TEACHER INVOLVEMENT IN CURRICULUM DEVELOPMENT IN ZAMBIA: A ROLE ANALYSIS OF SELECTED SECONDARY SCHOOL TEACHERS IN LUSAKA DISTRICT, LUSAKA PROVINCE, ZAMBIA

BY

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AUTHOR'S DECLARATION

I **Christine Mwanza** 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.

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

APPROVAL

This dissertation of **Christine Mwanza** is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Curriculum Studies by the University of Zambia.

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ABSTRACT

Curriculum development for Early Childhood, Primary and Secondary School levels in Zambia has received much attention since their revision which commenced in 2013. Despite the Curriculum Development Centre (CDC), which is the main institution placed with the responsibility of curriculum development, claiming that the Zambian school curriculum is developed through a consultative and participatory approach through course and subject panels where teachers and other stakeholders are represented, there has been no empirical evidence to suggest the extent to which teachers, who are the major implementers of the same curricular, have been actively involved in the development process. This study therefore, sought to establish whether secondary school teachers in Lusaka urban of Zambia were adequately and actively involved in the curriculum development process.

The concurrent embedded design of the mixed methods approach was employed with the qualitative approach dominating the study while the quantitative was used to add detail. Data from secondary school teachers were collected using questionnaires while interview guides were used for Head teachers and curriculum specialists. Raw data collected from interviews and questionnaires were analyzed using themes and descriptive statistics into significant patterns so as to easily interpret and understand the essence of the data.

The findings of the study clearly suggested that teachers were dissatisfied with the existing practice of curriculum development which insignificantly involved them. The majority of secondary school teachers in Lusaka Urban had never participated in the development of the curriculum and this they thought was the main reason why they faced challenges with implementing it effectively. It was further revealed that curriculum materials such as textbooks were of poor quality. The teachers, however, indicated that they were willing to participate in the curriculum development process, especially in situational analysis, in the formulation of educational objectives, setting up the curriculum project, and writing of curriculum materials such as textbooks.

From this study, it was concluded that teachers were not adequately involved in the curriculum development process with their role being mainly to implement the already developed curriculum. Consequently, most teachers' encountered challenges when implementing the developed curriculum. A majority of teachers felt they can play important roles in the curriculum development process apart from the actual curriculum implementation. It was thus recommended that Ministry of General Education (MoGE) through CDC should broaden the scope of teacher involvement in curriculum development through being in constant touch with the schools especially through extensive research, adequate communication channels and making visits to schools. This may enable them to develop a curriculum that is flexible to be easily implemented by all teachers depending on the learners' needs and different school environment.

DEDICATION

This work is dedicated to my beloved husband Foster and children; Sibong'ile and Sithabile for the patience they exhibited during the entire period that I was kept busy with this work. You were always the source of my strength. When low in spirit, your presence always encouraged and lifted me up.

To my father, Mr. George Noah Mwanza and my mother Mrs. Christine Jere Mwanza, you have always been a pillar of my strength. To my entire family, thank you so much for believing in me. Your unfailing support and prayers kept me going.

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ACRONYMS AND ABBREVIATIONS

CDC   _   Curriculum Development Centre

CPD   _   Continuing Professional Development

ECZ   _   Examination Council of Zambia

HoD   _   Head of Department

MoE   _   Ministry of Education

MoGE   _   Ministry of General Education

UNESCO   _   United Nations Education, Scientific and Cultural Organization

UNICEF   _   United Nations Children's Emergency Fund

UNZA   _   The University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

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

1.2 Background

The right to education has been high on the international community agenda as affirmed in numerous human rights treaties and recognized by governments as essential in the pursuit of development and social transformation (UNESCO & UNICEF, 2007). Education is important in learners' lives because to a large extent, it brings about positive changes. Therefore; everyone has a right to education as it has been given a global recognition especially after the 1948 United Nations declaration (United Nations, 1978). The primary aim of education is to sustain individual and societal improvement. Society cannot carry on without education and vice versa. Education consequently is an essential condition for sustainable development in any society as it equips learners with knowledge, skills, values and attitudes they need to adopt healthy lifestyles and take active roles in social, economic and political decision making as they transit to adulthood (UNICEF, 2011). Indeed the importance of education cannot be overemphasized.

According to Burstein (1995), however, education is complex, multilevel, highly contextualized system whose oversimplification is likely to misinform policy makers and researchers alike. Given that quality of education contributes to learning, human development, gender equality, human security, community development and national progress, UNICEF (2012), stated that education of poor quality is equivalent to no education at all. Accordingly, Hawes (1979) and Bishop (1985) emphasized the need for societies to carefully plan their education through the school curriculum. A well planned and developed school curriculum is vital in trying to achieve quality education.

Developing a curriculum is a very complex undertaking which involves making many decisions such as identification of the general aims which are to be pursued, the determination of more specific objectives of learning, the identification of the specific content to be covered, the identification of the suitable learning experiences and the selection of the evaluation criteria as well as the determination of the overall pattern of the curriculum (Taba, 1962). In trying to deal with the complexities of curriculum development, Rogers and Taylor (1998; 12) suggested that curriculum development

> describes all the ways in which training or teaching organization plans and guides learning which can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in institutional settings like schools, colleges or training centres or in a village or a field. Curriculum development is central to the teaching and learning process.

Such a description may help to unlock the power of the curriculum as a vital force within the struggle to strengthen and enhance the quality of teaching and training at all levels of the education system.

Curriculum development refers to the preparation of an educational plan, programme or document to be implemented in schools. It involves selection and organization of content and learning experiences, development of curriculum packages, guides and basic resources, identification of evaluation criteria, trial out of materials in sample schools and review of the tried out materials ready for implementation (Taba,1962). Curriculum development is an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation (Carl, 1995). The definitions of Curriculum development ultimately determine the scope of teacher involvement in curriculum development. Curriculum development should be seen as a team effort between all key stakeholders where decisions are made competently and consistently with both theoretical thinking of curriculum developers and practical experience of the teachers in the field contributing productively (Taba, 1962 and Oluoch, 1982). Teachers are central for achieving universal access to high quality and equitable education for all learners. Research in diverse countries and education systems show that teachers are the biggest in-school influence on learner achievement and learning (UNESCO,

2015). The success, or otherwise of curriculum initiatives depends on teachers at the chalk-face (Gatawa, 1990). Hoyle (1969), Skilbeck (1982) and Shaeffer (1992) emphasized the need for including teachers in curriculum development teams because teachers have first-hand knowledge of the learning environment, the pupils and how the two relate. Teachers also form the largest group of professionals who implement the developed curriculum (Oluoch, 1982). It is on similar grounds that Bishop (1985) and Havelock (1971) advanced the view that the quality of an education system is dependent on its teachers who should initiate, develop and direct pupils learning.

Because teachers are familiar with classroom situations, their role is deemed central for discovering the gaps and bringing about change and improvement (Ben-Perez, 1990). Teacher involvement in curriculum development therefore is an attempted effort in ensuring that teachers in practice at the classroom level are actively involved in the entire curriculum development process. The teacher's involvement in curriculum development process is essential in meeting the needs of society and upholding quality of education for a nation.

The ability to actively involve teachers who are directly concerned with learners in curriculum development may have a great impact on the effective implementation of the developed curriculum. This is because it affects team work and collaboration. Unfortunately, the actual curriculum in schools is sometimes distinct from the official curriculum which is developed centrally as asserted by Bishop (1985; 185) that;

> There is often a mismatch between the official curriculum developed by national curriculum development centre and actual curriculum in the school situation. Discrepancies occur between the intent of the curriculum projects and what actually happens in the classroom between theory and practice, desire and actual implementation and between plan and execution.

This situation is likely to arise to a large extent when the teachers who are the direct implementers of the curriculum may not have been adequately involved in its development as institutes of curriculum development often overlook the role of the teacher and develop the curriculum with little or no involvement of the teachers (Herron, 1970). Active teacher

involvement in curriculum development may lessen the gap between curriculum theory and practice. Curriculum development can be challenging, therefore, the involvement of all stakeholders especially individuals who are directly involved with student learning are a vital piece in successful curriculum development (Johnson, 2001). Teacher involvement in the curriculum development process is essential as it may assist in the alignment of curriculum with learner needs in the classroom. Being the people directly involved with the implementation of the curriculum, teachers can bring up issues encountered at curriculum implementation to be reflected in the curriculum development process. Firmly situated in the classroom, teachers are in a position to subject curriculum to periodic questioning, criticism or review. They have the potential to create an overall approach to curriculum development rather than follow a prescribed approach (Wasil, 2014). A curriculum that is developed through full teacher involvement is likely to be relevant to the society and learners' needs and by extension meet educational aims of the country (Taba, 1962, Hawes, 1976, Skilbeck 1982 and Shaeffer 1992).

Herron (1970) further noted that in centralized systems of curriculum development, the typical curriculum development cycles runs from development and testing by a few selected teachers to redevelopment and retesting on the basis of feedback obtained in the first phase, to widespread dissemination of the materials to teachers who have had little or nothing to do with their development. In some instances, other than providing feedback, in the initial testing, teachers themselves have little to do with the development of the actual materials. As a result, classroom teachers find themselves outside the focal point of curriculum decision making. The situation as noted by Herron (1970) seems similar to the Zambian context where curriculum development for primary and secondary schools are centralised.

Teachers are the end users and when they are not aware of the objectives and the curriculum developers are not familiar with the issues faced by the end user, it may not be possible to work for a practical curriculum. It is crucial for teachers to know the fortitude of the curriculum. They have the first-hand knowledge of the ground realities in the classroom and their involvement in the curriculum development may create an ownership of the curriculum thus providing teachers with the commitment necessary for the success of the new curriculum (Kausar and Akhtar, 2012). Unless teachers are available and willing to participate in curriculum development, there is no future for it (Bishop, 1985). Any curriculum designed becomes real when it is adapted to

the classroom. Therefore, teachers need to interpret the curriculum correctly to the learners for it to be successful (Okech and Asiachi, 1992). However, most curricular innovations in Africa, Zambia inclusive and a few other parts of the world practice the "top-down" approach (Ramparsad, 2001; Beswick, 2009, Mulenga, 2015) through "power coercive" or unilateral administrative decisions which are externally imposed in absolute disregard of the much powerfully embraced "grassroots" (Beggs, 2004; Rogers, 1995). Researchers have revealed the neglect or non-involvement of teachers in curriculum innovations and development. Carl (2002) confirmed that the "voice" of the teacher is to a large extent ignored or not heard. This creates a challenge because sustainability of reform initiatives relies on teachers maintaining alignment with the intent of the initiative. Curriculum implementation can be successful if teachers and communities are involved in its development (Kubitskey & Fishman, 2006).

Since teachers have the enormous responsibility of implementing the curriculum, they need to be involved far more widely in the development of the curriculum (Hawes, 1979 and Duke 1990). It may be convenient and certainly usual to keep separate the administration and professional duties of those who plan and execute educational policies but it is hardly profitable to the process of curriculum development (Hawes, 1979). In addition, Eshiwani (1993) observed that the objectives of any educational system can be achieved mainly through very pertinent curriculum questions that require the teachers themselves to answer rather than the teachers having the questions answered for them by detailed syllabi, study guides, examinations boards, inspectors and other ways employed by central bodies that develop the curriculum.

Teachers in Zambia seem to be treated as recipients of new directives about what should be taught and how it should be taught. In other words, teachers may have been considered as mere curriculum implementers. Marsh (2009) emphasized that the active participation of teachers in curriculum planning is limited and teachers are regarded as curriculum implementers whose role is to adapt official curriculum to their classroom. It is evident from the revelations from the Ministry of General Education joint annual review meeting that teachers did not understand the 2013 revised curriculum (MoGE, 2016). The possibility could have been that teachers were not fully involved in its development. Lack of full teachers' involvement in planning and developing the school curriculum may hinder the attainment of national goals of education as teachers' interpretation of the curriculum may not be well articulated with the intended

curriculum imagined at the policy and programme level. There exists a considerable gap between the prescribed curriculum and the actual classroom practice. This in the long run may cause the curriculum to be inconsistent and ineffective which may in turn affect academic performance of learners (Lucus, 2004).

Teachers are the primary practitioners in developing curriculum (Lucas, 2005). However, it is not clear if teachers in Zambia are provided with enough opportunities to contribute or to fully participate in the curriculum development process because curriculum development in Zambia is highly centralized with Curriculum Development Centre (CDC) being the main government institution charged with the responsibility of developing the curriculum through course and subject panels.

In the daily life of schools, a curriculum presents itself in lesson plans and learning activities (Tibbitts, 2015). The strong involvement of grass root sources such as active involvement of the teachers and learners in curriculum development is essential in curriculum designing since decision making regarding curriculum designing should be directed by the needs of the direct beneficiaries of a particular curriculum (Mulenga, 2015). Thus leaving out full teacher participation in the entire curriculum development process is likely to create a gap between the intended curriculum, the implemented curriculum and the achieved curriculum which may pose great challenges and negative effects on the consequently implemented curriculum. This in the long run may make it difficult to produce learners who are fully equipped with skills, values, knowledge and attitudes necessary for economic and national development. In addition, lack of full teacher involvement in curriculum development decisions may lead to lack of ownership and commitment necessary for the success of the developed curriculum. It may result to misinterpretation of innovative features (Okada, 2005) thereby hindering the attainment of educational aims. It is from this background that the study aimed to look into teacher involvement in the curriculum development in Zambia with particular concentration on a role analysis of selected secondary school teachers' in Lusaka District.

1.3 Statement of the problem.

Much as it has been affirmed that teachers are represented in the curriculum development process, the level of representation and the degree to which teachers in the field are involved in

the curriculum development process is not stated. It is not known whether teachers in the field are aware of how the teachers who participate in the course and subject panels are selected and whether they adequately represent them in the curriculum development teams. This study thus sought to establish secondary school teacher involvement in curriculum development and analyze the possible roles teachers should play in the curriculum development process.

1.4 Purpose

The aim of this study was to analyse teacher involvement in curriculum development in selected secondary schools in Lusaka Urban in Zambia

1.5 Objectives

The objectives of the study were to;

1. determine the extent to which secondary school teachers were involved in secondary school curriculum development.
2. establish the challenges that secondary school teachers encountered when implementing the curriculum developed with or without their involvement in the development process.
3. analyze possible roles that secondary school teachers can play in the development of the school curriculum.

1.6 Research Questions

This study sought to have the following questions answered.

1. To what extent were secondary school teachers involved in secondary school curriculum development?
2. What were the challenges that secondary school teachers encountered when implementing the curriculum with or without their involvement in the development process?
3. What possible roles can secondary school teachers play in the development of the school curriculum?

1.7 Theoretical Framework

This study was guided by the main idea behind the curriculum development and diffusion theory which emphasized that for any curriculum development model to become practical, the teacher has to be at the centre of the model irrespective of his or her limitations (Lawton, 1973). Many educationists have advanced views in favour of the above theory. Havelock (1971) for instance observed that teachers should not be made mere curriculum implementers but they should be actively involved alongside the educational administrators and policy makers in the development of the curriculum.

Banners et al (1994) noted that no country can move forward without the full co-operation of teachers since their skills and attitudes play a leading role in the implementation of the curriculum. Ondiek (1986) described teachers as the key factor in education reform be it short term changes or long term re-orientation of the school curriculum. It is on this basis that the study was guided by the above theory in maintaining that secondary school teachers being the direct implementers of the secondary school curriculum should be made part of the formulation team.

1.8 Conceptual Framework

Secondary school teachers are the direct implementers of the curriculum and thus should be made part of the curriculum development team. Curriculum development might appear easier when centrally developed but in practice, the key factor should be the attitudes of the teachers who should make decisions about what to teach and how to teach it (Lawton, 1973). Participatory curriculum development approaches may create working partnership between teachers, learners and other stakeholders and aim to increase ownership of the full learning process through improving the potential for effective learning through participation (Taylor, 2003). Given that secondary school teachers are direct curriculum implementers at the classroom level, having undergone curriculum development courses in their education and since they understand the learning, school and social situation better than curriculum developers at CDC, the involvement of teachers should be central in curriculum development, instructional material development and curriculum implementation. Active teacher participation and involvement in the curriculum development process is likely to lead to teacher ownership of the curriculum

which may in turn lead to effective curriculum implementation. Figure 1.1 presents a summary of the conceptual framework that formed the basis for this study.
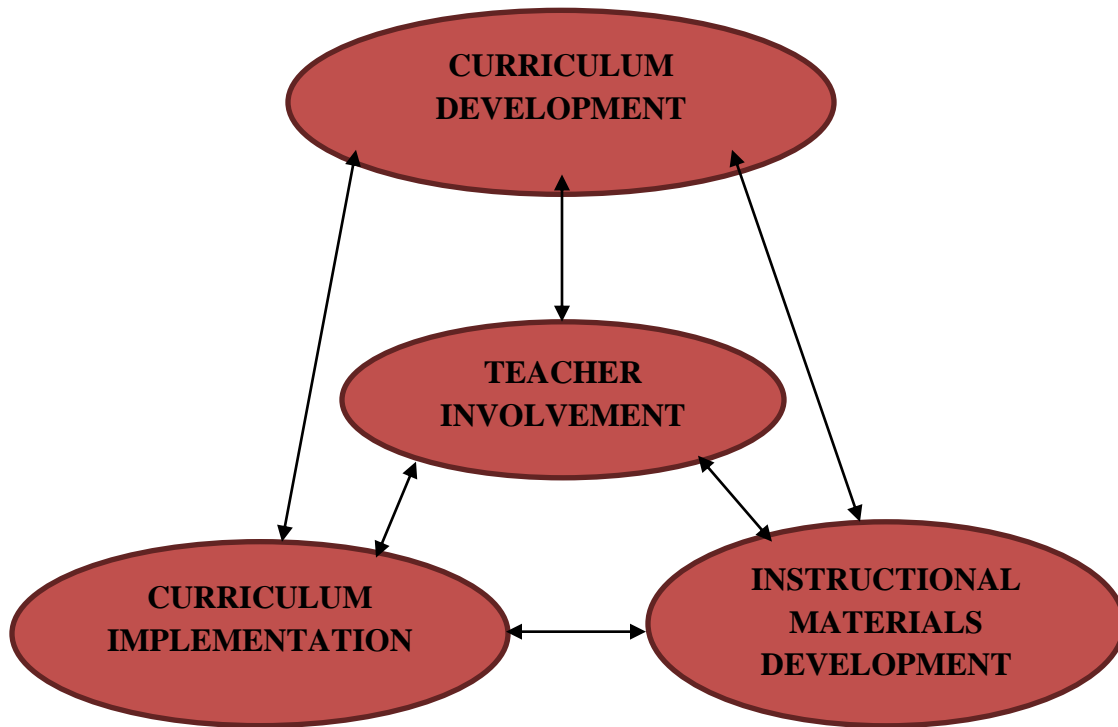
Figure 1.1: Conceptual framework

1.9. Significance of the Study

This study is likely to provide the MoGE with some strategy for involving teachers in formulating educational programmes. CDC may equally be provided with researched data on teachers' potential role in curriculum development hence paving way to their genuine inclusion in curriculum development teams. In addition, this study may prompt Colleges of Education and Universities to understand that any curriculum is only as good as the quality of its teachers and so may be obliged by the results of the study to emphasize holistic teacher education to enable teachers to graduate not only as classroom teachers but also as curriculum developers.

Furthermore, this study is likely to alert secondary school teachers that their role is not only to implement what has been developed but that they should be actively involved in other stages of curriculum development. This awareness is likely to make teachers more dedicated to their

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teaching as they are likely to feel part and parcel of the entire system. In addition, the study may contribute to the existing literature on curriculum development especially with regards to teachers' participation therein.

1.10 Delimitation

According to Creswell (1994), delimitation is used to address how the study was narrowed in scope. To this regard, the study only focused on the teachers and left out other parties who should be involved in the development of the curriculum such as standards officers, church representatives and other key stakeholders. This was mainly because teachers are the direct implementers of the developed curriculum. In addition, the study was only carried out among the Lusaka Urban secondary school teachers leaving out teachers from other areas mainly due to time limitation.

1.11 Operational Definition of Terms

Curriculum Development: This refers to the preparation of the learning plan, programme or document to be implemented in schools.

School Curriculum: This refers to all that is planned to enable learners acquire and develop the desired knowledge, skills and attitudes as they interact with the curriculum in the school.

Secondary School Teachers: These are professionals who are charged with the responsibility of promoting the learning welfare of secondary school learners by interpreting the curriculum and national goals of education in a language to be understood by learners.

Secondary Schools: These are institutions that offer post primary education with intentions of having its graduates joining University or middle level colleges or the labour market.

Teacher Involvement: In this study refers to teachers actively engaging in all phases of curriculum development at the school, district, provincial and national levels of educational organization.

1.12 Structure of the dissertation

Chapter one has provided and explained the background to the study, the statement of the problem, purpose, the research objectives and questions. It has also given the significance of the study, the conceptual framework, delimitation or scope of the study and the operational definitions used in the study.

In chapter two, the relevant literature of the study will be discussed. Literature was reviewed from both foreign and local studies which supported and bridged the gap of the study. In chapter three, the methodology of the study particularly, the research design, research study area or site, study population, study sample, sampling techniques, instruments used for data collection, procedure for data collection and data analysis. In chapter four, the findings of the research study will be presented according to the themes drawn from the research questions.

The findings of the study will be presented in chapter five. The discussion was done under themes emerging from the findings of the study objectives. The study objectives are mirrored by the emerging themes which presents what the study has established from the findings. In chapter six, the conclusion of the study which aimed at establishing whether secondary school teachers in Lusaka Urban were actively and adequately involved in the curriculum development process with a focus on a role analysis. It is also in chapter six that the study has given the general and specific recommendations based on the findings of the study.

1.13 Summary

This chapter has presented the background of the study, the statement of the problem, aim of the study, research objectives, research questions, significance of the study, theoretical and conceptual frameworks, as well as operational definition of terms. In the next chapter, review of literature related to the study will be presented.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Overview

In this chapter, literature that is related to the topic under study will be presented. The literature will be presented in mainly three sub headings which are; the history of teacher involvement in curriculum development, the significance of teacher involvement in curriculum development and review of studies related to the topic under study. The chapter will be concluded with a summary of the gap that existed that this study is tried to fill.

2.2 A Brief History of Teacher involvement in curriculum development

Teacher involvement in curriculum development is not a new idea in education. There is a significant historical record concerning both theory and practice about teacher participation in curriculum development. For instance, the writings on the idea can be traced as early as 1903 with Dewey's article titled 'Democracy in Education' in which he asserted that questions of methods of discipline and teaching , and questions of curriculum, textbooks should be submitted to the discussion and decision of those actually engaged in the work of teaching. In addition, Bonser (1920; 115) in a discussion of democratic practices maintained that,

> If the schools are to be saved to do their appointed work in the service of our democracy, their boards of Education, superintendents, principals and supervisors will have to bear broad minded, sympathetic and genuinely democratic relationships to their teacher. They will have to provide means for the participation of teachers in the promotion of school's enterprises and policies. They will have to learn enough about what good teaching is and about what a good teacher can accomplish if she is treated as a personality with some initiative, creative, capacity and judgment of values to treat him or her as a professional equal.

It can be noted therefore that from as early as 1920, teacher involvement in the entire process of curriculum development has been considered a vital aspect for the success of any given

curriculum and the education system at large. In addition, Bonser (1924; 154), also contended that,

> The curriculum for a given school or school system should be a joint product of all the school staff. Teachers should participate in any revision of a curriculum to such a degree that they feel a large share of authorship in its changes and of responsibility for carrying out changes.

What is clear from the above observation is that curriculum change and reform should address specific and felt concerns of teachers. If teachers are actively involved in the curriculum development process, they are likely to have a large share of ownership which in turn may lead to effective implementation of such a developed curriculum.

The 14th yearbook of the Department of the superintendents of the national education association of the United States of America (1936) concluded that many teachers did not relate to most courses of study because they had been written by people who were far from classroom practice. These authors noted that many courses of study remained on the shelves unused because teachers had not been involved in their development. Furthermore, Hopkins (1941) in his description of co-operative democratic interaction asserted that teachers and students along with other significant adults should be responsible for designing the curriculum used in the classroom. A common theme in many of these writings was democratic practice; the implication was that teacher participation produced more effective and meaningful curricula than those produced by external sources. Participation in curriculum work would not only serve to improve curriculum, teaching and learning but could ultimately serve to make for better teachers and administrators.

Kerr (1970) traced the idea of establishing groups of persons chosen specifically for curriculum renewal and development back to the early 1960s and identified the driving force behind this development to be the need for groups of personnel capable of engaging in the vigorous processes of curriculum renewal and advancement. Kerr further argued that the work of a curriculum development unit should be guided by two principles of teacher involvement and integration of available resources and saw the quality of leadership provided as critical to its functioning.

In Zambia, the history of teacher involvement in curriculum development can be traced as early as 1977 as the education system in Zambia had it clear through the Educational Reform of 1977 that a teacher occupied a very important place in the school curriculum as noted that;

> The teacher cannot play his various roles successfully from a position of mediocrity. Good teaching demands the teacher to possess correct attitude and adequate knowledge of the subjects he teaches to keep abreast with the developments in those subjects and in the methods of teaching (MoE, 1977; 61)

It is imperative that teachers should assume the leading and meaningful role in curriculum development taking into account the conditions they find themselves working under. This is likely to enable teachers to implement the curriculum with correct attitude. It was further stated in the Educational Reform of 1977 that

> The teacher should communicate knowledge in a manner that helps children and young people develop both the desire and ability to learn, the teacher should therefore have good command of the subjects he teaches and be resourceful in translating knowledge into effective learning experiences for his or her students (MoE, 1977; 61)

As noted from the Education Reform of 1977, the important roles expected from the teacher cannot be effected without teacher involvement in curriculum development. A teacher for instance can only be able to translate knowledge into effective learning experiences for the learner if he or she has a thorough understanding of the curriculum. In addition, the national policy on education which replaced the Education Reform of 1977, *Focus on Learning* maintained the emphasis of the important role placed on the teacher in as far as the school curriculum was concerned. It was stated for instance that" the quality of Zambia's schools reflected the quality of the teachers manning these schools" (MoE, 1992:97). In addition,

> The quality and effectiveness of an education system depend heavily on the quality of its teachers. They are the key persons in determining success in meeting the system's goals. The educational and personal well-being of pupils in schools

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hinges critically on their competence, commitment and resourcefulness (MoE, 1992:97)

It is clear from the preceding quotes from the three main policies that have been guiding the education system of Zambia that the teacher is considered cardinal in determining success of the Zambia's educational goals. This can be effectively done through active teacher involvement in curriculum development because it is only then that the teacher will have a thorough understanding of the educational goals and how best to ensure their success.

2.3 Importance of Teacher Involvement in Curriculum Development.

Bishop (1985; 190) observed that "A curriculum is only as good as the quality of its teachers." Indeed the significant role the teacher plays in curriculum development and implementation cannot be over emphasized. Involvement of teachers in educational reform and innovation is crucial. Whenever there is a need of curriculum development, the teacher's role and involvement come to the fore of necessity (Carl, 2012). It is evident from literature that there have been some differences, inconsistencies and gaps between official, written, planned, intended, formal curriculum Hale (2008); McNeil, (2006); Ornstein & Hunkins (2009); Posner (2004); Wiles, (2005) and taught, operational, experienced curriculum (English, 1980; Hale and Dunlop, 2010; Weber, 2011). The teacher is, definitely, the heart of the matter. One cannot proceed with any curriculum development process without the full co-operation of the teachers and local authorities. Teachers are the most critical resources in the provision of any formal education anywhere in the world. Careless (1997), Kyriakides (1997) and Mulat (2003) further emphasized that teachers' perceptions, attitudes and beliefs about the curriculum reform play a crucial role in the adoption, reinvention or rejection of a new or revised curriculum. Teachers therefore play a very important role in the facilitation of the learner's acquisition of the desirable knowledge, skills, values and attitudes (Mulenga, 2015). However, much as teachers are perceived to be very essential in the curriculum development process from various literatures, to the knowledge of the researcher, little or no studies have been done in Zambia to establish the teachers' perception on their involvement in curriculum development

Teacher skills and attitudes count for a great deal more in curriculum development than do changes in content and methods (Bishop, 1985). It is crucial that teachers are involved and

participate fully in the entire curriculum development process due to the vital role and responsibility placed on them during curriculum implementation. Carl, (2012;193) emphasized the need ' to bring the teacher as implementer together with the institution or person involved with the design so that mutual co-operation may be brought about. There must be teacher input; it should not be otherwise.' Teachers having the knowledge and class experience must contribute to the process by conveying their ideas and transmitting the know-how; they must be in the planning stage of what they are going to implement (Beane and Apple, 2007). Teacher voice and ownership of curriculum change provide a key to understanding the perennial problem of the transformation of innovative ideas from conception to implementation (Kirk and Macdonald, 2001). Full teacher participation in curriculum development is a necessity which once ignored cannot go without long lasting effects on the developed curriculum. The success of any curriculum depends on how it is interpreted by its implementers who are the teachers. Batwini (2010; 89) noted that "teachers' perceptions and beliefs influence and shape the meanings that the teachers eventually attach to the new reforms, which in turn play a vital role in their acceptance and classroom implementation." Teachers therefore can only interpret the curriculum correctly if they have a full understanding of it which can only come forth if they are fully involved in curriculum development. Gorsuch (2000) noted that the attitudes and beliefs of the teachers are the single strongest guiding influence on teaching and learning. Getting views of the actual teachers on how they experience the entire curriculum development is significant to have a thorough understanding on the consequent curriculum implementation. This study therefore sought to inquire from the actual teachers on their involvement in curriculum development process and further analyse the possible roles that teachers could play in developing the curriculum.

Teachers have been described in various ways with respect to educational change and curriculum reform as the implementers (Wang, 2008), playmakers (Cuban cited in Priestly, 2005), the centre piece of educational change (Datnow & Castellano, 2000) and key players (Kirkgoz, 2008b). This simply entails that however good the plan, it will be of no use if teachers do not implement it well. In addition, Karavas-Doukas (1995: 55) further explained that "in the long arduous journey of implementing an innovation, the teacher's role and contribution is essential because teachers are instruments of change". Without teachers' willingness, participation and co-

operation, change in education is impossible. Hence centrally initiated curriculum change will be of no value if it fails to engage the teachers as key players or implementers to improve learner outcomes (Cuban, 1998 cited in Priestly, 2005).

According to Carl (2002), Connely and Clandinin (1986) and McDonald (2003), teachers are to be actively involved in the design of the new curricula and are expected to have the capacity to interpret, criticize and implement current curriculum innovations. Clandinin (1986) further argued that teachers are to be regarded as integral part of the curriculum development process and not merely as translating other's intentions and ideologies into practice. They maintained that teacher knowledge is an essential component in improving practice and underpins the transformation of curriculum targets into classroom activities through planning and implementation. This can only be actualized if teachers are fully involved in the entire curriculum development process.

A good curriculum requires careful planning and development and it is worthless and ineffectual if teachers are not alert and receptive to what is required of them and if they cannot see how the innovation can be successfully applied in their own classrooms (Marsh and Willis, 1998). Teachers' understanding of the principles underlying reform strategies plays a significant role in the degree of implementation of an innovation because teachers with a low degree of understanding may generate a low degree of implementation (Kirgkoz, 2008b). It is reported that teachers often show resistance and lack of commitment to the implementation of curriculum reform precisely because they are seldom involved in the development or in establishing how best to implement them (Oloruntegbe, 2001). Teacher involvement in the conceptual and development stages of the reforms will therefore facilitate their understanding of the crux of the new curriculum and its necessity as well as the expected end results (Bantwini, 2010). This entails that teachers' non-involvement in the development of the curriculum may result in a sense of lack of ownership, which may consequently affect the implementation of the curriculum reform. It is therefore imperative to have researched data on the prevailing situation regarding teacher involvement in curriculum development process hence the basis for this study.

The significant role that teachers play in curriculum reform must not be unnoticed if curriculum implementation is to be successful (Wang & Chengi, 2008). The repeated failure of curriculum

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reform to achieve the desired outcomes is because curriculum developers overlook the social issues that surround teachers, school or district (Bantwin, 2010). Furthermore, Fullan (1993) described teachers as agents of change in education reform because they are able to greatly influence the end result. In recognizing the significant role played by teachers in the success of curriculum implantation, Kennedy (1996:87) emphasized that

> Teachers can be a powerful positive force for change but only if they are given the resources and support which will enable them to carry out implementation effectively otherwise the change is more likely to cause stress and dissatisfaction with change remaining as a pilot with certain schools rather than creating renewed national system.

The teacher is required to have broad knowledge and understanding of educational views, knowledge of learners, a positive teaching attitude and educational relationships and also knowledge and expertise in respect to both general curriculum studies and particular subject curriculum studies. It is generally accepted that the success or failure of any curriculum depends on the attitude, skills and knowledge of teachers (Dori, Tal and Peled, 2002 and Taba, 1962). It is indeed necessary to create a sense of belonging amongst teachers who will be responsible for putting the innovatory ideas into classroom practice in order for curriculum implementation to be successful (Carless, 1997). It is for this reason that Ramparsad, (2001) suggested engaging teachers in all phases of curriculum development at school, district, provincial and national levels of educational organization.

Brain, Reid and Boyes (2006) agreed that the success of any education policy depends on how the practitioners, namely teachers accept the mandated policy and adopt the desired practices. Teachers' openness and willingness to accept changes or their resistance to government policy could affect implementation process and eventually determine the success or failure of the new policy. Knowing how teachers' perceive a curricular reform and the attitudes they hold towards it is important because their perceptions and attitudes will govern the kind of behaviour that will be cultivated in real classroom activities (Carless, 1998). While curriculum specialists, administrators and outside educational companies spend countless hours developing the curriculum, it is the teachers who should know best what the curriculum should look like. After

all, they work directly with learners who are meant to benefit from the curriculum. In order to create a strong curriculum, teachers must play an integral role in every step of the process. Teachers must implement the curriculum in their own classroom sticking to the plan that has taken so much time, careful planning and effort to develop. Bengu (1997) emphasized that for a curriculum to be qualified and seen as a proper and appropriate curriculum, it should satisfy the following requirements; it should be influenced by the needs of community, should be relevant and flexible. It is to be planned by parents, teachers, education authorities and learners, and it varies from place to place and will respond to very specific curriculum needs and wants. Bengu further alluded to the fact that a curriculum should take into account of physical resources, work programmes, assessment criteria and extra-mutual programmes when it is planned. A good curriculum produces thinking and caring individuals and should make sure that all knowledge is integrated and teaching and learning are not simply separated, meaning a person's intelligence, attitudes, knowledge and values are easily developed (Dot, 2002).

On the basis of the preceding explanation, it is important to note that the teachers' role should not only be seen when it comes to curriculum implementation, it should be seen from the very first stage of curriculum planning and design because they are the ones who know the needs of communities they serve and based on that, their input in the curriculum development process is likely to result into a relevant curriculum that may easily respond to the needs of society. It is evident from literature that the development of any nation largely depends on the right calibre of teachers because majority members of any nation will pass through the moulding hands of the teacher and so whatever levels of development a particular nation passes through will partly be a true reflection of the calibre of the teacher (Okeke, 2004). Teachers therefore are nation builders. It is thus imperative that any curriculum reforms should largely be influenced through decisions by teachers in the classroom because they know the local situations and local dynamics. Teachers at the classroom level know their learners needs better than others involved in the curriculum development process. Teachers are key players of curriculum implementation in the life of the school and so it is crucial that they are fully involved in any curriculum development for effective curriculum implementation to be realized.

There is usually a gap between the curriculum that is developed and its implementation and so, teacher interactions with pupils, parents and guardians make teachers the most capable in

bridging the gap between curriculum theory and practice. Because teachers are familiar with and have exposure to the field, they know what to look for in evaluating how practical, relevant and effective a curriculum will be. Skilbeck (1982) emphasized that the best place for designing a curriculum is where the learner and the teacher meet. While curriculum experts often dictate the skills covered by the curriculum, a teacher provide insight into the types of materials, activities and specific skills that need to be included in the curriculum. Active teacher participation in curriculum development therefore enhances effective curriculum implementation because the teacher is enabled to have a thorough comprehension of the curriculum that he or she is implementing. In other words, personal ownership within the curriculum reform process is vital because the effectiveness of a programme has been found to be negligible when changes in education are viewed as an extra burden rather than as change to improve teachers' skills to deliver quality education to learners (Airini et al, 2007). This is especially true in many curriculum reforms that adopt the top down approach. Ramparsad (2001; 289) emphasized that "greater involvement of teachers in the design phase at the macro-level contributes to greater professionalism and empowerment." Teachers who are in the field and know what and when a change is needed should initiate reforms. A curriculum developed through this process will be more acceptable because teachers will not be reluctant to implement it as they are accountable and responsible for providing quality education (Ramparsad, 2001 and Oloruntentegbe, 2011). The ultimate goal of change is when people see themselves as shareholders with a stake in the success of the system as a whole, with the pursuit of meaning as elusive key (Fullan, 2001). It is cardinal for teachers who implement the curriculum to become involved on a personal level and to accept the change on their own terms according to their own perception. This study therefore aimed to establish the extent to which teachers were involved in the curriculum development process in Zambia.

The purpose of curriculum development, regardless of the level is to make a difference of enabling learners to attain the schools, societies and their own aims and goals (Ornstein, 1988). Based on this assertion, it is the role of the teacher to ensure that learners' realize the goal of the school and society as well as their own. Graham-Jony (2003) noted that teachers should be equal partners in curriculum and materials development. Much of the curriculum found in today's schools is based on teachers' past experience in schools and input from textbooks. Okoth (2016)

emphasized that much of the discussion in research on curriculum implementation is that the fidelity of implementation of a curriculum innovation occurs when the implementer understand the curriculum requirements. Hussain et al (2011) stressed that teachers have a significant role in schooling that embodies the following crucial questions; what to teach? How to teach? When to teach and what is the impact of teaching. Teachers select the most worthwhile knowledge that should be conveyed to learners and the activities that are most suitable for the acquisition of this knowledge. Poppleton and Williamson (2004 as cited in Swanepoel and Booyse 2006) stated that the more teachers participated in responsible and initiating roles in curriculum change, the more positive they felt about the change and the more willing they were to engage in future change.

Literature that has been revised in the previous sections has stressed the significance of teacher involvement in the curriculum development process. It has been noted that teachers play a crucial role in curriculum implementation. This role can only be done if teachers have a full understanding of the curriculum that is being implemented; the effective way of ensuring full teacher comprehension of the school curriculum is through enabling the full teacher participation in the curriculum development process. In the sections that follow, a review of studies done about teacher involvement in curriculum development has been done.

2.4 Review of studies related to this study

As early as 1928, Rugg and Shumaker (1928) recognized the need for teacher involvement in curriculum development and suggested that teachers work collaboratively with curriculum specialists to organize content and materials. Similarly, Caswell and Campbell (1935) supported teacher participation in curriculum committees at national, provincial, district and school levels, partly because they believed such participation would help teachers align content with student's needs. The appropriateness and potential for successful role fulfilment by most teachers however, remains unclear and poorly supported.

Many curriculum writers have advanced views in favour of teacher involvement in curriculum development teams. However, the writers have not been categorical on the extent to which the teachers should be involved and the actual roles they should undertake. On the roles of teachers in curriculum development, Tyler (1957) held the view that a teacher has a leading and significant role to play in deciding what and how to teach while Marie (1974) and Ferede (1981)

found out that the teacher's role is more than the simple presentation of lectures. Apart from showing that teachers need to be involved in curriculum development, these studies did not investigate the experience and views of the actual teachers on their involvement in the curriculum development. This study is likely to contribute to filling this gap because it aimed at looking into the actual teachers experiences in as far as their involvement in curriculum development was concerned.

It was established in the study by Wadesango (2014) which was conducted in Kenya that teachers who were allowed to participate in decision making processes in terms of important matters such as curriculum development were reported to reflect a high level of organizational commitment. Further, the teachers who were encouraged to participate democratically in decision making process are reported to be more positive and committed to the school as an organization. They showed enthusiasm for the school, pupils and parents. Swanepoel and Booysen (2006) in a study conducted in South Africa observed that some teachers may not be interested in additional responsibilities in curriculum development. In such a situation, opportunities for teacher involvement in curriculum development may be available yet the teachers themselves may not be willing to get involved. However, another study by Wadesango (2011) established that most of the teachers were eager to be involved in school based decision making yet, they were being left out and this stifled them. Though the involvement of teachers in curriculum development was stressed especially in the studies conducted by Wadesango, not much has been done to establish the prevailing situation in Zambia. It was hence the intent of this study to do so.

A study conducted by Obai (1998) on 'The teachers' role in curriculum development in Kenya; A study of perceptions held by secondary school teachers in Kisii district' revealed that the majority of teachers in Kisii district had never participated in the development of the curriculum and that most teachers were willing to participate in all stages of curriculum development. It was revealed in that study that the majority of the participants felt that since teachers were the implementers of the curriculum, the professional who were entrusted with the responsibility of interpreting the curriculum to the learners and the people who were in constant use of the curriculum, they should be extensively involved in the development of the curriculum by performing various roles. That study was done in Kenya however; it was not known how the

state of affairs regarding teacher involvement in curriculum development in Zambia was prevailing hence this study.

A study conducted by Wright (1985) in Canada, on motivating teacher involvement in professional growth activities concluded that by demonstrating that teacher participation is genuinely sought and by assuring teachers that the results of their efforts will be implemented in the classrooms, administrators can obtain strong teacher support for and participation in curriculum development. That study clearly indicated that teachers felt left out and their "voice" not considered in the curriculum development process. Carl (2005) in his study on the "voice of the teacher" in curriculum development: a voice crying in the wilderness?, agreed with findings by Wright (1985) as the results of the study indicated that teachers were for the most part excluded from participating in curriculum development at curriculum levels outside the classroom. Their perception was that although they were subject area specialists, little attention if any was given to their "voice" they were only involved in the implementation of the new curriculum. This study was conducted in the South African context and its main focus was on teacher involvement in curriculum development disregarding the possible roles that teacher can play in the development of the curriculum. The study therefore intended to fill the gap by looking into teacher involvement in curriculum development and analyze possible roles that teachers can play in the development of the curriculum. To date, this study represents one of (if not the only) research to hub on teacher involvement in curriculum development in Zambia with particular emphasis on a role analysis of secondary school teachers.

In another study conducted in South Africa by Ramparsad (1995), teachers were hopeful that the new educational dispensation would rectify the lack of teacher involvement in curriculum development. The results of the study indicated that no significant change in terms of the involvement of teachers was identified. The situation does not seem very different in the Nigerian context as can be evidenced in the study conducted by Oloruntegbe (2011) designed to investigate Nigerian science teachers' involvement, commitment and innovativeness in curriculum development, implementation and change. 95% of the respondents agreed that teachers should be involved in curriculum development but only a few (38%) claimed that they were ever involved and they were only involved through seminars meant to introduce the already developed curriculum to them. The study concluded that teachers often show resistance and lack

of commitment to implementation of curriculum reforms because they are seldom involved in the development and even how best to implement it. That study however, was only confined to teachers of science and not teachers in general. This study therefore tried was to analyze the possible roles teachers can play in curriculum development and establish the extent to which they are involved in curriculum development in Zambia.

In the Kenyan set-up, studies by Ongong'a, Okwara and Nyangara (2010); Okwara et al (2009) researched and reported on the integrated syllabus and how teachers were grappling with curriculum implementation. Okwara, Shiundu and Indoshi (2009) conducted a study in Busia district in Kenya to evaluate the implementation of integrated approach to teaching of English in Secondary schools. The findings revealed that stakeholders perceived the integrated approach in conflicting terms and teachers were not well prepared to implement the integrated approach, while curriculum developers advocated for a continuation of the integrated practice, teachers called for separation of English and Literature. The teachers thus suggested a model for effective integration where teacher's involvement was paramount. The current study went a step further to analyze possible roles teachers can play in the entire curriculum development.

In another study by Buchananan and Engebreston (2009), it was ascertained that clear information and theoretical understanding about a curriculum change in religious education is as important as it is in any other field of study. In the absence of information on curriculum and understanding, the teachers responsible for implementing the curriculum made certain curriculum accommodations that were not keeping with theoretical underpinnings of the change. Teachers' knowledge is therefore important to enable correct conceptualization of a new reform requirement. In addition, Wette (2009) conducted a study in South Africa among seven well qualified teachers of English as a second language (ESL). Data was collected through weekly interviews and analysis of documents and materials produced over the duration of the whole course for each teacher. It was established that teacher's knowledge and experience was apparent in their ability to conceptualize and plan globally in the pre-course phase to establish rapport and diagnose learner's development priorities as soon as teaching began. The ability to understand and implement with fidelity the curriculum depended upon right conceptualization. These studies emphasized the importance of involving teachers in curriculum development without bringing out the actual voice of the teachers. It was therefore the intent of this study to fill the gap.

A study conducted by Ndum and Okey (2015) on teachers involvement and role in climate change curriculum development and implementation in Nigerian secondary educational system discovered that teachers were mostly not involved in curriculum development instead, they were just expected to implement the already developed curriculum. It was recommended in that study that reforms should be initiated from the grassroots, bottom-up, particularly by teachers who are in the field and know what and where a change is needed. Similarly, that study was only conducted in the specific area of focus of climate change. It was therefore interesting to get insights on how teachers in general experienced curriculum development and establish the extent to which they were involved in the development process. In addition, little or no information was known on the prevailing situation in Zambia in as far as teacher involvement in curriculum development was concerned therefore; it was the intent of this study to fill the gap.

In a study of teachers' attitudes towards curricular use and planning, Langnbach (1969) and Osman (1970) found a significant difference between those who had participated in curriculum planning and those who had not. The two writers then concluded that teachers' attitudes if properly utilized in the initial phase of policy making will reduce future resistance to educational changes. Working together was the beginning of the process of comprehension, especially in a joint intellectual effort (Uchiyam and Radin 2009). These studies however, did not show how teachers perceived the curriculum that was developed for them nor did they capture how teachers identified their involvement in curriculum development. This gap is likely to be filled by this study.

Educational literature, theory and reform trends have long promoted putting teachers in the central role in curricular design. The work of the early theories recognized the role of the classroom teacher in curricular development at the building level (Ornstein & Hankins, 2004). Teachers inevitably have a cardinal role to play in the curriculum development process in that excluding them will not go without consequences on the developed curriculum. It is in the classroom where the curriculum is carried out. Since the classroom is basically the work field of teachers, teachers experience first-hand results of curriculum planning and how these make an impact on the learners (Oliva, 2005). This entails that teachers are able to witness whether the curriculum is at odds or is keeping up with the needs and interests of the pupils. Despite this significant role placed on teachers in the curriculum development process, to the knowledge of

the researcher, no study seems to have been done to establish the views from the teachers on the way the curriculum is developed in Zambia as well as how they perceive their involvement in the curriculum development process.

2.5 The Research Gap Addressed and Directions from Literature Review

Views expressed by various authors point to the fact that classroom teachers should be involved in the development of the curriculum. It has been established from literature that there has been a significant historical record on teacher participation in curriculum development. There is extensive literature stressing the significance of active teacher participation in curriculum development as many authors in the previous sections of this report acknowledged that teacher participation is crucial to curriculum development if identifying real needs of learners' is to be effective. Authors maintained that since teachers are the educators in the field, their feedback on curriculum should be respected by the curriculum developers at the institutes of curriculum development. However, much as teachers are perceived to be very essential in the curriculum development process from various literatures, to the knowledge of the researcher, little or no studies seems to have been done in Zambia to establish the teachers' perception on their involvement in curriculum development

In addition, thus, little or no information is known on the prevailing situation in Zambia in as far as teacher involvement in curriculum development is concerned therefore; it was the intention of this study to fill this gap.

This chapter has highlighted the existing literature that is related to the topic under study. The various literatures related to teacher involvement in curriculum development have been considered to be relevant to this study with a view of putting it into the context of similar works done so far thereby providing justification for this study. In the next chapter, the methodology that was employed in this study will be presented.

CHAPTER THREE

METHODOLOGY

3.1 Overview

In this chapter research design, location of the study or study area or site, study/target population, study sample, sampling techniques, research instruments for data collection, data collection procedure, validity and reliability, data analysis as well as ethical considerations have all been explained.

3.2 Research Paradigm

The methodological approach that was applied in this study was to provide insights into the Teachers' involvement in curriculum development in Zambia; a role analysis of selected secondary school teachers in Lusaka urban. The data was collected through a mixed methods approach specifically using the concurrent embedded design where qualitative approach dominated. As a method, mixed methods approach focuses on collecting, analyzing and mixing both qualitative and quantitative data sets in a single study or series of studies. Its central premise is that the use of qualitative and quantitative approaches in combination provides a better understanding of research problems than either approach alone (Feldon and Kafai, 2008). In mixed methods research, the researcher constructs knowledge about real-world issues based on pragmatism, which places more emphasis on finding the answers to research questions than on the methods used (Patton, 2002 in Maree, 2007).

In addition, mixed methods research allows for contextual interpretations, the use of multiple methods and flexibility in choosing the best strategies to address the research questions. The mixed methods research combines qualitative and quantitative strategies within one study, collects both numeric data and text data concurrently or in sequence, and chooses variables and units of analysis which are most appropriate for addressing the study's purpose and finding answers to research questions (Tashakkori and Teddlie, 1998 in Maree, 2007). Mixed methods research is therefore defined as a procedure for collecting, analyzing and "mixing" both qualitative and quantitative data at some stage of the research process within a single study to understand a research problem more completely (Creswell, 2005). In concurrent procedures, the

researcher converges qualitative and quantitative data in order to provide a comprehensive analysis of the research problem. In this design, the researcher collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results (Creswell, 2003). One of the chief reasons for mainly applying qualitative approach in this study was that the study was exploratory. This means that the researcher was helped to probe the respondents for rich and valuable information for the research.

The researcher opted for a mixed method for this study because the different methods can be used for different purposes in the study. For example, interviews were employed at an exploratory stage in order to get a feel of the key issues and questionnaires were employed to collect descriptive or explanatory data (Saunders, Lewis and Thornhill, 2007). In addition, using mixed methods enables triangulation to take place. For example, semi-structured interviews may be a valuable way of triangulating data collected by other means such as a questionnaire (Saunders, Lewis and Thornhill, 2007). A mixed methods approach can therefore be used to address different research problems. It can be helpful in gaining in-depth understanding of some trends and patterns, generating and testing theories, developing new measurement instruments, studying diverse perspectives or understanding the relationship between variables (Maree, 2007). The researcher therefore was of the view that the use of the mixed methods approach would provide a more elaborate approach and produced a deeper understanding in as far as secondary school teacher involvement in curriculum development in Zambia was concerned.

3.3 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. The concurrent embedded design enabled the researcher to gain perspectives from the different types of data or from different levels within the study (Creswell, 2009). In other words, the purpose of this design was to answer different questions that required different types of data, meanwhile, the data that was collected was descriptive in nature and it was used to get detailed information pertaining to the Teacher involvement in curriculum development in Zambia. Through the use of the concurrent embedded design, the researcher got answers to both "what" and "why" questions and gained a more complete understanding of the research problem by comparing the qualitative and quantitative findings. When used in combination within the mixed methods approach, qualitative

and quantitative methods complement each other and allow for deeper analysis of the research situation (Greene et al., 1989; Tashakkori & Teddli, 1998 in Maree, 2007). To this regard, the researcher through the use of the mixed methods approach hoped to gain a thorough understanding of teacher involvement in curriculum development in Zambia with particular concentration on role analysis of selected secondary school teachers in Lusaka Urban. Figure 3.1 gives a visual illustration of how the concurrent embedded design was be applied in this study.
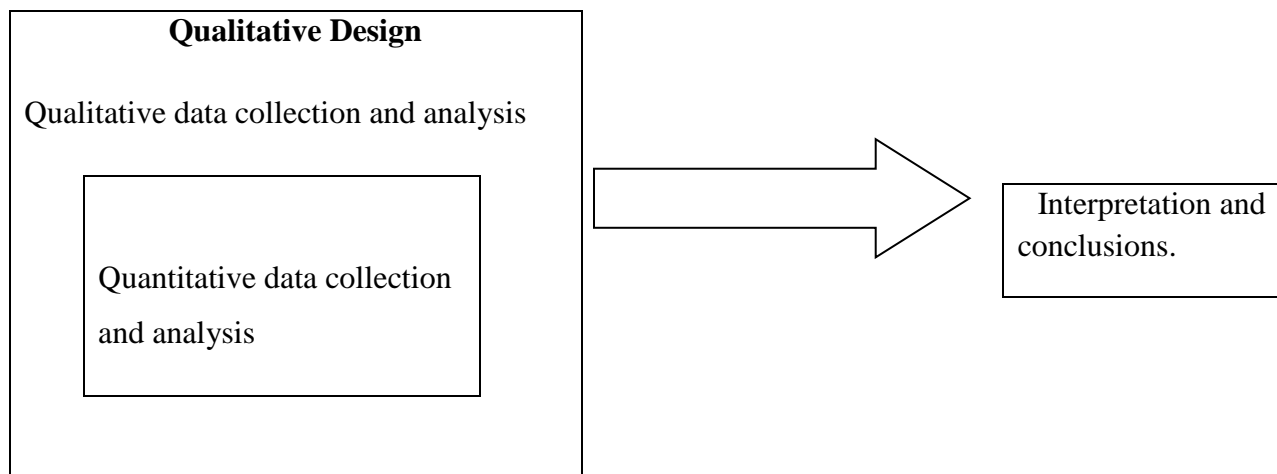
Figure 3.1: Concurrent Embedded Design Illustration

Source: Creswell, (2012)

Mixed methods research is not simply collecting two distinct "strands" of research – qualitative short, the data are "mixed" in a mixed methods study (Creswell, 2012). The purpose of the embedded design is to collect qualitative and quantitative data simultaneously or sequentially, but to have one form of the data play a supportive role to the other form of data. In this embedded design, the researcher gave priority to the major form of data collection and secondary status to the supportive form of data collection thus the secondary form is used in mixed methods study to support and provide additional information to the primary form (Creswell, 2012). In this study therefore, the researcher was accorded the opportunity through the use of qualitative approach to gather in-depth data from secondary school teachers, head teachers and curriculum specialist. Quantitative approach allowed for a large sample of secondary school teachers and also added detail to the qualitative data that was collected.

Both qualitative and quantitative data was collected in the same period. The qualitative data and results provided in-depth information on the initiatives and opportunities provided for teachers' participation in curriculum development, issues arising from teachers' use of the developed curriculum, level of teacher involvement in curriculum development and opinions of secondary school head teachers and curriculum specialists regarding the way the curriculum for secondary schools is developed. The quantitative phase was used to establish the extent to which teachers are involved in curriculum development in Zambia and the nature of teacher involvement in curriculum development process. The data was used to analyze the possible roles that teacher could play in curriculum development. The results of both qualitative and quantitative approaches were integrated and interpreted before arriving at conclusions and recommendations.

3.4 Study Area/Site

The study was carried out in Lusaka, Zambia. Purposive sampling was used to select Lusaka district as the study site since it has the largest number of big secondary schools in Zambia. Lusaka district was purposively selected as the study location. This was because Lusaka is within the vicinity of the Curriculum Development Centre and at the same time, a good number of Secondary school teachers could be accessed. In addition, curriculum specialists who were part of the study population could only be found at the Curriculum Development Centre which is equally located within Lusaka disrtict of Lusaka province of Zambia. This being the case, the researcher was under the assumption that most teachers within Lusaka district should be in a position to be well informed with the happenings at CDC because of the geographical advantage. This in turn, would provide the researcher with a sample that could have variable information concerning secondary school teacher involvement in curriculum development in Zambia.

3.5 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. Best and Kahn (2006) explained that a population is any group of individuals that has one or more characteristics in common and are of interest to the researcher. They further emphasized that a

population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. The target population involved all the teachers and school administrators in all the secondary schools of Lusaka Urban and all Curriculum Development Specialists.

3.6 Study Sample

According to Cohen et al (2007), a sample is a set of respondents or smaller group of the total population under study for the purpose of investigation. Best and Kahn (2006) defined a sample as a small proportion that is selected for observation and analysis. Bryman (2008) stated that a sample is the segment of the population that is selected for investigation. It is a subset of the population whose method of selection may be based on probability or a non-probability approach. The key component behind all probability sampling approaches is randomization, or random selection. In probability sampling, people, places or things are randomly selected (Kombo and Tromp, 2006). They further explained that in non-probability method, the researcher is interested in the representatives of concepts in their varying forms.

The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically- in terms of subject availability and expense in both time and money (Best and Khan, 2006). They further explained that there is no fixed number or percentage of subjects that determines the size of an adequate sample. It may depend on the nature of the population and the data to be analyzed. Based on this knowledge, the researcher had a total sample of seventy-eight (78) 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 of interest. Samples that are larger than necessary can produce problems. Too large sample results in higher than required costs and can result in ethical concerns. More important than size is the care with which the sample is selected (Best and Khan, 2006).

3.7 Sampling Techniques

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). Sampling can also be defined as the process of obtaining information about an entire population by only examining part of it (Kothari, 2004). In selecting the study sample, the researcher used both probability and non-probability designs. Under probability design, cluster sampling was used when selecting government secondary schools that were included in the study. This method allowed for the division of the study population into clusters (usually counties, regions, provinces or other boundaries) and random sampling of everyone in those clusters. The units within the sampled clusters should be measured (Kombo and Tromp, 2006). In this regard, secondary schools within Lusaka district were grouped into zones and one school was randomly selected from each zone.

A cluster sample is a variation of the simple random sample that is particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist or when the geographic distribution of the individuals is widely scattered (Best and Kahn, 2006). The researcher opted for cluster sampling for this study because in Lusaka Urban, secondary schools are widely scattered. The choice of cluster sampling was to ensure that the population was divided into relevant geographical regions. According to the Ministry of General Education (MoGE), Lusaka district has seven (7) zones. The researcher did a random sampling of one (1) secondary school per zone which was visited for the study. This method enabled the researcher to have a detailed sampling frame for selected clusters only rather than for the entire target area.

Teachers who took part in the study were selected through the use of stratified sampling to ensure adequate gender representation. In each school which participated in the study, the researcher requested for a staff list of all the teachers who were working in the particular school. After obtaining the staff list, the researcher stratified the names of the teachers according to their gender. Kombo and Tromp (2006) stated that stratified sampling involves dividing your population into homogeneous subgroups and then taking a simple random sample in each sub group. Stratified sampling is used to address the problem of non-homogeneous populations in the sense that it attempts to represent the population much more precisely than can be done with simple random sampling (Creswell et al 2016). In an effort to give each teacher an equal chance

of participating in the study, simple random sampling was then employed to select ten (10) per school teachers who participated in the study. In addition, in simple random sampling, no complexities are involved. All that is needed is a small, clearly defined population to use this method (Kombo and Tromp, 2006). Simple random sampling allows individuals to be chosen in such a way that each had an equal and independent chance of being selected (Best and Khan, 2006). The researcher therefore employed simple random sampling under probability sampling methods to select teachers who took part in the study. This was because simple random sampling clearly defined the population being targeted and each teacher was accorded an equal chance to participate in the study.

Meanwhile, the researcher purposely targeted the head teachers of the sampled schools and the Chief Curriculum Specialist as they were considered to have the required information for the study. In an effort to get in-depth information, purposive sampling under non-probability sampling methods was employed to interview all head teachers of each sampled school as well as the chief curriculum specialists from CDC. Purposive sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting and those who manifest the characteristics of most interest to the researcher (Best and Khan, 2006). The power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central theme being studied (Kombo and Tromp, 2006). The researcher therefore purposively sampled the head teachers because they were assumed to be the source of valuable information since most of them are believed to be more experienced and are considered to have used the curriculum more than most teachers. The Chief Curriculum Specialist was also purposively sampled because the researcher believed that the chief curriculum specialist was the overall supervisor of the entire curriculum development process and so he or she is not inclined to any particular subject. This being the case, the researcher was of the view that the Chief Curriculum Specialist was in possession of a wealthy of information pertaining curriculum development in Zambia especially with regards to teacher involvement. The study sample therefore was estimated at seventy-eight (78) respondents. A breakdown of which comprise ten (10) teachers from each of the seven (7) sampled schools and seven (7) head teachers of the same schools as well as one (1) Chief Curriculum Specialists from CDC.

3.8 Data Collection Instruments

Data collection instruments include questionnaires, interview schedules, observation schedule and focus group discussions (Kombo and Tromp, 2006).Questionnaires and interview schedules were the main research instruments that were used in this study.

3.8.1 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).The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The interviewer has to collect the information personally from the sources concerned hence this method is particularly suitable for intensive investigation (Kothari, 2004). Research interview "is based on the conversation of everyday life and that it is a professional conversation, it is an interview where knowledge is constructed in the interaction between the interviewer and the interviewee" (Kvale and Brinkmann, 2009; 2). He further explained that it is literally an interchange of views between two persons conversing about a mutual theme of interest.

Semi-structured interviews are used to ask standard questions of each respondent but also allow for additional questions and probing for detail, if required. The assumption is that experiential knowledge can be transmitted from the respondent to the researcher, and that there may be additional themes or experiences that have not been predetermined by the researcher (Dawson, 2013). These interviews are based on the use of an interview guide which is a written list of questions or topics that need to be covered by the interview (Kombo and Tromp, 2006). Structured interviews are used in survey research to ask the same set of standardized questions to all respondents in the same order. The questions are grouped into predetermined categories that will help to answer the research question or confirm or disconfirm the hypothesis, the assumption is that the respondent has experiential knowledge that can be transmitted to the interviewer (Dawson, 2013). The use of interview schedules therefore enabled the researcher to gain a deep understanding regarding teacher involvement in curriculum development.

For this research, semi-structured interviews were employed. "A semi-structured interview has a list of fairly specific topics to be covered often referred to as an interview guide, but an

interviewee has a great leeway in how to reply" (Bryman, 2008; 438). The researcher will formulate a semi-structured interview schedule but will apply the concept of flexibility. Emphasis must be on how the interviewee frames and understands issues and events (Bryman, 2008). The rationale for the choice of semi-structured interviews was premised on the fact that semi-structured interviews are flexible because they consist of both open and closed ended questions. In-depth information can thus be gathered by closed ended questions. In addition, by using both the open and close ended approach, the researcher gets a complete and detailed understanding of the issue under research (Kombo and Tromp, 2006). The interview schedules were designed to elicit information on initiatives and opportunities provided for teachers' participation in curriculum development, issues arising from teachers' use of the developed curriculum, level of teacher involvement in curriculum development and the opinions of head teachers and curriculum specialists regarding the way the curriculum for secondary schools is developed.

The goal of qualitative research is to explore and understand a central phenomenon, which is the concept or process explored in a qualitative research study (Creswell, 2005). The research questions are general and broad, and seek to understand participants' experiences with the central phenomenon. The sample size is small and is purposively selected from those individuals who have the most experience with the studied phenomenon (Patton, 2002 in Maree 2007). Based on this understanding, Head Teachers and Curriculum Specialists were sampled for qualitative interviews because they were believed to have the most experience and could be a source of valuable information on teacher involvement in curriculum development in Zambia. The interview schedules therefore were used particularly in obtaining in-depth information on the teachers' involvement in curriculum development from head teachers and curriculum development specialists. Interviews were preferred for the head teachers and curriculum specialists because they were few and they were thought to be always busy hence would not get adequate time to respond to the questionnaires. Additionally, qualitative research provides in-depth understanding of the issue (Maree, 2007) because some issues are too erratic to be observed, they need someone to say something. There are some activities that need reconstruction especially past events. Telling in this case would be appropriate (Bryman, 2008). Finally, interviewing can be less intrusive on the participant's lives so it will be preferred in this

case as a way of obtaining detailed information on teacher involvement in curriculum development in Zambia.

3.8.2 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). A questionnaire consists of a number of questions printed or typed in definite order on a form or set of forms. The respondents have to answer the questions on their own (Kothari, 2004). Questionnaires are used to gather data about behaviour, experiences, attitudes, beliefs and values (Dawson, 2013). The researcher required varied opinions and views from many respondents concerning teacher involvement in curriculum development in Zambia. Questionnaires therefore were used in the study because the researcher required varied opinions and views from many secondary school teachers concerning their involvement in curriculum development in Zambia, such information is likely to be reliably obtained through the use of questionnaires since it has relatively more advantages than other instruments in the sense that the questionnaire can cover a large number of issues, it can deal with a large number of respondents, it is anonymous hence it encourages greater honesty on the part of the respondents on answering questions (Bryman,2004). In addition, a questionnaire is free from the bias of the interviewer; answers are in respondent's own words. Respondents have adequate time to give well thought out answers and because large samples can be made use of, the results can be made more dependable and reliable (Kothari, 2004). The items in the questionnaire were designed to obtain information on two broad issues which included general information on the sample of teachers, the extent of teacher involvement in curriculum development in Zambia, the nature of teacher involvement in curriculum development process and teachers' views on the role of teachers in curriculum development which was used to analyze possible roles that secondary school teachers can play in curriculum development.

3.9 Validity and Reliability

Validity of an instrument refers to the extent to which it measures what it is supposed to measure (Maree, 2007). Put differently, validity refers to the level to which an instrument truthfully reflects or assesses the precise concept or construct that the researcher is attempting to measure (Mertler & Vannatta, 2010). The extent to which the instrument covers the complete content of

the particular construct that it is set to measure is termed as content validity (Maree, 2007). To ensure content validity for the research instruments, the researcher accorded the supervisor who is also a Curriculum specialist at the University of Zambia to review all the data collection instruments to ensure that questions were representative of the possible questions about teacher involvement in curriculum development. Data validity might also be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data (Cohen, Manion and Morrison 2007). To this regard, the researcher ensured that the sample was as representative as possible. This was actualized through sampling teachers from schools representing each of the seven zones of Lusaka urban.

Bryman (2008) defined reliability as the consistency of a measure of a concept. Reliability of an instrument means that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent (Maree, 2007). Reliability therefore is fundamentally concerned with the issue of consistency of measures. The most obvious way of testing for the stability of a measure is the test-retest method which involves administering a test or measure on one occasion and then re-administering it to the same sample on another occasion (Bryman, 2008). Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999 in Mulenga, 2015). The test and retest of the questionnaire were obtained through pilot testing of the instrument. The questionnaire meant for secondary school teachers was pilot tested on 10 teachers in Chongwe secondary schools. Each subsequent response and item on the questionnaire if not well developed can lead to inaccuracy. The success of a questionnaire as measured by the response accuracy in the completion rate to questions and the quality of the data collected (Blair and Czaja, 2014 in Mulenga, 2015). Pretesting of questionnaires in this study therefore was considered as one of the most important strategies of the instrument's designing process. Through piloting of questionnaires, the researcher was enabled to identify possible areas where participants could have encountered difficulties and useful suggestions for improving the questionnaires were collected. Piloting questionnaires therefore was designed to make the instruments as accurate as possible.

It can be noted from the preceding discussion that validity and reliability are related. Although reliability and validity are analytically distinguishable, they are related because validity presumes reliability this means that if a measure is not reliable; it cannot be valid (Bryman, 2008). In an effort to uphold the validity and reliability of the questionnaire, the researcher therefore ensured that multiple sources of information were used during data collection process. This approach was of great essence because it tried to validate, corroborate and ascertain the truthfulness of certain statements from the different sources of evidence consulted.

3.10 Data Collection Procedure

The researcher obtained an introduction letter from the Director for Graduate Studies at the University of Zambia to conduct the study. With the introduction letter from The University of Zambia, permission was requested from the District Education Board Secretary (DEBS) office to visit the secondary schools for data collection. Before meeting the secondary school teachers, the researcher requested for permission from the head teachers of the respective secondary schools. The researcher then distributed questionnaires to teachers and made arrangements with them on the convenient time when completed questionnaires would be collected. With interviews, consultations were first made with respective head teachers and curriculum specialists then appropriate dates were set when the interviews would be carried out by the researcher. During the interviews, the researcher sought for permission to have the interview recorded so that all the valuable information could be captured and this was backed by the field notes.

3.11 Data Analysis

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups (Kathori, 2004). Kerlinger (1964) pointed out that analyzing survey research includes coding, tabulating responses, translating the responses into specific categories, recording them appropriately and computing them using appropriate statistical ways. Patton (2002) described the process of data analysis as the organization of what is collected into patterns and categories while looking for relationships and linkages among the descriptive dimensions. The most commonly used method in reporting descriptive survey research is by developing distributions, calculating percentages and tabulating them appropriately (Gay, 1976). In addition, analysis involves reducing and organizing the data,

synthesizing, searching for significant patterns and discovering what is important. The researcher must organize what he or she has seen, heard and read and try to make sense of it in order to create explanations, develop theories or pose questions (Ary et al, 2006). Since this study was based on a mixed methods design, both qualitative and quantitative data analysis procedures were considered.

3.11.1 Qualitative data analysis

Ary, et al (2006) explained that data analysis in qualitative research is often done concurrently or simultaneously with data collection through an interactive, recursive and dynamic process. All qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do and reconnect the new knowledge with what is already known. Qualitative data involves organizing, accounting for and explaining the data; in short making sense of the data in terms of participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen, Manion and Morrison, 2007).

There is no one single or correct way to analyze and present qualitative data; how one does it should abide by the issue of fitness for the purpose (Cohen, Manion and Morrison, 2007). Maree (2007) further explained that qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data. Phrased differently, it tries to establish how participants make meaning of specific phenomenon by analyzing their perceptions, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. Qualitative data analysis is usually broken down in three key stages which include familiarization and organization, coding and recoding as well as summarizing and interpreting (Ary et al, 2006). In this regard, the researcher listened to the recorded interviews repeatedly as soon as data collection started in order to start getting familiar with the data during the collection process.

Familiarization and organization is done so that data can easily be retrieved. The researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing video tapes and listening repeatedly to audiotapes (Ary et al, 2006). This is a very important aspect of qualitative data analysis which the researcher observed because as

explained by Maree (2007), qualitative data analysis tends to be an ongoing and iterative process implying that data collection, processing and reporting are intertwined and not merely a number of successive steps. In this regard, the researcher ensured that data transcription commenced as soon as data collection began in order to be familiar with the data that was being collected and to allow for possible follow- ups in an event that the collected data lacked clarity.

After familiarizing with the data and organizing it for easy retrieval, the researcher can begin coding and recoding process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, sentences, subjects' ways of thinking, behaviour patterns and events that seem important (Ary et al, 2006). After transcribing the collected data, the researcher read and reread that data in order to have a thorough understanding of the data. After understanding the data, researcher categorized it into themes. All the collected data was grouped under prominent themes that came out. Cohen, Manion and Morrison (2007) emphasized that qualitative data is heavy on interpretation and one has to note that there are frequently multiple interpretations to be made of qualitative data.

The goal of qualitative coding is not to count but to break apart the data and rearrange it into categories that facilitate comparisons within and between and to develop theoretical concepts (Ary et al, 2006). They further explained that after all the data are coded, the researcher should place all units having the same coding together. The process of coding, categorizing and developing themes will be repeated for each transcript or set of data. Then merge these sets together, reviewing categories and themes. Maree (2007) emphasized that the best way to achieve qualitative data analysis is through a process of inductive analysis where the main purpose is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data. The researcher therefore coded the qualitative data, reviewed the categories and developed themes.

The next step is to summarize under which the researcher will examine all entries with the same code and then merge these categories into patterns by finding links and connections among categories. This process further integrates the data and you can begin to make some statements about relationships and themes in the data (Ary et al, 2006). In addition, Maree (2007) noted that

when analyzing qualitative data, your goal is to summarize what you have seen or heard in terms of common words, phrases, themes or patterns that would aid your understanding and interpretation of that which is emerging.

This study therefore employed the constant comparative strategy for qualitative data analysis. This strategy combines inductive category coding with simultaneous comparison of all units of meaning obtained (Ary et al, 2006). Inductive data analysis was preferred because it was more likely to help identify the multiple realities potentially present in the data (Maree, 2007). The figure below shows the constant comparative method of data analysis that the study adopted.

Inductive category coding and simultaneous comparing of units of meaning across categories

⇩

Refinement of categories

⇩

Exploration of relationships and patterns across categories

⇩

Integration of data yielding an understanding of people and setting being studied
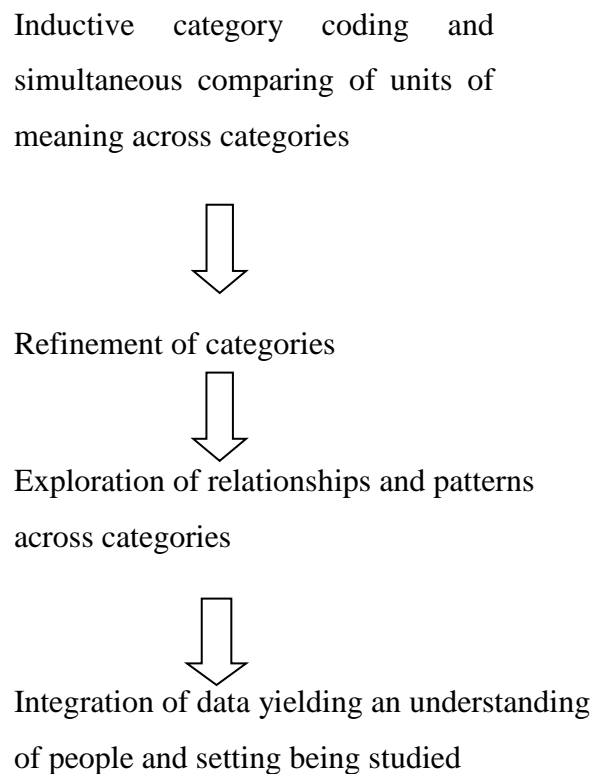
Figure 2.2: Constant comparative method of data analysis

Source; Maykut and Morehouse (1994) in Ary et al (2006 p.500).

Information from the interview schedules were therefore analyzed qualitatively. This involved sorting out the data into various themes according to the objectives raised by the study and discussing the information objectively. All interview responses were transcribed and categorized according to topics. The data transcription process started as soon as data collection began in order for the researcher to be familiar with the data being collected and be in the position to

notice any gaps which would need further clarification. Each transcript was read through a number of times so as to relate different themes which were later used to structure the presentation and discussion of results supported with appropriate verbatim quotes.

Maree (2007) explained that when approaching your data analysis inductively, you have used what was in your data sources to code and develop categories. This means that what you have is quite simply descriptive summaries of what participants have said or done. The analyzed data must now be brought into context with existing theory to reveal how it corroborates existing knowledge or brings new understanding to the body of knowledge. In other words, in interpreting analyzed data the researcher searched for emerging patterns associations, concepts and explanations in the data. The researcher then interpreted the analyzed data by searching for emerging patterns, concepts and explanations to corroborate existing knowledge or bring new understanding to the body of knowledge.

3.11.2 Quantitative data analysis

Quantitative data analysis is a powerful research form emanating in part from the positivist tradition. It is often associated with large scale research but can also serve smaller scale investigations, with case studies, action research, correlation research and experiments (Cohen, Manion and Morrison, 2007). Quantitative data in a raw form convey very little meaning to people. These data need to be processed to make them more useful that is to turn them into information (Saunders, Lewis and Thornhill, 1997).

Maree (2007) stated that descriptive analysis is a collective name for a number of statistical methods that are used to organize and summarize data in a meaningful way. This serves to enhance the understanding of the properties of the data. Descriptive analysis does exactly what they say; they describe and present data for example in terms of summary frequencies. Such statistics make no inferences or predictions; they simply report what has been found in variety of ways (Cohen, Manion and Morrison, 2007). Descriptive analysis serves to describe and summarize observations (Ary et al 2006). They further explained that descriptive analysis limits generalization to the particular group of individuals observed. No conclusions are extended beyond this group and any similarity to those outside can be assumed. The researcher therefore opted for the descriptive analysis of the data that was obtained in this study. Univiriate analysis

was performed using SPSS in form of frequency distribution. Graphical illustration in form of graphs and pie charts were formulated. This was because the study only sampled some secondary school teachers of selected secondary schools in Lusaka urban. Generalizations will be limited to the secondary school teachers in selected secondary schools of Lusaka District.

In other words, the researcher adopted for univariate analysis for the quantitative data. Univariate analysis according to Bryman (2008) refers to the analysis of one variable at a time. Frequency tables were employed in the data analysis. A frequency table provides the number of people and the percentage belonging to each of the categories for the variable in question. It can also be used in relation to all different types of variables (Bryman, 2008). Frequencies, percentages and cross tabulation are a form of analysis which are concerned with seeing what the data themselves suggest akin to a detective following a line of evidence. The data are usually descriptive. In addition, frequencies, percentages and other forms of graphical presentation are often used because much is made of visual techniques of data. The issue of fitness for audience is important. Frequencies and percentages may be more accessible and easy to understand (Cohen, Manion and Morrison, 2007). The researcher thus opted for the use of frequencies and percentages in the analysis of quantitative data.

Since this study was based on the mixed methods design, the researcher adopted the above approaches of data analysis. All completed questionnaires were assembled and studied by the researcher. They were then organized for analysis and processing. The complete responses were separated into categories according to the study objectives, frequencies developed and percentages computed.

3.12 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. Dawson (2013) made an emphasis that all research activity must be carried out in an ethical manner. Kvale and Brinkman (2009; 16) made an emphasis that 'ethical issues permeate research. 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.' Data collection can be time consuming and

participants can easily be made to feel under pressure, inadequate, invaded and so on (Lankshear and Knobel, 2004 in Mulenga, 2015). In this research, ethical considerations such as time spent with the participants, risks to the participants, invasion of privacy, confidentiality and reciprocity were addressed to ensure quality of the data that was collected. In addition, ethical issues were taken into serious consideration during the research for the good of both the researcher and the participants.

The researcher obtained an introduction letter from the Director, Graduate Studies at University of Zambia. Permission was then sought from Lusaka District Education Board Secretary (DEBS), the authority in-charge of schools to conduct the study in the selected secondary schools where the study was intended. In the targeted schools, the researcher sought permission from the school administrators to conduct the study in their schools.

The participants were briefed about the purpose of the research. The researcher emphasized that it was an academic research meant for the fulfilment of one of the requirements for a master's programme in education. Kvale and Brinkman (2009;70) stated that 'informed consent entails informing the research participants about the overall purpose of the investigation and the main features of the design as well as of any possible risks and benefits from the participants in the research project.' To ensure confidentiality, you need to show that information supplied to you in confidence will not be disclosed directly to third parties. If information is obtained in a group setting, issues of confidentiality should be relevant to the whole group (Dawson, 2013). A written consent was made with the participants that all confidentiality would be observed and that no name would be mentioned in the research. Confidentiality in research implies that data identifying the participants will not be disclosed (Kvale and Brinkman, 2009).

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 involvement in the research was strictly on voluntary basis and that they were free to withdraw if they felt 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) further

added that informed consent involves obtaining voluntary participation of the people involved and informing them of the right to withdraw from the study at any time.

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. Instead, the researcher made an emphasis that the data to be collected would be of great significance to both the researcher and the participants as it would enhance the understanding for both parties on teacher involvement in curriculum development in Zambia. In addition, where necessary, the researcher reciprocated to the participants by ensuring that the data they provided during the research was given back to them for cross checking.

3.13 Summary

In this chapter, details on the methodology which was employed for the study have been explained, which incorporated research design, study area/site, target population, study sample, sampling techniques, research instruments, validity and reliability, data collection techniques, data analysis as well as ethical considerations. In the next chapter, the findings of the study will be presented.

CHAPTER FOUR

PRESENTATION OF FINDINGS

1.1 Overview

In this chapter, the presentation of the results has been done. These results are based on the data that was collected through questionnaires and semi-structured interviews which were administered to secondary school teachers, head teachers and curriculum specialists. The chapter begin with a description of the sample from which the data was collected by giving for instance demographic details relating to respondents before presenting the findings for each research question. A number of themes emerged from the data that was collected and were aligned as answers to the research questions and detail was added from the quantitative data that was obtained through the questionnaires.

4.2 Demographics of the Respondents

In this section, the demographics of respondents who took part in this study have been presented. Question 2 from the questionnaire for secondary school teachers sought information on the nature of schools where the teachers were working. A total of 72 teachers from different schools were interviewed as indicated by table 4.1 where a summary has been presented. The majority (66.7%) of teachers interviewed were from mixed day schools and about 20.8% from single sex day schools for boys. An equal proportion (5.6%) was from mixed boarding and girls' only day schools with only 1.4% representing a single sex boarding school for girls only.

Table 4.1*: Type of school*

Type of school	Frequency	Valid Percent
Girls Boarding	1	1.4
Mixed Boarding	4	5.6
Mixed Day	48	66.7
Girls Day	4	5.6
Boys Day	15	20.8
Total	72	100

In order to understand the type of respondents the researcher was dealing with in this study, their background information was necessary especially in relation to their qualifications and the

number of years or experience in teaching. Question 4 and 5 from the questionnaire for secondary school teachers sought information on the experience and qualification that teachers had. Table 4 2 and figure 4 1 provides a summary of characteristics of respondents.

Table4.2: *Percent distribution of respondents by sex and qualification*

Characteristic	Frequency	Percent
Sex		
Male	32	44.4
Female	40	55.6
Qualification		
Master's Degree	4	5.6
Bachelor's Degree	48	66.7
Diploma	19	26.4
PhD	1	1.4

Table 4.2 depicts that the majority of respondents were females (55.6%). Further, seven in ten respondents (66.7%) had a bachelor's degree while 26.4% had a diploma. 5.6% and 1.4% had master's degree and PhD respectively.
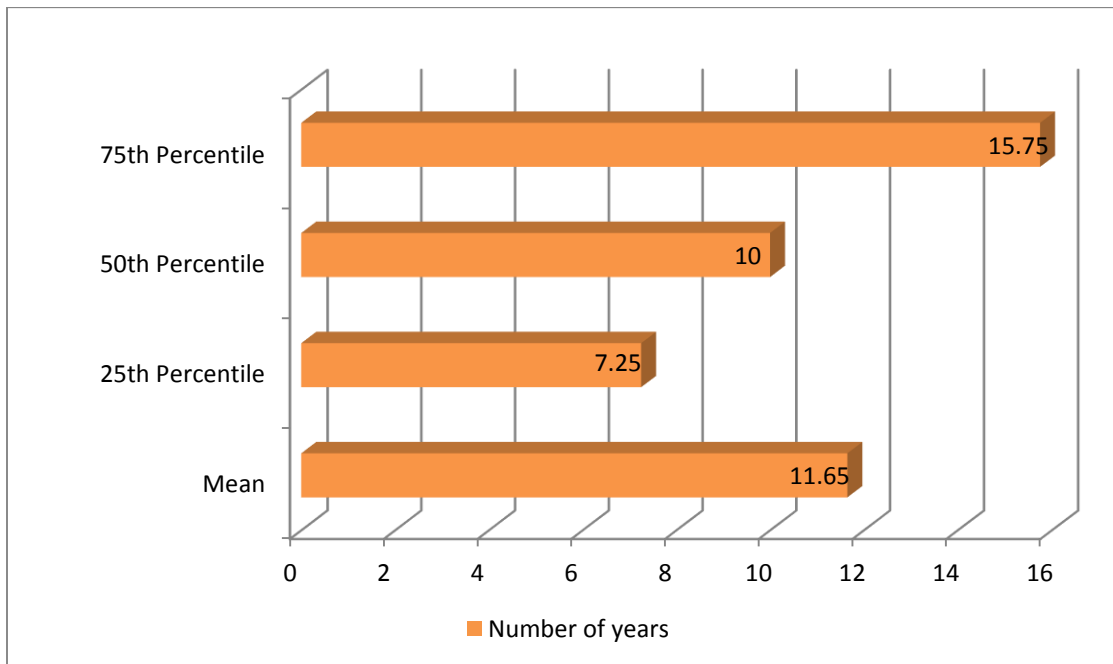
Figure 4.1: Percentage distribution of average number of years of teaching for participants

Generally, the average number of years in teaching for respondents was 12 years with 50% of respondents having more than 10 years of teaching experience and 25% having more than 16 years of experience.

4.3 Findings of Research Questions

As mentioned in chapter three, the research followed a mixed methods design specifically the concurrent embedded design where qualitative approach dominated while the quantitative approach was used to add detail to the data. It is also cardinal to note that the research instruments that were used had similar questions in both the questionnaires and interview schedules in line with the study objectives. The researcher identified themes in relation to the research objectives as well as recurrent patterns in the opinions of the study participants and univariate analysis using SPSS was done for the quantitative data where graphical illustration in form of graphs and pie charts were made.

The findings from the teachers were presented alongside those from the head teachers interviewed. Actual words said by respondents were used as much as possible in the descriptions, while other words have been paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section. Both qualitative and quantitative data sets were presented concurrently

4.4 Research Question One.

Research question number one sought information from secondary school teachers and head teachers on the extent to which secondary school teachers were involved in the development of the secondary school curriculum. The research question was as follows;

To what extent were secondary school teachers involved in curriculum development in Zambia?

In order to answer this question, the researcher saw it fit to first have an understanding from the teachers' perspective of who developed the curriculum. To address this, information was sought from the secondary school teachers' questionnaire item number one under section two.

4.4.1 Perceptions of secondary school teachers on who develops the secondary school curriculum

The majority of respondents (61%) indicated that the MoGE officials and curriculum experts at the CDC developed the curriculum. 38% of the respondents indicated that Curriculum experts, secondary school teachers and representatives from various interest groups in education. Others indicated that donors and other stakeholders from various organisations developed the curriculum. The summary on the perception of secondary school teachers on who developed the curriculum has been provided in figure 4.2
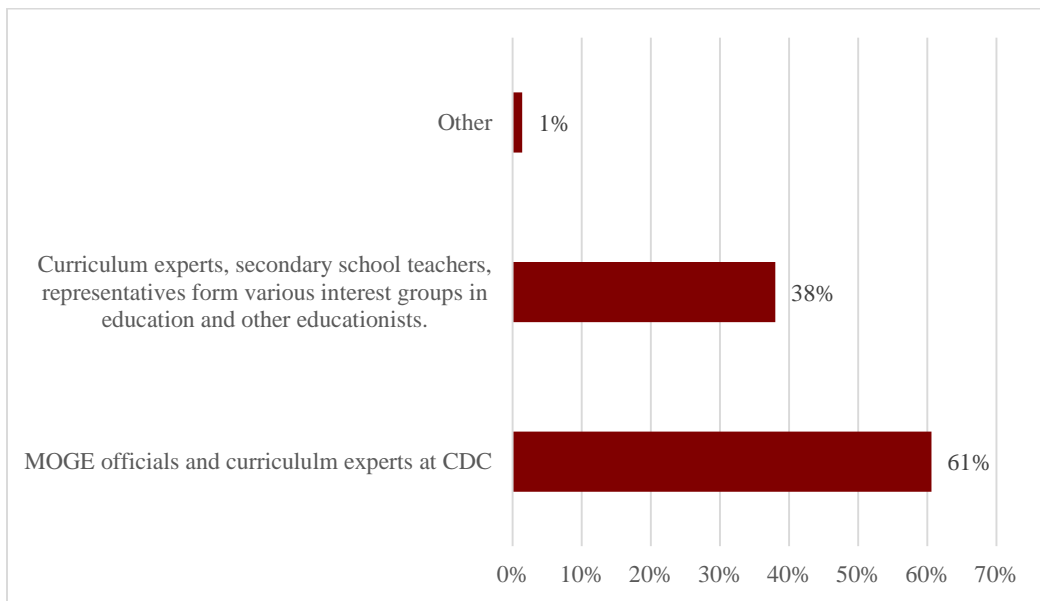
Figure 4.2: Percentage of secondary school teachers' perceptions on who developed the curriculum

4.4.2 Involvement of secondary school teachers in Curriculum development

In the questionnaire for secondary school teachers, items number 2 to 8 and interview schedule for head teachers' item number 2 sought information on the extent to which secondary school teachers were involved in the development of the secondary school curriculum. Figure 4.3, gives a summary of the responses given by secondary school teachers on the extent to which they were involved in the development of the curriculum materials.
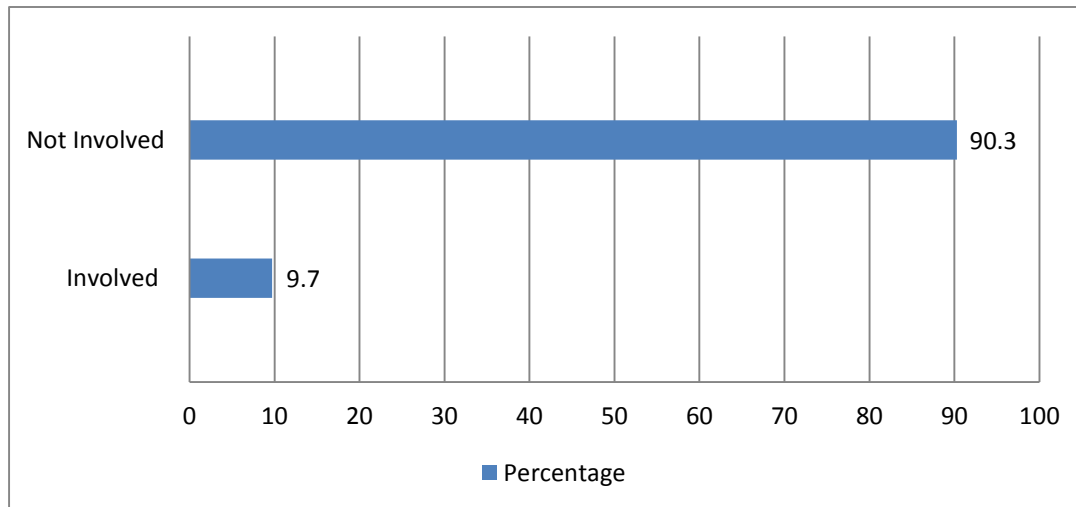
Figure 4.3: Percentage distribution of respondents involved in development of curriculum materials.

The results in figure 4.3 reveal that participation of secondary school teachers is extremely low. The majority of respondents (90.3%) were not involved in the development of the secondary school curriculum. Similarly, almost all the head teachers interviewed indicated that they were never involved in any aspect of curriculum development except for two who mentioned that;

> *I did at one point and that was language. We were trying to look at the changes in the curriculum from grade 8 to grade 12 but we never infused any new things.*

> *No, not really, apart from just looking at books in terms of editing them and confirming if they are suitable for the school*

In addition, the curriculum specialist interviewed confirmed that the curriculum was mostly developed by the members of staff at the curriculum development centre. The curriculum specialist stated that the curriculum development centre developed the syllabi which were later rolled out into schools where different teachers had access to it. This was evidenced when the specialist explained that;

> *We as curriculum development centre develop the curriculum and come up with the syllabus which is then sent into schools for the teachers to have access to it...*

Responding to the same question on the extent to which secondary school teachers were involved in the development of the secondary school curriculum as mentioned earlier in this section, a few

teachers (9.7%), however indicated that they were involved with the majority (42.9%) being involved in setting up the curriculum project and building the programme *(see figure 4.4 below).* About 28.6 of the respondents have been involved in improving the new programme. The results further show that equal proportion of respondents (28.6%) have been involved in situational analysis and formulation of educational objectives
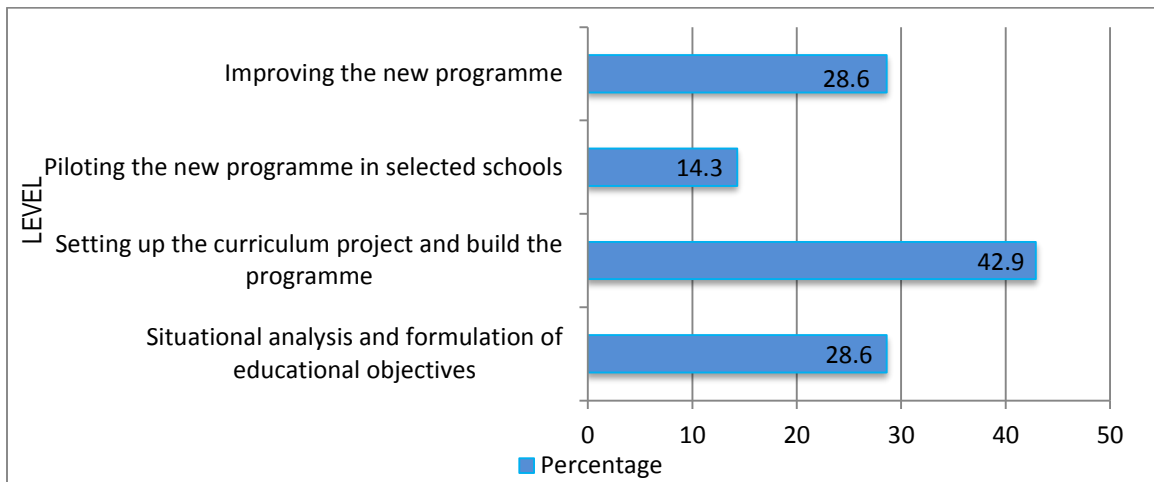
Figure 4.4: Percentage distribution of stages at which respondents were involved in development of curriculum material (N=7)

Respondents were further asked to state the materials they were involved in development. This was done using item number 2 part (ii) under section 2 of the secondary school teachers' questionnaire. Figure 4 5 gives a summary of the responses given by secondary school teachers which shows that most (57.1%) of the teachers were involved in developing programme and syllabi materials with 42.9% being involved in developing textbooks and other learning resources.
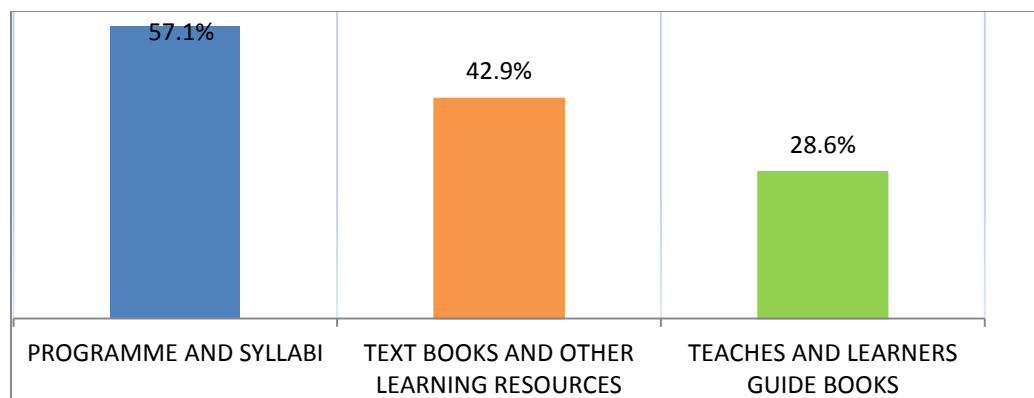
Figure 4.5: Percentage distribution of curriculum materials respondents were involved in developing

In addition, the curriculum specialist interviewed emphasised that teachers were mostly involved in the development of textbooks following what had been laid out in the syllabi. This was confirmed when the curriculum specialist said that;

> *Teachers are free to take part in the development of textbooks following what has been put in the syllabus and as CDC, we evaluate those books following the evaluation criteria that we have... in addition, as CDC we engage different publishers who are free to engage teachers or even us as curriculum specialists when developing the textbooks to be used in schools as long as those books are passed following our evaluation criteria...*

The researcher understood that the development of textbooks needed to go hand in hand with the entire curriculum development process in order to maintain the match of what is in the curriculum with what needed to reflect in the textbooks. However, the comment from the curriculum specialist indicated that the curriculum development centre distanced itself from the full authority of textbook development as different publishers were given the mandate for the development of textbooks.

4.4.3 Extent of teacher involvement in curriculum development process

Secondary school teachers were also asked to indicate on the likert scale ranging from strongly agree to strongly disagree as a way of establishing their views on their perceptions on the extent teachers were involved in the curriculum development process. This was done using item number 9 in the secondary school teachers' questionnaires. The five likert scale was represented as follows 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree. The responses from the secondary school teachers are summarised in table 4.3.

Table 4.3: *Frequency percentage distribution of respondents on the extent of teacher involvement in curriculum development process*

		Total Positive	1	2	3	4	5	Total Negative	Response Total
Secondary school teachers are adequately involved in secondary school curriculum development	f	16.0	5	11	1	37	18	55	72
	%	22.2	6.9	15.3	1.4	51.4	25	76.4	100
The selection of secondary school teachers who are involved in curriculum development is very representative	f	7.0	3	4	5	35	25	60	72
	%	9.8	4.2	5.6	6.9	48.6	34.7	83.3	100
Secondary school teachers are adequately involved in the development of curriculum materials such as textbooks used in secondary schools	f	20.0	4	16	6	33	13	46	72
	%	27.8	5.6	22.2	8.3	45.8	18.1	63.9	100
There are adequate channels of communication between CDC and secondary schools in issues related to curriculum development	f	9.0	2	7	9	37	17	54	72
	%	12.5	2.8	9.7	12.5	51.4	23.6	75	100
Secondary school teachers are well consulted on any issues related to secondary school curriculum development	f	5.0	2	3	1	49	17	66	72
	%	6.9	2.8	4.2	1.4	68.1	23.6	91.7	100
The MOGE and CDC officials view teachers as implementers sonly who do not understand a curriculum should be developed	f	46.0	8	38	7	12	2	14	67
	%	68.7	11.9	56.7	10.4	17.9	3.0	20.9	100
Secondary school teachers have accepted the revised/new secondary school curriculum.	f	24.0	4	20	18	14	9	23	65
	%	33.4	5.6	27.8	25	19.4	12.5	31.9	90.3
Secondary school teachers have understood the new/revised secondary school curriculum	f	22.0	5	17	11	24	9	33	66
	%	33.3	7.6	25.8	16.7	36.4	13.6	50	100
Teachers are forced to implement aspects of the reviewed curriculum even if they do not agree with the changes made	f	58.0	19	39	2	6	1	7	67
	%	86.6	28.4	58.2	3.0	9.0	1.5	10.5	100
Teachers are in the better positon to understand what should be reviewed and changed in the curriculum related to their area of specialization	f	66.0	43	23	0	1	0	1	67
	%	98.5	64.2	34.3	0.0	1.5	0.0	1.5	100

The results show that the majority of the respondents (76.4%) were not of the opinion that secondary school teachers were adequately involved in secondary school curriculum development with the majority of the respondents (83.3%) either strongly disagreed or disagreed that the selection of secondary school teachers who were involved in curriculum development was representative.

Among respondents (63.9%) did not believe that secondary school teachers were adequately involved in the development of curriculum materials such as textbooks and about 43.5% disagreed with the statement. Three-quarters (75%) either disagreed or strongly disagreed that there were adequate channels of communication between CDC and secondary schools on issues related to curriculum development.

A large number of the teachers (91.7%) were not for the opinion that secondary school teachers were well consulted on any issue related to secondary school curriculum development. Further, the majority of respondents (68.7%) claimed that the MoGE and CDC officials viewed teachers as implementers only who did not understand the curriculum development process.

Opinions seemed divided with regard to secondary school teachers accepting the revised/new secondary school curriculum. Many respondents (33.4%) strongly agreed or agreed, but a roughly equal number (31.9%) indicated that they disagreed or strongly disagreed.

Results in table 4.3 shows that, half of the respondents (50%) disagreed with the idea that secondary school teachers understood the revised secondary school curriculum. The study also established that nine in ten (86.6%) of respondents agreed or strongly agreed that teachers were forced to implement aspects of the reviewed curriculum even if they did not agree with the changes made and nearly all respondents (98.5%) claimed that teachers were in the better position to understand what should be reviewed and changed in the curriculum related to their area of specialization.

4.5.4 Level of teacher involvement in the curriculum development process

The study also sought to find out teachers' perceptions on the level of teacher involvement in the curriculum development process. Respondents were asked if the current level of involvement of secondary school teachers in curriculum development was satisfactory and if at all they had ever

been contacted by CDC to participate in any aspect of the curriculum development process. This was done through questions 3 to 5 in the questionnaire for secondary school teachers. Teachers' responses indicated that only a few teachers had been involved in the curriculum development process. Some teachers were involved at later stages as one teacher explained that;

I have been involved but, only after the curriculum was developed recently that's when a workshop was organized for the teachers to view the content

Further, a teacher stated that

It could be that am not connected.

Another teacher said that

They [CDC] already have a specific set of individuals that they contact and they only contact administrators and hold rare meetings.

Some teachers also argued that invitation to participate in curriculum development was not extended to them making the situation worse for those in rural areas. Other reasons indicated by respondents included lack of training and the prolonged process of the curriculum development. Most head teachers were dissatisfied with the way the curriculum was developed. This was evidenced from the responses they gave from item number 6 from the interview schedule for secondary school head teachers which sought information on their views as to whether secondary school teachers were adequately involved in the curriculum development process. One head teacher lamented that;

There are a lot of hiccups. The other thing that I have seen is they don't prepare the receivers in this case the teachers like the end users, they would call for a workshop, they will go, look at the materials, but then, at the implementation stage, the people that implement are not well informed and expect that the teacher go and teach what is in the new curriculum?.... I feel before they implement these things, they should first look at the materials that teachers are going to use and even workshops should be conducted so that as teachers go to the classes to teach they should be well informed with what they are going to teach. These workshops can be local, or even you cluster the schools so that at least within departments, they inform each other of the new changes that are coming. But in this case like the way this new curriculum was implemented, we were just told that no, there is a new curriculum that has been put in place and all schools should implement. You know….. that is why we had a lot of problems like when I look at the social

sciences department, there were a lot of problems you see like the social studies itself, you know social studies has a composition of history, civics and geography, the social studies teacher was not trained, we had a teacher with different components so when it came to teaching, it was a problem. Some head teachers in some schools misunderstood that by asking someone to teach social studies but that person is only specialized in geography now how is that teacher going to teach the subject? So I feel there should be a lot of sensitization at that point.

Another head teacher said that;

The way it is now it's like teachers are not involved in the programming but they are involved at the implementation stage because even the new curriculum, we were just told that the specialists were going round in schools saying no we are going to develop a new curriculum, we are going to develop it, this is what is expected of you.

Other head teachers confirmed that;

They (CDC) don't involve people at the grass root, the development is done from on top and teachers are only told what to do and implementation becomes difficult sometimes

No, teachers are not involved, I don't think so. I think there isn't much representation from the grass root meaning the teacher.

Similarly, other head teachers explained that;

One, I think most of the things seem to be hidden. You only come to know about them when they are surfacing like when the books are ready or when the syllabus has been developed. Grass root involvement, I don't know which sample sizes they pick but it's rare to even hear that people went to be involved in the curriculum or they want to change the curriculum. That information is not there.

Teachers are only involved at the implementation stage. If they are there, then they are only a few otherwise it's the people at the curriculum centre who develop the curriculum

They don't involve people at the grass root, only development is done from on top and teachers are only told what to do and implementation becomes difficult sometimes

Here not to my knowledge that any of the teachers were invited to participate in the development of the curriculum but what I know we have it with ECZ not CDC. Like myself I am an examiner of geography at grade 12 level with ECZ and I have seen a few other teachers.

There are 88 teachers in this and unless I inquire, I have not heard of any teacher being involved in the curriculum development

All our teachers are trained, we are 65. Oh, I have never received any invitation from CDC for our teachers. They only participate in the setting of exams under ECZ, Curriculum; we have never received any invitation.

In responding to question number 7 from the interview schedule for secondary school head teachers which sought information on whether the participation of secondary school teachers in curriculum development process should be increased, some head teachers emphasized that the level of teacher participation should be increased. This was confirmed when they said that;

Yes, they should increase the level of teacher participation in curriculum development process because they are the people on the ground, they are the people who know what to teach or the problems that they face when they are teaching those subjects

They should increase the level of teacher participation yes, that's the way to go because they are the major stakeholders, they are the implementers because the people that are involved at CDC of course they are teachers but we need a system that is bottom-up, let the teachers at school level be involved before the curriculum is implemented so that they know what is in the curriculum.

On the other hand, information was sought from the curriculum specialist through item number 4 and 5 in the interview schedule for curriculum specialist on whether secondary school teachers were involved in the development of the secondary school curriculum and as to whether they felt that the level of participation of teachers should be increased. The response revealed that teachers were mostly involved in the development of the teaching and learning materials. In line with this, one teacher said that;

Teachers are mostly involved in the development of textbooks because they are free to come on board for as long as they follow the book evaluation criteria. As CDC, we engage different publishers such as Longman, MK to mention but a few and these publishers are free to engage as many teachers as possible...

With regard to being contacted by the CDC to participate in the curriculum development process, as sought by secondary school teachers' questionnaire item number 5, figure 4.6 provides a summary of results. Results show that very few teachers (8.3) felt the involvement of teachers was satisfactory with many respondents (87.7%) emphasizing the need to increase the level of teacher participation in curriculum development. The teachers' responses indicated that only a few teachers had been involved (11.1%) in the curriculum development process.
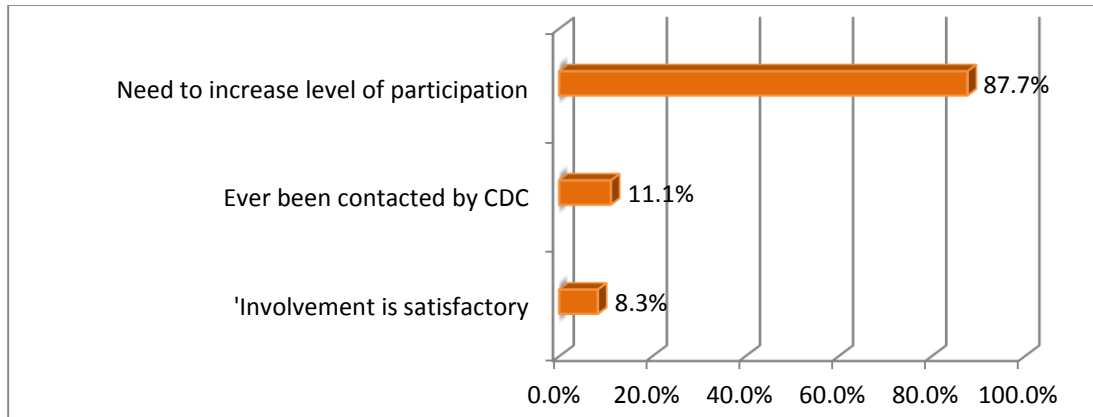
Figure 4.6: Percentage distribution of teachers on current level of involvement in curriculum development

4.4.5 Criteria for selecting teachers to participate in curriculum development process

In trying to have a deeper understanding of teachers involvement in the curriculum development process, the researcher sought information from secondary school teachers through item number 4 from the questionnaire for secondary school teachers on the criterion used (if any) in selecting teachers to participate in the development of secondary school curriculum. The knowledge on the criterion used would make teachers be in the position to express their views regarding the curriculum development process to their respective representatives One respondent indicated that;

Those I have heard involved are those who know someone there at the CDC or MoGE

Other respondents also stated that school management selected teachers to participate in the curriculum development process. One teacher pointed out that

The management at school level should select the appropriate personnel from the schools.

On the other hand, all the head teachers interviewed indicated that there is no known criteria that CDC uses to select teachers who should participate in the curriculum development process. One of the head teachers said that;

There isn't any that I know of. The entire process seem to be hidden

However, the curriculum development specialist indicated that the power lies in the hands of the publishers because they are the ones who know which people they can best work with as far as development of textbooks is concerned. They stated that

> *Since teachers are mostly involved in the development of textbooks and CDC only engages with the publishers, they are the ones who can determine to criteria to use to select teachers who they can work with. Members from CDC are also free to participate in the development of textbooks for as long as they follow the lied down criteria required for book evaluation...*

The responses however indicated that the vast majority of respondents (59.7%) did not know the criterion that was used in selecting teachers who participated in the curriculum development process. About 19.4% cited corruption in the selection process. Experience in subject area and length of service were reasons indicated by 9.7% of the respondents. Table 4.7 provides a summary on the responses of teachers on the criteria for selecting teachers who should participate in the curriculum development process.
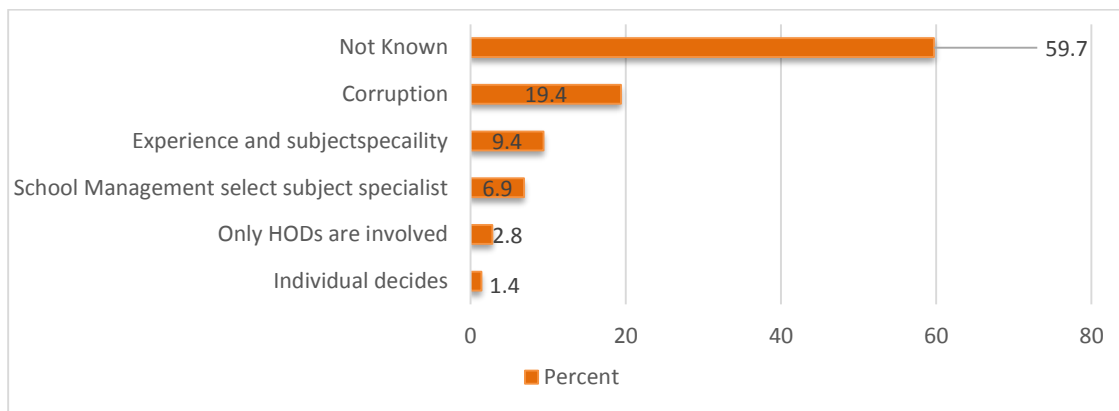
Figure 4.7: Criteria for selecting teachers who should participate in curriculum development

The different views expressed by teachers on the selection criteria point to the fact that the way teachers who participate in curriculum development are selected is not very well known to the teachers hence it remains unclear.

4.5 Summary of the Results on Involvement of Teachers in Curriculum Development Process

The purpose of this section was to present results to answer research question one which was; *To what extent were secondary school teachers involved in curriculum development in Zambia?*

Overall, respondents indicated that they were to a large extent not involved in the curriculum development process. In particular, the results show that although teachers were fully involved in the implementation of the curriculum, they were insignificantly involved in its development. Respondents expressed views that the current level of teacher involvement was very unsatisfactory with only very few teachers who were involved in some stages of the curriculum development process. Respondents also noted that the criterion used to select the few teachers who were involved in some stages of curriculum development was unknown. This is also an indication that although teachers were fully involved in the implementation of the curriculum, they have a high risk of misinterpreting it since they were insignificantly involved in its development. In the next section, results to answer research question two will be presented.

4.6 Research Question Two

In this section, results to answer research question number two which sought information from secondary school teachers, head teachers and curriculum specialist on the challenges that teachers encountered when implementing the developed curriculum will be presented. The question was framed on the premise that involvement or non-involvement of teachers in curriculum development in one way or the other would have direct effects on the way the teachers implemented it. It was therefore cardinal to establish the implication of the level of teacher involvement in curriculum development on its implementation

4.6.1 Challenges encountered by secondary school teachers when implementing the developed curriculum

This section provides information sought by questionnaire items number 10 and 11 on the challenges secondary school teachers faced when implementing the curriculum. The study established that challenges to participation in curriculum development that the teachers faced in one way or the other contributed to the ineffective implementation of the curriculum.

Generally, the responses showed that a large proportion of secondary school teachers (77.8%) faced challenges when implementing the developed curriculum as presented in figure 4.8. Most teachers indicated that lack of teaching and learning materials hindered effective implementation of the curriculum. One respondent stated that;

> *There are no books, making it difficult in linking topics, some topics are irrelevant and others are difficult*

They attributed lack of books to the delayed distribution of teaching materials for the reviewed curriculum. Another respondent argued that

New topics are introduced while most of the books are not available.

Furthermore, a respondent stated that

Some subjects have no materials such as Nyanja and Art.

Teachers' lack of training and understanding of the curriculum was another challenge faced during the implementation of the curriculum. Others indicated "poor quality teaching materials" and lengthy syllabus. For instance, one teacher indicated that

> *Grade 8/9 business studies topics are too long the time given is too short to complete the entire syllabus.*

In addition, information was elicited from secondary school head teachers using the interview schedule item number 5. Head teachers were asked as to whether teachers complained about the curriculum that they used in schools. The responses from head teachers were not very different from what the teachers noted. For instance, some head teachers explained that;

> *Especially the revised one, most teachers are complaining especially in the practical subjects, a lot of work involved and the syllabus has been made in such a way that it's difficult to do in a class and teachers are not trained in the things that are in this new curriculum especially in computer subject for example. In mathematics too though there isn't much only that they have added more topics to it, home economics, I think they have added new things*

> *Well, like the new revised curriculum, its outcome based but very few people know that its outcome based even in their lesson planning, you would still see them to say pupils should be able to which is not supposed to be there in the outcome based because the action plan is not supposed to be like that. I think teachers partially understand the curriculum after they have been talked to through workshops and the other CPDs that we have in the school*

Another head teacher said that;

> *uhmm, there are complaints of course here and there, because if you look at the vocational pathway, of course we understand that schools are important to our*

learners but I think before everything was put in place, they could have done more a lot on the ground work. They have rolled out this curriculum which has the vocational path but if you go back to these schools, they don't have equipment's to use. So basically to say, pupils will be coming out with skills I don't see it, not now. Teachers are satisfied but the problems are teaching materials, they are not adequate, I will sight an example of our school, we don't even have infrastructure but we would want to take up the vocational pathway, which rooms do we use? So it's making it difficult for our teachers to work.

Some teachers argued that some changes made in the curriculum were not in line with the expected learning for the teaching process and in some cases the draft curriculum was vague with a lot of mistakes. Challenges were also attributed to lack of consultation with teachers which consequently led to the removal of some important build up topics. This was evidenced when one of the head teachers said;

Yes, there are some teachers that have complained, in social sciences, they talk of the combination of the three subjects that is civics, history and geography to form the social studies and also the business studies. It's like one component of the subjects since it's now business studies. You will find that the aspect of office practice has got fewer topics, on the other hand, the other one is bulky, something like that. They have complained about commerce also, they are saying it should be split just like these other subjects like civic education in the examination, one paper has multiple choices and the other one has essay type of questions. Teachers are not satisfied but the problem is that we are the implementers of the curriculum, so even if we complain, at the end of the day, we have to implement."

Furthermore, the researcher sought to find out from the curriculum specialist if at all they had received submissions of any complaint nature from the teachers regarding the curriculum that they used. In eliciting this information, the researcher was guided by item number 11 from the interview schedule for curriculum specialist (see appendix iii). The response from the curriculum specialist revealed that they were aware that some teachers indeed faced challenges with regard to subjects such as social studies. This came out in the response when the curriculum specialist said that;

Yes we hear some rumours here and there that most teachers face challenges when implementing the curriculum especially with regards to some subjects. Those who are able to are free to come here at CDC for some clarification but as you know, CDC is an arm of education headquarters and so there is a proper channel that the teachers should follow to forward their complaints but for those who have managed to come in person we have been able to give them clarifications here and there...

It is clear from the responses from all the head teachers and curriculum specialist that teachers encountered a number of challenges when implementing the developed curriculum. It can further be noted that almost all the challenges that teachers faced were as a result of lack of teacher involvement in the development of the curriculum as most teachers were seemingly not consulted when coming up with the curriculum. Figure 4.8 presents a summary of the percentage of teachers facing challenges when implementing the developed curriculum.
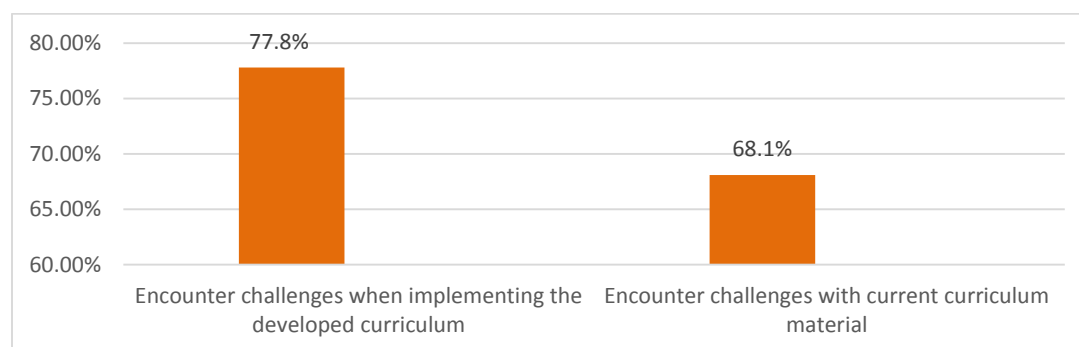
Figure 4.8: Percentage distribution of teachers facing challenges when implementing the developed curriculum

Secondary school teachers expressed concern that lack of communication regarding the changes in the curriculum provided a challenge when implementing the developed curriculum. This was noted from some teachers' responses who said that;

> *Teachers are not communicated to on time on the changes in the curriculum and teachers have to learn the new introduced topics before delivering to the students.*

Other challenges that came out from the secondary school teachers responses included lack of follow ups by the curriculum developers and some changes made in the curriculum not matching the expected learning for the teaching process.

In addition, results in figure 4.8 also show that the majority of respondents (68.1%) faced challenges with the current curriculum materials. Some respondents indicated that

 Most of the books are not detailed, and some books need editing.

Similarly, a respondent argued that

> *Most curriculum materials were poorly produced because they leave out certain portions of the new syllabus.*

Teachers also advanced the challenge to teacher's lack of participation in the design stages of curriculum and the delayed dissemination of the materials. For instance, a teacher stated that;

> *Most books are written by foreigners and retirees, and books do not reach the intended users in good time sometimes nothing.*

Other challenges included lack of funding and poor quality of materials.

Additionally, lack of support, awareness and encouragement for teachers to participate in the entire curriculum development process emerged as one of challenges. Figure 4.9 below revealed that nearly all respondents (96%) indicated the support, awareness and encouragement given to teachers is not enough. A teacher noted that;

> *The CDC personnel do not offer workshops to sensitize the teachers who are the implementers on the developed curriculum.*

Other teachers argued that they were not given the materials on time and teachers were usually involved at implementation level which discourages them. In this regard, a teacher noted that

Secondary school teachers are only considered to be implementers.

Another teacher indicated that;

> *I have actually never been found in a forum where teachers are being given awareness or are encouraged to participate in the development of the curriculum. So in short teachers are not aware that they can participate.*

Similarly, a teacher noted that;

> *I have never come across any sensitization or awareness campaign with regards to participating in the development of the curriculum since I joined the teaching fraternity unless it is done behind closed doors.*

Most teachers argued that the curriculum was imposed on them. For instance, one head teacher said that;

> *No, teachers are not involved in the curriculum development process; the curriculum is just imposed on them*

As mentioned earlier, secondary school teachers were asked if they were given enough awareness and encouragement to enable them participate in the development of the curriculum. This was done using question number 12 in the questionnaire for secondary school teachers.

Figure 4.9 provides a summary of responses from secondary school teachers. It can be noted that almost all the secondary school teachers (96%) stated that awareness and encouragement to enable them to participate in curriculum development process was not given with only 4% of teachers who said that awareness and encouragement given to them was enough.
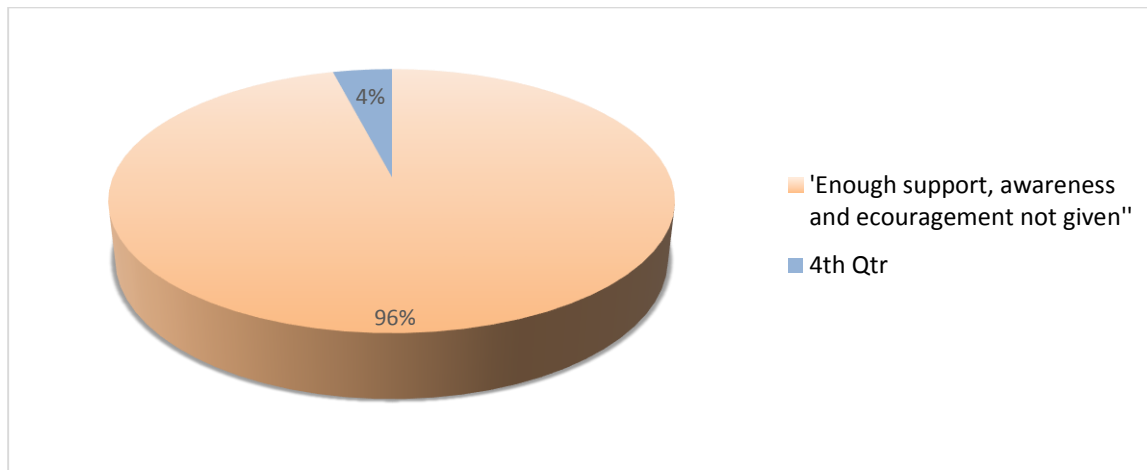
Figure 4.9: Percentage distribution of Support, awareness and encouragement for teachers to be involved in curriculum development

4.7 Summary of results on challenges encountered by teachers when implementing the developed curriculum

The purpose of this section was to answer research question number two*: What challenges did secondary school teachers encounter when implementing the developed curriculum?* Overall, respondents indicated that they encountered a number of challenges when implementing the developed curriculum. Respondents noted that most of the challenges they encountered were as a result of lack of their involvement in the curriculum development process. Most teachers noted that there was lack of proper communication between the teachers and curriculum developers with regard to the developed curriculum. In addition, respondents noted that they lacked teaching materials and in cases where materials were available, they were poorly produced with no much detail. The implications of these results were that the curriculum that was developed with little or no teacher involvement lacked effectiveness when being implemented.

4.8 Research Question Three

Research question number three sought information from secondary school teachers and head teachers on the possible roles that teacher could play in the curriculum development process. The question was as follows; *what possible roles can secondary school teachers play in the curriculum development process?*

4.8.1 Participants' willingness to participate in curriculum development

Before establishing possible roles that secondary school teachers could play in the school curriculum development process, it was cardinal to first of all determine if the secondary school teachers were willing to participate in the curriculum development process. To this effect, research item number 13 in the secondary school teachers' questionnaire sought information from teachers about their willingness to participate in the development of the secondary school curriculum given a chance and opportunity. Figure 4.10 presents a summary of the willingness of respondents to participate in curriculum development.
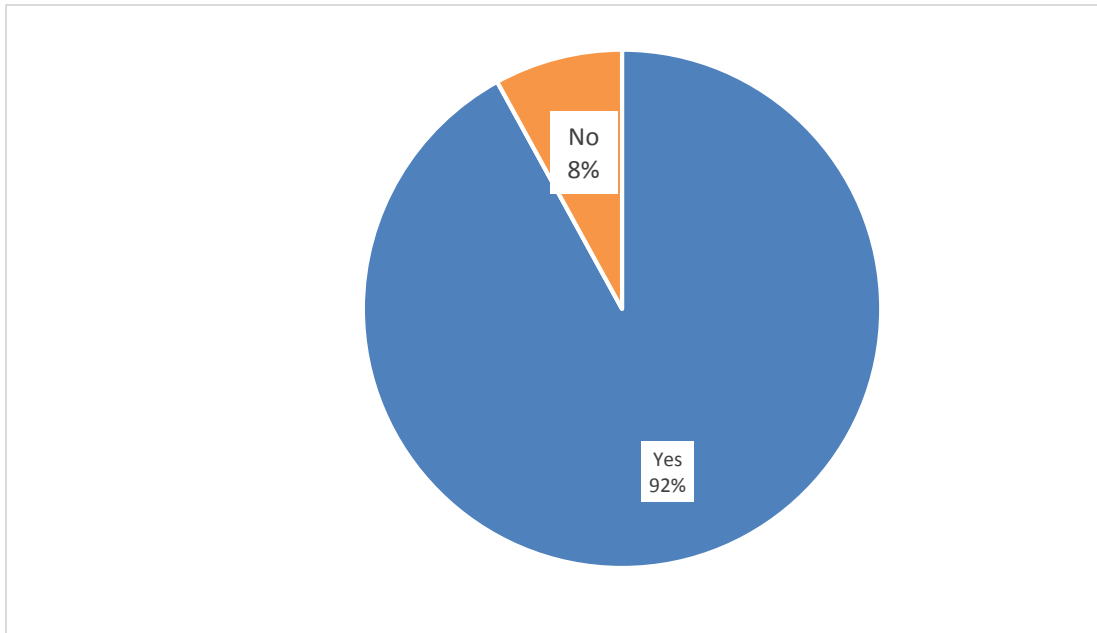
Figure 4.10: Percentage distribution of willingness of teachers to participate in the development of the curriculum

When respondents were asked whether they would participate in the development of the curriculum if they were given an opportunity, the vast majority (92%) indicated "Yes". Many respondents emphasized the need to participate because they were the final implementers of the curriculum and that they knew the challenges that they faced. Some respondent stated that;

Being the final implementer of the curriculum it is important that I am involved.

Teachers are the ones involved in curriculum implementation, its fit that they are involved in developing the curriculum to reduce on the challenges.

Because I would first share my experience as I have been handling learners, fill up the gap and eventually it would be easy for me to implement the developed curriculum because I would have been involved from the beginning.

Additionally, respondents wanted to participate in the curriculum development process so as to address the challenges faced during the implementation. One teacher explained that;

I want to participate in the curriculum development process in order to address the challenges I encounter when teaching and when setting examination at grade 12 and because the teachers are the ones who know what to teach and what pupils are able to do. They even know what should be used when teaching

Respondents also indicated that the teachers understood challenges at classroom level, hence the importance of their participation in the curriculum development process. Some teachers commented that;

I understand what goes on in schools in terms of time available and what ought to be taught.

The teachers are the ones who know what to teach and what pupils are able to do. They even know what should be used when teaching

Experience in teaching and subject area was one of the reasons that emerged. A respondent indicated that they would want to participate in the curriculum development process because of the experience they had. This was noted when the respondent said that;

Because I have taught for 20 years and trained to teach all levels of education apart from that I have seen programmes come and go and reason of this failure

Other reasons that emerged for willingness of teachers to participate in curriculum development included to earn an allowance during the process while other respondents wanted to have an input in the materials that they would be using when teaching.

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However, about 8% (*see figure 4.10*) of the respondents indicated that they would not participate in development of the curriculum. One teacher indicated that,

I cannot participate because I need experience in the first place, so those whose experience is vast they can.

Another respondent indicated that

It is not motivating

From the responses from the secondary school teachers, it can be noted that the majority of teachers were willing to participate in the development of the curriculum. Most of the teachers who were willing to participate in the development of the curriculum had their reasons connected to the effective implementation of the curriculum. These responses indicated that teachers were confident that given an opportunity to participate in the curriculum development process, they would contribute positively and they would consequently implement such a curriculum with ease.

4.8.2 Stages at which teachers should be involved in curriculum development process

It is clear from the responses that were provided on the willingness of teachers to participate in the curriculum development process that teachers were very willing to participate for various reasons. It was therefore motivating to establish specific stages that teachers were interested in participating during the curriculum development process. In trying to solicit this information, research item number 14 from the secondary school teachers' questionnaire was designed. This question sought information from teachers on the stages where they felt teachers should be involved in the curriculum development process.

The majority of teachers (56.9%) indicated that teachers should be involved in situational analysis and formulation of education objectives. Setting up the curriculum project and constructing the programme was indicated by 54.2% of the respondents and nearly five in ten of the respondents (51.4%) indicated involvement at the programme improvement stage. About 41.7% of respondents indicated teachers should be involved in piloting the new programme in selected schools. Figure 4.11 presents a summary of the responses from the respondents.
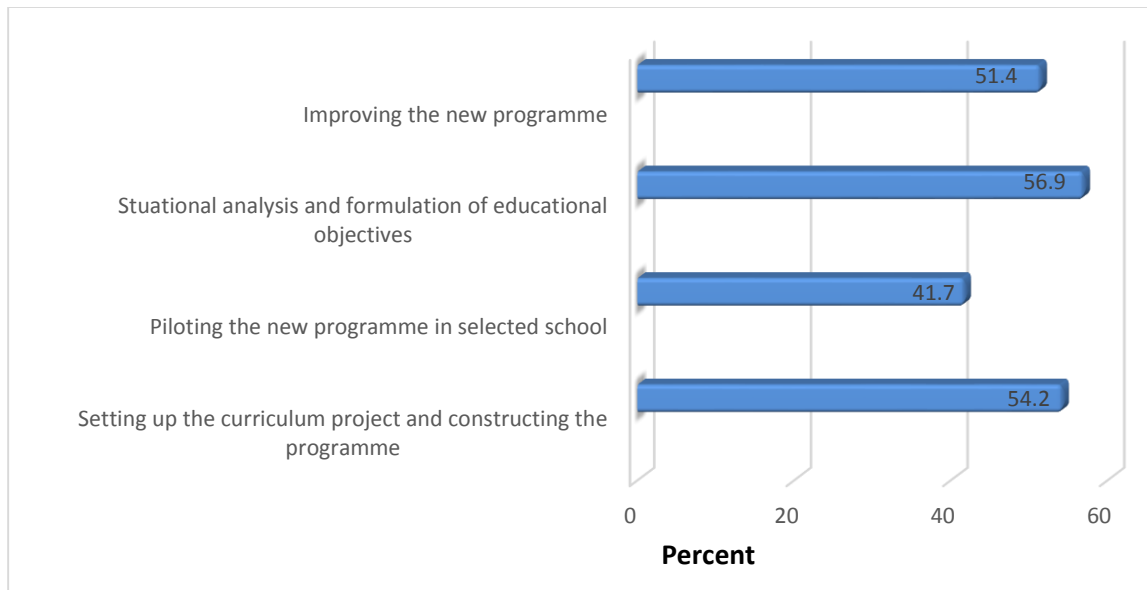
Figure 4.11: Percentage distribution of Stages of teacher involvement in curriculum development

Other stages that emerged included changing the syllabi and the whole set up of the curriculum, advertising and training of teachers who were on teaching practice the content of what is in the curriculum. Some teachers also indicated that secondary school teachers should be consulted from the beginning of the curriculum development process.

4.8.3 Suggested ways that would guarantee effective secondary school teacher participation

Teacher participation in the development of the curriculum is critical. However, the level of teachers' participation in curriculum development was low, hence, it is obligatory to identify ways that would guarantee effective secondary school teacher participation. In this regard, research item number 15 from the secondary school teachers' questionnaire was designed to seek information from secondary school teachers on their views of different ways which would guarantee effective secondary school teacher participation in the development of the secondary school curriculum.

The responses indicated that most teachers would be involved throughout the curriculum development process. Teachers explained that teachers to participate in the curriculum development process should represent subject teachers, section heads and HoDs. One teacher suggested that;

> *The CDC should device a deliberate programme to randomly select a lot of teachers from different departments to participate in their seminars and workshops.*

Respondents also suggested decentralizing the curriculum development process allowing them to make an input up to school level. For instance, a teacher noted that;

> *participation can be improved by letting provinces, districts and schools put in their input and come up with one comprehensive report, from schools, districts and provinces.*

In a similar vein, another respondent stated that

The involvement of teachers should start at school level setup.

Additionally, some teacher suggested openness to teachers for their suggestions, giving them the CDC programmes, allowing increased teacher participation in curriculum issues and making it more interactive. For instance, a respondent suggested that

> *Holding seminars or workshops for HODs who will submit suggestions from respective teachers so that will guarantee a proficient secondary school teacher participation in the development of secondary school curriculum*

Other strategies included continuous sensitization through CPDs, workshops, in-service training and improvement of communication channels. One respondent also noted that

The examination council, CDC and teachers should come together

 Funding and improved incentives was one strategy for effective teacher participation emerging among some of the respondent.

4.8.4 Possible roles that secondary school teachers can play in the development of the school curriculum.

Given that most teachers were willing to participate in the curriculum development process and that suggested strategies to ensure effective teacher participation in the curriculum development were brought forth, it was imperative to establish possible roles that teachers felt they could play in the curriculum development process. Research item number 16 from appendix I sought information from the secondary school teachers on their views of important roles they could play in the curriculum development process. Similar information was sought from secondary school

head teachers through item number 11 from the interview schedule for head teachers In response, teachers suggested important roles they would play in the development of the curriculum that when applied would lead to their active involvement in curriculum design. Firstly, most teachers suggested direct involvement in the development of the curriculum. In connection with this, a teacher noted that

> *To avoid challenges that are encountered, teachers should be given an opportunity to develop the curriculum so that it becomes easier to implement the curriculum.*

Other teachers indicated that teachers would play an important role in

> *Contributing ideas on how they would want the content of the curriculum be revised and suggest the times or durations that are convenient for them*

> *We know the type of pupils that we deal with so we know how certain subjects can be understood better than the ones that are copied elsewhere*

One head teacher emphasized that;

> *I think teachers as they are teaching they know which areas are supposed to be…. you know the way the curriculum is supposed to be tenured ….. aaah as they teach, they know which areas are supposed to be taught first and last but you find if they are not there, the people that will come up with that document, you will find that they will mix up things*

Similarly, a respondent noted that teachers would play an important

> *By submitting their observations based on their experiences in the classroom and how well the learners could benefit from the curriculum*

Secondly, the provision of materials and information was one of the roles that surfaced as a possible role teachers would play. Similarly, some teachers noted that they would assist to suggest the gaps that they have observed as they teach their lessons and make submissions such as the links between topics, and provision of materials. This is because teachers are the final implementers of the curriculum and would be able to give the history of successful projects and programs. One respondent noted that;

> *Teachers would give first-hand information on what should be taught or will work as well as give appropriate advice.*

Similarly, one head teacher noted that;

I was privileged to have contributed towards the geography book that we are using now, senior geography. It was not all the teachers but they just sampled a few teachers who sat and came up with the book which is currently used so if I am given to teach the subject, I will teach it comfortably so one of the important roles for teachers is to be involved in the writing of the teaching materials."

Another respondent argued that

Secondary teachers are the ones who implement the polices set by the government and implement the curriculum so they have an important role to play in the development of the curriculum that they will implement

One head teacher emphasized that;

You know, as a teacher, we are the ones who go to class, we know the needs for the learners so if a teacher is part of the people that are doing the curriculum, at least I think it would be better when it comes to implementing, the teachers will know the changes that are coming in and the change won't be faced with a lot of resistance. So that's what I feel.

Other possible roles that emerged included improving the new programme and piloting the new programme in selected schools. Some teachers also indicated that teachers could provide checks and balances for the curriculum being developed. This was evidenced when one head teacher said;

One, I think in terms of scrutinizing, teachers would scrutinize, and also in terms speaking out what works in the field. But I know you need to be very careful because sometimes they can just be distracted for the sake of being distracted. But if you explain to them what works in the field, then they know what happens because every method I can assure you, which comes into the system and that is in it, there is always a resistance towards it because people change. So I think teachers play an important role in scrutinizing what should be included in the curriculum

It is clear from the secondary school teachers and head teachers responses that the majority of teachers felt that they had important roles that they as teachers could play in the development of the curriculum. The responses indicated that teacher's role could not only be implementation of the curriculum in schools but should be widespread through all the stages of the curriculum development process.

4.9 Summary

In chapter four, the research findings of this study based on the research questions and research objectives have been presented. The questions which the chapter attempted to answer were (1) to what extent are secondary school teachers involved in the curriculum development process? (2) What were the challenges that secondary school teachers encountered when implementing the developed curriculum? (3) What possible roles can secondary school teachers play in the curriculum development process? Based on the three research questions, that have been presented in this chapter, the findings that were arrived at both through the qualitative and quantitative data sets strongly suggested that teacher involvement in curriculum development was extremely low and this brought about a number of challenges with regard to curriculum implementation. Furthermore, the research findings revealed that a majority of teachers were willing to participate in the curriculum development process. Teachers felt that they could play important roles during the curriculum development process which once allowed would guarantee effective curriculum implementation. In the next chapter, a discussion of findings of this study will be presented.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

In the previous chapter, the findings for this study have been presented. In this chapter, the study findings will be discussed. The discussion will be 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 guiding this study and other related literature in Chapter two. The findings will be discussed with special reference to the results obtained from interviews and questionnaires. In the first section, the extent of secondary school teacher involvement in curriculum development will be discussed. In the second section, challenges that secondary school teachers encountered when implementing the developed curriculum will be discussed and the fourth one dwells on important roles that secondary school teachers can play in the development of the secondary school curriculum. Effort has been made to reflect, validate and broaden current knowledge and philosophy in teacher involvement in curriculum development in Zambia. This had helped the researcher to interpret and outline what finding meant to the study.

5.2 Extent of secondary school teachers' involvement in curriculum development

It is imperative that teachers should assume a more leading and meaningful role in making the necessary adjustments to the curriculum taking into consideration of their working experiences. As noted in chapter one, teachers form an integral part of the education system of any country since they are the vehicles through which the curriculum and by extension the whole education policy is translated and interpreted to the learners. Research in diverse countries and education system shows that teachers are the biggest in-school influence on learner achievement and learning (UNESCO, 2015). The success, or otherwise of curriculum initiatives depends on teachers at the chalk-face (Gatawa, 1990). Full teacher participation in curriculum development is therefore a necessity which once ignored cannot go without long lasting effects on the developed curriculum. The success of any curriculum depends on how it is interpreted by its implementers who are the teachers. Batwini (2010; 89) noted that "teachers' perceptions and

beliefs influence and shape the meanings that the teachers eventually attach to the new reforms, which in turn play a vital role in their acceptance and classroom implementation." Teachers therefore can only interpret the curriculum correctly if they have a full understanding of it which can only come forth if they are fully involved in curriculum development.

As singled out from objective one, the study has established that the involvement of teachers in curriculum development is extremely low. The majority of the respondents comprising 90.3% as shown in figure 4.3 have never been involved in any aspect of the secondary school curriculum development process. Similarly, almost all the head teachers interviewed indicated that they were never involved in any aspect of curriculum development except for only two who mentioned that they were at one point involved in one way or the other. This finding is worrisome because the participants in the study are teachers who are the sole implementers of the curriculum. It is the teachers who interpret to the learners what is in the curriculum and so if the teachers are neglected in the development of the curriculum that they themselves are required to implement, it is questionable whether the implementation can be done effectively. Cornbleth (1990: 5) viewed curriculum as what actually happens in classrooms that is "an ongoing social process comprising of the interactions of students, teachers, knowledge and milieu." This point of view places teachers at the centre of the entire curriculum process because it is the teacher who interacts with the learners in the classroom. Adding to this view, Sharpes (1988:1) commented that curriculum is "what the teacher does and what the teacher knows and who the teacher is; the teacher's behaviour, knowledge and personality.' This assertion brings an emphasis that the quality of curriculum implementation is dependent on the quality of the teacher hence it is cardinal that teachers are involved in the development of the curriculum if the implementation of the curriculum is to be effective.

As can be noted from the findings of this study, the head teachers interviewed also confirmed that the majority of teachers in their schools were not involved in the curriculum development process as they had never received any invitation for any of their teachers to participate in the curriculum development process. It is fascinating to note that even the curriculum specialist interviewed in this study confirmed that the curriculum is developed by CDC and teachers were only given the syllabus after the development had been done. This information is contradicting with what is stated in the curriculum framework document as noted in chapter one that the school

curriculum was developed through a consultative and participatory approach through course and subject panels where teachers and other stakeholders were represented (CDC, 2013). The question that arises is how are the teachers in the classroom represented? It may be argued that the staffs at curriculum development centre are teachers by profession. However, there is a considerable gap in knowledge between a practicing teacher and a non-practicing teaching because the latter would have already lost contact with classroom and school practice which are a vital component in the curriculum development process. This view is supported by Ben-Perez (1990), who stated that because teachers are familiar with classroom situation; their role is deemed central for discovering the gaps and bringing about change and improvement. This assertion entails that the teacher who is no longer practising may not be in the position to have the actual feel of what takes place in the classroom. Therefore, involving teachers who left the classroom room in developing the curriculum may not have the same impact on the implementation of the curriculum as it would if teachers who are practising were involved. This is usually the case because the feel of the classroom and the actual school environment is vital to addressing the actual needs of the learners who are the sole beneficiaries of the curriculum.

In addition, Fullan (2002) observed that the teacher has to be fully involved in curriculum planning to fully understand the curriculum. Such understanding enables the teacher to reduce the gap between the intended and the achieved curriculum. In this case, the intended is the planned curriculum whereas the actual curriculum is what happens at implementation. This discrepancy is largely due to teachers' different ways of understanding and interpreting the curriculum handed down to them. This scenario comes as a result of lack of teacher involvement in curriculum development as the case is with the findings of this study. This also confirms the rationale for teachers having not understood the 2013 revised curriculum in Zambia was revealed during 2016 Ministry of General Education joint annual meeting (MoGE, 2016). Teachers did not understand the 2013 revised curriculum to a large extent because they were not actively involved in its development. In supporting this assertion, Machingambi (2013) argued that subordinates find it hard to execute decisions made without their knowledge. This may not be different from the Zambian situation as indicated by the findings of this study because teachers who were not involved in the development of the curriculum that they use may not have a clear picture of what exactly is to be done. They are likely to have no competence, knowledge propensity and mind-set that are required to make perfect decisions about it. All teachers should

therefore understand the principles and rationale behind the formulation, development and working of any curriculum used in schools. Only then can they be able to perform their roles in teaching effectively especially if they feel part and parcel of the entire curriculum development process.

However, a few teachers were involved (9.7%). The majority of the teachers (42.9%) who said they were involved said that they participated in setting up the curriculum project and building the programme *(see figure 4 3 and 4.4 in chapter four).* About 28.6% of the respondents had been involved in improving the new programme. The results further showed that an equal proportion of respondents (28.6%) had been involved in situational analysis and formulation of educational objectives. It is evident from the foregoing discussion that the number of teachers who participate in curriculum development is very small and therefore unrepresentative of the other practicing teacher's views. This is evidenced from the study findings which showed that the majority of the respondents (76.4%) as shown in table 4.3 were not of the opinion that secondary school teachers were adequately involved in secondary school curriculum development with most of the respondents (83.3%) either strongly disagreed or disagreed that the selection of secondary school teachers who are involved in curriculum development is very representative. Patrinos (2014) listed the following potential benefits of including teachers in decision making process; (1), improved student performance, (2) a more open and welcoming school environment, (3) a higher quality of education as a result of more efficient and transparent use of resources thus, more efficient use of resources because those making decisions for the school are intimately acquainted with its needs.

What is clear from the above observation is that curriculum innovation should address specific and felt concerns of teachers. The results on the extent of teacher involvement in curriculum development are consistent with the results of the study as noted from chapter two, in a study conducted by Ndum and Okey (2015) on teachers involvement and role in climate change curriculum development and implementation in Nigerian secondary educational system which discovered that teachers were mostly not involved in curriculum development instead, they were just expected to implement the already developed curriculum. In addition, Carl (2005) in his study on the "voice of the teacher" in curriculum development: a voice crying in the wilderness?, the findings which were also supported by Wright (1985), indicated that teachers were for the

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most part excluded from participating in curriculum development at curriculum levels outside the classroom. Their perception was that although they were subject area specialists, little attention if any was given to their "voice" they were only involved in the implementation of the new curriculum. This confirms the results of a research carried out by Maphosa and Mutopa (2012), which found that teachers in Zimbabwe were not involved in crucial issues in school based curriculum development and their efforts did not result in significant curriculum improvement.

As can be noted from the finding of this study, a large number of the teachers (91.7%) as shown in table 4.3 were not of the opinion that secondary school teachers were well consulted on any issues related to secondary school curriculum development. Further, the majority of respondents (68.7%) claimed that the MoGE and CDC officials viewed teachers as implementers only who did not understand a curriculum to be developed. This view was supported by the revelation from the curriculum specialist which strongly indicated that curriculum development is done by curriculum development centre and teachers were only given the syllabus after it had already been developed. These findings provide a clear indication that the 'voice' of the teacher is to a large extent ignored in the curriculum development process. Teachers were mostly considered only as curriculum implementers who should only implement what had been developed for them. This situation is worrisome because teachers were left with a high probability of misinterpreting what had been developed in the curriculum as they may lack proper understanding of what is contained in the curriculum. Effective implementation of the curriculum is to a large extent dependent on how well the teacher understands the curriculum contents.

The finding on the extent of teacher involvement in curriculum development process is also consistent with the assertions by Ramparsad (2001) that curriculum development in most African countries followed a top down approach and teachers were not often involved in its planning and development and only saw themselves playing a role in the implementation. These and other related results illustrate that when the curriculum is developed at the top with few individuals and then brought to the teachers to implement, it may have great implications on the education system of the country since the implementers may not know what to do. In line with this, Morris (1995) observed that the degree to which schools and (teachers) can adopt and implement a top-down curriculum change depends on the extent to which those responsible for managing the change acquire informed understanding about the educational theory and knowledge

underpinning the change. A good curriculum requires careful planning and development and it is worthless and ineffectual if teachers were not alert and receptive to what was required of them and if they could not see how the innovation would be successfully applied in their own classrooms (Marsh and Willis, 1998). Teachers' understanding of the principles underlying reform strategies plays a significant role in the degree of implementation of an innovation because teachers with a low degree of understanding may generate a low degree of implementation (Kirgkoz, 2008b).

In support of this, Batwini (2010) noted that teachers' perceptions and beliefs influence and shape the meanings that the teachers eventually attach to the new reforms which in turn play a vital role in their acceptance and classroom implementation. Teachers therefore can interpret the curriculum correctly if they have a full understanding of it which can only come forth if they were fully involved in curriculum development. In addition, Gorsuch (2000) emphasised that the attitudes and beliefs of the teachers was the single strongest guiding influence on teaching and learning. However, the findings of this study as indicated by figure 4. 2 in the previous chapter revealed that teachers were to a large extent not involved in the curriculum development process. This state of affairs may lead to the misinterpretation of the developed curriculum as confirmed by the results of a study carried out in Israel by Eggleston (1999) of Haifa University which indicated that policies and innovations dictated by heads on teachers were not fully implemented by teachers due to a number of factors amongst others include misinterpretation of the requirements.

Similarly as noted in chapter two, the 14th yearbook of the department of the superintendents of the national education association of the United States of America (1936) concluded that many teachers did not relate to most courses of study because they had been written by people who were far from classroom practice. These authors noted that many course of study remained on the shelves unused because teachers had not been involved in their development. In addition, Hopkins (1941) in his description of co-operative democratic interaction asserted that teachers and students along with other significant adults should be responsible for designing the curriculum used in the classroom. A common theme in many of these writings was that teacher participation produced more effective and meaningful curricula than those produced by external sources. Teacher involvement in the curriculum development process therefore would not only

serve to improve curriculum, teaching and learning but could ultimately serve to make better teachers and administrators. When teachers participate in the curriculum development process, they have a detailed knowledge of all the relevant factors about their students, the school and their whole situation (Bude, 1999; Carl, 1995). This in turn may enable the teacher to have a sense of ownership of the curriculum placing them in a good position for effective implementation. It is imperative that teachers should be regarded as an integral part of the curriculum development process and not merely as translating other's intentions and ideologies into practice (Clandinin, 1986). It is apparent from the preceding observations that teacher knowledge is an essential component in improving practice and underpins the transformation of curriculum targets into curriculum activities through planning and implementation.

It can therefore be concluded that, objective one of this study has been attained since the findings of the study have established that secondary school teachers were to a large extent not involved in the curriculum development process. The big question that needs to be addressed next by this study is that of not knowing the actual challenges that teachers encounter when implementing the developed curriculum. In order to have this question answered, in the next section, the challenges that teachers encounter when implementing the developed curriculum will be discussed.

5.3 Challenges secondary school teachers encounter when implementing the developed curriculum

It is clear from the findings of this study that the majority of secondary school teachers were not involved in the development of the curriculum that they used in schools. It is however evidenced that all the secondary schools teachers were fully involved in the implementation of the developed curriculum. The success of any education policy depends on how the practitioners, namely teachers in this case accepted the mandated policy and adopted the desired practices (Brain, Reid and Boyes, 2006). This only becomes a reality if the teachers were actively involved in the curriculum development process. It was therefore vital for the study to establish if at all the teachers encountered any challenges when implementing the developed curriculum.

This study finding established that generally, a large proportion respondent (77.8%) faced challenges in implementing the developed curriculum as represented by figure 4.7 in chapter 4. Most teachers indicated that lack of teaching and learning materials hindered effective

implementation of the curriculum. It was also noted from this study findings that most challenges that secondary school teachers faced when implementing the curriculum were as a result of lack of wide consultations with the teachers as indicated in the previous section that teachers were not adequately involved in the development of the curriculum. Batwini (2010) added that the repeated failure of curriculum reform to achieve the desired outcomes was because curriculum developers overlooked the social issues that surrounded teachers, school or district. Warters and Vilches (2008) added that classroom level implementation had been difficult to achieve due to among others, lack of professional support and instructional materials.

The finding of this study indicated that lack of resources was one of the prominent challenges that teachers encountered when implementing the developed curriculum. These findings are consistent with the observation by Carless (1999) and O'Daniel (2005) who mentioned lack of resources and insufficient curriculum time, expenses for training and lack of appropriate materials as other factors that made curriculum seldom implemented as intended. In addition, Carl, (2009) observed that teachers faced tremendous challenges several of which were related to curriculum. The challenges manifested themselves at various levels and in various areas ranging from the national level to within the classroom level. This scenario becomes evident especially when teachers were absent to answer the very significant curriculum questions in the process of curriculum development. In line with this, as noted in chapter one, Eshiwani (1993) observed that the objectives of any educational system can be achieved mainly through very pertinent curriculum questions that require the teachers themselves to answer rather than the teachers having the questions answered for them by detailed syllabi, study guides, examinations boards, inspectors and other ways employed by central bodies that develop the curriculum.

Teachers' lack of training and understanding of the curriculum was another challenge faced during the implementation of the curriculum. In relation to this, Sherin, (2004) argued that curriculum change implies teacher change. If teachers were not empowered to effectively implement the new curriculum, the investment of time and resources in developing a new curriculum package can be a waste. It is common for teachers to find themselves teaching in the same way they always have, perhaps utilizing some of the new materials but adapting them to fit traditional patterns (Bell and Gilbert, 1996). To overcome this, teachers should be equal partners in curriculum and material development (Graham-Jony, 2003). The finding of this study

indicated that development of teaching material to be used in schools is left in the hands of some publishers. This was confirmed from the information sought from the curriculum specialist who made an emphasis that involvement of teachers in the development of textbooks were left in the hands of publishers who could decide on the extent to which teachers could be involved in textbook writing. This explained the reason why teachers were faced with challenges when implementing the developed curriculum because what was coming out clearly was that the people who developed the curriculum were different from those who developed the instructional materials and it remained to be the job of the teacher to reconcile the two at implementation level. As noted in the conceptual framework of this study (see figure 1.1), the teacher should take centre stage in curriculum development, instructional material development and curriculum implementation. A problem arises if teachers were actively involved only at the curriculum implementation stage. This scenario explained to a large extent the challenges that teachers encountered when implementing the developed curriculum.

According to Thompson (1992), what teachers do in the classroom is fundamentally influenced by their personal views and beliefs. Teacher's attitudes are a major predictor of the use of new technologies in instructional settings (Isleem, 2003). Consequently, the negative attitudes held by teachers about changes in the curriculum may negatively affect the curriculum implementation process which may in turn compromise the quality of teaching and learners academic performance. In addition, Ponte et al (1994) noted that when a new curriculum is introduced, teachers are normally concerned with the following: the overwhelming work required in the implementation of the new curriculum, lack of proper training on the new curriculum and inadequacy of supporting material for the new curriculum.

Some teachers argued that some changes made were not in line with the expected learning for the teaching process and in some cases the draft curriculum was vague with a lot of mistakes. In line with this, Skilbeck (1982) emphasized that the best place for designing a curriculum was where the learner and the teacher meet. While curriculum experts often dictated the skills covered by the curriculum, a teacher provided insight into the types of materials, activities and specific skills that needed to be included in the curriculum. It can be noted from the findings of this study that the majority of teachers were in agreement with the point of view of Skilbeck as it was established that most of the challenges that teachers faced when implementing the developed

curriculum were attributed to lack of consultation with them. In line with this, UNESCO Global Monitoring Report (2015) found that teachers lacked understanding of the reforms intentions and the reforms lacked grounding in the classroom reality as teachers were not involved in curriculum planning. In addition, most teachers felt that the lack of full teacher involvement in the curriculum development process resulted in the removal of some important build up topics in the developed curriculum.

It was also worth noting that the findings of the study were in agreement with the theory guiding this study whose major emphasis is that the teachers should be at the centre of any curriculum development model regardless of their limitations. If the teachers who are the actual implementers of the developed curriculum were well consulted, challenges that they faced when implementing the developed curriculum could be avoided. Ramparsad (2006) further emphasised that teachers who had been left out of planning the curriculum appeared to be mystified by the jargon in the learning programme provided to them. These challenges support teacher participation in curriculum development process for effective implementation of the curriculum.

It has been noted that most challenges that secondary school teachers encountered when implementing the developed curriculum were as a result of their not being involved in the curriculum development process. Most teachers emphasized that a number of challenges they encountered when implementing the developed curriculum could be done away with if they were actively and adequately involved in the curriculum development process. The view that teachers portrayed were in line with the theory guiding the study whose main emphasis was that teachers should be at the centre of any curriculum development process regardless of their limitations.

5.4 Possible Roles that Secondary School Teacher can play in the Curriculum development process

Teachers play a very important role in the facilitation of the learner's acquisition of the desirable knowledge, skills, values and attitudes (Mulenga, 2015). It is therefore crucial that teachers are involved and fully participate in the entire curriculum development due to the vital role and responsibility placed on them in the curriculum implementation. Teachers having the knowledge and class experience must contribute to the curriculum development process by conveying their ideas and transmitting the know-how; they must be in the planning stage of what they are going

to implement (Baene and Apple, 2007). In line with this, respondents suggested important roles they would play in the development of the curriculum that when applied would lead to their active involvement in curriculum design. Firstly, most teachers suggested direct involvement in the development of the curriculum.

Most teachers suggested that the involvement of teachers in curriculum development process should be throughout the curriculum development process with selection which should represent subject teachers, section heads and HoDs. This finding support a study by Mosothwane (2012) on the role of senior secondary teachers in the development of mathematics curricular in Botswana which proposed the use of school based consultative committee to gather views of teachers and submit them to local curriculum committees who then took them to regional committees and then national curriculum development panel. This view was also supported by Beane and Apple (2007) who stated that teachers, having the knowledge and class experience must contribute to the process by conveying their ideas and transmitting the know-how; they must be in the planning stage of what they are going to implement.

Cincioglu (2014) affirmed that teachers play a key role in the phase of planning as there is need for combing their theoretical knowledge and experiential knowledge; that is being able to write down a learning outcome requires the field of knowledge while finding out whether that learning outcome is sensible to realise with that group of students depends on what teachers experience. Teacher's skills and attitudes count for a great deal more in curriculum development than do in the content and methods (Bishop, 1985). It can be noted that teachers are definitely the heart of the matter. One cannot proceed with any curriculum development without the full cooperation of the teachers and the local authorities. Whenever there is need for curriculum development, teacher's role and involvement come to the fore of necessity (Carl, 2012). Because the teachers are familiar with the classroom situations, their role is deemed central for discovering the gaps and bringing about change and improvement.

Respondents also suggested decentralizing the curriculum development process allowing them to make an input up to school level. The findings of this study were also supported by a South African study done by Malebye (1999) on teacher's role in curriculum development where teachers proposed workshops, conferences and formation of school committees as avenues for involvement in the curriculum development. In line with this, as noted in chapter one, Carl,

(2012;193) emphasized the need ' to bring the teacher as implementer together with the institution or person involved with the design so that mutual co-operation may be brought about. There must be teacher input; it should not be otherwise.' In the same vein, Wadesango (2014) asserted that involving teachers in school based decision making boosts up their commitment, job satisfaction and morale. This in turn would lead to effective curriculum implementation and thus learner performance would be enhanced.

It is evident from this study's findings that teachers have the first-hand knowledge of the ground realities in the classroom and their involvement in the curriculum development process may create an ownership of the curriculum thus providing teachers with the commitment necessary for the success of the new curriculum (Kauser and Akhtar, 2012). Teachers understand the nature of learning, pose challenging tasks, encourage students to articulate their ideas, set goals for instruction, create appropriate contexts and pose problems that have relevance and meaning to their learners. Involvement of teachers in curriculum development will improve their skills of creating appropriate and effective context for learning (Munazza, 2004). In addition, Oliva (1992) noted that through curriculum development, teachers can discover new ways for providing more effective pupil learning experiences.

Secondly, the provision of materials and information was one of the roles that surfaced as a possible role teachers would play. Similarly, some teachers noted that they would assist to suggest the gaps that they have observed as they deliver their lessons and make submissions to provide links between topics, and development of instructional materials. This is because teachers are the final implementers of the curriculum and would be able to give the history of successful projects and programs. Mokua (2010) noted that teachers can determine the local learning needs, identify and build on existing strengths, utilise local resources, consider a range of models and decide which best suits the situation. Other possible roles that emerged included improving the new programme and piloting the new programme in selected schools. Some teachers also indicated that teachers could provide checks and balances for the curriculum being developed. This can be actualised because teachers have the direct link with the learners hence are better placed to know what can work and what cannot with their knowledge of the classroom experiences.

The views from the secondary school teachers suggested that teachers were central in any curriculum development process which is consistent with the curriculum diffusion theory guiding the study. In line with this, Schubert (1986) extended the role of a curriculum developer from merely developing the curriculum documents to encompass the work of teachers as he considered them as having a key role in developing curriculum in their planning of programs that influence the knowledge, skills, attitudes and values of their learners. It is on similar grounds that Bishop (1985) and Havelock (1971) advanced the view that the quality of an education system is dependent on its teachers who should initiate, develop and direct pupils learning.

It is worth noting that objective number three has been met since this study has established that secondary school teachers can play a number of important roles in the curriculum development process. The study noted that secondary school teachers know the kind of learners they deal with since they are the ones who are placed with a very significant role of curriculum implementation and so they are in the position to provide invaluable advice during the curriculum development process on what aspects would work out and what wouldn't.

5.5 Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and conceptual framework. The themes presented what the study established from the findings. These emerging themes were that; (1) Secondary school teachers were to a large extent not involved in the curriculum development process, (2) A majority of secondary school teachers encountered challenges when implementing the developed curriculum and (3) Secondary school teachers can play a number of important roles in the curriculum development process. In the next chapter, conclusions of the study and some recommendations based on the research findings will be made

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

In this chapter, a summary of the main research findings as answers to the research questions has been presented. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented. As a remainder, the main purpose of the study was to investigate teacher involvement in curriculum development in Zambia with specific concentration on a role analysis of selected secondary school teachers of Lusaka Urban.

6.2 Conclusion

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

The study established that the majority of secondary school teachers were not involved in the curriculum development process. They noted that their role has been mainly to receive the already developed curriculum and then implement it in their different schools. The majority of respondents further indicated that the selection criteria of the few teachers involved in the curriculum development process is not well known by most teachers. They felt that the curriculum that was developed hardly represents their views since there is poor and inadequate representation of secondary school teachers in the curriculum development teams.

The participants further indicated that they experienced various challenges when implementing the developed curriculum. The vast majority of the secondary school teachers emphasized that the challenges they encountered when implementing the developed curriculum were due to lack of full consultation between the curriculum developers and the practicing teachers in secondary schools.

With regards to the important roles that secondary school teachers can play in the curriculum development process, the majority of respondents felt that as many teachers as possible should be involved at all stages of curriculum development were they should undertake various roles in developing the curriculum. Most respondents emphasized that curriculum should not be

developed in the absence of practicing teachers and then impose it on them. Teachers should be central in the curriculum development teams and this will enable them to understand the principles of the development of the curriculum and its working for easy and better implementation of the developed curriculum.

6.3 Recommendations

In view of the results of this study and the conclusions drawn, the following recommendations were made;

a) The Curriculum review process should be participatory in nature where teachers and school administrators should be actively and adequately involved in the process. This is likely to ensure that teachers have positive attitudes towards the changes resulting in an effective curriculum implementation process.

b) The majority of secondary school teachers felt that curriculum development officials had lost touch with what was happening in schools. Therefore, it is necessary that curriculum developers be in constant touch with the schools especially through extensive research, adequate communication channels and making visits to the schools. This may enable them develop a curriculum that is flexible to be used by all teachers depending on the learners needs and different school environment.

c) Almost all respondents felt that since they were the implementers of the curriculum, they should be extensively involved in the curriculum development process by performing various roles such as

1. diagnosing and defining curriculum problems
2. assessing available resources to be used when implementing the curriculum,
3. deciding and planning learning programmes and
4. designing curriculum implementation strategies.

To enable teachers to perform these roles effectively, it is recommended that enabling strategies be sought which should include;

1. CDC should improve its contacts with the teachers in schools on curriculum matters. It should not only communicate to the teachers when changes have been made already but also when it intends to make them

2. Seminars, workshops and conferences should be organized frequently where teachers should meet with the curriculum developers to discuss curriculum development matters

3. Well-developed questionnaires containing curriculum development issues should be sent to teachers to complete them.

d) Since CDC performs a significant role in the development of the secondary school curriculum, there is need to make it more accessible to most practicing teachers in the schools. It is also important to establish ways of coming up with more functional curriculum development centres throughout the country especially in districts which should liaise with CDC in the development of the curriculum. By so doing, CDC will become a coordinating and facilitation body not the sole body to be relied on in all curriculum development materials. The curriculum developed in this way is likely to be more representative and flexible depending on the learner needs and the environment where it will be implemented.

e) Most teachers felt that they were not given enough encouragement; awareness and support to enable them participate in the curriculum development process. It is therefore necessary that the Ministry of General Education, CDC and the school administration recognize the teacher's role in curriculum development and provide them with the necessary financial and moral support to enable them perform their roles effectively in the development of the curriculum.

f) A majority of teachers felt that they can play very important roles in the curriculum development process apart from the actual curriculum implementation. These are very demanding tasks which require extensive preparation and guidance. It is therefore recommended that colleges of education and Universities devise strategies of meeting the dual roles of teachers adequately in their training programmes in order to enable teachers graduate not only as curriculum implementers but also curriculum developers. Currently, emphasis of teacher training is more on curriculum implementation than the development of the curriculum.

6.4 Recommendations for further research

This study was only carried out among selected secondary schools of Lusaka district. Related studies can be done in other geographical areas not covered in this study. A larger sample of teachers can be used.

The study only focused on secondary school teacher's role in curriculum development. It did not establish the position of other key stakeholders such as the University lecturers, the church representatives, standard officers to mention but a few on their role in curriculum development. It would be interesting to find out the extent to which other key stakeholders were involved in the curriculum development process.

This study only concentrated on the secondary schools. There is need to carry out an investigation on teachers of other levels of education and establish their position on the matter.

The study established that there are no known criteria used for selecting the few secondary school teachers who participate in curriculum development process. There is therefore need to come up with a model for teacher involvement in the curriculum development process.

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APPENDICES

Appendix i: **Questionnaire for Secondary School Teachers**

The study is about secondary school teachers' involvement in curriculum development in Zambia. Please do not write your name anywhere on the questionnaire. Fill in the blank spaces or tick (√) the appropriate answer in the space provided. Be honest when answering the questions and be assured that the information you give will be treated as confidential and will only be used for the purposes of this study.

SECTION ONE

BACKGROUND INFORMATION

1. Name of your school ………………………………………………………………………….
2. Is your school a) Boys Boarding   (   )

        b) Girls Boarding   (   )

        c) Mixed Boarding   (   )

        d) Mixed day   (   )

        c) Girls day   (   )

        d) Boys day   (   )

3. Sex: Male (   )   ;   Female (   )

4. For how long have you taught? ……………………………………………………………….

5. What are your qualifications?

        a) Masters Degree   (   )

        a) Bachelors Degree   (   )

        b) Diploma   (   )

        c) Other (specify)………………………………………………………………

SECTION TWO

A. Extent of teacher involvement in curriculum development

1. Who develops the curriculum used in Zambian secondary schools?
   a) Ministry of General Education officials and curriculum experts at Curriculum Development Centre (CDC)   (   )
   b) Curriculum experts, secondary school teachers, representatives from various interest groups in education and other educationists   (   )
   c) University lecturers   (   )
   d) Other (specify)……………………………………………………………….(   )

2. Have you ever been involved in the development of any curriculum materials used in Zambian secondary schools?   Yes (   ) ;   No (   )
   i)   If yes, at what stages / levels?
   a) Situational analysis and formulation of educational objectives   (   )
   b) Setting up the curriculum project and building the programme   (   )
   c) Piloting the new programme in selected schools   (   )
   d) Improving the new programme   (   )
   e) Other (specify) …………………………………………………………. (   )
   ii)   Which materials were you involved in development?
   a) Programmes and syllabi   (   )
   b) Teachers and learners guide books   (   )
   c) Text books and other learning resources   (   )
   d) Other (specify)…………………………………………………………...(   )

3. Do you think the current level of involvement of secondary school teachers in curriculum development in Zambia is satisfactory? YES (   ) ; NO (   )

Give a reason for your answer in (3) …………………………………………………………………

………

………......

………

4. i) What is the criterion used in selecting the teachers (if any) who participate in the development of the secondary school curriculum in Zambia…………………………..

………

………

ii)   Does the selection criterion used ensure enough teacher representation in curriculum development? YES (   ) ; NO (   )

iii)   Give a reason for your answer in (ii)……………………………………………......…..

………………………………………………………………………………………………………

………………………………………………………………………………………………………

5. Have you ever been contacted by CDC to participate in any aspect of curriculum development process? Yes **(   )   ;   No (   )**

Give a reason for your answer in (5)…………………………………………..……………...

……

6. In your view, who should be involved in the development of the curriculum used in secondary schools in Zambia? ....

……

7. In your view, is the present involvement of secondary school teachers in the development of curriculum satisfactory? Yes (   ) ; No (   )

Give a reason for your answer in (7)……………………………………………………….....

……

……

8. In your view, is it possible and necessary to increase the number and level of secondary school teachers in the development of curriculum materials in Zambia?

Yes (   )   No (   )

If Yes, in which ways………………………………………………………………………………

………

………

If No, what are the constraints…………………………………………………………………...

………

………

9. To what extent do you agree with the following statements on the extent of teacher involved in curriculum development?

Statements on extent of teacher involvement in curriculum development process	Agree	Undecided	Disagree	Strongly disagree
1. Secondary school teachers are adequately involved in the secondary school curriculum development process.				
2. The selection of secondary school teachers who are involved in curriculum development is very representative				
3. Secondary school teachers are adequately involved in the development of curriculum materials such as textbooks used in secondary schools.				
4. There are adequate channels of communication between CDC and secondary schools in issues related to curriculum development.				
5. Secondary school teachers are well consulted on any issues related to secondary school curriculum development.				
6. Secondary school teachers have understood the new/revised secondary school curriculum.				
7. Secondary School teachers have accepted the revised/new secondary school curriculum.				
8. The Ministry of General Education and CDC				

officials view teachers as curriculum implementers only who do not understand how a curriculum should be developed.				
9. Teachers are forced to implement aspects of the reviewed curriculum even if they do not agree with the changes made.				
10. Teacher are in the better position to understand what should be reviewed and changed in the curriculum related to their area of specialization				

C. Challenges that secondary school teachers encounter when implementing the developed

Curriculum

10. In your view, are there any challenges encountered by secondary school teachers when implementing the developed curriculum with or without their involvement?

Yes (   )   No (   )

If Yes what are the challenges? ………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

How can these challenges be overcome?

………………………………………………………………...…………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

11. In your view, are there any challenges encountered by secondary school teachers with current curriculum materials that they use such as textbooks?

Yes (   )   No (   )

If your answer to 11 is YES list the challenges.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

If your answer to 11 is YES, how can these challenges be overcome?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

If your answer to 11 is YES what do you think are the causes of these challenges?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

12. In your opinion, are secondary school teachers given enough awareness and encouragement to enable them participate in the development of the curriculum?

Yes ( )   No ( )

Give a reason for your answer in (12)…………………………………………………….......

…………………………………………………………………………………………………

…………………………………………………………………………………………………

D. Possible roles that secondary school teachers can play in the development of secondary school curriculum

13. In your view, would you participate in the development of the secondary school curriculum if you were given a chance and opportunity?

Yes ( )   ;   No ( )

Give a reason your answer in (13)…………………………………………………………………....

………

………

14. In your view, at what stages should secondary school teachers be involved in curriculum development?

a) Situational analysis and formulation of educational objectives   (   )

b) Setting up the curriculum project and constructing the programme   (   )

c) Piloting the new programme in selected schools   (   )

d) Improving the new programme   (   )

e) Any other (specify)……………………………………………………………………

………………………………………………………………………………………………………

…….

15. In your view, which ways will guarantee effective secondary school teacher participation in the development of the secondary school curriculum? ....

………

………

………

16. In your view, what important roles would secondary school teachers play in the development of the secondary school curriculum? …………………………………………………....

………

………

………

17. In your opinion, are there any challenges that would hinder secondary school teachers from effective involvement in the development of the curriculum that they use in schools?

i)   Yes (   )   ;   No (   )

ii)   If yes, which are the problems? ……………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

iii)   Suggest ways in which the above challenges could be overcome

…………………………………………………………………………………..………..

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

THANK YOU FOR YOUR CO-OPERATION

Appendix ii: **Interview Schedule for Secondary School Head Teachers**.

Good morning/afternoon, my names are Mwanza, Christine from the University of Zambia. I am here to collect data for my research on teacher involvement in curriculum development. I have come to you because you are more knowledgeable on what is obtaining in the school. Kindly share with me your opinions and views about the topic. The information you will give me will be treated with due confidence and will only be used for study purposes. In addition to taking notes, I will ask your permission to use a voice recorder so that I can capture all the important information that you share with me.

INTERVIEW QUESTIONS

1. How many years have you served as a secondary school Head teacher?
2. Have you ever been involved in the development of any aspect of the secondary school curriculum? (The researcher will probe the various aspects and reasons of not being involved).
3. What are your views about the way of developing the secondary school curriculum in Zambia? (The researcher will inquire both positive and negative aspects of the system).
4. How many trained teachers do you have in your school? Of these how many participate in the development of the curriculum used in secondary schools of Zambia? (Researcher to probe the reasons for the rate of involvement and criteria used in selecting those who participate).
5. Does any of your teachers complain about the curriculum they use? The researcher will probe the following;
   - Subject areas where complaints have been raised and reasons for the complaints.
   - Reasons whether teachers are satisfied with the system of developing the secondary school curriculum
6. In your view, are the teachers adequately involved in the curriculum development process? The researcher to probe reasons for the answer given
7. In your view, should the participation of secondary school teachers be increased in the development of the curriculum?

8. Are there adequate channels of communication between CDC and your school in issues related to curriculum development? (Researcher will probe on the effectiveness)

9. Are there constraints towards increasing teacher involvement in the development of the secondary school curriculum? (Researcher to probe on how to overcome the constraints if any).

10. Would you encourage your teachers to participate in the development of the secondary school curriculum?

11. What possible roles do you think secondary school teachers can play in the development of secondary school curriculum?

Appendix iii: Interview Schedule for Chief Curriculum Specialist.

Good morning/afternoon, my names are Mwanza, Christine from the University of Zambia. I am here to collect data for my research on teacher involvement in curriculum development. I have come to you because you are more knowledgeable on what is happening in the curriculum development circles. Could you kindly share with me your opinions and views about the topic? The information you will give me will be treated with due confidence and will only be used for study purposes. In addition to taking notes, I will ask for your permission to use a voice recorder so that I can capture all the invaluable information that you will share with me.

INTERVIEW QUESTIONS

1. How many years have you served as a curriculum specialist?
2. Have you ever been involved in the development of any aspect of the secondary school curriculum? (The researcher will probe the various aspects and reasons of not being involved).
3. Which model do you use for curriculum implementation in Zambia? (The researcher will inquire both positive and negative aspects of the system).
4. Are secondary school teachers involved in the development of the secondary school curriculum? (Researcher to probe the reasons for the rate of involvement and criteria used in selecting those who participate).
5. In your view, are the teachers adequately involved in the curriculum development process? The researcher to probe reasons for the answer given
6. In your view, should the participation of secondary school teachers be increased in the development of the curriculum?
7. Do you have consensus with the secondary school teachers before implementing any developed secondary school curriculum?
8. Who writes the textbooks for use in secondary school? (Researcher will probe on the textbooks used in the current curriculum)
9. Are there adequate channels of communication between CDC and secondary schools in issues related to curriculum development? (Researcher will probe on the effectiveness)

10. Are there constraints towards increasing teacher involvement in the development of the secondary school curriculum? (Researcher to probe on how to overcome the constraints if any).

11. Does your office receive any submissions (of complaint/challenges nature, for instance) from teachers about the curriculum they use? The researcher will probe the following;

    - Subject areas where complaints have been raised and reasons for the complaints.
    - Reasons whether teachers are satisfied with the system of developing the secondary school curriculum

12. Would you encourage secondary school teachers to participate in the development of the secondary school curriculum? (Researcher will probe on the possible roles that teachers can play in curriculum development).