IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN CIVIC EDUCATION IN SELECTED SECONDARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA

BY

MOONGA NG’ANDU

A dissertation submitted to the University of Zambia, School of Education in partial fulfilment of the requirements for the award of the degree of Master of Education in Civic Education

THE UNIVERSITY OF ZAMBIA

LUSAKA

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AUTHOR’S DECLARATION

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

Signature…………………… Date …………………..
APPROVAL

This dissertation of Moonga Ng’andu is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Civic Education of the University of Zambia.

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ABSTRACT

This study sought to investigate the implementation of the competency-based curriculum in Civic Education in Zambian secondary schools. The objectives of this study were: to investigate teachers’ in-service training and application of the competency-based approaches in teaching of Civic Education; establish the availability of appropriate teaching and learning resources for the teaching and learning of Civic education; analyse the effectiveness of monitoring and supervision levels in the teaching and learning process of Civic education.

In order to realize the objectives of the study, a mixed methods approach particularly the embedded research design was used. Data was collected from the questionnaires, semi-structured interviews and through observation from a sample of 183 participants which comprised of 120 grade twelve learners; 40 teachers; 10 Heads of Department; 10 Headteachers from ten Government Secondary Schools; 2 Education Standards Officers one from the province and other at the district; and 1 Civic Education Curriculum Specialist from CDC. Quantitative data was analysed using descriptive statistics while qualitative data was analysed according to themes.

The study found that Civic Education teachers in secondary schools were using inappropriate teaching methods such as lecture methods during lessons which could not provide learners with hands-on civic opportunities to enhance the development of skills and disposition. It was also revealed that resources were inadequate and teachers lacked an in-depth knowledge on how to use teaching resources for the effective implementation of the Competency-based approach in Civic Education. Findings further showed that monitoring and supervision was not only inadequate but also based on narrow selection of activities that were not grounded on the quality of teaching.

The study therefore concludes that with suitable in-service training, adequate teaching resources and viable monitoring and supervision could lead learners to acquiring not only knowledge but skills and dispositions for informed, responsible and active citizenship. There is need in future for CDC to collaborate with subject associations when providing in-service training with regards to training for practical and meaningful civic learning experiences. Further, it is being recommended that the Ministry of Education should introduce training for monitors and supervisors to equip them with necessary knowledge and skills tailored towards competency-based monitoring and supervision in schools.

Keywords: Competency-based Curriculum; Civic Education; Interactive Approaches; Hands-on Civic Experience; Responsible and Active Citizens
DEDICATION

This dissertation is dedicated to my late grandfather, Mr. Nambale Mukwengakeembe Ng’andu who loved me so dearly and would tell me that “vula meso” meaning open your eyes and see opportunities in life.

My mother Tarisra Mooya Maanya your unconditional love, guidance and mentorship have really helped me to get to this point. My siblings who are too many to mention your unwavering support have awarded you all best positions in my heart. I could think of no greater honour than to have you as part of my part of my family.

To my child, Ryan Ng’andu, thank you for your amazing support and patience exhibited during the entire period I was kept busy doing my work. You are simply my partner in development.
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First and foremost, I duly appreciate the Almighty God for His grace and strength, because without His grace, I would not have got to this level. “And we know that all things work together for good to them that love God, to them who are the called according to his purpose” (Romans 8:28)

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CHAPTER ONE: INTRODUCTION

1.1 Overview

In this chapter, the following has been presented: background, statement of the problem, purpose of the study, objectives, research questions and significance of the study. Furthermore, the chapter contains the theoretical framework, conceptual framework, delimitation and ends with definitions of key terms that will be used in this study.

1.2 Background

The Government of the Republic of Zambia, through the Ministry of Education, revised the school curriculum in 2013 to prepare learners for challenges faced in rapid changing societies (MoGE, 2013). The revision was based on the understanding that learners should be given practical experiences during the teaching and learning processes that may help them gain life skills that were responding to the needs of society. In order to respond to these aspirations, the Zambian education system has implemented a competency-based curriculum that is tailored to provide solutions to the challenges the country encounters (Kaumba, Kabombwe and Mwanza, (2020); Mulenga and Kabombwe, (2019a), (2019b), (2019c), Muleya, (2019), (2016), (2015), Zulu, (2019), Kabombwe, (2019), MoGE, (2013), MoESVTEE, (2013). The competency-based curriculum sought to link education to real-life experiences as it gives learners skills to access, criticize, analyse and practically apply knowledge (MoESVTEE, 2013).

The focus of the competency-based curriculum is based on the understanding that learners should not only concentrate on the acquisition of theoretical knowledge but also practical skills, values and attitudes which might help them to bridge the gap between the labour market and the school system, (Mulenga and Kabombwe, 2019b). Therefore, in light of the above statement, for a learner to become competent, he or she should have knowledge about something, have the skills to apply that knowledge and have the right attitudes to ensure he or she does it well, (MoGE, 2013). However, to determine the effectiveness of the curriculum implementation, there is need to consider components such as teacher induction, appropriate teaching and learning resources, and monitoring and supervision that could contribute to the effective implementation of the competency-based curriculum.
The role of the teacher has been recognized as key to curriculum implementation (Kaumba, Kabombwe and Mwanza (2020), Mulenga and Kabombwe (2019), (2019a), (2019b), Kabombwe (2019), Muleya (2019) and Mwanza (2017). This recognition demands competent teachers are required to interpret the curriculum correctly to the learners for it to be implemented successfully and effectively (Okech and Asiachi, 1992). Teachers have the responsibility of planning and providing daily learning experiences that should make a real difference in developing competencies among learners both in school and in their lives, (MoGE, 2013). When the teacher understands the competency-based approach he or she is expected to effectively use interactive participatory teaching and learning techniques, learner-centred pedagogy, formative and authentic assessment approaches and emphasizes the development of competencies and application of knowledge in a real-life context (Mulenga and Kabombwe, 2019; MoGE, 2013). However, a report from the Curriculum Development Centre (CDC) revealed that an undersized orientation period in the competency-based curriculum and the assessment process has resulted in most teachers not being confident or conversant with the methodologies of the competency-based curriculum, (MoESVTEE, 2015). Additionally, a study done by Kabombwe (2019) confirmed that 67 per cent of teachers of History in Lusaka district did not understand the concept of the competency-based curriculum while 33 per cent of teachers were not conversant with competency-based approaches and were still using the old method of teaching.

A report from MoESVTEE (2015) confirmed that teaching and learning materials are significant but were inadequate in schools. This can be attributed to inadequate funding to the education sector where it has been happening at the time when the education system introduced a competency-based curriculum which requires higher financial support than the content-based curriculum, (Mulenga and Kabombwe, 2019b). Moreover, the decline in the user fees has also worsened the effective implementation of the competency-based curriculum in secondary schools where education is offered on a fee basis. In this scenario, teachers are using teacher-centred approaches when implementing the competency-based curriculum. This situation has affected the effective implementation of the competency-based curriculum where learners were prepared only for examinations and not on the challenges they face in society. Mulenga and Kabombwe (2019b) argued that the implementation of the 2013 curriculum in Zambia has remained a vision and nothing more because stakeholders have no agenda related to the provision of teaching and learning resources, equipment and infrastructure for the competence-based curriculum.
Monitoring and supervision is another component that was considered in the effective implementation of a competency-based curriculum. This is because monitoring performance, sharing information and solving problems play an undeniable role in the implementation of the school curriculum. However, the Quality Service Delivery Survey (QSDS) according to Masaiti (2018) revealed that a substantial proportion of teachers were either absent (18 per cent) or in school but not in their classrooms and not teaching (20 per cent). This trend has also been raised in a report from MESVTEE (2015) that School Administration and Standard Officers had not intensified monitoring at the school level to curb improper implementation of the competency-based curriculum by teachers. Therefore, lack of monitoring and supervision has affected the effective implementation of the competency-based curriculum because teachers who should drive the vision of the curriculum were not doing it as expected and most are not monitored and supervised in schools.

Several studies have been done at the University of Zambia on the competency-based curriculum. Among them are studies done by Mulenga and Kabombwe (2019a), (2019b), Kabombwe (2019), Musilekwa (2019), Masumba (2019), Zulu and Mulenga (2019), Kabundula (2017), Nambela (2016). Most studies done have revealed that lack of teaching and learning resources which included textbooks, teachers guides, workbooks, documentaries (audio and visual), electronic instructional materials and teachers knowledge would affect proper implementation of the competency-based curriculum. For instance, Kabombwe (2019) investigated the strategies that teachers of History were using to implement the competency-based curriculum in secondary schools. Nambela’s (2016) evaluated the effectiveness of the revised 2013 curriculum in improving the provision of education in Kitwe District while Musilekwa (2019) focused on the content and correctness of textbooks that were produced for the competency-based curriculum in Zambia. However, there seems to be no study that focused on Civic Education concerning the implementation of a competency-based curriculum.

It is worth noting that a curriculum can help individuals to solve emerging problems, adapt to changing socio-economic and political conditions of both developed and developing countries. The way a curriculum is conceptualised in theory and then designed, organised and developed for practical implementation depends on a country’s particular philosophy of education, national, political, social, economic, cultural and developmental aspirations where it considers the
mainstream of emphasis should lie (TIE, 2010). In this regard, senior secondary school Civic Education curriculum addresses a cross-section of political, economic, social and cultural issues that were key to Zambia’s democratic system of governance. The topics include among others; the Constitution, Governance, Citizenship, Human rights, Corruption, Legal Education, Family law and Global issues. These topics are based on the set of the National Policy on Education, (MoE, 1996).

The ultimate aim of this curriculum was to enable school leavers to gain civic knowledge and acquire skills that are necessary for them to understand and practice their civic rights and obligations with responsibility within and outside Zambia (CDC, 2013). This knowledge should enable learners to develop an understanding of the principles upon which democratic governments are formed, claim their rights and responsibilities to enable learners not only to study how others participate but also to practice participating in both political and apolitical activities by taking informed action themselves. Muleya (2019) expressed that to have a knowledgeable and skilful learner, the Civic Education curriculum and syllabus was loaded with content as a response to the demands of the local and international standards. This would lightly be said that Civic Education promotes civic knowledge, skills, and dispositions. Research indicates that learners who received high-quality Civic Education understood public issues, view political engagement as a means of addressing communal challenges, and participate in civic activities (Guilfoile and Delander, 2014).

While Civic Education has proved effective in strengthening political knowledge and participation, it had been less successful in instilling democratic values such as political tolerance or trust in political institutions (USAID, 2002 cited in Muleya, 2019). In a similar fashion, Generation Citizen (2015) noted that most schools were currently not well-equipped to provide meaningful civic experiences and many learners left school unprepared for civic life. Generally, it was noted here that learners showed low levels of participation in formal political activities such as voting and campaigning as well as apolitical activities like volunteerism on communal activities. However, the current situation showed that learners were not able to practice and apply what they have been learning to address communal challenges in society and this calls for further investigation.

This study endeavoured to analyse the implementation of the competency-based curriculum in Civic Education in selected secondary schools and find out whether the ground is levelled for effective implementation of the curriculum in Civic Education especially civic participation in
apolitical activities such as volunteerism and civic engagement or whether the content is aligned in a coherent manner which allows learners to take many forms in civic practices in their communities. The other area of interest for this study was whether the potential value of this competency-based approach of teaching Civic Education was centred on passing examinations and employment prospects in tomorrow’s society or was centred on developing the skills and dispositions necessary for engaged citizenship that take the practice where learners learn how to be civically engaged.

The competency-based curriculum in Civic Education coursework contains opportunities for learners to be engaged as citizens (Muleya, 2019). In this era of the global world, learners were provided with a variety of ways to learn and be engaged as citizens by researching solutions to community problems. Learners who received active pedagogies in Civic Education were more likely to volunteer and work on community issues and also likely to exhibit confidence in their ability to speak in public and communicate with their elected representatives. In this regard, Civic Education could help them to better understand their relationships between themselves and society.

The hindrance for learners in Civic Education is that they were not often provided with the kind of hands-on learning experiences that have a lasting impact or encourage the development of their civic skills and dispositions (Guilfoile and Delander, 2014). For learners to cultivate a commitment to civic participation and to become active members of vibrant communities, they need regular opportunities to engage in Civic Education learning activities not only by reading but also by being practically engaged. Consequently, competency-based education was to be achieved when teaching and learning were guided in the prescribed manner through the teacher’s knowledge and skills, teaching and learning resources, monitoring and supervision on its implementation.

Even though the competency-based curriculum had been implemented for some years now and its aims being clear on Civic Education, there is no comprehensive study that examined the implementation and impact of Civic Education in Zambian schools. Whether the proposed approaches were being realized or not is something that may have been seen in this study on the implementation of a competency-based curriculum in Civic Education. In this regard, the speculations by the Generation Citizen report of 2015 needed to be examined and see if what is happening in the United States may also happen to Zambia. Thus, this study sought to investigate the implementation of the competency-based curriculum in Lusaka district to establish if the
expected aims of a competency-based approach in Civic Education were being achieved. Lusaka was selected because, the researcher felt it is nearer to the Curriculum Development Centre (CDC) and wanted to find out if where there are even resources nearby, and how effective was the approach.

1.3 Statement of the Problem

In an ideal situation, competency-based curriculum requires teachers to be in-serviced so that they should have propositional knowledge and skills on how this approach is implemented and adequate teaching and learning resources to enable them implement the curriculum. It also demands effective monitoring and supervision to give guidance and feedback on progress. However, lack of suitable teachers’ induction, inadequate teaching and learning resources, and limited monitoring and supervision hinder effective implementation of the revised curriculum. This, in the long run, may cause the curriculum to be ineffective which may, in turn, affect the performance of learners (Mulenga and Kabombwe, 2019). If competency-based approaches are not used in teaching Civic Education in secondary schools, it might result in the long term having learners with skills and dispositions that do not uphold civically engaged citizenship ethos.

Therefore, this study intended to investigate the extent to which the competency-based curriculum was implemented in Civic Education in selected secondary schools in Lusaka district.

1.4 Purpose

The purpose of this study was to investigate the implementation of the competency-based curriculum in Civic Education in secondary schools in Lusaka, Zambia.

1.5 Objectives

The objectives of this study were to:

1. investigate teachers’ in-service training and application of the competency-based approaches in teaching and learning of Civic Education in selected secondary schools in Lusaka district.

2. establish the availability of appropriate teaching and learning resources for the teaching and learning of Civic Education in selected secondary schools in Lusaka district.

3. analyse the effectiveness of monitoring and supervision levels in the teaching and learning process of Civic Education in selected secondary schools in Lusaka district.
1.6 Research Questions.
This study sought to have the following questions answered;

1. To what extent have teachers been in-serviced and applied the competency-based approaches in the teaching and learning of Civic Education in selected secondary schools in Lusaka district?
2. Are there appropriate teaching and learning resources for the teaching and learning of Civic Education in selected secondary schools in Lusaka district?
3. How effective were monitoring and supervision in the teaching and learning process of Civic Education in selected secondary schools in Lusaka district?

1.7 Significance
It is hoped that the results of this study might bring out information that might provide teachers and school administrators with a deeper understanding of the applicability of the competency-based approach in the teaching and learning process of Civic Education in secondary schools. It is also hoped that the findings of the study might be of value to the Ministry of Education and Curriculum Development Centre in determining areas of difficulty in the curriculum implementation and how they could be overcome. Ministry of Education policy makers might find the results useful when designing policies related to secondary school curriculum subjects in general and Civic Education in particular. Furthermore, the findings of the study could add to the existing body of knowledge and provide valuable information for future academic research.

1.8 Theoretical Framework
This study was guided by the Social Constructivist Theory of Lev Vygotsky (1896-1934). It is basically a theory about how people socially construct knowledge. Vygotsky believed that learning could not be separated from social context. The theory holds that all cognitive functions begin as a product of social interactions and that learning is not simply assimilated but by a collaborative process. Vygotsky viewed the school as a perfect place to begin cultivating social interaction and learning through modelling appropriate social and academic skills. In reference to this theory, it appears that social interaction is vital because learners learn from others as some require more assistance characterizes the social constructivist theory. According to Drew (2012), these major characteristics are social interaction, more knowledgeable other (MKO) and zone of proximal
development (ZPD). Social interaction plays a fundamental role in the development of cognition. Vygotsky viewed the interaction of peers as an effective way of developing skills and knowledge (Drew, 2012). Many learners learn best and become proficient in skills by practicing them rather than merely being a spectator to the skill, such as listening to teachers talk about the skill, reading about the skill or watching others perform the skill (Musonda, 2019). In this vein, learner-centred teaching and learning approaches are highly encouraged as learners learn through others and learn by doing. Another assumption of the social constructivist theory is that, there should be a facilitator in the process of learning. The assumption is normally referred to as More Knowledgeable Other (MKO). According to Drew (2012), MKO refers to anyone who has a better understanding or with the higher ability than the learners with respect to a particular task, process or concept. As learners construct their own knowledge based on their experiences, there should be a facilitator to focus their effort towards specific tasks at a given time. The facilitator can be a teacher or a peer who is more knowledgeable than the learners. The third assumption in social constructivist theory is that, learning takes place through two levels. The first level is the actual level of development that the learner has already reached. It is the level at which the learner is capable of solving problems independently (Drew, 2012). The second level is that of a potential development referred to as Zone of Proximal Development (ZPD). This is the level of learning which learners are capable of reaching under the guidance of the teacher or collaboration from peers. At this point, there are number of tasks which the learner alone cannot accomplish unless being assisted. This brings the importance of social interaction and active involvement during learning

1.8.1 Strengths of the Social Constructivist Theory

The theory of social constructivist encourages learner-centred approach of teaching and learning. While learners through interaction are expected to create their own understanding, teacher plays an active role as a facilitator. Liu (as cited in Salema, 2014) point out that, the active participation of learners promotes acquisition of skills because they are active in the mental and motor activities which also encourage retention of knowledge. Another strength is that, learners benefit from the knowledge and skills of others while working in collaboration. For example, through peer assessment, feedback and in group discussions, learners can learn through others’ experiences.
1.8.2 Weaknesses of the Social Constructivist Theory

The efforts of the group is guided by pre-existing social roles and group dynamics. One learner can be more dominant in the group, while another may not want to share his/her ideas. In this case, not every learner can contribute or gain from the group. Another weakness is that, although a number of learners in the class may imply that there can be more contribution from the learners, managing, organizing and involve actively each learner in the class may be very difficult. It can consume much time since every learner must participate actively in the process of learning.

1.8.3 Justification of Social Constructivist Theory to the Study

Since CBC is participatory in nature, social constructivist theory provide a framework on how active participation should be established. The theory describe the role of teachers and learners in a constructivist learning. One of the assumptions of social constructivist theory is the presence of a teacher or instructor who is more knowledgeable than the learners. The teacher act as a mentor and facilitator as learners construct their understanding. Thus, the teacher should be well acquainted with competences of interpreting Civic Education teaching and learning tasks which are authentic in order to measure the intended learning outcomes by actively engaging learners. Thus, the theory guided the researcher in studying important aspects such as teachers’ level of knowledge in implementing competency-based approaches and the application of authentic teaching and learning resources which reflect the demands of the CBC in Civic Education. The theory also guided what monitors and supervisors should consider when monitoring and supervising the implementation of the competency-based curriculum.

1.9 Conceptual Framework

The conceptual framework in figure 1 shows the variables which are teachers’ knowledge, adequate resources and, monitoring and supervision that may help understand the effective implementation of the competency-based curriculum. The framework helped to explain the ideal situation for the effective implementation of the competency-based curriculum in the Zambian education system.
As illustrated in Figure 1, competency-based education demands teachers be inducted so that they should understand and implement the curriculum. According to the following scholars: Zulu and Mulenga (2019); Kabombwe and Mulenga (2019); Muleya (2019); Curry and Dochery (2017), they argue that teaching requires a thorough understanding of the competence component to be developed, instructional activities, pedagogical content knowledge and assessment most likely to facilitate that development. As a result of such arguments with regard to teachers’ knowledge in the implementation of competency-based education, it is vital to equip all Civic Education teachers with in-service training before the curriculum is implemented to make them conversant with practical and meaningful aspects of civic learning experiences required in learner-centred approach. Further, it should be understood that due to time factor all the necessary competences teachers should acquire cannot be done in a single day. However, this challenge could be mitigated by Continuing Professional Development (CPD) activities in schools. Such training should aim at preparing teachers to strengthen their subject knowledge base, pedagogical content knowledge, right attitudes and teaching skills on the competency-based approach. In addition, teachers should...
be oriented on how to integrate technological resources to support the effective implementation of the CBC in Civic Education.

Competency-based education also requires adequate and varied teaching and learning resources for learners to acquire knowledge and skills. Actualising the teaching of Civic Education could be mediated by exposure to adequate and varied teaching aids. As observed by Idowu (2015) teaching and learning resources include Civic Education textbooks, Information and Communication Technology (ICT) facilities and non-text materials that aid the implementation processes. These resources could be used during the learning process for learners to develop competences required in Civic Education. According to Muleya (2015) teaching and learning resources are critical to the effective delivery of Civic Education in schools and where such resources are lacking the real mission of meeting the desired outcome is likely to be hampered. In reference to the use of varied teaching aids during lesson development, it appears that verbalization is not enough for effective teaching as such teaching resources become the means by which civic competences are built by learners. Generally, teaching requires learners having opportunities to use various senses aided by technological resources (Idowu, 2015) for them to build on competences such as collaborative skills, tolerance, civility, problem-solving skills, critical thinking skills, communication skills, advocacy skills, information gathering and processing skills required in the competency-based education.

Monitoring and supervision further is seen as a significant aspect that ensures teachers are adhering to the demands of the competency-based curriculum. This is vital because it give feedback on quality assurance. When all these variables are attended to well, learners are likely to develop key competencies as demanded by the competency-based or outcome-based education. In this view, a competency-based curriculum in Civic Education should be able to bring out in learners competencies that require them to demonstrate the knowledge in practicality (Muleya, 2019). These achievements are in line with the policy document Educating Our Future (1996).

1.10 Delimitation
The scope of this study was restricted to selected secondary schools among Civic Education teachers who were implementing this curriculum in Lusaka district. However, Lusaka district was selected because, the researcher felt it was nearer where the Curriculum Development Centre and wanted to find out if where there are even resources nearby, how effective is the approach.
1.11 Operational Definition of Terms

**Competence:** The ability to apply skills, knowledge and dispositions in different work situations.

**Civic Education:** A school-based subject that provides learning experiences to equip teachers and learners with knowledge, skills and dispositions required for meaningful participation at all levels of the society.

**Curriculum:** All that is planned to enable learners acquire desirable knowledge, skills, values and attitudes.

**Curriculum Implementation:** The system of translating planned work into operation by the teachers.

1.12 Summary

In this chapter, several important issues have been discussed as a way of putting the study into context. An overview of the limitations of implementing the competency-based curriculum in the Zambian education system has been explained which had set the context of the study and justification of the study. The background led to the description of the statement of the problem. In this chapter, the theoretical framework which supported this study has been explained and the conceptual framework which revealed the researcher’s understanding of the problem at hand has been described as well. Other aspects included the significance of the study, delimitations and operational definition of terms. In the next chapter, related literature will be reviewed as a way of understanding aspects of the topic under discussion and showing the gap.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Overview

Related literature in this chapter has been reviewed according to the themes on the implementation of the competency-based curriculum as perceived in different regions. This includes teacher’s knowledge on the implementation of the competency-based curriculum, availability of teaching and learning resources in the implementation of the competency-based curriculum and the need for monitoring and supervision of the implementation of the competency-based curriculum. The researcher examined both local and international studies which provided a gap for this study. Selected studies done in Zambia helped to identify the gap which the study intends to address as well as to provide a specific background whereas studies have been done elsewhere provided a general background and helped the researcher to compare findings on how competency-based curriculum is implemented in other places apart from Zambia. The combination of studies done locally and abroad helped the researcher to have insights into what had already been studied. The summary and knowledge gap of the review of the studies are also provided in this chapter.

2.2. An Overview of the Competency-Based Curriculum

Competency-Based Curriculum (CBC) also known as Outcome-Based Education (OBE), is the type of education that demands the need to produce a learner with capabilities in terms of knowledge, skills, values and attitudes useful for solving social and economic challenges of present society (Mulenga and Kabombwe, 2019a, 2019b; Makunja, 2015; Butova, 2015). A competency-based curriculum (CBC) is perceived to be an approach necessary for aligning education provided to the dynamic of social and economic demands of the society. It appears to be a solution to the concerns raised about the capability and employability of school leavers as it emphasizes the acquisition of knowledge, skills, values and attitudes essential for the effective performance of real-world tasks (Mulenga and Kabombwe, 2019a, MoGE, 2013). The introduction of the competency-based approach in the Zambian education system calls for comprehensive change in the teaching approach and the resources used (Mulenga and Kabombwe, 2019a, 2019b).

The revision process involved the shift in the model from content-based to competency-based. The emphasis on competency-based education is due to the growing recognition of the need for the development of capabilities and not just certification. This means that the teaching and learning
process has to change its orientation from rote memorization of content knowledge to acquisition of competencies useful for solving real-life problems (Woods, 2008; World Bank, 2011; Mulenga and Kabombwe, 2019a). The focus of the competency-based curriculum is based on the application of knowledge in a real-life situation as opposed to the content-based which seem to emphasize on memorization of lesson notes for the sake of passing examinations (Mulenga and Kabombwe, 2019a; Osaki, 2004).

Competency-based education programmes are supported by learner-centred constructivist approaches to teaching and learning. Constructivism is based on the view that knowledge and skills are not products that can be transferred from the teacher to the learner; rather, they are the result of learning activities done by learners themselves individually or in groups (Tuxworth, 2005). Teachers are expected to use a variety of teaching strategies and resources that involve the learner. Mulenga and Kabombwe (2019a) hold that learners are expected to be active and participate during the lesson to construct knowledge, skills and attitudes. In this sense, Piaget (1970) argued that the construction of knowledge takes place when new knowledge is actively assimilated and accommodated into existing knowledge.

With the competency-based approach, the teacher is expected to switch from the role of an expert who transfers knowledge to a coaching role, facilitating and guiding the learning process. Mulenga and Kabombwe (2019b), Briaud et al. (2017) explained that in a competency-based curriculum, skills are not taught but are built. The learner in this approach is expected to be the first actor in the construction of his or her skills. They equally advocate that learners are to participate in the evaluation of their learning so that the learner monitors the development of expected competencies. Learner-centred teaching approaches advocated for the implementation of the competency-based curriculum the educational system include: problem-solving, projects, case study, simulation, discussion, and outdoor activities. Though it is perceived that the advocated pedagogy for the implementation of the competency-based curriculum is time-consuming.

On assessment, the competency-based curriculum emphasizes the use of formative assessment, with the focus on the prescribed competencies or outcomes. Competency-based curriculum requires teachers to assess learners frequently using authentic assessment methods (Mulenga and Kabombwe, 2019a: Makunja, 2015). Teachers are expected to use authentic assessment methods such as portfolios, projects, oral presentations, self and peer-assessments, interviews and
conferencing, tests and examinations (Mulenga and Kabombwe, 2019a). Authentic assessment methods are seen to be more useful for competency-based curriculum than other forms of assessment because they provide an opportunity for learners to demonstrate the competencies they have mastered in real life. More importantly, teachers are required to change from norm-referenced to criterion-referenced judgment of learners’ capabilities or competencies as supported by Kouwenhoven (2003) who argued that in competency-based education, performance assessment is carried out by giving the learner a clearly defined task and a list of explicit criteria for assessing the performance or product, (Mulenga and Kabombwe, 2019b). In this study, the researcher would like to find out if teachers in Lusaka were oriented on how to teach this type of curriculum.

2.3. Teachers Knowledge on Competency-Based Curriculum

The competency-based curriculum has been conceptualized in various ways by scholars and practitioners. Many studies have explained how the implementation of competency-based curriculum should be done (Makumja, 2016; Mulenga and Kabombwe 2019b; Kabombwe 2019; Nikolov, Shoikova and Kovatcheva, 2014; Ondimu, 2018).

Kaumba, Kabombwe and Mwanza, (2020) conducted a study on civic competences in the outcomes-based curriculum for a Civic Education teacher in Zambia. The scholars argued that Civic Education teachers should be knowledgeable of the competences which learners should acquire for them to teach and implement an outcomes-based curriculum effectively. The study revealed that a huge responsibility is placed on the teachers to have a thorough understanding of the key concepts and terminologies of the outcomes-based curriculum. In addition to understanding the outcomes-based curriculum, teachers are required to interpret the curriculum correctly in the classroom so that they can foster civic competences among learners. Although this work provided insight into the principles of civic competencies, the study had fallen short in various ways. The study did not explain if the identified civic competencies were developed by learners. Moreover, the study did not investigate the availability of teaching and learning resources and, monitoring and supervision for effective implementation of the outcome-based curriculum which the current study sought to address.

Kabombwe (2019) carried out a study on strategies teachers of History were using to implement the competency-based curriculum in secondary schools in Lusaka, Zambia. The study used a mixed-methods approach particularly the explanatory sequential design. The findings of the study
revealed that 67% of the teachers of History did not understand the concept of the competency-based curriculum or outcome-based curriculum. Furthermore, findings revealed that class sizes were too big and there were no teaching and learning materials to support a competency-based curriculum in schools. However, it is not known how this desire by the Ministry of Education to spread the competency-based curriculum in Civic Education is done in schools. Therefore, this study differs from Kabombwe’s study because it did not only concentrate on teachers’ knowledge and resources but also explored the extent to which teachers are being monitored and supervised to effectively implement the curriculum. It also departs from Kabombwe’s study as it focused on Civic Education concerning the implementation of a competency-based curriculum.

Diffang (2019) conducted a study on challenges faced by teachers in the implementation of a competency-based approach in secondary schools in the Southwest Region of Cameroon. Diffang’s study adopted the sequential exploratory survey research design where quantitative and qualitative data were collected using a questionnaire and interview guide. Findings revealed that teachers faced enormous challenges in the implementation of the Competency-Based Approach (CBA). The most frequently mentioned challenges were inadequate teaching time didactic materials, large class size, lack of CBA textbooks, inadequate CBA skills for teachers, unclear CBA assessment techniques and lack of understanding of the CBA concept. However, this study differs from Diffang’s study as it specifically focused on the implementation of a competency-based curriculum in Civic Education in Lusaka, Zambia.

Further, Mwandanji and Komba (2015) conducted a study of the implementation of the competency-based curriculum in Tanzanian secondary schools. The specific objectives of the study were to examine teachers’ understanding of the objectives of the competency-based curriculum and teachers’ abilities in preparing competency-based lesson plans. It also sought to examine whether or not teachers involved students in classroom activities and to find out whether or not teachers practised formative students’ assessments as per the requirements of the competency-based curriculum. This qualitative study involved 186 teacher respondents who were selected randomly from secondary schools in Mbeya region. The data were collected through interview schedules, observation schedules, and review of documents and were analyzed by using thematic content analysis. The findings indicated that the majority (86%) of the interviewed teachers did not have proper understanding of the objectives of CBC. In addition, the majority
(78%) of the reviewed lesson plans did not reflect the qualities of a competency-based lesson plan. Moreover, the involvement of students in classroom activities by the teachers who were observed was, overall, very low. Findings related to student formative assessment revealed that less than 50% of the observed teachers had practised the formative student assessment. However, the study departs from Mwandanji and Komba’s study because it did not investigate the perceived teacher’s level of knowledge in implementing the competency-based curriculum, availability of teaching and learning resources, monitoring the implementation of the curriculum. Thus, this study intended to investigate the extent to which teachers of Civic Education were equipped with enough knowledge to implement competency-based curriculum, resources and supervision in Zambia.

Another study by Muneja (2015) examined how secondary school teachers experienced the implementation of the competency-based curriculum in Tanzania. The study employed a descriptive case study design where eight participants provided in-depth data through face-to-face interviews, non-participant observation and document analysis. In-depth data was gathered in natural school settings, an aspect which enhanced the study’s validity. After transcribing the interviews, an open coding process was undertaken and a theme comparison approach applied. The findings indicated that the participants had a limited understanding of the curriculum: they were happy in their teaching profession regardless of competence-based curriculum challenges. Teachers were experiencing multiple challenges, the key ones being lack of participation in curriculum design and implementation; lack of quality textbooks and lastly, they were not motivated to implement the competency-based curriculum. However, the reviewed study differs with this study because, in the present study, the researcher sought to interrogate the effectiveness of the competency-based curriculum in Zambia and also concentrated on teachers’ induction, availability of teaching and learning resources, and the role of monitoring and supervision in Lusaka.

Furthermore, Paulo (2014) conducted a study about pre-service teacher’s preparedness to implement a competency-based curriculum in secondary schools in Tanzania. The qualitative study which involved 16 pre-service teachers who were purposively selected, deployed an interview guide and observation checklist in data collection. Findings in this study revealed that although pre-service teachers were aware of the teaching and assessment methods stipulated to be used as part of the implementation of CBC, they were not adopting the envisaged methods in their
classroom practices. Since the participants were still students, the use of the observation checklist might have influenced them negatively during teaching with the fear that it was part of the block teaching practice assessment. This observation is because the researcher did not indicate the ethical considerations in his study by indicating whether the students were assured that the observations and interviews were not part of their assessment. Although the study investigated on the pre-service teacher’s conception of CBC, it has fallen short in examining what constitutes effective implementation of the competency-based curriculum. Thus, contrary to the reviewed study, this study employed a mixed method.

Hudelson (2002) in his study on the competency-based curriculum applied in Morocco found that there was a lack of In-service Training of Teachers on Competency-based. This was so because of the lack of in-service training for teachers affected the successful implementation of the competency-based curriculum. That is why CBC has not been effectively implemented in most of the secondary schools in Morocco. Given the Morocco situation, the researcher would like to find out if what was found in that country applies to teachers of Civic Education in Zambia. However, in this study, the research interrogated the extent to which a competency-based curriculum was implemented in Civic Education in Zambian education system particularly in selected schools in Lusaka district.

A research conducted by Harmanto et al. (2018) analyzed the characteristics of the subject matter and competence of Civic Education in primary schools in Indonesia. The approach used in this study was qualitative. The results showed that Civic Education in Indonesia serves as an education, legal, political and educational value. Civic Education as an education program in primary schools is a primary vehicle and have the essence of a democratic education carried out to achieve competencies in the civic aspects of intelligence, civic responsibility, and civic participation. In Zambia on the other hand, it was not clear whether the same constraints established by Harmanto et al (2018) are encountered in implementing a competency-based curriculum in the teaching and learning of Civic Education, especially in Lusaka district.

Mohammed, Hayatu and Kabiru (2015) conducted a study on the implementation of Civic Education in secondary schools in Adamawa State, Nigeria. The purpose of the study was to examine the implementation of Civic Education in secondary schools. The study adopted a descriptive survey research design. The population consisted of all teachers and students of SS2
students of Civic Education in that state. A sample of 36 and 300 teachers and students respectively, were drawn by simple random sampling technique. The instrument for the data collection was a structured questionnaire consisting of 10 items which were developed with four (4) options based on a Likert format. Data collected were analysed using mean descriptive statistics. The results indicated that while secondary schools in Adamawa state Nigeria had implemented Civic Education, there were no qualified Civic Education teachers. This study departs from Mohammed, Hayatu, Kabiru’s study because it endeavoured to examine the implementation of competency-based curriculum in Civic Education in secondary schools in Lusaka.

Further, a study conducted in England by Byrne, Downey and Souza (2013) focused on four case studies of schools that adopted innovative competency-based curriculum (CBC) projects in year seven for a variety of educational and social reasons. The study investigated issues and challenges posed by the CBC for teachers in the daily life of the classroom. The findings revealed that the nature and structure of the curriculum was influenced by the stance adopted inevitably affects approaches to teaching and learning. Further, the study showed that there were tensions between traditional approaches to teaching and learning with strong classification, framing and the new, more progressive approaches with weak classification and framing. The researchers concluded that managing the tensions between traditional and more progressive pedagogies is worthwhile as this will enable students to become fully integrated, and successful participatory members of the twenty-first-century society rather than simply reproducing the socio-economic status quo, or the requirements of current dominant educational discourse in England. In this study, the researcher sought to find out if the experiences of teachers and learners in England would also be in Zambian schools where the competency-based curriculum in Civic Education concerned.

In addition to these empirical findings, another study was undertaken in Tanzania by Nzima (2016). Nzima examined tutors’ understanding of a competency-based curriculum (CBC) and how they trained student-teachers to implement CBC in actual classroom situations in ordinary level (O-level) secondary schools in Tanzania. The study employed a qualitative research approach informed by the interpretive paradigm. It involved a total of 12 methodology tutors. The tutors were purposively and conveniently selected from four teachers’ colleges in Tanzania that offered a Diploma in Secondary Education (Nzima, 2016). Findings of the study revealed that all tutors
held an understanding that the teaching approaches relevant to CBC were learner-centred. Further, the findings revealed that tutors’ instructional practices contradicted their understanding of CBC as a curriculum that emphasized invisible pedagogic practices. Therefore, this study differs from Nzima’s study as it specifically focused on the implementation of a competency-based curriculum in the teaching of Civic Education in selected secondary schools in Zambia.

Furthermore, Muleya (2019) conducted a study on Curriculum Policy and Practice of Civic Education in Zambia. Findings showed that Civic Education had evolved as an important school curriculum subject in Zambia. He argued that Zambia like other countries of the world had experienced changes mostly driven by educational policy innovations. Muleya noted that such educational policy innovations had, in turn, been driven by the desire to democratize the teaching and learning environment in schools. The findings of the study further indicated that teachers of Civic Education are expected to have an understanding of these curriculum innovations for them to develop learners who were equipped with relevance knowledge, skills, values and dispositions which allowed them to participate effectively in the community. However, regardless of the good efforts of the researcher, the study did not examine the implementation of the competency-based curriculum and factors that promoted its effective implementation. Moreover, Muleya’s study only involved general practices of Civic Education but this study investigated the competency-based implementation in Civic Education.

2.4. Appropriate Teaching and Learning Resources

Magasu, Muleya and Mweemba (2020) conducted a study on the teaching strategies used in Civic Education lessons in secondary schools in Zambia. The study used a descriptive case study design and data was collected using interviews, Focus Group Discussions (FGDs) and observations guides. The main findings of the study were that teachers in secondary schools still used teacher-centred strategies in the teaching of Civic Education despite policy direction in the Zambia Education Curriculum of 2013 providing guidelines on how to use more learner-centred and interactive teaching methods. However, this study differs from Magasu, Muleya and Mweemba’s study because it endeavoured to investigate teachers ‘level of understanding of the competency-based curriculum in Civic Education. Further, this study also investigated the extent to which teachers were monitored and supervised on the competency-based approach.
A study by Musilekwa (2019) focused on the content and correctness of textbooks that were produced for the competency-based curriculum in Zambia. The findings of the study showed that the Social Studies learners’ textbooks were of poor quality; lacked teacher involvement in their development; lacked coordination in textbook development; there was no national textbook policy; political interference in textbook development was found to be the main contributing factors to this situation. Since the revision of the curriculum in 2013 brought about the integration of the three learning areas namely; Civics, Geography and History at Junior Secondary School resulting in one subject, Social Studies. There was a need to develop Social Studies learners’ textbooks for Junior Secondary School to facilitate the implementation of the revised curriculum. This study is related to that study in that both studies focused on the competency-based curriculum. However, this study focused on the availability of teaching materials for Civic Education for the competency-based curriculum in the implementation process and not textbook production for the revised curriculum.

Another study by Masumba (2019) on the competency-based curriculum investigated the extent to which Computer Studies was being implemented in secondary schools in Mufumbwe district of Zambia. The findings of the study revealed that there were insufficient facilities and equipment such as computer laboratories and computers, internet connectivity, printers, backup generators, overhead projectors and photocopiers. Findings further indicated that there were no qualified teachers of computer studies and inappropriate teaching methods such as lecture methods were being used during lessons. Masumba’s work is of value and insightful to this study because it reviewed the necessary resources for an effective implementation process of the competency-based curriculum in Zambia. Although both studies are on competency-based curriculum this study is particularly about competency-based curriculum for Civic Education in Lusaka district.

Masumba’s (2019) study is in line with Kabundula’s (2017) study in which experiences of teachers and learners in the teaching and learning of computer studies at junior secondary school level were investigated in three selected secondary schools of Luanshya district. The objectives of the study were to investigate experiences of teachers and learners in the teaching and learning of computer studies, establish the benefits of teaching and learning of computer studies and ascertain challenges faced by teachers and learners in the teaching and learning of computer studies in Luanshya district. A sample of nine (09) teachers and thirty (30) learners were purposively drawn from three
secondary schools in Luanshya district. The interpretive phenomenological research design was utilised. Data was collected through face-to-face interviews, focus group discussions, and non-participant observation. Data were analysed using interpretative phenomenological analysis. The researcher found that teachers and learners experienced the teaching and learning of computer studies was done twofold, theory and practice. Furthermore, the researcher found that teachers and learners faced challenges such as lack of teaching and learning equipment other ICT facilities; they were incidences of power outages; lack of modern school computer laboratories; inadequately trained personnel; negative attitudes from parents toward the teaching and learning of computer studies; lack of funding from government; limited time; overcrowding of classes; and high rate of theft of computers in schools. However, the study differs from this study because it did not concentrate on monitoring and supervision of the implementation of the competency-based curriculum. Moreover this study focus on Civic Education.

A study conducted by Ndihokubwayo and Habiyaremye, (2018) analyzed the goodness of competency-based curriculum and usability of textbooks related to this curriculum. It accommodated a sample of 44 national teacher trainers (NTs) of Rwandan new competence-based curriculum. The study employed a mixed method approach where inferential statistics were used and qualitative data were analyzed thematically. Using a t-test, the comparison between Knowledge-Based Curriculum (KBC) and Competence-Based Curriculum (CBC) was found to be statistically significant (at .05 level of significance) in favour of Competence-Based Curriculum in form of practicability to teachers’ needs and interests, organization and timing, appropriateness of activities, competences of curriculum developers, career guidance as well as market orientation. However, the curriculum was found to be loaded as it was in the former knowledge-based curriculum. The textbooks were also compared in form of structure, illustration as well as the content. Activities in CBC textbooks were found learner-based. The reviewed study differs from the current study because it does not only want to address one factor on the implementation of the curriculum but also intends to address the role of supervision in the implementation of the competency-based curriculum. It also differs from the reviewed one in that it was done in Civic Education.

Chu, Nnam and Faizefu (2018) conducted a study on the appraisal of the implementation of the competency-based curriculum from the perspective of teacher’s use of resources. The study used
a descriptive-analytic research design. Findings of the study reviewed that the majority of teachers did not understand CBC. It was realized that even for those who had a good knowledge of CBC effective implementation was still a major challenge in most situations because of insufficient resources as well as lack of in-depth knowledge on how to use the resources. It was therefore imperative for educational stakeholders to brainstorm and ensure that teachers were well apt with knowledge on the effective implementation of the CBC as well as making all required resources available. It was only after this that it would be guarantee effective implementation of the CBC as well as reaping the benefits thereof. However, that study differs from this one because it took a general perspective whereas this intends to focus on Civic Education. Further, that study was done in Cameroon while this one in Zambia.

Another study was done by Nambela (2016) on the evaluation of the effectiveness of the revised 2013 curriculum in improving the provision of education in Kitwe district. The findings of the study revealed that the implementation of the revised curriculum was not properly done as most educators in the district indicated that they were not adequately prepared for it, there was an inadequate and inappropriate provision of teaching and learning resources, teachers were neither trained nor retrained to teach new subjects and the infrastructure was not expanded to reduce and accommodate the high numbers of learners in these schools. Finally, the researcher suggested some recommendations to help improve the implementation of future revised curricula in an effort to continue providing quality education in Zambia. That study is related to this study, however, this study focused on the implementation of the competency-based curriculum in the teaching and learning of Civic Education.

Further, Owen and Soule (2010) did an evaluation of the extent to which formal civics instruction and participation in extracurricular activities correlates with the development of a sense of civic duty. In that study, they examined the connection between Civic Education and individuals’ development of a sense of civic duty taking into an account classroom environment, instructional materials, and curriculum-based activities. Findings identified that there was a strong relationship between Civic Education and the general measure of civic duty which included the responsibility to keep informed, take part in government affairs, volunteer in the community, and serve on a jury. Further, the study confirmed the effectiveness of incorporating current events into the curriculum to develop habits of monitoring and engaging with public affairs. It also disclosed pedagogies that
integrated active learning components, including community-based approaches that were more successful in conveying norms of civic duty and responsibility than purely lecture-based approaches. That study is of great value to this study, as it provides insight into what is necessary for a competency-based curriculum model for Civic Education to be successful. Additionally, this study focused on how teachers of Civic Education were implementing the competency-based assessment in the teaching and learning of Civic Education in Lusaka district in Zambia.

Owen, Soule and Chalif (2011) conducted a study on the relationship of Civic Education in the acquisition of political knowledge. Categorically, the researchers examined the influence of Civic Education on knowledge levels, as well as the effectiveness of a particular type of curriculum approaches and activities. The findings of the study revealed that Civic Education is positively related to political knowledge. Lecture and textbook approaches to Civic Education are associated with higher levels of factual knowledge about political institutions and processes. Innovative curriculum approaches, such as the use of current events, classroom activities, and community activities, were effective in conveying political knowledge. This point is supported by, Delli, Carpini and Keeter (1996) who contend that Civic Education is essential for citizens in a democratic polity for them to have sufficient knowledge of constitutional principles as well as the structure, function, and processes of government. Further, Owen, Soule and Chalif (2011) argued that knowledge of how the system works provides a basis for the development of a sense of political efficacy and civic duty that facilitates participation. It appears that higher levels of political knowledge were associated with greater acceptance of democratic principles, understanding, voting, public speaking, participating in public hearings, meeting with community leaders about issues, using media to engage the polity and engagement in community affairs. Muleya (2018b) notes that it is important to establish that the great bad may occur due to the different conceptions that could be translated into different educational beliefs and practices in Civic Education. The observation by Muleya makes a complete overhaul to curriculum planning and design for Civic Education. Although the study investigated Civic Education in the acquisition of political knowledge, it did not examine the frequency by which competency-based curriculum strategies were applied by teachers. Thus contrary to that study, this study examined the availability of resources that promotes effective implementation of the competency-based curriculum and the extent to which teachers were monitored and supervised by their supervisors towards the implementation of the competency-based curriculum
Another research was conducted in Tanzania by Kavindi (2014) who investigated the implementation of the competence-based curriculum in certificate teachers colleges. The study employed a comparative case design between two teachers colleges (public and private) located in Mbeya region of Tanzania. The study used a qualitative approach and data collection methods, comprising of interviews, focus group discussions, classroom observation and review of documents. The study involved four teacher educators, twelve student teachers, two College Principals and one Curriculum Developer. The findings indicated that teacher educators in public teachers colleges demonstrated a high level of academic qualification than their counterparts in private teachers’ colleges. Further, teacher educators in both colleges showed that they were knowledgeable on participatory methods but the practice in the classroom was dominated by non-participatory methods contrary to the suggested competence-based teaching approaches (Kavindi, 2014). The study concluded that the Competence-based curriculum was not implemented as it was intended at the classroom level. The researcher in this study found out how the case for Lusaka schools were implementing the competency-based curriculum in Civic Education.

2.5. Monitoring and Supervision

Sikalumbi (2019) conducted a study on the interpretation and implementation of the revised curriculum in primary and secondary schools in Chongwe district of Lusaka province in Zambia. The study employed a descriptive survey design. The target population comprised of the public and private school Headteachers, teachers, pupils, and district education officers who are mandated to set standards in Zambian schools and ensure that every school meets the minimum standard. The study used purposeful and randomly sampling techniques. Questionnaires, interview guide and observation were used as research instruments to collect data. The findings of the study revealed that 69% of schools had not implemented the competency-based curriculum and only 31% had implemented the academic career pathway and 30% of the headteachers still preferred the old curriculum to the new one. It was also observed that the implementation of the school curriculum was launched before the schools were made ready. The study recommended more investment in the Ministry of Education for more school orientations and close monitoring of the interpretation and implementation of the school curriculum. However, the focus of this study is to investigate how the competency-based curriculum was implemented in Civic Education.
A research conducted by Jin and Li (2011) was aimed at examined curriculum reform in China from 2001 to 2008. Their key findings were that the curriculum was post-modernized in intent and action, implying that it was learner-centred. However, teachers were not seen to be central to the intent and action of the curriculum (Jin and Li, 2011). In addition to these empirical findings, another study was undertaken in China by Wang (2010). Wang examined the translation of policies into practice and focused on the role that middle-level administrators in language curriculum implementation. The findings highlighted the crucial role of middle-level administrators played in translating policy into practice as well as underscored the need for them to provide necessary motivation and resources for such implementation to occur (Wang, 2010). Wang’s study resonates with Jin and Li’s in that it also did not focus on teachers as being critical stakeholders in the implementation of the competency-based curriculum. However, in Zambia, particularly in Lusaka district, literature has revealed that teachers are important in the implementation of competency-based or outcome-based curriculum. This study sought to find out how important teachers were in the implementation of the competency-based curriculum and how administrators ensured that not only knowledge but also skills and dispositions are developed in learners, a justification for this current study.

Jonyo and Jonyo (2019) conducted a study on the role of secondary school head teachers in curriculum supervision and implementation in Kenya. The main objective was based on the process of execution of the curriculum with particular emphasis on the role of secondary head teachers in supervision. From the discourse, it was apparent that there was a strong agreement among curriculum implementers that the major purpose of curriculum supervision included monitoring performance, sharing information and solving problems. Therefore, the researchers recommended that the procedure used by the supervisors should be discussed, and agreed upon by the supervisees and that a curriculum could not be discussed in isolation without focusing on the roles of headteachers in secondary schools. Thus, that study provided insight for this study on supervision required in the implementation of the competency-based curriculum.

Another study was done by Sango, et al (2017) in Zimbabwe. The study focused on the supervision processes in the effective implementation of national educational blueprints that shaped local public school curricula in. There seemed to be a void in the supervisory backup by school headteachers and other educational line managers. That study sought to identify supervisory
strategies that were used in the Zimbabwean school system and ascertain their appropriateness in guiding teachers in implementing the newly amended curriculum. The study reviewed that supervisors played an important role to monitor the observance of standards and offer support so that the teachers could fully comply with the set standards. However, although the study provided insights on the role of supervisors in the implementation of the competency-based curriculum, it did not focus on how supervision is done in a competency-based approach in Lusaka.

2.6 Knowledge Gap

From the reviewed studies in this chapter, the majority of the studies had not investigated the implementation of the competency-based curriculum in Civic Education in secondary schools. Thus, based on this gap, this study intends to investigate the implementation of a competency-based curriculum in Civic Education subject taking a case of secondary schools in Lusaka district. Specifically, appropriate teaching and learning resources for effective implementation of the competency-based curriculum, monitoring and supervision strategies that promote effective implementation of the competency-based curriculum and learner performance in Civic Education in selected secondary schools in Zambia was the focus.

2.7 Summary

In this chapter, an overview of the competency-based curriculum, teachers’ induction, teaching and learning resources, and monitoring and supervision and the research gap has been covered. The concept of competency-based education appears to be broad with a lot of interpretation in different countries. Despite the differences in interpretations in different countries, this approach has gained recognition and continues to gain support in most of the school systems world over. There are also predictions from anecdotal evidence that competency-based education has the potential to equip learners with competences that were responding to the changing needs of the society. Some studies seem to indicate that with appropriate approaches and adequate resources in schools the implementation of competency-based curriculum has the potential to develop knowledge as well as emphasizing the development of skills of inquiry, critical thinking, decision making, problem solving and reinforce dispositions such as commitment to equality, determination to act justly, respect for the rule of law and working for the common good so as to prepare learners for responsible participation in the improvement of their societies. The next chapter presents the methodology that was used in this study.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

In the previous chapter, a review of important literature on the competency-based curriculum from other countries and some studies done in the Zambian context concerning the implementation of competency-based education has been done. This chapter contains the methodology that was used in the study which includes the philosophical assumption, research design, target population, sample size and sampling techniques. Additionally, research instruments for data collection, data quality assurance as well as data collection and analysis procedures are presented. This section ends with ethical considerations.

3.2 Research Paradigm

This study was guided by the pragmatic worldviews derived from the work of Peirce, James, Mead, Dewey Hannes and Lockwood (2011). A research paradigm “is an assumption a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge” (Creswell & Plano Clark, 2011:21). Hence, there is a concern with applications of "what works" and solutions to problems (Mulenga, 2015, Creswell and Plano Clark 2007, Patton, 1990). For a pragmatic approach, the problem is more important than the method, hence researchers use all approaches to understand the problem, (Rossman and Wilson, 1985). This study employed this philosophical foundation because pragmatists support mixed methods studies to understand the phenomenon for they do not see the world as an absolute unity (Tashakkori and Teddies, 1998). Similarly, Mulenga (2015) explained that mixed methods paradigm combines the collection and analysis of both quantitative and qualitative data into one empirical study. He further stated that it integrates the strengths and minimizes the weaknesses of both qualitative and quantitative methods. Thus, the mixed methods research opened the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis. Murphy (1990) also observed that the mixed method approach accords individual researchers the freedom of choice. For example; the researcher was free to choose the methods, techniques, and procedures of research that best meet their needs and purposes. In this study, it was imperative to note that the implementation of a competency-based curriculum in Civic Education involved the reality that required to be investigated using many approaches.
3.3 Research Design

Kombo and Tromp (2006) described a research design as a plan on how a study will be carried out or a detailed outline of how the research will take place. Achola and Bless (1988:54) also defined it as, “the planning of any scientific research from the first to the last step. It is a specification of the most adequate operations to be performed in order to test the specific hypothesis under given conditions”. Therefore, this study adopted a concurrent embedded design. The use of the concurrent embedded design in this study enabled the researcher to answer both the what and why questions for a deeper understanding of the research problem by comparing qualitative and quantitative findings concurrently pertaining to the implementation of the competency-based curriculum in Civic Education in selected secondary schools in Lusaka district. The other reason why the researcher used a concurrent embedded design in this study was that it enabled him to collect and analyse qualitative and quantitative data sets in a single study.

3.4 Study Site

This study was conducted in Lusaka district, Zambia. Lusaka was purposively sampled because this is where the Curriculum Development Centre in Zambia is and it is where teaching and learning resources are developed. Therefore, the researcher wanted to find out how effective was the implementation of the competency-based curriculum in Civic Education where teaching and learning resources were developed.

3.5 Target Population

Kasonde-Ng’andu (2013) defined a population as a group of individuals, objects from which samples are taken for measurement, while Msabila and Nalaila (2013) viewed it as a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. In addition, the scholars stated that a population also refers to the larger group from which the sample is taken. The targeted population in this study consisted of the grade twelve pupils, teachers of Civic Education, Heads of Department for Social Sciences, headteachers in secondary schools, Civic Education Curriculum Specialists at the Curriculum Development Centre and Education Standards Officers in Lusaka district.
3.6 Sampling Techniques

Sampling is defined as “a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group” (Kombo and Tromp 2006: 77). “Sampling techniques are classified into probability and non-probability sampling techniques” (Msabila and Nalaila 2006). Probability sampling is defined by Msabila and Nalaila (2006) as sampling techniques where selection of individuals for the sample gives all the individuals in the population equal chances of being selected. Whereas Bernard (2002) and Cohen et al. (2007) define non-probability sampling as a sampling technique where selection of individuals are based on non-random criteria, and not every individual has a chance of being included. In this study, both probability and non-probability sampling techniques were used when selecting participants. This is because

3.6.1 Schools

At the time of this study, Lusaka district had 10 zones. Simple random sampling as a type of probability sampling was used to pick one secondary school from each zone because the researcher wanted to have an equal representation of zones. All the names of secondary schools in each zone were written on pieces of paper and put in a small box. The names were raffled and the selection was done at random in the box, the process was done in all the ten zones until the required number of ten schools was achieved.

3.6.2 Headteachers

Headteachers play an important role in the implementation of any curriculum as they carry out various roles such as supervisory, monitoring, keeping records of the events happening in schools, motivating teachers; and provision of teaching and learning resources. Non-probability sampling was used in this study where homogeneous purposive sampling was employed to select ten head teachers one from each selected school. The researcher specifically used homogeneous purposive sampling because it aims at picking a sample with similar characteristics in order to describe some particular subgroup in depth.

3.6.3 Education Standards Officers (ESOs)

Education Standards Officers (ESOs) were purposively sampled in this study. Education Standards Officers (ESOs) was purposively sampled because they are directly charged with duties of supervising the implementation of the competency-based curriculum in secondary schools and it
was believed that they have rich information which the researcher sought to collect. The target was the Standards Officer for Social Sciences because he/she is in charge of Civic Education which the researcher was interested in. The researcher also purposively selected one District Education Standards Officer because of being more closers to teachers and provided the information that the researcher was looking for.

3.6.4. Civic Education Subject Curriculum Specialist

The subject Curriculum Specialist was selected purposively as he provided detailed information on the competency-based curriculum. The Civic Education subject Curriculum Specialist was also of great value because he or she had taken part in designing, orienting teachers, production of teaching and learning materials of the competency-based curriculum in Zambia.

3.6.5 Teachers

Teachers play a key role in the implementation of the competency-based curriculum at school level. Teachers were grouped using a stratified sampling which is a type of probability sampling into two strataums of male and female to have a good representation of both genders. Using simple random sampling as a type of probability sampling, two teachers were drawn from each stratum. Thus, four teachers were sampled from each of the ten sampled schools giving a total number of forty teachers which were included in the sample.

3.6.6 Learners

In this study learners in selected secondary schools in Lusaka district were sampled using stratified and simple random sampling as types of probability sampling. The target sample were grade twelve (12) learners because they had interacted with Civic Education for a period exceeding two years. The grade twelve learners were selected using stratified sampling. Stratified sampling was appropriate in this study because learners were grouped according to their gender, thus boys and girls. In each school which participated in this study, the researcher requested for a class register for all grade twelve learners. After obtaining the class register, the researcher stratified the names of learners according to their gender. Stratified sampling was best for this study as it gave a sample that allowed equal representation of both gender. Then, simple random sampling was used to select six boys and six girls from each stratum. This gave a total sample of twelve learners that were sampled from each school and thus one hundred and twenty learners from the ten sampled schools.
3.7 Sample Size

Kothari (2011) argued that sample size refers to the number of participants selected from the population. Similarly, Kombo and Tromp (2006), defined a sample size as, a number of individuals or objects from a population, containing elements representative of the characteristics found in the entire group. The sample should have the characteristics, know-how and be accessible to help in the study under investigation. In view of the above, the researcher selected 183 participants to constitute the sample for the study. This sample comprised 40 Civic Education teachers, 4 per school and 120 Grade 12 (twelve) 12 per school. This study also included 10 Head teachers, 10 Heads of Department (Social Sciences), 1 Standard Officer Social Sciences (SESO), 1 District Education Standards Officer (DESO) and 1 Civic Education Subject Specialist CDC.

Table 1 Summary of participants

<table>
<thead>
<tr>
<th>Institution</th>
<th>Category of participant</th>
<th>Sample size</th>
<th>Sampling procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC</td>
<td>Civic Education subject curriculum specialist</td>
<td>1</td>
<td>Purposive</td>
</tr>
<tr>
<td>PEO</td>
<td>Senior Education Standards Officer (SESO) Social Sciences.</td>
<td>1</td>
<td>Purposive</td>
</tr>
<tr>
<td>DEBS</td>
<td>Standard Officer</td>
<td>1</td>
<td>Purposive</td>
</tr>
<tr>
<td>Ten secondary schools</td>
<td>Headteachers</td>
<td>10 (All)</td>
<td>Purposive</td>
</tr>
<tr>
<td>Ten secondary schools</td>
<td>Head of Department</td>
<td>10 (1 per school)</td>
<td>Purposive</td>
</tr>
<tr>
<td>Ten secondary schools</td>
<td>Teachers</td>
<td>40 (4per school)</td>
<td>Stratified Simple random</td>
</tr>
<tr>
<td>Ten secondary schools</td>
<td>Learners</td>
<td>120 (12per school)</td>
<td>Stratified Simple random</td>
</tr>
<tr>
<td><strong>Total Number of Participants</strong></td>
<td></td>
<td><strong>183</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.8 Research Instruments

The researcher collected data using three instruments namely; questionnaires, interview guides and observation schedule. It was important to triangulate using different instruments of data collection as a way of ensuring validity and reliability of the study. The three instruments were used to collect both qualitative and quantitative data in order to answer research questions that were raised in the study.
3.8.1 Questionnaires

Questionnaires were used to collect information from teachers of Civic Education and learners learning the subject. According to Kombo and Tromp (2006), the advantage of using questionnaires is that they can be used to gather data over a large sample and it saves time. Questionnaires were also thoroughly checked by the supervisor before piloting them in Itezhi-tezhi district. This was done by administering questionnaires to eighteen (18) Grade Twelve (12) Learners and two (2) Civic Education Teachers. Thus, each questionnaire had an introductory remark where the study was introduced and confidentiality assurance to the participants.

3.8.1.1 Questionnaire for Learners

The questionnaire for learners had both closed-ended and open-ended questions. Learners were asked to give their views about the appropriateness of teaching and learning methods and materials that are used in teaching and learning in Civic Education in schools based on research question two. Open-ended questions were used to collect categorized data about their views.

3.8.1.2 Questionnaire for Teachers

Questionnaires for teachers comprise four (4) sections. In the first section, demographic data of the participants were collected. The second section focused on finding out teachers’ in-servicing on competency-based curriculum and how they were implementing it. The third section sought to find out if teaching and learning resources were adequate for the effective implementation of the competency-based curriculum in Civic Education. The last section helped to find out how often school administrators and standards monitored and supervised the implementation of the curriculum.

3.8.2 Interview Guides

Interviews are a system of inquiry which reveals a lot of information (Borg, 1963). After all, the researcher can probe or encourage participants to elaborate on their answers and also can crosscheck information. Sapsford (2007) stated that a semi-structured interview does not have a standard format but there is an agenda that is used as a reminder to ensure that all the basic points are covered. The interviews were recorded using a phone with permission from the participants.
3.8.2.1 Semi-Structured Interview Guide for Civic Education Curriculum Specialist

A semi-structured interview guide was designed and used to conduct interviews by the researcher to collect information from the Civic Education Curriculum Specialist. The content of the interview guide was based on the research questions. The Civic Education Subject Curriculum Specialist was asked to give his or her views about the philosophy behind adopting the competency-based approach and how teachers of Civic Education were expected to teach Civic Education using the competency-based curriculum based on research question one. The researcher also used the semi-structured interview guide to find out what materials were available for teachers of Civic Education to implement the competency-based curriculum efficiently and how often they monitored and supervised the implementation of the competency-based curriculum in secondary schools to ensure compliance with this approach based on research questions two and three.

3.8.2.2 Semi-Structured Interview Guide for Education Standards Officers (ESOs).

Standards Officers use inspection tools to collect data on the performance of teachers to ensure that they adhere to the laid down procedures for curriculum implementation. Therefore, the researcher used the semi-structured interview guide to find out how teachers were using competency-based approaches in the teaching and learning of Civic Education in Lusaka district.

3.8.2.3 Semi-Structured Interview Guide for Head teachers

The researcher used the open-ended questions to find out from the Head Teachers if they were aware and had knowledge of the competency-based curriculum; if teachers were oriented and CBC was being implemented in their schools. The semi-structured interview guide also helped the researcher to find out if teaching and learning materials were available for the effective implementation, and how often they monitored and supervised the actual implementation of the curriculum in their schools.

3.8.2.4 Semi-Structured Interview Guide for Heads of Department

A semi-structured interview guide was used to collect information on whether Heads of Department understood the concept of the competency-based curriculum and knowledge of strategies for implementing the CBC. The semi-structured interview guide helped to find out how often Heads of Department held meetings for CPD using CBC approaches and if the department
had adequate materials to implement the competency-based curriculum and how often they monitored and supervised progress in curriculum implementation.

3.8.3 Observation Guide.

Kathuri and Pals (2003) recommended the use of an observation checklist as an important instrument which minimizes or eliminates the biases that may result from people offering information about themselves. The observation checklist was used to collect data on the implementation of the competency-based curriculum in Civic Education. The observation guide helped the researcher to collect information on the teacher’s knowledge of the competency-based approaches and the availability of teaching and learning resources. The researcher observed 10 lessons from ten sampled secondary schools.

3.9 Quality Control

Validity, reliability and trustworthiness are very important features to consider for the credibility of research findings. It is for this reason that the researcher considered the three qualities to ensure the quality of the research findings.

3.9.1 Validity

Mulenga (2015) explained that validity is the degree to which results obtained from the analysis of data represent the phenomena under study. In other words, research findings are said to be valid if the research carried out depicts and brings out what it purported to bring out. In order to validate findings in this study, the researcher asked for permission from the participants to record the interviews as a way of counter checking some of the information given. The researcher then compared the findings from the interviews, observations and questionnaires in order to check whether the data represented the topic under study. The validity of this study was achieved through the use of different data collection method known as triangulation. Mulenga (2015) and Patton (1990) support triangulation by stating that when methods are combined inconsistencies are taken care of thus valid and reliable data emerge. Validity was also achieved through expert checking of the instrument to see if the grammar was appropriate and if it would enable the researcher to collect the intended information from the participants.
3.9.2 Reliability

Reliability refers to the accuracy and consistency of the measuring instrument (Burns & Grove 2001: 395). Whereas Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability was done using pre-test technique through a pilot. This was done through a pilot study that was conducted in a different district other than the one sampled. The exercise helped the researcher to check if the questions phrased drew a response from the participants and if the sentences read well, as well as transmitting the same message to the participants. After the piloting exercise, the questionnaires were evaluated and corrections made to come up with a good questionnaire. The results obtained after piloting were compared to ensure consistency in the instruments that were used for data collection.

3.9.3 Trustworthiness

Qualitative data collected should be as truthful as possible for it to be credible, dependable and confirmable. In this study, trustworthiness was done through triangulation, member checking and recording interviews. Trustworthiness also included credibility, dependability and transferability.

3.9.3.1 Credibility

Kombo and Tromp (2007) defined credibility as the credence involved in establishing the results of the research findings. This ensured that the research findings are correct and explicit. In this study, credibility was ensured through the use of various methods such as questionnaires, semi-structured interview guides and observation instrument for data collection.

3.9.3.2 Dependability

Bitsch (2005) defined dependability as the stability of findings over time. Dependability ensures that the research findings are consistent and could be repeated. This implies that each process to be used can be described in detail so that further research on the same subject can yield similar results. In this study, dependability was maintained by ensuring that the results were fully explained and every detail given. Inquiry audit helped to ensure that the findings were consistent and repeated.
3.9.3.3 Transferability

According to Baidauf and Kaplan (2004), transferability is the degree to which the results of qualitative research can be transcribed to other contexts with other participants – it is the interpretive equivalent of generalisability. Transferability in this study was demonstrated by using a detailed description to show that this study’s findings might be applied to other similar contexts, situations or circumstances.

3.10 Data Collection Procedure

The researcher got ethical clearance from the University of Zambia Ethics Committee before data was collected. Then the researcher obtained an introduction letter from the Assistant Dean, Postgraduate, School of Education at the University of Zambia, to facilitate collection of data in the field. This was done in order for him to be given permission to freely interact with the selected participants without abrogating any procedure. Consent was also sought from all participants. The researcher first administered questionnaires to the grade twelve (12) learners and teachers from the ten (10) secondary schools in Lusaka district. This was followed by conducting semi-structured interviews with the heads of department and headteachers of the ten (10) selected secondary schools in Lusaka district. Thereafter the researcher observed ten (10) Civic Education lessons of the would-be interviewed Civic Education teachers using the lesson observation instrument. Then lastly, interviews were conducted with subject specialists from CDC as well as the standard officers. Interviewing subject specialists and the Standards officers were done last to enable the researcher to gather more insight into what would have been observed during the lessons in Civic Education.

3.11 Data Analysis

This study adopted a mixed method approach which means that data was analysed qualitatively and quantitatively. Kombo and Tromp (2006: 117) referred to data analysis as “examining what has been collected in a survey or experiment and making deductions and inferences. Data were analysed separately then compared both datasets before drawing a conclusion.
3.11.1 Qualitative data

The qualitative data which was collected from interview and lesson observations was analysed using seven steps according to Sjostrom and Dahlgren (2002) which are, familiarisation, a compilation of answers from respondents, condensation or reduction, preliminary comparison or classification, the naming of categories and constructive comparison of categories. During familiarisation, the researcher read through all collected data so that it is easily understood and corrected by getting back to the participants or recorded one. Compilation of responses from participants was next and at this stage, vital responses are considered. At the condensation stage, the researcher endeavoured to reduce individual responses by finding the vital aspects of the responses. The preliminary stage involved grouping or classifying responses that might sound familiar then coding followed and the last step was a contrastive comparison of categories where the description of each character of each category and similarities between categories was done in order to come up with similar emerging themes. Creswell (2009) explained that qualitative data collected from interviews and lesson observations can be analysed from the seven (7) steps and can be coded into emerging themes and grouped into categories.

3.11.2 Quantitative Data Analysis

Kombo and Tromp (2006) defined quantitative data analysis as the measuring of numerical values from which descriptions such as mean and standard deviations are made. In this study, all answered questionnaire items were organised, categorised, quantified and then subjected to statistical analysis through Statistical Package for Social Sciences (SPSS) and excel computer packages, the data was then summarised in frequencies and percentages. Thereafter, the data was presented using frequency tables, pie charts and cross-tabulation tables. However, quantitative data was eventually compared with qualitative data before drawing up a conclusion.

3.12 Ethical Considerations

Kumar, (1996) defined the term ethics or ethical as principles of conduct that are considered correct especially those of a given profession or group. Wellington (2000) advanced that an ‘ethic’ is a moral principle or a code of conduct that serves as a guide to what people do. Certain behaviour in research such as causing harm to individuals, breaching confidentiality, using information improperly and introducing bias is regarded as unethical. For this reason in this study, ethical
clearance was obtained from the Ethics Committee of the University of Zambia before going out for data collection. Responses in this study were treated with maximum confidentiality as the data was purely used for academic purposes. Since the researcher used interview guides as one of the instruments for data collection care was taken when dealing with sensitive questions and participant’s identity and information given was not exposed in any way.

3.12.1 Informed Consent

Informed consent is communication between the researcher and the participant. Informal consent was sought from participants by informing them what the study is all about and their benefits in participating. This made the participants decide on their own whether to participate in the study or not (Cohen et al., 2007). Permission was sought from relevant authorities such as CDC and the PEO for the researcher to have access to Civic Education Curriculum Specialist and the Senior Education Standards officer (SESO) in particular. Permission was sought from DEBS for Lusaka district in order for the researcher to freely interact with the Standards, Headteacher, Heads of Department, teachers of Civic Education and the pupils in selected secondary schools in Lusaka district.

3.12.2 Anonymity and Confidentiality

In any research study, the researcher is charged with the duty of ensuring that the privacy of research participants is guaranteed and upheld (Patton, 2002). In this study, participants were told not to write their names and that of their schools on the research instrument. In addition, learners, teachers and heads of department in this study were represented by numbers whereas headteachers, standards and curriculum specialist were represented with letters of the alphabet. This was done to ensure that participants are not easily identifiable in a research project and as a way of minimizing repercussions on the participants in light of the results from any study, particularly when the results lead to some controversial and sensitive findings. Therefore, every response concerning the study was treated with a high level of confidentiality and only used for the study. However, the researcher revealed his full identity to them.

3.12.3 Voluntary Participation

In order to gain the willingness of the participants, the researcher tried by all means to establish a good rapport with them before the day of the meeting. The researcher informed the participants
that their participation in this study was voluntary and that they were expected to feel free to withdraw from the study at any time as they wished to.

3.12.4 Reciprocity

Reciprocity refers to the researcher-participant relationship where a symbiotic relationship is expected. It is a form of compensation where the participant devotes their time and effort to shape the researcher's study. The issue of whether or not to compensate research participants in cash or kind as a way of reciprocity is controversial because compensation can affect the level and quality of data (Creswell, 2009; Patton, 2002). For this study, the researcher ensured that no compensation was given in order to avoid compromising the research data.

3.12.5 Health Safety of Participants

Numerous considerations of health safety arose before, during and after data collection in this study to limit the transmission of COVID-19 and reduce risk for both the researcher and the research participants against contracting it. The researcher requested all the participants involved to adhere to the COVID-19 health guidelines given by the Ministry of Health and World Health Organisation before data was collected. These included the physical check of temperature, mandatory use of facemasks, washing hands thoroughly with soap and water or alcohol-based hand sanitizer, follow the recommended cough etiquette at all times, keep at least 1 metre distance from each other, physical contact with participants such as handshakes was discouraged and interviews were requested to be conducted from the outside. This ensured that participants were protected against the possible transmission of COVID-19.

3.13 Summary

In this chapter, the methodology that was used to collect data for this study has been discussed. The research paradigm, research design, study site, target population and a description of the sample has been given. Data collection methods and instruments have also been discussed. This was followed by an explanation of the data collection procedures, validity and reliability, data analysis procedures and ethical considerations. What follows next is now the presentation of the research findings.
CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

In the previous chapter, the researcher described the research methodology which was employed in this study. The findings that are presented in this chapter are based on the data that was collected through questionnaires, interview schedules and lesson observations. Questionnaires were administered to grade twelve learners learning Civic Education and teachers of Civic Education, interviews were conducted with the Heads of Department for Social Sciences, Headteachers, Education Standards Officers and the Civic Education Curriculum Specialist. In this chapter, demographic details of the participants are also presented before presenting the findings of the entire study. A number of themes emerged from the data that was collected and aligned as answers to the research questions. The analysis was strictly guided by the information which was answering the following research questions:

1. To what extent had teachers been in-serviced and applied the competency-based approaches in the teaching and learning of Civic Education?
2. Were there appropriate teaching and learning resources for the teaching and learning of Civic Education?
3. How effective was monitoring and supervision in the teaching and learning process of Civic Education?

4.2 Demographic Details of Participants

This is a brief demographic description of participants who took part in this study which included; learners who are presented according to their gender and age only. Additionally, teachers’ information has been presented according to gender, qualification and years of service. Further, Heads of Department and Headteachers from the selected secondary schools, Standard Officers from the provincial education office and the district education board office and Civic Education Curriculum Specialist from CDC has been presented according gender only.

4.2.1 Learners

In this study one hundred and twenty (120) grade twelve learners were sampled out of which, one hundred and eighteen participated in the study by completing the questionnaires thus giving a
completion rate of ninety-eight point three percent (98.3%). The demographic information of pupils was analysed in terms of gender and age as shown in table 2

Almost an equal number of boys at fifty point eight percent (50.8%) and girls at forty-nine point two (49.2%) participated in the study respectively. Table 2 shows the percentage distribution of learners who participated in the study by gender and age group.

Table 2 Percentage distribution of learners according to gender and age

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys (n=60)</th>
<th>Girls (n=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>14-16</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>17-19</td>
<td>35</td>
<td>58.3</td>
</tr>
<tr>
<td>Above 20</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that most learners that participated in the study were in the ages from 17 to 19. In Zambia, a child is enrolled into grade one (1) at the age of six (6) or seven (7) and he or she is likely to finish secondary education at the age of eighteen (18) or nineteen (19) years respectively. Being of this age in grade twelve (12) indicates that learners were at the right cognitive level to comprehend concrete and abstract knowledge in Civic Education. The percentage distribution of learner’s gender was 50.8% boys and 49.2% girls which indicates that there was almost equal representation by gender.

4.2.2 Civic Education Teachers

From the forty (40) teachers of Civic Education who participated in the study, nineteen (19) were male and the other twenty (20) were female. Eight (8) of the teachers had studied at diploma level from different colleges of education, thirty (30) had bachelor’s degrees in education and only two (2) had master’s degrees in education. As regards their teaching experience, all the forty teachers had a good number of years of not less than five of teaching Civic Education in secondary school. This shows that all the teachers who participated in the study had sufficient interaction with the competency-based curriculum in Civic Education and the experience was also sufficient. Table 3 shows a summary representation of the percentage distribution of teachers by gender, qualification and work experience.

42
Table 3 Percentage distribution of teachers according to gender, qualification and teaching experience.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>48.7</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>51.3</td>
</tr>
<tr>
<td><strong>QUALIFICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>20.5</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>29</td>
<td>74.4</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>EXPERIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10 years</td>
<td>22</td>
<td>56.4</td>
</tr>
<tr>
<td>11-20 years</td>
<td>14</td>
<td>35.9</td>
</tr>
<tr>
<td>21 years and above</td>
<td>03</td>
<td>7.7</td>
</tr>
</tbody>
</table>

4.3 Pilot Study

A pilot study was done amongst eighteen (18) grade twelve (12) learners, two (2) teachers of Civic Education, one (1) headteacher and one (1) head of department at one secondary school and one (1) Education Standards Officer in Itezhi-tezhi district. The pilot study was important as it helped the researcher to ensure that any anomalies and ambiguous questions were corrected before the research instruments were administered to the sampled population. The pilot study was thus done to ensure that research instruments were measuring what they were anticipated to measure, whether the questions were rightly set and could solicit right responses. The pilot study also enabled the researcher to check for the clarity of the wording and find out whether participants could interpret the questions in a similar manner. However, the research findings were not in any way different from the results of the pilot study. The findings showed that most teachers of Civic Education were not well inducted when the competency-based curriculum was being introduced thus they preferred teacher-centred approaches when teaching. The findings also revealed that teaching and learning resources were not enough to effectively implement the competency-based curriculum since it demands for more resources. It was further revealed that monitoring and
supervisions were inadequate and did not benefit most teachers to improve their teaching the competency-based curriculum. The pilot study was very insightful and it gave the researcher some experience on data collection and analysis and thus worked as a foundation for the study.

4.4 Research Findings

As mentioned in chapter three, the research followed a mixed methods design, specifically the embedded design where the qualitative approach dominated while the quantitative approach was used to add detail to the data. It should also be noted that research instruments that were used had similar questions in both the questionnaires and interview schedules in line with the study objectives in order to collect data on the same topic from different participants. The researcher identified themes in relation to the research objectives as well as recurrent patterns in the opinions of the study participants and analysis was done using SPSS for quantitative data.

The findings from learners, teachers, and Heads of Department, Headteachers and Education Standards Officers were presented alongside those of the Civic Education Curriculum Specialist interviewed. Actual words said by the participants have been used as much as possible in the descriptions, while other words have been paraphrased. It is important to note that some ideas that were presented were interrelated and could fall into more than one thematic section. Both qualitative and quantitative data sets were presented side by side.

4.4.1 In-Service Training on Competency-Based Approaches

Research question number one sought responses from teachers of Civic Education, heads of department, head teachers, education standards officers and Civic Education curriculum specialist on whether teachers received in-servicing training on the competency-based curriculum when it was introduced in schools. The research question was as follows;

 Were you (teachers) effectively inducted on the implementation of the revised curriculum?

The above question was significant because teachers needed to understand the competency-based curriculum for them to implement it effectively.
Table 4 Percentage distribution of teachers who were in-serviced on the competency-based curriculum

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>53.9</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>46.1</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100</td>
</tr>
</tbody>
</table>

The responses from the teachers in table 4 shows that 21 out of 39 representing 53.9% of the Civic Education teachers indicated that they were in-serviced on the competency-based curriculum. Despite some teachers indicating that they were inducted on the competency-based curriculum, some of the teachers indicated that they were not in-serviced and they represented 18 out of 39 representing forty-six point one per cent (46.1%).

Participants who were interviewed on whether teachers attended an in-service training on competency-based approaches gave a number of responses;

A head of department (1) commented:

_There wasn’t really a training to help us grasp the new knowledge and skills on the revised curriculum but our school only received materials such as handouts on the changes in curriculum._

Head teacher (D) stated:

_The training was in two folds through main stream and professional association bodies. Professional associations has been done constantly every month or year either at school, district or provincial levels where teachers have postmortems about the subject matter. From the main stream perspective, very little has been done to sensitize them how to undertake certain principles of the revised curriculum._

In addition the District Education Standard Officer explained as follows:

_Some teachers were in-serviced for a day but not all of them due to limited resources. However we encourage teacher to continue learning through CPDs which are held at school and zonal level._

A Senior Education Standard Officer observed:

_Teachers did not receive training on what they were expected to do in the revised curriculum._
However, a Curriculum Specialist said that;

Orientation was done in 2013 and implementation in 2014 through workshops, seminars, orientation meetings, CPDs though all teachers were not met due to lack of resources.

A significant number of the participants indicated that teachers received in-service training on the competency-based approaches. Given that most of the teachers received in-service training on the competency-based approaches, the researcher sought to find out if the training teachers received was suitable for the development of their competences in teaching Civic Education using the approaches in the revised curriculum.

4.4.2 Suitability of the Training in the Development of Competences

When teachers were asked about how suitable the training was in terms of acquiring competencies for a competency based curriculum, a total number of 28 out of 39 Civic Education teachers representing 71.8% responded that it was not suitable because facilitators only talked about the competency-based curriculum in theory and did not specify or demonstrate how it can be used to teach Civic Education and ascertain how skills and dispositions would be developed for effective implementation. However, 11 out of 39 representing 28.2% of Civic Education teachers said that they found the training suitable.

Figure 2 gives a pictorial representation of the responses. From the figure it is clear that the majority, 71.8%, of the teachers did not find the in-servicing suitable.

![Pie Chart](image.png)

*Figure 2: Percentage Distribution of the Suitability of In-Service Training on the Competency-Based Curriculum in Civic Education.*
When teachers were asked to give reasons why they thought the in-servicing training was not suitable, they gave several responses. For instance, teacher one (1) stated:

*As implementers, the training was supposed to offer credible and clear practical instructions to enable us to acquire more understandings of the interactive pedagogies and how to use them when teaching in order to interpret the curriculum correctly. The training of the revised curriculum was supposed to be administered both theoretical and practical the same way teachers would implement it in schools.*

When asked the same question another teacher, eight (8) indicated:

*The training wasn’t detailed because it did not give teachers a practical insight on how to use new approaches in Civic Education. It did not meet our desires.*

Additionally, another teacher (14) said:

*The facilitators who oriented us were not trained in Civic Education and did not understand the demands of Civic Education but instead oriented us in general like other subjects which may be different.*

A Head of Department (7) also commented:

*I would say the training wasn’t much of help despite having that actual representation itself. The workshop took a day and it was difficult to get insights on curriculum changes.*

Therefore, it can be noted that most of the participants had several reasons why they thought that in-service training was not suitable to help them acquire appropriate skills in the teaching of Civic Education. Since a significant number of the participants indicated that in-servicing was not suitable, the researcher went on to find out if there was another platform teachers were using to improve their understanding of the CBC in Civic Education.

### 4.4.3 Participation in Continuing Professional Development (CPD) Meetings.

When teachers were asked if they conducted CPD activities as a platform for them to understand the changes in the 2013 curriculum, a significant number indicated that CPD meetings were held in their respective schools. In this section, questionnaire item number 3 in the teachers’ questionnaire sought information from teachers and a semi-structured interview guide number three (3) of both heads of department and headteachers whether teachers attended CPD activities
at their school to mitigate challenges on teaching and learning Civic Education using approaches of the CBC curriculum. The question was framed on the premise that in-service training via Continuing Professional Development (CPD) help teachers understand their classroom practices so as to close the gap between theories and classroom practices.

**Table 5 Percentage distribution of teachers who attended CPDs**

<table>
<thead>
<tr>
<th>Type of response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in table 5 gives an impression that all teachers (100 per cent) were attending CPD activities on the implementation of the CBC in Civic Education in schools.

The participants who were interviewed on whether or not they attended any CPD activities on competency-based approaches gave the following responses:

Head of Department four (4) stated the following:

> While we have ongoing CPDs, our school has been facing challenges to conduct what was prescribed in the CBC because no one attended in-service training from our school. Teachers were still not able to apply learner centred methodologies as required by the 2013 curriculum.

In the same vein, the headteacher (F) confirmed that teachers attended CPD activities in schools. She observed:

> We have CPDs which take different forms as on-going processes conducted by our school. Firstly, we invite someone from another school who has expert knowledge on a certain topic to come and sensitise the teachers on how a topic could be taught using more learner-centred approaches. The other way is through the HoD who is a senior officer to conduct training. Thirdly, the school has partnered with the British Council to help teachers develop digital skills so that they could use them to teach our learners effectively.

Therefore, it could be argued that despite teachers having attended CPDs, they were still not sure how to apply meaningful CPD activities through classroom realities and interactive learning theories. In the next section, the researcher decided to find out the suitability of CPD activities in
the development of knowledge and skills for effective implementation of the CBA in Civic Education in secondary schools.

4.4.4. Suitability of CPD in Developing Competences for Teaching Competency-based Approaches in Civic Education

When teachers were asked how suitable CPD activities were in developing competences that enabled them to implement the CBC in Civic Education, 22 out of 39 representing 55% responded that they found CPD activities not suitable to develop their competences to implement CBC in Civic Education effectively. 17 out of 39 representing 45% said that they found CPD activities suitable to develop teaching competences using the CBA in Civic Education. The percentage presentation of the suitability of the CPD activities in developing teaching competences using the competency-based approaches in Civic Education has been presented in figure 3.

![Figure 3: Suitability of CPD in developing teaching competences](image)

When teachers were asked why they perceived CPD activities not suitable, their responses were not different from each other. One of the teachers (6) said:

*CPD should be a platform where more knowledgeable teacher share his/her expertise so that other teachers could benefit. However, presenters usually are not well equipped for this challenge hence I don’t benefit from it.*
Another teacher (10) stated that he did not benefit from the CPD because Civic Education has been clustered with other social science subjects. The teacher said:

*I don’t benefit much from the CPDs held at my school because certain methods such as service-learning and debate are not promoted by other teachers who are not trained in Civic Education.*

Head teacher (B) said:

*I don’t benefit much from CPDs because there are inadequate materials and equipment to facilitate the necessary development of knowledge and skills to enable us to interpret the curriculum correctly.*

Therefore, it could be noted that some teachers indicated that they had not benefited from CPD activities due to the fact that teachers who facilitated such activities had challenges in theories and classroom practices. In the next section, the researcher decided to find out if teachers applied active pedagogical practices in teaching Civic Education.

### 4.4.5 Active Pedagogical Practised

In this section, responses to questionnaire item number 4 in the teachers’ questionnaire sought information from Civic Education teachers if active pedagogical practice in secondary schools was used. The question was framed on the premise that active or interactive pedagogies help in the development of skills and dispositions necessary for engaged citizenship. It was, therefore, important to assess which pedagogies teachers were using to develop a learner who is adequately informed, active and responsible in society. The question was stated as follows; *Are learners given active pedagogical practices during the teaching and learning process to enable them to develop civic competencies?*

**Figure 4: Teachers’ responses on the application of interactive pedagogies**

![Pie chart showing 57% Yes and 43% No]
Figure 4 indicates that a significant number of teachers (57%) responded that they were using interactive or active pedagogies to help learners develop civic competencies. On the other hand only 43% of teachers said active pedagogies were not practiced in the implementation of the CBC in Civic Education. The researcher became interested to know the instructional approaches or interactive pedagogies that teachers were using in order to develop civic competencies in learners.

In order to have in-depth information on the platforms school administrators created to support the relationship between what was taught in schools and society as required by the CBC in Civic Education, the researcher used an interview guide to establish if what was taught in schools related with what went on in the society, to help them acquire civic knowledge, develop skills and dispositions necessary for civic participation.

One participant (2) explained:

> In the context of a topic ‘elections’, pupils were only taught about the elections and were not encouraged to choose their leaders because they could end up voting for irresponsible leaders as prefects.

Another participant (34) indicated:

> Pupils were only taught about the elections and were not encouraged to choose their leaders because they could end up voting for irresponsible leaders.

Additionally, a headteacher (H) agreed with the head of department’s view by explaining:

> Our pupils take part in voting for student council but were not given that opportunity to elect their prefects because we do not want them to exercise their rights beyond normal, though we have control measures such as the department of guidance and counselling which provides counselling services.

Head teacher (E) noted:

> Pupils take part in choosing a student council president and vice president through a normal electoral process. We also have a suggestion box where learners drop their suggestions. When it comes to choosing prefects, pupils give us names for those they think could be prefects but the teachers choose the Head Boy, Head Girl and other prefects. We have not yet established a mechanism where
pupils can start choosing their own leaders but we are heading towards that.

The findings revealed that learners were not given hands-on civic experience in schools to help them develop skills and dispositions to solve some challenges they faced in society. In the next section, the researcher sought to find out from teachers and learners the instructional approaches teachers used in the teaching and learning of Civic Education.

4.4.6 Instructional Approaches used in the Teaching and Learning of Civic Education.

The use of competency-based approaches in the teaching of Civic Education to learners imply that civic knowledge construction could lead to civic dispositions and civic skills development. For such interaction to mediate active participation in civic life, learners require classroom interactive pedagogies deep-rooted in the learning theories. Interactive pedagogical practices link education to real-life experiences as it gives learners skills and dispositions to access, criticize, analyse and practically apply knowledge. In this regard, the researcher decided to find out what instructional approaches teachers were using to implement the competency-based curriculum in Civic Education. Thus, questionnaire item number three (a) in the learners’ questionnaire and item number five on the teachers’ questionnaire sought information from learners and teachers on what teaching and learning approaches teachers were using in the teaching and learning of Civic Education.

In this study, Civic Education teachers were asked in question 5 of the teachers’ questionnaire to indicate on the Likert scale ranging from very often to rarely as a way of establishing their views on the use of some of the interactive methods in Civic Education lessons for effective curriculum implementation. The five point Likert scale was represented as follows; 1 = Very Often, 2 = Mostly, 3 = Sometimes, 4 =Unsure, 5=Rarely. The responses from the teachers are summarised in Table.
Table 6: Frequency and percentage distribution on the teaching methods frequently used

<table>
<thead>
<tr>
<th>Instructional Approaches</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Exposition</td>
<td>f</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>36.0</td>
<td>31.0</td>
<td>33.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Organized Discussions</td>
<td>f</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>36.0</td>
<td>36.0</td>
<td>28.0</td>
<td>3.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Structured Debates</td>
<td>f</td>
<td>3</td>
<td>5</td>
<td>23</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.7</td>
<td>12.8</td>
<td>59.0</td>
<td>2.6</td>
<td>17.9</td>
</tr>
<tr>
<td>Inquiry-based learning</td>
<td>f</td>
<td>3</td>
<td>6</td>
<td>16</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.7</td>
<td>15.3</td>
<td>41.0</td>
<td>10.3</td>
<td>25.6</td>
</tr>
<tr>
<td>Group work</td>
<td>f</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.2</td>
<td>33.4</td>
<td>25.7</td>
<td>2.5</td>
<td>10.2</td>
</tr>
<tr>
<td>Role play</td>
<td>f</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.5</td>
<td>7.7</td>
<td>30.8</td>
<td>12.8</td>
<td>46.2</td>
</tr>
<tr>
<td>Service-learning</td>
<td>f</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.5</td>
<td>5.1</td>
<td>12.8</td>
<td>43.5</td>
<td>35.8</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>f</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>2.5</td>
<td>35.9</td>
<td>15.4</td>
<td>46.2</td>
</tr>
</tbody>
</table>

The results in table 6 indicate that 36.0 percent of the participants utilised teacher exposition and organised discussions methods when teaching Civic Education with the rest neither used role play nor project-based learning with 46.2 percent indicating rarely used. 25.6 percent of the participants indicated that they rarely used inquiry-based learning while 25.7 percent sometimes used group work when teaching Civic Education. Among the participants, 35.8 percent of the teachers indicated that they did not use service-learning method while 59.0 percent indicated that they sometimes utilised structured debates when teaching learners Civic Education.

Learners were also asked to indicate on the Likert scale ranging from Strongly Agree to Strongly Disagree as a way of establishing their views on the teaching methods used by their teachers in Civic Education class. This was captured using item number 12 in the learners’ questionnaire. The five point Likert scale was represented as follows; 1 = Very Often, 2 = Mostly, 3 = Sometimes, 4 = Unsure, 5 = Rarely. The responses from learners are summarised in Table 7.
Table 7: Frequency and percentage distribution of learners’ responses on the teaching methods

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Civic Education teacher talks throughout the lesson and gives us notes to write.</td>
<td>f</td>
<td>113</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>95.8</td>
<td>4.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>My Civic Education teacher asks us to discuss a topic during the lesson</td>
<td>f</td>
<td>97</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>82.2</td>
<td>8.5</td>
<td>0.0</td>
<td>4.2</td>
<td>5.1</td>
</tr>
<tr>
<td>My Civic Education teacher gave us the power to debate on civic issues that affect us in the community</td>
<td>f</td>
<td>7</td>
<td>5</td>
<td>20</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.0</td>
<td>4.2</td>
<td>17.0</td>
<td>13.5</td>
<td>59.3</td>
</tr>
<tr>
<td>My Civic Education teacher organises visits to places relevant to Civic Education lessons.</td>
<td>f</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>2.6</td>
<td>97.4</td>
</tr>
<tr>
<td>The teacher put us to from groups during civic lessons</td>
<td>f</td>
<td>10</td>
<td>12</td>
<td>45</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8.5</td>
<td>10.1</td>
<td>38.1</td>
<td>9.3</td>
<td>34.0</td>
</tr>
<tr>
<td>During my Civic Education lessons, I have taken part in role-playing and drama</td>
<td>f</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>22.8</td>
<td>77.2</td>
</tr>
<tr>
<td>The teacher organises activities about what we learn in the classroom in order to engage our communities.</td>
<td>f</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>19</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>0.0</td>
<td>2.6</td>
<td>16.1</td>
<td>81.3</td>
</tr>
<tr>
<td>The teacher gives us a Civic Education project to do</td>
<td>f</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>17.0</td>
<td>83.0</td>
</tr>
</tbody>
</table>

The results in table 7 show that the majority 95.8 per cent of learners were mainly taught using the teacher exposition method and a further 82.2 per cent of the participants confirmed that the discussion method was mainly used when teaching Civic Education lessons as they indicated very often to the statements.
Among the teaching methods, the least used method was inquiry-based learning where the majority of 97.4 per cent of learners indicated a negative by either rarely or unsure with the statement given. For group work, participants indicated 38.1 per cent used sometimes than for the structured debate and role-play which recorded 59.3 per cent and 77.2 per cent as shown either rarely or unsure respectively.

A large number making up 81.3 per cent of learners were not exposed to service learning which provides learners with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom activities as they indicated either rarely or unsure to the statement. Additionally, the majority 83.0 per cent of participants claimed that they did not have any project-based learning in Civic Education as is evident from responses that they gave.

However, the findings revealed that teachers were still using teacher-centred approaches as opposed to learner-centred methodologies which aims at providing practical and meaningful civic experiences to prepared learners for civic life. In the next segment, the researcher found it significance to find out the teaching method mostly used to teach Civic Education.

**4.4.7 Teaching Method Often used**

Following the results given in table 4.5 and table 4.6, the researcher asked teachers to indicate the teaching method they often use to implement the CBC in Civic Education. This was done using question item number 5 (b) of the teacher’s questionnaire and question item number 3 (b) of the learner’s questionnaire.

![Figure 5 Percentage distribution of teachers’ responses on the teaching methods often used](image-url)
Results in figure 5 indicate that 64 percent of the teachers stated that they often used the teacher exposition method while 26 percent used organised and 10 per cent of the participants used inquiry-based learning. However, at the time of data collection, none of the participants utilized other teaching methods identified in this study.

When teachers were asked to give reasons for teaching methods preferences, their responses were a variety. One of the teachers (3) said:

*I use teacher exposition because it is easy, consumes less time and ideal method to handle overcrowded classes.*

Another teacher (17) responded:

*I use the discussion method because pupils learn more when they are actively involved in the learning process.*

In addition, another teacher (25) indicated:

*It enables the learners to be involved in the acquisition of knowledge which encourages them to think, analyse and develop ways of solving problems.*

Learners were also asked to indicate the teaching methods used by their teachers that they preferred when learning Civic Education. The responses from learners are summarised in table 8

**Table 8. Frequency and percentage distribution of learners’ preferred teaching method**

<table>
<thead>
<tr>
<th>Instructional approaches</th>
<th>frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Exposition</td>
<td>63</td>
<td>53.3%</td>
</tr>
<tr>
<td>Organized Discussions</td>
<td>13</td>
<td>11.0%</td>
</tr>
<tr>
<td>Structured Debates</td>
<td>19</td>
<td>16.1%</td>
</tr>
<tr>
<td>Inquiry-based learning</td>
<td>8</td>
<td>7.0%</td>
</tr>
<tr>
<td>Group Work</td>
<td>4</td>
<td>3.3%</td>
</tr>
<tr>
<td>Role Play</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>4</td>
<td>3.3%</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>5</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

The results in table 8 show that the most 53.3 per cent of learners mainly preferred teacher exposition method and further 16.1 per cent of the participants confirmed that they preferred
structured debate method. Further, 11.0% of the participants showed that they preferred the organised discussion method whereas 7.0 per cent of the participants indicated that they preferred Inquiry-based learning. In addition, 4.0 per cent of the participants indicated that they preferred project-based learning. 3.3 per cent of the learners indicated that they preferred both service-learning and group work. And, 2.0 per cent of learners showed that they preferred to role-play method.

When learners were asked why they preferred such teaching methods. The following were their responses; One learner (2) explained:

*I preferred inquiry-based learning in Civic Education because it helps me to discover new knowledge, understood more not only by seeing things but experience them.*

Additionally, another learner (83) stated:

*I prefer debate when learning Civic Education because we (learners) learnt and expressed different views amongst ourselves on a particular topic, learn more and develop argumentative skills.*

Learner (27) noted that:

*I prefer service-learning because it allowed us to apply what we learnt in school by doing community work as a group.*

Similarly, learner (10) said:

*I prefer role play because it helps me to convert lessons learnt through actions and not only in words which makes it easier for me to understand what was taught.*

From the participants responses one can tell that learners preferred interactive teaching pedagogies than teacher-centred methods for them to acquire appropriate knowledge, develop skills and dispositions. In the next section, the researcher decided to find out challenges participants faced as they implemented the competency-based curriculum in Civic Education.

**4.5 Challenges faced in teaching CBC in Civic Education**

In this section, results to answer research item 6 in teachers’ questionnaire which sought information from teachers is presented. The researcher sought answers on challenges teachers faced in teaching and learning Civic Education using the competency-based curriculum.
Table 9: Frequency and percentage distribution of teachers who faced challenges when implementing the competency-based curriculum in Civic Education.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Without Challenges</td>
<td>31</td>
<td>79.4</td>
</tr>
<tr>
<td>Teachers With Challenges</td>
<td>8</td>
<td>20.6</td>
</tr>
</tbody>
</table>

The results in table 9 shows that the majority 79.4 per cent of teachers did not face challenges when implementing the competency-based curriculum in Civic Education while 20.5 per cent indicated that they faced challenges when implementing the competency-based curriculum in Civic Education. Therefore, the researcher became interested to inquire about challenges teachers could have been facing when implementing the CBC in Civic Education.

4.5.1 Challenges Faced by Teachers when Implementing CBC in Civic Education

In trying to inquire from the teachers on their views about the challenges they could have been facing when implementing the CBC in Civic Education, question item 7 in the teachers' questionnaire was asked. Teachers explained that they faced numerous challenges when implementing the competency-based curriculum in Civic Education. For instance, one of the teachers said that,

*Few resources and orientation were not beneficial in developing skills and knowledge to use approaches in the revised curriculum.*

In addition, another teacher (14) explained:

*I am not sure how to use these textbooks to develop civic skills and values in learners because there was insufficient training on how these teaching and learning resources could be used in the revised curriculum to develop civic competencies in learners apart from helping them to develop knowledge.*

At the time of this study participant (38) said:

*There were no teacher’s guides to complement a deeper understanding of how approaches in a competency-based curriculum should be implemented in Civic Education since the*
training did not cater for everyone but a selected few. There is a need to consider developing such material also.

On the proposed solutions, teachers seemed to have had the same view that there was a need for more funding and reorienting teachers of Civic Education to acquire relevant competency-based curriculum insights in Civic Education. Funding, reorienting teachers and developing a teacher’s guide could be seen as a necessary intervention strategy for Civic Education teachers to effectively engage in diverse pedagogical practices that may facilitate effective implementation of the competency-based curriculum rather than using general knowledge. In the next section, the researcher found it of importance to find out if teaching and learning resources were available to support the implementation of the competency-based curriculum.

4.6 Teaching and Learning Resources

In this section, results to answer research question number two which sought information from secondary school learners, Civic Education teachers, heads of departments, headteachers, standards officers and curriculum specialist on the availability of teaching and learning resources for the teaching and learning of Civic Education have been presented. The question was framed on the premise that availability of teaching and learning resources would have a positive effect on the implementation of the competency-based curriculum. It was therefore important to determine the appropriateness of teaching and learning resources for effective implementation of the curriculum and the question was stated as follows; are there appropriate teaching and learning resources for the teaching and learning of Civic Education.

A summary of the results obtained is presented in table 10.

Table 10: Frequency and percentage distributions of teachers’ responses on the availability of textbooks in schools.

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>89.7</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 10 revealed that textbooks for Civic Education in secondary schools were available. The majority 89.7 percent of the participants agreed that textbooks for Civic Education
were available and learners were using them in class while 10.3 percent disagreed that textbooks for Civic Education were not available in secondary schools. Similarly, all heads of departments, headteachers and Civic Education curriculum specialist interviewed indicated that textbooks books were in good supply and schools had received them though late comparing to the time CBC was implemented. For instance, responding to the question on availability of textbooks Head of department (6) explained:

Yes. We have teaching and learning materials for Civic Education, the syllabi, the curriculum both hard copies and soft copies, and supporting materials that are supposed to be used in interpreting the new curriculum itself.

However, head teacher (B) stressed that:

Textbooks for Civic Education were supplied to the school though they were not enough for all the learners in class. For instance, we have about 1967 pupils against 167 textbooks supplied by the ministry. And due to the shortfall of textbooks in class, learners are always put in groups in order to share the books. The school is also able to supplement when the budget allows.

In addition, the Civic Education curriculum specialist (A) posited that:

Although CBC has been implemented and textbooks delivered in schools, teaching and learning resources were not adequate. There was a need for schools and other stakeholders to come on board.

The researcher also observed that in all the schools that were visited, despite the learners’ textbooks having been supplied to secondary schools, they were inadequate. For instance, learners were put in groups of four to five to share one textbook. However, the textbooks were not available to all learners each time they needed them during study times and extra periods because they were either under key and lock or being used by another class. Similarly, learners were also asked to indicate using a yes or no whether their Civic Education textbooks were adequate. Table 11 shows the learner’s responses regarding the usage of textbooks during Civic Education lessons.
Table 11: Frequency and percentage distribution of learners’ response about the usage of textbooks in Civic Education lessons.

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>28.8</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>71.2</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in table 11 shows that the majority 71.2 percent of the learners agreed that they did not use textbooks during civic lessons whereas 28.8 percent agreed that they used textbooks in their civic classes. The responses by the majority of learners are in line with what the researcher observed that textbooks were there but not enough for all learners.

Resources management and use in this process of curriculum implementation are paramount to the realization of the goals of every educational system or curriculum. The success of the implementation of the competency-based curriculum centres on the effective and efficient use of resources. The study also sought to establish the availability of teaching and learning resources used by teachers in schools for the effective implementation of the competency-based curriculum in Civic Education. This was captured in the questionnaires for teachers and learners, interviews conducted with the head of department, head teachers education standard officers and Civic Education curriculum specialist. The results of the findings are summarized in table 12.

Table 12: Frequency and percentage distribution of teaching and learning resources available.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Material</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairly adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pictures</td>
<td>f 5</td>
<td>3</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.8</td>
<td>7.8</td>
<td>48.7</td>
<td>30.8</td>
</tr>
<tr>
<td>2</td>
<td>Charts</td>
<td>f 7</td>
<td>14</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.9</td>
<td>35.9</td>
<td>25.7</td>
<td>20.5</td>
</tr>
<tr>
<td>3</td>
<td>Models</td>
<td>f 0</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 0.0</td>
<td>10.3</td>
<td>20.5</td>
<td>69.2</td>
</tr>
<tr>
<td>4</td>
<td>Textbooks</td>
<td>f 12</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 30.8</td>
<td>17.9</td>
<td>35.9</td>
<td>15.4</td>
</tr>
</tbody>
</table>
The results in table 12 shows that the most 69.2 per cent of teachers indicated that models were not significantly used in the teaching and learning Civic Education and a further 66.6 per cent of the participants confirmed that internet accessibility was a challenge and because of this about 64.1 per cent of the participants were not using digital resources to teach Civic Education. 56.5 per cent of the participants indicated that their schools had inadequate computers and tablets. Even though some participants stated that they have Civic Education materials in the library, a significant number of teacher indicated that they lack textbook materials to support teaching and learning in Civic Education which is recommended to implement the CBC.

An HoD (7) observed:

*Our school does not have adequate resources and is still lagging where the use of the internet to develop teaching and learning resource is concerned. Most teachers do not use the internet for developing materials but use it for other purposes. In this era, ICT skills should be a mandate for every teacher because of the benefits it is associated with. But we encourage them to develop ICT skills and after this, we hope to engage someone conversant with developing materials using the internet to orient the teachers especially through CPDs for them to implement the new curriculum.*

Regarding the same issue, Headteacher (D) explained:

*We do not have internet at our school and most teachers do not know how to develop their own resources using the internet. As you may be aware, there are a lot of materials on the internet but it’s a challenge for most teachers to extract such materials. For this reason, we encouraging our teachers to learn ICT skills in order for them to use it as an integrated technological approach to teaching especially Civic Education which keeps on changing.*
Similarly, the District Education Standards Officer (B) agreed with the headteachers’ view by explaining:

Yes, we have human resource but inadequate textbooks and other teaching and learning resources. We, therefore, encourage schools to be resourceful and buy necessary materials for their schools.

A Curriculum Specialist (A) confirmed that not all schools have adequate resources to effectively implement the revised curriculum.

It is true that most schools do not have adequate teaching and learning materials, but we encourage our teachers to use the internet to develop and update teaching and learning materials. You know Civic Education keeps changing so we encourage the teachers to also develop.

The findings revealed that the government supplied textbooks but were not adequate for the learners. In the next section, the researcher decided to find out if schools had enough financial resources to support the implementation of the competency-based curriculum.

4.7 Financial Resources

Financial resources in the educational sector play a significant role in the education process, this is because they are used for funding schools to have different educational materials such as physical educational resources, recruiting and paying qualified human resources, teaching and learning resources and many others. This study sought to find out how well-equipped schools were in terms of financial resources in secondary schools in Lusaka district.

Even though some participants stated that the government had been funding secondary schools, a significant number of the participants indicated that financial resources were inadequate for the effective implementation of the CBC in Civic Education which demanded more financial resources.

Head teacher (F) explained:

Our school has inadequate financial resources for effective implementation of the new curriculum as you may be aware that school fees have been reduced and most schools have to use other means to raise money like through production unit so that we could raise funds for academic programmes at school which includes purchasing of teaching and learning resources.
Additionally headteacher (D) also highlighted that:

_Schools have not been receiving adequate financial resources from the Ministry of Education of late. However, schools still need funding to be able to revamp production unit which is expensive to run because our school do not have adequate land to engage into vast production unit._

However, in resonance with these findings, Education Standards Officer (A) confirmed:

_Funding for secondary schools had been inadequate for the effective implementation of the curriculum. Despite government policy to reduce school fees at the secondary level to enable parents to pay for their children, the government has encouraged schools to be resourceful by revamping production unit. Though it has a negative impact on the requisition of the teaching and learning materials because schools had adjusted their budgets to suit their income. Hence, there had been a mismatch in terms of what schools required and what they could afford from what they were collecting as for now._

The findings indicated that schools were not adequately funded to support the implementation of the CBC. In the next section, the researcher decided to find out if teachers used digital tools and technologies to develop civic competences.

### 4.8 Digital Teaching and Learning Resources

The development of digital competence for teachers is considered, today, as an integral part of the reform of the education system as a whole (Ovcharuk et al, 2020). Many teachers have benefited from digital tools by engaging themselves in professional learning communities through online which includes Facebook, WhatsApp (MoGE, 2013). On this platform, teachers can share their experiences, offer their techniques and discuss key interactive approaches that could lead to the development of competencies in learners. In particular, this platform meets the new requirements of a competency-based approach supported by the professional teaching community. For CBC to be implemented effectively, teachers are required to use digital tools and technologies to create knowledge by engaging learners individually and collectively to develop civic competences. The main idea of this resource is that the teachers should use it to create an informed, active and responsible learner who is expected to participate in public affairs for both political and apolitical engagements in the community. Additionally, teachers are expected to use and share digital resources with the learners (MoGE, 2013). Digital tools support online learning and act as a
communication platform between teacher and learners through which the quality of hands-on learning is enhanced.

Hence, question item number 13 (a, b, c) and question item number 14b (5, 6, 7) in the teachers’ questionnaire sought information from teachers on their use of digital learning tools in teachers’ professional development and practice from the perspective of CBC in Civic Education in selected secondary schools in Lusaka district. Only, 31% of the teachers indicated that they were using digital learning resources for teaching and learning of Civic Education while 69% of the participants indicated that they were not using digital teaching and learning resources for teaching Civic Education. Summary of teachers’ responses to the knowledge of CBAs in figure 6.

Figure 6: Percentage Distribution of Teachers’ use of digital teaching and learning resources.

Digital tools and technologies (Electronic instructional material) were a challenge in almost all learning institutions under review. 69 per cent of the participants said that they have no internet connectivity and ICT tools for teaching and learning Civic Education.

Headteacher (F) indicated:

_The lack of ICT tools has made it difficult to be abreast with new changes in the Civic Education syllabus on the prevailing situation. For instance, in the textbooks which we use, there are so many changes that require updates such as the constitutional amendment of 2016 which has revised matters to do with 50+1 presidential election, presidential running mates, qualification for all candidates in the respective elections, mayoral and council chairperson._
Similarly, learners were also asked to indicate using a yes or no whether they were using internet from school.

*Table 13 shows the learner’s responses regarding the usage of internet.*

<table>
<thead>
<tr>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>19.5</td>
</tr>
<tr>
<td>No</td>
<td>95</td>
<td>80.5</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>

The significant number of learners 80.5 showed that they did not have access and were not using the internet from school to do their research and generally kept abreast with changes in Civic Education while 19.5 per cent indicate that they were using school internet.

**4.9 Monitoring and Supervision.**

As alluded to in the last section, availability and appropriateness of teaching and learning resources is seen as cardinal curriculum implementation. It should be noted that monitoring and supervision of the implementation of the CBC make the teachers implement the curriculum effectively. School management can do more to facilitate the education of learners and inspire and support them to be able to fit in well in civic life. Therefore, in this section results on monitoring and supervision the implementation of the competency-based curriculum with reference to research question three are presented. The question which was asked was that;

*How effective were monitoring and supervision in the teaching and learning process of Civic Education?*

To get information from teachers, heads of department, head teachers, education standards officers and Civic Education curriculum specialist the researcher used research item 13(a), (b), 14 and 15 from the teacher’s questionnaire and used semi-structured interview guide item number (10) ten for the Heads of Department, interview guide item number (8) eight for Head Teachers and interview guide item (3) three for Educational Standards Officers which had several statements which expressed views about the teacher’s monitoring and supervision. In that regard, teacher were asked to indicate if they were monitored or not. Figure 7 gives a summary of their response.
Results in figure 4.6 indicate that the majority, 95 percent of the teachers had been monitored while 5 per cent of the teachers have not been monitored before. However, the researcher wanted to find out how teachers have benefited from monitoring and supervision. Most teachers indicated that they benefited from monitoring and supervision. For example, one of the teacher (15), explained:

*I have not benefited much on monitoring because monitors did not help me to build my knowledge and skills to effectively teach the 2013 curriculum effectively.*

Another teacher (36) also added:

*I have not benefited because monitoring and supervision are just done as an academic exercise. After all, the monitors only concentrate on lesson plans alone and not on the learners’ outcomes.*

Regarding the same issue, a teacher explained that he had benefited from monitoring in the competency-based curriculum.

One teacher (3) explained:

*I’ve benefited from how to use digital teaching for instance using a projector.*

The findings shows that despite teachers have been monitored, most of them did not benefit from that exercise. The following section provides data on how often teachers were monitored by their superiors.
Table 14: Percentage distribution of Teachers’ monitored and supervised in their teaching.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Monitored and Supervised by:</th>
<th>Very Often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Heads of Department</td>
<td>15</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 40.5</td>
<td>43.3</td>
<td>10.8</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>2</td>
<td>Headteacher</td>
<td>4</td>
<td>6</td>
<td>16</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 10.8</td>
<td>16.2</td>
<td>43.3</td>
<td>10.8</td>
<td>18.9</td>
</tr>
<tr>
<td>3</td>
<td>Education Standards Officers</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 0.0</td>
<td>5.4</td>
<td>43.3</td>
<td>10.8</td>
<td>40.5</td>
</tr>
<tr>
<td>4</td>
<td>Civic Education Curriculum Specialist</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>23</td>
</tr>
</tbody>
</table>

The responses from the participants in table 4.13 showed a percentage of 40.5 percent as monitored and supervised by the head of department whereas 10.8 percent were monitored and supervised by the head teacher. The Civic Education curriculum specialist recorded 62.2 percent of teachers who are rarely monitored and was followed by standards officers with 40.5 per cent.

Even though monitoring and supervision had been taking place in secondary schools, a significant number of the participants showed that it has not yielded the intended outcomes as demanded by the competency-based approach. This prompted the researcher to find out the reasons why most of the participants indicated that the monitoring and supervision were not responding to the needs of the competency-based curriculum. Most of the teachers, heads of departments and headteachers indicated that they did not receive in-service training on how to monitor approaches in the competency-based curriculum but were using knowledge of monitoring and supervising of the content-based curriculum. For example, one of the teacher (29) explained:

*We are not given written feedback for reference point in future apart from verbal feedback which is in form of faults finding when most of them (Standards Officers) do not have proposition knowledge and skills for Civic Education. They don’t understand certain methodologies required to teach Civic Education.*
A Head of Department (6) commented:

*I was not oriented on how to monitor and supervise the competency-based curriculum but was only briefed on how to implement the revised curriculum. What to concentrate on when monitoring a lesson did not come out clearly. Moreover, there is too much work left for me to monitor and supervise teachers in my department as the head and deputy only do most of administrative work.*

Another Head of Department (3) also added:

*We did not receive training on monitoring and supervision of the revised curriculum. But if that training is organised it’s welcome. Otherwise, we merely use the old format of monitoring teachers. On the part of three competencies that have to be developed by the learner, we encourage teachers to show it in their lesson plans though some skills and values can’t be seen immediately but later.*

In responding to the same question, a headteacher (D) stated:

*Although there was no formal training on how to monitor lessons using strategies in the revised curriculum, we have been monitoring our teachers and it seems to benefit the learners because we give them opportunities and later judge their responses from the activities that are given to them.*

An Educational Standards Officer (A) confirmed that monitoring has suffered due to shortage of manpower and inadequate funding from the Ministry of Education and negative attitudes among the officers at school level. He observed:

*It is our core duty is to monitor schools and check how teachers were implementing the curriculum and offer them a piece of advice, but monitoring had been inadequate due to shortage of manpower and limited transport and financial resources. When it comes to the differences between monitoring in the revised curriculum and old curriculum, I would say that nothing has changed on monitoring and it is still the same. If a school administrator is told how a programme is run, we expect them to know what areas to concentrate on when monitoring.*

Another Education Standard Officer (B) noted:

*We assist SESOs to monitor teaching and learning in secondary schools though we are mandated to monitor primary schools. This may be a challenge because we may not meet the desired outcome in certain subjects. For instance, someone who should monitor social science subjects which includes Civic Education should have
received training in any of the two subjects in the department of social sciences.

A Curriculum Specialist (A) confirmed that the training which was conducted was for curriculum implementation and school administrators were not left out. He explained:

\[\text{We did not consider orienting school administrators on monitoring and supervision of the CBC but our focus was on the actual implementation of the competency-based curriculum. They were part of the team that was oriented. On part of the CDC, we don’t have a formal organised structure where we can draw the programme to go and monitor schools which is a mandate for the standards officers. But, we review progress on the implementation of the curriculum which requires us to get into the field after the cycle has taken place. However, we have a financial challenge for us to go in the field to monitor.}\]

4.10 Summary

In this chapter, the findings of this study based on the analysed data have been presented. The findings that were arrived at both through the qualitative and quantitative data sets, strongly suggested that Civic Education teachers were not using the approaches proposed in the competency-based curriculum in Civic Education. Teachers indicated that the in-service training they received did not provide them with hands-on experience on how to interpret the competency-based curriculum. Teaching and learning resources were also identified as an impediment to effective curriculum implementation because they were inadequate. Although monitoring and supervision had been taking place in secondary schools, it could not meet the needs of the teachers. The study further found lack of frequent monitoring and supervision, lack of manpower at district level, lack of feedback and qualified education standards officers. In the next chapter, the researcher discussed the findings of this study.
CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The discussion in this chapter is based on the findings presented in chapter four. In this chapter, an effort has been made to reflect, validate and broaden the current knowledge on the implementation of the competency-based curriculum in Civic Education in selected secondary schools in Lusaka district. This helped in the interpretation of the findings for this study.

5.2 In-Service Training of Teachers on Competency-Based Approaches

Teachers are a very important resource in the teaching and learning process because they are the key drivers of any educational innovation. They are one of the major stakeholders in the curriculum implementation process therefore their understanding of the CBC should be taken into consideration. Teachers are directly involved in the interpretation and implementation of the curriculum. It was for this reason that the researcher thought that the training of teachers on the competency-based or outcome-based curriculum would bring valuable insight to this study. Teachers acquire a body of knowledge and develop skills over a long period of time through a coherent programme of study that includes subject content as well as teaching methods (Mulenga, 2015). Jurs (2014) argued that professional competence of the teachers is crucial in Civic Education.

In this study, Civic Education teachers were asked to state their level of understanding of teaching and learning Civic Education using competency-based approach. The rationale for asking teachers was to establish how well they were abreast with the appropriate content knowledge and pedagogical content knowledge to apply the CBC to teach Civic Education. Findings from the analysis of the data that was collected indicated that teachers received in-service training on competency-based approaches as shown in table 4. The findings in table 4 are in line with the findings of Mulenga and Kabombwe (2019b) who added that 98,000 teachers were in-serviced across the country using a cascade model so that they could implement the revised curriculum effectively. As a matter of fact, Civic Education teachers were among those who received in-service training. However, there have been some shortcomings in this kind of training which was used to train teachers about the competency-based curriculum. The findings were that a team which was in charge of training staff on the 2013 revised curriculum did not have appropriate content knowledge and pedagogical content knowledge required in all the disciplines and that it
compromised the intended purpose of instilling the desired knowledge and skills in the application of the content of the 2013 revised curriculum. It resulted in teachers not having an informed view about how to implement interactive approaches of the competency-based curriculum in Civic Education. Some teachers held the view that the facilitators who oriented them were not trained in Civic Education and did not understand the propositional knowledge of Civic Education and pedagogical competence to translate the CBC in order to produce a learner who is informed, active and responsible citizen. Similarly, other participants indicated that the training was not detailed to give insights on how to deliver these approaches in Civic Education.

As opposed to the vision of the Curriculum Development Centre, the findings gathered from the teachers showed that despite some being oriented, they did not acquire professional and pedagogical competences to interpret the CBC. Similarly, the findings gathered from the interviews held with Heads of Department, Headteachers and Education Standards Officers showed that the training was not beneficial for teachers to grasp the appropriate content knowledge and pedagogical content knowledge of the competency-based curriculum. A response from a Curriculum Specialist confirmed that not all teachers had been oriented, thus a good number of those in-serviced had not acquired the appropriate content knowledge and pedagogical content knowledge required to interpret the 2013 curriculum.

This finding revealed that teachers who are supposed to implement the curriculum did not acquire appropriate content knowledge and pedagogical content knowledge of the competency-based curriculum they were expected to implement in schools. Lack of appropriate content knowledge and pedagogical content knowledge of the competency-based curriculum has a dual effect on the nation and the learners. Teachers’ lack of appropriate content knowledge and pedagogical content knowledge of the competency-based curriculum could impede the educational system’s efforts in Zambia in its attempt to attain national goals and provide quality education. Learners could also be affected by the teachers’ lack of appropriate content knowledge and pedagogical content knowledge of a competency-based approach in that they would not acquire and develop the intended competences for them to use and respond to the changing needs of society. In the event that this could be the situation with teachers from urban regions like Lusaka, how could it be then with teachers in the rural schools? The findings of this study propose that teachers might not have been well in-serviced to deal with competency-based approaches.
The findings of this study are supported by several studies that have been done on the competency-based curriculum which showed that in-service training for teachers was not adequately done (Kaumba, Kabombwe and Mwanza, 2020; Muleya, Mweemba and Magasu, 2020, Mulenga and Kabombwe, 2019a, 2019b, Muleya, 2019, 2015; Kabombwe, 2019). Kabombwe (2019) observed that most teachers had limited knowledge of the competency-based curriculum which emphasizes more on learner centred that they hardly implemented as opposed to teacher centred approach. It should be noted that while the teacher centred approach which was mostly used by Civic Education teachers could be an effective strategy for teaching, developing civic competences necessary for engaged citizenship require practice. This trend could mean that teachers were not adequately in-serviced to implement competency-based approaches in Civic Education.

Additionally, the findings collected from teachers showed that the in-service training was too general and lacked the practical aspect for easier curriculum interpretation. Figure 2 revealed that 71.8% of teachers showed a larger percentage of the teachers who noted that in-service training could not facilitate effective mastery of the appropriate content knowledge and pedagogical content knowledge of a competency-based approach, while 28.2% of teachers indicated that they found it suitable. The finding resonates with Muleya, Mweemba and Magasu (2020) who said that lacking a practical aspect of training has impeded the implementation of reflective practice strategies in schools. The findings of this study indicated that very few teachers were using interactive methodologies because the in-service training lacked appropriate content knowledge and pedagogical content knowledge of a competency-based approach such that the desired outcome of the professional and methodological competences were not appropriately conveyed.

Teachers were expected to use interactive pedagogies when teaching to promote and develop civic competences among the learners in the classroom and beyond. Thus in order to understand this scenario, the researcher saw it fit to first have an understanding from the teachers perspective if they attended continuing professional development in their schools to mitigate challenges on teaching and learning Civic Education using competency-based approaches since at the time the revised curriculum was being implemented data from this study is showing in-servicing was not adequate. This scenario poses a concern in that Civic Education teachers might continue implementing a content-based curriculum and not using the CBC which endeavours to train learners cultivate the skills and dispositions necessary for them to function effectively in society.
5.2.1 Participation in Continuing Professional Development (CPD) Meetings.

The other theme that came out in this study was the participation of Civic Education teachers in continuing professional development. Teacher CPDs are very important as they ensure that teachers are kept abreast with the experiential skills, knowledge, and pedagogical competences required to guide learners to develop civic competences for them to actively and responsibly participate in public life. As earlier mentioned, teachers are key drivers of any education system. A system cannot improve its effectiveness and quality education without any consideration for skills and knowledge that implementers will bring as the desired outcomes of that particular change. No matter how good the in-service training may be, it does not adequately prepare them for most of the challenges that they will face as they undertake the actual teaching and is not adequate to competently deliver every change that comes into the system. This implies that teachers will from time to time also continue to train to suit what would be required at a particular time. Such trainings require teachers to acquire additional knowledge and skills to enable them effectively and competently implement policies a gap that in-service training by itself cannot fill.

The in-service training gap demands for Continuing Professional Development (CPD). Continuing Professional Development (CPD) is a form of professional meeting that may enable teachers to acquire new knowledge and skills meant to help them interpret and improve their teaching. Research shows that an inspiring and informed teacher is the most important school-related factor influencing learner performance as noted by Gomba (2019). Lack of suitable CPDs for serving teachers of Civic Education to periodically update their knowledge in the light of the demands of the CBC affect the effective implementation of the curriculum. Although CPD activities have been taking place in schools as shown in table 5, they have not fully been utilised to yield the desired professional and pedagogical competences. According to the findings of this study, 55% of teachers did not find CPD activities suitable to develop content and interactive pedagogical competences for them to guide learners to develop civic competences required for learners to actively and responsibly participate in public life.

As can be noted from the findings of this study, the Head Teachers interviewed also confirmed that CPD should be a platform where more knowledgeable teachers share expert knowledge on the approaches of the CBC which in most cases presenters do not possess such kind of knowledge. Other reasons given were lack of resources to invite experts such as those from the CDC. However,
enhancing competence in teaching Civic Education requires regularly acquiring suitable and new civic knowledge, skills, and dispositions. These findings showed that most teachers were not using interactive pedagogies in their Civic Education teaching and learning. The findings are in tandem with the study by Magasu, Muleya and Mweemba, (2020) who found that teachers in secondary schools still used teacher-centred strategies in the teaching of Civic Education despite policy direction in the Zambia Education Curriculum of 2013 asking them to use more interactive pedagogies. Therefore, CPD should be an appropriate activity and it should be considered with reference to what teachers said in this study. From the responses of the teachers, it can be noted that schools did not utilise CPD activities effectively to sustain their professional and teaching efficiency in order to guide learners to develop active, informed and thus develop into responsible citizens.

5.2.2 Application of Learner-Centred Approaches.

Competency-based approaches in Civic Education require using interactive pedagogies because learners construct knowledge as well as develop civic skills and dispositions by engaging in live classroom democratic experiential processes. CBC in Civic Education demands that teachers should employ a variety of teaching methods as a way of developing not only knowledge but skills and dispositions for adequately informed, responsible and active citizenship. This view resonates with Muleya (2015) who argued that teaching was not responding to the needs of the society and that there was a need to encourage outcome-based education. Civic Education is a living subject that requires teachers to competently apply active pedagogies in order to develop skills and reinforce dispositions in learners for them to actively and responsibly participate in public life. These skills and knowledge can be acquired through social constructivism theory which advocates for collaboration and social interaction.

In his theory, Vygotsky (1896-1934) argued that all cognitive functions begin as a product of social interactions and that learning is not simply assimilated but by a collaborative process. Vygotsky viewed the interaction of peers as an effective way of developing skills and knowledge. It is when teachers have attained the necessary skills and knowledge that they would be able to employ active participatory pedagogies such as learner centred approaches in their teaching as required in the competency-based curriculum. Civic Education has been interpreted narrowly as learning about the structure and functions of government and citizen rights and responsibilities resulting in
teaching and learning in schools being geared towards examinations. Competency-based approaches in ‘Civic Education does not only focus on knowledge based on examinations benefits but also emphasizes the development of skills such as inquiry, critical thinking, decision making, problem-solving, conflict resolution and reinforcing dispositions like commitment to equality, determination to act justly, respect for the rule of law and working for the common good to prepare learners for responsible participation in the improvement of their societies and this is done through practical learning pedagogies’ (Mulenga and Kabombwe, 2019a; Muleya, 2019, 2018a, 2018b, 2015; Idowu, 2015; Guilfoile and Delander, 2014).

In this study, the researcher found that teachers were not using appropriate methods that fostered the acquisition, development and reinforcement of civic competencies in learners as observed from ten Civic Education lessons. Teacher exposition and discussions methods were being used to a large extent as shown in Table 6 and Figure 4, indicating that active pedagogies were used less. Learners confirmed in table 7 that their teachers used more of teacher exposition which reduced them as passive listeners than active learners. The findings were not in tandem with the social constructivism theory which underpin this study in the sense that learners were not actively involved in the learning process. If learners were to acquire the necessary knowledge, develop skills and reinforce dispositions for responsible participation in the improvement of their societies, teachers were supposed to use competency-based approaches which emphasize more on learner-centred approaches, unlike teacher centred approaches which were mostly utilized in secondary schools. These findings are in line with Mulenga and Kabombwe (2019b) and Kabombwe, (2019) who found that teachers did not understand the competency-based approaches and were not employing learner-centred approaches which was a major hindrance to the achievement of the competency-based curriculum outcomes.

As observed during lesson observations, the teaching pedagogies used by teachers of Civic Education in secondary schools in Lusaka district did not place the learner at the centre of learning. The findings were in variance with the theory that guided this study because teachers were not using learner-centred approach in their teaching. This suggests that secondary schools were not providing experiential learning or hands-on active methods components as a required by the CBC in Civic Education for the development of skills and dispositions necessary for engaged citizenship. Therefore, these findings show a lack of knowledge on the competency-based teaching
pedagogies suitable for teaching Civic Education in secondary schools. This compromised the aim of CBC in Civic Education and could explain why it appeared the impact was not significant. Kerr (1999) gave an understanding of the maximal interpretation of the competency-based curriculum in Civic Education that leads to a broad mixture of teaching and learning approaches, from the didactic to the interactive, both inside and outside the classroom. This suggests that structured opportunities should be created for learners in the class through discussion, debate, and engagement to use their initiative through project work and other forms of independent learning and participative experiences.

Despite the concept of CBC being highly contested, Kerr (1999) gives three major pedagogical elements of Civic Education that inform its approach to the curricular issues. There is ‘Education about Citizenship’ and this according to Kerr (1999:14), strives to provide learners with “sufficient knowledge and understanding of national history and the structures and processes of government and political life as done in the traditional, classroom-based Civic Education”. This element appears to be mostly used when teaching Civic Education contrary to the aims of competency-based curriculum. In light of this, Civic Education teachers should be reoriented on CBC approaches for them to be able to plan lessons for learners to engage in activities that would help them develop civic competences needed for public engagement. Kerr (1999) stated that, the second element is ‘Education through Citizenship’ which involves learners in learning by doing, through active, participative experiences in the school or local community and beyond. Ultimately, this reinforces the knowledge component through direct field experience. Kerr (1999) further indicated that the third element which is ‘Education for Citizenship’ demands learners to be equipped with a set of tools, knowledge and understanding, skills and aptitudes, values and disposition. In the context of this study, it was clear that CBC strives to integrate education through citizenship and education for citizenship supported the use of the interactive practice in the teaching of Civic Education in secondary schools in Zambia.

While teacher exposition can be an effective strategy for instruction, it is known that acquiring civic knowledge, developing civic skills and reinforcing dispositions necessary for engaged citizenship takes practice. As such, the outcomes-based education according to Muleya (2015) was promoted in order to enhance learners with practical experiences during the teaching and learning processes so that they could gain life skills. Learners in the CBC should be practically engaged in
the teaching and learning process for them to acquire adequate knowledge, develop civic skills and reinforce civic dispositions for active and responsible participation in their communities. It was also surprising to learn that schools were not embracing hands-on learning experiences when learners were expected to use the knowledge they would have acquired in school to participate in public life for the common good of their communities.

Democracy entails rule by the people and for the people. In order to provide all citizens with a say in the matters that affect them they elect their representatives through voting in free and fair elections. The role of citizens does not end with voting as democracy requires the informed, active and responsible participation of people for it to develop and be sustained. In this vein, school administrators and teachers were asked whether they provided platforms in their schools where learners could apply the knowledge they acquired in Civic Education. The findings indicated that learners were limited to apply what they were taught in Civic Education. Additionally, it was revealed that learners were only taught in theoretical aspects than practical. For instance while learners where taught on the importance of elections, they were not encouraged to choose their leaders at school level because teachers felt learners could end up voting for irresponsible leaders which would be problematic. It was further reviewed that schools had not yet established a mechanism where learners could practice what they learnt to link it with society. The findings resonate with the Generation Citizens (2015) which indicated that most schools were not currently providing meaningful civic learning experiences and many learners left school unprepared for civic life.

The findings are worrisome because schools should have been places where learners are taught and practice meaningful civic learning experiences that link classroom activities to society as it is required by the competency-based curriculum. The competency-based curriculum in Civic Education encourages teachers to create democratic classrooms through sharing some of their authority with the learners by involving them in making classroom rules and electing classroom monitors and prefects. In this way, learners would be encouraged to develop a democratic culture that extends beyond the classroom to the school with all members of the school community being involved in the governance of the school, through representative teacher and students councils and giving learners more autonomy in making decisions. This view is supported by Mulenga and Kabombwe (2019a) who alluded to the fact that the competency-based curriculum was developed
to link what was taught in schools to society. The involvement of learners to choose their leaders like prefects enable them to appreciates what they learn and understand it more. It is suggested that learners would develop an understanding of society and the motivation to engage civic life at the earliest ages. The primary purpose of the CBC in Civic Education is to prepare learners to acquire adequate knowledge, develop skills and reinforce dispositions for them to become thoughtful and active participants in a democratic society and a complex world. This study suggests that in order to improve the learning outcomes that accrue from active participation, learners should be provided with opportunities to reflect on and learn from these experiences.

5.3 Teaching and Learning Resources

Teaching and learning resources are educational inputs that make the implementation of the curriculum easier. In line with the social constructivist theory, learners are required to construct knowledge and develop skills through the use of multiple and varied teaching and learning resources. Multiple and varied teaching and learning resources should cater for each learner’s learning needs. This is because learners are unique and learn differently, some learners need to touch while others need to practice in order to experience learning. Such resources play an integral part in teaching and learning process as required by the competency-based curriculum. Teaching and learning resources should provide opportunities for teachers to reinforce, challenge, and expand the learners existing knowledge and skills.

The findings of this study revealed that teaching and learning resources which included soft copies and hard copies of the syllabus and textbooks were distributed in schools. Additionally, Civic Education teachers indicated that Civic Education textbook content was relevant, though shallow in content. Moreover, some learners agreed in this study that the content of Civic Education textbooks met their needs and interests. An important question worth asking is that if schools in Lusaka received teaching and learning resources, were they using them appropriately to develop skills and dispositions in learners? Thus, from the discussion, it is clear that teachers were supposed to be equipped with the relevant knowledge and skills on how to use teaching and learning materials for them to implement the CBC effectively. The use of textbooks as the main teaching and learning resources did not support the implementation of a CBC. Teachers needed to use a variety of teaching and learning resources in order to cater for the learning needs of all learners.
and help them to acquire knowledge, develop skills and dispositions for them to effectively participate for the public good.

Furthermore, teaching and learning materials such as textbooks were available in schools though they were not adequate and not up-to-date. The results shown in table 4.9 is an indication that textbooks were supplied to schools and though a few number of learners in table 10 indicated that they did not have access to them. This finding is similar with what Masumba (2019) noted in his study that materials were not enough for effective implementation of the competency-based curriculum. Therefore, Mulenga and Kabombwe (2019b) argued that teaching and learning resources utilization is very important in curriculum implementation. Learning would be difficult to lead to a permanent change of behaviour without the use of adequate teaching and learning materials in the implementation of the competency-based curriculum. Teaching and learning resources assist in this regard through engaging learners in learning by doing as required in the CBC. Learners easily understand what they do and easily forget what they are told (MoGE, 2013). Using teaching and learning resources during teaching appeals to be more than one sense of the learner. Hence learning is more meaningful with the use of multiple senses by the learner.

By and large, teaching requires learners to have opportunities to use various senses aided by technological instructions replacing conventional face to face classroom activities. Using instructional materials is part of social constructivist mediating tools of changing from teacher to learner-based teaching guided by Civic Education teachers during classroom activities and engaging Civic Education teachers and learners in collaborative and cooperative interactive learning (Mulenga and Kabombwe, 2019a; Idowu, 2015; Larson, 2001). Since mere words are not enough for effective teaching then teaching materials become the means by which civic knowledge is constructed, skills developed and dispositions reinforced by Civic Education learners which are essential for their civic participation in public life. Thus, Civic Education teachers must adopt these mediation tools as part of competency-based learning.

The findings indicated that textbooks were not up-to date to give learners all the information needed for acquiring knowledge because they lacked vital information. For instance, some participants indicated that textbooks that were distributed were shallow and lacked current information such as the constitutional amendment of 2016 which revised matters to do with 50+1 for presidential elections, presidential running mates, and qualification for all candidates in the
respective elections, mayoral and council chairperson whereas others said that there were no teachers guides to complement a deeper understanding of how approaches in a competency-based curriculum should be implemented in Civic Education. The teachers were availed with the Teachers Curriculum Implementation Guide (TCIG) a document that would guide how to effectively implement the 2013 curriculum (Kabombwe, 2019). While this move could be appreciated, the study found that it did not give detailed insights on how competency-based approaches in Civic Education could be used such as service-learning. In this regard, it is recommended that teachers’ guides should be developed and be distributed for teachers to read on their own and possibly use as a tool during CPDs for them to get insights on how each approach is applied on a given topic. Learners textbooks are usually accompanied by a teacher’s guide aimed at informing teachers of how best to use it to facilitate learning. Teacher guides provide a detailed explanation of key concepts, the way to teach a particular topic and provides further examples that could be given to facilitate learning in the competency-based era.

The findings from this study further revealed that the provision and utilisation of other teaching and learning materials were deficient in the implementation of the CBC in most schools. This meant materials like charts, diagrams, posters, pictures, models, audio and videotape recorders were missing which could be used for practice with civic content to enhance classroom interaction and active participation. In view of this, Civic Education teachers revealed that they needed more in-service training on how best they could use the internet to develop teaching and learning materials for learners. Having these materials provided by teachers is likely to help stimulate and reinforce classroom interactions, efficiency and enrich the quality of Civic Education lessons. Further, findings indicated that most secondary schools lacked usage of instructional materials complement the teaching and learning of Civic Education as such they were using teacher centred approaches. However, it can be argued that a deficit in instructional materials as mediation tools to underpin Civic Education learning implied that learners were denied the opportunity to develop skills and dispositions. These findings are in line with Kao, (2010) who concluded that lack of relevant tools to improve learning experiences, basic competence and dispositions affects learning of learners. Civic Education learning becomes unidirectional and has passive knowledge input, lacking interaction among learners to co-construct civic knowledge.
5.3.1 Financial Resources

Financial resources in the educational sector play a significant role in the education process, this is because they are used for funding schools to have different educational materials such as physical educational resources, recruiting and paying qualified human resources, teaching and learning resources and many others.

The findings indicated that schools were not adequately funded and this impeded the effective implementation of the CBC. Further, the findings of the study also revealed that there has been a significant reduction of the budgetary allocation to the education sector. This is in tandem with Mulenga and Kabombwe (2019b) who found that the National budgetary allocation to the education and skills sector in Zambia has been reducing since 2015 as follows; 2015 (20.2%), 2016 (17.2%), 2017 (16.5%) and 2018 (16.1%). This has been happening at the time when the education system introduced a competency-based curriculum which require a higher financial support than the content based curriculum. Moreover, the decline in National budgetary allocation to education is made worse with the fact that about 81% of the total education budget is for salaries of teachers and other educational personnel (UNICEF, 2016). This is likely to negatively affect the effective implementation of the competency based education. The implementation of the competency-based curriculum is more expensive as it requires purchasing of practical materials to allow learners to practice what is taught or fund education tours to allow learners have hands-on civic experience. Places where learners can be taken to have a feel of how civic engagement is done could be at the National Assembly or council chamber where laws are made. Schools or teachers may wish to provide an alternative where they can play a video of law makers and/or other civic engagement activities using a projector when schools cannot afford to buy such equipment which requires financial resources. The findings are similar with that of Becta (2004) who argued that teachers need financial resources for them to be able integrate ICT into pedagogical practice. This had a potential to impede effective implementation of the CBC in Civic Education.

Further, the government, through Ministry of Education, at the time of this study made a decree to regulate school fees of how much day secondary schools in urban and rural should pay. For instance K200 for urban and K150 for rural schools was proposed and eventually effected. This development further reduced the financial muscle for secondary schools which has made it difficult
to effectively implement CBC in secondary schools. The limited financial resources available are channeled into school operational costs. On the other hand the prices of school requisites has continued raising due to various economic challenges the country is facing. The findings are in tandem with the study done by Gomes (2005) who noted that lack of financial resources impedes the procurement of digital resources and training in digital pedagogy on how to use ICT in specific subject areas which includes Civic Education in classroom practice. In the absence of adequate financial resources in secondary schools, the realization and achievement of CBC in Civic Education will remain a dream.

On the other hand, the government emphasizes the revamping of production unit in order for schools to generate funds. The findings in this area indicated that most schools have not done well in production unit due to lack of funds to purchase inputs. Production unit is a business just like any other enterprises, thus if there are no finances to purchase inputs, there will be no outputs. Some schools in Lusaka do not have enough space to practice industrial production unit. Hence, they need financial resources to find alternative land outside Lusaka district which could be an expensive to run proper production unit. However, this being the case, the much needed returns from the production unit has not much been realized to make the implementation of the CBC achieve its intended purpose.

5.3.2 Modern Teaching and Learning Resources

Modern teaching and learning resources or digital technologies enable significant interactions between teachers and learners through internet connectivity. Since a competency base curriculum is ambitious, ‘it requires teachers and learners to use ICT to enhance effective learning’ (Becta, 2004). ICT provide a multimedia interface that facilitates learning and increases flexibility in the delivery of lessons. As far as the educational scenario in Lusaka district is concerned, inadequate teaching and learning resources in schools would hold back the evolution of electronic publishing in place of or along with printing (OECD, 2016).

Acquiring civic knowledge content through the use of ICT showed the importance of teachers’ interaction with modern technology as a veritable tool for academic and pedagogic development. ICT was perceived as a form of intervention strategy enabling civic teachers to facilitate their professional development as free agent learners (Priestley, 2009; Mushayikwa & Lubben, 2009). From the focus group data, the desire for individually initiated empowerment was due to Civic
Education teachers’ need to construct new civic and citizenship knowledge in order to improve subject content knowledge delivery for a better academic performance by learners’ (Mushayikwa & Lubben, 2009). For instance, in a situation where the teacher engages the resource person to deliver a lesson, an online platform could connect learners by providing technological tools for setting up virtual classrooms and real-time video streams. This way learners will have first-hand information that may help in their process of acquiring civic knowledge and skills for participation in public life.

In the 21st Century world, ICT provides learners with a variety of ways to learn and engage as citizens by researching issues, seeking viable solutions to community problems, and communicating with individuals in different countries and on different continents, (Guilfoile and Delander, 2014). The subject has been introduced in order to equip learners with the essential skills necessary for them to have basic knowledge of ICTs (MoGE, 2013). The study finding indicated that 69 per cent of teachers and 80 per cent of the learners had no internet connectivity and ICT tools for teaching and learning Civic Education. The observation methods also confirmed that teachers did not have computers and even those who had computers did not have reliable internet connection in their schools. These findings resonate with the findings of Kabombwe (2019), Masumba (2019) and Muneja (2015) who noted that schools were not preparing learners to acquire 21st Century skills. This was seen as an impediment in the development of 21st-century knowledge and skills like critical thinking, communication, collaboration, and technology literacy to enable learners to survive in future. Laurillard (2008) argued that current pedagogical issues can be solved through the use of ICT, provided that the issues are allowed to dictate the use of the technology and not the other way around. In this vein, it can be said that ICT is necessary even on resource production since the Ministry of Education had not distributed adequate resources to promote effective implementation of the competency-based curriculum.

The primary purpose of the CBC was to provide a set of knowledge and skills for teachers to integrate ICT use in teaching and learning. Further, this study revealed a significant number of Civic Education teachers who were not using digital tools and resources because they did not understand how to integrate the Technological Pedagogical Content Knowledge (TPCK) into Civic Education classes. TPCK can be understood as a framework to describe the kinds of knowledge needed by a teacher for effective integration of technology in all content areas (Robinson and Kay,
The TPCK framework highlights effective technology integration for teaching specific content or subject matter to be understood and applied to the relationships among these three components: technology, pedagogy, and content. This includes the application of technology to support more robust instructional methods and understanding the relationship between content, pedagogy and technology through the dissemination of Technological Pedagogical Content Knowledge (TPCK) theory and research (Robinson and Kay, 2010). Therefore it can be noted that ICTs were a relevant tool in a competency-based curriculum and there was a need by the Ministry of Education to improve the ICTs facilities in order to promote a CBC in Zambia.

**5.4 Monitoring and Supervision.**

In order for the 2013 revised curriculum to be successfully implemented, monitoring and supervision could be seen as a key aspect. This could be said that monitors and supervisors should possess knowledge about the competency-based curriculum, have relevant teaching skills, engage in self-appraisal, be empathetic and be equipped with managerial techniques for effective guiding the teachers. Monitors and supervisors are required by the CBC to manage procedures and systems that ought to be strengthened through strategic planning and programming coupled with periodic monitoring and evaluation if the teaching and learning are to yield good results.

The study revealed that even though monitoring and supervision had been taking place in secondary schools, it had not yielded the intended outcomes as demanded by the competency-based approach. This is because monitors and supervisors were not inducted on how and what to concentrate on when monitoring. Most of the heads of departments and head teachers indicated that they did not receive in-service training on how to monitor approaches in the competency-based curriculum but were using knowledge of monitoring and supervising of the content-based curriculum. According to these findings monitoring and supervision were not helping out to bring out the desired competencies in learners. These findings resonate with Akala (2021) who posited that teachers were constantly monitored on a narrower array of activities that were based on how well learners performed and not on the quality of the teaching that took place. This was seen as an impediment in the provision of quality education because, monitors only concentrated on lesson plans and checking learners exercise books. It appeared that most of the monitoring strategies were not yielding positive outcomes of what should be achieved. From the interviews conducted, it was clear that monitors and supervisors still utilized the old ways of monitoring. By implication, this
was denying learners opportunities of acquiring and developing necessary knowledge and skills that responds to the need of the society. This view was again supported by Akala (2021) who recommended that education ought to be linked to the demands of the economy by developing competencies that respond amiable to the environment in which learners can develop and thrive.

The study further established that there was poor supervision at school level. The monitoring and supervision was only left to heads of department. The majority of the teachers in secondary schools did not avail monitoring reports specifically done by the headteachers. In most schools, HoDs were overwhelmed with work due to the number of subjects combinations in social science department and this diluted the effort made by HoDs during the monitoring process. Most head teachers neglected their role as monitors and supervisors at school level and this has compromised effective implementation of CBC in Civic Education. These findings are consistent with Masao (2017) found that poor supervision of academic activities by headteachers tended to have low academic performance in secondary schools.

Lack of qualified monitors posed a challenge in the implementation of CBC in Civic Education. Civic Education in secondary schools falls under social sciences which has the combination of other subjects such that standards officers had no sufficient needed qualifications under Civic Education. A SESO for social science department who is qualified to monitor and supervise CBC is not specifically trained in Civic Education but qualified in a subject within social sciences. This create gaps because he might not possess the needed knowledge and skills to monitor Civic Education. The finding is in line with Githagui (2001) as cited in Kasanda (2015) who observed that some inspectors were highly incompetent and unable to apply desired practices of other subjects they were mandated to monitor. Similarly, Kambungu and Cheyeka (2014) found that inspectors had little knowledge of the subjects they observed teachers. Therefore, it is clear that without appropriate knowledge and skills to monitor and supervise Civic Education, schools were not going to achieve outcomes required by the competency-based approach. Therefore, Mathew (2012) suggested that Education Standards Officers need to be well-informed about the modern pedagogical content knowledge skills (PCK) in their disciplines, training in effective communication for them to effectively discharge their duties.

The study also found that the monitoring and supervision process were not regularly done by the SESOs and curriculum specialist. There is one SESO for social sciences at the province and three
standard officers at the district level mandated to monitor teachers at the district and province at large. On average Civic Education teachers were monitored once per year and in some cases no monitoring at all for the past two years. The findings were in tandem with the MoE (1996) which indicated that the situation was serious at secondary level, where there may be only one inspector to monitor social sciences for an entire province. This created a gap because monitoring is an essential aspect in the delivery of quality Civic Education in a CBC. Most teachers ended up teaching using the content-based curriculum at the expense of CBC. Kasanda (2015) also found that frequency of monitoring was poor due to lack of staff which caused inspectors to have too many schools to supervise, and spend too much time and energy on administrative duties, hence reducing their professional contact with teachers. The shortage of manpower made it difficulty by the standards to monitor because they are overwhelmed with work. This compromises with the process of monitoring and supervision. The CBC aspect is a new approach which requires extensive monitoring and supervision. It does not require any gap in the monitoring and supervision process otherwise its intended purpose may not be achieved. This is likely to negatively affect the effective implementation of the competency based education. The implementation of the competency-based curriculum also requires education standards officers to monitor and supervise the process of teaching and learning in secondary schools.

Lack of feedback in monitoring and supervision was the other aspect that was found in the study. Most monitors did not provide written feedback to teachers as they only provided verbal feedback which is done after the monitoring process. In ideal situation, monitoring and supervision process requires a monitor to prepare a detailed written feedback which may be used in the future. However, the study found that a few Civic Education teachers who were monitored were not given a detailed monitoring report. Because of not giving detailed monitoring reports, Civic Education teachers continue making similar mistakes. This is in line with Chizya (2018) who found that teachers were not given feedback on school monitoring and this compromised quality education. Generally the process of monitoring and supervision of CBC in Civic Education was generally poor. This implies that the MoGE is far from achieving the objectives of CBC in Civic Education.

5.5 Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and
conceptual framework. The themes presented what the study established from the findings. These emerging themes were (1) unsuitable in-service training for Civic Education teachers (2) limited application of learner-centred approaches (3) inadequate teaching and learning resources and (4) inadequate and challenges in monitoring and supervision. Based on the findings and the discussion that have been done in this chapter, the next chapter presents the overall conclusion of the study. It further provides recommendations and suggests for further research emerging from the findings of this research.
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

In this final chapter, the conclusions and recommendations are given based on the findings of the study and also on the research questions that the study was meant to answer. The researcher has also endeavoured to show that the knowledge gap that was identified during literature review has been narrowed. In this chapter, efforts have been made to remind the reader of the purpose of the study and then a summary of the main research findings and conclusion. Based on the findings of the study recommendations have been made.

6.2 Conclusion.

The purpose of the study was to establish the extent to which teachers were applying competency-based approaches in Civic Education in secondary schools was serving to equip learners with competences that were responding to the changing needs of the society. Teachers were prepared with in-service training to make them understand the competence components to be developed and pedagogical content knowledge to be used as required by the competency-based curriculum. In view of the findings of this study, the researcher established that competency-based curriculum in Civic Education was not being interpreted and implemented effectively as evidenced from a number of inconsistencies that prevailed during the implementation process. It was established that learner-centred methodologies were not satisfactorily used which is an impediment to the development of skills and dispositions in learners. As such, teachers were not preparing learners for significant civic experiences for civic life but only prepared them for examinations. The major reason identified from this dilemma was that the in-service training was theoretical and did not prepare Civic Education teachers with hands-on experience on how to implement competency-based approaches in Civic Education which could help in developing civic competences. It was also revealed that resources were inadequate and teachers lacked an in-depth knowledge on how to use teaching resources such as those that involved with ICT. Findings further showed that monitoring and supervision was based on narrow selection of activities that were not based on the quality of teaching.
6.3 Recommendations

On the basis of the findings of this study, recommendations are hereby made that;

i. the Ministry of Education through the Curriculum Development Centre should consider developing teachers’ guides with detailed insights on how approaches of the competency-based curriculum in Civic Education should be applied.

ii. the Ministry of Education should consider strengthening suitable Continuing Professional Development activities in secondary schools so that teachers of Civic Education are kept abreast with insights of the competency-based approaches in Civic Education.

iii. the Ministry of Education and the Examination Council of Zambia should consider including Civic Education Field Project in senior secondary schools to meet practical learning as required by the competency-based curriculum in Civic Education.

iv. the Ministry of Education should consider procuring multiple and varied teaching and learning resources which include Electronic Instructional (audio-visual) resources in secondary schools that could provide learners with hands-on civic experience.

v. government through the Ministry of Education should create more openings for specialized education standard officers at district level to promote decentralization in monitoring and supervision of subjects such as Civic Education.

6.4. Proposed areas for Future Research

In view of the scope of this study the following are the proposed areas for further research.

i. This study focused on the teaching and learning of Civic Education in Secondary Schools. Another study can be done at tertiary education level on the preparedness of student-teachers to implement the competency-based curriculum in Civic Education in secondary schools.

ii. Another study can also be done to analyse Civic Education curriculum design and technological pedagogical content knowledge in secondary schools.

iii. A study can as well be done to re-design senior secondary Civic Education Syllabus and give it a practical project to be implemented in secondary schools.

iv. The study only focused on teachers. Related studies can be done on how monitors and supervisors could utilise competency-based monitoring and supervision in Zambia.
REFERENCES


Becta (2004), *What the research says about using ICT in Geography*. Coventry: Becta.


Mosha, H.J. (2012). *A case study of learning material used to deliver knowledge, skills or competency-based curriculum in Tanzania*. ADEA.


APPENDICES

Appendix A: Individual Participant’s Informed Consent Form

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION

Dear participant,

This serves to inform you about the purpose of this study and what will be followed in the process of conducting this research. You will be requested to sign this form to indicate that you have willingly volunteered to participate in this exercise. Please kindly respond as truthful as possible to the items in the instrument by a tick (√) or a brief explanation in the spaces provided. The information you will give will be treated with the utmost confidence and will only be used for the sole purpose of this particular study.

1. Description of the study: This is a purely academic education research where all respondents will not be identified in person for their participation. The researcher is a University of Zambia student pursuing a Master of Education in Civic Education.

2. Purpose: To investigate the implementation of the competency-based curriculum in Civic Education in secondary schools in Lusaka, Zambia.

3. Consent: Participation in this study is voluntary.

4. Confidentiality: Every information that will be collected in this study shall be treated with a high level of confidentiality. Names or identity of participants in this study shall not be revealed to anyone. In a case where the conversation is recorded, the information will be kept under key and lock and shall be destroyed after data has been analyzed.

5. Rights of participants: The rights of every participant shall be respected and protected and the researcher will ensure that no respondent shall suffer any harm as a result of their participation in this study.

6. Declaration of consent by the participant: I have clearly read and understood every detail of this document and I therefore willingly and freely agree to participate in this study.

Signature: ...................................
Appendix B: Questionnaire for Learners.

Dear Learner, I am a postgraduate student carrying out an academic research study following the Zambian government in 2013 changed the curriculum, placing the focus of education on the attainment of civic competencies and my focus is on the implementation of the competency-based curriculum in Civic Education in selected secondary schools in Lusaka. I hope that you respond to the following questions with sincerity and according to your own experience.

Instructions

i. You are NOT EXPECTED to indicate your name or the name of any other person on any part of this questionnaire.

ii. Before answering any of the items on the questionnaire, try by all means to read the items carefully.

Section A: Demographic Information

A. Gender: Male [ ] Female [ ]

B. Age group: 14 – 16 [ ] 17 – 19 [ ] Above 20 [ ]

C. Grade/Class: …………………..

Section B: Teachers’ understanding of the competency-based approaches

1. (a) Do your Civic Education teacher attend meetings? Yes [ ] No [ ]
   
   (b) If your answer in 1(a) is yes, how many times does he/she leave class to attend meetings? …………………………………………………………………………………

2. (a) Do you enjoy learning Civic Education lessons presented by your teacher? Yes [ ] No [ ]
    
   (b) If your answer in 2(a) is no, explain why you do not enjoy the lessons …………………………………………………………………………………………………………………………………………………………………………………………………………………

3. (a) Which of these learning approaches does your teacher use in the teaching and learning of Civic Education? Indicate with a tick (✓) in the table below.

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Very often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Civic Education teacher talks throughout the lesson and gives us notes to write.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Civic Education teacher asks us to discuss a topic during the lesson?

My Civic Education teacher gave us the power to debate on civic issues that affect us in the community.

My Civic Education teacher organises visits to places relevant to Civic Education lessons.

Teacher put us to form groups during civic lessons.

During my Civic Education lessons, I have taken part in role-play and drama.

Teacher organises activities about what we learn in the classroom and asks us to do them to benefit our communities.

Teacher gives us a Civic Education project to do.

<table>
<thead>
<tr>
<th>(b) Which method of learning from the table above do you prefer most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>...........................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c) Explain why you enjoy learning through the method in 3(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...........................................................................................................</td>
</tr>
</tbody>
</table>

Section C: Availability of teaching and learning resources

4. Do you have textbooks for Civic Education in your school library? Yes [ ] No [ ]

5. (a) Are the textbooks for Civic Education enough for all learners in your class?
   Yes [ ] No [ ]
   (b) If your answer in 5(a) is yes, do you find the language used in the textbooks easy?
   Yes [ ] No [ ]
   (c) If your answer in 5(a) is no, explain how you learn Civic Education without textbooks?
      ...............................................................................................................................

6. (a) Do you have internet at your school? Yes [ ] No [ ]
(b) If your answer in 6(a) is no, where do you research from when you are given work to research?
Explain…………………………………………………………………………………………
(c) If your answer in 6(a) is yes, how do you access internet connectivity?
……………………………………………………………………………………………………
……………………………………………………………………………………………………

7. (a) Does your school have the appropriate learning materials for the efficient mastery of competencies in your class?
Yes ( ) No ( )
(b) Which of these teaching and learning resources do you access? Indicate with a tick

<table>
<thead>
<tr>
<th>S/n</th>
<th>Material</th>
<th>Very often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Models</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>Textbooks</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Internet access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Digital resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Computers and tablets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section D: Monitoring and supervision.

8. (a) Has your Civic Education teacher been visited by someone before to check on his/her teaching through lesson observation? Yes [ ] No [ ]
(b) If your answer in 8(a) is yes, indicate with a tick (✓) whether Very often, Mostly, Sometimes, Unsure or Rarely with the statements in the table below the person who came to monitor your teacher.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Monitored by</th>
<th>Very often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Head teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Education Standards Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THANK YOU FOR YOUR PARTICIPATION AND TIME.
Appendix C: Questionnaire for Teachers of Civic Education

You are kindly requested to read each question and give your response to the best of your knowledge. Your answers will be treated confidential and will only be used for this study. Do not write your name on this questionnaire. It is expected that your views will help to improve the teaching and learning of Civic Education using the competency-based approach. Please be very open and frank in answering the following questions.

Instructions: Kindly tick (√) where appropriate.

Section A: Demographic Characteristics of the participants
1. Gender: Male □ Female □
2. Age: Between 25-35 □ Between 35-45 □ Between 45-60 □
3. Level of education: Diploma in Education □ Bachelor of Education □ Master of Education □ PhD □
4. Experience in teaching: 1-5 yrs □ 6-10 yrs □ 11-15 yrs □ 16-20 yrs □ 21yrs and above □

Section B: Teacher’s In-Service Training and Application of CBC.
1. Were you inducted to teach Civic Education using the approaches in the revised curriculum? Yes( ) No( )
2. (a) Did the training you received suitable for the development of your knowledge and skills to teach Civic Education using the approaches in the revised curriculum? Yes( ) No( )
   (b) Give a reason for your answer. ..........................................................
3. (a) Does your school have CPD activities? Yes ( ) No ( )
   (b) Are the CPD activities done at your school suitable for the development of your knowledge and skills to teach Civic Education effectively using the approaches in the revised curriculum? Yes( ) No( )
   (c) Give a reason for your answer. ..........................................................
4. (a) Are the learners given hands-on (active) pedagogical practices during the teaching and learning processes to enable them to gain civic competencies? Yes( ) No( )
5. (a) Which of these Instructional approaches do you use in the teaching and learning of Civic Education? Indicate with a tick (√) in the table below.
<table>
<thead>
<tr>
<th>Instructional approaches</th>
<th>Very often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Exposition</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
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<tr>
<td>Debates</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry-based learning</td>
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<td></td>
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<tr>
<td>Group Work</td>
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<td></td>
</tr>
<tr>
<td>Role play</td>
<td></td>
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<tr>
<td>Service-learning</td>
<td></td>
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<tr>
<td>Project-based learning</td>
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</tr>
</tbody>
</table>

(b) Which method of teaching from the table above do you use often?
....................................................................................................................................................................................

(c) Explain why you prefer teaching through the method in 5(b)
....................................................................................................................................................................................

6. Do you have challenges teaching Civic Education using approaches in the revised curriculum? Yes ( ) No ( )

7. If your answer is YES, mention some of the challenges that you face in the teaching and learning of Civic Education using the revised curriculum..............................................................................................................................................................
........................................................................................................................................................................................................

8. Suggest some solutions to address the challenges faced..........................................................
....................................................................................................................................................................................

Section C: Availability and Appropriate of Teaching and Learning Resources

9. Do you have textbooks for Civic Education in your school library? Yes [ ] No [ ]

10. (a) Are the textbooks for Civic Education enough for all learners in your class?
    Yes [ ] No [ ]
    
    (b) If your answer in 12(a) is yes, are the textbooks material related to the goals of the revised curriculum? Yes [ ] No [ ]
    
    (c) Are these textbooks appropriate in developing competencies of Civic Education in learners? Yes [ ] No [ ]
    
    (d) Are the illustrations (maps, pictures, drawings, graphs) help learners to understand the
content better? Yes [ ] No [ ]

(e) If your answer in 10(d) is no, explain how best content may be designed to help learners understand easily............................................................

11. (a) Do you have internet connectivity at your school? Yes [ ] No [ ]

(b) If your answer in 11(a) is no, where do you research from when you want to get updated materials? Explain.................................................................

(c) If your answer in 13(a) is yes, how do you access internet connectivity?
...........................................................................................................

12. (a) Does your school have the appropriate teaching and learning materials for the efficient mastery of competencies in your class?

Yes [ ] No [ ]

(b) Which of these teaching and learning materials are found from your school? Indicate with a tick

<table>
<thead>
<tr>
<th>S/n</th>
<th>Material</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Fairly adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pictures</td>
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<tr>
<td>2</td>
<td>Charts</td>
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<td>3</td>
<td>Models</td>
<td></td>
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<tr>
<td>4</td>
<td>Textbooks</td>
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<tr>
<td>5</td>
<td>Internet accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Digital resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Computers and tablets</td>
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</tr>
</tbody>
</table>

Section D: Monitoring and supervision.

13. (a) Are you monitored and supervised in the teaching and learning on the revised curriculum? Yes [ ] No [ ]

(b) If your answer in 15 (a) is yes, indicate with a tick (√) whether Very often, Mostly, Sometimes, Unsure or Rarely with the statements in the table below the person who came to monitor and supervise your lesson in class.
<table>
<thead>
<tr>
<th>S/n</th>
<th>Monitored by</th>
<th>Very often</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Unsure</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of Department</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Headteacher</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Education Standards Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Curriculum Specialist</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

14. How frequent are you monitored or supervised by the Education Standards Officers in your work? ...................

15. In what areas have you benefited from the monitoring and supervision by your supervisors. ..............................................................

THANK YOU FOR YOUR PARTICIPATION AND TIME
Appendix D: Observation Checklist.

1. Teachers understanding of the competency-based curriculum in Civic Education.
2. The teaching strategies using the competency-based curriculum in the teaching and learning of Civic Education.
3. Material available to support the competency-based curriculum in the teaching and learning of Civic Education.
4. Formative and summative assessment using the competency-based curriculum in the teaching and learning of Civic Education.
5. Learners’ response using competency-based approaches in the teaching and learning of Civic Education.

a) Teachers level of competency-based curriculum

<table>
<thead>
<tr>
<th>S/n</th>
<th>Indicators</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of interactive pedagogies of CBC in Civic Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers knowledge on CBC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teaching strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teaching &amp; learning materials</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Promotion of electronic resources</td>
<td></td>
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</table>

b) Classroom observation on the involvement of learners in classroom activities.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Indicators</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Teacher asks learners pertinent questions and respects learners ideas</td>
<td></td>
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<tr>
<td>2</td>
<td>The Teacher provides collaborative tasks for learners to do</td>
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<td>3</td>
<td>Learners talk with the teacher</td>
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<tr>
<td>4</td>
<td>The Teacher encourages learners question and engagement in learning</td>
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<tr>
<td>5</td>
<td>Promotion of service-learning and community-based learning</td>
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<td>6</td>
<td>The Teacher provides constructive feedback to learners in the learning process</td>
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<tr>
<td>7</td>
<td>Assessments</td>
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<tr>
<td>8</td>
<td>Feedback on assessments</td>
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<tr>
<td>7</td>
<td>The Teacher promotion of civic knowledge, civic skills &amp; civic dispositions</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Teacher promotes hands-on civic experience</td>
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Appendix E: Interview Guide for Head of Department

I am a Masters of Education student in Civic Education at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning the ‘Implementation of the Competency-based Curriculum in Civic Education in Selected Secondary Schools in Lusaka district. You are therefore requested to be as objective as you can in view of what you know about curriculum implementation at your school. The information you will give will be treated with extreme confidence and will only be used for academic purposes.

Interview Guide for Heads of Department

1. Have you ever been oriented by curriculum specialists on how you can monitor and supervise the revised curriculum?
2. How was the in-servicing done?
3. Were the training suitable for teachers to acquire professional and methodological competences?
4. Do you have other platform where you talk about content and pedagogies in the 2013 curriculum?
5. Does your school have adequate teaching and learning resources?
6. How accessible are teaching and learning resources to teachers and learners?
7. Is the content of those teaching and learning resources appropriate for learners?
8. How often do you monitor and supervises teaching and learning of Civic Education?
9. What are your main areas of interest when observation lessons?
10. How effective is the monitoring and supervision that is done on teaching and learning process in Civic Education?
11. What are some of the challenges do your teachers face when implementing competency-based in Civic Education?
Appendix F: Interview Guide for Head Teacher

I am a Masters of Education student in Civic Education at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning the ‘Implementation of the Competency-based Curriculum in Civic Education in Selected Secondary Schools in Lusaka district. You are therefore requested to be as objective as you can in view of what you know about curriculum implementation at your school. The information you will give will be treated with extreme confidence and will only be used for academic purposes.

Interview Guide for Head Teacher

1. Have your teachers undergone any in-service training in the use of the current syllabus?
2. What platforms do you provide to your teachers to talk about competency-based teaching and learning?
3. How often do teachers hold meetings for Continuous Profession Development (CPDs) on how to use current approach when teaching learners?
4. Are those meetings enough to help teachers improve on their competency-based teaching of Civic Education?
5. Does your school have adequate teaching and learning resources for effective implementation of the current curriculum?
6. What kind of materials has your school purchased to support teaching and learning of the current curriculum at your school?
7. How many times do you monitor and supervise your teachers teaching and learning at your school?
8. How effective are your monitoring and supervision strategies that you use when monitoring your teachers?
9. What do you look for when monitoring and supervising teaching?
10. What are some of the challenges do your teachers face when implementing the current curriculum in Civic Education?
Appendix G: Interview Guide for the Education Standards Officer

I am a Masters of Education student in Civic Education at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning the ‘Implementation of the Competency-based Curriculum in Civic Education in Selected Secondary Schools in Lusaka district. You are therefore requested to be as objective as you can in view of what you know about curriculum implementation at your school. The information you will give will be treated with extreme confidence and will only be used for academic purposes.

Interview Guide for Education Standards Officers (ESOs)

1. Did teachers receive training on the competency-based teaching when it was introduced?
2. Are teachers using competency-based approaches when teaching?
3. Are there enough resources to teach a competency-based curriculum in Civic Education?
4. How do you ensure that schools have appropriate teaching and learning materials on competency-based teaching of Civic Education?
5. How often do you monitor teaching and learning on competency-based teaching in Civic Education?
6. What strategies do you use when monitoring and supervising the teaching and learning of competency-based in Civic Education?
7. How effective are those strategies that you use?
8. Are there challenges that your office face in terms of monitoring and supervision teaching and learning of competency-based in Civic Education?
Appendix H: Interview Guide for Civic Education Curriculum Specialist

I am a Masters of Education student in Civic Education at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning the ‘Implementation of the Competency-based Curriculum in Civic Education in Selected Secondary Schools in Lusaka district. You are therefore requested to be as objective as you can in view of what you know about curriculum implementation at your school. The information you will give will be treated with extreme confidence and will only be used for academic purposes.

Interview Guide for Civic Education Curriculum Specialist
1. Have the teachers received in-service training for competency-based curriculum teaching, learning, monitoring and supervision?
2. Are there enough resources to implement a competency-based curriculum?
3. How did you ensure that schools and teachers were provided with appropriate teaching and learning resources when competency based curriculum was introduced?
4. How were teaching and learning materials evaluated before being used in schools?
5. Do you monitor the teaching and learning on the competency-based curriculum?
6. How often do you monitor the implementation of the competency-based curriculum in schools?
7. How often do you make follow-ups to ensure that the competency-based curriculum is well implemented?
8. Are there challenges of implementation competency-based curriculum in Civic Education in schools?
Appendix I: Approval of the Study

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

7th January, 2021

REF. No. HSSREC: 2020-DEC-009

The Principal Investigator

Dear Mr. Moonga Ng’andu,

RE: Implementation of the Competency-Based Curriculum in Civic Education in selected Secondary Schools in Lusaka District.

Reference is made to your submission. The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB) resolved to approve this study and your participation as Principal Investigator for a period of one year.

<table>
<thead>
<tr>
<th>Review Type</th>
<th>Ordinary Review</th>
<th>Approval No. HSSREC: 2020-DEC-009</th>
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</thead>
<tbody>
<tr>
<td>Protocol Version and Date</td>
<td>Version Nil</td>
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<tr>
<td>Information Sheet, Consent Forms and Dates</td>
<td>English.</td>
<td>To be provided</td>
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<tr>
<td>Consent Form ID and Dates</td>
<td>Version</td>
<td>To be Provided</td>
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</tr>
<tr>
<td>Recruitment Materials</td>
<td>Nil</td>
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</table>

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

**Conditions of Approval**

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
• All recruitment materials must be approved by the IRB prior to being used.

• Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled “late submissions” and will incur a penalty.

• Every 6 (six) months a progress report form supplied by The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.

• The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB does not “stamp” approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours faithfully,

Dr. Jason Mwanza

Vice - CHAIRPERSON

The University Of Zambia Natural Sciences Research Ethics Committee IRB

Cc: Director - Directorate of Research and Graduate Studies
Assistant Director - Directorate of Research and Graduate Studies
Assistant Registrar - Research
Senior Administrative officer - Research
12th January, 2021

The Headteacher

..................................................School

LUSAKA

RE: FIELD WORK: MOONGA NG’ANDU

This serves to introduce to you the above mentioned student from the University of Zambia who has been granted permission to undertaking a field work Project.

Kindly welcome and assist him accordingly.

Bernadette Kayombo (Mrs.)
Senior Human Resource Management Officer.

For/DISTRICT EDUCATION BOARD SECRETARY

LUSAKA DISTRICT

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