of the respondents revealed that the MoGE did not provide teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education. As shown in figure 4.14, 57.1% indicated that the MoGE did not provide teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education. On the other hand 15 respondents 42.2% indicated the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education.

One head teacher said this respectively;

The Ministry of Education School is at the center of the provision of teaching and learning resource in schools. Once the school has all the required facilities and installations, we are assured of good performance in pupils, hence quality education in primary schools.

We have seen it in some schools, the standard of teaching and learning is good because they have most of the necessary facilities and equipment for the teaching and learning. Believe you me; such schools are attaining school quality. Very few schools are able to attain school quality because most of them including ours do not have all the necessary facilities needed in the provision of quality education.

When the respondents were asked concerning their perceived factors that have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools, findings from the data analysis showed that respondents had divergent views on the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools. However, the majority of them pointed out the cultural aspect of education as the perceived factor that has influenced the development and implementation of the revised 2013 curriculum. In this context the cultural aspect meant the introduction of teaching and learning to primary school pupils from grade one to grade four in their local languages. According to the respondents, this aspect introduces pupils to their culture in the society. This is in tandem to what Heneveld (1994) stated in his article that cultural values and practices significantly influence how the education system operates and what inputs it receives because it is anticipated that the new curriculum would equip learners at all levels of education with vital knowledge, skills and values that would be necessary for contributing to the development of society and the economy (CDC, 2013). Therefore, in view of this determining factor, the study sought to identify the relationship between the revised curriculum and provision of quality education in selected primary schools in Kazungula district.

Another factor that was pointed out by the respondents perceived to have influenced the development and implementation of the revised 2013 curriculum in the provision of quality

education in primary schools was meeting the global world's educational standard. According to the respondents, education standard offered in primary schools should be competitive to the world educational standard. However, the study established that it is not well known about the quality and quantity of teaching and learning materials/equipment being used for the implemented 2013 revised curriculum in the provision of quality education in primary schools.

In addition, introducing learners to the computer world at an early age as the factor perceived to have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools. This was evidenced in the previous chapter where 8 of the respondents represented by 22.9% mentioned that it was done so as to introduce learners to the computer world at an early age. The study established that introducing children to computers at an early age would not only help them understand the computer language but also introduce them to the digital world.

By and large, the other factor perceived to have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools is provision of skill based subjects such as vocational ones. The study established that skill based subject means introducing pupils to the world of work. In view of the above responses, respondents had a positive take and admitted that there was need to implement a curriculum that would bring about development to the current curriculum.

This study deemed it crucial to also understand if the factors that have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary schools. The majority of the respondents revealed that the factors were not met. On the other hand, a few of the respondents revealed that factors that have influenced the development and implementation of the revised 2013 curriculum have been met.

When 4 teachers were asked why they felt the factors that have influenced the development and implementation of the revised curriculum was not met, they had this to say:

We can only achieve quality education if there is proper consultation and orientation from the MoGE. This is more reason why we are saying the factors that have influenced the development and implementation of the revised 2013 curriculum are not met. We also do not have facilities that can help us achieve quality education in primary schools. Very few schools are able to attain school quality because most of them do not have all the necessary facilities needed to achieve school quality.

As it was indicated above, the majority of the respondents reviewed that the factors which influenced the implementation of the revised 2013 curriculum in the provision of quality education were yet to be met. Although overall results above show that the factors were not being achieved to some extent, other respondents especially those who participated in interviews indicated that curriculum implementation should be a gradual process because too many and quick changes sometimes had a negative effect on teaching and learning. On the other hand, some respondents in the interview indicated that the factors were being realized to some extent as change in general was necessary at times to keep abreast of the changes in education around the globe.

From the responses above, the study established that to some extent the factors were being realized as change in general was necessary at times to keep abreast of the changes in education around the globe. This is more reason why MoGE is working towards achieving the implementation of the curriculum which is skill based, localized, learner-centered, holistic and relevant to the needs of individuals and the society (MoGE, 2013).

Regarding the extent to which factors that has influenced the development and implementation of the revised 2013 curriculum is being realised, the findings from majority of participants showed that the factors were being achieved to some extent. This was shown in the previous chapter that the extent to which the factors that have influenced the development and implementation of the revised curriculum is beyond average. They further indicated that factors were being achieved through the adoption and introduction of the new curriculum because it is learner centered and localized methods of teaching and providing a holistic education for the sake of an individual and society. The responses above were supported by UNESCO (2002:31) which stated that "when designing the curriculum content, take into account, "cultural and social-economic realities of the local population; when designing the education content it is has to be learner centered. However, majority of the respondents bemoaned that for the curriculum to be well appreciated in primary schools, it should provide meaning to the lives of the learners and society.

5.4 Discussion of the impact of the revised curriculum on the provision of quality education in primary schools

As indicated by the above heading, the third and last objective of the research study sought to evaluate if revised curriculum had an impact on the provision of quality education in primary schools. To arrive at that, the first question given to respondents was direct as directed as to the heading above in responding to this, from the findings in chapter four, the figure shows that 20 of the respondents represented by 57.9% indicated that the revised curriculum had impact on the provision of quality education in primary schools while 15 of them represented 42.9% indicated that the revised curriculum does not have impact on the provision of quality education in primary schools.

The above findings shows that a majority of teachers viewed that the revised 2013 curriculum to have had brought a positive impact on the quality of primary education. They complimented its capacity to have introduced primary learners to the computer world and this happens to be the global goal of any education in this era of technological advancement.

On the other hand, like was mentioned in the findings, those who did not accept the impact of the revised 2013 curriculum meant that pupils still had little to boast about the curriculum since very little had put in place in order to teach the new curriculum's content to pupils. In the literature, Doll (1992) contended that for the revised curriculum to have impact on the provision of quality education, it requires a thorough understanding of the processes and principles of the changing paradigms affecting curriculum. Revised curriculum therefore needs to focus on developing the critical capabilities of students, enabling them to know themselves and to think for themselves, thus becoming active and confident learners to ensure the provision of quality education. Therefore, in the views of teachers who considered the revised curriculum not to have impact on primary pupils posted that the curriculum fails to produce primary pupils who are well informed and able to contribute tangibly to the society at primary level.

In order to get to the bottom of the respondents' views, the researcher used an interview guide in order to get participants' views regarding the impact of the revised 2013 curriculum on the provision of quality education in primary schools. Accordingly, 8 of the respondents' represented by 22.9% mentioned that it had helped learners to obtain computer literacy at an early age while 11 of the teachers represented by 31.4% said that it has continued producing substandard primary pupils because there are no enough teaching learning materials and 5 of them represented by 14.3% mentioned that it had compelled some teachers to acquire computer literacy in order to cope with the new curriculum requirements. 7 teachers represented by 20% said that it had generally

improved teaching and learning and the last 4 teachers represented by 11.4% mentioned that the curriculum's local languages inclusion had made pupils to improve in reading and writing skills.

In view of the concern that was raised above, the responses above clearly showed that majority of the respondents had a positive view regarding the impact of the revised 2013 curriculum on the provision of quality education in primary schools. This is more reason (Ediger, 2006) posted that where changes in knowledge are rapid and increasing, education is expected to provide more than the basic skills and competencies. Therefore, in the views of the most respondents, like postulated in the literature, the revision of curriculum has impacts on the provision of quality education in primary schools.

The same question was however given to ESOs and head teachers. One ESO mentioned the following:

The delivery of new subjects has not been effective so as to greatly impact the primary education and this has been due to challenges such as inadequate and/or inappropriate teaching and learning materials, lack of qualified teachers and shortage of room where a practical lesson can be conducted effectively.

Another ESO mentioned that:

The revised 2013 curriculum's impact on the positive contributions to the provision of quality education cannot be overemphasized. Currently in the history of Zambian education, today we have grade 7 pupils who are able to perform some computer practices though at basic level and this owes to the revised curriculum.

The head teacher at one of the school pointed out that:

Delivery of new subjects has generally been good despite the challenge of teaching and learning materials as well as insufficient time to teach, especially when considering the teachers' absenteeism. However, on the general scale, the revised 2013 curriculum have positively impacted the primary education standard.

5.5 Discussion of the 2013 revised curriculum content relevant to the current needs of the individual learners and society at large

In regard to the quantitative data concerning the subheading above, the graph in the previous chapter shows that 26 respondents represented by 74.3% indicated that the 2013 revised curriculum content is relevant to the current needs of the individual learners and society at large. 9 of the respondents represented by 25.7% indicated that the 2013 revised curriculum content is not relevant to the current needs of the individual learners and society at large. In view, this shows that the majority of teachers viewed the revised 2013 curriculum content to be relevant to the individual needs of primary learners and the society at large.

In responding to the same question, one CDC official had the following to say:

Though there is a lot of debate regarding the consultative process in the formulation of the 2013 revised curriculum, there were a lot of consultations from both the global perspective and the local situation. Teams of experts were sent in different parts of the world to survey different curricula and all this was done in an attempt to come up with a collective curriculum that responds to the needs of both global and the Zambian education system.

Another CDC official mentioned that:

The 2013 revised curriculum is an important turning point to the education of both an individual primary pupil's needs as well as the society at large. It was formulated in an attempt to respond to the bookish curriculum that has been in function since independence except a few inclusions that have been put.

The fact that the country at the moment has streamed budget allocation so as to provide teaching learning materials so as to deliver the new curriculum content to pupils effectively do not make the curriculum any lesser.

In responding to the same question, one ESO indicated that:

The revised curriculum is a rich document in terms of knowledge and skills that primary pupils need, and the society at large because it was designed after an intensive assessment of the global world. The only challenge if that many teachers will have to the retrained in order to be able to deliver its content to the pupils effectively.

Lambert & Balderstone (2000) viewed the problem to the curriculum as arising from the content of the subject. This meant the problem of how to decide on what kind of subjects was to be taught in schools, primary schools in this particular case. Therefore, Lambert & Balderstone position conceals with all the respondents views on the revised curriculum.

Moreover, adding to the contentions of CDC S and ESOs, the review of literature mentioned that curriculum change in primary school reflects changes in society at large, (Print, 1988). Thus as the environment keeps changing, there is a creation of new needs in the society, hence the curriculum has to change to address the newly created needs. Since the school is a social system serving the society, changes in the society does to a large extent provoke changes in the school curriculum and this is what all the respondents above contended.

When further asked to give an extent to which the 2013 revised curriculum was relevant to the current needs of the individual learners, the responses from teachers clearly showed that many teachers agreed to the fact that the content of the revised 2013 curriculum was relevant to the individual needs of learners and it was rated at 75%.

However, three head teachers took the same position on the curriculum but with some reservations and when probed they said the following:

The content of the new curriculum is very relevant to our pupils. However, it is affected by many factors such as the relatively high number of learners in these classes which is already an indication of negative point on the part of the revised curriculum. It is challenging to focus on each individual learner in a class of above 80 learners.

In analysis of the response from the head teachers, in other ways, one would contend that though the 2013 revised curriculum endeavors to provide quality education, the present teacher pupils which was pointed out in the review of literature poses a big challenge to offer quality education (MoGE, 2015).

The results thus implied that the learning environment still needed to be worked on to become more conducive by expanding the infrastructure and provide more qualified teachers so as to reduce on the teacher-pupil ratio in these primary schools for teaching and learning to be more effective and society at large.

5.6 Discussion of suggested measures that could be considered to enhance the provision of quality primary education with regard to the revised 2013 curriculum

Regarding the suggested measures in order to enhance the provision of quality primary education with regard to the revised 2013 curriculum, all responses pointed out to the need for the

government to provide needed teaching learning materials so as to enable teachers to deliver the new curriculum content effectively. For example, the findings in the previous chapter indicated that 6 teachers represented by 17.1% said that there was need to be adequate funding from the government and other stakeholders while the other 6 teachers represented by 17.1% said that there was need to provide teaching learning materials. This was in agreement with Gerber (2003) who stated that a curriculum affects learners negatively if it is prescriptive and limited in scope. 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 curriculum poses a challenge to learners. This is in a case where if the textbooks are not of quality and are also not enough to cater for the learners, learning becomes restrictive, hence little room for learners' exploration and initiative.

Head teachers were also asked to give their suggestions on measures that could be considered to enhance the provision of quality primary education with regard to the revised 2013 curriculum. One head teacher at one school mentioned that;

It is practically impossible to achieve the intentions of the revised 2013 curriculum if quality teaching and learning resources are not adequately and appropriately provided.

In essence, this is in agreement with Rogan and Grayson (2003) who emphasized that those who are responsible for curriculum change activities should understand what resources are available and the degree of resources available to support the revised curriculum on the provision of quality education in primary schools. In other ways, from the researcher's observation, it was clear that the head teacher was in other ways trying to indicate that the present situation in which schools were not funded or given enough teaching learning materials, it was not possible to provide quality education to primary pupils.

The other headteacher at another school pointed out to that;

There is need to withdraw learning and teaching materials that are substandard as they are misleading both the teacher and the learner.

Like in Rogan and Grayson (2003) contention, what the head teacher meant was that for quality education to be realized there is need to consider quality of content in the books that are published under the 2013 revised curriculum.

Regarding the teacher-pupil Ratio, educational standard officers responded that high teacher-pupil ratio greatly affected the way a revised curriculum was being implemented. Their view was that the large numbers of learners should be reduced in classes so as to be able to meet the attention of individual learners and improve on the quality of education being provided. One observation made during the study was that most rural primary schools had increased the numbers in terms of primary school enrollment but without necessary matching that with the number of teachers. In critical analysis, this implies that it was difficult to attend to pupils' individual needs in a classroom.

CDC official also pointed out that the most critical way to test the efficacy of the 2013 revised curriculum was to put all the necessary school materials that ought to be there in a school environment. They further also mentioned that there is need to reorient teachers with the teaching methodologies that are in agreement with the new curriculum. In the literature review, it was mentioned that to arrive at the meaning of quality, UNESCO (2000) identified five dimensions namely, quality learners, learning environments, content, processes and outcomes. This entails having learners that are willing to learn; teachers that have a positive attitude towards their work; a well-organized curriculum and high academic achievement among other things. This is agreement with CDC suggestions.

5.7 Theoretical Support of the Findings

According to Slater (1988), curriculum evaluation data is an essential component of good decision-making. Following this position, this study employed the Context, Input, Process and Product (CIPP) evaluation model. This is because this study sought to obtain information pertaining to the evaluation of the 2013 revised curriculum in the provision of quality education. It also endeavored to provide useful information for making decisions about how best to improve the curriculum. The CIPP model was chosen to guide this study because it offers the process of delineating, obtaining and providing useful information for judging decisions and alternatives (Stufflebeam & Shrinkfield, 1985).

In the case of this study, the context of the study was deliberately selected as it had primary schools that are meant to benefit from the 2013 revised curriculum's intentions. Therefore, context evaluation was the stage where evaluation was meant to provide rationale for determining the decisions about the formulation of the new curriculum. With regard to this, context evaluation was used to understand the rationale for determining the decisions that led to defining the curriculum objectives of the revised one.

Input evaluation, according to Stufflebeam & Shrinkfield (1985), was meant to devise a programme strategy that was scientifically, economically, socially, politically and technologically defensible, thus this study assessed the revised curriculum's proposed strategy for responsiveness to assessed needs and feasibility. In line with this study, it was established that the input towards achieving the curriculum's objectives was staggering in that primary schools that were visited did not have enough teaching learning materials.

On the other hand, process evaluation is the component of the CIPP model, which works to coordinate and strengthen the programme activities (Stufflebeam & Shrinkfield, 1985). Thus it

focused on the implementation of the new programme. In this case, this study deduced that though a good percent above average was done in the process of curriculum implementation, the process still leaves a lot to be desired. There is need to provide materials and train more teachers.

The final stage in the theoretical model employed was product evaluation. The study used this to determine whether the programme in question was worth continuing or modifying. As pointed above, like contended by CDCs, the curriculum is still in the right place and at the right time as it endeavors to address global issues in the teaching learning environment. The end product of the curriculum is to provide quality primary education as in the context of the study. Therefore, according to the study, for this to be achieved, there is need to provide all the necessities in the teaching learning environment.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The principle purpose of this study was to evaluate the performance of the revised curriculum in the provision of quality education in selected public primary schools in Kazungula District. Conclusions of the study were derived from the discussions of the findings and are in accord with the study objectives as given in the preceding sections.

6.1 Conclusions

From the data collected concerning the performance of the revised curriculum in the provision of quality education, the study concluded that though the performance of the curriculum was there, there was lack of quantity and quality of teaching staff to meet the expectations of the pupils and the society, and poor condition of service for curriculum implementation. This situation made the performance of the revised curriculum poor as it did not allow the curriculum's objectives not to be effectively achieved.

Conclusions drawn from the second objective were that though there was shortage of teaching learning materials, a considerable provision of such requirements was done and certain number of schools and classrooms were constructed, though not as required by the curriculum. On the other hand, there was a poor relationship in that there was a poor provision of teaching learning materials for the new subjects. The study also concluded that too many curriculum changes in close intervals frustrate educators' efforts while the insufficient funding from both the government and other private education funders created a poor relationship between the 2013 revised curriculum and the provision of quality education.

The conclusion drawn from the third objective showed that 57.9% indicated that the revised curriculum had impact on the provision of quality education in primary schools; it has helped learners to obtain computer literacy at an early age, it has compelled some teachers to acquire computer literacy in order to cope with the new curriculum requirements and the curriculum's local languages inclusion has made pupils to improve in reading and writing skills. On the other, the research also found that the delivery of new subjects has not been effective due to challenges such as inadequate and/or inappropriate teaching and learning materials, lack of qualified teachers and shortage of room where a practical lesson can be conducted effectively.

The study achieved its objectives in that there have been considerable positive changes in the teaching learning practices in the educational sector. Primary pupils in targeted schools were able to obtain new knowledge as they were able to operate computers the general improvement in reading and writing especially in their local languages. However, the study found strong evidence that on a greater extent, there was a poor performance of the revised 2013 curriculum due to poor provision of teaching learning materials; few qualified teachers to handle technological subjects and the general rapid change or inclusions in the curriculum frustrate educators.

6.2 Recommendation

On the basis of the findings obtained and the conclusions drawn, the following recommendations were ideal in order to improve the provision of quality education through the 2013 revised curriculum:

1. There is need to continue the construction of more primary schools especially in rural areas and this should be accompanied by the construction of more classrooms so as to address the problem of teacher pupil ratio.

2. There is need to provide quality teaching and learning materials. These should be enough so as to address the problem of book pupil ratio.
3. More teachers should be trained in handling technological subjects. There is also need to reorient teachers on how to deliver the content of the revised curriculum in the classroom.
4. There should be more budget allocation to the MoGE by the government. This should be accompanied by more funding to the educational sector by CBOs, NGOs, private sector and all stakeholders involved in educational matters.

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APPENDICES

Appendix (i): Questionnaire for Teachers

Dear respondents,

I am a master student conducting an academic research in which your participation is of great importance. Please endeavor to answer the questions as openly as possible from this questionnaire entitled “To evaluate the performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province, Zambia”. Please note that your views will also represent those that have not been selected in this study. Therefore, you are kindly requested to read the questionnaire items carefully and then respond to them genuinely. Rest assured that the data being solicited be processed only by the researcher and strictly for the research purpose and your identity will also be treated with maximum confidentiality.

Instructions

1. Do not write your name on this questionnaire.
2. Put a tick [✓] or an explanation in the space provided.

SECTION A

1. Gender

(i) Female [] (ii) Male []

2. Age

(i) 20-30 [] (ii) 30-40 [] (iii) 40-50 [] (iv) Above 50 []

3. Service year in teaching

(i) 1-5 [] (ii) 6-10 [] (iii) 11-15 [] (iv) 16-20 [] (v) 21-25 [] (vi) 26-30 [] (vii) above 30 []

4. Level of education

(i) Diploma [] (ii) First Degree [] (iii) 2nd Degree []

SECTION B

THE REVISED CURRICULUM PERFORMING IN THE PROVISION OF QUALITY EDUCATION

1. Do you think the revised curriculum is performing in the provision of quality education in primary schools?

Yes [] No []

2. How has been the learner's response and performance of the revised 2013 curriculum in the provision of quality education?

Poor [] Fair [] Good [] Very Good []

3. How has been the quality of teaching and learning materials of the revised 2013 curriculum?

Poor [] Fair [] Good [] Very Good []

4. With regard to your teaching experience, what would you consider to be the main challenges in implementation of the revised 2013 curriculum in the provision of quality education in primary schools?-----

5. Does the material content of the text books for the revised 2013 curriculum enhance the provision of quality primary education?

(i) Yes [] (ii) No []

6. If yes, to what extent does the material content of the text books for the revised 2013 curriculum enhance the provision of quality primary education?

0% [] 25% [] 50% [] 75% [] 100% []

7. When the 2013 revised curriculum was being implemented were you (teachers) prepared for it by the CDC and the MoGE?

(i) Yes [] (ii) No []

SECTION C

RELATIONSHIP BETWEEN THE REVISED CURRICULUM AND PROVISION OF QUALITY EDUCATION

1. Do you think there is a relationship between the revised curriculum and provision of quality education?

(i) Yes [] (ii) No []

2. Justify your answer to question -----

3. Has the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum in the provision of quality education?

(i) Yes [] (ii) No []

4. What do you think are the factors that have influenced the development and implementation of the revised 2013 curriculum in the provision of quality education in primary school?

5. Are these factors being met through the implementation of the revised 2013 curriculum?

(i) Yes [] (ii) No []

6. To what extent are these factors being realised by the implementation of the revised 2013 curriculum?

0% [] 25% [] 50% [] 75% [] 100% []

SECTION D

THE REVISED CURRICULUM IMPACT ON THE PROVISION OF QUALITY EDUCATION

1. Do you think the revised curriculum has impact on the provision of quality education in primary schools?

(i) Yes [] (ii) No []

2. What do you think is the impact of revised curriculum on the provision of quality education in primary schools?-----

3. In your observation, is the 2013 revised curriculum content relevant to the current needs of the individual learners and society at large?

(i) Yes [] (ii) No []

4. To what extent is the 2013 revised curriculum relevant to the current needs of the individual learners and society?

0% [] 25% [] 50% [] 75% [] 100% []

5. Suggest measures that can be considered to enhance the provision of quality primary education with regard to the revised 2013 curriculum-----

THANK YOU FOR YOUR COOPERATION

Appendix (ii): INTERVIEW GUIDE FOR EDUCATION STANDARD OFFICERS.

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the investigation into the evaluation of the revised curriculum on quality education provision on the selected public primary schools in Kazungula District.

You have been purposefully chosen to participate in respond to the Interview Guide. Please answer the questions as honestly as possible. This interview will specifically be for academic purposes and be assured that all the responses will be treated confidentially and highly appreciated.

1. What factors influenced the implementation of the 2013 revised curriculum?
2. Can you comment on how these factors are being met through the revised 2013 curriculum in primary schools? How does the skill-based curriculum being achieved through the revised 2013 curriculum.
3. Comment on the quality of teaching and learning resources such as funding, qualified teaching staff, the equipment for teaching new subjects, the text-books and the infrastructure development.
4. How is the state of the primary school environments in terms of the nature of labs for new subjects and computer rooms?
5. Does the teacher -pupil ratio favour the provision of quality education in relation to the revised 2013 curriculum?
6. Did the teachers have good understanding of the revised curriculum during its implementation, explain your answer?
7. Comment on your general observation and the concerns raised by the teachers with regard to the revised curriculum.

8. Comment on the learners' response and performance with regard to the revised 2013 curriculum in the school.
9. Do you think the 2013 curriculum effective on the provision of quality secondary education?
10. Could you briefly comment on the major challenges that your school has encountered in relation to the 2013 revised curriculum?
11. How have you dealt with such challenges to ensure the effective provision of quality education?
12. What do you think could be the best and possible ways of addressing those serious issue and concern?

Thank you for your cooperation.

**Appendix (iii): INTERVIEW GUIDE FOR THE CURRICULUM OFFICIALS AT CDC
AND SUBJECT**

SPECIALISTS AT THE DISTRICT RESOURCE CENTRE

Date: Time:

I am a postgraduate student at the above institution conducting a research on the investigation into the evaluation of the revised curriculum on quality education provision on the selected public primary schools in Kazungula District.

Kindly, be assured that all the responses will be specifically for academic purposes. Therefore they will be treated confidentially and greatly appreciated.

1. What are the factors that have influenced the implementation of the 2013 revised curriculum?
2. Do you think the 2013 revised curriculum meet the factors that influenced the curriculum adoption in primary schools?
3. Do you think the skill based curriculum is being achieved through the revised 2013 curriculum?
4. The MoGE desired to implement the curriculum which is holistic and relevant to the current needs of individuals and the society, is this being realized in secondary schools?
5. Have you been provided with adequate teaching and learning resource to enable you effectively implement the revised 2013 curriculum?
6. Do you think the book-pupil ratio favour the provision of quality education in relation to the revised 2013 curriculum, comment how?
7. Have you been conducting some monitoring and evaluation to assess on how the new subjects are being taught in classes?

8. Comment on your general observation and the concerns raised by the teachers with regard to the revised 2013 curriculum.
9. Do you think the teacher pupil contact hours are enough to achieve the provision of quality education?
10. Do you think passing grade seven to grade eight progression implies quality in the provision of education?
11. What are the major challenges that are encountered in relation to the 2013 revised curriculum in the provision of quality education?

Thank you for your cooperation.

**Appendix (iv):SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHERS
AND DEPUTY HEAD TEACHERS**

Research topic: Evaluating the performance of the revised curriculum on the provision of quality education in the selected public primary schools in Kazungula District of Southern Province, Zambia

SECTION A

THE REVISED CURRICULUM PERFORMING IN THE PROVISION OF QUALITY EDUCATION

1. Does the revised curriculum perform well in the provision of quality education in primary schools?
2. How does the revised curriculum contribute in the provision of quality education in primary schools?
3. How has been the learner's response and performance of the revised 2013 curriculum in the provision of quality education?
4. How has been the teacher's response and performance of the revised 2013 curriculum in the provision of quality education?
5. How has been the quality of teaching and learning materials of the revised 2013 curriculum in the provision of quality education in primary schools?
6. When the 2013 revised curriculum was being implemented were you (administrators) prepared for it by the CDC and the MoGE?

SECTION C

RELATIONSHIP BETWEEN THE REVISED CURRICULUM AND PROVISION OF QUALITY EDUCATION

1. Do you think there is a relationship between the revised curriculum and provision of quality education?
2. Justify your answer
3. Has the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum in relation to the provision of quality education?

4. Have you been provided with adequate teaching and learning resource to enable you effectively implement the revised 2013 curriculum?

5. What about the teacher-pupil ratio does it favour the provision of quality education in relation to the revised 2013 curriculum, comment how?

6. Did the teachers have good understanding of the revised 2013 curriculum during its implementation?

7. Comment on how teachers were made to understand the revised 2013 curriculum in relation to quality education.

THE REVISED CURRICULUM IMPACT ON THE PROVISION OF QUALITY EDUCATION

1. Do you think the revised impact on the provision of quality education in primary schools?

2. What do you think is the impact of revised curriculum on the provision of quality education in primary schools?

3. In your observation, is the 2013 revised curriculum content relevant to the current needs of the individual learners and society at large?

4. To what extent is the 2013 revised curriculum relevant to the current needs of the individual learners and society?

Comment on your general observation and the concerns raised by the teachers with regard to the revised curriculum.

Is the revised 2013 curriculum effective on the provision of quality secondary education?

5. Suggest measures that can be considered to enhance the provision of quality primary education with regard to the revised 2013 curriculum.