

**FACTORS AFFECTING THE IMPLEMENTATION OF THE 2013
REVISED CURRICULUM IN SELECTED PRIMARY SCHOOLS IN
MUMBWA DISTRICT OF ZAMBIA: AN EDUCATIONAL
MANAGEMENT PERSPECTIVE**

by

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AUTHOR'S DECLARATION

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

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APPROVAL

This dissertation of Lillian N. Maswabi is hereby approved as fulfilling the requirements for the degree of Masters of Education in Educational Management by the University of Zambia.

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ABSTRACT

The purpose of this study was to investigate some factors affecting the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district in Zambia.

Class teachers and pupils in selected schools were asked on what they know as well as their views on some of the factors that were perceived to affect the implementation of the revised 2013 curriculum as well as other curriculums previously implemented in Zambia. Further, five school teachers were interviewed on the existence of the actual curriculum in their respective schools, if enough time was taken to explain to other stakeholders (teachers and pupils) the importance of implementation process, their views on the perceived factors and what they were doing to ensure the curriculum was well implemented. Additionally, five key informants from the Ministry of General Education, Mumbwa district were interviewed about their role in the implementation process, what they ministry what to realize from the revised 2013 curriculum, the feasibility of implementing the curriculum and whether they carry out routine monitoring to assess whether the curriculum is there in all schools and been implemented. They also asked about what their views are on some of the factors that can affect the implementation process and whether they have considered these factors as threats to the implementation process before.

Qualitative data was analyzed using thematic analysis were codes were developed for similar responses.

Results from the study revealed that the quality of the available human resource was important towards the implementation of the curriculum. However, most of the teachers had little understanding of the revised 2013 curriculum as well as the entire implementation plan. This was found to have a greater effect on the implementation of the revised curriculum as seen that most of the schools were still had not incorporated the revised curriculum in their teaching schemes. On the other hand, pupils expressed ignorance as to whether they have heard of the revised 2013 curriculum, and what it intended to achieve and this defeats the whole purpose of developing a curriculum before the implementation process is even considered. Thus according to the indications by the respondents, human resource has an effect on the implementation of the revised 2013 curriculum in selected primary schools of Mumbwa. Infrastructure plays an important role in the implementation of the revised 2013 curriculum as revealed by interviews with the school

head teachers and key informants who reported that limited infrastructure inhibits long learning hours because it affects the certain contents of the curriculum that needs to implemented especially those are practical in nature. Most infrastructures in schools does not support the requirements of the new curriculum, and this affects the smooth implementation of the project. Finally, studies revealed that most of the schools have teaching and learning materials, though they are not updated in line with the revised 2013 curriculum as some of the subject matter is new in the revised curriculum and this affects the content which teachers give to the pupils. The study revealed that, the revision of any curriculum should firs start with looking at factors that could affect the implementation and having them in place, as findings showed that human resource, infrastructure and teaching materials have an effect on the implementation process of the revised 2013 curriculum. The researcher made four clear recommendations which were based on the findings of the study.

DEDICATION

This dissertation is dedicated to my loving family; My husband whose smiles and encouragement have taught me perseverance and who is by far the best teacher I have ever had. My children for understanding my ever absence from them, and to also those who have given me their shoulder to climb on and reach where I am today.

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TABLE OF CONTENTS

	Page
Copy Right Declaration	i
Author’s Declaration.....	ii
Approval	iii
Abstract.....	iv
Dedication.....	vi
Acknowledgements.....	vii
Table of contents.....	viii
List of Figures	xiii
List of Tables	xiv
Acronyms and Abbreviations.....	xvi
Chapter One: Introduction	1
Overview.....	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives	5
1.5 Research questions.....	5
1.6 Theoretical Framework.....	5
1.7 Conceptual Framework.....	7
1.8 Significance of the study.....	9
1.9 Delimitation	9
1.10 Operational definitions.....	10
Summary	10

Chapter Two: Literature Review	11
Overview.....	11
2.1 History of curriculum development	11
2.1.1 Education reforms in other countries	11
2.1.2 The research gap addressed and directions for literature review	14
2.2 Education reforms in Zambia.....	14
2.2.1 The Education reforms 1977.....	14
2.2.2 Focus on learning 1992.....	15
2.2.3 Educating our future 1996.....	16
2.2.4 The gap realized in the education reforms	16
2.3 Empirical review of studies.....	17
2.3.1 Human resource and implementation of educational curriculum	17
2.3.2 Infrastructure and implementation of educational curriculum.....	19
2.3.3 Teaching materials and implementation of educational curriculum	20
2.4 Relating empirical review to this study.....	22
Summary	22
Chapter Three: Methodology	23
Overview.....	23
3.1 Research paradigm.....	23
3.2 Research Design.....	23
3.3 Study site.....	24
3.4 Target Population.....	24
3.5 Sample Size.....	24
3.6 Sampling technique.....	25
3.7 Data collection instruments.....	25
3.7.1 Structured questionnaires for class teachers and pupils	25

3.7.2 The In-depth interviews for Ministry of General Education staff and Headteachers	26
3.8 Reliability and Validity.....	27
3.9 Data collection procedures.....	27
3.10 Data Analysis.....	27
3.11 Ethical Considerations	28
Summary	28
Chapter Four: Presetation of Findings	29
Overview.....	29
4.1 Demographic details of respondents	29
4.2 Effects of Human Resource on the implementation of the revised 2013 curriculum	30
4.2.1 Available human resource trained.....	30
4.2.2 Knowledge on the implementation process of the revised curriculum	31
4.2.3 Views on human resource effect on the implementation of the revised curriculum.....	32
4.3 Effects of Infrastructure on the implementation of the revised 2013 curriculum	33
4.3.1 Importance of the infrastructure on the implementation of the revised curriculum.....	33
4.3.2 The views of teachers on the available infrastructure.....	34
4.3.3 Views on infrastructure effect on the implementation of the revised curriculum.....	35
4.4 Effects of Teaching Resources.....	36
4.4.1 Existence of teaching resources in schools	36
4.4.2 The Importance of teaching materials in the implemention process.....	37
4.4.2 The Effect of Teaching Resources in the Implementation.....	38
Summary	39
Chapter Five: Discussion of Findings.....	40
Overview.....	40
5.1 The Effect of Human Resource on the implementation process.....	40

5.1.2 Role of Human Resource in Implementation of the revised curriculum.....	41
5.2 Effect of infrastructure on the implementation of the revised 2013 curriculum.....	41
5.2.1 Importance of infrastructure on the implementation of the revised 2013 curriculum.....	42
5.3 Effects of Teaching Resources on the implementation of the revised 2013 curriculum.....	43
Chapter six: Conclusions and Recommendations	45
Overview.....	45
6.1 The importance of Human resource in the implementation process of the revised curriculum	45
6.2 Importance of infrastructure on the implementation of the revised 2013 curriculum.....	45
6.3 The effect of teaching materials on the implementation of the revised 2013 curriculum.....	46

References.....	48
Appendices.....	53

LIST OF FIGURES

Figure 1.1: Conceptual Framework	8
Figure 4.1: Percentage presentation on Knowledge of the implementation process of the revised 2013 curriculum	31
Figure 4.2: Percentage distribution of the effect of Human Resource.....	32
Figure 4.3: Presentation on respondents' over human resource infrastructure and teaching materials.	38

LIST OF TABLES

Table 4.1	Frequencies and percentage distribution of the respondents	30
Table 4.2:	Presentation on state of infrastructure and its effect on implementing the revised curriculum.....	35
Table 4.3:	Percentage on whether teaching material has an effect on implementing the revised curriculum.....	38

LIST OF APPENDICES

Appendix 1: Interview Guide for the Ministry of General Education staff in Mumbwa District.	53
Appendix 2: Interview Guide for head teachers of schools in Mumbwa District	57
Appendix 3: Questionnaires for class teachers of schools in Mumbwa district.....	60
Appendix 4: Questionnaires for pupils of schools in Mumbwa district.....	65

ACRONYMS AND ABBREVIATION

CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
MoE	Ministry of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation International Children Education Fund
USAID	United States Aid for International Development
ZH	Zonal Head Teacher

CHAPTER ONE

INTRODUCTION

Overview

In this chapter, the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, theoretical and conceptual framework as well as operational definitions of terms have been presented.

1.1 Background of the study

The need to focus on life skills as a critical response to the challenges facing learners has found expression in international declarations such as the Convention of the Rights of the Child (CRC, 1989), Education For All (EFA, 1990) and the United Nations General Assembly Special Session (UNGASS, 2001). This declaration called for a need to an expanded access to information and education as a means of combating high levels of illiteracy and poverty through the introduction of life skills curriculum, countries and policy makers hope that learners, teachers and the communities would develop appropriate responses to confront the poverty and literacy crisis, among other advantages of having life skills knowledge.

Educational reforms are actions or recommendations by those in authorities that are intended to make education provision better or to put right any faults or errors in the provision of education. Policy implementation is generally held to be the step that follows policy formulation and is viewed as “the process of carrying out a basic policy decision” (Healey & DeStefano 1997).

The introduction of a new curriculum poses a range of challenges to teachers with regards to the underlying assumptions and goals, the subject limits, the content, the teaching approach and the methods of assessment. Several factors that can restrict curriculum innovation have been identified in the literature. These relate to both the teacher and the context in which the innovation is taking place. They include issues of time, parental expectations, public examinations, unavailability of required instructional materials, lack of clarity about curriculum reform, teachers’ lack of skills and knowledge, and the initial mismatch between the teacher’s “residual ideologies” and the principles underlying the curriculum innovation. Other obstacles relate to organizational arrangements such as role overload, rigid scheduling of time, reporting systems, and failure of administration to recognize and understand its role in change (Ministry of Education 1996).

In Botswana, the MoE infused life skills across the curriculum in secondary school subjects such as Developmental Studies, Biology, Religious Education, Integrated Science and Social Studies especially focusing on the guidance and Counseling program to work on skills development (Molobe et al. 1999).

Curriculum change in South Africa came as an idea for the purpose of addressing education system which was characterized by racism, discrimination and inequalities. However, failure to successfully implement new curriculum still persists and it is argued that well designed curriculum reform with impressive goals have not been successful because too much attention has been focused on the desired educational change and neglects how the curriculum change should be implemented (Bantwini, 2009). The adoption of the new constitution after the country became a democracy in 1994 provided the basis for curriculum change and development in South Africa. This led to the adoption of outcomes-based education (OBE), which was followed by the introduction of curriculum in 1998 (Chisholm, 2005).

South African teachers were previously faced with a task of trying to come to terms with an ideology of outcomes-based education, new learning areas, new content, and the implications of calls for “integration”, “contextualization”, “relevance” and “learner-centeredness” (Department of Education, 2005). This did not only require that teachers change how and what they teach and assess, but it also challenged their underlying belief systems.

Zambia is undergoing rapid socio-economic development and the education sector is no exception. Education is an agent of change. While education has always been perceived as a social sector, it is also an economic tool for development. In 1996, the Ministry of Education (1996) developed the National Policy on Education, ‘Educating Our Future’, in order to respond to the developmental needs of the nation as well as those of the individual learners. This policy has since become the basis of all the educational strategies that ensure the provision of quality education through suitable teaching and learning at all levels of the education system. It is against this background that the Zambia Education Curriculum Framework (ZECF) was developed to provide further guidance on the preferred type of education for the nation, (National Assessment Survey Report 1999).

Since political independence in 1964, the Ministry of Education in Zambia has undertaken three major educational policy reforms in its quest to improve the quality of education provided to

learners at different levels. For example the 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country. The Act paved way to some reforms in primary and secondary education which were aimed at standardizing and diversifying the curriculum, decide relating the content to the needs of the learners (Curriculum Development Centre 2000).

Further, a number of curriculum development changes have been taken by the Ministry of Education since 1977 so as to try and make education accessible in every part of the country, (National Assessment Survey Report 2012). The Education Act of 2011 stipulated guiding policies on how best education in Zambia could be provided at all levels in the light of the democratic dispensation. The Act adheres to the education development principles of liberalization, decentralization, equality, equity, partnership and accountability. It is from this Act that the emphasis on the need to clearly include knowledge, skills and values in the curriculum from ECE to Tertiary is based, with regard to the latest curriculum development of 2013, (Ministry of Education 2011). The latest developments being the 2013 curriculum development. The major educational reforms that include the introduction of a new national curriculum in 2014, phasing out of basic education and introduction of a two tier system that offers academic and skills educational at the secondary school level as well as the introduction of local languages as the medium of instruction from grade one to four coincides with education for all review, (Vision 2030A).

One of the major objectives for the introduction of the learning of life skills in the revised curriculum is to fill the gap created by the declining role of the parents and the general community in providing solutions to the needs and problems learners face. Traditional African societies define education as a process by which people are prepared to live effectively in their immediate environment. Life skills curriculum is therefore designed to equip learners with the appropriate values, skills norms and philosophies of life that would mold right attitudes and behavior patterns consistent with a moral and ethical society as outlined by Sifuna (1990).

Implementation of the change in curriculum is resource-intensive; as such availability of adequate school buildings and science apparatus may be critical for its success. However, the key driver to curriculum change success is the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods. As a result, failure to consider the various issues that

facilitate and impact on learning and change, when developing a model, may lead to lack of implementation of the curriculum reforms by the educators (Bantwini, 2009). Studies indicates that the existing research on teachers' feeling and attitudes towards change tend to give only a limited understanding of the issues (Witz & Lee, 2009). This research will investigate the factors affecting the implementation of the 2013 revised curriculum in selected primary schools in Mumbwa district of Zambia from an educational management perspective.

1.2 Statement of the Problem

The Zambian government through the Ministry of General Education has had education reforms since independence in 1964 with the latest curriculum development being the 2013 which was mainly aimed at phasing out of basic education and introduction of a two tier system that offers academic and skills education up to secondary school level. This was aimed at cushioning challenges like the high levels of unemployment, (CSO 2010), lack of entrepreneurship among others by impacting both knowledge and skills in pupils.

The curriculum development center (CDC) is the main institution mandated to carry out curriculum development and spearhead the implementation process. However, there are many issues that need to be considered during the development process as well as the implementation if these processes are to be successful. With reference to the Ministry of Education, (2015) which revealed that the curriculum developed in the past have failed to achieve the intended goals. And also the revelations from Ministry of Education joint annual review meetings that teachers the available human resource did not understand the revised 2013 curriculum (JAR, 2016). There is a greater possibility that most of the factors that could have influenced or had a greater role to play in the curriculum implementation are not put into consideration.

Failure to consider these factors that play a greater role in the implementation process and the gap that exist between the ideal and real processes of curriculum implementation will continue hindering activities put in place to achieve the targeted goals. Therefore, this study seeks to establish some of the factors that might affect the implementation of the revised 2013 curriculum in Mumbwa district, in Zambia.

1.3 Purpose of the study

The purpose of this study will be to investigate some factors affecting the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district in Zambia.

1.4 Objectives

- i. to determine whether human resource affected the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district.
- ii. to establish whether infrastructure affected the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district.
- iii. to establish whether teaching materials affected the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district.

1.5 Research questions

- a) to what extent did human resource affected the implementation of the revised 2013 curriculum?
- b) how did infrastructure development affected the implementation of the revised 2013 curriculum?
- c) To what extent did teaching materials affected the implementation of the revised 2013 curriculum?

1.6 Theoretical Framework

This study was guided by Michael Fullan's Educational Change Model Fullan (1991). Fullan proposed that there are four broad phases in the curriculum change process: initiation, implementation, continuation, and outcome. During the initiation stage, Fullan (1991) identified the factors that affected initiation as: existence and quality of innovation, access to innovation, advocacy from central administration, teacher advocacy and external change agents. He asserted that many innovations are attempted without careful examination of whether or not they address what they are perceived to be priority needs. Therefore in the initiation of the revised curriculum, it was important to ensure that the innovation was of good quality, accessible and that all stake holders for example parents, educational experts, teachers, head teachers, religious organizations were involved. This enabled them to understand the roles and expectations of the curriculum so that they could own the implementation process thereby making it easy and possible.

During the implementation phase, Fullan and Stigelbauer (1991) identified three areas affecting implementation as: Characteristics of change, local characteristics, and external factors (government and other agencies). They also identified characteristics of change that each stakeholder should consider before committing a change effort or rejecting it. According to Fullan clarity about the goals and need for change is an important factor and a lack of it will be a problem to the change process. Of equal importance is the complexity of the change as well as the quality and practicability of the program. The curriculum developers therefore needed to examine the complexity of implementing a new curriculum with regard to skills required; teaching strategies and materials needed for implementation and a supporting environment. This study therefore investigated whether lack of these factors effected the implementation of a curriculum making it not meet the needs of the stakeholders.

The third phase in the educational change model was continuation. Continuation was a decision about institutionalization of an innovation based on the reaction to the change, which may be negative or positive. Continuation depended on whether or not; the change got embedded into the structure (through policy/budget/timetable), it generated a critical mass of administrators and teachers who were skilled and committed and whether it established procedures for continuing assistance. This was the mature stage of implementation of a revised curriculum development and required continued fine-tuning to enable it achieve the expected outcomes. Regular surveillance over the program was necessary to ensure effective implementation, detect deficiencies and come up with intervention strategies. Fullan (2001) was of the opinion that education change is a dynamic process involving many interacting variables. Continuation of the revised curriculum depended on whether all stakeholders had fully embraced the curriculum; resources were available, learners had understood and accepted, teachers and administrators had skills and commitment for implementation as well as infrastructure developed to meet the new changes in the curriculum.

The last phase of education change process was outcome. Achievement of a successful change outcome depended on: Active initiation and participation, as well as pressure, support and negotiation by all societal agencies. Positive change outcome would also result from changes in skills, thinking, committed actions, and the overriding problem of ownership. In the implementation of the revised curriculum, successful outcome relied on the building of a coalition with all change agents. Fullan stated that if anyone or more variables were working against implementation, the process would be less effective. According to him, the more factors supporting

the implementation, the more change in practice would be accomplished, (Fullan 2001). This study investigated the factors influencing the implementation of the revised 2013 curriculum which focused on a two-tier system that offers academic and skills educational.

The model was adopted because it helped to illustrate some aspects of the implementation of the revised 2013 curriculum and provided a framework for understanding curriculum implementation. The model demonstrated how different variables influencing implementation of the curriculum focused on a two-tier system that offer academic and skills educational are interconnected from initiation to outcome.

1.7 Conceptual Framework

The conceptual framework captured the main variables and their interrelationships. A number of factors interact in a dynamic way if effective implementation is to be achieved. The availability of human resource, availability of teaching materials and an enabling and supportive environment with developed infrastructure to meet the main focus areas of curriculum development thereby leading to a successful implementation of the revised curriculum. The relationship between the dependent and independent variables is shown in figure 1.1.

Figure 1.1: Conceptual Framework

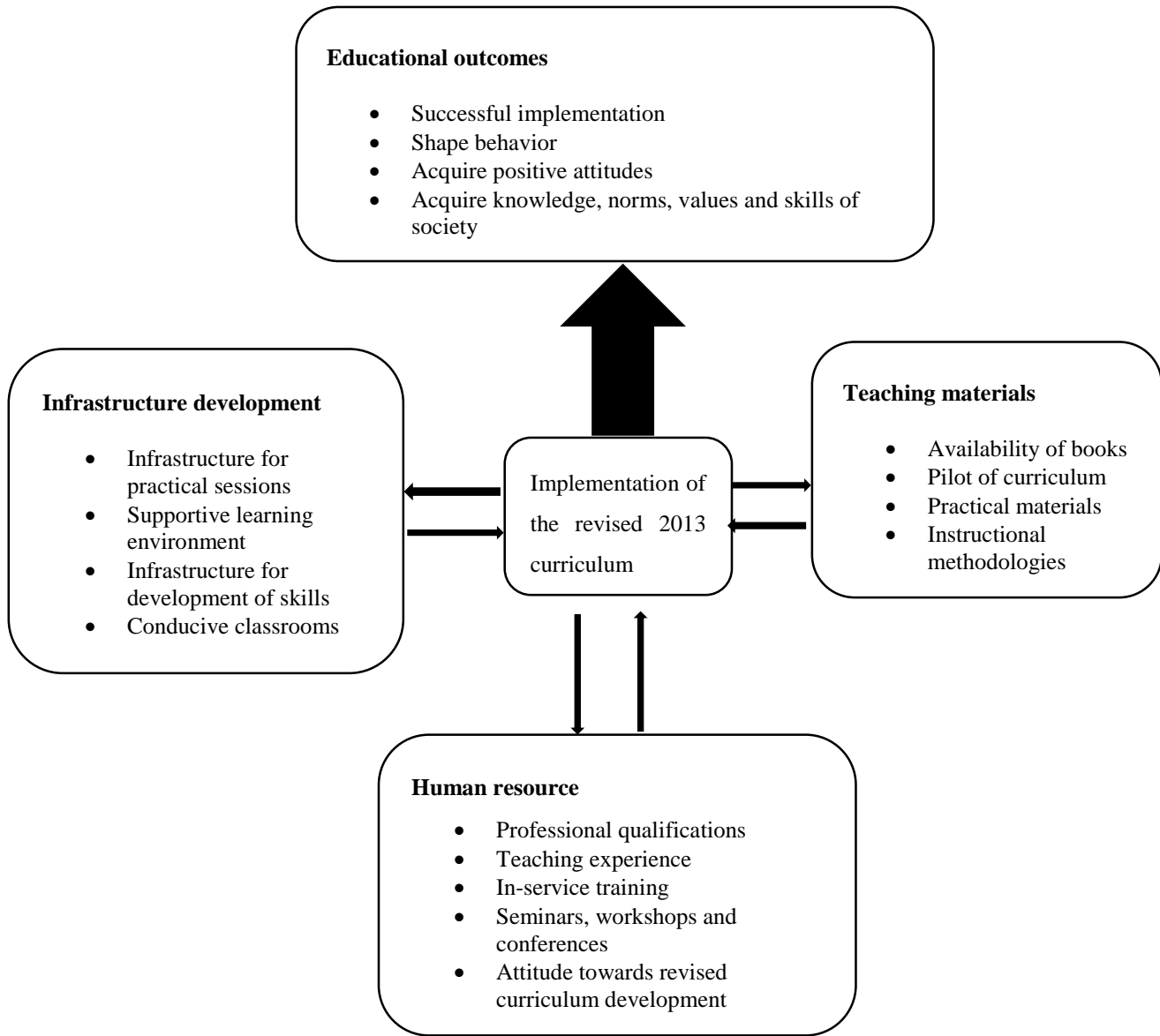


Figure 1.1 shows some of the factors that might affect the implementation of a curriculum. These factors include human resource, teaching materials and infrastructure.

Under human resource, the factors that may affect implementation are professional qualifications, teaching experience, in-service training and attitude towards a revised curriculum. For instance professional qualification, teaching experience and in-service training are necessary for teacher understanding of what the goals, objectives of the new curriculum are all about, and what is needed to make it educate the learners in a simplified way. Positive attitudes towards the revised

curriculum may help the teachers to execute the implementation with interest and willingness thereby increasing the likelihood of it being a success.

Teaching materials play a great role in successful implementation of the revised curriculum. The factors under teaching materials include availability of textbooks, pilot of curriculum and equipment needed to teach practical topics. In addition, understanding the instructional methodologies will help the people involved in the implementation to understand the laid down procedures of how the curriculum should be implemented, where as, availability of books and other study materials will help learners to get the full knowledge as well as undertake practical's in cases where they are required, for instance the part in the revised curriculum which requires education on skills development.

Curriculum implementation can also be affected by the available infrastructure, factors under infrastructure include infrastructure for practical sessions, supportive learning environment, infrastructure for development of skills and conducive classrooms. The 2013 revised curriculum is phasing out of basic education and introduction of a two tier system that offers academic and skills educational, therefore, teaching and learning of skills requires infrastructure were pupils can practice the skills practically and not theoretically as this will enhance skills development. A conducive learning environment as well as classrooms will help the learners to learn and understand what teachers give them.

1.8 Significance of the study

This study may help the Ministry of General Education at large as well as CDC on various factors that they need to look into if they are to have a smooth implementation process and effective curriculum.

Furthermore, Curriculum implementer may also use the findings of the study when designing what strategies to use during the implementation process. Finally it will also bring out the gaps that could have existed between the ideal and real implementation that has had effects on the previous curriculums and would continue affecting other in future if left unchecked.

1.9 Delimitation

This study was carried out in Mumbwa district in Zambia. It was carried out in five selected primary schools within the district. The selected schools included: Nangoma primary school,

Kasalu primary school, Nakabu primary school, Nabuyuni primary school and Katengwa primary school.

1.10 Operational definitions

Curriculum development: is defined as planned, a purposeful progressive, and systematic process to create positive improvements in the educational system.

Human resource: defines Human Resource as: “The people that staff and operate and organization”. It can also be defined as the organizational function that deals with the people and issues related to people such as compensation, hiring, performance management, and training.

Implementation: Refers to the adoption of the pre- primary school life skills curriculum and dissemination its content to the school children so as to achieve the desired objectives.

Infrastructure: can be defined as fundamental structures that are required for the functioning of a community and society.

Life Skills: are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Summary

This chapter has presented the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, theoretical and conceptual framework as well as operational definitions of terms.

CHAPTER TWO

LITERATURE REVIEW

Overview

In this chapter, the researcher reviewed existing literature on factors affecting the implementation of curriculum development. The research made use of available policy documents on education curricula in relation to various education reforms in Zambia and other literature on curriculum development implementation.

2.1 History of curriculum development

This section will look at curriculum implementation that have been undertaken in different countries worldwide and Zambia in particular. It will outline the reasons behind the changes and implementation of curriculum and challenges that may have been encountered in the implementation process.

2.1.1 Education reforms in other countries

Tanzania

In 1974, a resolution was passed whereby universal primary education (UPE) was to be realized in Tanzania by 1980 (Dove, 1982). But, as in the case of Kenya, primary teacher output from existing conventional colleges, did not meet demand. Therefore, a new type of training was introduced in 1975. This programme aimed at meeting primary teacher shortage in the rural areas. The course lasted for three years on-the-job. Trainees were taught through radio and distance courses, and face to face contact with local inspectors, itinerant teacher trainers and village tutors, most of whom were ex-teachers. Training colleges also ran short residential courses.

In terms of quantity, this scheme seemed to have achieved its targets even though its qualitative aspects are not yet known because the programme was not evaluated. However, this scheme is an example of a field based programme, manageable only through coordinated team-work at local levels (Dove, 1982).

Botswana

Botswana has undertaken three curriculum reforms since its independence in 1966. The British school curriculum which Botswana inherited had to be changed from 1966 to 1972 in order to adapt it to local needs. The primary school curriculum was improved upon in order to provide pupils with the required skills for the purpose of achieving a socio-economic revolution which the country was going through. At the teacher training level, the aim was to upgrade the competence of primary teachers in methods of teaching and in strategies of organizing and administering schools. The government of Botswana appointed the National Commission on Education (1976) to look into the quality and relevance of the primary curriculum.

In 1977 the MoE provided the primary curriculum with a practical orientation without vocationalizing it. Subsequently in 1994, the Basic school curriculum was geared to effective preparation of pupils for life, citizenship and work. The educational programme was to develop in the pupils' moral and social values, cultural identity and self-esteem, good citizenship and desirable work ethics. All these curricular decisions were made by a centralized Curriculum Development Division of the MoE. This created strong pressures towards memorization of facts in preparation for the examinations rather than strengthening the basic skills in pupils and developing their ability to think and reason and apply their knowledge and skills in their daily life.

In order to address the issues of curriculum reform, the MoE set up a curriculum Development and Testing Department to revise the curriculum and include in it practical subjects, to prepare instructional materials and to change the examination system to incorporate continuous assessment also as an assessment procedure. All these activities involved stakeholders from the education, industrial and community sectors, (Ministry of Education 1977).

Namibia

Namibia education reform in teacher education has been necessitated by a shift in the beliefs and philosophy underpinning the education system. Some of the methods of teacher development that support education reform that have been tried out in Namibia is premised on learner-centred education. It is believed that teachers can be better when they cultivate a thoughtful, problem solving disposition towards their teaching. Curriculum reforms in teacher education in Namibia is based on the belief that until teachers are themselves reformed, educational practice in the

classroom is unlikely to improve a great deal (Huberman & Miles 1984). Reflection is believed by many modern-day experts in education to be a genuine way of fostering change in teachers.

The Netherlands

In the Netherlands, the national curriculum for primary education which specifies the subject areas and time allocation is outlined in the Primary Education Act of 1985. By the power vested in him or her in the Education Act of 1919, the Minister of Education is required to consult the Educational Council on, among other educational issues, the national curriculum. This system is quite conducive for curriculum innovation and development under the jurisdiction of the school itself, adapted to its specific target group and to its own profile. The National Institute for Curriculum Development has over the years provided assistance to the schools in managing the process of developing school plans, (Aiken 1970).

Finland

The origin of the curriculum reforms undertaken in the 1990's in Finland may be traced back to the 1980s. They were inspired by a reaction to the teaching and learning based on following a centralized curriculum of 1985. Evidence in the source documents indicates that Finland has had a long established tradition of following a centrally designed curriculum. However, the feeling in the 1980s was that the needs of individual pupils could best be served by reducing state control and increasing local decision making. The source documents do not specify who in the community expressed this reaction: whether parents, teachers, etc. They also do not state the fora at which such a reaction was expressed (Huberman & Miles 1984), but they do state that this reaction was part of the desire by the Finnish citizenry to decentralize governance generally.

Among a host of reasons why the reforms were not successful as had been anticipated, the key ones were as follows. The reforms were conceived at the time Finland was enjoying an economic boom, but the situation had changed for worse at the time the reforms were to be carried out. This meant cuts in budgetary allocations from the central government to municipalities, and eventually to schools. The reforms had to be carried out with little funding. This necessitated the paid hours for teachers to be cut, and with this many teachers lost morale. There was reluctance to work extra hours for nothing, (Huberman & Miles 1984).

2.1.2 The research gap addressed and directions for literature review

The education reforms reviewed from other countries both from Africa and Europe show that countries have been undergoing different changes in the education sector. Notably, the changes are influenced by the dynamics in the global trend, thereby necessitating the need for change in the curriculum so that education remains relevant to the socio and economic developments. Most of the reasons brought out with regards to the causes of changes in curriculums in other countries, included economic reasons, need to impart extra skills in pupils and changes in beliefs and philosophy underpinning the education system.

In terms of curriculums that were not successfully implemented, economic changes, lack of proper direction of the implementation process and the curriculum never meeting the demand of the end users were some of the factors that affected the implementation process. To the knowledge of the researcher and with reference to the literature reviewed, all the studies concentrated on a broader (macro) base of factors without paying attention to other micro factors like human resource and availability of teaching and learning materials that might have an effect on the implementation process.

2.2 Education reforms in Zambia

During the past four decades, there have been major efforts to reform basic education system in Zambia. In teacher education, these efforts have been occasioned by a growing dissatisfaction with the way primary school teachers are trained and the quality of learning in schools. Proposals to reform primary teacher education in Zambia have become popular because primary teacher education programs are generally held in low esteem and students preparing for primary teaching are perceived as weak academically. Issues surrounding these reforms are mainly two fold. One school of thought advocates for increasing the time for content or subject matter background during teacher training. The other school of thought lays emphasis on increasing the length of time for practical student teaching and field experiences. Therefore, the raging debate in primary teacher education in Zambia has generally been between putting emphasis either on subject matter or pedagogy, (Musonda 2005).

2.2.1 The Education reforms 1977

The curriculum review which affected primary teacher education was from 1975 to 1977. The Education Reforms of 1977 regarded teacher education as a vehicle for social and economic

transformation of the independent Zambian society. A teacher was expected to have a deep understanding of the society in order to serve the communities effectively. Thus, the second curriculum review resulted in the Zambia Basic Education Course (ZBEC). Under ZBEC each subject was developed discrete without any element of integration, (Ministry of Education 1977).

The education reform of 1977 brought further changes in the education system. The primary school and part of the junior secondary school (form one and form two) became basic school education, while the senior secondary education and part of junior secondary education (form three) became high school education. Basic school education was to be completed in nine years. Thus the main features of this reform were the introduction of the basic and high school education system and the focus on skills orientation in basic and high schools, (Ministry of Education 1977).

2.2.2 Focus on learning 1992

The Education Policy called Focus on Learning launched in 1992 adopted a rationalist approach to teacher education. Primary teacher training colleges were expected to focus their training on transforming students into competent and committed teachers.

It aimed at development of whole person, insists on quality and relevance and the principle that productive work in schools should serve educational objectives. It further established long-term goal of nine years universal education (in basic schools) with intermediate goal of seven years of primary education for all school-aged children. English was retained as medium of instruction and continuance of ever/ one, shows great concern for improvement of teachers, that teachers be worthy of leadership and respect, and that they be fully professional people, and this would be enhanced by the establishment of two years full-time teacher training as the norm, (Ministry Of Education 1992).

However, much of the enthusiasm for educational reform faded away with the publication of the 1977 document. No strategy worked out for their implementation, no implementation unit set up. Some elements included in third national development plan. Among the major recommendations were that in view of demographic and economic constraints (fast-growing population and deteriorating economy) priority be given to providing seven years of good-quality education to all

children with only limited expansion at the Grade 8 and higher levels and also the introduction of user charges, especially for boarding on tertiary level, (National Assessment Survey Report 1999).

2.2.3 Educating our future 1996

The government in 1996 produced a comprehensive policy statement for education, called Educating Our Future, which incorporated the recommendations of the Reading Forum, stating that initial literacy and numeracy would be developed through a language which was familiar to children. This policy position further enhanced the status of Zambian languages and provided the rationale for future initiatives. It should be noted, however, that 1996 was an election year in Zambia and political considerations were to the fore when the policy document was being drafted. The initial debates that preceded this change took place within educational circles, with always the threat of a political veto overhanging the process. Up to the penultimate draft of the policy document, certain senior politicians insisted on the retention of the status quo and only agreed to limited change in the final draft after sustained interventions by senior Ministry officials. The separation of medium of instruction from medium of initial literacy allowed Educating Our Future to set down initial literacy in a familiar language as a child's right while maintaining English as the medium of instruction, (Ministry of Education 1996).

Other change introduced in the 1996 National Policy on Education (Educating Our Future) was the radical changes in the training of primary school teachers. In 1997, the Teacher Training Inspectorate Unit of the Ministry of Education designed a programme called Field Based Teacher Training Approach (FIBATTA). This programme was intended to address the problem of shortage of qualified teachers. FIBATTA was premised on the competence-based curriculum aimed at developing, broadening and deepening the pedagogical and professional competencies of the trainees through active methods of study. FIBATTA was short lived and was discontinued barely three months of trial in all teacher training colleges, (curriculum development centre 1999).

2.2.4 The gap realized in the education reforms

Global trends show that teacher education has been in the doldrums (Turney, 1977). Teacher education has been regarded as a conservative profession lacking a coherent theory on which its professional credentials have been founded. However, in recent years, change has become a growing feature of teacher education as exemplified by many international conferences on teacher

education, a growing number of international teacher professional associations and the many scholarly conceptualizations of teacher education.

Furthermore, the government has been trying to meet the need in terms of providing resources to enhance quality and improved teaching to students. Infrastructure development has been on the top agenda as well. A review of the changes in the curriculum development and the recommendations learnt show that there is need to understand the factors behind every difficulties in implementing the new curriculum as this will help a successfully implementation of the revised 2013 curriculum development which is mainly focused on phasing out of basic education and introduction of a two tier system that offers academic and skills educational the secondary school level as well as the introduction of local languages as the medium of instruction from grade one to four.

2.3 Empirical review of studies

This section shows related studies that have been undertaken in other countries worldwide and in Zambia as well. It shows the findings from the studies and the gap which this study will help fill in.

2.3.1 Human resource and implementation of educational curriculum

Rembe (2006) in a study carried out in Zimbabwe on challenges facing implementation of new curriculum, the cascade model of teacher training pointed out as one of the challenges facing implementation. According to this study the strategy is disappointing because few teachers are chosen to receive training and they in turn train others in schools. As a result information is not transmitted properly and consequently fails to equip teachers with the requisite skills. The cascade approach is further undermined by the short duration of the courses (one to two days) while deep conceptual content knowledge and skill development require significantly more time. However, the cascade system is one of the approaches which can easily be adopted in Zambia so as to reach as many teachers as possible within a short time. This study therefore will establish whether teachers who are human resource in implementation of this project will have an effect on implementation of new curriculum if not equipped with modern training methods.

Fullan (2001) pointed out that school administration support strongly influence the likelihoods of change. According to University of Zimbabwe (1995) curriculum implementation cannot be

achieved unless it has been made possible through the supervisory function of school head. The head does this through: deploying of staff, allocating time to subjects taught at school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning, the head also monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and record of work are prepared regularly. This study never showed whether lack of head teacher support can affect implementation of curriculum development, therefore this study will fill that gap.

Olembo, Wanga and Karugu (1992) noted that the head teacher is expected to evaluate how well instructional resources are utilized by teachers. In Kenya, a public pre-primary school is a component of a primary school which is headed by head teacher who usually assumes the roles of an administrator (Okumbe, 1998). It was therefore of special interest to know whether the pre-primary school head teachers were aware of and performing the tasks to improve the implementation of pre- primary school curriculum what effect this has on the whole implementation process.

Muhammad (2011) in a study on the impact of teacher quality on the academic achievement of students at secondary stage in Punjab (Pakistan) noted that teachers with higher levels of education teach well and are competent than those with low levels of education. Academically qualified teachers had more authentic knowledge about the relevant subject than the academically less qualified teacher. A study done by Ng'asike (2004) found out that the majority of primary school teachers had low academic qualification and the low academic qualification was affecting their quality of teaching. The study concluded that the professional qualifications of the primary school teachers involved as this has an implication on the success of curriculum implementation. However, it never showed what effect this will have, hence this study will fill the gap by establishing whether the qualification of teachers will affect the implementation of a curriculum.

Both individual teacher characteristics and collective factors play roles in determining implementation (Fullan, 2001). Some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation. According to Barbara (2004), quality teachers are the single greatest determinant of student achievement and further assert that teacher education, ability, and experience account for variation in student

achievement than all other factors. Therefore, it is vitally important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers. Unfortunately, most new teachers are not adequately prepared to meet the needs of their students, and many experienced teachers have yet to adapt to new standards (Barbara, 2004). This study assumed that experience was necessary regardless of their attitude and willingness to implement the curriculum, this study will identify what effect this may have on the curriculum development.

In order for teachers to deal with a continuously changing environment, they must upgrade their professional knowledge and skills on a continuous basis (Ministry of Education, (1984). Barbara (2004) notes that teachers, like practitioners in other professions, need to deepen their knowledge and improve their skills over the course of their careers. According to the Ministry of Education, the trainers should be qualified and experienced in their disciplines and well informed in current research findings and any emerging trends in teacher education. Life skills being relatively new in the curriculum, not much research has been carried out on teachers' level of preparedness and the challenges being experienced. This study therefore made an inquiry on whether teachers were well equipped for the implementation of pre-primary school curriculum and what effect this has on the implementation process as the study by Barbara (2004) never pointed out how curriculum development will be affected.

2.3.2 Infrastructure and implementation of educational curriculum

The success of curricular change largely depends on the learning environment and the extent to which it support changes. It is important that the implications of curriculum change from infrastructure development be thought through carefully and that the available infrastructure be considered during consultation process on curriculum change. Because if the available infrastructure does not support certain factors or changes in the curriculum requirement, it will affect other factors both human and financial which are important for the implementation of the curriculum. it is therefore important that great support is attached by responsible authorities, (Miedema, 1996). This study will establish whether infrastructure development will have any effect on the successful implementation of a school curriculum.

A survey study by Clarke (2008) found out that it is difficult to find appropriate curriculum materials in which authentic participatory pedagogical strategies have been incorporated that could lead to desirable behavior change in the youth in school environment that can't change to adapt the strategies and goals of the new curriculum (Clarke, 2008). A study carried out in Rift valley province, Kenya by Mutai (2011) found out that majority of infrastructure was not up to modern standard to handle the necessities and changes in the new curriculum. It further revealed that teachers resorted to use other methodologies and strategies in implementing the new curriculum. The study however, never indicated whether the implementation was successful and whether lack of adequate and modern infrastructure never mattered rather affected, hence this study will reveal whether the state of infrastructure has no effect on curriculum development implementation.

A large survey study carried out by Education International (EI) in selected countries in sub Saharan Africa in 2006 states that lack of buildings to facilitate the teaching of life skills to pupils made it difficult for them to fully carry certain aspects of the curriculum. However, models were used to teach certain components. Furthermore, difficulties teachers face in addressing in the classroom setting, forced them to teach practical aspects theoretically, leaving the task for pupils to find ways of practically implementing it in their own means. However, no indications were made as to whether the implementation of the curriculum is affected, therefore this study will establish whether it is or not.

A study carried out in Kamkunji, Nairobi Province (Kenya) by Wanjiru (2008) found out that it is important to start with upgrading or developing of new infrastructure all together before a new curriculum is developed, as this will help integrating the new curriculum in the already existing infrastructure. However, this study didn't indicate the association rather relationship that exist between implementation of a curriculum and the development of infrastructure. This study will therefore establish whether the implementation of a curriculum will be affected by the infrastructure development.

2.3.3 Teaching materials and implementation of educational curriculum

Kallon, (1996) asserts that the quality of learning materials and other products are considered vital for the success of education change; further inadequate quality and unavailability of materials impair curriculum innovation projects. United Nations Educational Scientific and Cultural Organization (UNESCO), (2009) indicates that ideally teachers should have teaching-learning

resources available in order to implement the new curriculum. It involves the development of physical facilities and purchase of materials to ensure successful activation of the program. This will establish whether teaching and learning resources are vital in the implementation of a curriculum.

Kaburu (2007) in a study of utilization of learning resources in Kikuyu model pre-school in Kikuyu division, noted that instructional resources provide children with a means to express feelings, concerns and interests as well as acting as a channel for social interaction with adults and other children. According to the study many schools are faced with limitations in implementation of science activity curriculum which include adequate and quality teaching and learning resources. However, this study didn't indicate how this affects the implementation, therefore, the effect if any will be established in this research.

Wang'ombe (1988) carried out a survey of the factors that affect the teaching and learning of home science in primary schools in Kiambu. The main problem according to the findings was scarcity of teaching and learning materials. The report on The Presidential Working Party on Planning and Manpower Development for the Decade and Beyond (1988), recommended „cost sharing” whereby the cost of education was to be shared between the government and the local communities and the Parents associations. Accordingly parents were to provide teaching and learning materials in public schools. However not all communities are in a position to provide adequate materials especially at pre-primary school level. This study will find out whether lack of enough teaching materials will affect curriculum development and its implementation.

Mutegi (2012) who carried out a study on school factors influencing the implementation of life skills in public primary schools in Athi River district, Kenya shows that scarcity of teaching and learning materials for life skills negatively impacted on implementation. This implies that unavailability of teaching and learning materials could be a major factor influencing the implementation of life skills curriculum in pre-primary schools. Similarly, a study by Njue (2006) on challenges facing provision of ECDE in Gachoka, Mbeere Division found that most ECDE Centers had inadequate facilities and that they had few teaching and learning resources. Meaningful teaching and learning can only take place in pre-primary school with adequate resource materials. This research shed light on availability of teaching and learning resources for primary school life skills syllabus in Mumbwa, central province of Zambia and how the

unavailability of these resources affects the successful implementation of the revised curriculum development.

2.4 Relating empirical review to this study

A review of human resources, infrastructure and teaching materials and implementation of a school curriculum revealed that these factors are of great importance to the implementation process. Further empirical evidence show that in most schools (in other countries) studies on implementation of curriculum showed that human resource is not equipped and trained from time to time so as to enhance their knowledge and skills in the changing education trends globally. In terms infrastructure development, findings show that the implementation process is planned without considering the available infrastructure, when the opposite is supposed to be the case. Finally, most teaching materials available in schools are outdated and don't meet the changes brought in by new developments in the educational sector. Relating to this study, these findings give not only a broader gap for conducting a study which will show whether these factors have any effect on the implementation of the revised 2013 curriculum, but also a benchmark for comparing on the respondents perceptions of these factors in selected primary schools of Mumbwa district in Zambia. Therefore, this study will investigate the availability of these factors in schools and interview stakeholders on whether these factors have any effects on the implementation process and how it is affected.

Summary

This chapter reviewed literature on factors that affect implementation of curriculum in countries across Africa and the world at large. It brought out the gaps in the literature, reviewed the education reforms that have happened in Zambia since 1964 and similar studies that were conducted on the implementation of curriculums and the gaps which this study will help fill up.

CHAPTER THREE

METHODOLOGY

Overview

In this chapter, the researcher presents the research paradigm, research design, target population, sample size, sampling procedures or techniques, research instruments, data collection techniques, data analysis and ethical considerations.

3.1 Research paradigm

This study used an anti-positivism research paradigm which emphasizes that social reality is viewed and interpreted by the individual themselves according to the ideological positions they possess. Therefore, knowledge is personally experienced rather than acquired from or imposed from outside. According to the anti-positivists, reality is multi-layered and complex (Cohen et al, 2000) and a single phenomenon can have multiple interpretations. With regards to this educational study, factors that affected implementation of school curriculum are complex and can be interpreted differently by respective stakeholders, hence the need to emphasize the verification of this social problem using different levels of understanding of the phenomenon starting with the pupils through to the Ministry of General Education. Undertaking this study with respect to different levels of understanding this phenomenon allowed to probe into the various unexplored dimensions of a implementing the revised 2013 curriculum phenomenon rather than just establishing specific relationship among the factors that may affect the implementation process and actual implementation.

3.2 Research Design

The researcher used a descriptive design to carry out the study in the selected schools. The interaction with the teachers and pupils and other educational stakeholders enabled the researcher to discover and investigate widely in the topic. This approach allowed the researcher to collect feelings, opinions, views, perceptions and beliefs of the respondents through in-depth interviews and open-ended questions in structured questionnaires. Further, it also helped to understand social phenomena in natural rather than experimental setting, giving due emphasis to the meanings, experiences, and views of participants, (Pope & Mays 1995).

Since the study leaned more towards gathering information about one or more groups of people, a cross section survey design was used. According to Leedy and Ormrod (2005, 183),”.... Cross sectional survey design collects data to make inferences about a population of interest at a point in time”. This research used cross section survey design to collect data from pupils, teachers, Headteachers and Ministry of General Education staff from Mumbwa district.

3.3 Study site

The study site for this study were five government primary schools in Mumbwa district of central province in Zambia. The schools were; Nangoma primary school, Kasalu primary school, Nakabu primary school, Kansangwa and Nabuyuni primary school.

3.4 Target Population

A population is the set of people or entities to which the findings are to be generalized (Merriam and Simpson, 1995). Further, McMillan and Schumacher (2001) defined a population as “a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of research.” The target populations of this study were all the teachers, all the pupils and the Ministry of General Education staff in Mumbwa district. This was because these people were either directly or indirectly affected as well or involved in the full implementation of the curriculum development, hence have knowledge and experience of how successful, monitor the implementation process and were therefore in a better position to state the factors affecting the implementation process.

3.5 Sample Size

A sample, according to White (2005) is “a group of subjects or situations selected from a larger population”. The sample size of this study comprised 60 participants from 5 selected primary schools in Mumbwa District; 5 head teachers, 30 class teachers, 20 pupils and 5 key informants from Ministry of General Education (DEBS, ESO, human resource officer, district planning officer and district resource coordinator) in Mumbwa district. This sample gave representation in terms of stakeholders view on the factors affecting the implementation of the revised curriculum in Mumbwa district.

3.6 Sampling technique

Selection of a sample in research depends on the nature of the research questions and the participants who are likely to answer them and in what setting. Mason (2002) provided a broad definition of sampling and selection as “principles and procedures used to identify, choose and gain access to relevant data sources from which the researcher generate data using their chosen methods”. To investigate factors affecting the implementation of the 2013 revised curriculum in selected primary schools of Mumbwa district in Zambia, purposive sampling was used to select respondents in this study.

Kombo and Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the issues under study. In this case Head-teachers, class teachers, pupils and key informants were believed to have had rich information on experience with factors like infrastructure, human resource and teaching materials on whether they affect the implementation of the revised 2013 curriculum.

3.7 Data collection instruments

The research instruments used were structured questionnaires and In-depth interviews. They were used to collect information from the targeted people, and they were attached in the appendix for reference.

3.7.1 Structured questionnaires for class teachers and pupils

A structured questionnaire, according to Sidhu (2006:131) is “an instrument prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sample of population from which information is desired.” It contains open or closed questions or statements to which a respondent reacts (White, 2005).

Different structured questionnaires were administered to class teachers and pupils.

The researcher used structured questionnaires to class teachers which helped to establish whether the revised 2013 curriculum was available for teachers and what support they received from government (if any) towards the implementation of the curriculum. The questionnaires were also used to found out if there were adequate teaching materials in line with the main focus areas for the curriculum, whether the lack of infrastructure and well-trained human resource with a lot of experience affected the smooth implementation of the revised 2013 curriculum. On the other hand,

the researcher used questionnaires to find out whether the revised 2013 curriculum was availed to teachers and pupils and an adequate explanation for their understanding was well prioritized in schools. Further, if the school had modern learning and teaching materials to facilitate for their understanding of the curriculum and how lack of these affected their understanding, consequently the implementation process. In addition the researcher used structured questionnaires to establish whether the school had a conducive environment, and if they thought it would affect the process and the quality of teachers (human resource) they have in relation to the implementation of the revised curriculum and how their efficiency contributed to the successful implementation.

A structured questionnaire was chosen for this study because it collected data in a logical and standardized ways which are more objective. Questionnaires were administered in a written form and standardized instructions for recording responses ensured some uniformity with little variation.

3.7.2 The In-depth interviews for Ministry of General Education staff and Headteachers

An In-depth interview instrument provided detailed or insightful information, especially if the respondents were more knowledgeable making it possible to measure what the person already knows (knowledge and information), what a person likes (values and preferences) and what the person thinks (attitudes and beliefs) (White, 2005). The study used in-depth interview guide which had a list of questions to guide the researcher in exploring on the subject under discussion.

Different In-depth interviews were administered to head teachers and staff from the Ministry of general Education of Mumbwa district.

The In-depth interviews were used by the researcher to find out the role of the ministry in the implementation process and how best the curriculum can be put to effective use. The researcher also wanted to establish the factors that affected the Ministry of General education in the implementation process and what should be done to successfully implement the revised 2013 curriculum. Furthermore, the researcher wanted to find out what was the role of head teachers in the implementation process of the revised 2013 curriculum. The In-depth interview were also used to find out the factors that affected the smooth implementation of the revised 2013 curriculum.

In-depth interviews were good to use in a study were the researcher was interested in individual information regarding several topics of interest that can be attained only through an informal

conversation alone with the key informant, (Boyce 2006). This study is related as it require detailed information on the curriculum development, its implementation, the response of the targeted people (key stakeholders), the factors affecting smooth implementation of the curriculum.

In this study, in-depth interviews were used to explore the views of respondents, ideas and behaviors to help understand the curriculum implementation. In-depth interviews provided a friendly environment for people to give out their ideas and thought, thus the results and feedbacks that were obtained were more easily and accurately. More so, they allowed interviewers to understand deeper with the participant, and gain more extra knowledge and insight on the topic which was under study.

3.8 Reliability and Validity

Reliability is the degree to which an assessment produces stable and consistent results. The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Thus other researchers must be able to perform exactly the same experiment, under the same conditions and generate the same results. Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method, (Cozby 2007). To ensure reliability and validity, this research followed all the right procedures with respect to the principles of scientific research as well as setting its goals and objectively clearly from the start.

3.9 Data collection procedures

Prior to carrying out the research, permission was sought from the District Education officer as well as the administrator of the school. The researcher went to the schools on different days and times and administered questionnaires to teachers. The respondents were given a time frame to answer the questionnaires after which the researcher collected them for analysis.

3.10 Data Analysis

The purpose of data analysis is to build up an intellectual model in order to draw meaningful conclusions of the study (Blaxter, Hughes and Tight, 2001). Interview data were analyzed qualitatively through coding and themes (thematics) formation in order to come up with significant themes and narratives. Codes were used to group data with similar responses and each code was

arranged according to themes of analysis and the content was analysed comprehensive findings without deviating from the original meaning.

3.11 Ethical Considerations

The respondents' rights were respected. The pupils and teachers were interviewed in privacy for fear of victimization from the school authority. The respondents' freedom to answer or not was considered. Names of the respondents were not written anywhere. The researcher kept all parts of the interview and all materials confidential and inaccessible to unauthorized individuals. For the other participants as well, efforts were made to ensure the interview take place in a private setting for the purposes of confidentiality. Any form of personal identifiers that were collected in the survey were used only for distinguishing individuals during data collection or information verification and not during data analysis or reporting. And once entered onto computers/statistical package, only the researcher had access to the data containing personal identifiers and the use of electronic devices allowed password protection of devices. Datasets were not shared to any individual or organization that are not involved in this research or for other unintended purpose rather than for this study. Finally, since the study was dealing with people and some who might be below the legal age of 18, consent and assent forms were used to show that the respondents were not be forced to provide responses.

Summary

The chapter on methodology brought out the methods that were used in the study. Structured questionnaires and in-depth interviews were used to collect data. These tools were favorable for the cross section survey. The chapter also stated the research design, participants in the study, methods used to collect data, problems encountered, and methods of data analysis and data collection, as well as ethical considerations.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

This chapter presents information on the study findings. The research findings are based on the primary data that was obtained from the pupils, teachers, Headteachers and Ministry of General Education staff from Mumbwa district in Zambia. Demographic data of the respondents is presented followed by views of the respective respondents.

4.1 Demographic details of respondents

The researcher in this section presents the demographic information of the participants who were involved in the study. The structured questionnaires and in-depth interview guide had questions on background of the respondents. Respondents included pupils, teachers, Headteachers and Ministry of General Education staff from Mumbwa district in Zambia.

The staff from the Ministry of General Education included the DEBS, ESO, human resource officer, district planning officer and district resource coordinator, thus 5 respondents were interviewed from the Ministry.

Further, 5 Headteachers, 35 teachers and 20 pupils participated in the study. Male Headteachers were 3 and 1 female Head teacher. Female teachers who participated in the research were 22 and male teachers were 8. Of the pupils who participated in the study, 10 were male and 10 were female as shown in table 4.1.

Table 4.1 Frequencies and percentage distribution of the respondents

Variables	f	%
Gender (n=60)		
Male	26	43
Female	34	57
Type of participants		
Ministry of General Education staff, Mumbwa district	5	8
Headteachers	5	8
Teachers	30	50
Pupils (learners)	20	34

4.2 Human resource effect on the implementation of the revised 2013 curriculum

This section presented the findings based on research question number one that stated that human resource affected the implementation of the revised 2013 curriculum. The section has been subdivided in several different themes with percentages, direct quotations, tables and charts used to present the findings.

4.2.1 Available human resource trained on the revised 2013 curriculum

Teachers, Headteachers and the participants from the Ministry of General Education were asked whether the available human resources were trained on the revised 2013 curriculum.

The Ministry of General Education staff revealed that the process of training teachers and Headteachers so that they fully understood the revised curriculum was underway in the district. However, there had been a slow progress towards achieving the target of making sure that all the teachers are well trained and have a comprehensive understanding of the whole revised 2013 curriculum.

Similar responses were echoed from the headmaster and teachers who stated that there has been no training with regards to the new changes and requirements of the revised 2013 curriculum.

For instance one of the school administrators said that:

Most of the teachers are not sufficiently trained and equipped with the knowledge required to implement the curriculum and this affects their effectiveness and the quality of their efforts towards the implementation.

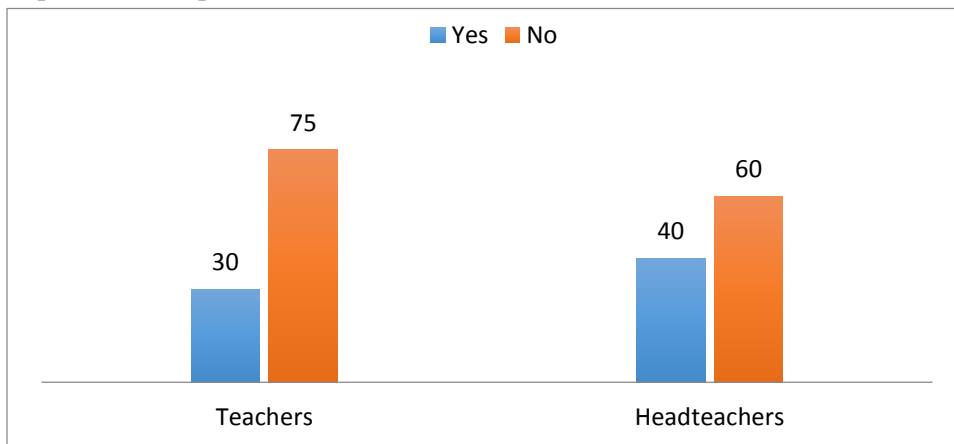
Another teacher added that:

We need to go for workshops and advanced studies because the time we were learning, such changes were not there....but now things have changed and with the introduction of technology and other things, you find there are new curriculum to follow and since in our time of college we never learnt these things, we therefore need more like re-training or refresher course if I may say so.

4.2.2 Knowledge on the implementation process of the revised curriculum

Teachers and headteachers were asked whether they had knowledge with regards to the implementation process of the 2013 revised curriculum, findings show that 75% of the interviewed teachers did not have any knowledge on how the revised curriculum should be implemented. Among the head teachers, 60% did not have any knowledge on the implementation process of the revised curriculum as shown in figure 4.1.

Figure 4.1: Presentation distribution of teachers and head teachers response on their knowledge of the implementation process of the revised curriculum 2013

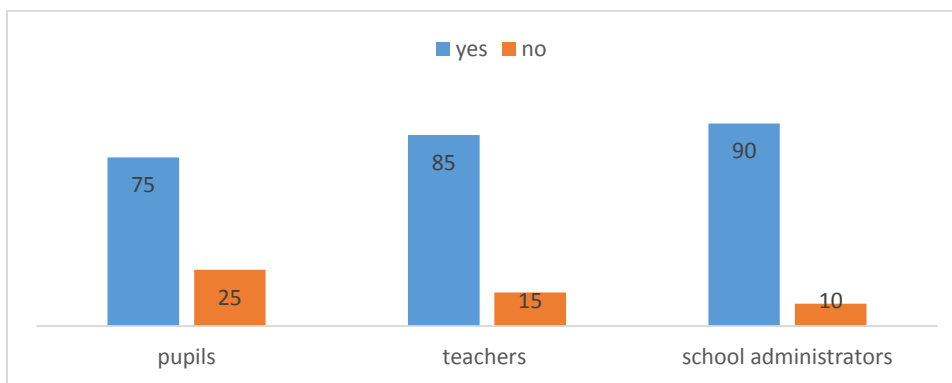


Results in figure 4.1 show that the minority among the teachers and headteachers respectively had understanding of the implementation process of the revised 2013 curriculum. This clearly shows that there were low levels of understanding in terms of the curriculum and this would have effects on the successful implementation of the curriculum.

4.2.3 Views on human resource effect on the implementation of the revised curriculum

Pupils, teachers, Headteachers and the participants from the Ministry of General Education were asked whether human resources would have an effect on the implementation of the revised 2013 curriculum.

Figure 4.2: Percentage distribution of pupils, teachers and head teachers on human resource effect on the revised 2013 curriculum



Source: fieldwork, 2017

Findings from the study on whether human resource had affected the implementation of the 2013 revised curriculum revealed that 75% of the pupils, 85% of the teachers and 90% of the school administrators all reported that human resource has an effect on the implementation of the 2013 revised curriculum.

Asked whether human resource had an effect on the implementation the revised curriculum, the district resource coordinator from the Ministry of General Education in Mumbwa district said that:

Of course, human resource is very important to the process starting from the formulation through to the actual implementation of the curriculum. Therefore, if we have a human resource that is not well prepared to handle the process, then we should not expect to see any improvements or changes with regards to things addressed in the revised curriculum.

The education standard officer added that:

To improve on the standard of education in the district and nation at large, we need a well-trained and equipped human resource and a case where the available human resource is not well trained, the standard are expected to be of low quality. ...and this applies to the revised curriculum; much as it may strive to address the gaps in education and the economic needs, if the people given the mandate to handle the who process are not effective (meaning not well trained), there is little that will be realized from the whole revised curriculum.

4.3 Infrastructure effect on the implementation of the revised 2013 curriculum

The section has been subdivided in several different themes with percentages, direct quotations, tables and chats used to present the findings.

4.3.1 Importance of the infrastructure on the implementation of the revised curriculum

Interviews with DEBS from the Ministry of General Education from Mumbwa district revealed that the ministry was aware of the challenges infrastructure has had in terms of streamlining the revised 2013 curriculum in the day to day learning activities of pupils, for example learning on entrepreneurship skills, local languages need some special rooms that are specifically designed to easy understanding of pupils and have a view of the practical world. And in terms of the local language, there was need to have specific rooms where kits are stuck permanently, translations with models are put so that pupils can easily refer to that. However, lack of such infrastructure had a negative impact on how effective the ministry thought the implementation and impact was be on the learners.

The district planning officer official said that:

The ministry has found it had to monitor and evaluate how the 2013 revised curriculum is being implemented because we know most of the needed materials and resources like infrastructure are not developed to meet the requirements of this curriculum, therefore we know that implementation is already affected by this.

4.3.2 Views on the available infrastructure, in relation to the implementation process.

Pupils, teachers and the participants from the Ministry of General Education were asked whether human resources had an effect on the implementation of the revised 2013 curriculum.

Results from the Ministry of General Education staff from Mumbwa district revealed that the district was aware of the challenges the current infrastructure pose on the successful implementation of the revised 2013 curriculum. And that it was not easy to successfully implement certain subjects of the revised curriculum as the available infrastructure does not support that.

The pupils indicated that there topics that required them to learn things and practice them to that we see and know how they work in real situations. This had helped them understand and apply the knowledge they acquired. However, in most of cases, even practical things were just narrated to us and it ends there.

One of the interviewed pupils said that:

Our teachers keeps telling us that we will see how some of the practical things work later...but we may end up graduating from this school without having a practical feel of anything.

One of the interviewed teachers said that:

Some of the things we don't teach them, we just tell the learners that they will learn them when we go to high school, but they need introduction so that they already know some of these things...asked why they don't teach them, he said because the school doesn't have the specific room (infrastructure) and other necessary equipment to use.

4.3.3 Views of teachers, pupils and administrators on infrastructure effect on the implementation of the revised curriculum

The study further wanted to establish what the state of infrastructure in the sampled schools with respect to the revised 2013 curriculum and whether this had any effect on the implementation of the curriculum, generally findings revealed that the available infrastructure does not meet the requirements for the effective implementation process.

Table 4.2: Presentation on state of infrastructure and its effect on implementing the revised curriculum

Variables	Teachers		Pupils		School administrators	
	Yes	No	Yes	No	Yes	No
Developed infrastructure	80	20	80	20	85	15
Infrastructure effect on implementation	75	25	100	0	90	10

According to table 4.2, there was a universal response among all the categories of respondents, with majority of the teachers (80%), pupils (80%) and school administrators indicating that the state of infrastructure in their respective schools were not developed to meet the requirements for the effective implementation of the curriculum. Respondents were further asked if the state of infrastructure had an effect on the whole process of implementing the curriculum, findings showed that most of the respondents: teachers (75%), pupils (100%) and the school administrators (90%) reported that the lack of developed infrastructure had a great effect and it had highly affected the rate and effectiveness at which the 2013 revised curriculum was being assimilated in the learning activities of the pupils.

Asked what his views were on the effect of infrastructure on the implementation of the revised curriculum, the district education standard officer said that:

The curriculum was supposed to be implemented after issues of infrastructure have been developed to meet the changes in the curriculum.... like this it would be implemented effectively, now with the challenges faced as a result of

infrastructure, implementing the 2013 revised curriculum has not been possible so far.

A school headteacher added that:

Like at my school, we have the revised 2013 curriculum but we have failed to put it into full effect because the infrastructure we have does not support the practical part of the curriculum. I can therefore say that, the implementation of the curriculum has been negatively affected.

4.4 Teaching materials effect on the implementation of the revised 2013 curriculum

This section presents findings based on whether teaching materials affected the implementation of the revised 2013 curriculum. The section has been subdivided in several different themes with percentages, direct quotations, tables and chats used to present the findings.

4.4.1 Existence of teaching materials in schools

Teachers and headmaster were asked whether their respective schools had adequate teaching materials that were in line with the revised 2013 curriculum.

Findings revealed that most of the schools have teaching materials, however, they were not updated to meet the current changes and requirements of the revised 2013 curriculum. This had an effect of the way teachers prepare and teach the subject content of the revised curriculum.

One the interviewed school administrator said that:

I see my teacher struggling on how best to bring out content which is helpful and easy to understand to the pupils depending on the limited teaching materials that we have as a school...and I can say that its' not easy and much as the teachers do their best, the available teachings doesn't not make it possible transfer quality knowledge to the pupils as required by the curriculum.

Further, interview with the teachers revealed that teachers as key figures in curriculum implementation must use all the skills and techniques of teaching acquired in teacher education program for effective. However, lack of adequate teaching materials always affect them in their

preparation and teaching, thus end up leaving much of the content that is so important for the learners.

4.4.2 Importance of teaching materials in implementing a curriculum

Teachers, headteachers and staffs from the ministry of General Education from Mumbwa district were interviewed on their views on whether teaching materials were important in implementing an education curriculum.

Interviews with Ministry of General Education staff revealed that educational resources utilization was very important in curriculum implementation and that learning cannot be a permanent change of behaviour without the use adequate instructional materials in teaching process. Further, the exercise of the curriculum requires personnel, facilities, instructional materials, good administration and teaching methods among other things needed for curriculum implementation. In addition, the staff emphasized that for any curriculum plan or innovation to become fully meaningful, it must be adequately implemented.

Asked his view on whether teaching materials were important in implementing an education curriculum on, one of the interviewed teachers said that:

I fail to prepare adequately in line with what the curriculum requires me to deliver because some of the materials are not available and this affects the quality of what I will teach to the pupils...at the end of the day, you will realize that the curriculum hasn't achieved what it wanted because the teaching was compromised due to lack of enough and adequate materials.

Another teacher added that:

Teaching materials are important because at times I end up looking like am lying to the pupils because I keep saying things without proper reference...the pupils will therefore doubt the applicability of the revised curriculum.

In line with this, an interview with school administrators revealed that there was little support given to the schools in terms of the teaching materials and this affects how teachers prepare and disseminate the information in the curriculum because they face a lot of difficulties in doing so. Further, school administrators observed that education couldn't be a bed role of national

development without adequate instructional materials usage. Therefore, teachers, students and administrators need one facility or the other to really work effectively.

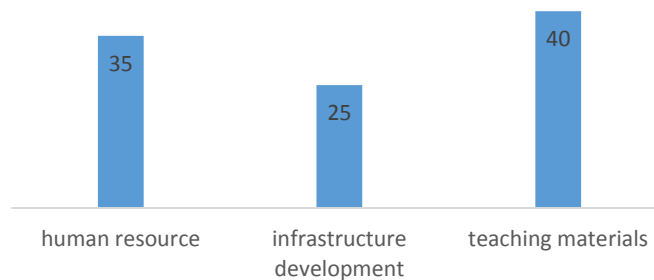
4.4.2 Teaching materials effect on the implementation of the revised 2013 curriculum

Table 4.3: The researcher used questions to explore whether teaching material had an effect on implementing the revised curriculum

Respondents	Yes	No
Teachers	95	5
Pupils	75	25
Headteachers	100	0

According to the study findings, 95% of teacher respondents, 75% of pupils' respondents and all the school administrators (100%) reported that teaching materials has an effect on the implementation of the 2013 curriculum. This showed that teaching materials had a great effect on the way the revised curriculum will be implemented and the overall understanding of the learners. Finally the study wanted to establish which one among the factors under study; thus teaching materials, infrastructure development and human resource had more effect on the implementation of the curriculum according to the respondents.

Figure 2.3: Presentation on respondents' over human resource infrastructure and teaching materials responses on which of the factors affects the implementation of the curriculum more.



Findings in figure 4 show that teaching materials had more effect on the implementation of the curriculum as reported by 40% of the respondents. Among the three factors, infrastructure development (25%) was reported to have the least effect on the implementation of curriculum.

However, the minimal differences between the three factors show that to a larger extent all the factors have a great effect and therefore there is need to have them in place before any curriculum is developed and implemented so as to successfully and effectively implement any curriculum.

Summary

The researcher in this chapter presented findings of the study which were based on the research questions. The researcher began by presenting the demographic data of the pupils, teachers, headteachers and Ministry of general education staff from Mumbwa district. Research findings on the whether human resource, infrastructure and teaching materials has an effect on the implementation of the revised 2013 curriculum were revised. The respondents revealed that human resource played an important role in the implementation, infrastructure was important and that teaching materials limits the content teachers teach to the learners.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

The researcher in this chapter discusses the findings and their implications on the implementation of the revised 2013 curriculum. The findings are discussed in relation to the research objective. In this chapter, effort has been made to reflect, confirm and extend current knowledge and thinking in implementation of curriculums.

5.1 The effect of Human resource effect on the implementation of the revised 2013 curriculum

According to Rembe (2006) few teachers are chosen to receive training so that they in turn train others in schools. This has affected the transformation of information necessary for any latest developments in the education curriculum consequently failing to equip teachers with the requisite skills. Human resource had not been implored with the necessary skills to undertake and effectively implement the curriculum, this study further revealed how the lack of sufficient and well trained human resource fails to understand the content of the curriculum thereby ending up delivering content which is not in line with the revised curriculum. School administrators and teachers are not well guided on the revised curriculum and this affects their understanding in process affecting the learners who universally reported that human resource has effect on implementation of the revised curriculum looking at what they learn and what they were supposed to be learning if the curriculum was effectively implemented.

In-training services is supposed to be introduced in all schools, teachers are supposed to continue upgrading their educational levels so as to be knowledgeable about the dynamic trends worldwide of which the revised 2013 curriculum is targeting to achieve. However, with most of the human resource not adequately trained and more so, their lack of knowledge on technological advancement, entrepreneurship skills, handling inclusive classes and interpreting the learning content into local language has greatly affected the overall implementation process of the 2013 revised curriculum. In another literature by Muhammad (2011) noted that teachers with higher levels of education teach well and are competent than those with low levels of education thus academically qualified teachers had more authentic knowledge about the relevant subject than the

academically less qualified teacher. Therefore, it was imperative to have a human resource that continuously trains to so as to remain knowledgeable about the any developments in education.

5.1.2 The importance of Human resource in the implementation process of the revised curriculum

Findings from the study showed that the qualifications of teachers and level of understanding was very important for a successful implementation of the any curriculum as well as any other education project aimed at enhancing the quality of education in any given school and country at large. Pupils, teachers and school administrators were asked whether the available human resource was trained and understand the implementation process of the 2013 revised curriculum, whether this has an effect on the actual implementation and how, findings according to figure 2 show low levels of understanding among the available human resources with regards to the 2013 revised curriculum.

Human resource has a greater effect on the implementation of the curriculum as shown by most of the respondents among teachers, pupils and school administrators. And with findings in figure 4.1 showing low levels of training and understanding among the human resource in the respective sampled school, it shows that the 2013 revised curriculum is not implemented according to plan therefore it won't achieve its goals. It is therefore important to equip the available human resource with pedagogical skills that will help them understand and foster the implementation of the 2013 revised curriculum.

Further, human resource plays a vital role in the breakdown and dissemination of the information contained in the curriculum, therefore having a human resource which is not well trained and fully equipped has high potential of failing to implement the curriculum as per plan thereby affecting its intended goals.

5.2 The role of the Infrastructure in the implementation of the revised 2013 curriculum

If the available infrastructure does not support certain factors or changes in the curriculum requirement, it will affect other factors both human and financial which are important for the implementation of the curriculum. The success of curricular change largely depends on the learning environment and the extent to which it support changes. A survey study by Clarke (2008)

found out that it is difficult to find appropriate curriculum materials in which authentic participatory pedagogical strategies have been incorporated that could lead to desirable behavior change in the youth in school environment that can't change to adapt the strategies and goals of the new curriculum. In line with these findings, this study further showed that infrastructure development plays an important role in implementing any curriculum, because the developments in education standards as embedded in the 2013 curriculum show the need for certain infrastructure to enhance the human resource teach the pupils effectively. However, in a case where infrastructure is not developed to extent of meeting the changes in the curriculum, most of the things will not be implemented, for instance the case of implementing entrepreneurship skills and teaching practical subjects are affected in cases where there is no environment to support them.

Implementation of a revised curriculum is supposed to be the last in the change process and not the other way round where it is implemented without putting all the necessary factors needed for an effective implementation in advance. According to Wanjiru (2008), found out that is important to start with upgrading or developing of new infrastructure all together before a new curriculum is developed, as this will help integrating the new curriculum in the already existing infrastructure. This is because the curriculum will be upgraded bearing in mind the facilities available to support it, however, as revealed in this study that most of the schools don't have modern infrastructure and other structures important in improving the education content delivered to pupils, it is evident that the implementation process of the 2013 revised curriculum is not implemented effectively.

5.2.1 Importance of infrastructure on the implementation of the revised 2013 curriculum

Infrastructure plays a very important role in every education sector, and with the 2013 revised curriculum there is need for infrastructure development to enhance a smooth implementation of the curriculum. According to findings from this study, limited infrastructure inhibits long learning hours because it affects the certain contents of the curriculum that needs to implemented especially those are practical in nature.

Findings clearly show that without infrastructure developed to meet modern changes in technological and business world, it will be difficult to introduce and teach pupils technical advancements and business skills that will help them to adapt to the changing world needs thereby maintaining education to be relevant.

Following the Saunders Report of November 1967, it was recognized that Technical Education and Vocational Training deserved the highest priority as a contributor to national development. This led Government to formally establish technical education aimed at providing comprehensive training programs. Therefore, the objective in technical education was to train Zambians to meet the needs and requirements of industry for skilled manpower. However, with no infrastructure developed to support the teaching of technical and vocational training, it has proved difficult to fully integrate this aspect as outlined in the 2013 revised curriculum.

Further, due to lack of well thought-out pedagogy and accompanying technology-rich learner-facility, pupils are unable to develop necessary skills in the relative subject. Therefore, it is important to develop inquiry-based teaching with supporting technology-rich infrastructure and faculty preparation to enhance pupils' knowledge and skills in the respective subjects via hands-on training, leading to a smooth implementation of the 2013 revised curriculum.

5.3 The effect of Teaching materials on the implementation of the revised 2013 curriculum

Teaching/learning resources enable a pupil to effectively socialize with his/her environment. The nature, quality and quantity of the preschool dictate among others teaching approach/methodology used in schools. Further, group activities are quite popular when classrooms have adequate space to allow pupils be in groups and perform different tasks as assigned to them. Thus teaching and learning materials help pupils in their day to day learning and help them put to practice some of the things they learn as well as allowing them to interact with other pupils. With regards, to these highlights, this study wanted to establish whether teaching materials has an effect on the implementation of the 2013 revised curriculum.

A related study by Dele (2005) observed that the problem of Nigeria education system is not planning but implementation. The task of curriculum implementation therefore is not a simple one. This is because enough funds personnel and instructional materials. Educational resources as a matter of fact play an important role in curriculum implementation therefore teachers teaching and pupils in the learning process cannot operate well without educational resources because the teaching materials in teaching is to aid the teacher teach effectively and while in the learning for

pupils is to help the learner visualize and have an extra understanding of what they are being taught.

Teachers in particular feel good when the curriculum is properly implemented. Failure of the students is the failure of the teachers that taught the students. Samuel (2013) observed that the success of any teacher in teaching learning process depends on the performance of his or her students. This is what one may call achievement of objectives of teaching from lesson level to graduation level in this country. Despite the barriers, teachers should strive to achieve the stated objectives of the curriculum. Therefore, a case where there are no teaching materials leading to teachers failing to deliver the right content to the pupils will lead to poor quality of graduates, thus failure to implement the revised curriculum effectively.

Findings in this study revealed that most schools have teaching materials that are not related to the core areas of the revised 2013 curriculum and this makes it hard to prepare and teach the pupils according to the requirements of the curriculum. Further as shown in the findings, among the three factors, teaching materials has a greater effect on the implementation process although the impact from the three factors under study is almost the same. It is therefore important to make available materials as the curriculum is developed and implemented so as to enable the stakeholders effectively do their duties and implement the 2013 revised curriculum according to the set guidelines and achieve the goals.

Summary

In conclusion, the researcher has discussed a number of issues with regards to the effect of human resource, infrastructure and teaching materials on the implementation of the revised 2013 curriculum in Mumbwa district. The available human resource is not well trained with regards to the revised curriculum and have low levels of understanding on the overall implementation process. The Ministry of General education is aware of the lack of infrastructure and the delay in training teachers with the skills required for the implementation of the revised curriculum. Further, the Ministry is aware of the challenges which lack of these factors in place pose to the success of the curriculum. Further, pupils, headteachers and pupils expressed their concern on how lack of teaching materials affects their learning and teaching respectively.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

In this chapter, conclusions and recommendations have been presented. The conclusions are based on the research questions. There were three research questions in this study. These included to determine whether human resource affected the implementation of the revised 2013 curriculum, analyse the extent to which infrastructure development affected the implementation of the revised 2013 curriculum and determine whether teaching materials affected the implementation of the revised 2013 curriculum.

6.1 The importance of Human resource in the implementation process of the revised curriculum

Human resource plays a very important role in the implementation of the curriculum as findings show, however, there is insufficient human resource in most schools, not fully trained human resource to meet the revised curriculum needs and lack of support to enhance the available human resource so as to fully implement the curriculum successfully.

The study revealed that from the time the curriculum was revised, there has been slow progress recorded in terms of making sure that all the teachers are trained and equipped with the changes that were made in the revised curriculum. Findings show that much as the Ministry of general education in Mumbwa district know and understand the challenges this might have on the implementation process, there hasn't been much done to ensure the requirements to need the changes is enhanced. In addition, headteachers understand the importance of the human resource being taught enhancing skills that will enable them understand the revised curriculum as well as the implementation process itself.

6.2 Importance of infrastructure on the implementation of the revised 2013 curriculum

In conclusion, it was evident in the discussion that a curriculum to be successfully implemented and achieve the desired goals, a lot of factors need to be considered and if they are inadequate, the

implementation will be affected. The 2013 revised curriculum was but one of the many curriculums that have been implemented in Zambia and unlike the previous curriculums, the 2013 revised curriculum was aimed at meeting the dynamics in social and economic related areas. Therefore, most factors need to be put in place if it is to be effectively implemented. Infrastructure development has effect on the implementation of the 2013 revised curriculum because some of contents are practical, require more room for implementation, technological advancement support among other, while on the disabled children they need infrastructure that will support them from accessibility through to quality of education they will be able to learn from the revised curriculum. It is therefore important to make sure that before the curriculum is implemented, necessary measures are put in place as far as infrastructure is concerned.

6.3 The effect of teaching materials on the implementation of the revised 2013 curriculum

Findings on teaching materials show that most of the most schools have teaching materials, however, they are not updated with the revised curriculum. Thus, most textbooks and other teaching materials like teaching aids that are required to implement the revised curriculum are not yet available in most schools and this has had a great effect on how teachers prepare to teach the pupils. This was confirmed by the headteachers who indicated that teachers struggle to prepare and teach while pupils stated that most of the times they don't learn practical content of the curriculum because they don't have the equipment.

Finally, teaching materials were reported to have a greater effect among the three factors that were under study. Lack of teaching materials limits teachers' ability to prepare and also the quality of content they will give to the learners especially in practical and entrepreneur subjects. It is therefore important to provide all necessary materials if the importance of the 2013 revised curriculum is to be realized.

Recommendations.

Based on the findings from this study, the following recommendations were made;

1. The government through the Ministry of General Education should build many schools that has infrastructure which meets the demand of the newly introduced subjects such as, hospitality, a component in Home Economics, so as to enhance the implementation of the curriculum.
2. The government should involve other stakeholders like, Child Fund, Children International and World Bank, to help in funding teachers training that will enhance teacher understanding and participation in the implementation of the revised curriculum 2013.
3. The government through the Ministry of General Education should provide curriculum copies in all schools to help teachers implement the curriculum accordingly. There is also need to constitute committees of teachers to spearhead and make available the curriculum and monitor the whole implementation in each district
4. The government through the Ministry of General Education should provide teaching materials that are not available in schools which are in line with the 2013 revised curriculum.

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Appendices

Appendix 1

IN-DEPTH INTERVIEW GUIDE FOR THE MINISTRY OF GENERAL EDUCATION STAFF IN MUMBWA DISTRICT

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY (UNZAZAO)

I am a second year student pursuing a master s degree in education management at the University of Zambia. My program study requires me to carry out a research study. You have been selected as a respondent to this questionnaire, however, your participation is voluntary. This is purely an academic study, therefore the information will be used strictly for academic purpose and will be treated confidentiality in deserves.

Thank you in advance

IN-DEPTH INTERVIEW GUIDE THE MINISTRY OF EDUCATION

1. Age.....
2. Sex.....
3. Education qualification.....
4. According to your understanding, what are its main areas of focus?.....
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5. Is the implementation attainable, give reason for your answer.....
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6. How do you think this curriculum can be put to fully effective use?

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7. What is the main role of the ministry in the implementation process.....

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8. Do you (ministry) participate in the implementation.....

9. If yes how,

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10. If no, why

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11. What factors hinders the ministry in the implementation of the 2013 revised curriculum development, if

any.....
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12. Does teaching materials affect the implementation of the revised curriculum development?.....

13. Give reason to your

answer.....
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14. Does teaching human resource affect the implementation of the revised curriculum development?.....

15. Give reason to your

answer.....
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16. Does teaching infrastructure affect the implementation of the revised curriculum development?.....

17. Give reason to your

answer.....
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18. According to your experience, what factor affect the smooth implementation of the 2013 revised curriculum development?

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19. What are your recommendations in terms of implementing a curriculum that will be effective?

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Appendix 2

IN-DEPTH INTERVIEW GUIDE FOR HEAD TEACHERS OF SCHOOLS IN MUMBWA DISTRICT

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY (UNZAZAO)

I am a second year student persuaing a master s degree in education management at the University of Zambia. My program study requires me to carry out a research study. You have been selected as a respondent to this questionnaire, however, your participation is voluntary. This is purely an academic study, therefore the information will be used strictly for academic purpose and will be treated confidentiality in deserves.

Thank you in advance

IN-DEPTH INTERVIEW GUIDE FOR HEAD MASTERS

1. Age.....
2. Sex.....
3. Education qualification.....
4. Do you have the revised 2013 curriculum development at your school?.....
5. According to your understanding, what are its main areas of focus?.....
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6. Is the implementation attainable, give reason for your answer.....
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7. How do you think this curriculum can be put to fully and effective use?

8. Do you participate in the implementation.....

9. If yes how,

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10. If no, why

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11. Does teaching materials affect the implementation of the revised curriculum development?.....

12. Give reason to your

answer.....
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13. Does teaching human resource affect the implementation of the revised curriculum development?.....

14. Give reason to your

answer.....
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15. Does teaching infrastructure affect the implementation of the revised curriculum development?.....

16. Give reason to your answer.....
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17. According to your experience, what factor affect the smooth implementation of the 2013 revised curriculum development?
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18. What are your recommendations in terms of implementing a curriculum that will be effective?
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Appendix 3

QUESTIONNAIRE FOR CLASS TEACHERS OF SCHOOLS IN MUMBWA DISTRICT

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY (UNZAZAO)

I am a second year student persuing a master s degree in education management at the University of Zambia. My program study requires me to carry out a research study. You have been selected as a respondent to this questionnaire, however, your participation is voluntary. This is purely an academic study, therefore the information will be used strictly for academic purpose and will be treated confidentiality in deserves.

Thank you in advance

Instruction: **On questions with options already, tick or circle on the option you have chosen.**

QUESTIONNAIRE FOR CLASS TEACHERS

1. Age.....
2. Sex.....
3. Education qualification.....
4. Do you have the revised 2013 curriculum development at your school?.....
5. Do you receive necessary support from the government and school authority towards implementation if the revised curriculum?
1. Yes 2. No
6. If yes to question 5, what type of support.....
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7. According to your understanding, what are its main areas of focus?.....
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8. Is the implementation attainable, give reason for your answer.....
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9. How do you think this curriculum can be put to fully and effective use?

10. Do you participate in the implementation.....

11. If yes how,
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12. If no, why
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13. Do you have updated teaching materials with regards to the revised curriculum development?
1. Yes 2. No

14. What type of materials do you have.....
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15. Does teaching materials affect the implementation of the revised curriculum development?.....

16. Give reason to your answer.....
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17. Does teaching experience and qualifications matter in the implementation of the revised curriculum?

- 1. Yes
- 2. No

18. Give reason to your answer?
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19. Do you think teachers need continuous training in order to effectively implement the changes in curriculum development?

- 1. Yes
- 2. No

20. Give reason to your answer in question 20
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21. Does human resource affect the implementation of the revised curriculum development?.....

22. Give reason to your

answer.....
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23. Does your school has modern learning facilities that support the changes in the 2013 revised curriculum development?

- 1. Yes
- 2. No

24. Does this affect your implementation of the revised curriculum?

- 1. Yes
- 2. No

25. Give reason to your answer in question 25

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26. Does teaching infrastructure affect the implementation of the revised curriculum development?.....

27. Give reason to your

answer.....
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28. According to your experience, what factor affect the smooth implementation of the 2013 revised curriculum development?

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29. What are your recommendations in terms of implementing a curriculum that will be effective?

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Appendix 4

QUESTIONNAIRE FOR PUPILS OF SCHOOLS IN MUMBWA DISTRICT

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY (UNZAZAO)

I am a second year student pursuing a master s degree in education management at the University of Zambia. My program study requires me to carry out a research study. You have been selected as a respondent to this questionnaire, however, your participation is voluntary. This is purely an academic study, therefore the information will be used strictly for academic purpose and will be treated confidentiality in deserves.

Thank you in advance

Instruction: **On questions with options already, tick or circle on the option you have chosen.**

QUESTIONNAIRE FOR PUPILS

1. Age.....
2. Sex.....
3. Education qualification.....
4. Have you heard of the revised 2013 curriculum development at your school?
1. Yes 2. No
5. Do you have a general understanding of it
1. Yes 2. No
6. What do you know about the revised 2013 curriculum development?
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.....
7. Does the school take time to explain it to you
1. Yes 2. No
8. Do you think your teachers are trained enough to help you with the changes in the curriculum

1. Yes 2. No

9. Does the qualification of the teachers matters when it comes to change in what you learn

1. Yes 2. No

10. Does your school have enough materials like books to help you understand the new curriculum?

1. Yes 2. No

11. Do you think lack of adequate and up to date materials like books, will negatively affect your understanding of the new curriculum

1. Yes 2. No

12. Has the school buildings been built to provide room for change in the curriculum?

1. Yes 2. No

13. So how do you learn topics that need practical?

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14. Does lack of infrastructure development affect your understanding of the curriculum?

1. Yes 2. No

15 Give reason to your answer in question 14.

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16 Is the revised curriculum being put to effect at your school

1. Yes 2. No

17 Give reason to your

answer.....

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18 What do you think need to be done to help learners adapt and understand the 2013 revised curriculum development?

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