

**ASSESSING CHALLENGES FACED BY UPGRADED RURAL SECONDARY  
SCHOOLS IN IMPLEMENTING THE VOCATONAL CAREER PATHWAY IN THE  
2013 REVISED CURRICULUM IN KABOMPO DISTRICT, ZAMBIA**

**By**

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**A dissertation submitted to the University of Zambia in collaboration with Zimbabwe  
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Master of Education in Educational Management**

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## **AUTHOR'S DECLARATION**

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

Signed: .....

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## CERTIFICATE OF APPROVAL

This dissertation by **Cecilia Chulu** is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Educational Management at the University of Zambia in collaboration with Zimbabwe Open University.

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## **ABSTRACT**

The study sought to assess the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the revised curriculum in Kabompo District, Zambia. The objectives of the study, were to: establish the availability of appropriate infrastructure, equipment, teaching and learning resources in up-graded rural secondary schools in the implementation of the vocational career pathway in 2013 revised curriculum in Kabompo District ; assess the availability of specialist teachers in selected upgraded secondary schools of Kabompo District ; and explore the measures school administration can put in place to enhance effective implementation of the 2013 revised curriculum in upgraded secondary school of Kabompo District .

The study used the phenomenology study design which employed the qualitative strategy in order to effectively address the issues raised by the research questions. The method of data collection included in-semi structured interview guide, semi structured focus group discussion guide and observation checklist. The target population included two District Education Board Officers, four Head Teachers from four selected upgraded rural secondary schools, four Deputy Head teachers, twenty –four Head of departments and sections, four Guidance and Counselling teachers and twenty four teachers. Purposive sampling techniques were used to select 62 respondents. Data were analysed qualitatively. This involved explanation and interpretation of the raw data.

The findings of the study revealed that some of the infrastructure, resources facilities were in a bad state and were too inadequate to accommodate the increasing number of learners, in addition the schools have no accommodation for teachers . Classroom blocks in all the schools were those previously meant for primary schools and hence very inadequate and not spacious. Equipment and teaching and learning resources were also in short supply and to some instances they were not available to implement the vocational career pathway effectively. The findings further indicate shortage of specialists’ teachers’ to handle vocational career pathway, in some subjects, teachers have been seconded to teacher without the methodology. Schools lacked laboratories, teaching and learning material.

However, the findings also indicate that schools were not just sitting idle. Schools were doing something about this situation. The Parents' Teacher Association in collaboration with school administration had started to build classroom blocks and also lobbying from Constituency Development fund to help in building new classroom blocks.

The study concluded that the implementation of the vocational career pathway was being implemented in very difficult circumstances. The old infrastructure being used was also bad and inadequate. If the government did not intervene now education provision in the vocational career pathway will not be up to date and learning will not be taking place. The state will have graduates without the skills, knowledge and a changed behaviour to fit in any society beyond Zambia. Based on these findings the study recommends that the government should first allocate some initial funding for infrastructure, equipment, teaching and learning resources and specialists before upgrading a primary school into a secondary school.

## **DEDICATION**

This work is dedicated to my parents Charlton (late) and Clotildah for their unwavering support and love. To all saints in the family, my husband Ronald, Children, Clement, Luwi Wami and Watson and my brother and sisters who spiritually contributed greatly to this great work of my hands. I love you all.

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Furthermore, I am indebted to all the participants in my study - whose names I have withheld for ethical reasons, for their invaluable contributions. All my class mates from the 2016 cohort, you made this academic journey an interesting one.



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## **ACRONYMS AND ABBREVIATIONS**

CDC	Curriculum Development Centre
CDF	Constituency Development Fund
CSO	Central Statistics Office
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
ECZ	Examination Council of Zambia
ESO ODL	Education Standard Officer for Open and Distance Learning
FGD	Focus Group Discussion
HEH	Home Economics and Hospitality
MoGE	Ministry Of General Education
PCA	Performing and Creative Arts
PES	Physical Education and Sports
PTA	Parents Teachers' Association
TEVET	Technical, Education, Vocational and Entrepreneurship Training
TEVETA	Technical, Education, Vocational and Entrepreneurship Training Authority
UNESCO	United Nations Educational, Scientific and Cultral and Organisation
UNFP	United Nations Population Fund
ZECF	Zambia Education Curriculum Framework

# **CHAPTER ONE**

## **INTRODUCTION**

### **Overview**

In this chapter, the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, theoretical and conceptual frameworks significance of the study, delimitations and operational definition of terms were discussed.

### **1.1 Background**

Zambia's population is currently growing at a rate of 3.2 % per year. The estimated 2018 population is 17, 792, 671 and it has been projected to increase by 532,151 people and reach 18, 002 in the beginning of 2019 (UNFPA, 2016). In 2016, the population for the people aged 15- 38 (36.7%) of Zambia's population, the largest population of young people in its history, presented an enormous opportunity for the future (World Bank, 2016). The population for the youths in urban and rural areas has continued to fluctuate though the rural population has continued to maintain a higher percentage.

In 2017 the rural population for the young people stood at 58.62 % and urban was 41. 8 % which was lower compared to the 2010 national census of population and housing of which, 61 percent of the population was in rural areas while 39 percent of the population is predominantly youth (CSO, 2010). The same age (youths) are the ones faced with high unemployment levels that are also being experienced globally. The challenges of high unemployment levels has prompted many countries to have their education systems undergo reforms in an effort to respond to the prevailing conditions of high unemployment levels and making the educations system responsive to the needs of society.

Since independence, the Zambian government through the Ministry of Education came up with different Educational Reforms such as the Education Act of 1966 and the 1977

Education Reforms (Kelly, 1986). These reforms aimed at addressing the challenges of high unemployment levels among the youths. In addition, the Ministry of Education documented some education policies which were the 1992 “Focus on Learning “and the current one which is the 1996 “Educating our Future”. The content in both education policies placed much emphasis on making the education system relevant and responsive to the needs of society. Most of the measures were linked to education reforms which seem to have the potential to address the challenges of unemployment levels in both the formal and non-formal sector (Kelly, 1986).

The belief that education is an engine of economic growth rests on the quality and quantity of education in any country. (Kelly, 1986) posited that formal education is highly instrumental and even necessary to improve the production capacity of a nation and discusses the rationality behind investment in human capital and the development of career choices. Empirical evidence of human capital model was identified and findings reveal that investment in education has positive correlation with economic growth and development (Kelly, 1986). This investment in education has resulted in the adoption of technical and vocation education in most of the education systems in many countries.

Technical and vocational education has in recent past emerged as one of the most accepted and effective human resource development strategies that most developing countries have started to embrace with the view of training and modernizing their workforce for rapid industrialisation and national development ( Afeti, 2014).In many African countries , issues of large numbers of graduates coming or leaving out the formal school systems are unemployed, despite opportunities for skilled worker do exist in the economy .As a result this situation has ended up in displaying a sharp focus in terms of mismatch between what schools offer and labour market skill demand. Another reason that is often cited for the incidence of high unemployment among graduates is the absence of entrepreneurship training in some school curriculum (Afeti, 2014).

In view of the current problems of high unemployment levels among the youths to compete with the demanded manpower, labour and skills, most countries across the globe are positioning technical and vocational education and training in the mainstream of their

education systems and setting it as a priority in their education agenda in view of the fact that this type of education plays an important role in socio economic development of a nation (ZECF, 2013). New national and regional initiatives in technical and vocational education have been the main reason for the 2013 revised curriculum in the Zambian education systems to come up with the two career pathways; the academic and vocational pathways have been introduced at both junior and senior secondary of education in order to respond to various changes in social, political and technological landscapes.

The experience with the Zambian education system is the problem of those who leave school are pushed out of system at young age without employable skills. Schools are not able to respond to the needs of the rural areas, the economy is not able to provide jobs for all those who have gone to school (Kelly, 1986). Some scholars will pose a question as to whether this problem is educational or economic. The performance in the economy can be linked to the education system provided in a particular country. Countries whose economic performance is stable have invested much in human capital through its education system .This calls for a practical, suitable and relevant curriculum (Kelly, 1986).

Zambia decided to revise its curriculum to meet the current demand of human labour and to address the issues of high unemployment levels among the schools leavers in this case the youths. This resulted in many stakeholders from different spheres alongside with the political will through the government in power to revise the school curriculum from primary to secondary in 2013 ( ZECF, 2013). Although a wide range of stakeholders were involved in the process of curriculum development, it important to note that the environment in which the revised curriculum is to be implemented is a critical factor for its success. Many developing counties and Zambia is not exceptional are still struggling with limited resources, the success of the curriculum will mainly depend on these factors, including adequate teaching and learning resources, specialist's manpower, equipment, and infrastructure as well as the teaching and learning methodologies and evaluation of adopted strategies. An objective assessment is therefore, a critical aid to identifying the strengths, weaknesses, opportunities and threats that may affect implementation of the revised curriculum (Obanya, 2004).

In every country, quality secondary education is indispensable for individual and national developments alike. Secondary education provides a bridge between primary education, the labour market and tertiary education. As a bridge therefore, decision made take a basic choice, whether secondary education is to be the weakest link of the education system or its cornerstone (Obanya, 2004). Investment in education has been the hallmark of all nations of the world. According to the World Bank (2005), the benefits of secondary education in a multiplicity of ways contribute to individual earnings, is associated with improved health, equity and social conditions.

The government of Zambia in particular, recognises the fact that the main purpose of the school system is to provide quality education. In trying to implement the goals outlined in the Education for All (EFA) conference held in 1990, the Zambian government through the Ministry of Education embarked on a program of increasing enrolments, access and reduce dropout rates. The government embarked on an agenda to upgrade basic schools into secondary schools so that access to education and possibility of pupils completing school can be enhanced (Educating the Nation, 2005). The programme of upgrading basic schools was mainly to benefit rural pupils who had been finding it very difficult to have access to distance secondary schools.

A total number of 220 basic schools have been upgraded into secondary schools country wide with the aim to address the issues of equity and equality in terms of education provision (Lusaka Times, 2015). The Ministry of Education spokesperson observed that government has already achieved 70 percent (70%) in its upgrade programme. However, (Nawa, 2010) observed that with limited infrastructure and resources in the education sector, it would be impossible for Zambia to achieve the Education for All (EFA) target come the year 2015 if no commitment is made towards building new schools rehabilitating and expanding existing ones. The Zambia government also realised the need to investment in an education system that embraces the two tier system. This led to the introduction of vocational pathway in the 2013 revised curriculum in the Zambian education system which now embraces both academic and vocational career pathway. The Ministry of General Education is of the view that the 2013 revised curriculum is

likely to equip the learners with necessary knowledge and skills demanded by the labour market (ZECF, 2013).

However, despite the many benefits that comes along with integrating the academic and vocation pathway in schools to equip learners with the necessary knowledge and skills. The implementation of the revised curriculum in many countries has suffered a setback due to several factors such as inadequate infrastructure, lack of appropriate equipment, trained personnel to handle some technical subjects, it is important to note that the introduction of the vocational career pathway adds new challenges to the already exiting challenges in terms of resources to the educations sector (Foster, 2007).

While upgrading of many basic schools into secondary schools may have increased accessibility and lessened pupils stopping school at an earlier grade, no study seem to have been done to highlight the challenges the upgraded rural secondary schools may be facing in implementing the vocational career pathway in the 2013 revised curriculum. Therefore, this study sought to bring to light the challenges faced by upgraded rural secondary schools in Kabompo District.

## **1.2 Statement of the problem**

Kabompo District has ten secondary schools, out of the ten; five secondary schools have been upgraded from primary schools to secondary schools. The upgraded secondary schools just like any other established secondary school in the country follows the same education system of both academic and vocational career pathway. The Zambian curriculum was revised in 2013 to incorporate the vocational pathway. Vocational pathways, allow students to build a profile of learning that includes the relevant skills and knowledge that employees are looking for (Becker, 1975). It is the type of an education system that encourages hands on activity, giving students the edged in a competitive job market by providing them with the skills, experience and clear progression routes they need to succeed.

The success of curriculum implementation relies on several factors such as school environment, availability of resources, teaching methodologies. Successful curriculum implementation also requires adequate financial resources to support the process. The integration of academic and vocational pathway has several advantages if successfully implemented and supported by adequate resources (ZECF, 2013).

Ideally, it is expected that when an institution is being upgraded, there are certain measures and standards that are supposed to be in place, such as adequate infrastructure or building additional facilities, equipment, and adequate and qualified personnel are also available. It is not certain whether such requirements were taken care of in upgraded rural secondary schools. The Vocational pathway demands the need for additional resources to ensure the viability of the education system. Vocational education in schools is more expensive to provide than academic education programmes, and schools are stretched to accommodate the expenses. The lack of appropriate infrastructure, equipment, specialist teachers and workshop facilities and other additional resources as highlighted by (Adegoke, 2003) has posed some challenges in implementing the vocational pathway in secondary schools. The absence of appropriate infrastructure, equipment, and specialists' teachers may compromise the successful implementation of the vocational career pathway.

Therefore, this study tried to assess the challenges that are being faced in upgraded secondary schools in implementing the vocational career pathway in the 2013 revised curriculum in Kabompo District.

### **1.3 Purpose**

The purpose of this study was to assess the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the revised curriculum in Kabompo District.

## **1.4 Objectives**

The objectives of the study were to:

- (i) establish the availability of appropriate infrastructure, equipment, teaching and learning resources in upgraded rural secondary schools in the implementation of the vocational career pathway in the 2013 revised curriculum in Kabompo District.
- (ii) assess the availability of specialist teachers in the selected upgraded rural secondary schools of Kabompo District.
- (iii) explore the measures school administration can put in place to enhance effective implementation of the 2013 revised curriculum in upgraded rural secondary schools of Kabompo District.

## **1.5 Research Questions**

- (i) What was the status of infrastructure, equipments, facilities and teaching and learning resources available in upgraded rural selected secondary schools of Kabompo District?
- (ii) How many specialists' teachers were available in upgraded rural secondary schools of Kabompo District?
- (iii) What measures could the school administration had put in place to enhance effective implementation of the revised curriculum in upgraded rural secondary schools of Kabompo?

## **1.6 Theoretical Framework**

In order to gain an enhanced understanding of the issue under study, this research was supported by a Social Cognitive Career Theory by Bandura. Bandura's self-efficacy theory (1977, 1997) postulates a mutually influencing relationship between people and the environment. Social Cognitive Career Theory (SCCT) offers three segmental yet interlocking process models of career development seeking to explain; the development of academic and vocational interests, how individuals make educational and career



choices and educational and career performance and stability. The three segmental models have different emphasis centring around three core variables, which are self-efficacy, outcome experiences and personal goals (Lent, 2005).

In the Social cognitive career theory, Bandura theorised that self- efficacy expectations are shaped by four primary information sources or learning experiences which are personal performance, accomplishments, vicarious learning, social persuasion and physiological and affective status. The dynamic interaction among interest, self-efficacy and outcome expectations would lead to the formation of goals and intentions that serve to sustain behaviour overtime, leading to the formation of a stable pattern of interests in adolescence or early adulthood.

The social cognitive theory choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest time, career choice on unfolding process in which the person and his/ her environment mutually influence each other. Social cognitive career theory offers a comprehensive framework to understand the development of career interest, career choice and performance that is grounded in self- efficacy theory.

From the three segmental models of social cognitive theory, in relation to the challenges upgraded rural secondary schools are facing in implementation the vocational career pathway can be linked and summarised as follows:

**Self – efficacy:** A dynamic set of beliefs that are linked to particular performance domain and activities. It is expected that the vocational career pathway makes a learner develop self- efficacy to perform a domain or activity. Self-efficacy in vocational career pathway can be attained with the presence of adequate infrastructure, equipment, appropriate teaching and learning resources and method. In an event that the mentioned factors are inadequate it can affect the development of self-efficacy, thus, making the educational system (vocational career pathway) irrelevant. Self-efficacy can be used to assess the implementation of the vocational career pathway.

**Outcome expectations:** These are considered as personal beliefs about the consequences or outcomes of performing particular behaviour. Outcome expectations include beliefs about extrinsic rewards associated with performance of the target behaviour, self-directed consequences and outcomes derived from task performance. The expectations of the vocational career pathway is to enable the learners acquire knowledge and skills to shape their career choices. The learner should become self-reliant upon completion of schooling programme. However, outcome expectations which are self-directed and task performance can be questioned if the vocational career pathway is not successfully implemented. Vocational career pathway can be assessed using outcome expectations.

**Personal goals:** Refer to one's intention to engage in certain activity or to generate a particular outcome (Lent, 2005). Social cognitive career theory distinguished between activities to pursue, and performance goals, referring to the level of accomplishment or performance one aims to attain. Vocational career pathway aims at achieving personal goals through career choice. It is said that, the choice of the career can be attained with adequate resources, when resources are adequate; there is the likelihood of achieving vocational career pathway through suitable, relevant and practical activities. Personal goals or accomplishment can be employed to assess the implementation of the vocational career pathway in upgraded rural secondary school.

## **1.7 Conceptual Framework**

The researcher conceptualised that effectiveness of curriculum implementation require adequate infrastructure and equipment, teaching method, teaching and learning resources and qualified teachers (specialist). The independent variable in the conceptual framework is, the challenges faced by ungraded rural secondary schools, and the dependable variables which include infrastructure, equipment, teaching and learning resources, qualified teachers and methodology.

There is the relationship that exist among dependable variables. One variable may not be adequate towards the successful implementation of the revised curriculum. The

availability of infrastructure and equipment without the presence of proper teaching method, adequate teaching and learning materials and qualified specialist teachers may pose challenges in implementing the curriculum successfully.

In the same vain, without the availability of functional infrastructure and equipment in the schools, the skill-based curriculum (vocational career pathway) will not be effectively implemented in schools, and the learners would lack skill acquisition and economic empowerment.

The presence of infrastructure and equipment, teaching method and qualified specialist teaching method and a deficiency in teaching and learning resources may also affect the effectiveness in the implementation of the vocational career pathway. Teaching and learning resources plays a critical in the implementation, the implementation of the revised curriculum should be accompanied by new adequate teaching and learning materials. The absence of adequate teaching and learning materials makes the teacher role becoming more difficult.

Any change in the curriculum demands for qualified personnel or specialists to deliver the new contents in terms of subjects competently. The presence of infrastructure and equipment, teaching method and teaching and learning resources may be equally not complete without the availability of qualified specialist to deliver the teaching and learning process effectively.

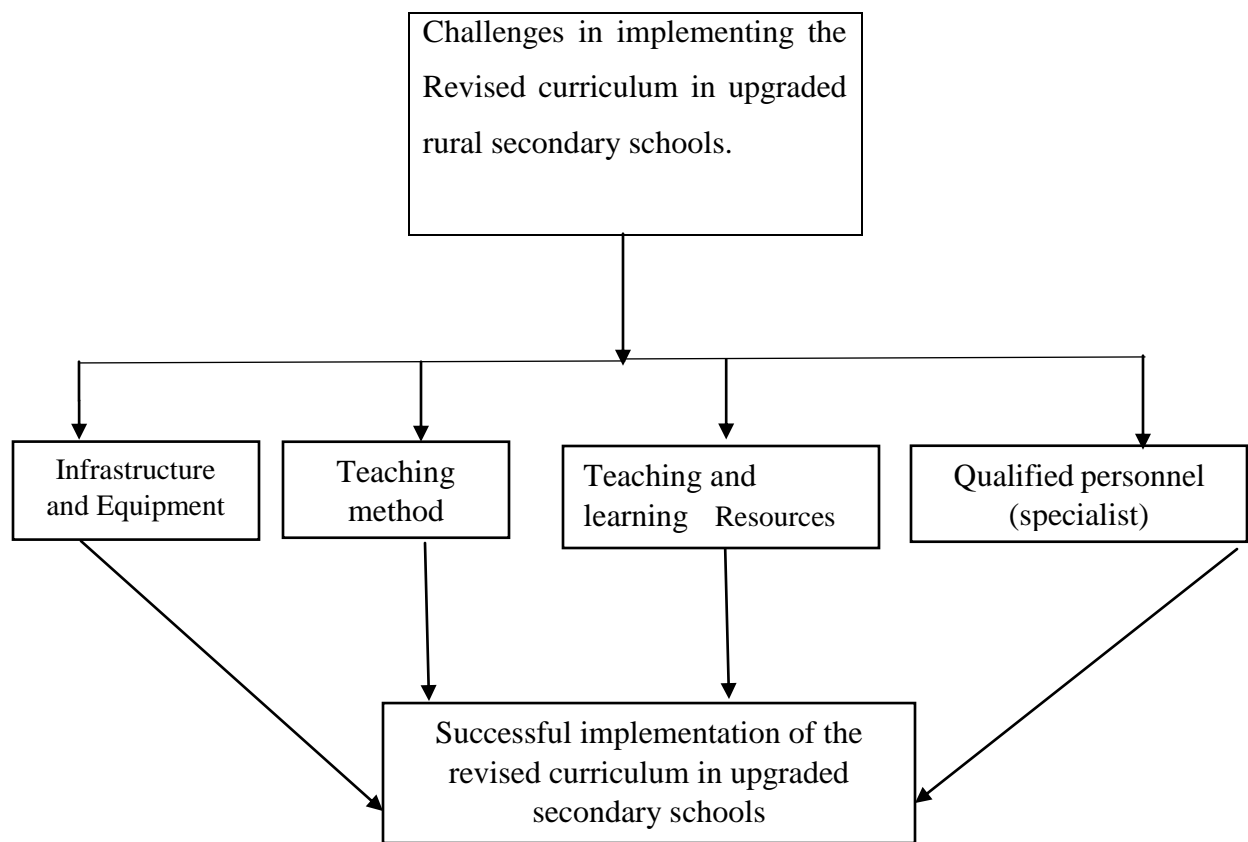


Figure 1.1 Conceptual Framework

### 1.8 Significance of the study

It is hoped that the findings of the study will help to bring to light the challenges upgraded selected secondary schools in Kabompo District face in implementing the vocational career pathway of the 2013 revised curriculum. The findings of the study may be of significant to policy makers as well as stakeholders in the Ministry of General Education to address the challenges that may be identified in the study. Further, the study is likely to sensitise the stakeholders such as officials at DEBS, Director of standards, Head teachers, Deputy Head teachers and teachers on the new ways to plan effective curriculum implementation with regards to the 2013 revised curriculum with much emphasis on the vocational pathway in upgraded rural secondary schools.

Further, the study is likely to contribute in policy formulation and practices that may be attainable in the education system.

### **1.9 Delimitations**

According to Creswell (1994), delimitation is used to address how the study will be narrowed in scope. To this regard, the study was primarily be limited to Kabompo District and the study assessed on the challenges faced by upgraded rural Secondary schools in implementing the 2013 Vocational Career pathway in the revised curriculum in selected rural schools of Kabompo District in Zambia.

### **1.10 Operational Definitions of Terms**

*Curriculum:* A prescribed programme of study for learners in institutions of learning.

*Implementation:* It refers to, putting into effect a plan already mapped out.

*Practical based:* Knowledge that deals with skills involving muscular dexterity and coordination of mind and muscle.

*Upgraded School:* As used in this study, this is a secondary school whose status is that of a primary school in terms of existing infrastructure, the environment is that of a primary school and it has been elevated to a secondary school.

*Vocational and Technical subjects:* Subjects that provide learners with hands on experience.

*Skill- based subjects:* As used in this study, these are practically- oriented subjects that are designed to teach learners skills which will empower them for job creation and self-reliance.

*Specialist teachers:* These are teachers who are trained in the vocational and technical field.

## **Summary**

In this chapter, a brief outline on the background of the research under study, the statement of the problem in relation to the research topic, the purpose of the study were discussed , research objectives and research questions were formulated in line with the research topic. Theoretical framework to support the research topic was designed based on social cognitive Career theory; a conceptual framework was tabled to highlight the independent variable as well as the dependent variables. Further, the significance of the study, the limitations towards the study was highlighted, which was followed by operational definition of terms to be listed. The next chapter reviewed literature related to the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Overview**

In this chapter relevant conceptual and empirical literature were reviewed under the following dimensions: The concept and meaning of curriculum, integration of Academic and vocation curriculum, the revised curriculum in Zambia's secondary schools and challenges Secondary schools from selected literature face in implementing the 2013 Vocational Career pathway revised curriculum:

#### **2.1 The Concept and meaning of Curriculum**

Curriculum development and change is not a new concept in most of the educational systems today. However, issues of Curriculum, either in an explicit or an implicit form are inextricably linked to the process of thinking and action on educational system around the world (Ajibola, 2008). The encyclopedia of educational research (1969) defined the following definitions of a curriculum as all the experiences a learner has at school under the Guidance of the teacher. A Curriculum is defined as the total learning activities or educative experience offered by an institution through its total institutional programs designed to achieve the prescribed objectives (Obanya, 2004). Historically, the word curriculum was derived from the Latin root Currus which means a race course or a Chariot. "Currus" originates from word "Curre" (to run). Thus the term curriculum in its original context means runaway or racecourse. (Offorma, 2005) defined a curriculum as a planned learning experiences offered to a learner in school, adding that it is a programme of studies made up of three components: Program of studies, programme of activities and programme of Guidance.

Most of the education polices in many countries emphasize integrating the individual so as to become a sound and effective citizen and providing equal education for all citizens at primary through secondary and tertiary level. Scholars such as (Obanya, 2004, Adegoke, 2003) have reiterated the need for consistent change and review of the

curriculum in order to integrate new areas of concern. In the recent times, human activities and life have become highly industrialized and technical hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies. A Curriculum in fact is an organized plan of course outlined with the objectives and learning experiences to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful members of the society to which they belong. Thus, a curriculum is a tool of education to educate and humanize the whole man (Obanya, 2002). The curriculum can also be integrated into academic and vocational curriculum with the view of achieving holistic development of the human being.

## **2.2 Integration of Academic and Vocational Curriculum.**

In order to enhance human development in the general society, it is necessary to apply the theory of social cognitive career theory on educational systems through the integration of both academic and vocational pathway. . By such means, productivity is enhanced and sustained based on an increased work force in both the formal and informal sector. (Babalola, 2003) asserts that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways. Based on the significance of education, the concept of career development has been brought to the forefront of many discourses in the field of education and development. This has led to the emphasis of vocational career pathway in the main stream of the education system in many countries.

Studies have shown that improvements in education accelerate productivity and contribute to the development of technology and other spheres of development. Human development is seen as the enlargement of human capabilities, where the strategy is to promote investment in the development of people through education, skills, work productivity and creativity (Brickmen, 2006). The resulting development of integrating academic and vocational career pathway, serves as a means to promote education development. The issue is determine the most effective ways to use the least resources to create and develop strategies that will promote the acquisition of knowledge, skills and



career choices to individuals . An individual must be trained, educated and developed within the system education adopted in a particular country. As a result, many countries have sought to integrate the academic and vocational pathways in their educational systems with the aim of developing a human being holistically, development at personal, family, local, and national levels. This state of affairs has also promoted the idea of bring innovativeness in curricular package.

Several scholars have supported the notion that the main purpose and goal of modifying the curriculum or introducing new curricula is the improvement of teaching and learning process, as well as the quality of knowledge, skills and working competencies gained and mastered by student in the process of adoption of the curricula (Immaculate, 2006). In secondary schools curricula innovation present the permanent need, caused by technical development and development of the labour market and public economy when the scope of changes is so wide that it exceeds the level of teaching contents on individual school subjects, it is necessary to fully innovate the curricula and replace out dated curricula with the new ones (Boston, 1998). When new knowledge and skills are needed at the labour market, referring to existing occupation or new occupation, it is necessary to start up design the curricula for relevant education profile, serving as basis for occupation.

However, it is not just a matter of implementing the curriculum, the curriculum to be implemented should be effective .The effectiveness of implementation process depends on several factors. Most of all, it needed the consensus and involvement of all actors in the process. Each actor shall consider the consequences on its role in the implementation process of the new curriculum. In addition, the effectiveness of implementation requires permanent action, mutual cooperation of stakeholders. The application of new curriculum shall be based on planning of physical, human, information and financial resources in order to ensure high quality teaching and learning of students in the educational process (Foster, 2007). The teaching process is performed through the class system, mentor activities, practical activities in school or faculty workshops, activities in laboratories, project activities, study visits and professional practice. The quality of overall educational process does not depend solely on the quality of curriculum but its actual implementation. With regards to the combination of both academic and vocational pathway, the effective

implementation of such a curriculum will make the curriculum relevant and responsive to the needs of the society.

The integration of academic and vocational pathway type of an education system aims to bring about work and training for work. (Raymond ,2007) in his opinion said that technical and vocational are work experiences meant to be imparted to an individual systematically in order to get him or her adequately equipped for good employment in a recognized occupation. Brickmen (2006) purports that vocational education has been designed technically and systemically to accommodate both the trainer and the trainee in order to enable most importantly, the trainee acquire the basic knowledge, skills, abilities, understanding and attitudes needs for one's efficient performance in his/ her chosen occupational career for self-reliance and national development.

The 2001 United Nations Educational, Scientific and Cultural Organization (UNESCO) and the 2002 International Labour Organization (ILO) General Conference on Technical and Vocational education and Training involves those aspects of the educational process in addition to general education, the study of technologies and knowledge related to occupations in various sectors of economic and social life ( Foster, 2007). Societal and economic development depends on the strength of vocation education provision through the education system as it provides access to skills and entry routes into labour markets.

Vocational pathway includes technical education which essentially refers to theoretical vocational preparation of students for jobs involving applied Science and modern technology. It emphasizes the understanding of basic principles of Science and mathematics and their practical application rather than the actual attainment of proficiency in manual skills as is the case with vocation education (Savage, 2009). Vocational education and training on the other hand, prepare learners for jobs that are based on manual totally related to specific trades, occupations or vocation. The combination of both systems has a positive effective on the learner upon the attainment of different skills, despite the demand of substantial resources.

The academic and vocational education implementation as an education system or strategy requires substantial financial commitments and dedicated key stakeholders, support and commitment (Bennel, 2009). Investing in a strong public academic and vocation education and training sector must be crucial in knowledge based societies in development, either in progress or envisaged, which characterize the present era, particularly globalisation and the revolution in information, communication technology, academic and vocational pathway should be given central role in the education process in all countries as it enriches a person for life and it provides the competencies which are necessary in modern states. According to Fuller (2006), not only can vocational career pathway support the socio economic welfare of individuals, but it can also increase their international competencies and being able to compete at global market.

The integration of academic and vocation pathway way in schools from the related literature have demonstrated that it has the potential of contributing to national development, though its implementation has varying experiences from different countries both developing and development countries. Zambia is one such country that has revised its curriculum to combine the two pathways its education system, the academic and vocational pathway. There is extensive literature relating to the integration of academic and Vocational pathway, the benefits of combining the two education system, which include acquisition of basic knowledge, skills and abilities, and how effectively the two education system can be implemented. However, challenges that are likely to be encountered in implementing the 2013 revised curriculum on Vocational Career pathway have not been highlighted, particularly in schools that have been upgraded from the primary school to a secondary school. This gap is likely to be filled by this study.

### **2.3 The revised curriculum in Zambia's secondary schools**

The demand to meet the current global situation of high unemployment levels among the young people has to some extent encouraged the Zambian government through the Ministry of General Education to attempt to revise its curriculum with the sole purpose of assisting the would be learners or school leavers be able to be relevant with the current demand in relation to job market. Since independence in 1964, the Ministry of General

Education has undertaken three major education policy reforms in its quest to improve the quality of education provided to learn at different levels. The education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country.

From time to time, individual, community, national and global needs change, knowledge expands and new technologies emerge (ZECF 2013). Considering that an effective curriculum should meet changes, the ministry endeavours to revise the curriculum periodically, it will also be reviewing other documents that go with the curriculum such as the syllabuses, teachers and teacher educators materials. Education is described as the totality of life experiences that people acquire and which enables them to cope with and derive satisfaction from living in the World ( Adams,2011 ), this is said to enable people achieve social competence and optimum individual development.

The Zambian government through the Ministry of General Education has revised the Curriculum with the aim of improving the teaching and learning process, as well as the quality of knowledge, skills and working competences gained and mastered by student in the process of adoption of the curricula. In secondary schools, curriculum innovation presents the permanent need, caused by technological development and development of the labour market and public economy (CDC, 1999).

The technological innovation that has sparked the global village has resulted in curriculum changes in both developed and developing countries, Zambia is not exceptional. The curriculum framework of 2013 on its education guiding principles purports that education is an integral part of the social system and responds to the requirements of society. This, therefore, means that for the curriculum to be progressive, relevant, dynamic and responsive, number of considerations must be met. The curriculum framework highlights that, there will be two career pathways, Academic and vocational at both Junior and senior secondary schools. The academic pathway is meant for learners with the passion for academic subjects and desire for careers in that direction. The vocational career pathway is for learners with ambitions and interests in technical and practical jobs (ZECF, 2013).

The junior Secondary curriculum is a two year course that covers Grades 8 and 9 of the Zambian Education system. It forms the basis for the acquisition of knowledge, skills and values needed for learning in subsequent formal studies at Senior Secondary School. 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 (ZECF 2013)

The junior secondary Schools will offer both Academic and Vocational Career pathways in the same institution. However, each junior Secondary school will be restricted to offering only (2) Technical and Vocational options. Under Academic career pathway, learners will learn subjects such as Business studies, English language, computer, integrated Science, social studies, mathematics, Religious Education and Zambian Languages. The vocational career pathway will offer five (5) options; learners will choose one option according to their aspirations and ambitions. The five (5) options are: Agriculture, Technology, Performing and Creative Arts (PCA), physical Education and Sports (PES) and Home Economics and Hospitality (HEH). As cited in (ZECF, 2013) Learners who will study vocational subjects and successfully completed Junior Secondary Education will be awarded a level 3 trade certificate by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and a Junior Secondary School Certificate by the Examination Council of Zambia (ECZ).

In order to enhance the acquisition of skills by learners, a single period in the vocational subject will take 120 minutes while a single period for the support subject will last 40 minutes. Learners' studying the vocational career pathway will be allowed to take a maximum of seven (7) subjects.

Senior Secondary School education is provided from Grades 10 to 12. It is expected that Senior Secondary School learners are adequately prepared for Tertiary Education and the world of work. It is highly desired that entrepreneurial skills are acquired by all learners to contribute positively to the development of nation and take up adult roles. The Vocational and Technical Career Pathway will offer the same options as the Junior Secondary Course. The options are: Agriculture, Technology, Home Economics and Hospitality, Performing and Creative Arts and Physical Education and Sports. Learners

who will study vocational subjects up to Grade 10 and pass a level two trade test will be awarded a level 2 trade certificate by TEVETA while a level 1 trade certificate will be awarded to Grade 11 learners who successfully complete the level one trade course ( ZECF, 2013).

As reviewed from the curriculum framework of 2013, on the structure and content of the revised curriculum in Zambia, it is also cardinal to note that the framework could interpret what is not actually be obtained on the ground, just like other Countries who framed their curriculum to combine academic and vocational pathway, implementation challenges are not exceptional due to the nature of the curriculum itself, the integration of academic and vocational pathway is resource demanding.

Despite the significance of revising the curriculum with the integration of academic and Vocational Career pathway, as well as the clear explanation on Vocational subjects at both junior and senior level, to the knowledge of the researcher, the literature did not point out on the challenges that are likely to be encountered in implementing the revised curriculum with the inclusion of the Vocational Career pathway in both urban and rural secondary schools, further, the literature has little or no information regarding the challenges that are likely to be experienced in upgraded rural secondary schools towards the 2013 revised curriculum , hence, the study to fill the gap.

#### **2.4. Challenges Secondary schools face in implementing Vocational Career Pathway Curriculum**

When new knowledge and skills are needed at the labour market, referring to existing occupation or new occupation, it is necessary to start up designing the curricula for relevant deduction profile, serving as basis for occupation. The curriculum should be effectively implemented to achieve the needed results.

The effectiveness of implementation process depends on several factors, most of all, it needed the consensus and involvement of all actors in the process. Each actor shall consider the consequences on its role in the implementation process of a new curriculum. The application of new or revised curriculum shall be based on planning of physical,

human, information and financial resources in order to ensure high quality teaching and learning of students in the educational process (CDC, 1999). The quality of overall educational process does not depend solely on the quality of the curriculum but rather on its effective implementation.

The provision of quality education has been one of the challenges facing many countries, the challenges of infrastructure, teaching and learning materials, qualified personnel are some of the factors that make the provision of education a challenge. In addition, the education provided to the general citizenry demands its suitability, practicality and relevance of the type of education provided. The combination of academic and vocational pathway has somewhat provided the solution to many countries to make the education system relevant, suitable and practical. However, the inclusion of vocational pathway to the common education system 'academic pathway' is a positive move though it has its own challenges and problems.

Problems and challenges in integrating the academic and vocational pathway manifest mainly in the implementation of vocational pathway. (Boston, 1998) identifies some challenges in the implementation of both academic and vocational education, the industry critics question the quality and experience of teachers and the standard and relevance of school facilities. From the perspective of schools, practical difficulties continually intrude, arrangements such as timetabling, and school system allocation of resources not being adequate. The academic curriculum has remained central and vocational options are offered only in a piecemeal manner (Boston, 1998).

A number of practical challenges in implementing a dual curriculum (academic and vocational) are visible in many countries particularly in developing countries. In terms of systematic professional development of instructors / trainers/ teacher demands, many teachers are posed with challenges on how to use delivery lessons and keep up with teaching methods of various vocational training. This issue is one of the most important issues when dealing with quality assurance. (Raymond, 2007) Further explains that, there are many challenges for the establishment of appropriate infrastructure, upgrading existing materials and training resources available. There are as well problems of proper

tools; equipment's to be used in vocational training by instructors or teachers to keep up with skills changing time.

Issues surrounding the implementation of a curriculum do affect many Countries, both developed and developing Countries. Challenges of high unemployment levels have encouraged many countries to integrate the academic and vocational pathway in their schools, particularly secondary schools, with the aim of equipping the students with skills for self-employment after leaving schools. However, the implementation of such a curricular has posed many challenges due to its nature of demanding adequate resources.

Few Countries have succeeded in implementing both the academic and vocational pathway. One such is Germany, Germany's education system is well resourced; with heavy funding from both the private and public sectors (Federal Ministry of Education and Research, 2003). This has enabled the country to effectively implement the dual career pathway. Narrowing it further to sub Saharan African, few African countries have succeeded in implementing the dual career pathway; Botswana is credited for having a more successful vocational based secondary school system than any other Sub-Saharan African country. Like Kenya, it has also vocationalised all its secondary schools with a view to provide pupils with skills at various stages of education, with sufficient prevocational skills necessary for a wide range employment opportunity when they leave school (Kakupa, 2017).

Botswana is one of the African countries that approached this reform with caution. The policy simply constituted an addition of compulsory vocational subjects to the broad academic curriculum (and not a creation of a whole new parallel track). Despite being Africa's shining example of both political and economic growth and stability, Botswana resisted the temptation to introduce a fully-fledged vocational track as cited in (Kakupa, 2017). In other words, all pupils continue to study the core academic subjects; except they have an addition of two compulsory practical subjects. This was done tactfully in order to provide pupils with both the academic and non-academic career opportunities.



Many educationists have discussed the issue of curriculum implementation in Africa being identified as the major setback for attaining goals of education in Africa (Obanya 2007). Implementation of curriculum can also be purported as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed 'the learned curriculum'. (Obanya, 2007) noted that in many cases, there would be gap between the intended curriculum and the learnt curriculum. The teacher, teaching method, and infrastructural facilities are reviewed to see how they influence curriculum implementation in relation to dual career pathway in many education systems at secondary level.

Views expressed by various authors point to the fact that there are challenges in implementing the Vocational pathway. There is extensive literature pointing to the challenges in implementing the Vocational pathway in both developed and developing countries. However, there is no information regarding the challenges of implementing the Vocational pathway in Zambian secondary schools and more importantly in upgraded rural secondary school. Therefore, this study sought to fill the gap.

#### **2.4.1 Specialists Teachers**

The importance of teachers in curriculum planning, development and most importantly implementation cannot be overemphasized. Teachers most times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. There remains an acute shortage of specialist teachers for subject areas such as Introductory Technology, Creative and expressive Arts which are manifested in the poor implementation of the curriculum. Offoma (2005) also pointed out that most of the teachers are not qualified to teach the subjects introduced in

the curriculum. In most cases, teachers with little knowledge in the subject matter are seconded to teacher.

This challenge has continued to manifest in many developing countries .Adegoke (2003) studied on the relationship between availability of expert teachers and implementation of secondary school curriculum in Nigeria. Her sample consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo States. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teachers only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant relationship between the availability of subject teachers and implementation of skilled-based secondary school curriculum in Nigeria. Adams (2011) therefore concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigerian schools, especially, at the secondary school level (Junior and Senior).

Similar studies were done by Kakupa, (2017) who highlighted that Zambia is still struggling to provide access to and improved quality of education due to inadequate qualified teachers to deliver practical subjects effectively. Most vocational subjects lack expert teachers to deliver the content competently; this situation is a challenge in many secondary schools even in urban areas.

Another study on challenge of inadequate specialist being another challenge surrounding the effective teaching of academic and vocational pathways was highlighted by (Oli, 2000), he stated that the basic Science and technology curriculum, including vocational, is very practical in nature and should ideally be taught through methods that maximize the active participation of the learner but lamented the lack of facilities in schools. Lack of specialist teachers, according to Adams (2011), equally hinders the implementation of the curriculum whose key implementers are not well trained and/or oriented to the teaching of such curriculum.

In support of the above findings, (Adeleke, 2006) explained that one of the problems of Nigeria secondary school curriculum content is effective finishing of a product (implementation). Adeleke (2006) opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals Offorma (2005) quoted Nwagwu (2003) as noting that the vocational and technical subjects are not effectively implemented as most of the subjects are not offered due to lack of teachers, workshops for practical work, and further notes that where there are teachers the delivery is usually theorized because of lack of competence on the part of the teacher or due to lack of equipment, thus students graduate without any hands-on experience.

The similarity on the challenges of effective implementation of the curriculum that integrates the two pathways can also be compared on another study conducted by (Obanya, 2002). The study carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) samples were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The responses showed that 160 of the sampled students and teachers were of the opinion that the curriculum of Nigeria secondary school lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Adeleke (2006) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society.

The contributing factors included lack of facilities such as such adequate infrastructure for both academic and vocational pathway, specialists' teacher in practical subjects. Challenges on specialists teachers have been expressed by different authors and how they can affect the implementation of the Vocational Career pathway in different countries, however, it is not certain as to whether the same situation is prevailing in rural upgraded secondary schools from the Zambian perspective, therefore, in this study, the research intended to fill the gap .

#### **2.4.2 Teaching Methods and Practical Subjects**

The primary goal for teaching vocational and technical education is to teach students both Practical and theoretical of the subject matter but unfortunately, this is said not to be so in most of the Schools (Anyakogu, 2002). Several authors have identified factors causing this problem to include the lack of adequate instructional materials and poor ineffective teaching method. (Anyakogu, 2002) has singled out the expository approach said to be the dominant teaching method commonly used for instruction in schools. The expository approach, according to him, is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board, such teaching method are inadequate and limited and tends to negatively affect the learners' views of practical concepts and associated methods. (Adegoke, 2003) opine that unless urgent measures are taken to curb the problem, the poor attitude towards vocational and technical education in many educational systems will continue to persist. However, the study was conducted elsewhere and to the knowledge of the researcher no studies seem to have been done in Zambia on the challenges of inadequate instructional materials and teaching resources, hence the study to fill the gap.

#### **2.4.3 Infrastructural Facilities**

Ajayi (1999) in a study on "relationship between infrastructure availability and curriculum implementation in Nigeria schools" and using 250 respondents found that no significant relationship exists between school facilities availability in Nigeria secondary schools and curriculum implementation in those schools. But in a review of this study, (Offoma, 2005) opined that a relationship did exist between the availability of school facilities and implementation of school curriculum. As he puts it, without the availability of functional infrastructures in the schools, the skill-based curriculum will not be effectively implemented in Nigeria, and youth would lack skill acquisition and economic empowerment. This is because, youth lack the ability to carry out some meaningful work due to lack of acquisition of basic skills that promote effective work performance. It is

also noted most of the equipment's, tools, and workshop facilities are either broken-down or damaged or dilapidated and they are not replaced neither renovated (Offoma, 2005).

Similar studies were carried out in Kenya which highlighted some challenges of integrating the academic and vocational curriculum in Secondary schools. Kenya vocationalized its secondary education in 1986 with a view to preparing secondary school leavers for employment (Mwiria, 2002). The policy was born out of the government's desire to provide a practical type of education that would prepare learners for a wide variety of job opportunities. This was a robust reform which was extended to all secondary schools countrywide. Regardless of whichever secondary grade level, all pupils were expected to master at least some practical skills necessary for self-reliance. However, the implementation of this ambitious program was met by serious financial constraints. Schools had to rely on parents to provide resources for the construction of industrial workshops and procurement of equipment. The continued resource challenges made the government to revisit the policy. Challenges of inadequate specialists' teachers, equipment's for practical subjects as well as infrastructure were some of the challenges encountered in implementing both the academic and vocational pathway.

Traditional, teacher-centred methods of teaching do little to advance conceptual understanding and critical thinking. In Kenya however, evidence shows that this is the dominant pedagogical mode (Adeleke, 2006). He further mentioned that among other outdated instructional techniques, rote learning, which focuses on the "memorization and regurgitation of facts", is still in use. (Adeleke, 2006) pointed out that this form of instruction and learning hampers creativity and does little to foster innate abilities for problem solving and decision-making. He calls for the need to incorporate child-centred approaches in curriculum development. These approaches foster cooperation, tolerance, self-reliance, and self-expression. According Adegoke (2003), when teaching and learning is directed towards the needs of the child, there is an accompanying tendency to make sure that he fully understands the material that is being taught. The focus is no longer on how much a student can remember, but how he understands; what meaning he makes of his understanding; and, whether he can apply the knowledge and meaning in real-world situations.

The studies on how the availability of infrastructure affects the implementation of the Vocational pathway were conducted in some full-fledged secondary schools in Nigeria and Kenya and not in Zambia, there is no mention of the upgraded rural secondary school, therefore, the researcher is of the view that there is a gap to be filled.

#### **2.4.5 Teaching and Learning Resources**

Teaching and learning resources plays a critical role in the implementation of any curriculum, the implementation of any revised curriculum should be accompanied by new adequate teaching and learning materials. The absence of adequate teaching and learning materials makes the teacher's role becoming more difficult. The framework of many revised curriculum considers that each school should include relevant literature for teachers and students. According to their knowledge and experiences, teachers can prepare adequate learning materials and distribute them to students (ZECF, 2013). Inadequate teaching and learning materials poses a challenge in terms of effectively implement the curriculum, both academic and vocational pathway demands the availability of teaching and learning material, the absence of such implies compromising the teaching and learning process, the situation is even worsen with vocational pathway which demands for hands on activity if the objectives are to be achieved.

The challenges highlighted from related literature in the implementation of a dual career pathway are not exceptional to the Zambian educational system. The introduction of the revised curriculum has accelerated the already existing challenges secondary schools face. Many schools across the country face challenges of adequate infrastructure, qualified teachers, infrastructure and equipment (Kakupa, 2017). The situation is not certain in upgraded rural secondary schools, surrounding the implementation of the dual education system that is the academic and vocational pathway.

Among the challenges of implementing the vocational career pathway include quality, in terms of qualification and composition of teachers, quality of building, teaching organisation highlighted, for example, by the most widespread if not the most significant indicator, when it comes to effective quality education (Fullan, 1991).

Recruitment and retention of teachers is another challenge in the implementation of any revised curriculum. Teacher retention and recruitment is a major problem and this has an impact on the quality of output for most secondary schools more especially with regards to the revised curriculum. This has contributed to inequality in terms of schooling in some areas (region). This is because rural village conditions (dwellings, hygiene sanitation) are not conducive; because of the training of teachers has an urban bias and they are to function in a 'non-educogenic' rural setting; because teacher training instructions are in town and their students are not prepared to live elsewhere, and also simply because the well-known attraction of towns is not counteracted by either better rural conditions or a feeling of commitment (Adegoke, 2003). Most teachers upon recruitment would prefer to be transferred to urban areas which are already saturated with a number of teachers, particularly specialist teachers to handle vocational pathway courses.

One aspect of this problem is merely a consequence of the original disadvantages of rural District, villages and slum areas, which may be aggravated by the misuse of funds. It is repeatedly pointed out that because of shortages in quantity and defectiveness of the quality of teaching (lack of teachers, teaching and learning materials, and lack of teachers or at least of adequately trained teachers) .The differences in the quality of teaching became institutionalised and rigid if within the same educational level, there are different school types or categories. Differentiation at the post primary level is fairly widespread; meaning the coexistence of academically oriented and more vocationally oriented schools. In these cases the social composition of students and schools shows marked differences (Fullan, 1991). These studies on teacher retention and recruitment were conducted in Kenya and Nigeria respectively, and not Zambia on how they affect the implantation of both academic and vocational pathway, hence the need to fill the gap.

The whole idea of introducing the vocational subjects in the 2013 revised curriculum is for the sole purpose of providing sufficient practical skills to prepare learners for subsequent training or entry into the world of work, the curriculum should provide learners with opportunities for hands on activity or practical experience which is the essence for all the vocational subjects. From the reviewed literature, challenges of

implementing both the academic and vocational pathway are some of the pressing issues in many secondary across selected literature. It is not known as to whether the same situation is prevailing from the Zambia's secondary schools particularly in upgraded rural secondary schools in the implementing the vocational career pathway in the 2013 revised curriculum.

This study therefore, necessitated the need to fill the gap on challenges in implementing the revised curriculum in upgraded rural secondary schools of Kabompo District and assist educationist and policy makers to make adjustments in terms of improving the existing infrastructure, equipment's and specialist levels. Understanding the environment is cardinal as the knowledge and information gathered will provide Guidance towards effective implementation of the revised curriculum in future.

As reviewed in Kakupa (2017) empirical literature on vocationalisation in Zambia's secondary school as well as other authors on the challenges that surrounds the implementation of both the academic and vocational pathway is the demand for adequate human, financial and material resources.

Inadequate teaching and learning resources affects the smoothly implementation of the Vocational Career pathway which is a practical subject and demands for hand on activity for the sharpening of the skills acquired. However, it is not certain if the same scenario is prevailing in upgraded rural secondary schools, which continue to exist with the initial set up of a primary schools status in terms of infrastructure, equipment and personnel.

## **Summary**

In chapter two, the concepts and meaning of curriculum, the integration of the academic and vocational pathway, the Zambia revised curriculum and the challenges faced Secondary schools from selected literature in implementing the Vocational Career pathway were reviewed. In next chapter, the methodology that was employed was presented.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

In this chapter, the research paradigm, research design, target population, sample size, sampling technique and procedure, data collection instruments, trustworthiness, data collection procedure, data analysis and ethical considerations were discussed.

#### **3.1 Research Paradigms:**

There are three types of research paradigms or research approaches. These include qualitative, quantitative and mixed paradigm. The research under study employed the qualitative paradigm. Qualitative research methods are designed to help researchers to understand people and the social and cultural contexts within which they live (Lincoln and Guba 1985).

Qualitative research is quite a broad term and includes a wide range of approaches and methods within different research disciplines. Qualitative research is often described as a naturalistic, interpretative approach, concerned with exploring phenomena from the interior and taking the perspectives and accounts of research participants as a starting point. (Lincoln and Guba 1985) proposed that in spite of the inherent diversity with qualitative research, it can be described as a set of interpretative material practices that make the World visible. These practices transform the World. They turn the world into services of representations, including field notes, interviews, conversations, photographs and recordings.

Qualitative research applies specific data generation methods such as observational methods, semi structured and in depth interviews and focus group discussions are some of the methods with qualitative research. It is a research often associated with specific kinds of data, usually involving words or images rather than numbers (Lincoln and Guba 1985).

Qualitative approach was suitable for this study because of the need to understand social problems from multiple perspectives; qualitative research has the benefits of providing rich data on real life situations, especially on those concerning people. Moreover, qualitative approach allows research to be conducted in a natural setting and involves a process of complex and holistic picture of the situation of interest (Lincoln and Guba 1985). The natural setting in this case were challenges upgraded rural secondary schools face in implementing the vocational career pathway in the 2013 revised curriculum, how they are trying to overcome these challenges. In addition, an observation on physical facilities such as equipment's and infrastructure was conducted in their natural setting.

### **3.2 Research Design**

Kumar (1996) defined a research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. In this study, phenomenology design was used. Phenomenology is an educational qualitative research design whose philosophical basis of qualitative investigations stems from phenomenology, from hermeneutics and from existentialism. Therefore, qualitative research is contextualised in different philosophical paradigms which centre on diverse concepts of reality. The research under study adopted the descriptive or hermeneutical phenomenology (Creswell, 1998).

Descriptive phenomenology refers to the study of personal experience and requires a descriptive or interpretation of the meaning of phenomenon experienced by participants in an investigation. (Creswell 1998) posted that the best criterion to determine the use of phenomenology is when the research problem requires a profound understanding of human experiences common to a group of people. Descriptive phenomenology design encourages that members of the group need to be able to articulate their lived experiences.

Therefore, in this study, descriptive phenomenology design was employed because it enabled the researcher to collect data based on the human experiences of the selected respondents on the challenges upgraded rural secondary schools of Kabompo District are

facing in implementing the vocational career pathway in the 2013 revised curriculum. The selected group with relevant experiences were able to articulate their experiences thus, enabling the researcher to obtain in depth information based on the research questions.

### **3.3 Target Population**

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo and Tromp, 2006). Kombo and Tromp (2006) further stated that a population refers to an entire group of persons or elements that have at least one thing in common thus; a population refers to a larger group from which the sample is taken. Mugenda (1999) defines target population as the members of a real or hypothetic set of people, events or objects. The target population in this study included all the Head teachers, all Ministry of General Education officials, all Deputy Head teachers, all Heads of departments', all Guidance and Counselling teachers and all the teachers, in all the upgraded rural secondary schools and of Kabompo District.

### **3.4 Sampling Technique and procedure**

The quality of a piece of work stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion and Morrison, 2007). Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp 2006). It is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002 in Kombo and Tromp, 2006).

In selecting the study sample for this study, the researcher used non-probability designs. Non-probability sampling is a sampling technique in which each unit in a population does not have a specific probability of being selected. In other words, non-probability sampling does not select units from the population in a mathematically random way. Types of Non-probability are haphazard, accidental or convenience sampling, quota sampling, purposive or judgmental sample and snowball sampling. The sampling

technique that was applied in this study was purposive sampling technique. The reason for using purposive techniques is that, it targets a group of people believed to be reliable for the study and poses vast information and data on the research topic under study. The targeted respondents included all the Ministry of General Education officials, all school Head teachers, all Deputy Head teachers, all Head of departments, all Guidance teachers and all teachers as they are considered to have the valuable information for the study.

#### **3.4.1 Ministry of General Education officials**

The implementation of a curriculum is a Ministry of General Education programme. Therefore, like any other curriculum programmes in the Ministry of General Education, the vocational career pathway is inspected and supervised by the Education Standards officers in the Ministry of General Education. In this study, two (2) Education Standards Officers (ESOs) were sampled using purposive sampling to give relevant information on behalf of the Ministry of General Education on challenges upgraded rural secondary schools are facing in implementing the vocational career pathway in the 2013 revised curriculum.

#### **3.4.2 Schools**

Kabompo District has ten secondary schools, out of the ten; five secondary schools have been upgraded from primary schools to secondary schools. Three upgraded secondary schools are in remote rural areas and two in rural areas. In this study therefore, the researcher selected two remote rural schools and two rural schools using purposive sampling. The four selected schools also presented different zones of Kabompo District. Purposive sampling was used to ensure that each type of the upgraded rural secondary school in Kabompo District that is, in remote rural and rural was represented.

#### **3.4.3 Head teachers**

All Head teachers of the four upgraded rural secondary schools that were purposively sampled included in the sample because they are directly responsible for the leadership and administration and in the implementation of the vocational career pathway in the

2013 revised curriculum guidelines according to the Ministry of General Education. Further, the Head teachers were also in the position to provide valuable on the availability of infrastructure, equipment, teaching and learning resources in the school on the availability of specialist teachers in the school.

#### **3.4.4 Deputy Head teachers**

All Deputy Head teachers in four upgraded rural secondary schools were sampled included in the sample because they are equally responsible in terms of administration and monitoring the implementation of the vocational career pathway of the 2013 revised curriculum at school. Deputy Head teachers are directly involved in teacher monitoring in the teaching and learning process and their input was relevant in this study.

#### **3.4.5 Head of departments and Head of sections**

All the four Head of departments and three Head of sections that were purposively sampled included in the study because they are responsible for leadership and supervision in departments that offer vocational career pathway. The Head of departments included; Natural Sciences (Agriculture Science), Business studies (computer studies) and Expressive Arts departments (Physical education) Art and design (Home management, Home Economics, Hospitality).

#### **3.4.6 Guidance and Counselling teachers**

The sample also included all Guidance and Counselling teachers in selected upgraded rural secondary schools. All the four Guidance teachers in upgraded rural secondary schools were purposively sampled because they are part of the school administration and they offer Guidance to learners on career choices. Their input was valuable to both the school administration and learners on vocational career pathway.

#### **3.4.7 Teachers**

All teachers of the upgraded rural secondary schools in departments that offer vocational career pathway were sampled using purposive sampling. Therefore, six (6) teachers were

purposively sampled from each school giving a total of twenty four (24) teachers who were included in the sample because teachers are directly involved in the implementation of the curriculum and the way they implement the curriculum influences the output of the learners. In addition, teachers are also part of the administrators in the school.

### **3.5 Sample size**

Sampling procedure is essential which involves the subject (sample of the whole population). Orodho (2005) defined sample population as a small portion of a targeted population. He continues to define sampling as a means of selecting a given number of subjects from a defined population's representative of that population. The sample size for this study was a total population of 62 respondents. This sample was considered adequate for this study as it comprised a sample population that was considered to have rich information regarding the topic under study.

Table 3.1 Total population sample size

<b>Population</b>	<b>Sample size</b>
Head Teachers	4
Deputy Teachers	4
Education Standards officers	2
Head of departments and sections	24
Teachers	24
Guidance and Counselling teachers	4

### **3.6 Data Collection Instruments**

Data collection instruments are tools or device chosen by the researcher to collect required information. Data collections instruments include questionnaires, interview schedules, document analysis, observation checklist and focus group guide (Kombo and

Tromp 2006). For this study, the researcher used interview schedules, focus group discussion and observation schedule.

### **3.6.1 Interview Schedules**

The qualitative research interview attempts to understand the world from the interviewee's point of view to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations (Kvale and Brinkmann, 2009). Interviews can be categorised into structured, semi structured and structured interviews and semi structured interviews were employed in this study.

The interview schedule in this study were designed to conduct interviews and collect data from the four categories of respondents from which the researchers were collect information, these are, Educations Standards Officers, Head teachers, Deputy Head teachers, and Guidance and Counselling teachers. Although this technique of data collection was time consuming, it was effective in that it helped the researcher to probe the respondents for supplementary valuable information for the research.

#### **3.6.1.1 Interview schedules for Education Standards Officers**

The interview schedule for Education Standards Officers was used to collect data about their views on the implementation of the vocational career pathway in the 2013 revised curriculum in the upgraded rural secondary schools of Kabompo District, the Ministry of General Education support of the programme, the strengths and the challenges experienced or encountered in the implementation of the vocational career pathway in the 2013 revised curriculum.

#### **3.6.1.2 Interview schedule for Head teachers**

The interview schedule for Head teachers were designed to collect information on the implementation of the vocational career pathway of the 2013 revised curriculum, the availability of teaching and learning resources, the number of specialist teachers for vocational career pathway, the infrastructure and equipment levels of the school, the

measure the school administration has put in place to effectively implement the vocational career pathway in the 2013 revised curriculum and the support the school is receiving from relevant stakeholders.

#### **3.6.1.3 Interview schedule for Deputy Head teachers**

The interview schedule for Deputy Head teachers was used to collect data on the implementation of the vocational career pathway in the 2013 revised curriculum, Deputy Head teachers are also part of administration and supervise teachers' delivery of lessons, information on teaching methods, teaching and learning resources, and infrastructure and equipment levels were also obtained from Deputy Head teachers.

#### **3.6.1.4 Interview schedule for Guidance and Counselling Teachers**

The interview schedule for Guidance teachers were employed to collect data on the strengths and challenges in the implementation of the vocational career pathway in the 2013 revised curriculum. Information on the availability of infrastructure and equipment on the courses offered the number of specialist teachers and subjects offered in relation to vocational career pathway. Some of the measures to be put in place to enhance the effective implementation of the vocational career pathway were also obtained from Guidance and Counselling teachers.

### **3.6.2 Focus Group Discussion**

A focus group discussion as method of data collection refers to planned group interview designed to obtain information on the participant's beliefs and perceptions on a defined area of interest (Kombo and Tromp 2006).

#### **3.6.2.1 Focus Group Discussions for teachers**

Focus group discussions were used for the purpose of revealing data, through interaction, the beliefs, attitudes experiences and feeling of the teachers towards the implementation of vocational career pathway in the 2013 revised curriculum in upgraded rural secondary schools of Kabompo District. In each group, six teachers from departments that offer



vocational career pathway comprised the focus group discussion. Like any other interview, a focus group discussion can be unstructured, semi structured or highly structured. In this study, semi structured focus group discussion guide as an instrument were used in order to solicit teachers views, experience, perceptions and beliefs on the challenges faced in implementing the vocational career pathway in the 2013 revised curriculum. Teachers' views on the availability of infrastructure, equipment's, teaching and learning resources in the implantation of the vocational carer pathway were collected through focus group discussions.

#### **3.6.2.2 Focus Group Discussions for Head of Departments and Head of Sections**

Focus group discussion were conducted for Heads of departments and Head of sections in order to collect data on the challenges faced in implementing the vocational career pathway in various departments in upgraded rural secondary schools. The group comprised of seven participants. During the discussions, each Head of departments was given a chance to contribute something on the state of affairs regarding infrastructure, equipment, number of specialist teachers and the teaching and learning resources in their respective departments.

#### **3.6.3 Observation Schedule**

The observation schedule was used by the researcher in all selected upgraded rural secondary schools that were sampled to find out on the availability of school physical facilities such as infrastructure and equipment's. The same instrument was used to check on the availability of teaching and learning resources.

### **3.7. Trustworthiness**

In quantitative research, the researcher takes into consideration the reliability and validity. Streubertspeziale and Carpenter (2003) describe trustworthiness as establishing the validity and reliability of qualitative research. Qualitative research is trustworthy when it accurately represents the experiences of the study of participants. Four criterion

used to measure trustworthiness of data include; credibility, dependability, transferability, conformability. In this study transferability credibility and conformity were employed.

### **3.7.1. Transferability**

Transferability refers to the probability that the study findings have same meaning to others in similar situation. Transferability is also called “fittingness” for it determines whether the findings fit in or are transferable to similar situation (Bistch, 2005).

Therefore, in this study, transferability was ensured through the process of member checking. Member checking is whereby, analytical categories, interpretations and conclusions were tested with members or participants with experience and knowledge of the phenomenon under study, that is, the respondents involved in the implementation of the vocational career pathway in upgraded rural secondary schools. The researcher did member checks with participants’ feedback.

### **3.7.2 Credibility**

Credibility is the truth on how the participants know and experience the phenomenon (Baxter & Eyles 1997). To ensure credibility in this study, the researcher ensured that the participants were identified and described accurately. The strategies that were applied to ensure credibility included triangulation and member checking. Respondents were asked the same objective questions to ensure credibility, data triangulation / informants’ triangulation that uses different sources of data or research instruments such as interviews, focus group discussions and observation, or that utilizes different informants to enhance the quality of the data from different source were applied (Ary, 2010).

### **3.7.3. Confirmability**

Confirmability is neutral criterion for measuring the trustworthiness of qualitative research. If the study demonstrates credibility and fittingness, the study is also said to possess confirmability, which is a criterion for evaluating data quality and refers to the neutrality or objectivity of the data by an agreement between two or more dependent

persons that the data is similar (Lincoln and Guba 1985). In this study, member checking and audit strategies were employed to ensure confirmability. Audit strategies included a systematically collection of raw data and field notes from semi structured interview schedules, focus group discussions and observation schedule. Auditing the findings of the study was done through data analysis, themes and codes.

### **3.8. Data Collection Procedure**

It refers to gathering of specific information aimed at proving or refuting some facts. According to (Blenkin, 2012), primarily data is normally gathered using several instruments like interview schedules; focus group discussions and observation schedule. In this study, the researcher employed interviews for Ministry of Educations Officials at District Education Board Secretary, Head teachers, Deputy Head teachers' Guidance and Counselling teachers. Focus group discussions employed for Head of departments and teachers and an observation schedule for upon the approval of the supervisor. The researcher visited upgraded rural secondary schools, each school at a time to collect data from respondents. The administering of the interviews schedules, focus group discussions and observation schedule were done during regular school hours following the tentative plan that was drawn for school visits .Permission was sought from the school administrators and officials at District Education Board Secretary. In each school, interview schedule were distributed following the same sequence, for the Head teacher, Deputy Head teacher and Guidance and Counselling teachers.

### **3.9. Data Analysis Procedure**

Analysis of data was based on the assessment questions of the study. The research under study employed thematic analysis of data that was collected. Thematic analysis is one model of narrative analysis. According to Bryan (2004), thematic analysis helps to summarise several data collected about the research questions. In this study, qualitative data collected from interviews schedule, focus group discussion and observation schedule was analysed through thematic analysis by coding, grouping and meaning fully

interpreting emerging them reflecting both the research questions and objective of the study Creswell (2012).

The nature of qualitative data also involves description, explanation and interpretation of the observation made and response collected from interviews, focus group discussion and observation. In this study therefore, groups of questions that were interconnected and related were identified as themes for the purpose of analysing the views of the respondents on the challenges upgraded rural secondary schools face in implementing the vocational career pathway in the 2013 revised curriculum.

All interview responses were transcribed. The information was then categorized according to topics; compared responses from different respondents and determined patterns and trends in the responses from different groups and individuals and then the data was summarized using narrative reports. The findings were presented and discussed in chapter five and all the data was strictly interpreted in relation to the research questions. Finally in chapter six, conclusions were drawn from the findings and recommendations made and areas of further research suggestion.

### **3.10 Ethical Considerations**

Ethical issues are very significant in any form of research because the quality of the data generated in any research is dependent on how well ethical considerations are handled. Therefore, ethical considerations were taken into account in this study.

#### **3.10.1 Researcher and Participant Relationship**

During data collection, the researcher made sure that the respondents were treated with all the respect they deserved. It is envisaged that there were no form of coercion or influence to the participants to respond against their will (Dooley, 2001). In order to gain the goodwill of the respondents, the researcher strived to her best to establish good rapport with them before the day of the meeting. The knowledge produced by such research depends on the social relationship of the interviewer and the interviewee, which

rests on the interviewer's ability to create a stage where the subject is free and safe to talk of events recorded for public use.'

### **3.10.2 Time and Validity of Research Design**

The researcher ensured that the research instruments were not too long to take respondents a lot of time to answer them. Concerning validity, the researcher gave the research instruments to the supervisor who will check them for their validity. Data collection can be time consuming and consent was sought from the respondents and the researcher ensured that the subject participants voluntarily participate in this study and maintain an open and honest approach to the study. The consent form were given and signed by the respondents.

### **3.10.3 Assurance of Confidentiality**

The researcher put into consideration the ethical and logical issues throughout the research process. Orodho (2009) outlined the following ethical principles to be considered during the whole research process; informed consent, confidentiality of the respondents and anonymity. The researcher ensured that these principles were adhered to from the time the research instruments were prepared, during the collection and analysis of data. To accomplish this, the participants were assured of their anonymity by a statement that reassured them that their identities were safeguarded. All the data collected were strictly treated as confidential and were not used for any purposes other than the intended one that is for academic purpose. Dawson (2013) made an emphasis that all research activity must be carried out in an ethical manner. The names of the participants were protected and kept confidential and if the participants wish to withdraw, they were free to do so. This statement was included in the introductory part of the interview guide.

### **3.10.4 Reciprocity**

Glazer (1982) stated that research is best practiced as a two way street. The goodwill and generosity of research participants can be reciprocated with favours and commitments on the part of the researcher. This action has been applauded for helping to build a sense of

mutual identification. The issue of whether or not to compensate research participants in cash or in kind as a way of reciprocity is controversial because compensation can affect the level and quality of data (Patton, 2002 in Mulenga, 2015). They further emphasized that compensation is discouraged on the ground that it may induce unnecessarily 'favourable' responses from participants with a view of pleasing the researcher. Researchers must do their best to make sure that efforts in ensuring reciprocating research participants does not affect the quality of data (Patton, 2002 in Mulenga, 2015). To safeguard the quality of data to be collected in the study, the researcher ensured that no monetary or any other material favours were promised to the participants during the process of data collection.

### **3.10.5 Invasion of privacy**

Invasion of privacy during any kind of research is something that the researcher cannot afford to ignore. The right to privacy is tenet and transgressions of that in the name of research are regarded as unacceptable (Bryman, 2008). The researcher therefore ensured that at no point were the participant's privacy invaded. In addition, the researcher ensured that participants understood that their involvements in the research were strictly on voluntary basis and that they were free to withdraw if they fell so. The participants were also informed that they were free to refuse to answer any question which they felt uncomfortable with Kvale and Brinkman (2009).

### **Summary**

In this chapter the research methodology that was applied in the study was discussed. It covered the research paradigms, research design study site, target population, sample size, sampling technique, data collection instruments, validity and reliability, data collection procedure, data analysis and ethical considerations. The next chapter is the presentation of the findings.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

#### **Overview**

In the previous chapter, the methodology that was used for the study was presented. This chapter presents the findings of the study. The results of the data collected were analysed in themes according to the study objectives. The chapter begins by presenting the demography of the respondents, followed by the presentation of the responses of the DESO, ESO ODL, Head teachers, Deputy Head teachers, Head of departments and sections, Guidance and Counselling teachers and teachers on the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the revised curriculum in Kabompo District.

#### **4.1 Demography of Respondents**

There were four upgraded rural secondary schools where data was gathered and six categories of respondents of data; Education Standards Officers, Head teachers, Deputy Head teachers, Guidance and Counselling teachers, Head of departments and sections and teachers. These were arrived at as they were seen to be the people with valuable information needed for the research.

##### **4.1.1 Ministry of General Education**

The researcher interviewed two Education Standards Officers of Kabompo District. These were Ministry of General Officers who are charged with the duty of ensuring that standards are maintained in the teaching and learning in the education system. Education Standards Officers inspect and supervise the teaching and learning process. They were also in charge of Continuous professional development in schools. The Officers from the Ministry of General Education were all males.

#### **4.1.2. Head Teachers**

The researcher sampled four schools which were included in the study and in each of the schools; Head teachers were part of the study, thus giving the study a total of four Head teachers. However, only three Head teachers participated in the study through interviews that the researcher conducted.

#### **4.1.3. Deputy Head teachers**

In order to collect as much data as possible from the school administrators, the researcher also extended the sample size to the Deputy Head teachers in the four selected schools. The Deputy Head teachers were part of the study. All the four Deputy Head teachers took part in the interviews conducted by the researcher and they were all males

#### **4.1.4. Guidance and Counselling**

The researchers went to include the Guidance and Counselling teachers in the four selected schools because they are in charge of shaping the career of the pupils and their input was valuable pertaining to the challenges of implementing the vocational career pathway in upgraded rural secondary schools. A total number of four Guidance and Counselling teachers were sampled but only three participants who included two males and one female.

#### **4.1.5. Head of departments and Sections**

The researcher also sampled heads of departments and sections that offered vocational career pathway subjects. In each school, three head of departments and sections from Natural Science, Expressive and Arts and Design and Technology were sampled giving a total of six respondents in each school and for the selected four schools, the researchers' targeted twenty- four respondents. However, only twenty took part, giving the outlook of fourteen males and six females. All the respondents participated through FGD.



#### 4.1.6. Teachers

Teachers were also sampled from the four selected upgraded rural secondary schools. Teachers are the direct implementers of the 2013 revised vocational career pathway curriculum. They have vast experiences in terms of delivery of the revised curriculum and the researcher felt that their input was valuable. Twenty four teachers were sampled, and out of twenty four, twenty two were available, with sixteen males and six females giving a total of twenty two teachers who participated in the FGD.

Table 4.1. Shows the selected respondents in the study area, the information came from the interviews and focus group discussions

Table 4.1. Frequency distribution of respondents according to position and gender

Respondents	Male	Female	Sample
Education Standard Officers	2	0	2
Head teachers	3	0	4
Deputy Head teachers	4	0	4
Guidance and Counselling teachers	2	1	4
Heads of department and section	14	6	24
Teachers	16	6	24
<b>TOTAL</b>	<b>41</b>	<b>13</b>	<b>62</b>

#### 4.2 Findings of Research Question One

In this section, research question one which read as; what is the status of infrastructure, equipment and teaching and learning resources available in upgraded rural secondary schools of Kabompo District was discussed. All respondents who were interviewed agreed that there were challenges of infrastructure, equipment and teaching and learning materials in upgraded rural secondary schools of Kabompo District. The research

question was discussed using six established themes which included inadequate infrastructure, state of infrastructure, inadequate equipments, non-availability of equipment, inadequate teaching and learning resources and high pupil- text book ratio.

#### **4.2.1. Inadequate Infrastructure**

Question one part two in both interviews and FGDs required respondents to highlight the state of infrastructure in upgraded rural secondary schools, in the interview schedule for ESO's, Head teachers, Deputy Head teachers and Guidance and Counselling teachers, inadequacy was cited as one of the challenges faced by in upgraded rural secondary schools in implementing the vocational career pathway. It was revealed that infrastructure was inadequate and reasons attributed to the same situation were that, most of the upgrade secondary schools were initiated within the infrastructure of primary schools, which were divided between primary and secondary schools. As observed by the researcher, appendix 7 picture 3 highlighted the current status quo in terms of inadequacy of infrastructure in up rural secondary schools visited. In responding to the questions 1, 2 and 3 on the state of infrastructure, the DESO observed that:

*Infrastructure in upgraded rural secondary schools is inadequate. The structures that are being used in most of the upgraded rural secondary schools in Kabompo District were previously used by the primary schools. The classes in upgraded secondary schools are being shared with the primary section. The DESO went on to say, at the time of upgrading, each upgraded secondary school had to share classrooms with the primary section. Most of these upgraded secondary have 1x3 classrooms blocks which are by far not adequate for a secondary school.*

The explanation of the DESO on inadequate infrastructure was supported by another Education Officer, the ESO ODL, in his views, he indicated that: infrastructure was inadequate in upgraded rural secondary schools; the current infrastructure being used is that of a primary school set up, implying that there

were quiet a number of inadequacies in terms of infrastructure. In his views, the ESO ODL observed that:

*The state of infrastructure in upgraded rural secondary is inadequate. The current infrastructure does not support the operation of a secondary school. The schools have few classes without specialised rooms for some practical subjects especially the vocational career pathway subjects. The schools do not have laboratories for Science subjects. The schools do not have departmental office and teachers' staff room for planning purposes.*

The views from the Education Officers seemed to have been supported by the school administrators who included the Head teachers and Deputy Head teachers, who also indicated that infrastructure was inadequate, such as administrative offices, departmental offices and specialised rooms for vocational career pathway being offered in schools. When interviewed to find out on the state of infrastructure, one of Head teacher observed that:

*The available infrastructure is not adequate and this has resulted into some classes attending afternoon classes, in addition, the classes are overcrowded. The Head teacher and the Deputy share the same office. The school has a small staff room for teachers' and one departmental office for all the departments. The Head teacher also mentioned that accommodation is also a challenge for members of staff.*

Like observed by Head teacher 1, Head teacher 2 was in agreement with the response from Head teacher 1 and noted that:

*The status of infrastructure is inadequate, the school has two (2) classroom blocks and each constitute; 3 classes and an office which is being shared by the Head teacher and the Deputy Head*

*teacher. The school has no staff room and they were using thatched grass shelter as a staff room, teachers do not have accommodation. He further explained that, at the time of sharing classroom blocks and teachers' houses, the secondary section was given only two houses out of the five houses within the school, implying that most of the members of staff trek from township to the school on daily basis. The school is connected to the national grid, the school, uses borehole water though not treated.*

Like the Head teachers earlier observed, the Deputy Head teachers interviewed in the selected upgraded rural secondary schools were also in agreement that infrastructure was not adequate. The school lacked proper infrastructure such as specialised rooms to enable a conducive environment for teaching and learning vocational career pathway subjects. During interviews, one Deputy Head teacher explained that:

*The school has inadequate infrastructure to support effective teaching and learning process. The school has 1x2 and a 1x3 classroom block which is far-fetched for a secondary school. The available infrastructure makes it difficult to teach some subjects in the vocational career pathway which demands adequate time in terms of period allocation. The school has no staff room and departmental offices making it difficult to prepare lesson plans and conduct departmental meetings; the improvised thatched staff room does not have chairs and tables posing challenges for teachers to follow the eight hour policy. Accommodation is also a challenge for teachers. Vocational career pathway offered in the school such as HEH, PES and Agriculture Science do not have specialised rooms for practical subjects and the content is mostly taught theoretically.*

Another Deputy Head teacher highlighted that:

*The state of infrastructure is inadequate and not really in good shape to befit a secondary school. The state of infrastructure in upgraded rural secondary schools is an issue which needs some attention. The current state of infrastructure especially classes are not up to a standard of a secondary school. The school offers HEH and PES. These subjects' demands the availability of well-furnished infrastructure which at the moment is not attainable because the school still has a primary school status in terms of infrastructure.*

The Guidance and Counselling teachers were also in agreement with the other participants and observed the following:

*Infrastructure is inadequate because the structures on the ground have been shared with the primary school section. A 1x3 classroom block for a secondary school implies that there is a challenge in terms of infrastructure. Moreover being a secondary school with a lot of programmes and activities, the current state of affairs in terms of infrastructure simply means efficiency and effectiveness are questionable. The absence of a laboratory and other facilities for the vocational career pathway subjects introduced at this school such as HEH, PES and Agriculture Science questions the practicality and suitability of the 2013 revised curriculum. The status of infrastructure has resulted into the schools not having an examination centres due to lack of strong rooms.*

When asked the question on the adequacy of infrastructure in part two, questions 1, 2, 3 and 4 from appendix 4 and 5 during FGD for the Head of departments and sections and teacher, some Head of departments and section and teachers during FDGs agreed to the fact that infrastructure was inadequate in upgraded rural secondary schools and it is below the expected standards of a secondary school, infrastructure like classes are not enough for all grades, thus some

classes were improvised using grass thatched infrastructure. Responding to this question, one Head of department noted that:

*The infrastructure in the school is worrisome. The school has infrastructure for a primary school set up. The school lack departmental offices, spacious staff room, and Heads of department / section office. Classes for learners are not adequate resulting into having morning and afternoon shift, hence, no prep for learners'. Additionally, specialised facilities for vocational career pathway subjects such as Home Economics and Hospitality room and a room for indoor games as well as gymnastic room for PES are not available. Lack of proper infrastructure has contributed to the teaching of theory rather than practical in the subjects the school has opted under the vocational career pathway.*

Another group of Heads of departments during FGDs was in agreement that infrastructure was inadequate and he observed that:

*The available infrastructure is inadequate for a secondary school. The school has no offices for various departments in the school. All the teachers meet in the shelter which is grass thatched. All the departments under vocational career pathway in the school do not have specialised rooms or infrastructure for practical subjects such as Home Economics and Hospitality, Design and Technology, PES and a laboratory for Sciences. Home Economics and Hospitality demand for a specialised room but this is not possible because the school has limited classes.*

In supporting the views of the Head of departments on the adequacy of infrastructure, the Heads of sections also shared the same sentiments and they highlighted that:

*The status of infrastructure is inadequate, the classes are not enough and moreover, there are no specialised rooms for vocational career pathway subjects offered in schools, making it difficult to plan and deliver the lessons especially practical subjects such as Home Economics and Hospitality and in door games for PES.*

Teachers were also in agreement with the Head of departments and sections on the status of infrastructure and during the FGDs they noted that:

*Infrastructure is a big challenge in the school, classes are not adequate, and the school has neither a staff room nor departmental offices. The school offers HEH, PES and Agriculture Science. The school has no laboratory meaning teacher has to use the initiative on how to teach when the lesson demands a practical aspect to look into. Home Economics and Hospitality require a specialised facility for practical in both needle work and cookery.*

One teacher also explained that:

*The current infrastructure makes teaching extremely difficult especially HEH because the school has no specialised rooms for practical lessons.*

#### **4.2.2 State of Infrastructure**

Question 4 and 7 in part one of the interviews and FGDs required respondents to explain on the condition of infrastructure in upgraded rural secondary schools. All the respondents during interviews and FGD observed that infrastructure was in poor state. The buildings were old and not in good shape, the classes had cracked roof and walls. Some classes are grass thatched and these cannot support the teaching of vocational career pathway subjects which required specialised room which should be well furnished. Responding to the questions on the state of infrastructure, the Guidance and Counselling teacher interviewed noted that:

*The state of infrastructure is not only inadequate but unsatisfactory. Schools have old structures which were built years back as primary schools, some roofs are not in good shape, and the floor has portholes and cracks.*

Another Guidance and Counselling teacher supported the view that infrastructure was in poor state in upgraded rural secondary schools, she indicated that:

*Infrastructure is not only inadequate but also in deplorable state. The status of infrastructure is in bad state. The floor of the classrooms and the roof are not in good shape. The secondary section was forced to improvise the classes using grass thatched classes, making the learning environment not conducive. She added on to say, teachers do not have a wall built staff room conducive for professional duties and meetings for departments though the school built a thatched grass shelter as a staff room.*

In supporting the above views, the Head of departments and sections were also confirming that infrastructure was not only inadequate but also in poor state. Some of the Head of departments and sections explained that:

*The state of infrastructure is not only inadequate but also not in good shape to befit a secondary school. The state of infrastructure in upgraded rural secondary schools is an issue which needs some attention. The current state of infrastructure especially classes are not up to a standard of a secondary school. Some classes only have poles and a roof, which becomes a challenge during the rainy season and in winter. The available infrastructure does not fully support the teaching and learning of practical subjects introduced in the vocational career pathway. The school offers HEH and PES. These subjects' demands the availability of well-furnished infrastructure*



*which at the moment is not attainable because the school still has a primary school status in terms of infrastructure.*

Responding to the same question on the state of infrastructure, the Heads of departments and sections at another school during FGDs explained that:

*The state of infrastructure is in poor state. The school has poor infrastructure ranging from non-availability of office space for different departments, staff room for teachers and additional specialised classes for practical subjects such as PES and HEH as well as a laboratory for Agriculture Science which have been opted under the vocational career pathway. There are no specialised rooms for practical work and instead the school uses ordinary classes and buildings when delivering the lessons. In addition, the classes have portholes, cracked walls, and poor ventilation to create a conducive teaching and learning environment. In quantifying the state of infrastructure in these upgrade rural secondary, it can be said that over 85 % of these schools had poor state of infrastructure.*

#### **4.2.3 Inadequate Equipment**

In part two questions 1 and 2, the DESO, EOS ODL, Head teachers, Deputy Head teachers, Head of departments and sections and teachers were asked to express their views regarding the state of equipments in upgraded rural secondary schools. The respondents interviewed and those who took part in FGDs observed that equipments were inadequate to support the implementation of the vocational career pathway subjects in upgraded rural secondary schools. The views by the respondents expressed that equipments for vocational career pathway introduced in schools such as HEH, PES and Agriculture Science were not adequate. During interviews, the DESO revealed that:

*Most of the upgraded rural secondary schools have challenges with equipments, especially equipments to support subjects in the vocational career pathway that include; Home Economics and Hospitality and Physical Education Sports (PES) and Agriculture Science. The only department which can be said to at least have some in place is PES. Most of the upgraded secondary schools received some equipment in PES, though for indoor activities under PES equipments are not adequate. The most hit is the Home Economics and Hospitality and Agriculture Science.*

In supporting the views of the DESO on the adequacy of equipments, the ESO ODL noted that:

*Challenges on equipments in upgraded rural secondary schools are on the part of the vocational career pathway. Most of the schools do not have the needed equipments to use in the delivery of lessons thus, ending up teaching theory only and learners only meet the practical during the exam, which is quite unfortunate. Physical Education can be said to be the only department with some equipment to use despite not being adequate. The challenges in terms of equipments are mainly with HEH and Agriculture Science.*

Like the DESO and ESO ODL observed on the states of equipment in upgraded rural secondary schools, Head teachers and Deputy Head teachers in responding to question 3 in appendix 2 were in agreement that equipments were inadequate. One Head teacher noted that:

*Equipments are a major challenge; the only department with equipment though not fully packaged is the Expressive Arts department. In some classrooms, the blackboards are also in bad shape, desks are also inadequate and in most cases one desk carter for three to four leaners which is unacceptable.*

The above observation seemed to be similar with that of the other Head teachers from other schools who also echoed the same sentiments by stating that:

*The equipments to facilitate the teaching and learning process are inadequate. The schools lack equipment in Home Economics and Hospitality and PES. The schools have few computers and teachers' mostly use the theoretical method to teach the subjects that have been optioned in the vocational career pathway. The Head teachers also explained that other facilities such as desks are not enough; one desk accommodates three to four learners making the learning environment not conducive.*

Like the Head teachers, Deputy Head teachers were also required to give their views on the adequacy of equipment. One Deputy Head teacher indicated that:

*The general status of the equipment in the school is below the expected standards of a secondary school. The school has challenges in almost all the subjects under vocational career pathway. The only subjects with some equipment though some are lacking is PES. It has equipments for sporting disciplines such as football, netball and a playing field is also available. The challenge in terms of equipments is mostly with HEH and Agriculture Science.*

Other Deputy Head teachers were also in agreement with the sentiments echoed by the earlier Deputy Head teacher and explained that:

*The state of equipments in schools for both academic and vocational career pathway is farfetched. The situation is even worse for vocational career pathway subjects which demand the availability of appropriate equipments being practical oriented subjects. The teaching of Home Economic and Hospitality and PES and Agriculture Science is a challenge due to lack of equipments.*

The Head of departments and sections shared the same views on the inadequacy of equipments. They explained that equipments were inadequate to support the effective teaching of vocational carer pathway subjects optioned in schools; the inadequacy of equipments poses challenges in the teaching and learning of vocational career pathway. During the discussions, the following views were expressed:

*The state of equipment is a challenge, the equipments are not adequate and in some section there is no single equipment. Teachers are mainly using theory in practical subjects due insufficient equipments. The subjects on offer from vocational career pathway are HEH, PES and Agriculture Science. Schools can be said to be partially equipped in PES, some equipments for PES have been delivered to the school. The challenge is mainly with Agriculture Science and HEH. The departments have inadequate equipment and learners are just learning theory.*

The teachers during the discussion also mentioned that the equipments were inadequate, the teachers were also in support with other respondents on the adequacy of equipments, and the teachers indicated that:

*The status of equipment is below the expected standards for a secondary school. The school has equipments in PES which is also not adequate in other components of PES such as basketball, volley ball, baseball and field events. For HEH, only small utensils are available and major equipment such a stove, fridge table, chairs and sewing machines are not available. The state of affairs in relation to the equipment has contributed to the adoption of theoretical method in the teaching of vocational career pathway. The school is also facing challenges in terms of sitting arrangements for learners, there are few desks in classes which were shared between the primary*

*section and secondary section, and the blackboards are also not in good shape.*

Just like the others teachers, one teacher for PES who also felt that equipments were inadequate echoed the following:

*The state of equipments is worrying especially in practical subjects introduced in the vocational career pathway. The only section with equipments which are also not adequate is the physical education section. The section has balls for netball and football as well as the nets. The challenge is the equipments with other sporting disciplines such as basketball volley, high jump, shot put, discus, long jump. The school has no specialised room for indoor games*

#### **4.2.4 Non – Availability of Equipments**

Answering to the same question in appendix 1,2,3,and 4 Part two Question 4, 6 and 7 for Head teachers, Deputy Head teachers, Head of department and Guidance and Counselling teachers, all the four respondents interviewed observed that equipments were not only inadequate but some equipment were not available in some departments and sections. Most upgraded rural secondary lacked equipments for vocational career pathway subjects' optioned in schools. One Head teacher responded by indicating that:

*Agriculture Science to mention few out of many requires adequate facilities due to their nature of being practical oriented. Equipments such as stoves, fridge for HEH and, laboratory and apparatus for Agriculture Science, are not available in schools. There is also the challenge of computers in some schools, which are compulsory in junior secondary schools according to the 2013 revised curriculum.*

Another Head teacher interviewed noted that:

*Some equipments for vocational career pathway subjects are not available. The school has opted for three subjects under the vocational career pathway which include; Home Economics, PES and Agriculture Science. The school does not have equipments such as sewing machines, stoves, and fridges for Home Economics, laboratory equipments such as test tubes and chemicals for Science subjects like Agriculture Science. The non-availability of equipments has resulting in the teaching of theory rather than practical as demanded by vocational career pathway subjects.*

The responses from the Head teachers were supported by Deputy Head teachers. One Deputy Head teacher observed that, the school lacks equipments to support effective teaching and learning. The challenge is mostly with vocational career pathway subjects. The views from the Deputy Head were that:

*There are no equipments for HEH, both in needle work such as sewing machines as well as in food and nutrition , the department has no stove, fridge, chairs and tables to use during practical lessons. In addition, the school only has eight computers for computer studies. In Agriculture Science, there is completely no single equipment and everything as to be improvised and localised in attempting to teach a practical session and yet the exam is prepared at national level. The status of equipment is below the expected standards of a secondary school.*

One of the Guidance and Counselling teachers was also in line with others respondents and indicated that:

*The School lack equipments in subjects like Agriculture Science and HEH. The absence of equipments such as sewing machines, stoves, laboratories has made teachers teach practical subjects using theory*

*rather than practical. Learners are not equipped with the necessary skills in terms of hands on activity which is the core business of vocational career pathway subjects.*

Like other respondents on the non-availability of equipments, during the FGD, respondents were asked to comment on the non-availability of equipments in upgraded rural secondary school in the implementation of the vocational career pathway. One of the Head of departments and sections highlighted that:

*There is a challenge with equipments especially in practical subjects. The subjects in the vocational career pathway demand the availability of equipments. Subjects like Home Economic and Hospitality and Agriculture Science lack equipments such as stoves, sewing machines and laboratories, apparatus, test tubes and chemicals for experiments in the laboratory.*

Teachers responded to this question during focus group discussions by stating that:

*Some teaching and learning resources are not available and in some subjects for instance, Agriculture Science and HEH, most departments and sections do not have equipments for experiments or practicals. For Home Economics and Hospitality, the challenge is on major equipments such a stove for baking and sewing machines for needle work. The lack of equipments has compromised the delivery of lessons because teaching is mostly done using theory, unless in some instances where there is the possibility of improvisation of required equipments in a particular lesson. In additional desks were not enough for all the pupils in most schools, and pupils are sitting three per desk which is not conducive.*

As indicated in appendix 7 picture 2 in one of the visited schools by researcher, equipments such as desks was a challenge which resulted in pupils sitting three per desk.

#### **4.2.5 Inadequate Teaching and Learning Resources**

In question one, in both interviews and FGD, respondents were asked on the state of teaching and learning materials in upgraded rural secondary schools. In their responses, all the respondents that includes; DESO, ESO ODL, Head teacher, Deputy Head teacher, and Guidance and Counselling teachers, Head of departments and section and teachers confirmed that teaching and learning resources were inadequate. Teaching and learning materials range from teachers guides, text books, charts, chalk board. On the inadequacy of teaching and learning resources during the interviews, the DESO noted that:

*Most of the upgraded secondary schools have challenges with regards to the teaching and learning resources because these schools are still in the transition period from a primary to a secondary school. Teaching and learning resources are inadequate.*

Like the DESO, the ESO ODL highlighted that:

*Teaching and learning resources are in short supply, the schools are just settling from the initial status of a primary to a secondary school. The schools are still struggling in terms of securing text book, teachers' guides and charts for all grades. With the new curriculum in place, the challenges of teaching and learning resources have been worsened.*

Some of the Head teachers shared the same views with DESO and ESO ODL on the status of teaching and learning resources. One Head teacher observed that:

*Teaching and learning resources are not adequate, the challenges range from texts books, teachers guide, other supporting materials*



*such as charts, smooth black board and enough desk to create a conducive learning environment.*

Another Head teacher indicated that:

*The teaching and learning resources are not adequate .The school has challenges in terms of teaching and learning resources. The school lack adequate pupils' text books, Teachers' Guides, charts and smooth chalkboards.*

The Deputy Head teachers interviewed also echoed the same sentiments with the Head teachers. One Deputy Head teacher interviewed observed that:

*There is a challenge in terms of teaching and learning resources. The resources are inadequate which range from texts, teachers guides and charts. The challenges are quite acute in vocational career pathway subjects being offered in school such as HEH, PES and Agriculture Science.*

Meanwhile, one Guidance and Counselling echoed that:

*There is a challenge in terms of teaching and learning resources. There are few texts in most of the subjects which includes teachers' guides to help teachers' plan their work effectively. The Guidance and Counselling teacher also indicated that the school is most hit with resources to use in the vocational career pathway, subjects such as HEH, PES and Agriculture Science. The chalkboards are also not in good shapes, some have holes making it difficult to write notes on the blackboard, and the school has no charts to supplementary the teaching and learning process.*

The views for Head of departments and sections during FDG also agreed that teaching and learning resources were inadequate. The Head of departments and section at school A noted that:

*There is a shortage of teaching and learning resources. Departments and sections have inadequate text books as well as teachers' guides and charts to facilitate the teaching and the learning process. The situation is more challenging with the vocational career pathway subjects being taught in school such as PES and HEH. In most cases, teachers have to scout for resources to use in the teaching and learning, in addition, some classes have worn-out blackboards.*

*Teachers during FGDs explained that:*

*There is a shortage of teaching and learning resources, which range from pupils text books, teachers' guides, charts and smooth chalkboards, teachers confessed that these resources were not enough and school had no sources to purchase many copies. One teacher explained that, most teachers have a copy only. Subjects in the vocational career pathway like HEH require a lot of copies for each pupil to supplement the teaching and learning process. .*

#### **4.2.6 Pupil- Text Book Ratio**

Question 8 of part two appendix number 1, 2 and 3 required respondents to express their views on the state of teaching and learning in relation to pupil-book ratio in upgraded rural secondary in relation to vocational career pathway subjects. An observation was made by the respondents who included, the DESO, ESO ODL, Head teacher, Deputy Head teacher, Head of department and sections that upgraded rural secondary schools had challenges with the pupil-book ratio. All the schools visited revealed that there was a high pupil –book ratio to support effective implementation of the vocational career pathway subjects. The pupil- book ratio was as high as 1:46 as indicated in appendix 7 of the observation checklist observed by the researcher. All respondents interviewed held the view that high pupil-book ratio was prevailing in upgraded rural secondary schools. The DESO explained:

*There is a big challenge with texts books for the newly introduced subjects in the 2013 revised curriculum especially in vocational career pathway subjects. For instance in Agriculture Science, the schools are sourcing the materials because the district has not received enough books in vocational career pathway subject. The status of the teaching and learning resources is below average and this has led to high pupil- text book ratio which is as high as 46:1.*

ESO ODL gave his explanation by stating that:

*There is a shortage of texts books for both the teachers and learners in new subjects such as HEH, Agricultural Science and PES, meaning, these schools have been left to use few books they can manage to buy, this has resulted into the high pupil – text book ration which is somewhere around 36:1.*

It was also found that it was not only the Educational Officers who shared the same views on the high pupil- text book ratio, the Head teachers' and Deputy Head teachers interviewed also shared the same sentiments by stating that:

*Teaching and learning resources are in short supply. The schools have just started receiving funding from the central government to assistance in procuring teaching and learning resources. The pupil-text book ratio is quit alarming, the pupil –text book ratio in schools stands at 33:1, 43:1, 35:1, which is quiet close with the views of the DESO who indicated that the pupil-book is as high has 46;1 in upgraded rural secondary schools. In some subjects there are no texts books and teachers just mobilise resources to use through their own initiatives especially in subjects under the vocational career pathway such as HEH and PES.*

One Deputy Head teacher indicated that:

*The pupil –book ratio is quiet alarming and currently stands at 43:1 and pupils do not have supplementary information besides the teachers input.*

The Head of departments and sections during FGD also reviewed that there was a shortage of teaching and learning resources, schools have less texts books comparing to the enrolments levels of the learners. In responding questions 6 part 2, in appendix number 4, the Head of departments and sections were able to determine the pupil-book ration and it was observed that the pupil-book ratio was unacceptable. The lowest pupil-book ratio was 33:1 and the highest was at 46:1. One Head of department noted that:

*There are few texts books in HEH, PES, and Agriculture Science, the pupil- textbook ratio is at 42:1 in nearly all the subjects, a situation that calls for immediate attention.*

One Guidance and Counselling teacher also expressed the same views and echoed that:

*The pupil- text book ratio for available books in vocational career pathway subjects is as high as 44:1, making teachers the only source of information; pupils are not given an opportunity to research for extra information because they lack texts books and depend on the teachers.*

Like the Head of departments and sections views during FGD on the pupil- text book ratio, teachers were also in agreement that, there was a high pupil ratio for vocational career pathway subjects, which include Agriculture Science, HEH and PES. Teachers explained that the current status of pupil-book ratio is discouraging and not a good sign if quality education is to be promoted. One teacher noted that:

*The pupil –text book ratio stands at 30: 1 and 32:1 in some subjects which is not good for learners even for me as a teacher to determine the level of knowledge because pupils don't access extra information from books before a test or an exam is given.*

#### **4.3 Findings of Research Question Two**

The following were the findings in the following research question which read as; how many specialists' teachers were available in upgraded rural secondary schools of Kabompo District. During interviews, respondents revealed that there were challenges in terms of staffing levels for vocational career pathway subjects optioned in upgraded rural secondary schools. The research question was discussed using two established themes which include; inadequate specialist teachers and methodology as observed by the respondents.

##### **4.3.1 Inadequate Specialists Teachers**

In trying to answer research question two, the researcher asked question 1 and 2 of part three to all the 1respondents, it has observed that in most of the upgraded rural secondary schools, the issue of specialists teachers was a challenges as observed from the response from the DESO, EDO ODL, Head teachers, Deputy Head teachers, Guidance and Counselling teachers, Head of departments and sections and teachers. It has also been observed that, upgraded rural secondary schools had no teachers accredited to TEVET, implying that the schools did not offer other courses examined by TEVET. When asked a question on the adequacy of specialist teachers in the opted subjects, the respondents shared similar views on the adequacy of specialists' teachers, the DESO and ESO ODL shared the same views and they indicated that:

*The district has challenges with specialist teachers even in the already established secondary schools. The DESO was quick to mention that the challenges in upgraded rural secondary in terms of specialist teachers are quiet alarming. The reason attributed to this state of affairs is because most of the upgraded secondary schools*

*are not yet established and teachers were taken from already existing schools. All in all specialists teachers to offer vocational career pathway are not adequate.*

What the other respondents said regarding the adequacy of specialist teachers were not different from the Head teachers and Deputy Head teachers who also confirmed that specialists teachers were not adequate going by the teacher- pupil ratio. The number of specialist teachers is a big challenge in upgraded rural secondary schools.

One Head teacher noted that:

*Inadequacy of the teaching staff makes it difficult to fulfil the 2013 revised curriculum requirements of two path ways, that is; academic and career pathways. Specialists teacher are not adequate and this state of affairs has resulted into high teacher- pupil ratio, the Head teacher indicated the ratio to be at 47:1.*

Another Head teacher indicated that:

*We have a situation where one teacher or two teachers teach all grades in the particular subject, which is not normal. Home Economics has two and one in PES, making a total of three specialists' teachers, the staffing level had caused the teacher – pupil ratio to be approximately at 46:1.*

During interviews with the Deputy Head teachers, their views were in support with earlier respondents. One Deputy Head teacher noted that:

*The school has two HEH teachers and one for PES, making a total of three specialists' teachers. The Deputy Head teacher further explained that the teachers offering vocational career pathway are also overloaded looking at the periods for Vocational career pathway which normally stand at twelve periods in a week.*

Guidance and Counselling teachers also shared the same views during interviews and one Guidance and Counselling teacher indicated that:

*The number of specialists' teachers in the school is not adequate especially in Home Economics Hospitality; the teacher is being overloaded because she handles all the grades from eight to twelve. This also implies that the only teacher handles both theory and practical all by herself, resulting into high teacher – pupil ratio.*

The same question on the adequacy of specialists' teachers was asked to the Head of departments and sections and the teachers during FGD, the views were in conformity with those collected from other respondents during interview schedule. One Head of department explained:

*The school is not well staffed with specialist teachers resulting into having overloads by some teachers, the situation at this school is that, teachers offering vocational career pathway are over worked due to the staffing levels in subjects such as Home Economics and PES being offered in school.*

Another Head of section indicated that:

*In vocational career pathway subjects, teachers are not adequate, both HEH and PES have a teacher each, meaning the teacher has to offer the lessons in all classes that have optioned for that subject, resulting into high teacher – pupil.*

In responding to question 1 and 2 in part two in appendix 5 during FGDs, one group of teachers discussed that:

*The specialists' teachers are not adequate, despite the school having qualified teachers to offer vocational career pathway, the number of specialist teachers is far from being attained. In total, the school has three qualified teachers, two in Home Economics and one in Physical Education and sports.*

Another group of teachers noted that:

*The school has some specialist teachers in subjects like Home Economics and Hospitality and Physical Education who are qualified to offer the subjects. However, the teachers are few and in each section there is only one teacher to handle all the classes which may be seen as an overload that is PES and HEH. This has a potential to compromise on the skills and knowledge imparted to the pupils in the subject area.*

#### **4.3.3 Teaching Methodology**

In the follow up question that required respondents to provide information on the appropriate methodology for vocational career pathway offered in schools as well as the accreditation of teachers to TEVET, the researcher observed that, in certain subjects, the teaching methodology was being followed because teachers were specialised in those subjects, the subjects were HEH and PES. The main challenge was with Agriculture Science. It has been observed that despite some schools visited offered Agriculture Science as part of the optioned subjects in the vocational career pathway, the subject was being offered by teachers who were seconded, in short they were not qualified to teach the subject, they did not have the methodology to offer the subject appropriately. In addition, the four sampled schools did not have a single teacher accredited to TEVET as a requirement and practice with established schools. During interviews with the respondents on the theme methodology, both the DESO and ESO ODL shared similar views and they indicated that:

*Most of all and if not all the upgraded schools do not have qualified teachers to offer Agriculture Science because the district has few teachers for Agriculture Science even in already established secondary schools. Most of the teachers offering Agriculture Science in upgraded school have just been seconded to teach the subject.*



The Head of departments in one of the schools explained:

*Though Agriculture Science is being offered in schools, the teacher offering the subject is not qualified but has been seconded to offer the subject. In addition the school has no specialists' teacher accredited to TEVET.*

Another group of Heads of departments discussed that:

*Specialists' teachers were not enough and as such, teachers had more periods than they were supposed to have. In other subjects teachers were requested to assist just to fulfil the curriculum requirements for example Agriculture Science, is being taught by a teacher who is not trained in Agriculture Science.*

A Guidance and Counselling teacher also reviewed that:

*The school offers Agriculture Science as part of the three optioned vocational career pathway subjects however, the school is still facing challenges, and the teacher offering Agriculture Science has been seconded from natural Science. It is also unfortunate that the school does not have a teacher accredited with TEVET, implying our pupils do not have access to the examinations offered by TEVET to give them an upper hand to secure employment for survival upon completion of their secondary education, be it at junior or senior level.*

Meanwhile teachers who are the actual implementers on the ground also shared their views. The teachers expressed that the issue of staffing levels was a challenge in most of the upgraded rural secondary schools. The shortage of teachers has resulted into work over loads as few teachers have to cover all the subjects offered. This can also be confirmed by the data in appendix 8 as observed by the researcher which shows the available numbers of specialist

teachers. On the availability of specialist teachers, teachers during the discussion indicted that:

*Current staffing levels are not enough. Due to the shortage of teachers, we cover even those subjects we are not trained for just to make sure all the subjects are taught and the school is seen to be following both the academic vocational and curriculum. One of the subjects is being offered by a teacher who is not qualified, Agriculture Science in particular, is taught by a teacher without methodology, which is not supposed to be the case if quality education is to be attained. The current staffing levels for vocational curriculum pathway require some serious attention.*

#### **4.4 Findings of Research Question Three**

In this section, research question three which read as; what measures could the school administration put in place to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum in upgraded rural secondary schools of Kabompo District was discussed. All respondents who were interviewed and who took part in the focus group discussion gave their opinions on some of the measures that the school administration had put in place to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum. The research question was analysed in three themes which include; school community partnership, government support and improvisation.

##### **4.4.1 School Community Partnership**

In responding to the question on some of the measures the school administration had put in place to enhance effective implementation of the vocational career pathway, all the respondents interviewed and those who participated in FGDs indicated that establishing a strong school community partnership was one of the measures the school administration had put in place to enhance effective implantation of a vocational career pathway in the 2013 revised curriculum. During the interviews, the DESO explained that:

*The district had encouraged the secondary schools to embark on sensitising the community and parents in all the schools, especially the upgraded ones to work towards strengthening community participation on issues of infrastructure, equipment and teaching and learning resources development in schools. When these schools were upgraded, we realised that this is not the only district with new schools and so the Government alone cannot manage to do everything within our time frame, it has its pace of ensuring that facilities in schools are in place. We have therefore embarked on encouraging schools especially administrators to sensitise parents to come on board and participate fully.*

Another Education Officer, the ESO ODL also echoed that:

*The partnership between the schools and the community has to be emphasized. We have been preaching community participation in all the schools especially upgraded secondary schools. School administrators have been encouraged to bring the parents on board, some of the infrastructure challenges will be sorted out, than just waiting for the government. In almost all the upgraded secondary schools there are some structures being constructed through the collaboration between schools and parents.*

Just like the sentiments from the Education officers, one Head teacher noted that:

*The school has encouraged school community partnership, the project had commenced in collaboration with the parents to build a 1 x 2 classroom block. He said, Parents baked bricks and also ferried sand and stones, the community, through parents teachers association had also agreed to source for a qualified teacher in Agriculture Science under, there are also plans to mobilise locally available equipments under PTA arrangement for vocational career pathway subjects.*

Another Head teacher noted that:

*Through school community partnership, the school had put in place policy, in which 20% of the money collected from pupils go towards the purchase of equipments and teaching and learning materials to address the challenges of inadequate equipments and teaching and learning resources, out of the school fees collected from pupils termly, part of it is used purchase equipments for HEH and other teaching and learning materials.*

Interviews with Deputy Head teachers on the measures schools had put in place to enhance effective implementation of the vocational career pathway were similar to those of the Head teacher interviewed. One Deputy Head teacher indicated that:

*On equipments and teaching and learning resources, the school through school community partnership had embarked on a project of purchasing texts book using user fees from the pupils. For the new enrolments we are also requesting for any text book though much emphasis on the vocational career pathway. We have also extended to well-wishers like prominent business men to come to the aid of the school in whatever form they offer to the school.*

In supporting the views earlier alluded to by the Deputy Head teacher, one of the Guidance and Counselling teacher stated that:

*On the issue of equipment, teaching and learning materials, the school administration has to mobilise the community to be contributing yearly to purchase books and other equipments and priority to be given to vocational career pathway which has a big challenge in terms of texts books, in addition school administration to engage the community to engage a qualified teacher with proper*

*methodology to handle Agriculture Science which is being handled by a seconded teacher.*

One Head of department noted that:

*On infrastructure, the school has embarked on building classrooms using local materials, through the involvement of other stakeholders to develop and improve infrastructure in the school apart from lobbying from the local government. Schools can also engage local business to help renovate existing infrastructure to make the teaching and learning environment conducive. The measures on teaching and learning include, the school to mobilise locally available equipment, teaching and learning materials in collaboration with the community.*

On the school community partnership, it has been observed that in some schools, the Partnerships has been established as observed by the researcher and some projects were taking place with reference to appendix 7 picture 2 and 6.

#### **4.4.2 Government Support**

In responding to question 3 and 4 in part three appendices numbers 1 2 and 3 .The respondents during interviews and FGDs on some measures that the school administration had put in place, the point of government support as part of the stakeholders was mentioned. Government being a major stakeholder should play an important role to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum. The views from the DESO indicated that:

*On the issue of infrastructure, schools have been encouraged to seek audience with the area Member of Parliament to request for funding through CDF to assist in improving the status of infrastructure, one school has received this kind of support and the project is still underway. Government support includes provision of grants,*

*building and renovating infrastructure through Constituency Development Fund through the local government.*

The Head teachers also responded to the question by supporting the views echoed by the Education Officers in relation to government support in enhancing the effective implementation of the vocational career pathway. One Head teacher had stated the following:

*The administration had requested for support from the local government through CDF and a 1x3 classroom block and laboratory is under construction. The school had also requested for equipments for vocational career pathway and some equipments in PES have been distributed.*

Another Head teacher noted that:

*We have been lobbying from both the central government and local government to come to our aid in terms of support to build infrastructure and renovating old structures. He said, currently we have applied for a share from the Constituency Development Fund to help build a laboratory block and a Home Economics room.*

The Deputy Head teachers highlighted the following measures: Deputy Head teacher 1 noted highlighted:

*The school has sent some request to both the central government and local government to assist towards the building of infrastructure and renovating old structures, another request for texts books in vocational career pathway had been forwarded to DEBS offices.*

Like observed by Deputy Head teacher 1, Deputy Head teacher 2 noted that:

*One of the measure that the school has put in place to address the issues of inadequate specialists teachers is to continue lobbying government through the DEBS to supply teachers ,especially the*

*teacher for Agriculture Science as well as additional teachers for PES to the school.*

One of the Guidance and Counselling teachers indicated that:

*One of the measures that the school has put in place in terms of addressing the issue of specialist teachers is by lobbying for specialists teachers especially in Agriculture Science, for infrastructure, equipments and teaching and learning resources, government has been engaged through DEBS office and requests had been submitted waiting for responses.*

The researcher also agreed with echoed sentiments of the DESO and Head teacher on governments support towards improving of current infrastructure in upgraded rural secondary schools as seen in appendix 7 picture 7.

#### **4.4.3 Improvisation**

On the follow up question on the measures the school administration had put in place to enhance effective implementation of the vocational pathway in schools curriculum, improvisation was revealed as one of the measures by the respondents who included; the DESO, Head teachers, Head of department and teachers. Schools came with initiatives to enhance effective implementation of the curriculum, in responding to questions 1, 2, and 3 in part four appendices 1, 2, 4 and 5, the following were the responses. The DESO indicated that:

*We urge teachers to be resourceful and look for necessary teaching materials in cases where they do not have them available in school. A properly trained teacher cannot just sit and fold his or her arms and say we have no teaching materials. Such a teacher is not worth to be. Especially in vocational career pathway subjects where teaching materials are very scarce, they need to ask their colleagues in other schools who may happen to have the needed resources The*

*DESO also advised the school administrators to encourage qualified teachers on PTA arrangement as a short term measure.*

Meanwhile the ESO ODL on improvisation echoed that:

*Schools have been encouraged to engage qualified teachers specialists, those awaiting to be deployed by the government and pay them using user fees to address the challenges of inadequate specialists teachers to offering vocational career pathway especially Agriculture Science .*

Head teacher 1 explained that:

*As part of improvisation some teachers under natural Science have seconded to be offering Agriculture Science a subject which does not have the qualified teacher.*

Another Head teacher indicated that:

*For practical subjects such Agriculture Science and HEH, ordinary classrooms are used for the purposes of exposing pupils to practical work unlike seeming or experiencing the practical aspect for the first time during exams.*

The Heads of departments also echoed similar sentiments by stating that:

*The school has addressed the issue of non-availability of a specialist's teacher in Agriculture Science by seconding a teacher from natural Science and equipping the teacher with skills, methodology through workshops, Continuous Professional Development meetings and visiting school that offer the same subjects.*



Teachers during FGDs in responding to question 1 part four in appendix 5 explained that:

*In an effort to try and expose pupils to cookery practical lessons, both teachers and pupils were requested to bring to school HEH equipments such kitchen utensils, and the use of the traditional stove for baking has been improvised.*

During FGDs with another group of teachers indicated that:

*Some equipments in PES and HEH have been improvised using local materials for the purposes of performing practical lessons.*

## **Summary**

In chapter four, the research findings for this study based on the research questions and research objectives have been presented. The questions which the chapter attempted to answer were; that the states of infrastructure, equipments and teaching and learning resources, availability of specialists teachers in upgraded rural secondary schools and measures that the school administration had put in place to enhance effective implementation of the revised curriculum in upgraded rural secondary schools of Kabompo district.

From the findings, it has been revealed schools had inadequate infrastructure for a secondary school section, schools did not have specialised rooms for vocational career pathway subjects introduced in schools such as HEH Agriculture Science and PES, in addition, infrastructure in upgraded rural secondary were in poor state, some classes had cracked wall, portholes and some schools were using grass thatched classes.

The schools also had inadequate equipments, PES is one of the subjects which had received some equipments. Subjects like Agriculture Science and HEH all upgraded rural secondary schools did not have equipments such as laboratory, apparatus and stoves, sewing machines for practical work to support the teaching

and learning. There was also a challenge of inadequate teaching and learning materials and the pupil book ratio was high in all the upgraded rural secondary schools.

The findings also indicated that specialists' teachers were inadequate in upgraded rural secondary schools; most of the teachers had overloads in terms of period allocation. It has also been observed that all upgraded rural secondary with Agriculture Science as one of the options did not have a qualified teacher; the teacher handling Agriculture Science was seconded from natural Science department, implying that the teachers did not have the methodology.

The findings further revealed that among the measures that the school administration had put in place to enhance effective implementation of the vocational career in the 2013 revised included community partnership, the involvement of the community through resource mobilisation to improve infrastructure, seeking government support through CDF to improve the status in terms of infrastructure, equipments and teaching and learning materials and deployment of specialists teachers. Another measure was improvisation by the school administrators and all the members of staff were encouraged to be innovative.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **Overview**

In the previous chapter the findings for this study have been presented. In this chapter, the study findings were discussed. The discussion was done under themes derived from the study objectives, which also informed the conceptual framework.

The discussion is based on the findings presented in chapter four as well as the theoretical framework which guided this study and other related literature in chapter two. The findings were discussed with special reference to the results obtained from interviews and Focus Group Discussions. In the first section the; status of infrastructure, equipments and teaching and learning resources were discussed. In the second section; availability of specialists teachers and the third section ; measures school administration had put in pace to enhance effective implementation of vocational career pathway in the 2013 revised curriculum in upgraded rural secondary schools of Kabompo district. The descriptive phenomenology approach was used with six sets of research respondents. This discussion helped to bring out similar views and variations brought about in the research.

#### **5.1 Status of Infrastructure, Equipments and Teaching and Learning Resources**

Six themes emerged on the status of infrastructure, equipments and teaching and learning resources. The first question of this study which sought to establish the status of infrastructures, equipments and teaching and learning resources was addressed to discuss these themes.

##### **5.1.1 Inadequate Infrastructure**

All the respondents which included the DESO ESO's, Head teachers, Deputy Head teachers and Guidance and Counselling teachers expressed that, infrastructure was inadequate. It has been revealed that infrastructure was inadequate and reasons attributed to the same situation were because most of the upgrade secondary schools were initiated

within the infrastructure of primary schools which were divided between primary and secondary schools resulting into inadequate infrastructure. The findings in upgraded rural secondary schools on the implementation of the vocational career pathway in the 2013 revised curriculum were not in support to what Foster (2007) posited, he stated that the application of new curriculum shall be based on planning of physical, human and financial resources in order to ensure high quality teaching and learning of students in the education process. The teaching process must be supported with adequate infrastructure to enable performances in the class system such as mentor activities, practical activities in school workshops or specialised rooms and laboratories.

The schools under study had no access to such facilities, implying there were challenges in implementing the vocational career pathway which may consequently result into producing learners with little or no skill and expected knowledge for hands on activity. It has been revealed that all the four selected schools did not have specialised rooms such laboratories for Agriculture Science, gymnastic rooms for PES and specialised rooms for HEH, Only one school reported to have a building called ‘laboratory’ but without adequate apparatus.

From the research findings, none of the selected schools had specialised rooms for vocational career pathway subjects such as Home Economics and Hospitality rooms, PES and schools offering Agriculture Science did not have the laboratories. The findings through interviews, focus group discussions and observation revealed that apart from inadequate classrooms and specialised rooms in all the schools under study, teaching and learning was not easy because of overcrowding of learners in classrooms. The findings established that only two schools out of the four selected schools had infrastructure which can was also rated 50%. Only one of the schools visited had at least five classes, the rest of the schools visited had 1x3 classroom block meaning three classes only out of minimum required 5 classrooms.

The shortage of classrooms had posed challenges for schools to conduct practical lessons such experiments and other laboratory practicals for Agriculture Science as well as practicals for HEH. When conducting practical lessons, schools were using ordinary

classroom which were also not spacious enough for practicals, this led to overcrowding in classes. Overcrowding makes the learners feel uncomfortable, the reasons for this situation was because all these schools were upgraded without building classrooms beforehand, this is the reason why all the schools under study revealed the inadequacy of infrastructure. Smith (2001) defined adequacy as a condition of being sufficient in quality or quantity to meet a need. Following this definition, the condition of being sufficient in quality and quantity to meet at the point of need is what is lacking in these up graded rural secondary schools especially in vocational career pathway subjects.

In another school pupils, were packed beyond the recommended class enrolment level of 55 per class. The situation highlighted above could partly be attributed to the limited corresponding investment in educational infrastructure to match the ever-increasing population among the school-going age and also lack of government quick intervention in funding construction of new classroom blocks and specialised rooms for vocational career pathway in the upgraded secondary schools in the district and even beyond. The upgraded rural secondary schools had infrastructure for a primary school setup, and this had posed challenges in terms of adjustments to fit a secondary school setup and the challenge is mainly on specialised infrastructure for vocational career pathway subjects.

From the findings, it has been reviewed that the state or the condition of these offices varied from school to school but they all had offices. The state of Head teachers' offices matched with the state of the rest of the infrastructure at the school. Only one school for instance, had the office space for the Head teacher as compared with other schools. Erick (2011) highlights that in any institution, having a confined room for administrative purposes is cardinal because some issues require some form of privacy and. It has been revealed that in the selected schools, some offices for administrators were available though not to the expected standards. At least having a Head teacher's office meant that some issues could be handled in secret and in confinement at that level as well as for other administrative and managerial work.

It has also been revealed that only one school out of the four had a departmental office but again it was quickly noted that it was a communal office for all departments to share

one office. This clearly shows that infrastructure was lacking in these schools. Teachers as education providers need to be found in an environment where facilities would enable them to plan well. Departmental meetings are cardinal in the life of a secondary school explained (Erick, 2011). He argued that departmental rooms and staffroom are important professional learning space where teachers' interact to fit in that community and to understand the nature of their professional work. It is in these departments where schemes of work are planed which consequently result into lesson plans. Equally, they needed to hold meetings and discuss some issues relevant to particular departments such as vocational career pathway subjects in various departments and sections. The way the situation was in these schools, it was difficult to plan as a department or section. This may result into inefficiency in departmental works especially departments handling vocational career pathway subjects which were recently introduced; these departments had no offices for planning, the schools visited lacked relevant infrastructure for effective planning of vocational career pathway subjects.

### **5.1.2 State of Infrastructure**

Most of the respondents attested to the fact that despite infrastructure being inadequate, some schools were in poor state in terms of infrastructure. One school out of the four selected schools came out the worst in terms of the state of infrastructure. Due to lack of classrooms, pupils were seen at some school, learning in a grass thatched class which is not well thatched. It has been observed that in upgraded rural secondary schools, infrastructure is not only inadequate but also in deplorable state. As observed by the researcher in appendix 7 Picture 4. The same classes were used as classes to conduct practicals for vocational career pathway subjects introduced in schools such as HEH, PES and Agriculture Science. As observed by the researcher, classes had portholes, cracked walls not conducive for learning.

The state of infrastructure had made school management with no option but to allow a class be conducted in such an environment. The findings further revealed that two schools had built a shelter (Insaka) as a staff room while one school reported to have a staffrooms though it was not spacious enough. According to UNESCO report of 2011) most schools

in Sub-Saharan Countries have challenges in creating a conducive environment for learning. Learning should take place in an environment that is of good standard and offers safety to the learners. It was further evident from the findings that School B has a grass thatched classes and staff room to cushion the challenges of infrastructure within the school. This idea reveals creativity but it shows that the school administration was stranded with infrastructure, especially in vocational career pathway where teachers are ever preparing practical work but had challenges in terms of staff room to carry out such preparations. This clearly shows that certain specific infrastructure was lacking. In this epoch, seeing teachers using a thatched shelter as staffroom would not be believable to many people. Even though the idea of shelters appears to be an initiative, these shelters however, were not big enough to accommodate all the teachers and they also lacked other supporting facilities such as tables chairs which made teachers ended up preparing some practical work at home which was not supposed to be the case.

If this trend in upgrading rural secondary schools continue without going alongside with building of classrooms and making a conducive environment for learners especially in the vocational career pathway in which learners are expected to acquire skills and knowledge for self-efficacy, the country will be sending school leavers in society who are not skilled enough. Further, (Adebanjo, 2007) explained that learning implies that someone is able to use the skills, knowledge or behaviour to earn a living and can fit in any society and this is the true nature of vocational career pathway. However, with the current state of affairs in the selected schools under study, it is questionable as to whether learning is taking place or not, the state of infrastructure seemed not to support quality teaching and learning in upgraded rural secondary schools particularly with regards to vocational career pathway subjects which demands the availability of resources

### **5.1.3 Inadequate equipments**

It has been revealed from the research findings that all the selected upgraded rural secondary schools had challenges with equipments. Equipments for vocational career pathway subjects such as HEH and PES and Agriculture Science offered in schools were

inadequate in most of the departments and sections. From the research findings, it has also been revealed that only one subject which is Physical Education and Sports seemed to have some equipment, despite not being enough in some sporting disciplines, for instance all the school indicated that they received equipments for PES only for football and netball only which were also not adequate to conduct the practical sessions successfully. Lent (2005) highlighted that self-efficacy in vocational career pathway can be attained with the presence of adequate infrastructure, equipments and appropriate teaching and learning resources. However, the prevailing conditions in upgraded rural secondary schools questions how self-efficacy can be shaped because the learning experiences which are personal performance, accomplishments, vicarious learning were not attained due to inadequate equipments. It is expected that the vocational career pathway makes a learner develop self-efficacy to perform a domain or activity, the performance of activities through the use of appropriate and adequate equipments enable learners to acquire knowledge and skills to shape their career choices which is the core business of vocational career pathway.

The proper selection of school furniture and equipment plays an important role in creating an effective, high performance teaching environment especially practically oriented subjects (Lauglo et al 2013). It has been revealed that learners who sit comfortably in class have a high chance of concentration than those who may be sitting uncomfortable while in class. This will in turn make such pupils perform well academically and shaping of the career choices. Among the challenges in relation to equipments in upgraded rural secondary schools included that of furniture such as tables desks and chairs, regarding the availability of desks; it was also revealed that in all the upgraded rural secondary schools, desks, tables and chairs for HEH were not adequate, making sitting arrangements and practical performance a challenge, in some schools, one desk accommodated three to four pupils as shown in appendix 7 picture number 3 as observed by the researcher.

#### **5.1.4 Non- Availability of Equipments**

The schools under study had challenges with equipments for vocational career pathway subjects. Equipments play a cardinal role in practical oriented subjects such as HEH,



Agriculture Science and PES and it is expected that schools should have at least some equipments for practical purposes. However, all the selected upgraded rural secondary schools had challenges in terms of major equipments to complement the teaching and learning of vocational career pathway subjects. The current situation in upgraded rural secondary schools under study was contrary to what Fullan (1991) posited that the whole idea of introducing the vocational subjects in schools was for the sole purpose of providing sufficient practical skills to prepare one for subsequent training or entry into the world of work, this therefore, implies that the teaching of vocational career pathway requires hands on activity with the availability of equipments. It is therefore, unfortunate to discover that upgraded secondary schools were implementing the vocational career pathway without major equipments. The teaching and learning of Home Economics and Hospitality due to inadequate equipment was mainly theoretical, contrary to the idea behind vocational career pathway system which places much emphasis on practical work.

From the research findings, it has been revealed that all the four schools did not have major equipments such as sewing machines and other needle work accessories, modern stove and refrigerator and modern utensils, implying the practical aspect was not being implemented effectively. The findings supported what Offoma (2005) stated that there is a relationship that exist between the availability of infrastructure and equipment in the implementation of the curriculum, as he puts it, without the availability of functional infrastructure and equipment in the schools, the skill based curriculum will not be effectively implemented. This is because the learners lack the ability to carry out some meaningful work done due to lack of acquisition of basic skills that promote effective work performance. According to ZECF (2013) the introduction of vocational and career pathway was to make learners become self-reliant by equipping them with skills for self-efficacy. The 2013 revised curriculum require learners to be tested with trade certificate that is accredited to TEVETA so that they can be awarded a level three trade certificate. From the research findings, all the schools selected did not have the required equipments to meet the standards of the being accredited to TEVETA.

The researcher also observed that most of the schools visited did not have a laboratory, workshop and all industrial arts equipments as shown in appendix 8 observation check

list. As observed by the researcher, equipments were not available for vocational career pathway, some departments and sections did not have even single equipment and yet the subjects were being offered to the pupils and pupils were expected to perform practicals at the end of the year examinations. In sections like HEH and Agriculture Science, the teaching of the vocational career pathway was a big challenge. It has been noted that upgraded rural secondary school received some equipments in PES though not a full kit. Some of the sporting disciplines such as high jump, long jump shot put kit were not distributed, making the implementation of PES a challenge as well. From the findings, it was evident that all the four schools had no laboratories, specialist room for Home Economics and Hospitality.

It can also be noted that, all the four school were putting in some effort to build specialised rooms for vocational career pathway subjects. This shows how passionate school administrators have become after realising that these schools were upgraded without adequate infrastructure. The administration in these schools seemed to understand well what Anyakogu (2002) noted that “practical work is one of the vocational career pathway, and many educators argue that this type of the education system without practical work fails to reflect the true nature of vocational career pathway. This fact is also supported by Adeleke (2006) who pointed out that pupils learn best if they are given the opportunity to see and make observation of what they are taught.

Furthermore, the researcher observed that the allocation of the vocational and career pathway subjects in upgraded rural secondary schools was done without focus on the availability of local resource and locality of certain upgraded schools. This made most upgraded schools failing to implement the optioned subjects and to meet the intended objectives of the 2013 revised curriculum particularly the vocational and career pathway.

#### **5.1.5 Inadequate Teaching and Learning Resources**

From the researcher findings, it has been revealed that the four upgraded rural secondary schools had challenges in terms of teaching and learning resources. These included text book for pupils, charts and Teacher Guides. Respondents in both interviews and FGDs

were asked on the state of teaching and learning materials in upgraded rural secondary schools. In their responses, all the respondents agreed that teaching and learning resources were inadequate. Teaching and learning materials ranged from teachers guides, text books, charts, chalk board. Pupils' texts such as HEH, PES and Agriculture Science were inadequate. Mpofu (2012) highlights that the framework of many revised curriculum considers that each school should include relevant literature for teachers and students. From the research findings, it is evident that this aspect was not considered when the primary schools were upgraded into secondary schools. The upgraded secondary schools had challenges in terms of teaching and learning materials because they are coming from a primary school background and are not yet gazetted to start receiving grants to purchase the needed teaching and learning resources. The school had challenges with teachers guide, text books, charts and chalk boards to support effective teaching and learning process.

In addition, vocational career pathway subjects demands the availability of teaching and learning resources because of the nature of being practical oriented. Ainly (1996) pointed out that inadequate teaching and learning resources poses a challenge in terms of effectively implement the curriculum, further, the vocational career pathway demands the availability of teaching and learning resources. The schools visited had challenges with teaching and learning resources thus implying compromising the quality of the teaching and learning process and the effect is that of producing learners who are not competent in terms of skills and knowledge acquired. The lack of teaching and learning resources had resulted into improvisation on the part of the teacher which some sometimes failed to materialise thus affected the implementation of the vocational career pathway subjects. The inadequacy in terms of teaching and learning resources resulted into high pupil ratio which is another theme under discussions from the research findings.

#### **5.1.6 High pupil –Text Book Ratio**

The study revealed that the teaching and learning resources were not only inadequate as indicated by the respondents but also resulted into high pupil-text book ratios in all the vocational career pathway subjects, which were being offered such as PES, HEH and

Agriculture Science. All the schools did not have enough teaching and learning resources. Going by the schools, the pupil – text book ratio ranged from 33: 1 to 47:1. These ratios were according to subjects. Looking at these ratios it is clear that learning is extremely difficult for pupils' especially slow learners who needed extra time and personal effort to sit down and read text books. The findings on the high pupil- text book ratio can also be noted by the researcher in the observation check list in appendix number 8; all the schools visited had challenges with the pupil text-book ratio. The challenges of high pupil - text book ratio has been recognised by government that poor investment in education had led to high pupil- text book ratio and so it aspires to improve the pupil-text book ratio to 1:1 (MoE, 1996).

From the observations above, it is evident that teaching and learning resources play a critical role in the implementation of any curriculum thus the vocational career pathway. The absence of adequate teaching and learning resources makes the teacher role more difficult. According to their knowledge and experiences, teachers can prepare adequate learning resources and distribute them to students ZECF (2013). The framework of many curricular considers that each school should include relevant literature for teachers and students. The availability of teaching and learning materials, increase learner participation in the learning process. This consequently increases their motivation and minimises the possibility of failure. Adebajo (2007) supported this view when he observed that instructional materials in the teaching and learning process especially vocational career pathway subjects makes students to learn more and retain better what they have been taught and that it also promotes and sustains students' interest. The availability and adequate of instructional materials motivate both the learner and the teacher. There was less motivation in upgraded rural secondary schools due to lack of instructional materials, such as text book and teachers guides. This also entails that in most cases, the teacher in these upgraded rural secondary schools was the sole provider of information and knowledge the trend which is currently being discouraged but rather appreciates that learners should be able to research for information on their own and sometimes read well in advance before the teacher.

The above findings and the consequent discussion confirm the observation by Obanya (2004) who posited that the availability of teaching and learning resources in secondary schools that offer vocational career pathway is cardinal if learning has to take place in these secondary schools.

## **5.2 The availability of Specialist teachers in upgraded rural secondary schools**

Two themes emerged on the availability of specialist teachers in upgraded rural secondary schools. The second question of this study which sought to establish how many specialist teachers were available in upgraded rural secondary schools was addressed to discuss these themes.

### **5.2.1 Inadequate Specialists' teachers**

In terms of availability of teachers, the study revealed that there was inadequacy in the number of teachers in these upgraded rural secondary schools. All the schools visited revealed that teachers were not adequate in all the vocational career pathway subjects optioned. As revealed by the one of the District Education officer, the DESO and a point which was shared by the other officer the ESO ODL are in the following words; Teachers were not adequate, all teachers teaching in these upgraded schools were taken from the already existing secondary schools because most of these upgraded secondary schools were not on government establishment yet and we don't know when. The teacher – pupil ratio varied depending on the school. This was in line with what Mwiria (2002) pointed out that, challenges of adequate specialist teachers pose challenges in implementing the vocational career pathway in secondary schools. The numbers of specialists' teachers were very few in the selected upgraded rural secondary schools. According to Freberg (1999) effective teaching and learning requires maximum supervisor by the teacher to a sizeable number of learners if meaningful teaching and learning were to take place. However, the most common teacher pupil ratio was 1:50 in the schools visited, it has been revealed that the number of specialists teachers in upgraded rural secondary schools ranged from 2- 3 in all the three optioned subjects which included PES and HEH in the

four selected upgraded rural secondary schools in the district as observed by the researcher in appendix 8 in the observation checklist.

With these revelations, it is evident that teachers were not enough to teach the optioned subjects in the 2013 revised curriculum especially the vocational career pathway subjects. It was further established that the scarcest teachers in relation to vocational career pathway were Agriculture Science. There seemed to be at least some teachers for Home Economics and Hospitality and Physical Education and Sports, and learning happen with the availability of specialists' teachers.

The high teacher - pupil ratio may consequently make teachers resort to theoretical teaching at the expense of practical work especially in vocational career pathway subjects such as PES and Home Economics and Hospitality and Agriculture Science. There exists a significant relationship between the availability of subject teachers and implementation of skilled based secondary school Adams (2011). The current situation in upgraded rural secondary schools attempted teachers to adopt teacher-centred teaching approaches which were suitable for handling large classes as opposed to pupil-centred teaching approaches which allow pupils to actively participate in the learning process. Despite the fact that schools had some teachers in Home Economics and Hospitality and Physical Education and Sports, the staffing levels were still below the expected standards resulting into work over load to some teachers, teachers offering these subjects had more periods than other teachers, thus compromising on quality.

Further, it was found out that there was a relationship between class sizes and academic achievement in the sense that most teachers could not manage the teacher –pupil ratio. Despite the initiative of seconding some teachers in subjects like Agriculture Science which most of the selected rural secondary school have done as a measure, it has also been revealed that there was overcrowding in the classes due to inadequate number of specialist teachers. Overcrowding of pupils in one class leads to heavy teacher work overloads, which in turn, creates stressful working conditions for teachers and lead to higher teacher absenteeism. If this situation is not changed education provision by teachers will not be effective especially in vocational career pathway subjects.

### **5.2.2 Methodology**

The lack of teachers in subjects like Agriculture Science has resulted into the secondment of some teachers to be offering the subjects. Teachers offering Agriculture Science were seconded from the natural Science department. These teachers despite being qualified teachers under natural Science, they do not have the methodology in Agriculture Science. The primary goal for teaching vocational and technical subjects is to teach pupils both practical and theory of the subject matter, but unfortunately, this is said not to be so in upgraded rural secondary schools. As Anyakogu (2002) highlighted that, there are several factors that pose challenges in the teaching and learning of vocational career pathway subjects, this include the lack of adequate instructional materials and poor ineffective teaching method. The teaching of some vocational career pathway subjects in upgraded rural secondary schools raises a lot of question particularly in Agriculture Science because schools visited had a challenge with trained teachers in Agriculture Science.

It has been revealed that teachers offering the subjects were seconded form the natural science departments. The lack of methodology tends to affect the learners views of practical concepts. The nature of vocational and technical subjects is such that the teachers offering the subjects should have under gone rigorous training to acquire the necessary skills and knowledge to impart to pupils and not just teacher theoretical aspects of the areas as revealed in upgraded rural secondary schools under study.

In the research findings, it has also been revealed that, due to challenges of specialist teachers, the upgraded rural secondary schools did not offer other vocational career pathway subjects such as Performing and Creative Arts (PCA), design and technology thus these schools did not have any teacher accredited to TEVETA, this statement meant that, pupils in these schools were eligible to examinations in vocational career pathway prepared by the examinations council of Zambia (ECZ) only and not exams administered by TEVETA for them to be awarded a level 3 trade certificate. As highlighted by Offoma (2005) that a major setback to effective curriculum implementation either academic or vocational is the problem of unqualified teachers, especially specialists in areas like vocational and technical subjects, is evident in the selected upgraded rural secondary

school under study. The majority of teachers in Agriculture Science were assigned to teach in subjects areas where they were not qualified. The effects of this information is that, first of all, pupils receive inadequate information from these equipped teachers; secondly teachers were forced by authorities to teach in those areas because under normal circumstances, no teacher would opt to teach in areas they are fully aware of their lack of capacity. As Raymond (2007) argued, where teachers are compelled to teach there is always a bond to be passive resistance though teaching the basics at the expense of core material on the subject thereby disadvantaging the learners to acquire the new skills for self-efficacy.

The above discussion on how many specialist teachers were available in upgraded rural secondary schools, is in line with the observation by Kakupa (2017) who indicated that most vocational career pathway subjects lack expert teachers to deliver the content competently, a situation which may be challenging in many secondary school even in urban areas, meaning the situation might be worse in rural secondary schools. The challenge of specialists' teachers demands quick intervention by the government if the goals or rather the objectives behind the incorporation of the vocational career pathway in the 2013 revised curriculum were to be attained.

### **5.3 Measures the school administration can put in place to enhance effective implementation of the 2013 revised curriculum.**

Three themes emerged on the measures the school administration had put in place to enhance effective implementation of the 2013 revised in upgraded rural secondary schools. The third question of this study which sought to explore the measures the school administration had put in place to enhance effective implementation of the 2013 revised curriculum in upgraded rural secondary schools of Kabompo District was addressed to discuss these themes.

#### **5.3.1 School Community Partnership**

With regard to the measures school administration had put in place to enhance effective implementation of the revised curriculum in upgraded rural secondary schools in Kabompo



District, the DESO, ESO ODL, Head teachers, Deputy Head teachers, Head of department and section, Guidance and Counselling teachers and the teachers, it has been revealed that all the respondents interviewed and those who took part in the Focus Group Discussions supported the engagement of the community in the provision of education particularly with the implementation of the vocational career pathway subjects. The involvement of the community has been realised by all the stakeholders that almost all the upgraded secondary schools lacked infrastructure, equipments, teaching and learning resources and availability of specialists. In addition, (In 1996 document; Educating Our Future), there is an emphasis of establishing a school community partnership in improving the quality of education in the country. The above statement supports the measures respondents indicated on the involvement of the school community partnership.

It is evident from this study that, almost all schools had taken keen interest in improving the current state of infrastructure, equipment, teaching and learning resources and the availability of teachers. They had embarked on resources mobilisation through the involvement of community members, influential people and business entities. The current situation where funding is not consistent for the general running of these schools and non-availability of specific funds for infrastructure development in terms of classrooms, laboratories, equipments, teaching and learning resources and offices, schools have embarked on sensitising the community through PTA to own the school and make the schools to be self - resourcing.

This confirms the studies by Siyumbwa (2010) where it was revealed that there was a positive effect on the provision of educational support by the community as long as the community was sensitised and they love the project. This shows that parents in upgraded rural secondary schools had the feelings of educational inadequacy and they seem to recognise that they are primary educators of their children. Parents through PTA in some upgraded rural secondary schools have come on board to contribute in terms of moulding and baking bricks, sand collection and stone crushing using local materials, others have contributed their labour particularly towards the construction and thatching of some classrooms. Some schools were actively involving the community to contribute either labour or local material renovate the existing infrastructure.

On the issues of teaching and learning resources, apart from seeking for funds from pupils during enrolments at the beginning of the year as a measure to improve the challenge of pupil- text book ratio, parents through PTA came up with a buy a book policy for new enrolments particularly vocational career pathway subjects. In addition, the findings revealed that pupils through parents were being asked to contribute an extra amount towards purchase of pupils' texts. This contribution was evidently referred to in other schools as project fund for texts and equipment. As evidenced from one of the focus group discussions with the teachers in one of the schools, teachers supported the idea by stated that it is the most reliable means of sourcing for funds to buy texts than waiting for government to distribute the books which may too long and may not happen within the shortest time possible.

### **5.3.2 Government Support**

In the research findings, it has also been revealed that schools understood the role of the central government in terms of education provision, the responses from the respondents during interviews indicated that all the upgraded rural secondary school were lobbying for support from the local government. The improvement of quality secondary schools and improvements in students' performance depend heavily on the availability of adequate classroom space, enough teachers, sufficient learning materials and equipments (MoE, 1992). It is the duty of the government to ensure that schools are well equipment with appropriated infrastructure, equipments, qualified teachers and the provision of instructional materials. From the research from the research findings, little has been done in upgraded rural secondary schools particularly on the requirements for vocational career pathway subjects.

The schools were requesting for funds through CDF to help in improving the existing infrastructure and the building of new infrastructure to support effective implementation of the vocational career pathway, such as construction of the laboratory for carrying out experiments in Agriculture Science, and other specialised room for HEH and PES. It was evident from the findings that government support was quiet hard to come by, only one school had received some funding for infrastructure building. This was good move by the

local government. However, with only one school having received funding out of the four sampled schools, it means that the government had a lot to do in terms of creating a good environment for learners in these upgraded schools especially in terms of specialised rooms for vocational career pathway subjects.

The respondents also mentioned of government support in terms of equipments for vocational career pathway such as sporting equipments for PES, as well as teaching and learning materials such as text book for vocational career pathway subjects, which include HEH, PES and Agriculture Science which have been optioned in the selected four upgraded rural secondary school. MoE (1992) pointed out that priority in resource allocation in secondary schools should be given to the rehabilitation of science laboratories and specialised rooms. However, the findings of this study indicated that no such measures had been taken in the schools under study.

In addition, the schools were seeking for government support in terms of specialists' teachers and this has been done through requests at DEBS offices for specialists' teachers especially in Agriculture Science. The challenge of specialists teachers require some urgent attention and if the current situation is not addressed, the implementation of the vocational career pathway in upgraded rural secondary schools may be questionable.

### **5.3.3 Improvisation**

The respondents during both interviews and Focus Group Discussions, indicated that apart from seeking for government support and school community partnership, improvisation was also one of the measures that school administration had put in place to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum. The DESO explained that teachers were advised to use local resources available to make teaching and learning materials instead of sitting and waiting for the government to supply these materials. In other words teachers were being reminded to be innovative and resourceful by asking their fellow teachers elsewhere for some materials and borrowing or procuring text books. From the research findings, teachers asked pupils to bring equipments from their home for HEH practicals and locally made equipments were being

improvised such as traditional stove with an oven. For PES, local equipments and traditional games were among the methods of improvisation teachers and departmental Heads and Head of sections had opted for, teachers together with the pupils had taken upon themselves to make traditional equipments such as nets for volley ball and the creation of equipments for indoor games using local materials. This is because Head of departments and sections and the teachers realised that vocational career pathway without practical work fails to reflect the true nature of the educational system. This fact is supported by Oyeniran (2003) who pointed out that pupils learn best if they are given the opportunity to see and make observation of what they are taught.

It is also evident from the research findings that , from the four selected rural up graded schools, the two schools offering Agriculture did not have qualified staff to teach Agriculture Science which is one of the adopted subjects under the vocational career pathway, as a short term measure , schools have seconded teachers from natural Sciences department to be offering the subject, another measure that came out strongly was that the schools in consultation with the PTA had put in place plans to engage qualified teachers under PTA arrangement before taking a long terms measure which is the continued lobbying from DEBS offices to be supplied with specialists teachers .

#### **5.4 Summary**

In this chapter the findings of the study have been discussed. The discussion was done under three themes emerging from the findings of the study which were informed by the objectives. The themes indicated the status of infrastructure, equipment and teaching and learning resources, the availability of specialists' teachers and the measures the schools administration had put in place to enhance the effective implementation of the vocational career pathway in the 2013 revised curriculum in Kabompo district.

The discussions of the findings were informed by the conceptual framework while keeping in mind the research questions that drove the study as was conceptualised in the conceptual frame work, infrastructure and equipment, teaching and learning resources, teaching methodology and qualified personnel (Specialists) results in learning taking place. In the

next chapter, conclusions of the study and some recommendations based on the research findings were made.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Overview**

This chapter presents the conclusion and recommendations of the dissertation based on the findings. The purpose of this study was to assess challenges faced by upgraded rural secondary school in implementing the 2013 vocational career pathway in the revised curriculum in Kabompo District. In this chapter a summary of the three research questions were represented.

#### **6.1 Conclusion**

In line with the objectives of the study, the following conclusions were made:

#### **6.2 Status of infrastructure, equipments and teaching and learning resources available in upgraded selected secondary schools of Kabompo district.**

The main research findings on the status of infrastructure, equipments and teaching and learning resources in upgraded rural secondary schools of Kabompo district as given by participants were; inadequate infrastructure , state of infrastructure . Other challenges were inadequate equipment, non-availability of equipments for vocational career pathway subjects, inadequate teaching and learning resources and high pupil-text book ratio for vocational career pathway.

With regards to the state and adequacy of infrastructure, equipment and teaching and learning resources, the findings of the study revealed that the state of classrooms and other learning facilities and equipment were not only inadequate but also in bad state. As evidenced from the findings, infrastructure in these upgraded schools was not satisfactory. The reason was that; most of these buildings were used when these schools were called basic schools and others as primary schools. The kind of classrooms, equipment, facilities and other physical infrastructure which were used by primary pupils were now used by the secondary schools which needed laboratories, departmental offices,

spacious classrooms and other specialised facilities for vocational career pathway subjects.

This observation points to the fact that if upgraded rural secondary schools were not supplied with adequate infrastructure, equipment, teaching and learning resources, quality learning would not be taking place in these schools. Learning is not just an official meeting of a teacher and his / her pupils in a confined building called a classroom. To the contrary, it is the proper acquisition of skills and knowledge on the subject matter and be able to use what is learnt in the daily life where ever one goes, especially vocational career pathway which prepares the pupils for the adult world of work. It was revealed that some of the infrastructures were below acceptable standards for a secondary school.

There is a greater task ahead of the Government, school administrators, teachers and other stakeholders in meeting the challenges of unattractive and poor condition of school buildings, inadequate equipment and teaching and learning resources to support the implementation of the vocational career pathway in upgraded rural secondary schools. These challenges range from; crowded classrooms, non-availability of specialised room for vocational career pathway equipment and facilities and teaching and learning resources which have perhaps contributed to poor quality teaching-learning process and the non- attainment of quality education by students in secondary schools more especially with regards to the implementation of the vocational career pathway in the 2013 revised curriculum.

Certainly, Government funding was inadequate and in some instance not even there to cater for infrastructural developmental projects such as classrooms, the procurement of equipment, teaching and learning resources and other facilities that go along with the implementation of the vocational career pathway. Out of the four schools that this study covered, only one has received funding for school construction of a 1x3 classroom block. The rest were still using old buildings which were previously meant for basic schools or primary schools and yet these buildings were even by then in bad state and were inadequate. The government funding was very much needed in these upgraded secondary schools so as to enable them construct even few more classroom blocks, specialised

rooms and laboratories which are very critical in education delivery especially the vocational career pathway. The idea of upgrading was good but it needed to match with availability of resources such as infrastructure development , equipment, teaching and learning resources as indicated by in the sampled respondents in the districts.

The projects that existed in schools such as construction of classrooms, laboratories and toilets were either sponsored by PTA and to a smaller extent through CDF. This shows that the Government contribution towards infrastructure in the schools was not sufficient.

The status of the infrastructure in the upgraded rural secondary school was disadvantaging, the pupils when it came to the national examinations, the study discovered that these upgraded secondary schools had no centre numbers for exams, implying that the pupils needed to perform practical and theory for vocational career pathway such as PES and HEH in another school. It is therefore concluded that there was some psychological torture on the pupils in such an arrangement. This arrangement was not beneficial to the learners and can psychologically affect their performance.

In relation to the equipments, all schools had challenges with equipment to use for vocational career pathway subjects. Vocational career pathway subjects demands the availability of appropriate equipment, of all the four sampled schools, no school indicated to be well equipped with equipment such as a laboratory and some apparatus for Agriculture Science, sewing machines, stoves and fridge for Home Economics and Hospitality and some equipment for Physical Education and Sports equipment such as volleyball, basketball, high lump and long jump. It is however, worth mentioning that most of the schools had equipment such as football and netball equipment and a playing field for both netball and football.

Coming to the state of teaching and learning resources, it is concluded that some key teaching and learning materials were not available in the sampled upgraded rural secondary schools of Kabompo district. Even those which were available were not adequate. These materials included teacher's hand book as well as learner's text books. This was shown by the pupil-book ratios. For instance, the highest pupil-ratio was 47:1.



Apart from being inadequate, some teaching and learning resources were not available in some vocational career pathway subjects such Agriculture Science.

### **6.3 Availability of specialists' teachers in upgraded rural secondary schools of Kabompo district.**

The study indicated that specialists' teachers were inadequate in upgraded rural secondary schools in implementing the 2013 vocational career pathway in the revised curriculum in Kabompo District. In addition, the inadequacy in terms of specialists teachers resulted into challenges of methodology as some teachers, for instance in Agriculture Science were just seconded to teach the subjects without proper methodology. There was also the challenge of high teacher- pupil ratio due to inadequate number of specialists' teachers.

Apart from inadequacy and non-availability of teaching and learning materials, specialist teachers as education providers in the vocational career pathway were as well not enough. It was discovered that some of these rural upgraded secondary schools had no establishment yet because they were not gazetted. This means that DEBS would only get teachers from other established schools to teach in these upgraded secondary schools. It was clear from the findings that the most affected departments were natural Science where Agriculture Science falls and as well the other vocational career pathway subjects such as HEH and PES.

### **6.4 Measures that could be put in place by the school administration to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum.**

With regards to the measures employed to enhance effective implementation of the vocational career pathway in the 2013 revised curriculum in upgraded rural secondary schools of Kabompo district. The study revealed that, schools should actively create the school community partnership to assist with challenges of inadequate infrastructure and equipments and purchase of teaching and learning resources. Schools should also seek for government support by lobbying for CDF through the local government to help build and renovate infrastructure and specialists rooms to enhance effective implementation of

vocational career pathway. Further, schools should continue to lobby for specialists teachers through DEBS offices. The school administration also encouraged improvisation at all levels through the use of local materials for equipments and teaching and learning resources in vocational career pathway subjects optioned by the schools.

## **6.5. Recommendations**

In view of the results of the study and the conclusions drawn, the following Recommendations are made:

- i. The MoGE should ensure that before upgrading the basic or primary schools into secondary school, there should be some funds available to avoid these schools providing education in infrastructures that are in poor state and inadequate, as well as inadequate teaching and learning resources and non-availability of the equipment.
- ii. The MoGE should quickly fund these upgraded rural secondary schools so that infrastructure is improved, if there is the availability of the equipment for teaching and learning, the country can be guaranteed of the effective implementation of the 2013 revise curriculum and the vocational career pathway in particular.
- iii. The MoGE should quickly intervene in the issue of specialist teachers in terms of supplying qualified specialists teachers or transfer some teachers from established schools to upgraded rural secondary schools, there is also the need for the government to come up with a fast track program for the already serving teachers to be trained in some of the vocational career pathway subjects in order to address the issue of inadequate specialist teachers.
- iv. The corporate world such business entities , Non- Governmental organisations can also be called upon to partner with the government, under private public partnership (PPP), in sharing the necessary heavy expenditures through such initiatives as financing the construction of classes and laboratories in these upgraded secondary schools as well as donation of teaching and learning materials, equipment for Agriculture Science and other vocational career pathway subjects being offered such as Home Economics and Hospitality and Physical

Education and Sports (PES). This is because the industries reap by far the greatest benefits from Science and vocational and technology education and training. (Fuller, 2006) pointed out that not only vocational career pathway support the socio economic welfare of individuals , but it can also increase their international competencies and being able to compete at global market. Therefore, there is a very great need to improve the vocational career pathway teaching of all subjects at all levels of education in underdeveloped countries like Zambia.

### **6.6 Suggestions for Further Research**

The following were identified as areas of possible future research:

- (i) An investigation on the performance of the vocational career pathway subjects during the national examination by pupils in upgraded rural secondary schools.
- (ii) Assessing the impact of vocational career pathway subjects optioned in rural secondary schools.
- (iii) Investigation of the performance of TEVETA examination at Junior and Senior Secondary level with references to 2013 revised Curriculum in Government Schools

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## **APPENDICES**

### **Appendix 1: Interview Schedule for the District Education Standard Officer (DESO) and ESO ODL**

#### **THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY SCHOOL OF EDUCATION (POSTGRADUATE)**

Dear respondents,

The researcher is a post-graduate student at The University of Zambia in collaboration with Zimbabwe Open University. The interview consists of various questions. Be assured that the information you give will be treated confidential and will be used for the purpose of the research only.

**Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

#### **Part One: General Information**

Name of District: .....

Position: .....

#### **Part Two: Interview on the state of infrastructure, equipment's and teaching and learning resources**

1. What was the motive behind the upgrading of primary schools into secondary schools?

2. What is the state of these schools in terms of infrastructure equipment and teaching and learning materials?
3. Do these schools have the following: libraries, laboratories, enough classrooms, workshops, play field, teacher houses, desks and electricity?
4. In terms of adequacy, are you comfortable?
5. Out of the upgraded schools in the District, how many have newly built infrastructure?
8. Are learning and teaching materials adequate in these upgraded schools?
9. What is the pupil- book ratio?

**Part Three: Interview on the state of specialists teachers in upgraded rural secondary schools of Kabompo District.**

1. Do you have adequate specialist teachers in these schools in all the subjects as indicated in the vocational career pathway courses in the 2013 revised curriculum?
2. What is the pupil-teacher ratio on average?
3. Do these upgraded schools have specialists teachers accredited to TEVETA?

**Part Four: Interviews on the measures school can employ to enhance the effective implementation of the vocational career pathway in upgraded rural secondary schools.**

1. What strategies are been put in place to deal with the scenario
2. What kind of help do you lobby from somewhere to address the infrastructure equipment and teaching and learning resources?
3. How has been the government's intervention on the matter?
4. How has been the funding in these upgraded schools?

**THANK YOU FOR YOUR PARTICPATION AND TIME**

## **Appendix 2: Interview Schedule for Head Teachers and Deputy Teachers**

### **THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY**

#### **SCHOOL OF EDUCATION (POSTGRADUATE)**

Dear respondents,

The researcher is a post-graduate student at The University of Zambia in collaboration with Zimbabwe Open University. The interview consists of various questions. You are assured that the information you give will be treated confidential and will be used for the purpose of the research only.

**Title of the Research: Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

#### **Part One: General Information**

Name of the School.....

#### **Part Two: Interview on the state of infrastructure equipment's and teaching and learning materials**

1. How many classroom blocks do you have?
2. Are the classrooms adequate? In what state are they?
3. How is the situation in terms of office space for the departments?
4. Generally, what is the state of infrastructure, equipment's and teaching and learning materials in the school when it comes to the implementation of vocational career pathway?
5. Does the infrastructure support the effective implementation of vocational career pathway?

6. Do you have adequate kit for vocational career pathway? If **not**, how are the vocational career pathway subjects taught?

7. How do you rate the pupil-text book ratio?

**Part Three: Interviews on the state of specialists teachers in upgraded rural secondary schools of Kabompo District.**

1. Do you have enough specialist teachers for the subjects offered in the vocational career pathway in the 2013 revised curriculum?

2. Does the school have specialists teachers in vocational career pathway accredited to TEVETA?

3. What are some of the subjects the school has optioned from the vocational career pathway in the 2013 revised curriculum?

4. Are all the subjects optioned by the school in the vocational career pathway in the 2013 revised curriculum being taught? If not, why?

5. What is the pupil-teacher ratio?

**Part Four: Interview on the measures the school can employ to enhance effective implementation of the vocational career pathway.**

1. In the midst of these challenges, what has the school done to ensure the provision of education in the vocational career pathway is not disturbed?

2. What is the participation of the stakeholders in the provision of education in the upgraded schools?

**THANK YOU FOR YOUR PARTICPATION AND TIME**

### **Appendix 3: Interview Schedule for Guidance and Counselling Teachers**

#### **THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY**

##### **SCHOOL OF EDUCATION (POSTGRADUATE)**

Dear respondent,

The researcher is a post-graduate student at The University of Zambia in collaboration with Zimbabwe Open University. Please read the instructions for each question. You are assured that the information you give will be treated confidential and will be used for the purpose of the research only.

**Title of the Research: Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

##### **Part one: General information**

1. Name of the school.....

##### **Part two: Interview on the state of infrastructure, equipment's and teaching and learning resources in upgraded rural secondary school of Kabompo District.**

1. What kind of infrastructure equipment's and teaching and learning materials in relation to vocational career pathway do you have for learners?

2. Do think the existing infrastructure, equipment and teaching and learning materials adequately support the teaching and learning processes for the vocational career pathway? Explain

3. How would you rate the adequacy of the following physical facilities or infrastructure, equipment's and teaching and learning materials: Class rooms, texts books Furniture, Electricity, Laboratory, workshop and expressive arts equipment's?

7. How satisfied are you with the general condition of the school physical infrastructure equipment's and teaching learning materials?

8. How would you explain the pupils' academic performance in the vocational career pathway midst of the state of infrastructure, equipment's and teaching and learning materials?

9. What is the pupil-text book ratio?

**Part Three: Interview on the state of specialist teachers in upgraded rural secondary schools of Kabompo District**

1. How adequate is the teaching staff in terms of specialist's teacher in the vocational career pathway courses?

2. Does the school have adequate and appropriate infrastructure, equipment's and teaching and learning resources for the optioned vocational career pathway subjects?

3. Is the implementation of the vocational career pathway in line with the provision of the career pathway in terms of periods allocated to the subjects?

4. Does the school offer TEVET exams to pupils at both junior and senior level?

**Part Four: What Measure has the school employee to enhance the effective implementation of the vocational career pathway in the 2013 revised curriculum?**

1. In the midst of these challenges, what has the school done to ensure the provision of education in the vocational career pathway is not disturbed?

2. What is the participation of the stakeholders in the provision of education in the upgraded schools?

**THANK YOU FOR YOUR PARTICPATION AND TIME**

#### **Appendix 4: Focus Group Discussions for Head of Departments and Sections**

### **THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY**

#### **SCHOOL OF EDUCATION (POSTGRADUATE)**

Dear respondent,

The researcher is a post-graduate student at The University of Zambia in collaboration with Zimbabwe Open University. Please read the instructions for each question. You are assured that the information you give will be treated confidential and will be used for the purpose of the research only.

**Title of the Research: Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

#### **Part one: General information**

1. Name of the school.....
2. Department .....

#### **Part two: Focus Group Discussion on infrastructure, equipments and teaching and learning resources in upgraded rural secondary school of Kabompo District.**

1. What kind of infrastructure equipment's and teaching and learning materials in relation to vocational career pathway do you have for learners and teachers in the departments?
2. Do think the existing infrastructure, equipment and teaching and learning materials adequately support the teaching and learning processes for the vocational career pathway offered in the different departments? Explain.

3. How would you rate the adequacy of the following physical facilities infrastructure: Class rooms, Furniture, Electricity, textbooks expressive arts kit in the departments?
4. How satisfied are you with the general condition of the school physical infrastructure, equipment and teaching and learning materials in the departments?
5. How would you explain the pupils' academic performance in the midst of the state of infrastructure, equipment and teaching and learning resources in the department?
6. Would you be in position to determine the Pupil-book ratio?

**Part Three: Focus Group Discussion on the specialists of teachers in upgraded rural secondary schools in Kabompo District**

1. What are the levels the specialist's teachers in the departments that offer vocational career pathway subjects?
2. Do the departments have teachers accredited to TEVET in line with the courses offered?
3. Do the departments employ the appropriate teaching methodology for vocational career pathway?

**Part Four: Focus Group Discussion on measures schools have employed to enhance the effective implementation of the vocational career pathway in the 2013 revised curriculum**

1. What are some of the measures that the departments have been put in place in addressing some challenges in the implementation of the vocational career pathway?
2. What are some of the proposals from the members in the departments concerning the ways to address the challenges faced in implementing the vocational career pathway?

**THANK YOU FOR YOUR PARTICPATION AND TIME**



## **Appendix 5: Focus Group Discussion for Teachers**

### **THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY**

#### **SCHOOL OF EDUCATION (POSTGRADUATE)**

Dear respondent,

The researcher is a post-graduate student at The University of Zambia in collaboration with Zimbabwe Open University. Please read the instructions for each question. You are assured that the information you give will be treated confidential and will be used for the purpose of the research only.

**Title of the Research: Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

#### **Part one: General information**

1. Name of the school.....

#### **Part two: Focus Group Discussion on the state of infrastructure, equipments and teaching and learning resources in upgraded rural secondary school of Kabompo District.**

1. What kind of infrastructure equipment's and teaching and learning materials in relation to vocational career pathway do you have for learners?
2. Do think the existing infrastructure, equipment and teaching and learning materials adequately support the teaching and learning processes for the vocational career pathway? Discuss

3. How satisfied are you with the general condition of the school physical Infrastructure and equipment's in implementing the vocational career pathway?
4. How would you explain the pupils' academic performance in the midst of the state of infrastructure equipment's and teaching and learning in vocational career pathway?
6. How would you rate the adequacy of the following physical facilities infrastructure: Class rooms, Furniture, Electricity, Laboratory, equipment's, and text books for delivering lessons in vocational career pathway?
6. Would you be in position to determine the Pupil-book ratio?

**Part Three: Focus Group Discussion on the specialist teachers in upgraded rural secondary schools of Kabompo District.**

1. How is the allocation of periods for the vocational career pathway?
2. Do some teachers have overloads of the periods in vocational career pathway?
3. Do you offer subjects qualified to teacher or you are seconded to teachers?
4. How many teachers are accredited to TEVET institutions in relation to vocational subjects offered?

**Part Four: Focus Group Discussion on measures schools can employ to enhance the effective implementation of the vocational career pathway**

1. What steps are being taken to improving the teaching and learning process in the vocational career pathway lessons?
2. Have the parents expressed concern over the state of infrastructure, equipment's and teaching and learning materials?

**THANK YOU FOR YOUR PARTICPATION AND TIME**

## Appendix 6: Observation Checklist

### THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

#### SCHOOL OF EDUCATION (POSTGRADUATE)

**Title of the Research: Assessing the challenges faced by upgraded rural secondary schools in implementing the 2013 vocational career pathway in the resided curriculum in Kabompo District, Zambia.**

	School	A	B	C	D	Comments
<b>State</b>						
<b>Levels of infrastructure and equipment</b>						
No. of class blocks						
No. of classrooms						
No. of departmental offices						
Staff room (Yes/No)						
Computer lab (Yes/ No)						
Play field (Yes/No)						
<b>Teaching and learning materials</b>						
Text books available for vocational career pathway						
Pupils books ratio						
No. of specialist in vocation career pathway						
<b>Equipments</b>						
Industrial arts kit						
Computers						
No. of sports/ physical education kit						
Home management kit (Stove, Fridge, Sewing machines)						

**Appendix 7: Sampled pictures of infrastructure in rural upgraded secondary schools in Kabompo District**



**Picture 1: Staffroom for teachers planning their work.**



**Picture 2: Grade Eight class and besides is a 1x2 classroom block under construction**



**Picture 3: Grade Eight and Ten classes in the same shelter**



**Picture 4: Secondary section 1x2 classroom block on the left and primary section 1x3 classroom on the far right.**



**Picture 5: Secondary section  
1x2 classroom block and the  
office, behind is another block a  
1x3 classroom block**



**Picture 2: Construction of a Head  
teachers' office under way.**



**Picture 7: A 1x3 and 1x2 classroom blocks  
constructed using CDF and support from  
the community.**

## Appendix: 8 Observation Schedule

State	School	A	B	C	D	Comments
<b>Levels of infrastructure and equipment</b>						
No. of class blocks		2	2	1	2	
No. of classrooms		5	3	3	6	School B and C have added grass thatched classes
No. of departmental offices		1	NIL	NIL	NIL	
Staff room (Yes/No)		1	NO	NO	NO	Schools B, C and D have grass thatched staffrooms
Computer lab (Yes/ No)		NO	NO	NO	NO	
Play field (Yes/No)		YES	YES	YES	YES	
<b>Teaching and learning materials</b>						
Text books available for vocational career pathway		PES HEH and Agri- Science	PES, HEH	PES, HEH and Agri- Science	PES, HEH	Books are available but not adequate
Pupils books ratio		1:33	1:43	1:35	1: 46	
No. of specialist in vocation career pathway		3	3	3	2	
<b>Equipment's</b>						
Industrial arts kit		NIL	NIL	NIL	NIL	
Computers		8	NIL	NIL	8	
No. of sports/ physical education kit		1	1	1	1	Schools have sports kit though not complete
Home management kit (Stove, Fridge, Sewing machines)		NIL	NIL	NIL	NIL	