

**CURRICULUM IMPLEMENTATION IN A NEWLY ESTABLISHED SCHOOL: A  
CASE OF KAPOCHE DAY SECONDARY SCHOOL IN KATETE DISTRICT,  
ZAMBIA**

**BY**

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN  
COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT.**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2019**

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### **AUTHOR'S DECLARATION**

I, **Askofu Phiri**, declare that the work presented in this dissertation is my own and that all the work of other persons have been duly acknowledged, and that this work has not been presented at this University or any other University for similar purposes.

Signature.....

Date.....

## CERTIFICATE OF APPROVAL

This dissertation of **Askofu Phiri** has been approved as the partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia in collaboration with Zimbabwe Open University.

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## **ABSTRACT**

The study was conducted in Katete district of Eastern Province of Zambia. This study sought to explore how the 2013 revised curriculum had been implemented at a newly established school Kapoche day secondary.

This study was qualitative and employed a case study approach. The sample size consisted of the DEBs, the head teacher, four heads of departments, eight class teachers and twenty pupils of Kapoche day secondary school. The description and thematic analysis were used to analyse the data.

The findings of the study revealed that the successful implementation of the revised curriculum depended on a number of things among were: availability of resources, positive attitudes towards the curriculum by both teachers and learners.

The study concluded that lack of teaching and learning resources, non-availability of laboratory, library facilities and low staffing levels adversely affected the implementation of the revised curriculum at Kapoche day secondary school. It was also concluded that the way teachers and learners perceived the revised curriculum as well as each other had positive as well as negative impacts on the curriculum implementation process at the school. The researcher further concluded that even though there were a number of things that were not in place the school management team including the teachers did put in their best to ensure that the revised curriculum was effectively implemented.

## **DEDICATION**

This report is dedicated to my lovely wife Cecilia Ziwa Phiri, my mother Tikambenji Banda my daughters Sylvia Phiri, Lucy Phiri and Veronica Phiri for their support rendered to me during the period of my studies with the University of Zambia in collaboration with Zimbabwe Open University.

## ACKNOWLEDGEMENTS

I would like to thank everyone for the guidance, support, assistance and encouragement that you provided in my completion of this work. This experience has sincerely been a growing opportunity for me both professionally and personally.

I am grateful to Dr. Innocent. Mutale .Mulenga, my supervisor, for his knowledge, patience, and commitment that carried me to the completion of this dissertation process. You have been an amazing source throughout this endeavour and I am very fortunate to have you as my supervisor. You are an outstanding Doctor. Thanks to Dr. G. Masaiti our Coordinator who provided great insight and advice each step of the way and shared his expertise and encouragement that will always be treasured and my friends Mr. M.K. Kasitu, Mr. A. Phiri and Mr. Malama for their encouragement.

Special thanks to my family for their love, support and prayers throughout this process. My love and thankfulness especially go to my wife Cecilia, who supported and provided unselfish love to me during this experience. To my brothers Phillip and Mabvuto thank you for being there for us as a family. My children, Sylvia, Lucy and Veronica thank you for cheering me on and believing that I would finish the race. I am grateful to have such a wonderful family. You will never know how much I love and appreciate you.

Finally to my God, thank you for the many blessings, strength and wisdom that you provided to me to make the completion of this work a reality.

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## **ACRONYMS AND ABBREVIATIONS**

BESSIP:	Basic Education Sub-Sector Investment Programme
CDC:	Curriculum Development Centre
CPDs:	Continuous Professional Development
DEBS:	District Education Board Secretary.
FG:	Focus Group
HoD:	Heads of Department
ICT:	Information and Communication Technology
KDSS:	Kapoche Day Secondary School
MoE:	Ministry of Education.
MoESP:	Ministry of Education Strategic Plan
MoESVTEE:	Ministry Of Education, Science, Vocational Training and Early Education
MoGE:	Ministry of General Education.
PTA:	Parents Teachers Association.
ZECF:	Zambia Education Curriculum Framework
SESO :	Senior Education Standards Officer.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Overview**

The main components in this chapter include; the background to the study, statement of the problem, purpose of the study, objectives, research questions, theoretical framework and conceptual framework. The significance of the study, delimitations and operational definition of terms has been discussed as well.

#### **1.1 Background**

The school curriculum in Zambia has gone through four major policy reforms. This was done so as to realign the education offered to learner's considering the social, economic and technological developments which have taken place over the years. The three major policy education reforms are expressed in the 1977 Education Reforms, the 1992 Focus on Learning (FOL) and the 1996 Educating Our Future (EOF) educational policy documents.

In the Education reforms of 1977 the school curriculum emphasised the teaching of learner's survival and communication skills. This saw the introduction of production units in both schools and colleges of education. As this was the first education reform after independence, the Zambian government focused on the provision of education for national development (Kelly, 1996).

Kelly (1990) argued that in the early 1990s the education standards in Zambia had gone down due to economic hardships the country was facing. This affected the provision of services to the education sector too. In view of this, the Ministry of General Education and other stakeholders after attending a World Conference on Education in Jomtien in Thailand on Education For All (EFA), organised a National Conference in Lusaka. The aim of this conference was to lobby the Zambian government to allocate more funds to the deteriorating educational standards in order to improve quality and quantity of education.

In 1996, the policy document called Educating Our Future (EOF) was launched by the Zambian government. The aim of this policy document was to decentralise the education sector in order to improve efficiency, effectiveness and access (MoE, 1996). A lot of partners came on board in the provision of education in the country as education was



democratised as well. Access to education even in rural areas improved because of increase in grants to support school programmes (Kelly, 1996).

Then, in 2013, the curriculum was revised which saw the introduction of the two tier career pathways in secondary schools. Learners are provided with options of taking either vocation or academic career pathways (MOESVTEE, 2013). The curriculum was designed to meet the individual and societal needs through provision of life- long learning.

In response to the provision of education which suits the needs of the society and access, the Zambian government embarked on the establishment of more Secondary Schools in the country and Kapoche Day Secondary School in Katete District of Eastern Province is one of the newly established Schools. Kapoche Day secondary School was established in 2013. It was in the same year that the Zambian government through the Ministry of General education implemented the revised curriculum.

However, curriculum implementation was faced with a number of challenges at Kapoche Day Secondary School being a newly established School. Curriculum implementation threatened the teaching and learning and quality of the results of the school and the nation at large.

Studies made by the MOESVTEE (2013) showed that there are various efforts that have been made by the Ministry of General Education to address the issue of curriculum implementation. Conferences had been organised starting from national up to school levels to orient teachers on the revised curriculum. Head teachers were also oriented on the implementation of the curriculum in order to supervise and monitor the implementation of the curriculum.

## **1.2 Statement of the Problem**

The Zambian curriculum was revised in 2013 so that learners succeed not only in the way that they have knowledge but should also have values, attitudes, skills and competences which will enable them to make the best use of their learning (MoGE: 2016 ). The Ministry of General Education has put in place strategies to effectively implement the revised curriculum which are such that if not implemented properly there may be consequences such as low quality of learning and poor implementation.

Despite the MoGE putting in place strategies to effectively implement the revised curriculum; it is not clear as to how this can be done at a newly established school such as Kapoche Day Secondary School. To the best knowledge of the researcher few if any researches have been done in this area, therefore, this study did focus on how the revised curriculum is implemented at Kapoche Day Secondary School, a newly established school in Katete.

### **1.3 Purpose of the Study**

The purpose of this study was to explore how the revised curriculum had been implemented at Kapoche day secondary school.

### **1.4 Objectives**

The researcher in this study intended to achieve the following objectives:

- a) to assess the availability of facilities required for an effective implementation of the revised 2013 curriculum at Kapoche Day Secondary School
- b) to explore the teachers and learners perceptions and experiences of the revised 2013 curriculum at Kapoche Day Secondary School.
- c) to examine the measures taken by the School Management to ensure that the revised 2013 curriculum is effectively implemented.

### **1.5 Research Questions**

- a) To what extent did Kapoche Day Secondary School have the resources required to effectively implement the 2013 revised curriculum.
- b) What were the perceptions and experiences of teachers as well as the learners at Kapoche Day Secondary School with regards to the implementation of the 2013 revised curriculum?
- c) How was Kapoche Day Secondary school managing the implementation of the 2013 revised curriculum?

### **1.6 Theoretical Framework**

This study was informed by the theory developed by Rogan and Grayson (2003), referred to as a theory of curriculum implementation. The theory is about how teachers implement a new curriculum and the factors that influence the way it is implemented. This framework

draws on school development, educational change and science education literature to develop three constructs, with their sub-constructs. The Profile of Implementation (in the classroom), Capacity to Support Innovation and Support and Outside Agencies are three constructs on which the theory is based.

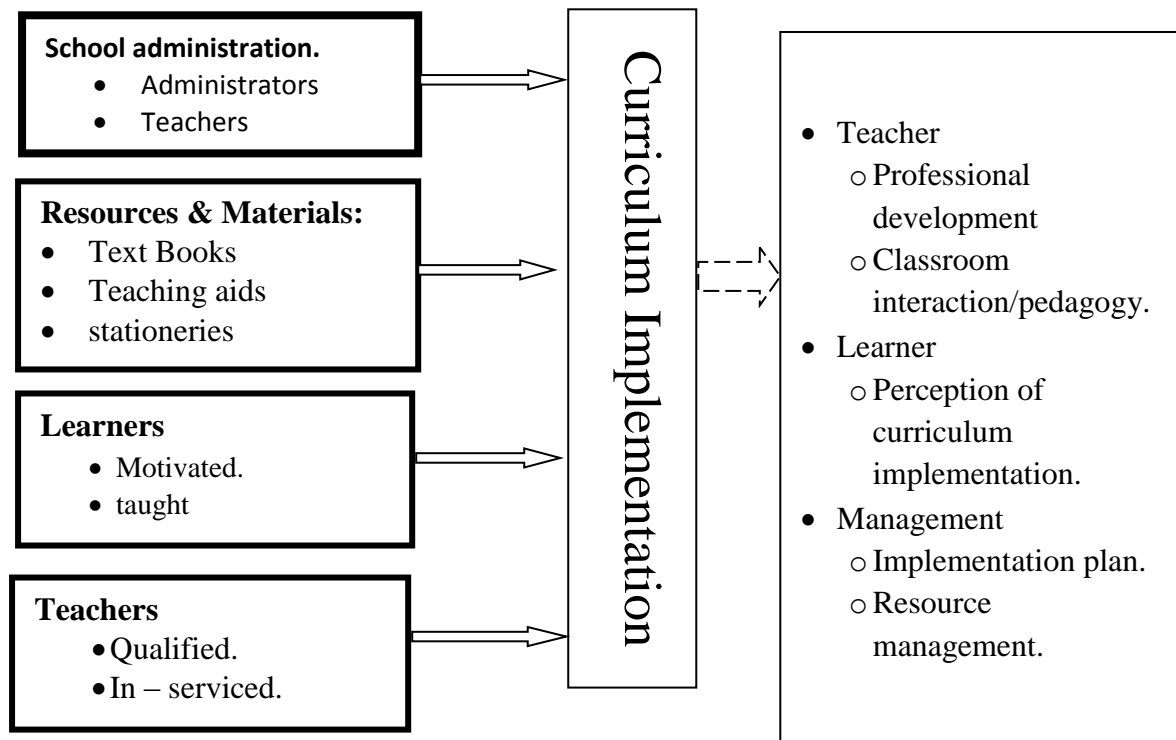
The constructs that informed this study were: the Profile of Implementation which attempts to understand and express the extent to which the aspirations of the curriculum are implemented in classroom practice, as well as the capacity to innovate which attempts to understand the teachers' capacity to implement the curriculum. A third construct, outside influence, was used by Rogan and Grayson (2003), and they focused on whole school implementation of the curriculum. This study did not include this third construct because the focus was specifically on teachers' interpretations of the revised curriculum as well as on the way they implement the curriculum.

Motswiri (2004) recommended the model on the grounds that many schools in developing countries are disadvantaged and under-resourced. This is in agreement with the fact that different teachers in different schools will start at different levels depending on the availability of physical resources, classroom practice and the interpretation of the curriculum. Kapoche day secondary school being a newly established school in a developing country may be disadvantaged and under-resourced as such the researcher decided to use this model. Factors from different sub-constructs may affect schools and teachers differently but the framework will provide the principle of differentiated implementation as the answer. It did help identify gaps between the current practice and the intended practice so as to establish the nature of support needed.

### **1.7 Conceptual Framework**

Effective curriculum implementation is the key to quality education. The curriculum might appear to be easier to be implemented but the key factors should be the attitudes of teachers who make decisions about what should be taught and how to teach it (Lawton, 1973). Effective curriculum implementation demands qualified teachers and the availability of the teaching and learning resources and this is likely to lead to quality education. Lemmer (1999) observed that the quality of a nation's education depends on how effective the curriculum is being implemented in schools. This clearly explains that effective curriculum implementation has a direct bearing on the learner's performance and the school

Table 1.1: Conceptual Framework



### 1.8 Significance of Study

It is hoped that the findings of this study might guide the District Education Board Secretary's office and the school management at Kapoche Day Secondary School to come up with appropriate strategies in curriculum implementation. Other educational researchers may also use the findings to build on more studies that might be carried out on curriculum implementation in newly established schools. This may in turn improve the quality of education and the pass rate in newly established schools.

### 1.9 Delimitations

The study was carried out at Kapoche Day Secondary School in Katete District. The reason of carrying out the study at Kapoche Day Secondary School was that it was the only newly established school in Katete District at the time the study was being under taken.

### **1.10 Operational definition of terms**

*Curriculum:* are all planned activities offered to the learners by the education institution.

*Implementation:* act of putting the curriculum in to practice and ensuring that it is effective.

*Newly established school:* under the MoGE of Zambia a newly established school is one which was opened not more than five years ago.

*Effective:* ability of accomplishing a programme for a designated purpose.

### **Summary**

In this chapter the background of the study, statement of the problem, purpose of the study, objectives, research questions, theoretical and conceptual framework, delimitations and operational definitions of terms have been presented. In the next chapter, a review of literature related to the study has been presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Overview**

In this chapter, literature that is related to the topic under study will be presented. The literature will be presented in three themes namely the need for the 2013 curriculum reviews in Zambia and review of studies related to this study. The chapter will then be concluded with a summary of the gap that exists which this study will most likely fill.

#### **2.1 Need for the 2013 Curriculum Review in Zambia**

On 21<sup>st</sup> February, 2014 the then Honourable Minister of Education, Science, Vocational Training and Early Education presented a ministerial statement to parliament on the revised national education curriculum framework where it was pointed out that the Zambia has been using the curriculum that was formulated after the country attained independence and was based on the repealed 1966 – Education Act (GRZ 2014). In his address the honorable minister informed the house that most of the curriculum aspects had been extensively documented in the national education policy of 1996 “educating our future”.

The curriculum reform process started way back in 1999 when the then Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia (MoE 2013). It was thus clearly stated in the Zambia education curriculum framework (2013) that the review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that were necessary to contribute to the attainment of the Vision 2030.

#### **2.2 Curriculum Implementation**

Since various scholars have forwarded varying definitions and understanding of what curriculum implementation means, a few that are in line with this study will be considered so as to set the standard for literature review with respect to the 2013 Zambia Education curriculum framework. A general perspective is that curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. Onyeachu (2008), viewed curriculum implementation as the process of putting all that has been planned as a curriculum process into practice in the classroom through the combined

efforts of teachers, learners, school administrators, parents, as well as the interaction with the physical facilities, instructional materials, the psychological and social environments. Whilst Fullan (2001) explained that curriculum Implementation is putting new ideas into practice. It involves a transition period in which implementers in the context of the school (teachers) become increasingly skilful, consistent and committed in their use of an innovation (Klein and Sorra, 1996). According to Garba (2004) curriculum implementation is the translation of the objectives of the curriculum from paper to practice. In light of the above it can be said that curriculum implementation is the reaction between the teachers, learners, and other stakeholders in education geared towards achieving the objectives of education.

Fullan (2007) suggested there are three elements to the curriculum implementation process; using new resources and curricula, employing new practices and integrating new principles and attitudes. Changes in teacher's beliefs, attitudes and head teachers need to precede the introduction of new resources and practices as the change in teacher beliefs and attitudes is likely to take after they see evidence of changes in student learning as a result and the new materials and practices (Guskey, 1986). Fullan's (2007) work has increasingly drawn attention to the influence of belief systems on curriculum implementation, recognizing, as Pinar et al (2005) asserted that at the classroom level teachers reconceptualise curriculum based on their own system of beliefs and ideals.

Once the implementation process has commenced the success of the implementation not only relies on the in-service teacher education and change in beliefs and practices but the ongoing support of the implementation process (Fullan & Stiegelbauer, 1991) and clarity of the change process with specific details provided to teachers (Fullan, 2007). Change is hard to conceive and harder to implement (Fullan, 2007) and it requires the support and leadership within schools from subject leaders, vice-principals and principals and at higher levels such as directorates and within the Ministry of Education (Fullan, 2007). The belief and attitudes of supervisors to support changes and curriculum reform is essential and channeling this to teachers (who will need the support of principals and school leaders) with support and training is going to be essential for success.

### **2.3 Zambia Education Curriculum Framework 2013 and Curriculum Implementation**

The ZECF was designed to function as a policy to guide teachers in the implementation of the 2013 revised curriculum. Chapters five of the ZECF outline how the 2013 revised curriculum is to be effectively implemented. A number of bench marks are listed and this study will concentrate on some of the identified as explained in the preceding sections.

### **2.4 Head Teachers and Curriculum Implementation.**

The significance of head teachers in managing educational activities within schools is emphasised by several scholars (Van Deventer and Kruger 2008). This includes among others the facilitating of curriculum implementation and associated reforms as well as instructional supervision which is considered their most important managerial function Van Deventer and Kruger (2008).

Planning is a management task aimed to ensure that the organisation's purpose, mission, goals, and strategies are clearly understood by all the parties involved (Smit and Cronjé 1999). Providing the resources and equipment necessary to implement the curriculum successfully, education authorities should ensure that these are available, and that they are distributed equitably. The successful implementation of a new curriculum depends on the school environment within which it is to be implemented. Ideally, such an environment should be characterised by goal focus, synergised communication, decentralised power, and effective utilisation of resources, cohesiveness, adaptation, and sound morale (Kruger 2002). Head teachers should also involve teachers in decision-making processes and provide them with relevant and adequate resources.

Allocation of time in flexible ways, there are different approaches to specifying the time to be allocated to each subject or learning area. Many education systems and authorities adopt flexible approaches and allow schools some autonomy in deciding how much time should be allocated. They have oversight on the equitable allocation and distribution of work among teachers and must ensure that teachers are allocated subjects and class grades in accordance with their qualifications and experience.

This study will explore how the school managers at Kapoche day secondary school are implementing the revised curriculum with respected to some of the outlined guidelines.



## **2.5 Materials and Curriculum Implementation**

Resources and materials are critical ingredients in learning, and the intended curriculum cannot be easily implemented without them. No meaningful teaching and learning, which is a component of curriculum implementation, takes place without adequate resource materials (Lockheed, Marlaine and Verspoor, 1991). For a curriculum to be fully implemented as per plan, schools should be supplied with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. Resources and materials are designed to help teachers better enact the curriculum in practice (Ball and Cohen, 1996). They also play powerful roles in shaping teaching practice as well as practitioner ideas about teaching and learning.

The availability of teaching and learning materials is very crucial in the advancement of education. They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required. Materials and resources form the medium through which teaching is carried out. Teaching and learning materials can be divided into two categories; those used by the students and those used by the teachers.

Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, and pictures. Once a school has got enough text books, a teacher can give reasonably many exercises to the learner without writing them on the chalkboard. This saves him/her time of talking and making too many preparations. Most of the materials arouse learners' instructions once they appear interesting (Ellington, 1986). The school therefore requires resources to enable it implement its various educational tasks.

The availability and use of resources and materials in developing countries, of course, have not been widely documented (Lockheed, et al, 1991). Ajayi (1999) in a study on Relationship between infrastructure availability and curriculum implementation in Nigerian schools found that no significant relationship exists between availability of school facilities and curriculum implementation in those schools. But in a review of that study, Anyakogu (2002) reported that a relationship did exist between the availability of school facilities and

implementation of school curriculum. That study was carried out in formal schools. The current study did therefore explore how resources and materials influence curriculum implantation at Kapoche day secondary school.

## **2.6 Learners and Curriculum Implementation.**

Learners are also a critical element in curriculum implementation. While teachers control classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences.

The Curriculum revision was conducted by Government through the Ministry of Education, Science, Vocational Training and Early Education in 2013 in an effort to upsurge and enhance pupil performance at secondary school level. As it should be aware, education is an “agent of change” which requires modification to suit the needs of time (Fullan, 2001). While education has always been perceived as a social sector, it is also an economic tool for development. It is against this background that the Zambia Education Curriculum framework was developed to provide further guidance on the preferred type of education for the nation.

The curriculum has also been linked at all levels, from General Certificate of education to Tertiary education and Adult literacy (MOESVTE, 2013). The necessary career paths for learners at secondary school level have also been provided. The revised curriculum is expected to accord the learners an opportunity to academically progress in line with their abilities and interests. Curriculum development is a consultative and participatory process. The development of the Zambia Education Curriculum could therefore not have been achieved without the cooperation of various stakeholders within and outside the education system.

The revised education programme will mainly focus on areas such as incorporation of current areas of social, economic and technological developments in the curriculum and the opening of two career pathways at secondary school level. The career pathways are academic and vocational pathways (MOESVTEE, 2013).

Others include the linking of school vocational curriculum to technical and vocational training programme and integration of some subjects with interrelated and similar competences and content into learning areas. This is in a bid to avoid curriculum fragmentation caused by lack of flexibility in the classroom, which can in turn lead to failure by pupils (Lemmer, 1999). The revised curriculum also spells out clear key competences set to be achieved by learners at every level of education. The junior secondary school curriculum is a two-year course that covers grades eight and nine of the Zambian education system.

The curriculum at this level also equips learners with knowledge and skills to either continue with the academic education or pursue pre-vocational and life skills. Learners should be taught critical thinking skills (Lemmer, 1999). In addition, the focus at this level is to produce a learner with basic competences in Communication (oral and written). In the provision of the curriculum, schools are to closely collaborate with trade institutes and other key stakeholders in various specialisations. Junior secondary schools will offer both academic and technical career pathways. Wood work, metal work, technical drawing and building crafts have been integrated into design and technology. This has been done in an effort to produce holistic learners with knowledge and skills in relevant fields.

MOESVTEE (2013) observed that if the Ministry ignored the fast growing rate of technology and did not include it in the education policy, it would only mean that they would contribute to a slow and unimproved economy. However in all the educational reforms, the Ministry of General Education considered the power of technology, in the recent past, science and technology help develop processes of scientific thinking in children. By so doing the Ministry will prepare young people to be innovative and creative as they align themselves with technology. According to the MoE (1996) the speed at which knowledge and techniques were growing required that the curriculum in institutions needed to be to be updated.

The Ministry of General Education aims at the developing scientific thought processes in children that can be approached from a number of starting points and does not require uniform content across the country. In this section, the Ministry also will insure that schools provide Computer Studies to every pupil such that every pupil who attains formal education is computer literate. According to Times of Zambia (2014), the then Minister of Education

Science, Vocational Training and Early Education stated that the Ministry is aimed at producing computer literate citizens. The criterion had relevance of the material to the environment and to the possible later sphere of employment of the pupil. This will largely contribute to the economy in a way that as pupils complete their grade twelve even as they wait for their results there is a possibility that one would get a job because of a science and technology skill that they obtain.

## **2.7 The Teacher and Curriculum Implementation**

One of the most important persons in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum implementation effort. Teachers are knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. In curriculum implementation, teachers develop a participatory relationship between the curriculum and the learners (Remilard, 2005) If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively. Shaver, et al. (cited in Thomton, 1989) points out that: The teachers' beliefs about schooling, his or her knowledge of the subject area and available materials and techniques, how he or she decides to put these together for the classroom - out of that process comes the day to day classroom experiences of the students.

Teachers develop beliefs about teaching from years spent in classrooms as both learners and teachers (Lumpe et al., 1998). This critical relationship between the beliefs of teachers regarding implementation of the curriculum, reform efforts and instructional decisions are very important to know. This is so because teachers' beliefs are critical requirements in the factors that determine what happens in classrooms (Tobin, 1996). It could be said that international literature points to the relationship between teachers' perspectives and pedagogical change. Hurst (1981) pointed out that teachers are most likely to adopt or implement an innovation that is consistent with their internal cognitive styles and strategies. Thus there is a need to know what teachers think and know about their practices and the curriculum change.

Teachers need opportunities to become familiar with the new programme's pedagogical approach. They may need to work on particular teaching skills emphasised in the new programme, such as teaching of values, competences, skills or perhaps to become familiar with a tool such as computers or accessing the internet. Teachers will need opportunities to learn about the components of the new curriculum early in the implementation phase. For example, the revised curriculum does place greater emphasis on outcome-based education while teachers are more accustomed to objective oriented, teacher centred teaching approaches.

It is often assumed that exposure to new materials would encourage teachers to change their teaching practices and eventually their beliefs about their students (Fullan, 1998). Research shows that even though there is a great potential for change through new materials, change itself is influenced by many other factors such as teachers' beliefs (Fullan, 1998), the nature of the innovation itself and capacity of the schools (Rogan and Aldous, 2005).

Curriculum implementation according to Okello and Kagoine (1996) is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these changes. For the curriculum to be effectively implemented, it requires qualified and motivated teachers. Bishop (1985) observed that a good curriculum reflects the quality of teachers who are the implementers of the curriculum.

De Young (2009), argued that teachers with a poor teaching and professional background, limited resources and working in difficult environments find it virtually impossible to improve their professional performance. In addition, Behr (1998) observed that curriculum implementation needs professionally trained and motivated teachers. Teachers are the key implementers of the curriculum because they are the ones who accept and implement the ideas and aspirations of the designers. Trained teachers are needed if the curriculum is to be implemented. The success of the curriculum depends on the teachers (Kelly, 1999). This study will explore the preceding mentioned aspects of the teacher with due respect to the staff at Kapoche day secondary school.

One cannot proceed with curriculum implementation without the full cooperation of teachers. Bishop (1985) emphasised that teachers' attitudes and beliefs about the curriculum play a critical role in its implementation. Teachers are the ones who have the knowledge

and skills on how the curriculum is supposed to be implemented. The success of any curriculum depends on how it is being implemented by the teachers (Herron, 1970). Without the cooperation of teachers, curriculum implementation cannot take place as teachers have the capacity to criticize and implement the curriculum changes. They should be therefore, be regarded as the integral part of curriculum implementation (Kelly, 1999). He further argued that teachers' knowledge and skills are important in changing curriculum targets in to the classroom activities as they plan and implement those activities.

The other factor is motivation on the part of teachers, because educators need to be motivated to teach effectively. Kelly (1999) stated that the education system needs adequately motivated teachers in order to succeed in the curriculum implementation. Furthermore, teachers resist changes which they never understand nor support (Lemmer, 1999). The curriculum brings with it new principles, approaches and methods. Educators have to assimilate and accommodate these changes in order to implement them. Educators do well in curriculum implementation where they are motivated.

## **2.8 Review of Studies Related to this Study**

A study by Raselimo and Wilmot (2013) considered how teachers interpreted a curriculum reform initiative in Lesotho. In the study data was collected using an interview guide, observation guide and documentary analysis and a sample of eleven teachers. The researchers found that there was lack of alignment between the macro-curriculum intentions and the micro-curriculum construed by the teachers and that the organisational structures within the education system adversely affected curriculum implementation. That study provided insights into how teachers interpreted and implemented a specific curriculum in a given context. According to Raselimo and Wilmot (2013) changing the curriculum calls for the creation of supportive structures in the system to handle the change and that there is need for further research on how teachers in other subjects interpret curriculum change. The study by Raselimo and Wilmot affords the current study a platform for establishing how teachers at Kapoche day secondary school interpret the revised curriculum with respect to the local context, since to the best knowledge of the researcher very little seems to have been undertaken in this regard.

A study by Ng and Nguyen (2006) focused on a specific subject, that study presented valuable insights on the extent to which physics teachers in Vietnam integrated practical

work activities and contextual approaches to teaching and learning of physics. A key limitation of that research was that it used only the questionnaire for data collection hence there was no room for data triangulation. The study used a survey questionnaire and enlisted 20 participants. The main finding of the study was that the Vietnamese teachers cherished the benefits of hands-on activities and contextual instructional approaches to the learning and teaching of physics; however, the prevailing environment was not supportive of the teaching approach. The current study proposes to extend the previous research using interview guide and class room observation to facilitate data triangulation. This study explored the teachers' practices in linking curricular concepts to everyday life, challenges if any as well as any opportunities.

A study by Belo et al. (2014) relied only on the questionnaire, in the study a survey was used to study physics teachers' beliefs about the goals and pedagogy of physics education in the Netherlands. They used a sample of 126 physics teachers and the data was collected through the services of an online questionnaire that was characterised by a low response rate. The study had a limitation in that it relied on only the questionnaire for data collection. One of the study's main findings was that teachers valued both teacher-centred and learner-centred learning approaches. Teachers' perceptions and practices are multidimensional constructs usually underpinned by a specific environment. The afore-mentioned study was conducted in a developed country; it would therefore be of interest to investigate how the teachers' practices manifest themselves in the Zambian context, complementing the interviews and observations with focus group discussions. Since perceptions inform practice, it would be of significance for this study to establish Kapoche day teachers' perceptions of the new teaching and learning initiatives enunciated in the revised curriculum against traditional teacher-centred methodologies.

Another study by Jetty (2014) investigated the variations observed in the secondary science teachers' implementation of reform-based instructional practices in the United States of America. A sequential mixed methods approach was used for the study involving 120 participants. A survey closed questionnaire and an interview guide were employed to collect data. The main finding was that the teachers' professional background, beliefs and the school context had considerable bearing on teachers' utilisation of reform-based instructional practices. That particular study was conducted in a developed country. The

current study was intended to contribute to literature by extending Jetty's (2014) study in a developing country with a different economic environment.

Tawana (2009) explored the implementation of the new Botswana government's Certificate in Secondary Education. Specifically the study focused on the teaching practices intended to improve learners' learning of chemistry. A case study research methodology was used with a sample size of 11 chemistry teachers. Rogan and Grayson's (2003) theory of curriculum implementation was used to guide data collection, analysis and interpretation. The main finding was that the chemistry teachers were operating at low levels in the science practical work and contextualisation dimensions. The present study extended those findings by not looking at a single subject but the whole curriculum (more than one subject) as the medium for establishing current teacher experiences and practices in implementing the revised curriculum at Kapoche day secondary school.

A study by Ronfeldt, Farmer and McQueen (2015) did explore the type of collaborations that manifested in instructional groups across the Miami-Dade district in America and their relationship to learner attainment. The study utilised a mixed methods approach and employed a survey that took on board 9000 teachers in 336 schools for a period of two years. Data was solicited through a survey questionnaire, observations and learner test scores. One of the findings was that substantial learner gains were attained in schools that had greater collaborative environments and classes under the guidance of teachers who were good collaborators. That study was conducted in a developed country and it would be of interest to establish the conditions under which the teacher clusters are operating in a school such as Kapoche day secondary which is in a developing country. Unlike the mixed method approach used in the study by Ronfeldt et al (2015) the current study did employ a qualitative approach.

A study by Oyedele, Chapwanya and Fonnah (2015) investigated the influence of the school headmaster's type of leadership on the performance of teachers in the Bikita school district in Zimbabwe. The sample size comprised of 10 school head teachers and 60 classroom practitioners. Data was sought through a survey questionnaire and a structured interview guide. One of their findings was that the style of leadership employed by the school head had a profound influence on the performance of teachers under their guidance. This current study was intended to extend these findings which were from a research in an



established school by determining the school climate and how it influences the teaching and learning at a newly established rural school.

## **2.9 Research Gap Addressed and Directions from Literature Review**

Views expressed by various authors had shown that curriculum implementation was important to the country as it helped the people to adapt according to the demands of the changes that had taken place around the world. It had also been established from the literature that teachers were key players in curriculum implementation but no study seem to have been done to establish the challenges faced by newly established schools in curriculum implementation in Zambia. The current study would be different from the studies that had been reviewed in that instead of just analysing curriculum implementation in general, the researcher went further to explore curriculum implementation in a newly established school such as Kapoche Day Secondary School.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

This chapter focuses on the design and methodology of the study. The areas covered included ; the research paradigm and design, study site, target population, sampling techniques, sample size, data collection methods, trustworthiness, data collection procedure, data analysis and ethical considerations.

#### **3.1 Research Paradigm and Design**

This study was qualitative. The qualitative approach was preferred because it facilitated the understanding of phenomena from the respondents' perspectives (McMillan and Schumacher 2006) and enabled the exploration of certain subtleties about the policy implementation process (Marshall and Rossman 1999) through face-to-face interactions with key informants in their own habitats. Another reason why a descriptive design was preferred was that it provided room for change such as asking questions different from what was originally planned; thereby the researcher could follow the direction of the study (Best and Kahn, 2003).

According to Best and Kahn (2003) the qualitative approaches are more open and responsive to its participants. In order to collect data on how the curriculum was implemented at Kapoche day secondary school lead questions were prepared while other probing questions arose in the process of the interviews. These further probes depend on the responses participants gave; hence the study was participant-driven to a larger extent although within the confines of the intensions of the study.

The design which this study followed is a case study. Bogdan and Biklen (1982) provided a suitable operational definition of a case study. They define a case study as “a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event”

### **3.2 Study Site**

The study was carried out at Kapoche day secondary school in Katete District, Zambia. Kapoche day Secondary School is located along Mozambique road in Kagoro area of Chieftainess Kawaza, about 25 km south – west of Katete administrative offices. Before 2013 Kagoro area had 21 primary schools without a secondary school, this led the government to construct kapoche day secondary school which started operating in the same year.

### **3.3 Target Population**

According to Bryman (2001), a population is a group of elements or objects that conform to the criteria to which the research intends to generalise its results. In addition Kombo and Tromp (2006) defined a population as the number of people or objects from which samples are taken. A population is a group of individuals that has one or more characteristics in common and are of interest to the researcher (Best and Khan, 2006). In other words a population refers to the group of people where the researcher collects the sample for measurements. The target population for this study did involve the DEBS and the head teacher for Kapoche day Secondary School. The target population also consisted of all the teachers and all the pupils at Kapoche Day Secondary School.

### **3.4 Sampling Techniques**

Sampling technique is the procedure a researcher uses to gather or come up with the sample population for the study (Kombo and Tromp, 2006). They further added that a sampling technique is the procedure a researcher uses to gather people or things to study. It is a process of selecting individuals from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). In selecting the study sample, non-probability sampling technique was used in this study. Under non-probability sampling technique, purposive sampling technique will be used. In this sampling method, the researcher purposively targeted a group of people believed to be reliable for the study (Kombo and Tromp, 2006). According to Bernard (2002) purposive sampling technique is a type of non-probability sampling technique that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. In purposive sampling, the researcher decides on what needs to be known and targets people who can willingly provide information. The type of purposive sampling

technique the researcher will then specifically use homogeneous sampling as the researcher will pick a small sample with similar characteristics (Kombo and Tromp, 2006).

The researcher targeted the DEBS, the Head teacher, eight (08) Heads of Department, (20) teachers and twenty (20) pupils. The researcher purposively targeted the HODs in the following departments; Home economics, Social sciences, Natural sciences as well as Business studies department because they are the pathways offered at Kapoche day secondary school. Two teachers were selected from the preceded departments were experience played a great role in the selection process, preferably one of the teachers should had served for less than two years while the other should have served for ten or more years. Two focus groups of 10 pupils each was from the two career path ways namely academic and vocational.

### **3.5 Sample Size**

The sample size comprised of the DEBS, the head teacher, eight Heads of Department, twenty teachers and twenty pupils. This shall bring the sample size to a total of fifty four (50) participants. This sample was considered adequate for this study as it comprised a sample population that is considered to have rich information pertaining to the topic of study.

### **3.6 Data Collection Instruments.**

This is the procedure which is used by researchers to gather research data from participants. This is conducted in various ways and according to Christensen and Johnson (2004) as well as Conrad and Serlin (2006), qualitative researchers can employ several data collection techniques, including individual and focus group interviews, observations and document analysis to answer research questions. This study utilize semi-structured interviews, focus group discussions and observations for data collection.

#### **3.6.1 Semi-Structured Interviews for Debs, Head Teacher and Teachers.**

This is a technique used to collect qualitative data by setting up a face-to-face, relaxed situation that allows the participants time and scope to express their ideas on a particular subject (Fraenkel and Wallen, 1990). Semi-structured interviews would be conducted prior to observations so as to clarify and add on from the document analysis to determine how

the revised 2013 curriculum is being interpreted. Follow up questions would be formulated where necessary to understand how the curriculum is interpreted.

### **3.6.2 Focus Group Discussion Guide for HoDs and Pupils.**

Focus groups are small structured groups with selected participants, and normally led by a moderator with an aim of exploring specific topics as well as individuals' views and experiences through group interactions (Litosseliti, 2003). The group is composed of homogeneous members of the target population (Miles and Hubberman, 1994). In addition Kombo and Tromp (2006) argued that focus group discussions are used to assess and to test new programmes or improving existing programmes. For this study the focus group discussions attempted to find out the HODS experiences as well as the learners perceptions of the revised 2013 curriculum.

### **3.6.3 Observation Check List for the School.**

The researcher prepared an observation checklist were with the help of heads of departments the availability or non-availability of the following items were investigated; instructional and physical resources, text books, teaching and learning aids, computer lab, science lab, classrooms and desks. The other items on the checklist included sports equipment, sports fields, working space in classrooms, the strategic plan, HE room, expressive Art room as well as the library.

### **3.6.4 Document Analysis**

Bowen (2009) defined document analysis as the qualitative research method in which documents are interpreted for research purposes. Document analysis that was used in this study to collect data to answer the questions regarding how teachers interpreted the revised 2013 curriculum.

### **3.7 Trustworthiness**

This study considered two aspects of trustworthiness in qualitative researches which were addressed through credibility and dependability.

### **3.7.1 Credibility**

It is the criteria used to address the internal validity of the research. It ensures that the research which was carried out depicts and brings out what it purported to bring out (Merriam, 1998). According to Lincoln and Guba (1985) ensuring credibility is one of the most important factors in establishing trustworthiness. The researcher used the following provisions to promote confidence, that is, adoption of research methods as well as getting familiar first with the school.

The approach that was used to ensure the credibility of the findings involved the use of different theoretical perspectives (Hesse-Biber & Leavy, 2011). For the purpose of ensured credibility of the research findings, I used theoretical perspectives to understand the phenomenon under investigation which were the implementation of the revised curriculum in a newly established school. It enabled me to understand the phenomenon and to enhance credibility of the research results. Using the theory enabled a researcher to understand how the revised curriculum was implemented at Kapoche day secondary with the aim of enhancing credibility of the findings.

Credibility was also established while the study was being conducted. In enhancing the credibility of the study the researcher interrogated the participants as discussed in the sampling phase. In enhancing credibility I compared data from participants to check whether what had been found from the participants matched. The idea ensured trustworthiness of answers from the participants on whether they played their role in the implementation process or not. The findings were compared from participants because they were all from the same school. If the data pointed in the same direction then it was said to be credible and trustworthy.

As mentioned already a voice recorder was used to elicit data from the participants. After the interviews had been voice recorded, the voice recorder played to the participants to check whether the researcher had recorded exactly what they said during the interviews. This is contended by Krefting (1990) when maintaining that audio-tape would be played to participants to ensure that the researcher recorded what the participants said. Maree (2013) posits that member checking enhanced the credibility of the findings as the participants were given the chance to comment on whether interpretation was in line with their personal experiences they have tried to express during the interviews. The participants were given a

chance to read interview transcripts to check whether what had been transcribed was exactly what they had said.

### **3.7.2 Dependability**

Addressing the issue of reliability, the researcher employs techniques to see that the work repeated in the same context with the same methods and respondents will yield same results (Mugenda and Mugenda, 1999). The researcher also reported the issue of study in detail so that even future researchers should come up with the same results.

Another way to increase trustworthiness is dependability of the study which has to do with code-recode procedure on the data during the analysis phase of the study (Maree, 2013). After coding the data from interview transcripts, I waited a few weeks before I returned to and record the same data from the participants. I then compared the results. I also enhanced dependability through triangulation of data sources and theoretical perspectives. Triangulation of data sources ensured that the weakness of one data source was replaced by the use of the other data source. The study employed semi-structured interviews in different contexts.. Readers depend on the research findings because the study was conducted in two high schools. The trustworthiness of the study increased because the findings presented in the next chapter emerged from distinct contexts.

### **3.8 Data Collection Procedure**

The researcher first sought permission from The University of Zambia, Institute of Distance Education (IDE). Permission was also sought from the District Education Board Secretary (DEBS) of Katete and from the head teacher of Kapoche Day Secondary School before data collection is done. This was done so in order for the researcher to be given permission to interact with respondents freely. Interviews will be arranged with the BEBS, the head teacher and teachers. Apart from the interviews there were some focus group discussions with the HoDs and pupils.

### **3.9 Data Analysis**

Data analysis refers to sorting of the collected data from the field and making deductions and inferences. It involves the uncovering of the important variables, detecting the mistakes and testing the assumptions (Miles and Hubberman, 1994). Since the research design was qualitative it involved the compilation of answers given by respondents, classification,

categorising data and making comparisons. In the first place the researcher read through the collected data before compiling all the responses. After that, the researcher grouped the responses that were similar and compiled them together (Creswell, 2003). Data was coded in to emergent themes and then descriptive and thematic methods of analysing data were employed.

### **3.10 Ethical Considerations**

Ethical considerations have always been important in research (Heyes et al, 2006). Considering the significance of ethical issues in every research the researcher did ensure that confidentiality, openness, honesty and anonymity of respondents were maintained at all times as the data was used purely for this academic exercise.

#### **3.10.1 Anonymity and Confidentiality**

No names were mentioned in the study and every participant in the study was treated with high level of confidentiality and used only for the purpose of the study. The participants were guaranteed that the data collected shall not be shared with anyone as it shall be purely for academic purpose.

#### **3.10.2 Informed Consent**

Informed consent was sought from the participants by informing them of what the study was about. This did guide the participants to decide on their own whether to participate in the study or not.

### **Summary**

In the previous chapter the researcher discussed the methodology of the study under the following sections: research paradigms, research design, study site, target population sample size sampling technique, data collection instruments, validity and reliability of data, data collection procedure data analysis and ethical consideration. The next chapter discusses the presentation of findings of the study.



## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### Overview

In this chapter, the presentation of the results has been done. These results are based on the data that was collected through focus group discussions, observations and semi-structured interviews which were administered to the pupils, teachers and head teacher of Kapoche Day Secondary School as well as the Katete District Education Board Secretary - DEBS. The chapter begin with a description of the sample from which the data was collected by giving the demographic details relating to respondents before presenting the findings from the research participants. Actual words said by respondents were used as much as possible in the descriptions, while other words have been paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section.

#### 4.1 Demographics of the Respondents.

Presented in this section are the demographics of respondents who took part in this study. The participants that were involved in the study included 20 pupils, 20 teachers, 8 Heads of Department, the Head teacher of Kapoche day secondary and the Katete DEBS as indicated in table 4.1 where a summary has been presented.

Table 4.1: *Frequence and percentage distributions of respondents.*

Types of Respondents	f	%
Pupils	20	40
Teachers	20	40
HoDs	8	16
Head teacher	1	2
DEBS	1	2
Total	50	100

In table 4.1 the Frequency and percentage distribution of respondents are show. It shows that there were 20 pupils representing 40%, teachers were 20 representing 40 % and heads

of departments were 8 representing 18 %, as well as the head teacher and the DEBS each representing 2 % respectively.

The demographics in Table 4.2 shows the frequency and percentage distribution of the years of work experience for teachers, HODs, the head teacher and the DEBS according to number of years spent in a school. This data was very important as the respondents of this research were of varying years of experience.

Table 4.2: *Frequency and Percentage distribution of respondents according to years of experience.*

Years in experience	1-5 yrs		6-10yrs		11-15yrs		16 and above	
Respondents	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teachers	2	10	6	30	2	10	10	50
HoDs	-	-	-	-	6	75	2	25
Head teachers	-	-	-	-	-	-	1	100
DEBS	-	-	-	-	-	-	1	100

Illustrated in table 4.2, 75% of the Heads of Departments who took part in the study had work experience of between 11 years and 15 years while the remaining 25% had work experience of above 16 years. Both the head teacher and the DEBS had work experience of above 16 years respectively. This indicated that the administrators who participated in this study had a relatively high level of experience to provide direction in the implementation of curriculum in the district as well as at school.

According to table 4.2, the majority of teachers who participated in the study 50% had 16 years and above of teaching experience. While 40 % of the teachers had working experience of between 6 to 15 years of teaching that is 30% of the sampled teachers had 11 to 15 years in service while 10% had between 6 to 10 years work experience.

The data collected on teacher experience at Kapoche day secondary indicated that the curriculum was to an extent properly implemented as most of the teachers had adequate teaching experience.

Table 4-3: *Frequency and Percentage distribution of teachers, HODs, the Head Teacher and the DEBS according to academic qualifications.*

	Doctorate		Masters		Degree		Diploma	
Respondents	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teachers	-	-	-	-	8	40	12	60
HoDs	-	-	2	25	4	50	2	25
Head teachers	-	-	1	100	-	-	-	-
DEBS	-	-	1	100	-	-	-	-
Total	-	-	4	13.3	12	40	14	46.6

As already indicated by the data from table 4.3 the head teacher as well as the DEBS was a master's degree holder. It was further reviewed that 60% of the teachers had diplomas and 40% had bachelor's degrees.

According to the findings shown in table 4.3, it can be notable that the positions of HoDs were dominated by B.ED holders constituting 50% while those with a diploma or M.Ed. represented 25% respectively. It must be mentioned here that the two HoDs who had diplomas were pursuing degree programs. It can generally be observed from the findings that all the respondents are trained professionals and were well placed to head the respective departments.

The research findings revealed that the DEBS, head teacher, heads of departments as well as the class teachers were qualified to do their respective jobs, thus were expected to handle the implementation effectively and professionally.

## 4.2 Findings of Question One.

Presented in this section are the findings on the availability of facilities that affected the implementation of the revised curriculum at Kapoche day secondary school.

### 4.2.1 Facilities that Affect the Effective Implementation of the Revised Curriculum

As a follow up on the availability of resources and their effect on the curriculum implementation process the class teachers and heads of departments were asked to indicate as to which facilities they felt helped in the effective curriculum implementation. Table 4.4 below shows the compiled responses.

Table 4.4: *Frequencies and Percentages of facilities that teachers and HoDs indicated help in the curriculum implementation process.*

<i>Facilities that teachers and HoDS indicated help in the effective implementation</i>	<i>f</i>	<i>%</i>
Classroom	29	100
computer lab and science lab	25	86
Desks	28	96
expressive art room	7	24
H.E room	18	62
Library	29	100
sports equipment	15	51
sports fields	16	55
Implementation plan	25	86
teaching and learning aids	29	100
text books	29	100
working space in classroom	18	62

According to the research findings the following are the facilities that the teachers at Kapoche day indicated did affect the effective curriculum implementation process: these include science and computer lab, sports fields and equipment, physical resources, text

books, working space in classroom, physical resources, classroom, teaching and learning aids, library, desks as well as curriculum implementation plan.

All the class teachers and HoDs that were involved in this study affirmed that classrooms, teaching and learning aids, textbooks as well as the library were all necessary for the effective implementation of the revised curriculum. While 86 % of the class teachers and HoDs included the laboratories (computer and science) and the curriculum implementation plan on their lists of the facilities that they felt assisted in the curriculum implementation, 62 % included the H.E room and working space in the classrooms.

A physical inspections by the researcher accompanied by interviews with teachers and HoDs were carried out to investigate as to which of the listed facilities were available in school. The findings revealed the following results: of the facilities listed in table 4.3.1 the computer lab, sports fields, expressive art room and the library were not available. According to the research findings although there was no computer laboratory at the school, plans were under way to establish one. The major things that were required are the computers as the school already had set aside a room that would be converted into a computer lab. With regards to the sports fields only the football pitch was found as the other sports facilities were still under construction. It was also found out that the school does not have a functional library.

#### **4.3 Research Question Two.**

In this section discussed is research question number two which read as follows; what were the perceptions and experiences of teachers as well as the learners at Kapoche Day Secondary School with regards to the implementation of the 2013 revised curriculum?

The question was premised on the idea that perceptions inform practice and therefore guide conceptual interpretations and instructional practices. From the findings the following themes emerged:

##### **4.3.1 Opinions about the Revised Curriculum**

A majority of teachers held positive attitudes towards the revised Curriculum reforms. 87 % of teachers felt that the revised Curriculum reforms reflected their teaching ideals, while 13% of the teachers felt that the revised curriculum was not in line with their teaching ideals. There were also a reasonable number of teachers who felt that the revised

Curriculum reforms were in line with their teaching style; most teachers indicated that the reforms had raised student interest and engaged students in more meaningful learning activities.

More than three quarters of the learners that took part in the study admitted the fact that the syllabi were complex for them. A number of them mentioned that some of the topics that were introduced were difficult not only for them but even for their teachers as can be seen from views of learner 4:

*Ah some of these topics are very difficult for example our math's teacher had to ask his friend to teach us computers, yes even probability almost the whole class could not understand I am told that topic is for grade 12.*

Although some conflicting responses emerged from the teachers and learners responses it was apparently clear that they both appreciated the content introduced in the new curriculum.

#### **4.3.2 Perception of Curriculum Change in the Classroom**

Teachers, who are the agents of implementing changes, were experiencing continuous challenges in administering the core of curriculum change, especially in the classroom. The following subthemes emerged under the theme of curriculum change in the classroom, namely content, class size, assessment and monitoring, which will be discussed next.

##### **4.3.2.1 Content**

The findings revealed that teachers commented that some curriculum subject content included detailed information, which was helpful for them while other curriculum subjects were not specific enough and contained brief ideas and information and were difficult to implement. This can be seen from the comments of one of the teachers' from the Social Sciences department

*Some of the subjects are in detail and it helps us while some of them are brief. The other one is sometimes the knowledge content*

*in the teachers' guide and syllabuses are too brief, so we have to look [more] outside to get the information.*

Additionally, respondents pointed out that the words or terms which framed the different curriculum subjects were not simple enough to interpret, plan and deliver the curriculum, some teachers called for further simplification as well as the reorganization of the curriculum. They stated that the curriculum should not be changed so often but new textbooks should be prepared and revised on a regular basis. They pointed to a need for an increase in class hours for some subjects that had their time allocations reduced and instructional material support.

#### **4.3.2.2 Size of the Class**

The overall finding on the size of the class indicated that the number of learners in all classes was relatively high. This was evident from both the observation and interviews. Teachers indicated that big classes held back the effectiveness of revised curriculum implementation. One teacher of chemistry with a class of 72 learners had the following to say:

*It is very difficult to give learners individual attention as prescribed by learner centred teaching methods. The kind of situation we are experiencing reduces the teacher–learner interaction. This is the reason why the implementation of revised curriculum is rather ineffective.*

The class size in this school was found to be exceptionally high especially for grades 10 to 12, in such a way that teaching and discussion become fragmented and disturbed. It was evident from the findings that the teachers were compelled to rely on passive teaching and assign less written class work and homework, or fewer sets of problems, in order to fulfil the requirements of the revised curriculum. In some cases teachers even found it difficult to know each learner personally and were sometimes only able to identify those who experience challenges. The chemistry teacher further lamented that:

*It is difficult to adjust my teaching method to such a large size. I am forced to apply one or two methods suitable for the large class, namely the instructional and question and answer methods. This deprives learners of discussions.*

The participants revealed that the classes at junior secondary level were manageable and it was even stressed that at times there was under enrolment at grades eight and nine. One of the contributing factors that at times lead to this situation according to the participants was the fact that most parents opt to send their children to basic schools that were nearer to their settlements or villages.

#### **4.3.2.3 Assessment and Monitoring**

As assessment is such an important aspect of teaching and learning, it was important to understand and know how teachers conducted assessment and monitoring, as stipulated in the curriculum documents. With regard to the particular subtheme, teachers appeared to focus more on the acquisition of knowledge than on assisting learners to develop skills. One of the teachers from the mathematics department remarked as follows:

*We do not have sufficient material with which we can assess these learners effectively. Teachers end up applying the old method of assessment, a teacher-centered method, because learners cannot take responsibility for their own learning. At the training and workshop on the revised curriculum they emphasized the learner-centered method of teaching and assessment, which is difficult to use.*

Similarly, another teacher of languages concurred by saying,

*There is very little that we can do to assist learners in order to attain good results. The number of learners in the class impedes quality assessment as per curriculum requirements. When we assess learners, we have to attend to them on an individual basis and make sure that they understand the content and develop the correct skills. The kind of environment in the class and shortage of relevant books negatively impact on assessment.*

The findings suggested that teachers did not understand the basics of assessment, it was especially revealed that teachers concentrate more on examinations or tests, which were conducted at the end of each term or grade year.

Participants' experience in assessment and monitoring of the work of learners was very appalling. They all agreed that they were not living up to the expectations of the revised curriculum. They clearly indicated that more should be done to address their situation, because the curriculum prescribed learner-centered principles.



#### **4.4. The Students' Perception of the Teacher**

The findings of the study's investigation of the students' perception toward the teacher based on the main categories that emerged from the data that was collected during the focus group discussions were organised and discussed under the following four main headings:

- Staffing.
- Teachers' class attendance and punctuality.

##### **4.4.1 Staffing.**

During the discussions some learners bemoaned the issue of lack of teachers in some subjects. It came out that subjects like mathematics and science lacked teachers in most cases.

Learner 17 had this to say;

*We have only one science teacher for all the six senior classes. Imagine he has to teach all the three science components; that is biology physics and chemistry alone. His input is greatly reduced due to lack of enough time for preparation since he has classes throughout the day.*

##### **4.4.2 Teachers' Class Attendance and Punctuality.**

Results indicated that sometimes teachers missed lessons which made it very difficult to build up on concepts and resulted in de-motivation to learners. For instance, about three quarters of the learners that were involved in the study said they learnt most of the subjects very often while others said they often learnt all the subjects in a week as shown from the extract of the learner's verbatim:

*Some teachers are fond of coming late for classes the monitor usually has to follow them to the staffroom to remind them that it's time for class.*

*In fact these teachers who usually come late tend to rush through the lessons so as to catch up with the other classes who most of the times are ahead of our class in terms of lesson coverage.*

By so doing, the slow learners usually failed to understand the concepts and lagged behind.

#### **4.4.3 The Students' Perception of Teaching Methods.**

Pupils were requested to indicate the teaching methods that teachers frequently used in their classes. The learners were further requested to give a modest explanation if they were comfortable with the new learner – centered approach of teaching (meaning of learner centered method is explained to the learners). One head teacher lamented that;

*The teaching methods are still the same except in some subjects like geography and business studies we are mostly put into groups and are allowed to discuss. Personally I don't usually get much help because not all the groups usually manage to present their findings, this way of learning is time consuming.*

*Teachers teaching methods have not changed much mostly the teachers just come in class do the talking where once in a while we are allowed to ask questions. I would say that the curriculum has changed but the way of teaching has not changed.*

#### **4.4.4 Insufficient Delivery of Learner Material**

Pupils were asked to indicate whether learning support was given in form of the provision of stationeries in the school would help them to do their class work better and the majority of the pupils answered in the affirmative. Most of the learners who took part in the study argued that no proper learning would take place without some resources that were required in the teaching and learning process. one of the respondents hinted that

*We do not have any support in terms of hands on activities for example during science practical's teachers who already known things are the ones who perform the experiments most of the times we are just observers.*

Another learner further indicated the following on not been availed the new text books on the revised curriculum

*I don't even know how most of these text books look like, I just here that there is a new curriculum, computers and so on I can't even turn on a computer.*

#### **4.5 Research Question Three**

Research question number three sought information from class teachers, HODs and the head teacher on how they were managing the implementation of the revised curriculum. The research question was as follows; how was Kapoche Day Secondary school managing the implementation of the 2013 revised curriculum?

##### **4.5.1 Role of the Management Team in Implementing Revised Curriculum.**

From what was gathered from the interviews on how Kapoche Day Secondary school was managing the implementation of the 2013 revised curriculum. One of the themes that emerged was on the role that the school management team should fulfil in managing curriculum changes, the following categories emerged as aspects that should be taken care of:

- managing the construction of lesson plans;
- supporting educators;
- monitoring educators;
- managing the compilation and implementation of the timetable;
- Managing school finances to support curriculum change implementation;
- Well defined Curriculum Implementation Plan

##### **4.5.2 Managing the Construction of Lesson Plans**

Participants in the study that is, the class teachers, the HoDs, the Head teacher and the DEBS, agreed that the school management team was responsible for overseeing the development and implementation of the lesson plans. This was evidenced by the following comment from the Social Sciences HoD:

*I mark lesson plans on a weekly basis to ensure that each educator has a lesson plan for the whole week.*

The overseeing of the development and implementation of the lesson plans was a crucial part of the 2013 revised curriculum in that it ensured not only that the lesson plans were in line with the revised curriculum, but also safeguarded the quality of the education.

#### 4.5.3 Supporting Teachers

From the data gathered during the interviews it was clear that middle managers indeed supported the teachers in the implementation of different learning areas. This was confirmed by the HoD for home management who said,

*I assist the teachers in my department to develop work schedules and learning programmes. I also provide them with guidance on the latest ideas on approaches to the learning areas.*

With follow-up questions that sought to investigate the type of assistance which was rendered it was clarified that the assistance to teachers related to the provision of in-door training to teachers in the form of CPDs on a regular basis to help them to implement changes in learning areas.

It was further revealed during the interviews that participants offered support to less experienced and newly appointed teachers. This was confirmed by the following comment from the HoD for mathematics:

*I organise in-door workshops to guide and train the less experienced and newly appointed teachers in my department.*

#### 4.5.4 Monitoring Teachers

What was clear from the interviews was that participant members of the school management team were aware that they had to monitor teachers on a continuous basis in their implementation of the different learning areas. Acknowledging the significance of this fact, the HoD for languages department had the following to say:

*I arrange with the English teachers for regular class visits to see the strategies they are employing in teaching English and where there is a problem I workshop the teacher with the specific problem he has.*

From different comments relating to this issue it seemed school management teams at Kapoche day were aware of, and committed to, effective teaching in order to ensure successful learning. It became evident that the interviewed HoDs and the head teacher knew that they were to take responsibility to ensure that learners got the best possible education that would enable them to, in the sphere of economic demands, compete with the

learners from the other schools in the area to get jobs in the community when they leave school.

#### **4.5.5 Managing the Compilation and Implementation of the Timetable**

All the participants were under the impression of the need for a productive school timetable. During the study it was found that the head teacher and HoDs were fully aware of the fact that they had to take responsibility for managing the school timetable in which the input of all teachers were to be considered. It again related to ensuring that all teachers adhered to the application of the comprehensive timetable. This was confirmed by the following comment from the head teacher:

*I sit down with the timetable committee for the whole school. I make sure that all learning areas and free periods appear on the timetable.*

#### **4.5.6 Managing the School Finances to Support the Curriculum Implementation**

Against the background of policy changes for an increased responsibility on school-based governance which included the management of school finances, participants were in agreement that they were required to take full responsibility for the management of school finances. The business studies HoD reported as follows:

*I record the income and expenditure of the school finances on a continuous basis. I also prepare the report and submit it to the finance committee. I also consider and arrange different fundraising activities, e.g. selling school vegetables and tomatoes grown in the school-yard. The money is needed to support curriculum change implementation*

It was clear from the interviews that participants were aware that the added financial responsibility of school management teams implied that they not only had to oversee the effective utilisation of school money to purchase relevant resources, but that they also had to, in the first place, plan creatively to collect the necessary finances. For that reason all participants referred to the demand of drawing up a school budget to be able to realise effective teaching in all its facets.

## 4.6 Curriculum Implementation Plan

### 4.6.1. School Level

Managing of the implementation of the new curriculum at Kapoche Day Secondary was made easier by the implementation plans which specified the duties and responsibilities of various role players involved in the implementation process. This was noted from the interview with the head teacher as shown in the following extract:

*In an effort to draw up an effective implementation plan all the role players were involved from its development. I must mention here that there is a curriculum implementation leader the HoD for expressive arts whole often organises workshops to outline and remands the teachers on their roles and responsibilities in implementing the revised curriculum.*

According to the findings from the head teacher and the HoDs, the Implementation plans should not only specify the process of curriculum implementation, but should also refer to the management of the process in a sequential and integrated way. It was further indicated that the Implementation plans also needed to describe the specific programmes, activities, tasks, resources, time schedules, responsible persons, inside collaborating structures, outside collaborating structures, and duties of supervisors. Implementers should closely be supervised by knowledgeable supervisors,

Appropriate implementation plans should be context-responsive by acknowledging the situational factors of the setting in which it is to be implemented. In this regard, the head teacher said the following:

*As a school we ensured that the plans towards the implementation of the revised curriculum were planned in consideration of school communities as they play a major role in the influence of the education of the learners.*

The head teacher also indicated that it were also imperative to note that effective curriculum implementation plans also include staff development strategies, as teachers

needed to be equipped to adjust their classroom instruction according to the requirements of the new curriculum.

#### **4.6.2 Departmental Level**

It became evident from the findings that the main responsibility of HODs was to manage curriculum through crafting the vision and mission of the departments so that each teacher in the process of teaching and learning clearly understood what to do, how to do it and when to do it. According to the participants the departmental vision as well as mission had to be communicated clearly and effectively. This is evident from the extract with the HoD for Expressive Arts department:

*The departmental vision and mission statement are very important aspects of management in the sense that these give focus as to what one has to achieve and the way it has to be done.*

Another HoD for Home Management department pointed out the fact that the departmental vision and goals defined what the department was about:

*The departmental vision and goals assists in providing quality teaching and learning, as teachers and learners are guided to share a common understanding with regard to what shapes the department and the school at large. This in a way helps both the teachers and learners know what is expected of them.*

The HoDs were in agreement that with the vision and goals of the departments and the school in mind, members of staff would be in a good position to plan the programmes of the department on one hand and the school in another, in line with the set vision and goals.

#### **4.6.3 District Education Board Office Role.**

The head teacher displayed a limited understanding of what comprised her role of managing the implementation of the revised curriculum. This was inferred from the descriptions of how the associated functions were carried out at the school. The emergent sub-themes in this regard were: school-area office role ambiguity and inadequate evaluation and supervision. The head teacher did not regard managing the implementation process as the sole responsibility of the school. Rather, the head considered it to be a shared responsibility of both the school and the

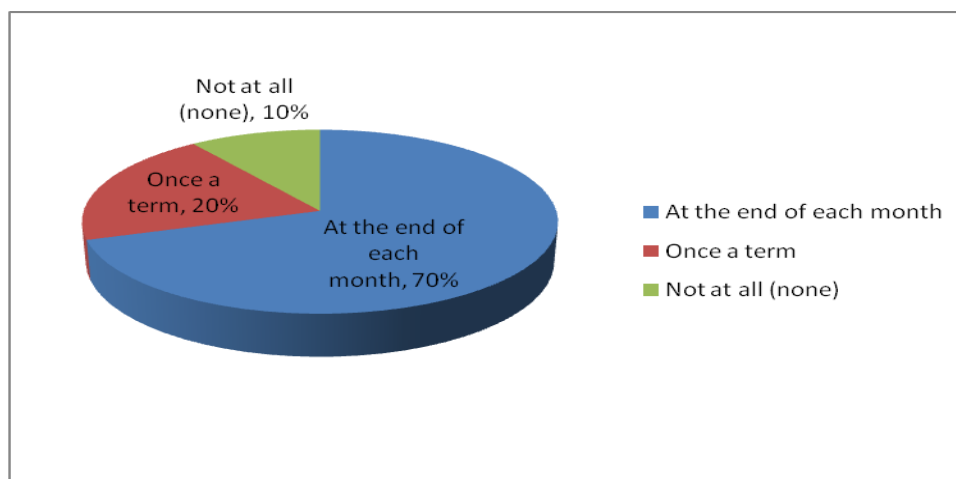
district office personnel. The head teacher noted that it was also the responsibility of the district office to monitor the work of the schools in the implementation of the revised curriculum. According to the head teacher once in a while the inspectors from the district office were expected to visit schools and observe the teachers work so that they could give guidance with regards to the implementation process, that is, if the correct or wrong things were been done. From the observations and experiences encountered the office would be in a better position to advice on what was to be done so as to effectively implement the curriculum.

*I believe if the DESOs and other standards officers can visit our school frequently to assist teachers who are battling with content or other problems in their learning areas then the implementation of the curriculum would be smooth. They [officials] don't visit schools. They always allege lack of transport, especially the subject advisory. Sometimes a school can only be visited twice in a yea. Ever since I come to this school I have not seen an officer from the DEBS of making a follow up on the same.*

#### 4.6.4 Head Teachers and HoDs Role.

The pie chart below (figure 4.5.1) shows the frequency within which head teachers check the professional documents and records required for effective curriculum implementation.

Fig.4.5.1: Frequency of Head Teacher Checking Teachers' teaching files.



From the findings it was shown that the majority of the teachers (70%) indicated that the head teacher did checked the teacher's professional documents and records (teaching files)



at the end of each month. Twenty percent (20%) of the teachers had said that the head teacher checked them once a term. Only (5%) of the teachers said that the head teacher checked the professional documents regularly as required.

The study findings also revealed that HoDs supervised whether class work was given to learners by teachers. The findings showed that monitoring teaching and learning assisted head teacher as well as the HoDs to identify weakness and the strengths in the teaching and learning process. It was argued that this was the core business of the school. According to HoD for Expressive Arts;

*I usually monitor the teachers in the department so as to be aware of the quality of teaching among staff in the department and the teaching styles and methods they are using, and to advise and support teachers accordingly.*

Curriculum is the only thing that appears on the time table and if the curriculum is not monitored, defining and communicating the vision and goals fails. The following comments made by the HoD for mathematics illustrate this point:

*You check that the teacher goes to class to teach, give learners assessments, and records work done in class. As a monitor I periodically check the pupils' books any time.*

This point was further elaborated by another HoD for Business Studies

*To monitor the teachers work I just, ah, there is a schedule that I use. The teachers have to submit their files twice a month so as to check the performance of how far they've gone with the implementation of the syllabus and also to see to it whether the assessment task that they are giving is in line with what is said by the subject policy and also with the meeting also just to give the feedback to the teacher may be if there is something that he hasn't done well or something he has done good.*

All HODs including the head teacher in the study reported that they always had unannounced class visits to check whether teaching was taking place. Class visits also assisted teachers to be alert and always prepared because they did not know when the HOD

will come and monitor. HoDs also reported that it assisted them to understand what kind of learners they had in terms of discipline and whether they were committed to their school work. The Natural Science and Mathematics HoDs argued that monitoring and providing feedback is imperative for effective learning. However, the HoDs Home Management and Languages indicated that they encountered negative experiences in dealing with class monitoring. According to the said HoDs some teachers did not want to be checked in their classrooms. As echoed in the following sentiments of the languages HoD;

*It is very hard, it's difficult, teachers have rights and they said that the annual appraisal is the only tool that we can use to assess the teachers*

#### **4.7. Major Challenges of Implementing the Revised Curriculum.**

In addressing the issue of curriculum management the participants were asked to indicate if there were any challenges that they faced in the implementation process. A number of challenges that were identified at the school during the implementation process included the following:

- inadequate text books
- Inadequate Training of members of staff in curriculum implementation
- Teaching resources and Stationery
- Teaching staff and material

##### **4.7.1 Inadequate Text Books.**

Participants felt that whilst the learners may be given one textbook, the use of one textbook by teachers was insufficient. The findings revealed that the school did not have sufficient textbooks required for referencing. Participants (HODs) felt that they needed to consult a variety of textbooks in order to obtain adequate information to prepare and deliver the curriculum so that learners receive the best benefit from the teaching and learning process. The HoD for Natural Science indicated that

*The advantage of using many textbooks is that the versions are not the same. Some are explaining better than the other.*

Whilst textbooks cover all topics of the syllabus, according to the HoD for Natural Sciences, the depth to which they covered topics did vary, as such this compelled the teacher to reference a variety of textbooks that would adequately supplement the needs of the teacher and learners.

#### **4.7.2 Inadequate Training of Members of Staff in Curriculum Implementation**

When the class teachers, HoDs and the Head teacher were asked if the issue of training was important in managing and implementing the revised curriculum, one of the themes that emerged pointed to the fact that the management task were compounded by the inadequate training of teachers for implementing the revised curriculum. This affected their morale and discipline. Two illustrative remarks by the languages and mathematics HoDs respectively in this regard were:

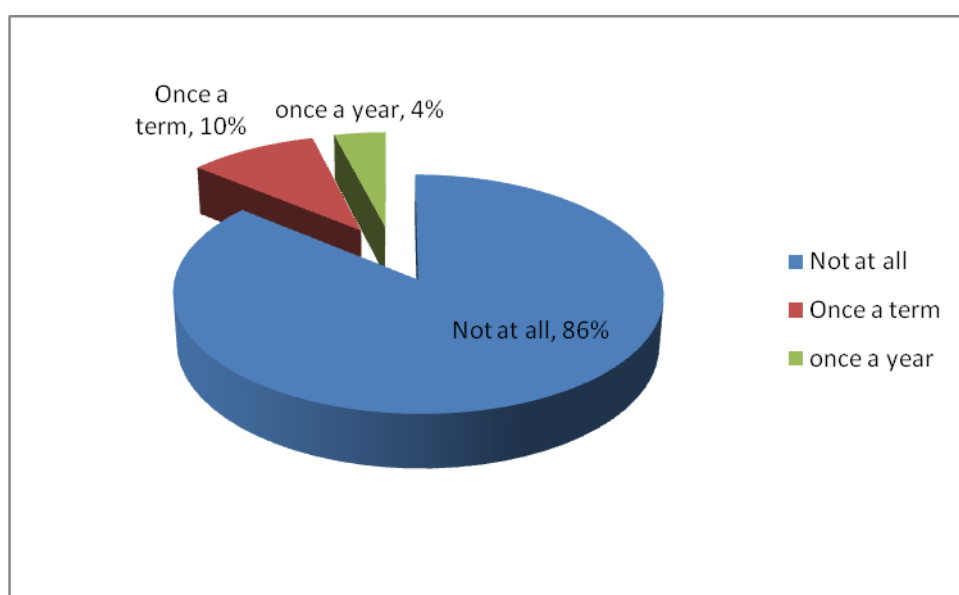
*Given the fact that we were not adequately trained on the implementation of the curriculum I at times find it very difficult to manage teachers on things that one does not know;*

*And Poor training makes teachers to miss classes. They either go to a class late and leave early or just keep themselves busy with something other than teaching.*

#### **4.7.3 Professional Development of Teacher as Perceived by Teachers**

Figure 4.6 shows the frequency of professional developments like seminars, workshops and other in-service training needed to update and improve teachers in their fields of teaching.

Fig.4.6.2 : Frequency of professional developments



Findings from the data indicated that the majority of the respondents (86%) said that they did not carry any in- service trainings for its staff. Seven percent of the HoDs reported their departments conducted such professional development once annually and (7%) indicated such in-service trainings held once a term.

#### 4.7.4 Teaching Resources and Stationeries.

All the HoDs lamented over the lack of adequate teaching resources in the school. Although it was mentioned that the departments were able to provide a few teaching resources such as flip charts it was anonymously agreed that the school did not provide adequate materials that are required to effectively implement the curriculum.

The HoDs for Home Management and Business Studies indicated that they had some teaching resources that were not being used due to lack of power in the school.

#### 4.7.5 Teaching Staff and Materials

Among the major challenges faced by the Kapoche day secondary school, the head teacher mentioned of the shortage of stuff as well as the lack of adequate teaching and learning materials. She lamented that:

*One of the major challenges faced by the school is the shortage of stuff and school does not have enough teaching and learning materials. The*

*school struggles to provide adequate teaching resources. Equipping teachers with teaching and learning materials is a challenge because the school depends on the meagre paid by the pupils.*

### **Summary**

This chapter the research findings by the respondents who included learners (focus group) teachers (interview), head of departments (focus group), head teacher (interview) and DEBS (interview) were presented. The results of the research observation were also presented. The findings mainly focused on the research objectives and questions.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS.**

#### **Overview**

This chapter presents a discussion of results that were presented in chapter four. The discussion did follow the course in which the results were presented with special focus on the objectives of the study, related literature, theoretical framework and conceptual framework. The availability of facilities required for an effective implementation of the revised 2013 curriculum was discussed first. Thereafter, the discussion did focus on exploring the teachers and learners perceptions and experiences of the revised 2013 curriculum as well as an examination of the measures taken by the School Management to ensure that the revised 2013 curriculum is effectively implemented.

#### **5.1 Availability of Facilities.**

The data from this study indicated that the head teacher, HoDs and the class teachers did agree that resources both physical and human personal were very important and were required for the effective curriculum implementation. Fifteen teachers (83.3%) agreed with the statement over the availability of facilities while two teachers (11.1%) believed that the availability of facilities did not affect the implementation of the revised curriculum at Kapoche Day Secondary School. Only one teacher did indicate that she was not sure if the availability of resources would affect the implementation process at all. The head teacher emphasised that if Good infrastructure, teaching and learning materials and members of staff were available then there would not be any problems in implementing the revised curriculum. The findings were consistent with the findings of Anyakogu (2002) which concluded that there was a relationship between the availability of school facilities and curriculum implementation.

Among the striking observations that emerge from the data was that in spite of Kapoche Day Secondary School being a newly built school there was no computer laboratory and a functional library found at the school. The sports fields were not fully functional as only the football pitch was found to be in use. However this researcher was informed that the other sports facilities were still under construction but from observation there was nothing on the ground where the said facilities should have been.

## **5.2 Curriculum Content**

The findings disclosed that some teachers observed that some curriculum subject content incorporated detailed information, which was encouraging to the concerned participants, nonetheless these participants indicated that other curriculum subject content were not specific enough and contained brief concepts and information and were problematic to implement. The respondents further pointed out that the words or terms which framed the different curriculum subjects were not simple enough to interpret, plan and deliver the curriculum.

The findings also revealed that teachers commented that some curriculum subject content included detailed information, which was helpful for them, but that other curriculum subjects were not specific enough and contained brief ideas and information and were difficult to implement.

Additionally, respondents pointed out that the words or terms which framed the different curriculum subjects were not simple enough to interpret, plan and deliver the curriculum, some teachers called for further simplification as well as the reorganization of the curriculum.

The learners as well had some experiences to share about the revised curriculum and some of the themes that emerged from the FG discussions include the following: Staffing levels, teachers classes attendance/punctuality, new Teaching methods, Syllabus content and Assessment.

## **5.3 How the Staffing Levels and the Implementation Process**

The learners bemoaned the lack of teachers in some subjects. It was revealed that in some subjects the learners did not have teachers and in some instances though teachers were available the results indicated that sometimes teachers missed lessons which made it very difficult to build up on concepts and resulted in de-motivation to learners. The above challenge correlates with the findings from the study conducted by Ndovela (2014). He found that teacher absenteeism was one of the challenges faced by HoDs and pupils. With high teacher absenteeism it was in a way difficult for the school to effectively implement the revised curriculum.

#### **5.4 Provision of Instructional Materials.**

According to Eshiwani (1988) to effectively implement the revised curriculum, adequate instructional materials are required in order to allow learners to complete assignments and do individual studies. The findings from this study indicated otherwise as it was revealed that pupils lacked textbooks to make references and do extra work. It was also learnt that the learners were not provided stationeries. This aspect negatively affected the curriculum implementation since without stationeries pupils were not in a position to participate fully in the learning process especially in situations where the learners were expected to be active participants. Physical facilities including classrooms and furniture had a significant effect on the implementation of the curriculum.

According to the research findings if the resource requirements and their use were not planned correctly, this would lead to difficulties in implementing the revised curriculum. Rembe (2005) states that important types of resources that are relevant to educational policy are human resources, equipment and facilities, space and monetary resources, these types of resources are the major factors that add to successful implementation. This indicated that curriculum implementation depended on availability of resources as such this study investigated the extent to which Kapoche day secondary had the required resources to effectively implement.

According to Eshiwani (1988) to effectively implement the revised curriculum, adequate instructional materials are required in order to allow learners to complete assignments and do individual studies. The findings from this study indicated otherwise as it was revealed that pupils lacked textbooks to make references and do extra work. It was also learnt that the learners were not provided stationeries. This aspect negatively affected the curriculum implementation since without stationeries pupils were not in a position to participate fully in the learning process especially in situations where the learners were expected to be active participants. Physical facilities including classrooms and furniture had a significant relationship with students' achievement. It came out clearly that most of the times the teachers did not use teaching aids apart from the common board illustrations this in the long run affected the effective implementation of the revised curriculum at Kapoche day secondary school.



In view of the above discussion the head teacher also complained over the school not having enough teaching and learning materials. According to the head teacher the school struggled to provide adequate teaching resources as such the implementation process was hindered. Among the major challenges faced by the Kapoche day secondary school, the head teacher mentioned of the shortage of stuff as well as the lack of adequate teaching and learning materials.

From the focus group discussions with the HoDs, the findings revealed that the school did not have sufficient textbooks required for referencing. Participants (HoDs) felt that teachers needed to consult a variety of textbooks in order to obtain adequate information to prepare and deliver the curriculum so that learners receive the best benefit from the teaching and learning process. This finding resonates well Smit (2001) who agrees that a lack of appropriate resources surely diminishes the potential of sound implementation in the classrooms.

It was anonymously agreed that the school did not provide adequate materials that were required to effectively implement the curriculum. Angora (2003), states that schools with adequate textbooks and other instructional materials are at an upper hand of performing better thus effectively implement the curriculum, while textbooks enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons (Ubogu, 2004). The HoDs lamented over the lack of adequate teaching aids in the school. Quality teacher (and student) support materials had a strong potential for implementation. It was suggested that professional developers together with experienced teachers produced such support materials for teachers to adhere to the complex forms of modern pedagogy.

### **5.5 Class Size**

The participants also revealed that the classes at junior secondary level are manageable it was even stressed that at times there is under enrolment at grades eight and nine. At senior level however it was mentioned that there was over enrolment leading to overcrowded classes.

### **5.6 Teachers Training on Curriculum Implementation.**

Seventy two percent of the interviewed teachers indicated that they had undergone some training in curriculum training while twenty eight percent indicated that they did not under

go any form of training in curriculum. In line with the findings by Badugela (2012), who indicated that inadequate training of teachers and the lack of resources makes it complicated for teachers to learn what is expected from them.

### **5.6 Teacher Punctuality and Attendance to Classes**

The research findings revealed that some teachers were fond of going late for classes, as a result of lack of punctuality; it was common practice they for them to rush through the lessons to cover up for lost time. By so doing, in most cases the slower learners usually failed to understand the concepts and lagged behind.

It is evident from the responses given during the FG discussions that the majority of the teachers did not give homework as often as they should, and only a few of them did not give homework at all. Further demotivating the learner and offering an education that may be below par.

### **5.7 Implementation Management**

The successful implementation of a new curriculum depended on the school environment within which it was to be implemented. Ideally, such an environment should be characterised by goal focus, synergised communication, decentralised power, and effective utilisation of resources, cohesiveness, adaptation, and sound morale (Kruger 2002). Head teachers should also involve teachers in decision-making processes and provide them with relevant and adequate resources. An important issue that emerged from the findings was that at Kapoche Day Secondary School the head teacher was engaging the teachers in the decision making process, starting from the planning to the implementation.

It had been revealed from the literature that for affective changes to take place, it required commitment in developing relevant resources, knowledge, skills and training. As a result, even though teachers had their own theoretical training it was necessary for them to receive extra support as they were often confused when faced with fast changes. This extra support could come through a well-coordinated and managed implementation plan.

When implementing a new curriculum, there were a host of factors that were to be considered; it was only by doing this that one could be certain that the implementation was successful. Most important was that a long-term plan be in place that coincided with the organization's philosophy of education. A long-term plan would lay out the course that the

curriculum implementation was to follow, removing any questions or concerns before any type of action would take place. During the interviews, it became apparent that the respondents had different ideas regarding the constitution of curriculum implementation plans. Despite these varying views the majority of the respondents indicated that the school had the curriculum implementation plan which was confirmed by inspecting the schools strategic plan.

It was actually reviewed from the research findings that the school even had someone in charge of the implementation process; in fact the head teacher mentioned to this researcher that the head of department for Expressive Arts was in charge of the implementation process

From the middle management point of view it was discovered that there was a local policy of managing the curriculum through the formulation of a local curriculum implementation policy. Evidence from the findings point to the fact that although there were a number of challenges the personnel in the departments did do the best they could under the circumstances. To this end a favourable environment was created to ensure learning and teaching took place at the school under study.

### **5.8 Monitoring and Supervision.**

The findings also revealed that monitoring and supervising of both teachers and learners took place with promising results. Most of the staff was implementing the curriculum as required. The classroom visits and observations yielded positive result in terms of teachers going to class but there were complaints of inconsistent punctuality by some fraction of teachers. Some teachers went late for classes or left classes earlier than the expected time; this was not a good practice to ensure that the curriculum was effectively implemented.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS.**

#### **Overview.**

In this chapter, a summary of the main research findings as answers to the research questions has been presented. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented.

#### **6.1 Conclusions**

In line with the study objectives which mirrored the research questions, the following conclusions were made;

#### **6.2 Resources for Implementing the 2013 Revised Curriculum.**

The study revealed that the lack of teaching and learning aids, non availability of laboratory and library facilities and low staffing levels, adversely affected the implementation of the revised curriculum at Kapoche Day Secondary School. As a result of the above stated the implementation process was not as smooth as the school management had planned.

#### **6.3 Perceptions and Experiences of Teachers and Learners the Implementation of the 2013 Revised Curriculum**

The way that the teachers and learners perceived the revised curriculum as well as each other had positive as well as negative impacts on the implementation process at the school.

The empirical study confirmed that participants were not happy about the content of some subjects, the findings revealed that both teachers and learners commented that some curriculum subject content included detailed information, which was helpful for them while other curriculum subjects were not specific enough and contained brief ideas and information and were difficult to implement.

Participants experience in assessment and monitoring of the work of learners was very appalling. They all agreed that they were not living up to the expectations of the revised curriculum. They clearly indicated that more should be done to address their situation.

#### **6.4 How the 2013 Revised Curriculum was Implemented.**

It was observed by all the respondents that even though there were a number of things that were not in place the school management team including the teachers did put in their best to ensure that the revised curriculum was effectively implemented. All efforts were put in to plan and effectively implementation the revised curriculum.

#### **6.5 Recommendations**

The revised curriculum is a curriculum that is very different to any curriculum these teachers experienced in their own schooling or during their earlier training.

1. The Ministry of General Education should ensure that newly built school have all the necessary teaching and learning resources.
2. The government through the Curriculum Development Centre need to institute a monitoring and evaluation team to check the extent to which the revised curriculum is being implemented.
3. The Ministry of General Education should provide more opportunities for Continuous Professional Development and institute policies that would ensure all practicing teachers participate in the in-service courses.

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## APPENDICES

### APPENDIX 1: INTERVIEW SCHEDULE FOR TEACHERS.

Good morning/ afternoon, my names are Askofu Phiri from the University of Zambia/Zimbabwe Open University. I am here to collect data for my research on curriculum implementation in a newly established school. I have come to you because you are knowledgeable and your school was newly established. Kindly share with me your opinions and views about the topic. The information you share with me will be treated with due confidence and will only be used for study purposes. In addition, i will ask your permission to use a voice recorder so that I can capture all necessary information you share with me.

#### Section 1: General information

1. Gender: Male [ ] Female [ ]
2. Classes taught: GRD8 [ ] GRD 9 [ ] GRD 10 [ ] GRD 11 [ ] GRD 12 [ ]
3. Professional qualification; Certificate [ ] Diploma [ ] B.Ed [ ] M. Ed [ ]
4. Terms of employment: permanent [ ] Temporary [ ].
5. Working experience\_\_\_\_\_ (Years/Months)
6. Teaching subjects\_\_\_\_\_

#### Section 2: Availability of facilities.

7. To what extent does Kapoche Day Secondary School have the resources required to effectively implement the 2013 revised curriculum.
8. In your view how does the availability of facilities affect the implementation of the revised curriculum?
9. Do you have enough textbooks for your subject in your school?
10. Besides textbooks, what other teaching materials do you use when handling the subject?
11. In your view do you have sufficient resources to institute the necessary changes for the revised curriculum?

#### Section 3: perceptions and experiences.

12. What are the perceptions and experiences of teachers at Kapoche Day Secondary School with regards to the implementation of the 2013 revised curriculum?

13. Have you undergone any kind of training on curriculum?

14. If you have, what kind of training?

**Section 4: management of the implementation of the revised 2013 curriculum**

15. How is Kapoche Day Secondary school managing the implementation of the 2013 revised curriculum?

16. Does your school have a curriculum implementation plan? If so, have you been involved in the drafting process of this plan? To what extent?

17. What successes, if any, have you achieved in promoting teaching and learning so far?

18. In your view are the revised Curriculum teaching methods in line with your own teaching style? Please explain.

19. What support, if any, from both outside or inside do you feel will be required to address issues surrounding curriculum implementation?

20. Is there anything that you may want to add or subtract aside from what we have discussed?

**Thank you for participation and honesty.**

## **APENDIX 2: INTERVIEW SCHEDULE FOR HEAD TEACHER**

Good morning/ afternoon, my names are Askofu Phiri from the University of Zambia/Zimbabwe Open University. I am here to collect data for my research on curriculum implementation in a newly e established school. I have come to you because you are knowledgeable and your school was newly established. Kindly share with me your opinions and views about the topic. The information you share with me will be treated with due confidence and will only be used for study purposes. In addition, i will ask your permission to use a voice recorder so that i can capture all necessary information you share with me.

### **Section 1: Demographic characteristics of respondents**

Gender..... Work Experience..... Area of

Specialisation.....

Level

of

Education.....

### **Section 2: Availability of facilities.**

1. What facilities in your view can help in the effective implementation of the revised 2013 curriculum?
2. To what extent do you feel these facilities may have had an impact on the curriculum implementation process at your school? Please explain.
3. Does your school have enough teaching and learning materials on the revised curriculum?

### **Section 3: perceptions and experiences.**

4. From your observation what can you say about the attitude of your teachers towards the teaching of the revised 2013 curriculum?
5. How do you equip teachers to implement the revised curriculum? Please explain.

### **Section 4: management of the implementation of the revised 2013 curriculum.**

6. Does your school have anyone who is officially appointed as a leader to help implement the revised 2013 curriculum?
7. What challenges or opportunities, if any, are you facing in curriculum implementation being a newly established school?

8. What measures, if any, have you put in place to ensure effective implementation of the revised curriculum at your school?

**Thank you for participation and honesty.**

### **APPENDIX 3: FOCUS GROUP SCHEDULE FOR HODs**

Good morning/afternoon, my names are Askofu Phiri from the University of Zambia/Zimbabwe Open University. I am here to collect data for my research on curriculum implementation. I have come to you because you are more knowledgeable on how the curriculum is being implemented in schools. Could you kindly share with me your opinions and views about the topic? The information you will share with me will be treated with confidence and will only be used for study purposes. I will ask for your permission to use a voice recorder so that i can capture all the valuable information that you will share with me.

1. To what extent do you think facilities in your department may affect the implementation of the revised 2013 curriculum? Please explain?
2. What facilities in your department do you consider to be vital in the effective implementation of the revised curriculum?
3. Does your school have a curriculum implementation plan?
4. Have you been involved in the drafting process of this plan? If so, to what extent?
5. At your school, how do head teachers communicate with the HODs and other members in your department? (As this may be considered to be important in implementation process)
6. How is the implementation of the curriculum monitored in your department?
7. How do you equip teachers to implement the curriculum?
8. What successes, if any, have you achieved in terms of managing the curriculum implementation thus far?
9. What challenges have you come across in the execution of your work, with regards to curriculum implementation? If there are any challenges, what steps do you think need to be taken to address these challenges?

**Thank you for participation and honesty.**



## **APPENDIX 4: INTERVIEW SCHEDULE FOR DEBS**

Good morning/afternoon, my names are Askofu Phiri from the University of Zambia/Zimbabwe Open University. I am here to collect data for my research on curriculum implementation. I have come to you because you are more knowledgeable on how the curriculum is being implemented in schools. Could you kindly share with me your opinions and views about the topic? The information you will share with me will be treated with confidence and will only be used for study purposes. I will ask for your permission to use a voice recorder so that i can capture all the valuable information that you will share with me.

### **Section 1: Demographic characteristics of respondents**

Gender..... Work Experience..... Area of Specialisation.....

Level of Education.....

### **Section 2: Availability of facilities.**

1. What facilities in your view can help in the effective implementation of the revised 2013 curriculum?
2. To what extent do you feel these facilities may have had an impact on the curriculum implementation process at your school? Please explain.
3. Does your district have enough teaching and learning materials on the revised curriculum?

### **Section 3: perceptions and experiences.**

4. What do you feel the revised 2013 curriculum offers schools, their head teachers and staff, and their communities?
5. How do you equip teachers to implement the revised curriculum? Please explain.

### **Section 4: management of the implementation of the revised 2013 curriculum.**

6. What do you see as your key roles in your position of leadership and management advisor with respect to the curriculum implementation?
7. Which model, if any, do you use to implement and monitor the revised 2013 curriculum?

8. To what extent, do you think as the DEBS you are helping in the curriculum implementation at Kapoche Day secondary school?
9. What measures, if at all there any, has the district office put in place to ensure that the revised curriculum is effectively implemented at Kapoche Day secondary School?
10. How is the performance of Kapoche day Secondary school being a newly established school implementing the curriculum?

**Thank you for participation and honesty**

## **APPENDIX 5: FOCUS GROUP SCHEDULE FOR LEARNERS.**

Good morning/afternoon, my names are Askofu Phiri from the University of Zambia/Zimbabwe Open University. I am here to collect data for my research on curriculum implementation. I have come to you because you are more knowledgeable on how the curriculum is being implemented in schools. Could you kindly share with me your opinions and views about the topic? The information you will share with me will be treated with confidence and will only be used for study purposes. I will ask for your permission to use a voice recorder so that i can capture all the valuable information that you will share with me.

1. Do you have enough learner resources?
2. Do teachers come to class prepared?
3. Is the content offered to learners relevant?
4. Do you share a textbook with other pupils in all subjects?
5. What teaching methods do teachers frequently use?
6. How many pupils sit on one desk in the classroom?
7. Do you have enough teaching staff?

**Thank you for participation and honesty.**