

**EFFECTS OF THE 'NEW' ZAMBIAN HIGH SCHOOL  
GEOGRAPHY CURRICULUM ON LEARNERS**

**By**

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## **DECLARATION**

I, Bernadette Mulemi, declare that this work is my original work achieved through personal reading and scientific research. This work has never been submitted to the University of Zambia or any other University for the award of a Master of education degree in Geography Education or for any other academic award. All sources of data used, and literature on related works previously done by others, used in the production of this dissertation have been dully acknowledged. If any omission has been made, it is not by choice but by error.

Signature ..... Date .....

## **APPROVAL**

The University of Zambia approves this dissertation of **BERNADETTE MULEMI** as fulfilling part of the requirement for the award of the degree of Master of Education in Geography Education.

Signed ..... DATE.....

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For the love of my departed father, Bernard M. Mulemi, who always encouraged me to work hard, and in memory of my brother, Bosco and sister, Agatha.

To my loving mother, Cecilia N. Mulemi who gave me the strength to forge ahead, as she always prayed for me.

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## LIST OF ABBREVIATIONS AND ACRONYMS USED

CA .....	Continuous Assessment
CDC .....	Curriculum Development Centre
CIPP .....	Context Input Process and Product
COMESA.....	Common Market for Eastern and Southern Africa
DEBS .....	District Education Board Secretary
ECZ .....	Examinations Council of Zambia
GCE .....	General Certificate of Education
HIV/AIDS .....	Human Immuno-deficiency Virus/ Acquired Immuno Dificiency Syndrome
HS.....	High School
INSERT .....	In Service Training
MOE .....	Ministry Of Education
OBE .....	Outcomes-Based Education
PSBAT .....	Pupils should be able to
P.T.A .....	Parents Teachers' Association
SADC .....	Southern African Development Community
SC .....	School Certificate
UNZA .....	University of Zambia
UNESCO.....	United Nations Educational Scientific and Cultural Organization
UK.....	United Kingdom



## ABSTRACT

The need for relevance in school curriculum in Zambia started way back after independence in 1964. This drive for relevance was in response of citizens to determine their own affairs through education, which aspects may have been excluded from formal education by successive colonial rulers. The geography school curriculum has not been spared in such a desire for relevance. Since independence, Zambia has had two high school geography curriculums. The first one was the senior secondary school geography curriculum that was in existence from 1964 to 2004 when the 'New' curriculum was put in place. Following the continued need for a curriculum that would be responsive to the needs of local society, the 'New' High School Geography Curriculum was initiated in 2004 and was still in force up to the time of this study in the year 2011.

The purpose of this study was to evaluate effects of such a 'New' geography curriculum on High School (HS)/General Certificate of Education (GCE) learners. The study was conducted in two of the four districts of Lusaka province, these being Kafue and Lusaka districts. Basically, 10 schools were involved. The study was guided by the following Objectives ;

- i) To identify positive effects of the 'New' Geography Curriculum in Zambia on HS/GCE learners.
- ii) To find out negative effects of the 'New' Geography Curriculum in Zambia on HS/GCE learners.
- iii) To propose improvements to the 'New' High School Geography Curriculum in Zambia.

To achieve these objectives, the study sought to investigate views of policy makers and parents about the Geography curriculum. The study further sought to investigate views and experiences of teachers and HS/GCE Geography learners.

In order to achieve the objectives of the study and respond to the research questions, the study employed a survey research approach within a quantitative and qualitative design. The study purposefully sampled 26 teachers, 19 were class teachers and 7 were heads of Geography departments in the sampled schools. The teachers were drawn from 7 high schools. Furthermore, 246 HS/GCE learners were chosen as respondents using a stratified random sampling method. In addition 2 Geography subject specialists were purposefully chosen from CDC and ECZ, one from each respective institution. The study also used the stratified random sampling technique to pick 24 parents who participated in the study. The total study sample was 298.

Data was collected using two types of instruments namely, questionnaires and interview guide. Four separate questionnaires were used and one interview guide. The questionnaires were used to obtain data from the ECZ official, CDC official, teachers and HS/GCE learners. The interview guide was used to obtain data from parents.

The study found that the implementation of the 'New' Zambian High School Geography Curriculum generated both positive and negative effects to both teachers and HS/GCE learners. It was established that among the positive effects was the emphasis of the curriculum on local and regional issues. This was in the case where alien topics that were covered in the previous curriculum were done away with. The 'New' High School Geography was also observed to have included cross-cutting issues that addressed

environmental education, though not in details. The inclusion of the field project component was yet another positive point. It was further established by this study that the 'New' Zambian High School Geography Curriculum was an objective type of curriculum, meaning that outcomes were predetermined which facilitated the learning of simple skills. However, when it comes to the actual understanding of ideas, learners experienced difficulties, as the pre-specification of objectives indicated that learners were just mere recipients of information and that learning opportunities seemed to be limited. It was further established that there was no interplay between the curriculum document, teachers, learners and their social setting.

This study also established that the 'New' Zambian High School Geography Curriculum was prescriptive and limited in scope. This limitation was observed to have arisen from the lack of resources. This was in the case where textbooks that were used were observed to contain insufficient information, hence, restricting both learners and teachers to particular forms of knowledge.

Arising from these findings, this study proposed improvements to the 'New' Zambian High School Geography Curriculum. Among them was the need to make adjustments in the way curriculum objectives were designed. This study, therefore, proposes an outcomes-based education (OBE) approach to curriculum design and delivery. This study further proposes an improvement in the way assessment is conducted through embarking on continuous assessment criteria. Regarding the curriculum content, this study proposes that issues of national concern are supposed to be addressed in detail. These are issues such as HIV/AIDS and environmental education. It has also been proposed by this study that systematic topic allocation to different levels be made to the curriculum.

This study concludes by outlining various recommendations for consideration in the design and delivery of the curriculum. Among them is the need to conduct a countrywide evaluation on the effects of the 'New' High School Geography Curriculum.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background**

Geography was one of the subjects prescribed by the Curriculum Development Centre (CDC) on behalf of the Zambian government to be taught in Zambian High Schools. The subject draws knowledge from both the physical sciences and the humanities, hence, making it vast and dynamic.

The specifications about what was supposed to be taught to the high school learners concerning the subject were enshrined in the document known as the High School Geography Curriculum (HSGC). The curriculum was designed in such a way that it portrayed the important role of the subject in the preparation and execution of projects in relation to economic growth and the social welfare of the country. This portrayal was in accordance with the views of Harvey and Holly (1981), who contend that the subject geography is a pragmatic science, which is meant to be practical in addressing issues that affect society.

The dynamic characteristic of the subject had enabled the geography curriculum to undergo several changes in response to the societal needs. These were needs such as the need to have a relevant geography curriculum that was able to address the local and regional issues (Carmody, 2004). Following this need, the Zambian High School Geography Curriculum was reviewed in 2000 (Ntalasha, 2004). The review of the curriculum was also in accordance with the Ministry of Education Policy document

“Educating Our Future” which stipulated the need of education at High School level (MOE, 1996).

According to the policy document, the need for education at high school level was to enable learners to become responsible persons, capable of making a useful contribution to society and adequately qualified for the adoption of adult roles (MOE, 1996). Thus high school geography was further meant to enhance the integration and comprehensive development of each pupil’s potential. This was in the case where the high school geography curriculum was built on the foundation laid at junior secondary level, which catered for grades eight (8) and nine (9).

At the time of this research, it was observed that the review of the high school geography curriculum had brought with it changes and challenges to both the high school and GCE learners. Among the changes that were made was the removal of some topics that were thought to be alien to the Zambian High School learners. These were such topics like the study of North America and glaciations.

Having removed the topics that were considered to be alien, there was a further change made to the composition of the curriculum. The further changes were the inclusion of the field project component, which became compulsory. The inclusion of field project to the curriculum caused changes to the examination set up, the marking and distribution of marks. Thus the Geography examination was now made up of three (3) papers as opposed to the previous 2 papers, these being geography paper 1, 2 and 3. The mark distribution was also changed for geography paper 2 so as to accommodate paper 3. Thus geography paper 1 was accorded 40% as it was even in the previous examination

curriculum. However, paper 2 was accorded 48% as opposed to the previous 60% then paper 3 was accorded 12% hence a 100% total of the 3 examination papers.

The other changes that were made to the curriculum were the inclusion of topics that were meant to address the issues of the Environment, Gender and Equity, Health Education, HIV/AIDS and Democracy among other topics (CDC 2000). The new curriculum was further meant to incorporate topics regarding the sub region, which was viewed to be relevant to the learners as they were part of the region.

Due to the various changes, the 'New' curriculum posed some challenges to the learners. Among them, was the challenge of writing a project report, which required them to collect data from the field. The other challenge to the learners was how best they would make use of the local environment in a sustainable manner without compromising the cultural practices and norms of their communities. There was a further challenge of finding textbooks, which were more detailed in addressing the curriculum specifications.

Due to the changes, both high school (HS) and General Certificate of Education (GCE) learners had been affected either positively or negatively. The effects of these changes were observed from the examination results as analyzed by ECZ (2008)

## **1.2 Statement of the Problem**

The effects of school curriculum on learners still remained uninvestigated despite attempts to review and democratize the curriculum implementation process by making it more transparent and participatory (Jansen, 1999). In Zambia, there has been a review of the High School and General Certificate of Education Geography curriculum (Ntalasha,

2004). However, there has been little evaluation done to determine the effects of the 'New' curriculum on HS/GCE learners. This had caused concern particularly in view of the point that there had been an increase in people wanting to learn and sit for the HS/GCE geography examination. This was the basis of the problem investigated by this study. There is, therefore, a need for curriculum evaluation to guide the development arising from the effects of implementation of a reviewed curriculum in the high school geography education sector and, hence, the context of this study.

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

The purpose of this study was to determine effects of the 'New' Geography curriculum on High School and GCE learners. In establishing the effects, the study focused on the strengths and weaknesses of the 'New' high school geography curriculum. The study further established the relevance of the 'New' curriculum in addressing the needs of HS/GCE learners. Furthermore, the study established ways of curbing negative effects of the 'New' Zambian high school geography curriculum on HS/GCE learners.

### **1.4 Objectives**

The above stated purpose was addressed through the following objectives: -

- i) To identify positive effects of the 'New' Geography curriculum in Zambia on High School /General Certificate of Education learners.
- ii) To find out negative effects of the 'New' Geography Curriculum in Zambia on High School/General Certificate of Education learners.



- iii) To propose improvements to the ‘New’ High School Geography Curriculum in Zambia.

## **1.5 Research Questions**

The following questions guided the study: -

### **1.5.1 General Research Question**

The general problem that was noted by this study was to answer the question, “What were the effects of the ‘New’ High School geography curriculum on HS/GCE Learners?”

### **1.5.2 Specific Research Questions: -**

- i) What are the positive effects of the ‘New’ Geography curriculum on High School/General Certificate of Education learners?
- ii) What are the negative effects of the ‘New’ Geography curriculum, if any?
- iii) What improvements can be made to the ‘New’ Geography curriculum in Zambia?

## **1.6 Significance of the Study**

Geography Curriculum Development is an on-going process hence the need for evaluation so that improvements are made as needs arise. The importance of this study is that it would establish the effects of the ‘New’ High School Geography Curriculum on the high school learners and General Certificate of Education (GCE) learners. The study was meant to establish the effects in terms of strengths and weaknesses of the curriculum as provided to the learners.

The findings of the study would be of help to the Ministry of Education. This is in the case where the MOE through the Curriculum Development Centre, which is the sole designer of the curriculum, has been provided with information pertaining to the extent to which the current high school curriculum is able to address the needs of the Zambian high school learners. The MOE may also be helped to improve the design of the curriculum so that it addresses issues that affect learners locally without compromising the global view of geography.

The findings may also help the Examinations Council of Zambia to address and improve the school certificate/GCE examination set up. This is in the case where the research has recommended for the flexibility of examination questioning in order to accommodate the common mission while honoring diversity.

### **1.7 Scope of study**

The study was limited to the evaluation of the positive and negative effects of the high school geography curriculum learners in some selected schools of Lusaka Province.

### **1.8 Limitations**

The researcher was limited by the unwillingness of some targeted respondents to participate in the research as they claimed to be busy. Though the study was focused on Lusaka province covering three high schools in Kafue district and eight high schools in Lusaka district, the results can be generalized to all high schools in Zambia. Some respondents held on to the questionnaires, which made the researcher to wait for some months before she could finally collect the needed data.

## **1.9 Theoretical Framework**

It is observed by Slater (1988) that curriculum evaluation data is an essential component of good decision-making. This study employed the CIPP (Context, Input, Process and Product) evaluation model. This study was meant to obtain information pertaining to the effects of the 'New' Zambian high school geography curriculum and also provide useful information for making decisions about how best to improve the curriculum. The CIPP model was chosen to guide this study because it offers the process of delineating, obtaining and providing useful information for judging decisions and alternatives, (Stufflebeam & Shrinkfield, 1985). The CIPP model was therefore used in this evaluation as it generated data that would help MOE, CDC, ECZ and other stakeholders to make effective decisions about Zambian High School Geography Curriculum. The CIPP model as used in this research study considered four dimensions of evaluation namely Context, Input, Process, and Product evaluation.

### **The Dimensions of CIPP Model**

#### **Context Evaluation**

As observed by Stufflebeam & Shrinkfield (1985), the context evaluation was the stage where evaluation was meant to provide rationale for determining the decisions about the formulation of a given program. As regards this study, context evaluation was used to understand the rationale for determining the decisions that could have led to defining the curriculum objectives of the 'New' high school geography. The rationale according to this study was established as being the need to have a high school geography curriculum that was relevant to the needs of the Zambian society.

It is further ascertained, by Stufflebeam & Shrinkfield (1985) that context evaluation also asked the question 'what needed to be done?'. It was to this effect that, this type of evaluation was used to identify the problems to the curriculum and determine improvements to the problems. Thus it was the context evaluation principle that guided this study in establishing the effects of a Zambian high school geography curriculum on learners in terms of negative and positive effects.

### **Input Evaluation**

Input evaluation, according to Stufflebeam & Shrinkfield (1985), was meant to devise a programme strategy that was scientifically, economically, socially, politically and technologically defensible, thus it assessed the programme's proposed strategy for responsiveness to assessed needs and feasibility.

Input Evaluation guided this study in establishing the extent to which the geography curriculum met the needs of the learners. Hence the changes that had taken place in school geography were established. Furthermore, input evaluation was used to assess the changes that had taken place in school geography curriculum in Zambia as compared to other countries such as the U.S.A, England and Wales, Australia, Germany and the Netherlands. Input Evaluation directed this study to focus on societal changes and changes in evaluation as the factors that influence the high school geography curriculum.

## **Process Evaluation**

Process Evaluation is the component of the CIPP model, which works to coordinate and strengthen the programme activities (Stufflebeam & Shrinkfield, 1985). Thus it focused on the implementation of the new programme.

This study used the Process Evaluation to determine how the curriculum was being implemented. Thus it was used to obtain information pertaining to the challenges and threats of the 'New' High school geography curriculum on HS/GCE learners. Process Evaluation further guided this study in the assessment of how the implementers to the curriculum, who were teachers, accepted the curriculum and their ability to carry out their roles. Of importance was that, this component of the evaluation was used to provide feedback to curriculum designers (CDC) and decision makers (MOE) about the effectiveness of the 'New' Zambian high school geography curriculum.

## **Product Evaluation**

Product Evaluation was used to determine whether the programme in question was worth continuing or modifying (Stufflebeam & Shrinkfield, 1985). Thus it gave guidance through determining the results obtained in relation to the inception plans. It therefore looked at how well the needs of the beneficiary of a programme were addressed or had been reduced and what could be done about the programme.

The incorporation of product evaluation guided this study in the analysis of skills, knowledge and attitudes of HS/GCE learners, teachers, ECZ, MOE and community members towards the curriculum.

## 1.10 Operational Definitions of Key Terms

The following terms have been operationalised to refer specifically to the conduct of this study: -

- (a) **Curriculum** – as used in this study is a locally or nationally drawn document concerned with transforming the content of a subject into a course of study. It takes into account all the complexity of the total educational experience a learner is exposed to in an institution of learning.
- (b) **Effects** – skills, values, attitudes and knowledge that resulted from the implementation of a programme. As usual in this study, effects were classified into two types, Positive and Negative effects. Positive Effects referred to the contributions of Geographic Education as enshrined in school curriculum to the future quality of life. Negative effects referred to the problems that learners encountered as a result of being exposed to a high school geography curriculum.
- (c) **Evaluation** – a systematic collection, analysis, interpretation and presentation of data about the value, nature and effectiveness of the programme with a view of facilitating decision-making. In this study the programme referred to was the high school geography curriculum.
- (d) **Geography curriculum** – a programme that promoted the overall development of the learners. It prepared learners for opportunities, responsibilities and experiences of adult life.
- (e) **Geographical Traditions** – four main structures in which geographical education was classified. These were the structures that aimed at leading learners into the acquisition of a framework of knowledge about locations and

places and the understanding of important characteristics of the Earth's Major Physical Systems. These traditions were man-land, regional, systematic and earth science tradition.

- (f) **High School Geography Curriculum** – a programme that illustrated content that prepared learners for living responsibly within civil society. It was a programme that catered for grades 10, 11, 12 and GCE.
- (g) **High School Geography learner** – These were the recipients of high school geography education.
- (h) **Process** – activities and tasks, which would lead to the attainment of the programme's specific objectives and ultimately its goal.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The quality of educational experiences gained by the learners in the learning of high school geography matters a lot. It is therefore, important that the high school geography curriculum for any given nation be evaluated so as to appreciate or improve the educational experiences of the learners. It is argued by Fien et al. (1984) that the health and development of national geography curriculum depends on regular and effective evaluation. It follows that, through conducting an evaluation the relevance of the curriculum in terms of its effects on the learners could be established. The importance of curriculum evaluation is supported by, Posner and Rudnitsky (1986) who contend that through evaluation of curriculum a direct link back from the learner achievement to the curriculum improvement can be identified.

However, little has been done in Zambia to evaluate the effects of the 'New' high school geography curriculum, thus those who attempted to evaluate the 'New' high school geography curriculum like Habowa (2006), were only restricted to some components of the curriculum like fieldwork. As such the observation by Namafe et al. (2001) that there was scarcity of information regarding the 'geographical education' still stands. This unestablished information referred to a larger extent to the effects of the 'New' high school geography curriculum on the HS/GCE learners.



In order to establish the effects of any given curriculum, it is important that an evaluation is undertaken, (Graves, 1979). As such an evaluation that would establish the effects needs to be an inclusive one in that it has to comprise the whole curriculum setting, process, changes and implementation. An inclusive curriculum evaluation therefore, examines the effects on learners in two ways, these being, positive effects and negative effects (Gerber, 2003). It is further argued that the effects on the learners be it positive or negative are precipitated by the opportunities and constraints that are provided by the economic, social, political and environmental context in which the learners find themselves.

In order to realize positive effects from a given curriculum, the views of the key players have to be considered in the design process, (Holmes and Mclean 1989). Among the key players are the learners, parents, teachers, curriculum developers and the civil society. Gerber (2003), states that failure to incorporate the views of the key players results into difficulties in implementing the curriculum hence negative effects. Among the countries where such difficulties had been experienced are England and Wales, the USA, France and Latin American countries.

The 'New' Zambian high school geography curriculum conforms to the above description. This is supported by Chondoka and Manchishi (1999), who state that, most key players in curriculum design and implementation, were left out in the initial planning of the 'New' Zambian high school geography curriculum. Thus, in Zambia Curriculum planning, and designing has been dominated by subject specialists at CDC (CDC 2000). This scenario poses some effects on the high school and GCE geography learners.

Following this scenario, this study evaluated the effects of the geography curriculum at global and local levels. The study considered the following elements:

- Meaning of geography curriculum
- Organization of geography curriculum
- Contribution of geography education- positive effects of the curriculum
- Challenges to geography curriculum- Negative effects.
- How curriculum affects learners

## **2.2 Definitions of Curriculum**

The term curriculum is derived from a Latin word 'currere', which means to run or to run the course, (Print 1994). Based on this origin, some authorities have defined curriculum as a course of study subject matter. However, this definition has been modified by other authorities as it has been found limiting.

Fien et al. (1984) defines curriculum as all the experiences planned and otherwise that students have while in the care of a school. This means a programme of studies organized for learners by the school. This kind of programme is such a one that requires teachers to think about how the teaching and the learning should take place and what is relevant, worthwhile and motivating to learn.

Curriculum is also considered to be the purposefully planned undertakings for teaching, this description of curriculum is in harmony with the views of Tyler (1949) who contends that curriculum refers to all the learning of students, which is planned and directed by the school to attain its educational goals.

Wynne (1964) viewed curriculum as the planned experiences offered to the learner under the guidance of the school. A curriculum therefore, entails, all that is taught at any given level of the school system. For instance what is taught in geography at high school level makes up the geography curriculum. Due to the variations in the understanding of the term, it is worth classifying curriculum as a contextual term. As such, curriculum at the time of this research referred to the specific course of studies in geography meant for the high school and GCE learners. Therefore, a geography curriculum in its context referred to the 'New' Zambian high school geography syllabus.

### **2.3 The Geography Curriculum**

Lambert and Balderstone (2000) described a geography curriculum as a programme that promotes the overall development of the learners. The development is such that it enhances the learners to be prepared for the opportunities, responsibilities and experiences of adult life. Tilbury and Williams (1997) viewed the geography curriculum as a programme that enhances a study about questions of genuine significance for the environment and for the quality of human life. This means a programme that encourages learners to review the range of values and attitudes that impinge on particular issues or problems. It follows that a geography curriculum facilitates an opportunity for learners to examine social, economic, political and environmental issues, through its recognition of the importance of culture and their implications for learners' learning.

The description of the geography curriculum by Tilbury and Williams (1997), is supported by Lambert and Balderstone (2000), who contend that a geography curriculum

is a selection of the society's science art and culture, which it chooses systematically to pass on to the next generation.

According to Capella (2000) in Gerber (2003) a geography curriculum is a programme that was meant to arrest the declining culture of citizens. That is a programme that gave groups of learners a stronger democratic voice in the way that they interacted with each other and their environments. To foster a stronger democratic voice, the geography curriculum is designed in a manner that, it promotes educational practices in which learners learn to conserve, cooperate, value solidarity and share knowledge and learn to innovate new social and environmental situations. Gerber (2003) further contends that a geography curriculum is a document that highlights content and knowledge to be acquired by learners. This is the content and knowledge that enables learners to understand the interactions of human and physical processes at different scales from the local to the global.

#### **2.4 The 'New' Zambian High School Geography Curriculum**

MOE (1996), states that the 'New' Zambian high school geography curriculum was a programme that illustrated content that prepared learners for living responsibly within civil society. In order to attain responsibility in civil society, the Zambian geography curriculum through its content provided learners with knowledge that enabled them to appreciate the values of the society in which they lived. It was also worth mentioning that the Zambian high school geography curriculum was a diversified and holistic programme that catered for grades 10 up to 12 and GCE learners (MOE, 1996). The programme was diversified in that it was made up of several distinct topics. Among the topics were those

that dealt with physical geography, elements of human geography, the geography of Zambia, and geography of the sub region.

The 'New' Zambian high school geography curriculum could also be referred to as a programme that promoted experiential learning, which was encouraged in a scientific world, (CDC, 2000 and Ntalasha 2004). This experiential learning was promoted through accommodating the field project component into the curriculum. This meant that the high school geography curriculum was a programme that broke the monotony and boredom that existed in theoretical and textbook based geography. In any case, the 'New' Zambian high school geography curriculum meant a programme whose decisions were made at the start of a course of study about the intended outcomes (CDC, 2000). This was in the case where the curriculum outlined the content to be studied and the objectives to be achieved. Due to the arrangement of content and objectives, the curriculum promoted the designing of the teaching and learning activities in such a manner that the stated or outlined objectives could be achieved. The success of such type of curriculum according to Cornbleth (1990), were determined by the extent to which the objectives had been achieved.

The idea of having intended outcomes as prescribed by CDC (2000), posed a challenge to the curriculum. As argued by Cornbleth (1990), once there was emphasis on predetermined outcomes, there was little role for the learners apart from complying with the teachers' plans. The argument by Cornbleth (1990) was supported by Frame (2003), who stipulated that the aim of education was to encourage learners to think. As such all the outcomes could not be predetermined if educators had to leave room for learners to think.

The 'New' Zambian high school geography curriculum took an empirical approach to curriculum, where knowledge according to Frame (2003), was compartmentalized into separate spatial or temporal slots, Frame (2003). The problem with this approach was that, compartmentalization of knowledge into separate slots limited the learners from cross-exchange of geographical knowledge and worthwhile values between them and the life outside school. This was due to the fact that this approach to curriculum promoted the transfer of factual disciplinary knowledge to learners who were expected to learn it for assessment purposes.

The 'New' Zambian high school geography curriculum could further be described as a statutory document meant to address the needs of high school education as stipulated in the national policy document 'Educating Our Future' of 1996, (CDC 2000). These were the needs such as;

- Fostering creativity, imagination, resourcefulness and innovativeness in learners.
- Promoting extensive knowledge, exact skills and accurate understanding of geographical education.
- Providing educational experiences that will nurture skills that enable pupils to take charge of their own learning (MOE, 1996).

However, as much as the curriculum were meant to raise the standard of living for all, the existence of statutory requirements for geography reduced the amount of attention that was paid to the needs of particular groups of learners (Tilbury and Williams, 1997).

## **2.5 The Organization of the Geography Curriculum**

The organization of a geography curriculum is an evolutionary process, (Graves, 1979). This was in the case where a geography curriculum was characterized with an overt objectivity of preparing young people for the future. As such the geography curriculum demanded that teachers be aware of all the factors that could influence the quality of learner's experiences. These factors ranged from the demands of society and the school system for geographically educated people, the organizational structures and procedures of individual schools and the staffing and material resources of a geography department to the nature demands and problems of the local community and the socio-environmental needs, concerns and interest of their learners (Graves, 1979)

The variation of the factors in the evolutionary process of geography curriculum organization can be observed at all levels, hence, a global observation.

## **2.6 Global Organization of School Geography Curriculum**

The development of the geography curriculum at the global scale requires the educational trends to include the recognition of the significance of conceptual learning (Naish, et al 1987). This type of learning, allows learners to acquire skills and apply geographical principles.

According to DES (1990), school geography curriculum around the world was commonly structured in two main ways either as regional or as thematic studies. At their best, both regional and thematic studies were strongly theory-oriented. However, to enhance the practicability aspect of geography the two structures can further be broken into four

classifications as subscribed by Pattison (1963). The four classifications are referred to as the traditions of geography. These traditions are man-land, regional, systematic and earth science traditions, Pattison (1963).

- **Man-land Tradition**

With regard to the man-land tradition, the geography curriculum portrays the interaction of human beings with the physical environment, (Pattison, 1963). The curriculum in this case addresses issues of human impact on nature as well as issues pertaining to how nature affects human activities. It is yet through man-land tradition that school geography accommodated the study of how physical and human processes contribute to the development of geographical patterns, the geographical characteristics of particular places, and the interdependence between places, (Lambert and Balderstone, 2000).

- **Regional Tradition**

The curriculum of geography, through regional tradition, addresses issues of areal differentiation, (Pattison, 1963). The idea of areal differentiation is further categorized into topics that relate to the description of regions or areas, international trends and relationships and how regions are different from each other. Graves (1979) states that, "the organization of a geography curriculum under the regional tradition was based on areas of the earth's surface." This meant that the geography curriculum focused on areas that had some degree of homogeneity. It was this homogeneity that enabled learners to study the interrelations within particular areas.



It was further subscribed by DES (1990), that the organization of school geography curriculum under regional tradition was guided by principles of selection. Among them were the following six principles;

- i) **Principle of decentrism** – this principle shows that regions of study were to be chosen to avoid national and continental centrism.
- ii) **Principle of motivation** – means choosing of study areas taking into account the learners' interest and the activity of current events.
- iii) **Principle of balance of scale** – this is where regions or study areas are chosen so as to include experience of a range of scales from local to global.
- iv) **Principle of diversity** – this principle assumes that study areas or regions could be selected to include a selection of contrasting places, various physical environments, different human activities, cultures, socio-economic systems and stages of development and sustainability.
- v) **Principle of responsibility** – this is where regions are chosen to enable learners to recognize and accept their responsibilities for action at a range of scales from local to global.
- vi) **Principle of relevance** – this is the situation where regions are selected to provide studies, which are relevant to public, vocational and private life, (DES, 1990).

- **Systematic or Thematic**

School geography is inevitably concerned with spatial location, spatial distribution and spatial interactions (Graves, 1980). Following this assertion, school geography

curriculum at this point is focused on the organization of geographical knowledge into individual categories. The geography curriculum therefore, considers how learners apprehend space and spatial relations.

Pike and Selby (2005) observed that the thematic spatial or systematic tradition focused on the organization of geographical knowledge into individual categories. These were arrangement of knowledge into topics, themes and lessons. Through this organization, school geography curriculum aimed at developing the learner's total sensitivity so that the concepts and principles that they learnt were related to other areas of experience and to the value system in which they had been developed.

The systematic tradition organization incorporates assessment (Pike and Selby, 2005). This is in the case where assessment was used for feedback purposes and individual work was stressed more than periodic examinations. The school geography curriculum at this point qualified the role of the teacher as that of mediating where he/she could encourage interaction among learners. Of importance was that management of the curriculum involved consultation with teachers, examination boards and other stakeholders.

- **Earth Science or Quantitative Traditions**

This is an approach, which covered scientific procedures in the study of geography. It was through the integration of this approach in the curriculum that aspects of statistical and mathematical analysis were observed. School geography at this stage aimed at scientific thinking, (Graves, 1980). The scientific thinking meant the learning of certain principles, theories and also testing of hypotheses by learners. Due to the scientific nature of school geography, assessment tends to be more rigorous and often with objective type of questions. The teacher therefore, has a role to provide a sequentially developed course from the simple to the complex. As such, the school geography curriculum was managed by providing ready-made courses with materials that the teacher could use immediately.

## **2.7 Organization of High School Geography in Zambia.**

According to MOE (1996), the organization of high school geography in Zambia was planned in such a manner that it portrayed relevance to the needs of society. It was further ascertained by MOE (1996), that the needs of society were best understood when interested members of society were consulted in the initial planning of the curriculum. The interested groups in this case had been observed by Mukoboto (1982), as being learners, teachers, parents; government leaders from other departments other than MOE, officials from CDC and ECZ, civil society, churches, traditional leaders and lecturers from the Universities and Teacher Colleges of Education. The type of curriculum that incorporated the views of interested members was, participatory, hence, promoted the development of learners holistically (Mukoboto 1982).

In order to provide for a holistic and participatory curriculum, the Zambian high school geography curriculum was designed in such a manner that it was objective based. The arrangement of the high school geography curriculum in an objective manner was meant to respond to the aims of education according to MOE (1996), which states that,

... The new curriculum should address issues of national concern such as environmental education, gender and equity, health education and H.I.V/AIDS, reproductive health, population education ... (MOE 1996).

- **Objectivity of the ‘New’ Zambian High School geography curriculum.**

Cornbleth (1990) described an objective model type of curriculum planning as one whose decisions were made at the start of a course of study about the intended outcomes. This description was representative of the ‘New’ Zambian high school geography curriculum. This was the case where the Zambian high school geography curriculum was organized in a way that, specific objectives were decided by, the planners at the start of the course. These objectives further specified the intended outcomes from the learners. Thus the arrangement was such that a topic was given followed by objectives then the content was also provided for, like in the following situation;

**Table 1 Sample of Topics For The ‘New’ High School Geography Curriculum**

Topic	Specific objective	Content
	P.S.B.A.T	
Map work: basic techniques and skills	Read simple charts, maps and pictures	Maps, charts and pictures
Elements of physical Geo weather studies	Define weather and climate	Definition

(CDC 2000: 1-2)

The arrangement of the curriculum where outcomes were predetermined like the case of the Zambian high school geography had an effect on the learners as Print (1988), had observed. Thus, Print (1988), states that it was easier to prescribe outcomes and define outcomes for the learning of simple skills. However when it came to the actual understanding of ideas or complex situations it became very difficult. Furthermore the more easily defined objectives were greatly emphasized which in some cases turned out not to be necessarily worthwhile to the learners.

The other characteristics of objective model type of planning according to Cornbleth (1990) was that, it facilitated for the examination boards to give different weighing in assessing different types of learning, such as 20% allocated to learning that required mere recalling of information, 45% allocated to understanding, application and skills, 24% allocated to practical skills and 11% allocated to values. The ‘New Zambian high school

geography curriculum subscribed to this situation in that its arrangement portrayed categorization of objectives so as to clarify the planners' thinking. This categorization had enabled ECZ to give different weighing in assessing the types of learning. CDC (2000), therefore, outlined the weighing of learning in three categories, these were; Geography paper 1, paper 2, and paper 3.

Thus according to CDC (2000), Geography paper 1 carried 40% of the total marks and it comprised 12 questions based on a topographical map of either 1:25,000 or 1:50,000 scale, 20 questions based on elements of physical geography and 18 questions based on human and economic geography. Paper 2 carried 48% of the total marks. In this paper 12 questions were set and candidates were expected to answer four questions. The questions were drawn from the topics on Zambia, the sub-region and settlements and population studies with reference to Zambia and the sub region. Geography paper 3 carried 12% of the total marks. This is the category that dealt with the field project hence required basic knowledge and understanding of field investigations.

The 'New Zambian high school geography curriculum further subscribes to the four geographical traditions as proposed by (Pattison 1963), and this was in accordance with the aims of the geography curriculum by CDC (2000), which stated that, the curriculum course for geography presented a study which allowed learners to acquire skills and apply principles.

The high school geography curriculum addressed the Human- Land tradition through the elements of physical and human geography. Thus the objectives leading to physical elements in the curriculum required learners to describe the physical environment.

Furthermore, the aspect of human- land tradition was exhibited in the human elements part of the curriculum whose content was based on the activities of human beings on the environment.

The regional tradition was also exploited in the high school curriculum. Thus the components in the curriculum that dealt with regional geography of Zambia and the sub-region as suggested by CDC (2000), meant exploitation of the regional tradition where areas that had some degree of homogeneity were studied. The ‘New high school geography curriculum required that learners describe different types of human activities, for instance the topic on fishing was elaborated in the sub-region component where learners were required to;

1. Locate on a map of Africa the main fishing grounds in East, Central and South Africa.
2. Describe the traditional and commercial methods of fishing.
3. Classify the types of fish caught
4. Analyze the importance of fisheries.

(CDC 2000: 46)

The ‘New’ Zambian high school geography curriculum also organized geographical knowledge into categories; this was in the case where Thematic and Topical geography was studied under the elements of Human and Physical geography (CDC 2000). An observation on the study of settlement in Zambia revealed that the component was broken down into themes such as rural settlement and urban settlement (CDC 2000). Through

such themes the physical environment and human activities could be studied generally hence embracing the thematic or systematic tradition.

With regards to the quantitative or scientific tradition, the 'New' Zambian high school geography curriculum encompasses this tradition through the component that deals with map work highlights, basic techniques and skills, (CDC 2000). Through this component the learners are oriented to map features and ground features. Furthermore, the quantitative tradition incorporated the aspect of fieldwork as enshrined in the 'New' high school geography curriculum (CDC 2000). It follows that learners were trained to follow scientific enquiry so as to identify and provide solutions to problems.

## **2.8 Positive effects of a geography curriculum**

Generally, geographical education contributed seriously to the future quality of life on our planet (Gerber, 2003). It follows that nations in both developed and developing countries make comprehensive geography curriculum as one of the major solutions for improved quality of life. This is in the case where a geography curriculum helps to prepare learners for a globally competitive and technologically sophisticated economy. It is further asserted by Gerber, (2003), that a geography curriculum posed some positive effects on the learners in that it facilitated for the education that promoted environmental awareness, global understanding and skeptical thinking as well as citizenship.

Tilbury & Williams (1997), contend that geographical education contributed greatly to contemporary society. This is in the case where as curriculum geography reinforced skills in learners, which were of growing importance in evaluating world economy, geography



education therefore, helped high school learners to understand the systematic nature of the modern world, through exploring different meanings and models of development.

It was also worth noting that a geography curriculum enabled high school learners to acquire a framework of knowledge about locations and places (Lambert & Balderstone 2000). The knowledge so acquired helped high school learners to set local, national and international events that supported their development holistically. The holistic development of learners referred to the preparation of learners for the opportunities, responsibilities and experiences of adult life. Thus a geography curriculum helped learners to understand the influence of environmental conditions on human activities and the varied ways in which societies with different technologies economic systems of cultural values had perceived, used and altered and created particular environments.

A comprehensive geography education curriculum promotes the high school learners' understanding of global interdependency, (Pike and Selby 2005). Thus geographical education contributes to the long tradition of examining the manner in which different influences played their part in giving a place its character. As subscribed by DES (1990), a geography curriculum facilitated for the promotion of understanding, tolerance and friendship amongst all nations, racial and religious groups and fostered the activities of the United Nations in the maintenance of peace.

Furthermore, a geography curriculum contributes to the learners' knowledge of being aware of the way decisions are made and the factors that influenced those decisions. However, with regards to the 'New' Zambian high school geography curriculum, it

appeared not to have left room for learners to understand global interdependence. This was due to the fact that it was restricted to local and regional relationships only.

As much as the geography curriculum seeks to promote the development of the learner holistically it has to satisfy two apparently contrary requirements. Thus on one hand the curriculum needs to reflect the broad educational aims which apply to all learners of whatever ability at whatever school, while on the other hand, it needs to accommodate differences in the ability and other characteristics of learners of the same age. However, the 'New Zambian high school geography curriculum faced a great challenge in accommodating differences in the ability and characteristics of learners of the same age, due to the examination needs, which did not consider the differences in abilities.

## **2.9 Challenges in Geography Curriculum**

The curriculum problem for the geography education system can be seen to exist at several levels and in numerous dimensions (Graves, 1979). The problems to curriculum had been emancipated by, the pressures from the social and economic sectors of nations. Thus, the problems in curriculum were attributed to the question of how the total curriculum was planned in high schools. This was in terms of the structure and content, whether there was supposed to be separate content to suit learners of different abilities.

Lambert & Balderstone (2000) viewed the problem to the geography curriculum as arising from the content of the subject. This meant the problem of how to decide on what kind of geography was to be taught in schools, high schools in this particular case. Furthermore, there was a problem of structuring the course in such a way that it ensures some progression on understanding so that geography could effectively help to stretch

some young minds without putting others off. The problem that came up was how to devise the learning experiences that the teacher could use to enable learners to acquire certain skills and ideas into the overall geography course.

The flexibility of the curriculum in the light of providing feedback was yet another observable problem. This was in the case where feedback through tests, feedback from student evaluation, feedback from colleague and parents was inadequately addressed.

Apart from the global problems associated to the geography curriculum, there are also some problems that could be pointed out locally. Thus in Zambia the geography curriculum was faced with a problem of incorporating values of education to the curricular, (Namafe 1986). These were the values that were true to the lives and cultures of people. The problem regarding values is that issues are presented generally such that they were misleading in some certain localities for instance, in the case of floods the curriculum pointed at the hazardous nature of floods, however in certain parts of the country like the Western Province, floods were not a hazard but a resource. As such generalizing the issue of floods posed an effect on some learners.

In addition, geography learning required that environmental issues and sustainable education be addressed fully (Lambert & Balderstone, 2004). As such the geography curriculum was meant to embrace environmental geography in addition to human and physical geography. It was under the component of environmental geography that causes of global environmental change, fragility of environmental systems and sustainable development were addressed. However, with regards to the 'New' High school geography curriculum, environmental geography was not addressed as a component on

its own, instead, what was addressed were environmental issues in the curriculum as prescribed by (MOE 1996). The problem with this type of arrangement was that environmental issues were approached literally hence learners missed out on a number of issues that affected them locally and globally.

The problems in the geography curriculum led to negative effects on HS and GCE geography learners.

### **2.10 Negative Effects of the Geography Curriculum**

According to Mckernon (2008), an objective model type of curriculum limited the learning situation. This was due to the fact that there was atomization of learning that was promoted. Thus it was assumed by the designers of the objective model approach to curriculum that teachers could always agree with all the specified objectives and willingly work towards achieving them. Due to this assumption, there was no interplay between the curriculum document, teachers and learners and their social settings, (Cornbleth 1990). As a result, there was an effect on the learners in that the objectives that were set did not capture all the complex interactions that took place inside the classroom. Thus the learning opportunities were limited due to pre-specified objectives.

It has been observed by Slater (1988), that ideas in geography curriculum suggested that a balanced course could take into account the nature of the subject, the needs of the students and the wider society of which they were part. This therefore meant skills and values. It was these transferable geographical skills that helped to equip learners for lifelong learning as responsible global citizens. However when attention was restricted to the document as was promoted by the 'New' Zambian high school geography curriculum

an effect on the learners could occur in that there could be disruption of the internal logic of disciplinary and interdisciplinary knowledge as observed by Mckernon, (2008).

(Gerber 2003) states that a geography curriculum affected learners negatively when it was prescriptive and limited in scope. Thus the limitations mostly arose from lack of resources and expertise among teachers. In this regard the quality and quantity of textbooks available for exploitation of a given geography curriculum posed a challenge to learners. This was in a case where if the textbooks were not of quality and were also not enough to cater for the learners, learning became restrictive hence little room for learners' exploration and initiative. The curriculum had a further effect on learners if learners did not understand why they had to learn what they learnt (Gerber, 2003). This effect came in when the geography curriculum plans were assumed, to a greater or lesser extent to be guided by an overriding principle of fitness for purpose. This was the case where teachers thought about what was relevant and worthwhile for learners but did not consider the purpose of planning, accordingly.

Stenhouse, (1975), contends that the effects of a curriculum on learners could be attributed to the manner the school curriculum was designed. It follows that a curriculum package, which was designed to be delivered almost everywhere emphasized outcomes as the central and defining feature. The challenge that comes with this type of design was that learners were passive hence considered objects to be acted upon, Stenhouse (1975). The observation of learners being passive meant lack of expression by learners in the way the learning sessions evolved as such, attention shifted from learning to teaching. However, as observed by Grundy (1987), a curriculum was meant to exhibit characteristics that made the process of learning unlike teaching the central concern.

According to Cornbleth (1990), the objective model type of a curriculum, posed an effect on the learners in that high premium was placed on examination. As such, there was less attention paid to the context in which learning took place. As a result, the learners' ability to apply skills in order to make sense of the world around them was overlooked. Cornbleth (1990) further subscribes to Stenhouse (1975), who states that emphasis on public examinations has an effect on the learners in that it becomes difficult to get the weak students involved in the learning process. This is due to the fact that the standard of the examination overrides the standards immanent the subject.

### **2.11 Changes in High School Geography Curriculum**

In the persistent attempt to improve standards of attainment in school geography, it is essential that close attention be paid to establishing curriculum structure, which facilitates geographical learning. Thus this research observed that curriculum structures were not static because they responded to changes in a country's socio-political, economical and educational landscapes (Cheung & Wang 2002). The response meant a transformation of the curriculum scheme in terms of design, goals and content.

Globally, the high school geography curriculum was subjected to considerable pressures to change from its current situation (Lambert & Balderstone, 2004). These pressures as observed by (Skilbeck 1984), in Print (1988), emerged from four principle sources as illustrated in fig 1.

**Fig 1 Sources of Change to School Geography Curriculum**

1) Changes in society (indirect effects) sociological	3) Changes in education (indirect effects)
2) Changes in society (direct effects) psychological	4) Changes in education (direct effects)

Source: Skilbeck 1984 in Print (1988:224)

### **2.11.1 Changes in Society**

Curriculum change in high school geography reflected changes in society at large, (Print, 1988). Thus as the environment kept changing there was creation of new needs in the society, hence the curriculum had to change to address the newly created needs. Since the school was a social system serving the society, changes in the society did to a large extent provoke changes in the school curriculum.

The societal changes that mostly lead to changes in the curriculum were drawn from the problems of communities in terms of population increase and professional staff need, (Bondi & Wiles 1998). These aspects of societal changes reflected changes in high levels of youth unemployment, family relationships breakdown and declining birth rates. Due to such experiences in society, school curriculum underwent changes so as to address the issues. A case example was the changes in high school curriculum in Australia that changed so as to include health education, moral education and sex education in response to the changes in society (Print, 1988). Since the changes in school curriculum in

Australia were influenced by changes in the society, society in this regard was viewed to be the source of curriculum change.

England and Wales are yet other states that could be cited as having experienced curriculum change in the field of geography during the 1980s, (Gerber, 2003). Among the many factors that influenced the changes in curriculum were environmental concerns and global issues. This was in the case where global and environmental concerns were interpreted politically, socially and morally. As such there were societal reactions hence the school geography curriculum had to change so as to address the issues. The changes meant that the content of geography curriculum had to include development education, peace education and above all the whole curriculum process had to be an issue-based type (Gerber, 2003).

According to Gerber (2003), societal changes had further influenced curriculum change in school geography in many more countries such as Germany, the Netherlands and the United States. The reasons given for curriculum change in these countries were among others to provide a geography curriculum that could promote the ability of the learners to survive and be successful in the dynamic society. This therefore meant that the learners were to be equipped with skills and knowledge that would enable them understand environmental problems, which in turn allowed them to win jobs in a range of service industries (Gerber, 2003).

Within societal changes, sociological and psychological factors also did influence the changes in school geography curriculum, (Print, 1988). Thus the sociological factors were cited because a curriculum reflects the culture of the people concerned. For instance



in Australia school curriculum changes between 1970 and 1980 were meant to reflect the culture of the people. This was in the case where learners were subjected to a curriculum that promoted cultural values, attitudes and beliefs (Print, 1988). Furthermore, curriculum changes in Australia were meant to overcome the stereotypes (Print1988). As a result of overcoming the stereotype, the course offerings in school geography became more flexible and career counseling became more established such that more females had been seen to obtain senior positions in life.

### **2.11.2 Changes in Education**

Educational change was among the varieties of sources of curriculum change (Bondi & Wiles 1998). This was the case where curriculum change was necessitated due to the need to make it relevant. Thus the curriculum was said to be relevant if it provided more skills to its learners unlike credentials (Carmody, 2004). It followed, therefore, that curriculum change in geography reflected the broader changes in education and the social system at large.

England and Wales could be cited as states that experienced school geography curriculum change due to educational change (Gerber, 2003). It followed that the radical changes that took place in the 1960s at the academic frontiers of geography influenced the changes in the school geography curriculum. Thus the changes revealed that the materials that were provided to the learners were meant to allow for continuity in the learning process unlike previously when learners left school at the age of 16. To allow for continuity of geography education, projects such as geography 14-16 were initiated, which left the way open for yet another project 16-19 (Gerber, 2003).

The changes in England and Wales also recognized a greater need to lie in with the external examination system. The changes in examination meant that learners were not only prepared to achieve the highest possible grades but were meant to enable them become critical, and enquiring people.

### **2.11.3 Need for Change in Zambian Geography Curriculum**

Changes to school geography in Zambia was the response to the search for relevance in curricula development which begun in 1964 (Carmody, 2004). Thus change had been precipitated by the need to provide a curriculum that would enable learners to face the world of work. Relevance of the curriculum further meant a movement from an educational system that was focused on the provision of credentials to one that promoted acquisition of skills (DES, 1990). The school curriculum in Zambia as observed by Carmody (2004), was too academic due to its centrality characteristic. The curriculum was centralized in the sense that decisions on what to include and not to include were the sole responsibility of the government hence a top down dominated approach.

The centralized curriculum lacked relevance to local and regional technologies outside the school such as fishing, agriculture and wildlife management (Carmody, 2004). As a result the learners who underwent this curriculum process lacked skills, which were relevant to the challenges that they would face in the real world. Thus the learners were not provided with practical skills that were necessary for survival in an economic competitive society. It was due to the challenges faced by the learners that the Zambian education providers thought it wise to change the school curriculum. By 1964 efforts

were made to localize the school curriculum of which school geography was a part (Carmody, 2004).

#### **2.11.4 The 1968 Diversification of school curriculum**

Further effects were made to diversify the school curriculum in 1968 (Carmody, 2004). The changes at this point were facilitated by the need for greater practicability and skills training for the learners. These were senior secondary school learners who were being prepared for a world of employment. As the search for relevance continued, there was further need to change school curriculum in 1996 (Kelly, 2006). The need for change at this moment was meant to vocationalize school curriculum as demanded by society. This was necessitated by the emergence of education for development hence the education reforms of 1977 were a great back up to this change.

#### **2.11.5 The 1976 Education for Development**

Kelly (2006), states that, education for development was initiated because of the complaints from society, which ranged from changes of irrelevant curriculum to the elitist bias of the educational system. Thus society needed learners who, after attaining secondary education, would be able to participate in the development of their own county through upholding the norms and values of there society.

Kelly (2006), further observed that education was a social institution, which reflected the characteristics of society. It follows that at the time when education for development was proposed, society was characterized with the political ideology of Humanism. As such the secondary school geography learners needed to be equipped with skills that would motivate them to take up practical jobs meant to contribute to the development of their

own societies. This was the case where geography was meant to promote the learning of value-laden issues.

#### **2.11.6 The 1977 Education Reforms**

The need for relevance took another dimension in 1977, thus there was need to change the school curriculum so that it embraced the development of a whole person (Kelly, 2006). These changes were enshrined in the education document known as the Educational Reforms of 1977.

According to the aspirations of the Education Reforms of 1977,

.... the party, government and the people of Zambia have repeatedly stressed the need to create a system of education which is properly attained to and more fully meets the needs and aspirations of Zambians and which functions as a powerful instrument for our society's progress. In direction we have chosen as an independent ...(MOE, 1977:147 )

The need to change the school curriculum in this case was meant to address the needs of the Zambian society. Among them was the need to develop the potential of each citizen to the full for his own well being as well as that of society (MOE, 1977). It follows that these changes were to be enshrined in the senior secondary geography curriculum among which geography was included. As such the senior secondary geography was to be a programme that would prepare learners for entry into tertiary institutions. The curriculum content was further meant to determine the type of education that was to be given. Hence the content was to be enriched by reflecting both the urban and the rural environment.

### **2.11.7 The 1996 Zambia National Policy on Education.**

Gerber (2003) contends that learners needed to be assisted to understand how the globalization forces operated and how society was being changed forever. Zambia therefore being part of the global village had to respond to global concerns. It was in this view that in 1996 the Zambian education system was faced yet with another need for change (MOE, 1996). The changes in the education system as observed by Habowa (2006), were focused on raising the quality of educational provision for all. Thus a comprehensive education system scheduled to address the issues of equity, gender, H.I.V/AIDS and environmental problems (MOE, 1996).

The changes in the education system that took place in 1996 affected the entire education curriculum of which the high school geography curriculum was a part. Thus the geography high school curriculum had to be reviewed in 2000 with the sole purpose of improving the quality of education as stipulated in the National Policy on Education called “Educating Our Future”, (CDC 2000).

Improving the quality of education was further projected as a response to the overall aim of education as outlined in the National policy. The aim states that “the overarching aim of school education in Zambia is to promote the full and well rounded development of the physical, intellectual, social, effective, moral and spiritual qualities of all learners, so that each pupil can develop into a complete person for his or her own personal fulfillment and for the good of the society” (MOE,1996).

The overall aim had further been broken down into a specific goal for high school education. This goal stated that;

... of high school education is to enable every pupil to become a well educated person who is useful to society and who is adequately prepared for furtherance of his or her education or for becoming a self-supporting worker (MOE 1996:59)

In order to compliment and strengthen the MOE efforts in trying to meet the set goals so as to provide education to high school learners, the geography high school curriculum had to undergo changes, which among other things meant removing the alien topics. These were such topics like Glaciations and North America, which were viewed to be very distant from the horizon of the Zambian high school geography learners as observed by Habowa (2006). The removal of the alien topics from the curriculum was meant to bring about positive effects on the learners in that the tendency of memorization was also done away with.

Graves (1980) commends a more intellectually challenging subject for old learners if it had to be exciting and meaningful. This observation was in agreement with the statement from the National Policy on Education which states that high schools were required to intensify the preparation they gave to learners for the conclusion of life in school and the commencement of adult life (MOE, 1996).

It follows that among the needs to change the high school geography curriculum was to open up a universe of intellectual inquiry for the learners. This was the case where the 'New' curriculum had to include a component of fieldwork where learners were exposed to the examination of economic competition, poverty, environmental degradation, ethnic conflict, health care, global warming, literature and culture and above all to international relations. The examination of these issues would enable learners to confront adult life

with less difficulty. The other reason why the fieldwork component was introduced to the 'New' geography curriculum was to make the learning of the subject more practical.

The practicability aspect of the curriculum was drawn from the reasoning of Graves (1980), who contends that a geography curriculum had to influence experiment and practice. It followed that the changes in the high school geography curriculum were effected so as to avail learners with research skills. These research skills enabled learners to recognize their familiar environment as they gained some acquisitions such as asking questions observation, estimating, and data collecting, declaring data and presenting research results. Furthermore, it is worth noting that the objectivity for the acquisition of research skills was to help the geography high school learners appreciate their local environment through realizing that the environment and human beings were a part of the whole. As such the learners were made to see the mutual effect between human beings and the environment.

The needs for changes in the high school geography curriculum in Zambia were not only precipitated by the educational changes but also societal changes. As Graves (1980) observes, the pressures that lead to changes of the geography curriculum were largely social and economic, though in some cases they were mostly political. Thus for the Zambian situation, societal changes included among other things a need to deal with the issue of cultural rights, geopolitics, diversity of human experience through gender issues and promotion of attitudes and values.

In response to the societal changes, the high school geography curriculum was therefore scheduled to change so that it would address the need for socialization, appreciation of

differences and tolerance so as to enable the learners to live peacefully as they uphold the acceptable norms and values of society. The essence of learners in acquiring norms and values of society was to prepare them to become real adults, who were able to live responsibly.

The further changes in society as observed by Kelly (2006), were the democratic values that had started evolving in Zambia. Following the democratic characteristics of society, the high school geography curriculum was scheduled to change so that the learners would receive information and knowledge on the nature of democracy in the country, Zambia (Carmody, 2004). It follows that the information on democracy was going to liberate the minds of learners by making them aware of the ways in which society worked. This would therefore, assist learners in reaching their own conclusions as they would be able to think logically and independently on the basis of evidence.

Above all, the changes that were made to the high school geography curriculum were meant to alleviate the negative effects that were observed in the former Senior Secondary school geography curriculum.



## **2.12 The two different types of Geography Curriculum in Zambia**

This part gives two separate descriptions of geography curricular in Zambia since independence 1964. These are the senior secondary school geography curriculum and the 'New' Zambian high school geography curriculum.

### **2.12.1 Major Components of the Senior Secondary School Geography Curriculum**

The senior secondary school geography curriculum that was revised in 2002 had been in place since 1964 (MOE, 1997). This curriculum catered for both SC and GCE learners who did form four and five. After the change from the status of form to grades, the curriculum catered for learners from grade 10 to 12. This curriculum was in place until 2004 when a review of the said was initiated and a new curriculum was then implemented.

Among the other things the overall objective of the senior secondary geography curriculum was to provide an education that would ensure greater relevance to the cultural environment of the country, (MOE, 1977).

#### **. Scope of the senior secondary geography curriculum**

The curriculum was divided into two parts. Thus part 1 and part 2, of which the examination was also divided into two parts.

**Part 1:**

This part of the curriculum contained content that was used in the examining of geography paper 1. Three sections made up content for part 1. These sections included content on map work and basic techniques, elements of physical geography and elements of world human geography.

**Part 2:**

Content that was used for examining paper 2 was basically contained in this part of the curriculum. Just like part 1, part 2 also contained three sections. These sections were,

Section A- made up of topics on Africa particularly Zambia, Malawi and Zimbabwe.

Section B- contained content on Western Europe.

Section C- contained content on North America particularly the U.S.A and Canada.

Among the many topics that were outlined in this curriculum were topics such as illustrated in Table 2.

**Table 2 Selected topics and content of the senior secondary school Geography curriculum**

TOPIC	CONTENT
Limestone, Chalk landforms and coastal landforms	-Composition  -Characteristic features of harst regions: major limestone regions of the world....  Marine erosion mechanics....
British Colombia	-Relief, drainage, climate, lumbering, mining, fisheries, farming, manufacturing industries, alluminium smelting, towns.
The Prairie provinces	-Location, relief, climate, farming, mining and lumbering, manufacturing industry.
The Lake Peninsula, the St Lawrence lowlands	-Location, relief, climate, farming, mining, lumbering, manufacturing industries, towns
The Maritime Provinces of Canada	-Location, relief, climate, farming, mining, lumbering, problems facing Maritime provinces.
Zimbabwe	-Location, relief, climate, vegetation, forestry, farming, major cash crop production and sale...
Malawi	-...Developments in farming industries since 1964, power supplies...
Zambia	-Location, relief, climate, vegetation, forestry, fishing, farming, mining, industrial development, population and settlements, trade and trade route towns.

This curriculum was described as not meeting the needs of the Zambian learners due to its coverage of among other things topics dealing with Western Europe (CDC 2004). Thus this curriculum was observed to be too distant to the local needs hence a growing demand, to review it so as to remove the alien topics. The ‘New’ Zambian high school geography curriculum was therefore designed in response to the challenges of the senior secondary curriculum.

### **2.12.2 The New Zambian high school geography curriculum**

MOE (1994) stipulates the aims and objectives of high school education. Among others it states that particular objectives of education at high school level were to promote extensive knowledge, extract skills and accurate understanding of chosen areas such as social sciences of which geography subject became one of them. Following MOE demand for high school education, the ‘New’ high school geography curriculum presented a course of study that allowed learners to acquire skills, knowledge, appreciation and application of principles related to;

- i) Basic geographical content of the pupils’ local environment.
- ii) Systematic geography of the “home” area as a part of a more general study of the wider region of which the area forms a part.
- iii) Major issues of a geographical nature arising from people’s relationship with their environment.
- iv) Provision of opportunities for every person to acquire values, attitudes, commitment and skills needed to protect and improve the environment.

- v) Creation of new patterns of behavior of individuals, groups and society as a whole towards the environment (CDC 2000).

The content of the 'New' high school geography curriculum emphasized the geography of Zambia, Africa south of the Sahara and the world at large. The topics of this curriculum were related to home area 'Zambia' and the area of study included COMESA/SADC countries. The content also focused on the physical, economic, social and political forces currently evolving in Africa south of the Sahara that had greatly affected the sub region. The curriculum further addressed population settlement natural and human developmental issues and their possible solutions. The curriculum also includes a component of field project that happened to be compulsory.

### **Arrangement of the curriculum**

The 'New' high school curriculum as observed during this study was divided into three parts of which each part portrayed its specification.

**Part 1-** this part covered topics for paper two of the school certificates / GCE examination questions. Thus there were three sections that made up part 1. The section contained the following;

### Section 'A' Map reading

This section was meant to equip learners with basic techniques and skills in map reading and mathematical geography. Furthermore, this section required learners to make simple interpretation of sources of information such as diagrams, maps, graphs, charts and statistics.

In any case, the arrangements and needs of this section were assumed to pose a challenge to teachers and learners. This was in the case where the teachers had to lead learners into acquiring skills and ensuring that learners were able to apply the acquired skills to real life situations such as being able to choose a suitable site for settlement or for construction of an industry.

### Section 'B' -Elements of Physical Geography

This section covered the physical part of geography. This was in relation to countries such as Zambia, Malawi, Zimbabwe, or the sub region in short. The interest was mainly on the socio-economic factors. This section also separated the human component from the physical part of geography.

This arrangement had been observed to have some shortcomings in the sense that the relief and drainage that was the aspect of weather and climate was ignored. However, as observed by Lambert and Balderstone (2000), the aspect of relief and drainage influenced to a larger extent the human socio-economic activities.

Thus it was through the exploitation of relief and drainage components that high school geography learners could be availed with knowledge that would help them understand the relationship between people and environments. Furthermore, learners would be able to understand the significance of location and of distribution patterns in human activities and physical process.

### Section 'C'- Elements of human Geography

It was under this section that among other things, topics pertaining to distribution, transportation, world population and uses of sources of fuel were covered. Section C further outlines the topic that dealt with human environmental hazards.

**Part 2-** This part of the curriculum covered topics for paper 3 of the school certificate/GCE examinations. Among the topics included in this part were topics such as those covering Zambia, the sub region and, settlements and population studies.

**Part 3-**This section covered paper 1 of the SC/GCE examination. Thus this was the section that contained field project. This section required that learners possessed a basic knowledge and understanding of field investigation.

However, though the general aim of the 'New' curriculum was to explore to a greater extent the learners' local environment, the ECZ examinations report revealed that learners still experienced difficulties in answering questions related to Zambia (ECZ, 2008). It was, therefore, debatable as to what extent the 'New' curriculum was relevant in addressing the needs of the learners and society at large.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methods. It describes the research design, research instruments, target population, sample and sampling procedures.

#### **3.2 Research Design**

The research employed an evaluative and descriptive design. In order to conduct a just evaluation the researcher used the survey because it was efficient method of collecting original data from a wide range of respondents. The survey was used as supported by Gay (1981) that, it involved the collection and analysis of data that could be used to have and make perceptions and judgments about the effects of a programme. The study was also evaluative in nature as was used to generate data that would be useful in making informed decisions over the variables that might have an effect on the overall performance of learners during and after the course of their learning.

The research was also descriptive and quantitative in design. The study captured subjective views of interest groups who are the teachers, learners, ECZ official CDC official and parents hence qualitative. It was also quantitative in that the research established a number of responses to various themes and content in numerical terms.



### **3.3 Research Instruments**

The instruments that were used in this study were questionnaires and interview guides. These instruments were used to collect both qualitative and quantitative data. Separate questionnaires were used for teachers, pupils, ECZ and CDC officials.

The questionnaires had both open-ended and closed-ended items. Questionnaires were used for teachers and pupils because they formed a large group of the sampled population. As supported by Saratankos (1996) questionnaires were used because they were advantageous as they could be used to collect objective and consistent data and gave respondents time to consult files and were uniform in nature. Questionnaires were further preferred because they collected data in a systematic and ordered fashion.

The interview guides were used to collect information from parents. Although this technique was time consuming, it was effective in that it helped the researcher to probe the respondents for supplementary valuable information for the research. It was observed to be an appropriate way of collecting information from some parents who were not able to express themselves in writing.

### **3.4 Study Population**

The study population included teachers from seven chosen schools in two districts of Lusaka Province thus three from Kafue district and four from Lusaka district. The study population further included geography high school/GCE learners from the same chosen two districts from Lusaka province. The other target population was parents whose

children went to the targeted schools, CDC and ECZ officials respectively. It is from this population that a sample was drawn, which adequately represented the population.

### **3.5 Study Sample and Sampling Procedure**

The sample consisted of 19 teachers of geography who were teaching either grade 11, 12 and GCE learners. The teachers were drawn from seven high schools. From each of the selected high schools 7 heads of departments were sampled which brought the total sample of teachers to 26.

246 geography high school/GCE learners were sampled using stratified random sampling. Stratified random sampling was chosen so as to ensure a fair representation of all the three categories of potential learner performance, that is, high, average and low performances. This method is also recommended by Kombo and Tromp (2006) who contend, that stratified random sampling ensure that several subgroups in the population are represented in the sample in proportion to their number in the population.

Purposive sampling procedure was used to select the teachers, CDC and ECZ officials. As observed by Kombo and Tromp (2006), purposive sampling had the power of bringing out information in relation to the central issues being studied in-depth analysis. This study therefore, used purposive sampling owing to the small number of geography teachers in the seven-targeted high schools. With regards to CDC and ECZ, purposive sampling was employed because the number of geography specialists was limited to 1 officer at each institution.

24 parents were sampled from 4 high schools in Lusaka district. The parents were sampled using stratified random sampling. Stratified random sampling was chosen for the parents because it represented not only the overall population, but also key sub-groups of the population especially the small minority groups. The total study sample was 298.

### **3.6 Sampling Frame**

From the six high schools in Kafue district, 3 schools were randomly selected, namely; Naboye, Kafue Day and Parklands High Schools. As for Lusaka district 8 high schools were randomly selected. These schools were Chinika, Kabulonga Girl's, Lusaka G.R.Z, Kamulanga, Munali Boy's, Kamwala and Chelstone High Schools and Lotus G.C.E center. Selection of the said schools was done using simple random sampling as it avoided complexities by ensuring relatively small clearly defined population. Following the observation by Kombo and Tromp (2006), simple random sampling was employed because it was advantageous in that it allowed for the samples to yield research data that could be generalized to a larger population.

The sampling frame for learners was derived from the 7 high schools out of the 11 total number of schools selected for the study. From each of the 7 high schools a 30% population was worked out from the total number of grade 12/GCE, geography high school learners.

From Kafue day high school a sampling was worked from the 100 grade 12 geography learners. Having worked out the 30%, the total sample for the school was 30 learners. For Parklands high school the sampling frame was worked out from the 150 grade 12 high

school learners and this gave a figure of 45. For Naboye high school the sampling frame was worked out from the 140 grade 12 geography learners that gave the sample of 45.

For Lusaka district high schools, the sampling frame was worked out as illustrated in the table below.

**Table 3          Sampling frame for high school geography learners in four schools of Lusaka district**

NAME OF SCHOOL	TOTAL NO OF HIGH SCHOOL LEARNERS	30 % SAMPLE
Lotus GCE Center	40	12
Chinika High School	140	24
Kabulonga Girls' High school	150	45
Lusaka High School	100	30
Total	430	111

Source: Field Data (2010)

To come up with the final list of learner respondents the derived sampling frames were used. Thus the researcher worked with the heads of departments for social sciences and the geography teachers in each of the targeted schools. The derived sampling frames comprised three categories of learner performance thus high, average and low performers. Having categorized the learner performance, learners were chosen as respondents using the pick-a-lot random method. Thus learners were asked to pick a

paper which had numbers assigned on them up to the desired number of learner respondents for each school.

The sampling frame for parents was derived from 4 high schools namely Kamulanga, Munali boys, Kamwala and Chelstone High Schools. These were the parents who had children in the 4 named high schools and were taking geography as a subject. Thus from each of the 4 high schools, the PTA executive committee was drawn as the sampling frame. Each PTA executive committee was made up of 12 members. Using the 50% ratio 6 parents were selected from each PTA executive committee who became parent respondents.

This study highly valued the involvement of learner respondents. This involvement was derived from the assertion by Lewy (1977), that learners who underwent any programme such as the 'New' high school geography curriculum could themselves be very good observers of their own experiences. As such their observations and concerns could be important in improvements of the curriculum.

The involvement of parent respondents in this study was decided upon following the recommendations by MOE (1996) that, high school geography in Zambia should portray relevance to the needs of society. The parents therefore, were chosen as they make up part of society of which the curriculum should be relevant. Thus their observations could also help in the improvement of the curriculum.

### **3.7 Procedure for Sampling**

The researcher got permission to visit the schools from the Ministry of Education District Education Board Secretaries (DEBS) of the two districts, Kafue and Lusaka. The researcher made appointments with the Head teachers of the sampled schools. This was meant to ensure that respondents could be found within reach on the day of the visit. During the visits, questionnaires were distributed and completed then the researcher collected them with the help of the HODs. As for the teachers, CDC and ECZ questionnaires, they were collected on an agreed date to allow the respondents enough time to refer to documents where need be. The interview with parents were also done on some agreed time and dates with the arrangement of the Head teachers.

### **3.8 Data Processing and Analysis**

The Data were analyzed qualitatively and quantitatively. The analysis was also based on the research questions of study. Thus the content analysis of the responses was done under various themes such as the policy guidelines, the content of the 'New' high school geography curriculum. The Data were quantified through the use of descriptive statistics. The Data were further presented using frequency tables, and graphs. The frequencies were converted into percentages.

All interview responses were transcribed. The information was categorized according to topics, compared responses from different respondents and determined patterns and trends in the responses from different individuals. The Data were finally summarized using narrative reports. The findings were presented and discussed in chapter four. Discussion in form of implications is presented in chapter five. The interpretation of data

was in relation to the research questions. Chapter six finally gives the summary conclusion and recommendations.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the findings of this study. The findings were presented and interpreted in relation to the research objectives as follows;

- The positive effects of the ‘New’ Zambian High School Geography curriculum.
- The negative effects of the ‘New’ Zambian High School Geography curriculum.
- Improvements to the ‘New’ Zambian High School Geography curriculum.

This study has further been categorized into four distinct parts so as to allow clarity in presentation in relation to the research questions. All the four categories reflect the views of a given group about the effects of the ‘New’ Zambian high school geography curriculum. These categories are;

- CDC/ ECZ group
- Teachers group
- Pupils group
- Parent group



**Views of Curriculum Development Centre (CDC) and Examinations Council of Zambia (ECZ) on Effects of the ‘New’ Geography Curriculum on HS/GCE learners**

**4.2 Bio – Data of CDC and ECZ Respondents**

The researcher collected data about the effects of the ‘New’ high school geography curriculum from the MOE through the officials at CDC and ECZ. The two people were the geography specialists from each institution and were both male.

Both respondents were graduates from the University of Zambia and did study geography as a minor subject.

**Table 4: Gender and Qualifications of geography subject specialists at CDC and ECZ**

GENDER OF RESPONDENT		QUALIFICATION OF RESPONDENT	
M	F	DEGREE HOLDER	OTHER QUALIFICATIONS
2	0	2	0

Source: Field Data (2010)

#### **4.3 Policy Guidelines and Factors that precipitated the introduction of the ‘New’ High School Geography curriculum**

When asked about the policy guidelines that influenced the decisions of the ‘New’ high school geography curriculum, the respondent from CDC stated that, the need to have a curriculum that was relevant to the needs of society was among the factors. Thus this study found out from both respondents that, the ‘New’ high school geography curriculum was devised in response to the National Policy on Education of 1996 ‘Educating our Future’.

The policy on Education according to the respondents demanded for localization of high school geography curriculum. This is in the case where the curriculum was meant to review issues of current and lasting relevance to high school education such as environmental and cross –cutting issues. It was further established by this study that the policy guidelines as interpreted by CDC (2004) proposed for a curriculum that would provide practical skills to the learners. These skills were observed to be those that would help learners to find practical solutions to the socio- economic malaise faced by Zambia.

It was stated, further by the respondent from CDC that the other factors that precipitated the introduction of the ‘New’ high school geography curriculum were the regional and global factors. Among them were regional co-operation agreement such as SADC and COMESA.

#### **4.4 The relevance of the ‘New’ High School Geography Curriculum to the needs of society**

This research also aimed at finding out the views of the geography subject specialists on the relevance of the ‘New’ high school geography curriculum to the needs of learners and society at large. The relevance was established in terms of the indicators of the intentions to review the old Curriculum, exploitation of local community, culture and content. The relevance of the said curriculum to the needs of society were established in response to the research question that sought to find out the positive effects of the ‘New’ high school curriculum on the learners.

- **Indicators of the intentions and implementations of the ‘New’ high school geography curriculum**

Artifacts are an important element in that they guide the developer in designing an intended programme. It was to this effect that this study had to find out the artifacts in terms of documents that were used as indicators of the intentions towards implementation of the ‘New’ high school geography curriculum. It was established from the respondent at CDC that, a needs assessment, guided the intentions towards the designing of the curriculum. According to the geography specialists, UNZA and CDC carried out a ‘needs assessment’ in 2001. Namafe and Simukoko represented UNZA and Mrs. Chimpandu the geography principal curriculum specialist represented CDC.

The contents of the needs Assessment as enshrined in the minutes of 21/02/2001 indicated that a participatory approach in designing the ‘New’ high School geography curriculum was followed. This was an approach that was supposed to involve all

stakeholders namely learners, parents, teachers and the policy makers. The inclusion of all stakeholders was meant to exploit issues of relevance and appropriateness of what was to be taught and learnt.

However, as observed by Habowa (2006) teachers and learners who are key stakeholders were not consulted regarding the change to the curriculum before the implementation of the 'New' High School Geography Curriculum. Since the teachers were involved in the educational experimentation as observed by Slater (1982), it was important that they were involved in the initial planning of the curriculum.

The future of an effective high school geography curriculum depends to some extent on the teacher's pedagogical skills. As observed by Pike & Selby (2005), teacher's pedagogical skills were vital for every educational policy, Curriculum development and possible implementation. This was due to the fact that teachers dealt with the accumulation of the body of knowledge, the ability to think objectively and interpret this cognitive faculty towards a transformative human development and value oriented vision and praxis in the society.

- **Exploitation of the learners' local community**

When asked about the relationship of the 'New' high school geography curriculum to the immediate surrounding of the learners, the respondents cited the inclusion of environmental hazards in the curriculum as relating to the learners immediate surrounding. It was further found out from both ECZ and CDC respondents that the inclusion of the geography project that was compulsory did provide for the learners exploitation of their immediate surrounding.

- **Culture and learning as interpreted in the ‘New’ high school geography curriculum**

The aspect of culture and learning was also addressed by this study. When asked about the extent to which the ‘New’ High School Geography Curriculum addressed the issue of culture, the respondents did indicate that the issues of culture were incorporated. Thus it was established from the respondents that the content of the ‘New’ High School Geography Curriculum did address the issues of culture through the inclusion of topics such as tourism and population and settlement studies. It was further reported that through these topics learners were accorded an opportunity to develop skills, values and attitudes necessary for economic development and social welfare.

It was further found out from the ECZ respondent that both HS/ SCE Learners were accorded an opportunity to exploit their culture in examination questions. This was in the case where learners could be allowed to answer questions according to their experiences. An example was cited that learners who lived near fishing grounds and tourist sites had an advantage when it came to answering questions on fishing and tourism.

In any case, the views of the respondents over the exploitation of culture in the, ‘New’ Zambian High School Geography Curriculum as presented in article 6.3 of chapter 6 contradicted the ECZ (2007) Examiners’ report. The examiners’ report identified good answers as those that were relevant to the question and contained as many points as those enshrined in the marking key.

However, it should be realized and appreciated that culture is dynamic, thus the learners’ culture might not be the examiners’ culture. As such variations in the articulation of

issues should be expected. The need to allow for variation of ideas in the learning of high school geography is supported by Namafe (1986), who argued that, values' education needed to be incorporated in geography curriculum if culture was to be exploited.

A better way of incorporating the issues of culture in the curriculum would be to design a curriculum that could encourage learners to review a range of values and attitudes that impinge on particular problems. Furthermore, once the problems were reviewed, the content could allow for learners to investigate and evaluate the characteristics of those values and attitudes and be able to make decisions about their own stance.

- **Individual difference and the learning of the 'New' high school Geography curriculum**

This study sought to find out how the content of 'New' High School Geography Curriculum was designed towards a common mission while honoring diversity. It was found out from the respondent at ECZ that issues of diversity were considered when designing the 'New' Zambian High School Geography Curriculum. Thus the designers considered the fact that learners developed at different levels hence the 'New' Zambian High School Geography Curriculum was guided by the principle of liberalization, decentralization, equity, partnership and accountability. In interpreting the guiding principle, the designers had to establish what they thought learners could learn and the way they preferred them to learn.

However, the extent to which the guiding principle addressed individual differences was questionable. This was due to the fact that the 'New' Zambian High School Geography

Curriculum did not offer specifications of how the different categories of learners could be accommodated in the learning process, as the curriculum remained uniform.

In order for the 'New' High School Geography Curriculum to fully address the issues of diversity, it was important that the principle of liberalization was properly exploited. Thus the implementers of the curriculum could only use the curriculum as a guideline, which could help them select content and activities, which were appropriate to the learning outcomes and contexts of given learners.

#### **4.5 The Examining of the 'New' Zambian High School Geography Curriculum 'Geography Paper 3'**

With reference to article 6.4 third bullet of this study, where it was observed that a component of field project was included in the 'New' Zambian High School Geography Curriculum, the researcher sought to find out how the component was assessed. In view to this question the respondents said that examining of the field project was a compulsory element of the entire HS/GCE examination. Thus this component made up paper 3 of the HS/GCE Geography Examination.

In terms of preparation of the project questions, marking and grading of the project findings, it was found out from the respondents that ECZ did monitor the activities. Thus it was reported that teachers had the task of preparing the questions, and marking the projects. The monitoring of the teachers activities was done on a regular basis by ECZ through holding meetings with standard officers who happened to be the immediate supervisors of the teachers. Also ECZ collected samples of marked projects on which

moderations were done. It was further found out that ECZ conducted refresher courses every year during the marking sessions as a way of co-ordination.

The researcher also wished to find out the justification of awarding 12% towards the field project paper 3 examinations. The response as obtained from the respondent at ECZ was that, what was important where the skills that the learners were to acquire and not necessarily how they would fair in the examination.

Whilst it was pleasing that ECZ was involved in the deliberations and execution of the field project component, the frequency of monitoring was not enough. Thus monitoring was observed to have had been conducted after the marking had already been done. However though the examiners (teachers) needed all the freedom in the preparation of the project topics there was need for ECZ as the examining body to counter check the selected or proposed topics for individual schools before the learners were allowed to embark on their project research work.

#### **4.6 Evaluation of the ‘New’ High School Geography Curriculum**

This study further sought to establish if there was any evaluation made to determine the effects of the ‘New’ Geography Curriculum on HS/GCE learners since its inception in 2004. The views of the respondents regarding the evaluation aspect were in response to the research question that sought to find out negative effects of the ‘New’ Zambian High School Geography Curriculum on HS/GCE learners. At the time of this study in 2010 it was reported that there was no evaluation that had been made to the curriculum since its inception. It was further not known how long a given curriculum was to exist before an evaluation could be made.



In any case, the health and development of a High School Geography Curriculum depended on regular and effective evaluation as observed by Fien, et al. (1984), it was through evaluation of the geography curriculum that the relevance of the curriculum in terms of effects on the learners could be established. The importance of evaluation for the 'New' Zambian High School Geography Curriculum was that it would bring about the following developments ;

- Identification of the direct link back from the learners' achievement to course improvements.
- Improvement of the Geography courses in terms of relevance to the needs of learners and society.
- Invitation of appraisal of the programme's value to the individual learners.
- Provision of information of decision makers so that they know whether the curriculum in question is faceable in circumstances in which it was developed.
- Provision of information about the educational value of the curriculum to the needs of the learners.

#### **4.7 Improvements to the 'New' Zambian High School Geography Curriculum**

When asked about the effect of the High School Geography Curriculum on learners, the respondents stated that conducting of the Geography field project was among the major challenges. The respondents therefore, proposed that providing more resources in high schools could make improvement to the implementation of the said curriculum. Among

the resources that were proposed were human thus qualified teachers, teaching and learning aids and financial aid.

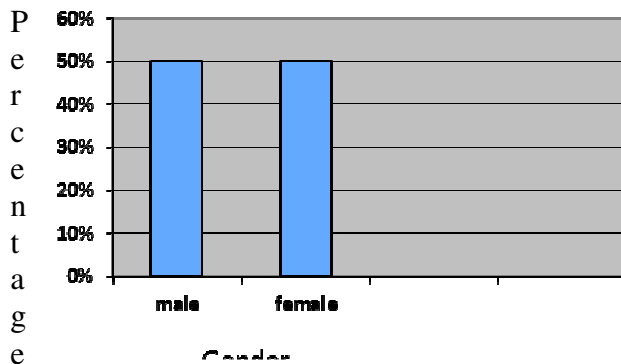
## **Views of Teachers on the Effects of ‘New’ Geography Curriculum on High School and General Certificate of Education Learners**

### **4.8 Bio-Data of Teacher Respondents**

Of the 26 teachers who participated in this study, there was an equal participation of both male and female. Thus there were 13 male and 13 female who participated in the study.

Figure 2 is an illustration of bio-data of teacher respondents.

**Figure 2: Percentage distribution of teacher by gender**



Source: Field Data (2010)

Figure 2 shows a 50 percent participation in this study for both male and female teachers.

With regards to the teacher respondents’ qualification it was observed that out of the 26 teachers, 20 were degree holders and 6 were diploma holders. The period of teaching geography to HS/GCE learners varied from one year to 17 years. This study also found

out that, of the 26 teachers who participated in the study only 4 indicated having attended other Geography courses after their initial training.

**TABLE 5: Gender and Professional Qualifications of Teacher Respondents**

Gender of Respondent	Qualification			Refresher Course
	Degree	Diploma	Others	
Male (13)	10	3	0	2
Female (13)	10	3	0	1
Total	20	6	0	3

**Source: Field Data (2010)**

The investigations revealed that most of the teachers started teaching with the qualification of diploma and improved to the status of degree during the time that they had been teaching. This indicator was good for the progress of learners in that teachers were not static but moved with time. Hence were able to offer the very best to their learners.

However, the indication of only 3 teachers out of the 26 sampled as having attended other Geography courses after their initial training was not good enough for the High School Geography programme implementation. This revelation actually contradicted the earlier remarks by the ECZ Geography specialist in article 4.5 where it was stated that the ECZ conducted refresher courses to High School Geography teachers on a regular basis.

It was also important for this study to investigate the duration of the respondents' teaching experience. The findings are summarized in table 6

**TABLE 6: Distribution of Teachers by number of years of Teaching Experience and Gender**

Gender	Number of years in the teaching profession (n=26)				
	<5	5- 10	11- 15	>15	Total
Female (n=13)	15	19	12	8	54
Male (n=13)	12	15	16	3	46
Total 26	27	34	28	11	100

Source: Field Data (2010)

#### **4.9 The Education of 'New' Zambian High School Geography Curriculum**

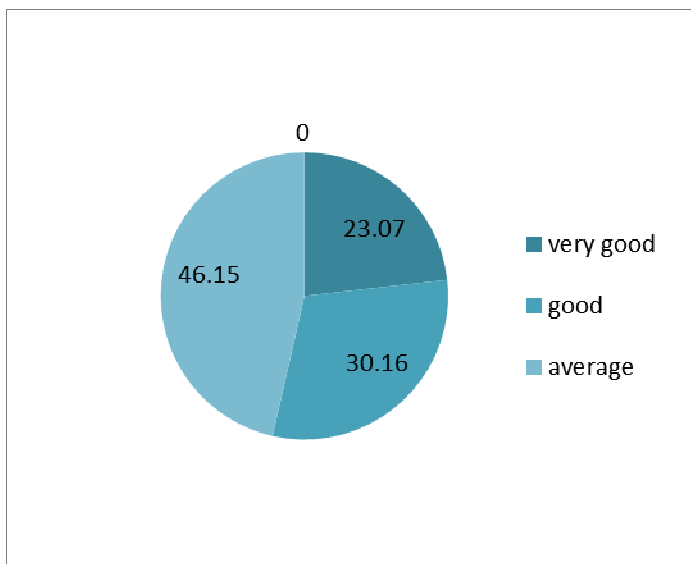
The observations of the teachers were an important aspect in this study among the others. The researcher had to find out from the teacher respondents' views pertaining to the content, timeframe and implementation of the curriculum on HS/ GCE learners. The observations of teacher respondents were in response to the research question that sought to identify positive effects of the 'New' Zambian High School Geography Curriculum to HS/GCE learners.

- **The content of the 'New' high school Geography curriculum**

The researcher wanted to find out about the content of the curriculum in terms of it being ideal for the development of a learner well equipped with Geographical knowledge and

skills. These were skills meant to enable learners to cope with challenging higher tertiary and university Geography courses and for life after school. The teacher respondents gave values to the content in terms of very good, good and average. Figure 3 below shows the values attached to the content as observed by the teacher respondents.

**Figure 3: Rating of Content of The ‘New’ High School Geography Curriculum by Teachers**



Source: Field Data (2010)

The six teacher respondents who accounted for 23.07% of the sample were pleased with the content of the curriculum. They thus indicated that the content was enough in response to the demands of tertiary courses such as offered at Nkrumah University College and UNZA among the many institutions. The other reason that was put across was that the content was ideal in that it was related to the environmental experiences of both HS/GCE learners.

The 8 teacher respondents who viewed the content to be average, argued that more was needed to make the curriculum practical. Thus they conceived the curriculum to be too theoretical except for a small portion of fieldwork that slightly exposed learners to the issues in the communities.

However though some teachers viewed the content of the 'New' Zambian High School Geography Curriculum to be ideal for the development of knowledge and skills 46.15% of the teachers, which were 12 out of the 26 teachers sampled did not agree with this view. Thus it was observed that the curriculum did not exploit some important and challenging issues that were practical on environmental protection. These were among the needs of society that a curriculum should address if it was to be responsive.

The need, of having a High School Geography Curriculum that addressed, environmental protection is supported by Gerber (2003), who contends that Geographical education should be tightly tied to some curriculum objectives that promote environmental awareness.

It was also reviewed from the findings that some topics that were enshrined in the 'New' Zambian High School Geography Curriculum were too abstract and had no impact on the socio-economic life of the learners. However, it was not indicated the topics that were referred to. Teachers also did mention that they found difficulties in teaching certain topics. Among the most difficult topics were physical geography and settlements and population studies.

- **Time Allocated for the ‘New’ High School Geography Curriculum to HS/GCE Learners**

The time frame proposed by MOE in which the High School Geography Curriculum was to be executed was three years (M O E 1996). It was due to this background that the researcher sought to find out if the time allocated was adequate enough to cover the curriculum in time for the HS/GCE examinations. Thus out of the 26 teacher respondents only 4 indicated that the time allocated was enough.

However, the remaining 22 teachers indicated that the time frame prescribed for the content of the curriculum was not enough. According to the respondents the curriculum was still very bulky despite removing some alien topics in the previous senior secondary school Geography curriculum. Most of the respondents said that the physical component of the High School Geography still remained wide and bulky. As such it was difficult for teachers to avail all the curriculum contents to the learners hence most of the objectives were not met.

#### **4.10 Examining of Learners**

It must be noted that the bulky and wide designing of the content was as a result of having an objective type of curriculum whose emphasis was on predetermined outcomes. This scenario as observed by Cornbleth (1990), denied teachers a chance to design and implement the appropriate strategies to enable learners achieve the levels defined in the curriculum.

Examinations are an important component in determining the effects of any given programme like the ‘New’ High School Geography Curriculum. It was to this effect that this study sought to find out the views of the teachers regarding assessment.

When asked whether it was ideal for continuous assessment to be part of the final grade in the HS/GCE Geography, 11 out of the 26 sampled teachers indicated that it was not necessary. The 11 teachers gave varying views as illustrated in Table 7, these views were also a response to the research question that sought to find out the negative effects of the ‘New’ Zambian High School Geography Curriculum to HS/GCE learners.

**Table 7: Difficulties with Continuous Assessment According to Teacher Respondents**

NUMBER OF RESPONDENTS, n=11		
RESPONSES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Difficulties to assign marks	6	25
Too much favoritism	8	33
No proper guidance and supervision from ECZ	10	42
TOTAL	24	100

Source: Field Data (2010)

Among the different reasons that were given were, reasons such as the lack of uniformity in the awarding of marks. The respondents also highlighted further the issue of corruption which was not properly explained. The other reason that was brought was that it would make teachers lazy, as they would not concentrate on teaching since they could still find a way of making their learners pass through awarding them high marks.



Though 11 teachers were against the inclusion of continuous assessments in the examining of HS/GCE Geography Examination, 15 teachers supported the idea. These teachers gave different reasons that can be observed in Table 8.

**Table 8: The Importance of Continuous Assessment According to Teacher Respondents**

NUMBER OF RESPONDENTS, n=15		
RESPONSES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
CA would motivate learners to work hard	9	27
Learners would be awarded marks according to their ability	11	33
CA would practically interpret the learning of geography	13	39
TOTAL	33	99

Source: Field Data (2010)

According to these teacher respondents, continuous assessment would encourage learners to work extra hard because they knew their audience thus the person who was to mark their work. Furthermore, the respondents indicated that continuous assessment could be ideal in that it could help interpret the practicability aspect of High School Geography learning. The teacher respondents also proposed the mark distribution towards continuous assessment. This distribution is presented in Table 9.

**Table 9 Proposed Marks for Continuous Assessment by the Teachers in Percentage**

NUMBER OF RESPONDENTS, n= 26			
RESPONSES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY	% OF PROPOSED MARK
Would encourage learners to work harder	2	7.69	12%
CA would help learners to make a score	4	15.38	20%
The subject would become more practical	5	19.23	25%
So that learners were motivated	4	15.38	50%
No, because it would compromise standards	11	42.32	0
TOTAL	26	100	

Source: Field Data (2010)

According to data presented in Table 9, the majority of the respondents who wanted continuous assessment to be part of the final grade in HS/GCE examination advocated for a 25% mark.

If the Zambian high school geography had to be responsive to the needs of learners and society, continuous assessment should be encouraged. Thus assessment of learners through continuous process would help the teachers to adjust the learning program so as to meet the requirements of individuals. As observed by Habowa (2004) continuous assessment was a more reliable method of assessing learner's ability and performance in

geography in contrast to the current methods that judged learners by the final examination grade obtained in the subject.

#### **4.11 Constraints in the Implementation of The ‘New’ High School Geography Curriculum**

Kelly (1994) contends that the acquisition of learning requires that appropriate and adequate educational materials and equipment support the process. Following this assertion by Kelly (1994), the researcher sought to find out the constraints that were observed by the teacher respondents as they implemented the ‘New’ Zambian High School Geography Curriculum. The responses by the teachers are presented in Table 10.

**Table 10: Constraints faced by Teachers in the Implementation of the ‘New’  
Zambian High School Geography Curriculum**

NUMBER OF RESPONDENTS, n = 26			
RESPONSES	NUMBER OF RESPONSES	ABSOLUTE FREQUENCY	PERCENTAGE OF RESPONDENTS
Lack of reference books	22	22	30
Inadequate funding	10	10	13
Lack of teaching aids	16	16	22
Limitations in the teaching time	24	24	32
No constraints	2	2	3
<b>TOTAL</b>	<b>74</b>	<b>74</b>	<b>100</b>

Source: Field Data (2010)

Among the major constraints cited by the respondents in implementing the ‘New’ Zambian High School Geography Curriculum were lack of teaching aids, reference books and inadequate or no funding in some schools.

With regards to the teaching aids and reference books, it was established from the respondents that they were not provided with teaching aids such that in some certain topics it was difficult to improvise hence the learning was abstract. On the part of reference books it was indicated that the only book that was available for teaching the sub region was too shallow. Above all the book did not have adequate information pertaining to Zambia. The lack of information on Zambia limited the aspiration enshrined in the policy document ‘Educating our Future’ (1996), which advocates for relevance of the teaching and learning materials to the local needs.

## **Views of High School/GCE Learners on the Effects of the ‘New’ School Geography Curriculum**

This study considered it vital to seek the views of learners. This is because learners are regarded as key players in the design and implementation of a new programme as observed by (Gerber, 2003). The essence of capturing learners was also drawn from the observation of Habowa (2006) who contends that, learners were in a better position to give a more realistic picture of their experiences having undergone a learning programme. This study therefore, captured the views of the HS/GCE learners who were doing grade 12 at the time of the research. As earlier alluded to in article 3.5 of chapter 3, this study sampled 246 HS/GCE learners. Of the 246 learners, 103 were male while 143 were female. It must be noted that the number of female outnumbered that of male learners because out of the 7 schools where learners were drawn, one school was a single sex (girls) school. The learners participated by completing the questionnaires. The questionnaires contained various aspects pertaining to the learning of Geography where learners were required to make comments.

### **4.12 Geography Learning**

To respond to the research question, which read, “What are the positive effects of the ‘New’ Zambian High School Geography Curriculum?”, the researcher sought to find out from the learner respondents if they enjoyed learning Geography. The responses are as tabulated in Table 11.

**Table 11: Responses of Learners Towards their Liking of Geography**

NUMBER OF RESPONDENTS, n=246			
RESPONSES	NUMBER OF RESPONDENTS	ABSOLUTE FREQUENCY	PERCENTAGE
Did not enjoy leaning geography	80	80	33
Enjoyed learning geography	166	166	67
TOTAL	246	246	100

Source: Field Data (2010)

Table 11 indicates that a number of learners appreciated learning Geography, because the percentage of those that enjoyed geography was 67.48. Having established that most learners enjoyed learning Geography, the researcher sought to find out from the learner respondents how the learning of Geography was affecting them positively. The responses from the learners can be observed from Table 12.

**Table 12: Positive Effects of the ‘New’ Zambian High School Geography Curriculum According to HS/GCE Learners**

NUMBER OF RESPONDENTS, n=246		
RESPONSES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Understanding of environmental issues	152	14
Acquisition of skills in map reading	100	9
Acquisition of skills in time calculation in varying climatic zones	92	9
Appreciation of the importance of afforestation	220	21
Understanding of industrial activities through field work executions	117	11
Acquisition of knowledge on settlement planning	48	4
Acquisition of skills in project report writing	59	5
Understanding of drainage patterns	6	1
Understanding of population problems and ability to create solutions	72	7
Appreciation of natural resources	200	19
<b>TOTAL</b>	<b>1066</b>	<b>100</b>

Source: Field Data (2010)

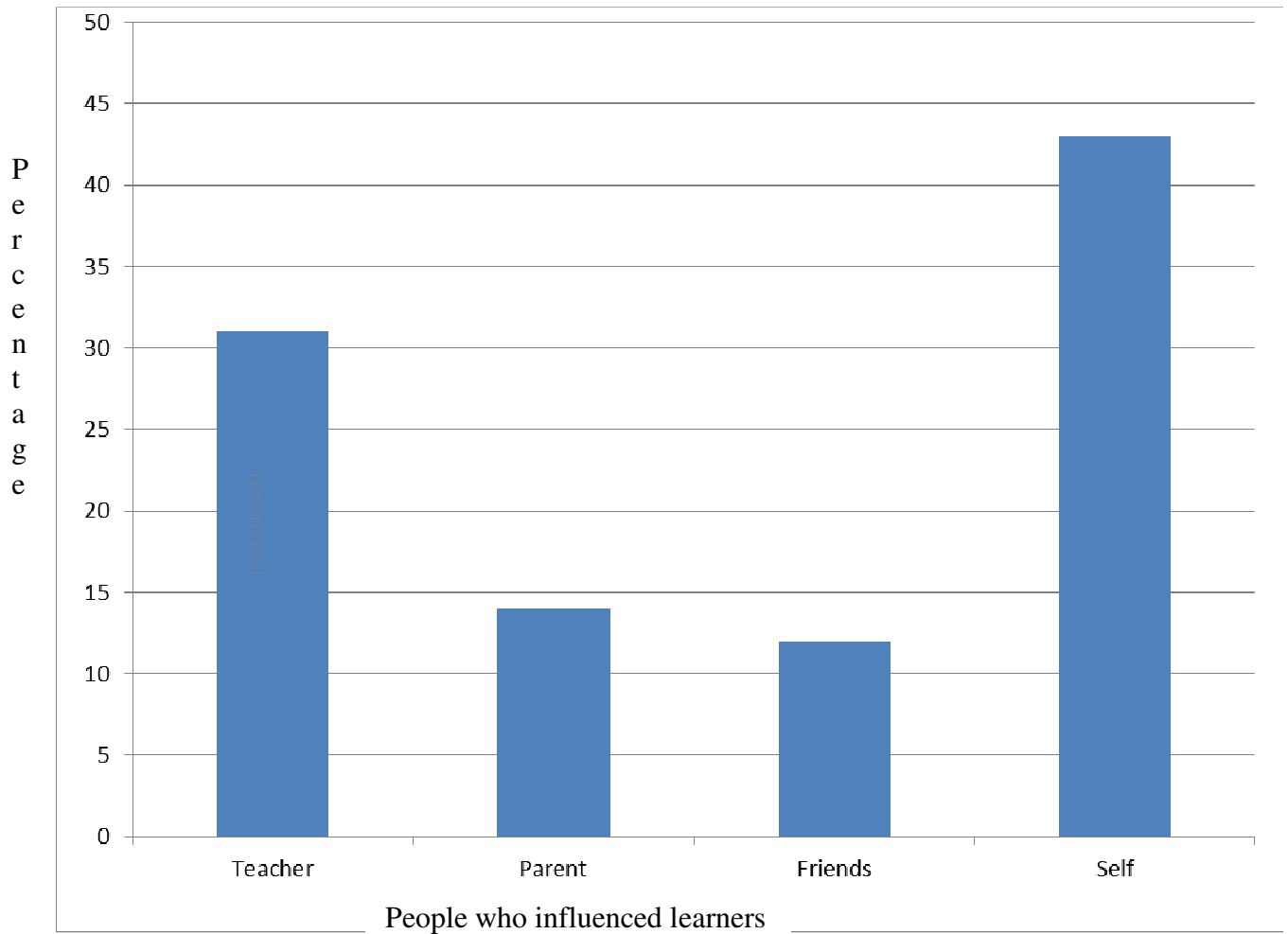
Table 12 indicates that the learning of Zambian High School Geography affected learners positively through the acquisition of varying skills. Among these skills were those that

enabled them understand and appreciate the need for natural resource conservation and protection.

Sometimes learners end up enjoying the subject because it was the only option that they had. It was in this view that the researcher had to find out from the learner respondents if their learning of Geography was by choice or some one influenced them. The response can be observed in figure 4.



**Figure 4** Percentage distribution of Learners' choice to Learn Geography



Source: Field Data (2010)

Figure 4 indicates that 75 learner respondents, which was 31%, were influenced by their teachers to take up Geography. According to the respondents the influence by teachers was two fold, thus some learners were told that they would get better points at HS/GCE examination if they chose Geography because it was easy to understand. The other group of learner respondents who were influenced by their teachers stated that Geography was a

compulsory subject in their school curriculum so they had no choice but to study it as their teachers had already programmed it.

Figure 4 further indicates that, 34 learner respondents thus, 14%, were influenced by their parents or guardian to take up Geography among other subjects that they had to study at High School. 30 learner respondents were influenced by their friends and 107 learners which was 43% indicated that they made their own choice to take up Geography thus no one was responsible for their choosing of the subject.

However though 67% of the learner respondents as alluded to in article 4.12 indicated that they enjoyed learning Geography, the majority of these learners said that they had a number of difficulties in learning the subject. Among them was the lack of well-trained teachers who could teach effectively. It is to this effect that article 4.13 responds to the research question that sought to find out the negative effects of the 'New' Zambian High School Geography Curriculum on HS/GCE learners.

#### **4.13 Difficulties Encountered by HS/GCE Geography Learners**

Having established from learner respondents that there were some challenges in the learning of Geography, the researcher thought it wise to find out the topics in the 'New' Zambian High School Geography Curriculum that were difficult from the learners' perspective. The findings are illustrated in Table 13.

**Table 13 Components of The ‘New’ High School Geography Curriculum found difficulty by Learners**

Component of the curriculum	F	M	NUMER OF RESPONSES	%
Mathematical Geography	26	42	68	28
Geography of the sub region	18	10	28	11
Settlements and population studies	5	8	13	5
Map work/ map reading	61	31	92	37
Geography of Zambia	18	20	38	15
Meteorology and climatology	26	15	41	17
Physical Geography	48	24	72	29
Field project None	28	19	47	19
	230	169	399	100

Source: Field Data (2010)

The findings revealed that a large number of HS/GCE learners had problems in physical Geography and map work. When asked what could have caused the difficulties, the learner respondents indicated that the components were too wide and mostly abstract thus they learnt for the sake of the examination. Some other respondents further indicated that the teachers who handled them were very boring when it came to explaining the physical components that they needed to know.

The other aspect of the curriculum, according to the findings, that learners experienced problems in, were the field project component, meteorology and climatology and the Geography of Zambia. Regarding the field project component, learners indicated that they were not given enough skills to enable them collect and analyze data. In short they did not understand the essence of the field project such that they ended up paying people to write the project for them.

As regards to the Geography of Zambia, it was found out from the learners that there were not enough books that contained information about Zambia. Thus the only book that was readily available was too shallow and did not even address the sub region in detail. This book was reported to be 'a High School Geography textbook of Zambia and the Sub – Region' by Ntalasha et al. (2004).

## **Views of parents/guardians on the Type of High School Geography Curriculum that should be offered to HC/GCE Learners**

The participation of society in this case, parents or guardians is important for a successful delivery of any given curriculum. The 'New' Zambian High School Geography Curriculum was among the educational programmes that had to value the input of parents. This study sampled parents and requested them to participate by giving their views on some aspects of the Geography Curriculum. Among the aspects were;

- Parents' understanding of Geography
- Expectations from Geography learners
- Importance of Geography and what learners were to be taught
- Support to learners

The views of the parents were in response to the research questions thus, articles 4.14 and 4.15 respond to the research question that sought to find out the positive effects of the 'New' Zambian High School Geography Curriculum. Article 4.16 responds to the research question that sought to find out the negative effects of the 'New' Zambian High School Curriculum on HS/GCE learners. Article 4.17 responds to the research question that sought to find out improvements to the 'New' High School Geography Curriculum.

### **4.14 Understanding of Geography as a subject**

When asked what they understood by Geography as a High School subject, the parent respondents had varying descriptions. Thus among them was an understanding of Geography as the study of nature. Parents went further by stating that Geography had to

do with the creations of things on earth. It was also stated by the parent respondents that Geography was a subject that dealt with human life and it gave the specifications on how human beings could look at the earth and what the earth could provide for human beings. From the findings, it was evident that parents had some idea of what Geography was.

#### **4.15 Expectations of Parents**

Since it was found out that parents did appreciate Geographical Education from the description that they gave about the subject, their expectations from the High School Geography learners needed to be established. As such, when asked about what they expected from the learners of High School Geography, the parent respondents indicated that HS/GCE learners were supposed to grow and develop into responsible members of society who were able to exhibit knowledge about the climate, economy, floods and the types of soils. Other parents also indicated that they expected the High School Geography learners to understand water. Thus through learning of High School Geography, learners were supposed to know how to access ground water and contribute to the development of the communities and the country as a whole.

#### **4.16 The Value of Geography in High School**

The parent respondents indicated that Geography was an important subject because it enlightened people on the issues of the environment. Thus one parent respondent stated that:

“Geography should be compulsory at high school because it addresses issues pertaining to the global climatic change which should be understood by the present generation.”

Nyundo, (per.com. 2010).

The value that was attached to Geography as evidenced by the statement from the parent respondent signifies concern for the future generation. The response from the parents showed that sustainability was appreciated hence a positive effect of High School Geography Curriculum.

When asked about what they wanted the HS/GCE learners to be taught in Geography, the parent respondents said that the issue of culture needed to be emphasized. Thus the respondents said that learning Geography without relating the beliefs, attitudes, norms and traditions of Zambian communities could render the subject to be distant and irrelevant. Following this, one parent respondent stated that;

“We want High School Geography to help put Zambian life in place.

In olden days people respected one another but this has since gone with the decline of culture.” Siamalambo, (per.com. 2010).

A further need by the parent respondents was that HS/GCE learners should be offered practical Geography that would enable them to contribute to their local communities in the areas of farming, environmental management and protection. This type of Geography could therefore help learners to acquire survival skills.

#### **4.17 Support to the High School Learners**

When asked about the type of support that could be appropriate to the High School learners to enhance effective learning, the parent respondents gave different views.

Thus the parent respondents proposed that learners were supposed to be supported financially. It was observed by parents that learners experienced a lot of difficulties in finding the rightful materials such as textbooks. Furthermore, it was stated by the parent respondents that participating in field projects was yet another difficulty that was experienced by learners. This was in the case where learners were asked by the school authority to pay for the field project.

The parent respondents further proposed that HS/GCE learners needed support in terms of modern technology. This meant provision of computers and Internet facilities. This could enable learners to access new and vital information pertaining to Geography. Parent respondents also indicated the importance of offering moral support. It was established from the responses given by parents that some learners did not do well in Geography because the teachers always used intimidating remarks. These remarks discouraged high school geography learners from progressing well in Geography learning.

The other support that was thought would help the High School Geography learners according to the parent respondents, was exposing the respondents to role models. Thus there was need to motivate learners through embarking on sensitization talks with people who had studied geography such that it had made them attain certain status in society.



## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.1 EFFECTS OF THE ‘NEW’ GEOGRAPHY CURRICULUM ON HS/GCE LEARNERS OF KAFUE AND LUSAKA DISTRICTS IN LUSAKA PROVINCE**

This study had revealed a number of implications of the ‘New’ High School Geography curriculum. These implications were obtained from the findings hence they affected policy makers, teachers, and HS/GCE Learners and the society at large. It is in this view that this chapter discusses some of the major implications.

#### **5.2 Implications for Policy Makers**

The challenges that had been observed in the implementation of ‘New’ Zambian High School Geography Curriculum were due to the fact that policy makers had always taken the implementation to be a top down process, and this was despite the attempts to democratize the process by making it more transparent. This study therefore, did observe the following implications and improvements to the ‘New Zambian High School Geography Curriculum for policy makers;

- The lack of involvement of all key stakeholders in the initial planning had resulted into limited incorporation of the needs of society in the curriculum. These were needs such as addressing the aspect of culture and solutions to the environmental issues as observed by the learners who lived in these communities.

Thus the policy makers had a responsibility of addressing the views of society as supported by Pike & Selby (2005), who contend that, almost all of us are caught up in a network of links, interactions and relationships that encircle the planet like a giant and intricate spider's web.

- As much as the policy makers intended to provide a curriculum that was locally relevant it should be realised that HS/GCE learners should be helped to understand the systematic nature of today's world. The curriculum of Geography should be such a one that directs its objectives towards the explanation as well as mapping and description of the spatial distribution of wealth, exploring different meanings and models of development, listening to the voices of the contemporary themes that are of global concern and exploring future Geographies. There was a great need for re-appraisal of how the Geography of the sub-region would be designed and taught. This would be done so as to allow for exploration of the relationship between different aspects of the world system. These were aspects such as those that could have addressed the impact of the environment on the present world economy and vice versa.
- Since the findings from the parents as outlined in article 4.4 of chapter four (4) emphasized a need for a Geography Curriculum that addressed issues of human rights, the policy makers were therefore challenged to incorporate global themes that could be woven into fabric of the Geography Curriculum. These themes were supposed to include aspects of gender, peace, war, and human rights. As observed by Pike & Selby (2005), a curriculum ignoring among the many aspects of gender and human rights did not reflect the diversity of human experiences because development depends on women.

- Though linkages to international Development targets were viewed as the global concern towards the introduction of the ‘New’ High School Geography curriculum as presented in article 4.1 of chapter 4. It was further observed by this study that the removal of alien topics as enshrined in the previous curriculum contradicted this reasoning. Since Zambia was part of the Global village it was important for the learners to be equipped with knowledge and skills that would allow them articulate Geographical issues at a global level. This reasoning is supported by Namafe e tal (2001), who contend that Zambian Geography was expected to measure up to internationally set targets, for Zambia was a signatory to certain agreements and was supposed to be kept abreast with developments in other countries beyond the regional set up.
- There was need for the policy makers to respond to the aspirations of the national policy of Educating Our Future by ensuring that teachers were given the support as they implemented the High School Geography Curriculum. This is the case where textbooks should be readily available. Thus the policy makers were supposed to encourage teachers to participate in the writing of detailed and relevant books that would help learners to explore in detail their learning experiences as they could refer to the rightful books.
- Support was further needed in the area of other teaching and learning aids other than textbook provision. The policy makers needed to provide finances that could enable teachers to conduct lessons such as those dealing with filed project component effectively.
- In order for High School Geography Curriculum to be more relevant to the needs of HS/GCE learners, the curriculum objectives were supposed to be re-aligned to

the goals of Zambia's Ministry of Education. Among them was the goal to allow for demonstration of free expression of one's own ideas and exercising tolerance for other people's views. Thus the examiners could accommodate this principle by allowing for variation of views according to the learners' community. This could allow for Zambian HS/GCE learners to appreciate their culture. The policy makers were supposed to ensure that Zambian High School Geography provided a supportive environment in which HS and GCE learners were able to make safe choices by incorporating objectives that stressed the issues such as HIV/AIDS, hence, prepared learners to be aware of their own people's attitudes and values.

- In response to article 4.3 of chapter 4, it should however be noted that, mere inclusion of environmental issues in the curriculum did not guarantee learners to the understanding and appreciation of their local and immediate surroundings. As observed by Gerber (2003), environmental issues could be interpreted politically, socially and morally. The interpretation of the 'New' Zambian High School Geography curriculum politically, socially and morally could entail enhancing development education and peace education. Thus these were issues that affected learners within their immediate surroundings.
- There was need for policy makers to pay particular attention to the needs of particular groups of learners. This was due to the fact that learners developed at different levels, thus strengthening the essence of continuous assessment could accommodate learner diversity. When designing objectives, policy makers should appreciate the fact that learners were not primarily passive recipients of information. As such adequate opportunities should be given where practical

investigations could be carried out by learners to allow for exploration and expression of ideas in their own languages.

- The aspect of continuous assessment was yet another important issue that needed consideration. Thus though article 4.5 revealed that teachers did not teach for the exam purposes only, the acquisition of the needed skills could be appreciated through awarding of marks in relation to time spent to accomplish a given project. Thus learners needed to be assessed on a continuous basis using a variety of assessment strategies as a means of maintaining their progress towards achieving the specified learning outcomes. It must be noted that, assessment of learner's progress was necessary in order to adjust the programme to meet the requirement of individuals. It is in this view that Cornbleth (1990), proposed an allocation of 45% towards practical skills.
- The findings revealed that the content that was to be taught in the High School Geography Curriculum was prescribed hence the difficulties encountered by both the teachers and learners. However, this study observed that High School Geography Curriculum frameworks could only act as guidelines, which could help the teachers to select content, and activities that could be appropriate to the learning outcomes and contexts of the learners.

### **5.3 Implications for the Teachers of the 'New' High School Geography Curriculum**

Curriculum reforms such as that of the 'New' High School Geography had for the most remained only on paper. This was due to the fact that there had been lack of specification on how they could be enacted in the field. This study therefore unearthed a number of

challenges for the High School Geography teachers and discusses improvements as outlined below;

There is a dire need for teachers to develop contextually relevant programmes of learning. These are programmes that would prepare learners for a globally competitive and technologically sophisticated economy. Thus High School Geography teachers should facilitate learner participation by promoting co-operation among learners and their parents. Teachers are supposed to use the curriculum to promote socialization in communities amongst young and old people in formal and informal learning.

It is also important that teachers increase the opportunities for HS/GCE learners to examine social, economic, political and environmental issues. This need is in response to the findings from the HS/GCE learners who expressed difficulties in conducting field projects as illustrated in article 4.11 of chapter 4. It follows that HS/GCE learners should be helped to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values.

It is also important that teachers recognize the importance of culture and their implications for HS/GCE learning. Thus teachers could work to arrest the declining culture of citizens by giving learners a stronger democratic voice in the way that they interacted with each other and their environments.

Teachers had to participate as much as possible in writing of books that would have detailed information about Zambia and the sub-region. This follows, the argument by both teachers and HS/GCE learners that the only available book on the sub-region was too shallow and, hence, left learners with limited information.

There is also need to accommodate individual differences. This could be done in the manner where teaching methods employed by teachers could vary. The variation of teaching methods would arrest the complaint of boring teachers as observed by HS/GCE learners in chapter 4.

#### **5.4 Implications for HS/GCE Geography Learners**

Having involved HS/GCE to participate in the study, the researcher observed some challenges and strengths of the 'New' Zambian High School Geography Curriculum on the learners. Hence this part of the study discusses further implications on the HS/GCE learners as they arise from the findings. The HS/GCE learners brought out positive effects of the 'New' High School Geography Curriculum as illustrated in Table 12 of chapter 4 which include the following:

It helped learners to determine the type of crop that could be more successful in certain areas. This showed an appreciation of learning the topic related to weather and climate studies.

The learning of Geography had prepared HS/GCE learners to set up local industries. This was obtained from the appreciation of field project work in industries. It was also established that, Geography learning had accorded the HS/GCE learners an opportunity to realize the importance of reforestation and an understanding of settlement patterns. Learning of High School Geography helped to, widen the horizon of the HS/GCE learners in terms of career choosing. This was the case where some learners were motivated to become meteorologists and climatologists.

High school Geography learning was viewed to have helped HS/GCE learners to understand some physical features in some parts of the world. However the challenge that was observed was how to understand the interrelationships of those physical features across the world.

As earlier interpreted in article 4.13 of chapter 4, the ‘New’ Zambian High School Geography brought a number of negative effects on HS/GCE learners. As such the learners had to propose some improvements to the curriculum and this study recognized and discusses some of them as follows;

If the HS/GCE learners had to be fully involved in the learning process enough time in terms of periods was supposed to be apportioned to the Geography subject. The physical component, which was an important aspect in the learning of Geography, had proved to be too wide. The learners therefore had a twofold challenge thus where they could either learn so as to pass the examination or learn to understand. Increasing the period allocation would accord learners an opportunity to exploit the later challenge of learning to understand unlike the former.

How HS/GCE learners were to participate fully in the learning of High School Geography was yet another implication that was observed. The aspect of research had been proposed by this study as vital in enhancing learner participation. This was in the case where HS/GCE learners could be given topics to research on before the actual lesson took place. Thus having researched every HS/GCE learner in a particular class would at least be able to contribute by participating in the learning process.



The issue of real objects was yet another implication that was observed. Thus as much as the curriculum was scheduled to be relevant to the local needs some components still remained abstract to the HS/GCE learners. Thus learners needed to be exposed to real objects. This therefore, advocated for learning from the local environment. Thus Geography learning should be made interesting by exploiting the local community, which the learners were familiar with. It's from the exploitation of the local community that inter-connections with other communities, regions and the global world could be realized.

The importance of Geographical education was one aspect that HS/GCE learners highlighted. This was in response to the proposal by one of the learner respondents who when asked to propose improvement to the 'New' Zambian High School Geography Curriculum said the following; "teachers must give clear and full explanations to pupils and tips on how to study Geography for them to get good results and to know more of the world."

## **5.5 Implications for Parents**

Parents/Guardians as partners in educational development were faced with challenges of ensuring that the curriculum in place was responsive to societal demand. Thus parents were faced with challenges of how to ensure that the 'New' High School Geography curriculum incorporated culture. The fact that culture was not static but dynamic posed a challenge to parents about which cultural traits could be incorporated.

The other implication to the parents was that of ensuring that HS/GCE learners received the rightful and needed support in their learning process. How to determine and provide

role models to the HS/GCE learners from the communities was yet another implication to the parents.

## **5.6 Proposed Improvements to the ‘New’ High School Geography Curriculum**

The third research objective of this study was to propose improvements to the ‘New’ High School Geography Curriculum. This section of the study therefore, discusses the improvements as proposed by the researcher in view of the findings. The importance of effecting some improvements to the ‘New’ High School Geography Curriculum is meant to ensure that the overall course programme is designed to take account of the way in which pupils mature.

### **5.6.1 Improvement in the Design of Objectives**

The ‘New’ High School Geography Curriculum was derived by objectives such that as alluded to, in chapter 2, teaching under this curriculum involved transferring factual disciplinary knowledge to learners who were expected to learn it for assessment purposes. This study therefore proposed an outcomes-based education (OBE) approach to Geography delivery. As described by Donnelly (2007), OBE promotes progressive approaches to teaching and learning which do emphasize rote learning and competitive assessment. The broad aim of the curriculum could be to equip learners with the knowledge competences and orientations necessary for their success once they left school. In this case therefore, disciplinary knowledge could become subservient to learning outcomes.

### **5.6.2 Improvement in Assessment**

Instead of using assessment to determine how much learners were able to remember, this study proposed Continuous Assessment. Thus it was important that a variety of assessment strategies were used as a means of monitoring learners' progress towards achieving the specified learning outcomes.

### **5.6.3 Improvement to Content**

As much as the 'New' High School Geography Curriculum sought to address physical and human Geography there was supposed to be emphasis of the learners' immediate surroundings. As such the curriculum could allow for the implementers to exploit as much as possible the local communities as a way of addressing physical and human issues. In this case there could be flexibility in terms of topics on Physical Geography, which were envisaged to be too wide and abstract.

Further improvement to the high school Geography content would include addressing the following issues: -

- Issues of National Concern

The 'New' High School Geography Curriculum should address issues of national concern especially in the area of HIV/AIDS. Thus there is need that a specific topic on HIV/AIDS be included in the curriculum content. Furthermore, the aspect of environmental education should not only be used as a crosscutting issue instead more emphasis should be made towards the issue. Thus every topic in the curriculum should be designed in such a way that the outcomes point to environmental education.

- Promotion of Attitudes and Values

The design of the topics needs to possess an element of value-laden content. It is through the provision of value-laden content that HS/GCE learners would be able to understand burning issues in society and in turn make valuable decisions. These are issues such as those that had to do with the problem of water and sanitation, domestic waste disposal and land degradation.

- Concern for Global Issues

The topics in the curriculum were not only supposed to address the local and concerns of the sub-region but also the global issues. Thus the curriculum could be improved by extending the topics to the global world. For instance the topic on tourism could also address tourism at a global level.

Addressing tourism at a global level will help the learners to be aware of their inter-connections with the rest of the world. After all, most of the tourists who come to Zambia are from further away countries. As such learners should understand both the negative and positive effects of tourism in relation to the global world or village. Addressing global issues would also help learners to understand the governance of other nations and in turn find ways of improving their own governments.

- Cultural Rights

The High School Geography Curriculum could further be improved by including cultural rights. It was through such inclusion that the contributions of women in the development of the nation could be addressed. Through the aspect of cultural rights, moral judgment could be attained. Thus the curriculum could provide an opportunity for learners to use their ethical principles to help them understand issues and make sound decisions.

- Systematic Topic and Grade Allocation

This study further suggested that the curriculum be improved by redesigning the lay out of the topics. Thus these topics were supposed to be written down according to terms and year of study. For instance grade 10 Level could be allocated its own topics. This would help to direct the learners as they progressed from one grade to the other.

Above all, the best way to make improvements to the ‘New’ High School Geography Curriculum would be to seek the views of all key players. This meant involving teachers who were the implementers by according them opportunity to contribute towards what they felt could be included in the content. The learners themselves could also be asked on the type of Geography that they wanted to learn. However careful screening should be considered so as to offer them (learners) the best that could help them grow into responsible adults.

### **5.7 Reflections on extent to which research Questions have been addressed**

The Research question reading “what are the positive effects of the ‘New’ Zambian High School Geography Curriculum?” is addressed under items 4.4 third and fourth bullets, items 4.5, 4.8, table 5, figure 3 of article 4.9, figure 4, article 4.16 and article 5.4.

The Research question reading “what are the negative effects of the ‘New’ Zambian High School Geography Curriculum?” is addressed under items 4.4 fourth bullet, 4.9 second bullet, 4.11 table 7, 4.13 table 9 and item 5.2.

The Research question reading “what improvement can be made to the ‘New’ Zambian High School Geography Curriculum?” is addressed under items 6.4 bullet number 1, 6.6, 6.10, table 6, item 7.6, 6.17, 7.3 and item 7.4.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMENDATIONS**

#### **6.1 Introduction**

This chapter summarizes the study by highlighting major findings. It is in this chapter that the conclusions have been done. This chapter also outlines the recommendation made by the researcher.

#### **6.2 Summary**

The purpose of this study was to evaluate the effects of the ‘New’ Zambian High School Geography Curriculum on HS/GCE learners. This study was conducted in two districts of Lusaka province namely Kafue and Lusaka. The study was guided by three research Objectives as outlined below;

1. To identify positive effects of the ‘New’ Zambian Geography Curriculum on High School/ General Certificate of Education learners.
2. To find out negative effects of the ‘New’ Zambian Geography Curriculum on High School/General Certificate of Education learners.
3. To propose improvements to the ‘New’ High School Geography Curriculum in Zambia.

In order to address the research objectives, the study employed the survey research design. The study purposively sampled 26 teachers from whom data were collected. The

study also used a stratified random sampling method to select 246 learners who participated in the research as respondents. Two Geography specialists from CDC and ECZ were purposefully chosen to also participate in the research. The research did not leave out parents; hence a stratified random sampling technique was used to select 24 parents as participants.

Data were collected using two types of instruments; these were questionnaires and an interview guide. Separate questionnaires were used for obtaining data from CDC/ECZ subject specialists, teachers and learners. An interview guide was used to obtain data from parents.

Data were collected and analyzed quantitatively and qualitatively. Data were then quantified through the use of descriptive statistics. Data were further presented using frequency tables and graphs. The frequencies were converted to percentages. Qualitative data were presented using narrative reports.

The study established main findings as follows;

- 1) The learners appreciated the 'New' Zambian High School Geography Curriculum as having accorded them an opportunity to;
  - Understand some industrial and farming activities through embarking on field project.
  - Understand the environment they lived in and were also able to explain the causes of global warming
  - Calculate and determine time in varying climatic zones



- Appreciate the importance of afforestation hence able to conserve the soils.
  - Read maps which has allowed learners to undertake given activities with less difficulties for instance given a map the learners should be able to locate different places according to instructions.
- 2) The 'New' Zambian Geography Curriculum did not address fully the needs of Zambians in terms of incorporating the cultural norms and values of communities.
  - 3) The objectivity design of the curriculum was limited in scope due to lack of resources in terms of detailed textbooks.
  - 4) The curriculum exhibited features of lack of interplay between the document, teachers and learners with their school settings.
  - 5) The study did establish that while the 'New' curriculum was designed towards a common mission it did not honor diversity.
  - 6) Since the inception of the curriculum in 2004, no evaluation had been conducted to determine the effects of the curriculum on High School/General Certificate of Education learners.
  - 7) There was need to make the curriculum content more practical if it was to be responsive to the needs of the learners and the Zambian society.
  - 8) It was also obtained from the findings that the 'New' curriculum still presented topics that were abstract. These topics were enshrined in the physical component.
  - 9) The curriculum was also found to have failed to address the interrelationships between the local factors and the global ones.
  - 10) The teachers had difficulties in meeting the needs of the learners due to the predetermined outcomes as enshrined in the curriculum objectives.

- 11) The allocation of 12 % towards the field project component discouraged both teachers and learners to extensively exploit teaching and learning through this approach.
- 12) The geography of Zambia and the Sub-Region was not extensively covered though the curriculum objectives stipulated a need for local relevance.

Arising from the findings the researcher proposed some improvements to the 'New' High School Geography Curriculum. These improvements include the following;

- Embarking on a variety of assessment strategies as a means of monitoring HS/GCE learners' progress towards achieving the specified objectives.
- Promoting progressive approaches to teaching and learning through outcomes-based education (OBE).
- Re-aligning the content by incorporating in detail issues of national concern such as HIV/AIDS and environmental education.
- Incorporating attitudes and values in the content so as to deliver a value-laden curriculum to the learners.
- Emphasizing the issue of cultural rights and advocating for learning through community participation.
- Addressing the issues of global interconnections in the curriculum.

### **6.3 Conclusion**

Following the findings this study concluded that the success of the High School Geography Curriculum depended to a greater extent on the involvement of key stakeholders in the initial planning and timely evaluation of the implementation. Thus the

involvement of key stakeholders ensured that the interests of all the groups were addressed. From the findings, the value of objectives was recognized to be worthwhile if the curriculum began with important learner outcomes, unlike beginning with small pieces of content as observed in the 'New' High School Geography Curriculum.

From the findings of CDC and ECZ officials it was concluded that the search for relevance precipitated the changes that were observed in the 'New' Curriculum, however, it was the lack of incorporation of cultural aspects that made the curriculum to continue exhibiting abstract content, especially in the area of Physical Geography. The motivation of the learners was observed to be important in enhancing learner participation. This study concluded that communities were the key in providing role models, as much as teachers were charged with the responsibility of ensuring a supportive learning environment. In view to improving standards of attainment to High School Geography, this study thought it essential that close attention was supposed to be paid to establishing structures that facilitated Geographical learning. It was concluded by this study that learners needed to be aware of the ways in which their own communities had changed and were changing. Finally this study proposed that High School Geography Curriculum was supposed to accommodate planning of programmes of work at different levels through aligning the content and topics to specific grades or groups of learners at a given time.

## 6.4 Recommendations

In view of the findings brought out by this study, the researcher has made the following recommendations:

1. A comparative study should be undertaken countrywide to assess the effects of the 'New' Geography Curriculum on HS/GCE learners. This is based on the finding that since the inception of the 'New' Zambian High School Geography Curriculum in 2004 there had been no evaluation that was made to determine the effects of the curriculum on learners.
2. In future, there will be need to involve key players in the design of HS/GCE Geography Curriculum. This addresses the finding that the key stakeholders who are teachers and learners were not consulted regarding the change to the 'New' Zambian High School Geography Curriculum.
3. Cultural rights should be considered as an important element towards effective curriculum design in future. The inclusion of cultural rights will draw the curriculum as close as possible to the needs of society. This is based on the finding that the 'New' Zambian High School Geography Curriculum did not leave room for learners to review a range of values and attitudes regarding their local communities.
4. The policy makers should provide an atmosphere that will enable teachers to participate in writing of relevant textbooks, which will address in details the content of the Geography Curriculum. The policy makers should also provide teaching and learning materials that cannot be accessed locally. This arises from the finding that the implementation of the 'New' Zambian High School

- Geography Curriculum has posed a challenge to both teachers and learners in that there aren't enough and detailed textbooks that should be used for the effective implementation.
5. The policy makers should re-design the curriculum implementation time frame. Thus, there is need to allocate more hours to the teaching and learning of Geography. This is based on the finding from both the teachers and learners that time allocated for teaching and learning was not enough as the curriculum was very bulky especially the component of Physical Geography.
  6. Exploitation of outcomes based education should be encouraged in the design and implementation of High School Geography Curriculum. This curriculum should contain programmes that should prepare learners for a globally competitive and technologically sophisticated economy. This addresses the finding that the 'New' Zambian High School Geography Curriculum is based on predetermined objectives hence does not accord teachers to teach according to the needs of the learners.
  7. The Geography content pertaining to the Sub-Region should be redesigned so as to ensure that it enhances the relationships between different aspects of the world system. This is based on the finding that the content for the Sub Region is restricted to activities within the sub region and overlooks the interconnections with other regions and global world at large.
  8. The MOE should sponsor teachers for in-service training in methodology. This would help alleviate the problems encountered by learners in the understanding of map work, field project and mathematical Geography among the components that have been viewed to be difficult. This is based on the finding that both teachers

and learners experienced difficulties in the teaching and learning of some topics especially in map work mathematical geography and Physical Geography.

9. ECZ should accommodate the possibility of introducing Continuous Assessment as a core component of the final assessment for learners. This addresses the finding from the teachers that there was need to embark on Continuous Assessment as a means to encouraging learners to work extra hard and appreciation of individual differences.

For further research, it is hoped that the findings of this study and the recommendations will be of help to future researchers.

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# APPENDIX 1

## THE UNIVERSITY OF ZAMBIA

### DIRECTORATE OF GRADUATE AND RESEARCH STUDIES

#### SCHOOL OF EDUCATION

Questionnaire for the Curriculum Development Centre (CDC) Geography Specialized

Officials

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the effects of the ‘New’ Zambian High School Geography Curriculum on high school and GCE learners. You have been purposefully chosen to participate in filling in the questionnaire. Please answer the questions as honestly as possible. Be assured that your response will be confidentially kept.

1. What policy guidelines influenced, or had to be considered in devising the ‘New’ High School Geography Curriculum/Syllabus? .....
2. What factors, issues and pressures precipitated the introduction of the ‘New’ High School Curriculum/Syllabus?
  - (i) Locally .....
  - (ii) Regionally.....
  - (iii) Globally .....
3. To what extent does the ‘New’ Geography High School Curriculum / Syllabus address the challenges of the national policy on education ‘Educating our Future’ 1996 pages 5 –

6 goals and pages 51–52 the aims and objectives of high School Education?

.....

4. What artefacts (documents, books, theoretical approach) were used by the developers as indicators of the intentions and implementations of the curriculum / syllabus?

.....

5. What advantages do the chosen artefacts have over other approaches?

.....

6. Why was the word ‘syllabus’ used instead of ‘curriculum’?

.....

7. How relevant is the “New’ High School Geography Syllabus to the needs of the Zambians and the global village at large?

.....

8. Does the content of the ‘New’ High School Geography Syllabus address issues pertaining to the learners’ immediate surrounding (local community)?

.....

(a) If yes, how are issues pertaining to the learners’ local community incorporated?

.....

9. Culture and learning are connected in important ways. How does the content of the ‘New’ High School Geography Syllabus address the issue of culture?

.....

10. Since learners develop at different levels (individual differences), how is the content designed towards a common mission while honouring diversity?

.....

11. Are there enough textbooks to allow for the effective implementation of the ‘New’ High School Syllabus?

.....

12. In the development of the ‘New’ High School Geography Syllabus, were there any consultations made with the interest groups like the pupils, leaders and parents on the type of curriculum that they would want?

.....

(a) If yes, what were their needs?

.....

13. Has the Ministry provided enough manpower (qualified teachers) to bring about effective implementation of the ‘New’ High School Geography Syllabus?

.....

14. What reasons are given for making Geography an option subject rather than a compulsory one at high school level?

.....

15. Do you conduct surveys on the teaching of Geography in Zambian High Schools? If yes, how often?

.....

16. Since the inception of the ‘New’ High School Geography Syllabus in 2004, has there been any evaluation made to determine the effects of the syllabus on the high school / General certificate of education learners?

.....

(a) If yes, when was it done and what was the composition of the evaluators?

.....

(b) If no, how long does it take for a given Geography Syllabus to be evaluated?

.....

17. Should School certificates and General certificates of education learners be subjected to the same type of content?

.....

Give reasons for your answer

.....

18. What is the effect of the 'New' High School Geography on High School/General certificate of education learners?

.....

If there are any negative effects, how best do you think the curriculum can be improved so as to address the effects?

.....

Thank you for participating in this research.



## APPENDIX 2

### THE UNIVERSITY OF ZAMBIA

#### DIRECTORATE OF GRADUATE AND RESEARCH STUDIES

#### SCHOOL OF EDUCATION

##### Questionnaire for the Examinations Council of Zambia Geography Specialist

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the effects of the 'New' Zambian High School Geography Curriculum on High School and GCE learners. You have been purposefully chosen to participate in filling in the questionnaire. Please answer the questions as honestly as possible. Be assured that your response will be confidentially kept.

19. What policy guidelines influenced, or had to be considered in devising the 'New' High School Examination Syllabus?

.....

20. What factors, issues and pressures precipitated the introduction of the 'New' High School Examination Syllabus?

(i) Locally .....

(ii) Regionally .....

(iii) Globally .....

21. To what extent does the 'New' High School Geography Examination Syllabus address the challenges of the national policy on education 'Educating our Future'?

.....  
.....

22. (a) In designing the 'New' High School Examination Syllabus, which theoretical framework approach was used?

.....  
.....

(b) What are the advantages of the chosen theoretical approach over other approaches?

.....  
.....

23. (a) When did E.C.Z de-link itself from the Cambridge Examination syndicate (UK) so as to have its own local examination?

.....  
.....

(b) What are the advantages of the local examinations by E.C.Z over the University of Cambridge examination syndicate?

.....

24. Culture and learning are connected in important ways. How does the content of the 'New' High School Geography Curriculum address the issue of culture?

.....

25. (a) Does the examination questioning allow room for candidates to answer questions according to their experiences of the immediate surroundings (local community)

.....

(b) If the answer to the question is yes, briefly explain how.

.....  
.....

26. (a) Does E.C.Z monitor the geography paper 3 in terms of

(i) Preparation of project questions?

.....

(ii) Marking of project findings?

.....

(iii) Grading of the project findings?

.....

(b) If the answer in question 8 (a) is yes, how does E.C.Z do the monitoring?

.....

(c) Are there any improvements that can be made towards examination of geography paper 3? Suggest ways.

.....

27. (a) Does E.C.Z conduct refresher courses in terms of preparation and marking of geography Examinations?

.....

(b) How often are the refresher courses done?

.....

28. How can you justify the awarding of 12% towards the geography field project paper 3 examination bearing in mind the time taken to complete a given or chosen project.

.....

29. Bearing in mind that learners develop at different levels (individual differences), how is the High School Geography Examination designed towards a common mission while honouring diversity.

.....

30. How are issues of culture incorporated in the examination design?

.....

31. Should High School and G.C.E candidates be subjected to the same type of examination? Give reasons for your answer.

.....

32. What is the effect of the 'New' High School Geography Curriculum on High School/ G.C.E examination?

.....

If there are any negative effects, how best do you think the curriculum can be improved so as to address the effects?

.....

Thank you for participating in this research.

## **APPENDIX 3**

### **THE UNIVERSITY OF ZAMBIA**

#### **DIRECTORATE OF GRADUATE AND RESEARCH**

#### **SCHOOL OF EDUCATION**

#### A Questionnaire on the effects of the 'New' Zambian High School Geography Curriculum

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the effects of the 'New' Zambian High School Geography Curriculum on High School / GCE learners. You have been purposefully chosen to participate in filling in the questionnaire. Please answer the questions as honestly as possible. Be assured that your response will be confidentially kept.

#### Semi structured Questionnaire for the Heads of Social Sciences Department and the Geography teachers.

- a) Complete this form by ticking [ ] the most appropriate one from your point of view.
- b) Where not applicable indicate N/A
- c) For open-ended questions, please write your response in the space provided.

SECTION A: General and personal information

1. Name of High School .....
2. Type of school
  - (i) Co-education
  - (ii) Single sex
3. Gender of learners at school
  - (i) Male
  - (ii) Female
  - (iii) Both.
4. Gender of respondent: {Male} {Female}
5. Post held .....
6. What is your highest professional qualification?
  - (a) Masters degree
  - (b) First degree
  - (c) Advanced Diploma
  - (d) Diploma
  - (e) Certificate.

Name of institution and year when your highest qualification was

Obtained .....

Name of institution.....

Year qualification obtained.....

SECTION B: Education of Geography Curriculum.

7. From the year you last obtained your highest qualification, have you ever attended any training course related to Geography? {Yes}{No}

8. If 'yes' briefly state the nature of the course attended, where the course was held and when?

Nature of the course attended.....

Place where the course was held.....

Year the course was held.....

9. How long have you been teaching Geography at High School?

10. Have you been involved in the teaching and preparation of grade 12 learners towards their school certificate and GCE Geography examinations? {Yes}{No}

11. During your teaching experience were you ever consulted for your suggestion over the development of the 'New' Geography High School Curriculum?  
{Yes}{No}If yes, who did the appraisal? .....

12. Since the inception of the 'New' High School Syllabus in 2004, have you been invited by the curriculum developers to review the effects of the syllabus on High School and GCE learners? {Yes}{No}

If yes, please state when and where?  
.....

13. In your opinion, is the content of the 'New' High School Geography Syllabus ideal for the development of a learner well equipped with Geographical knowledge and skills to enable him/her cope with the challenging higher level tertiary (college and university) Geography courses and for life after school?

Briefly illustrate you

view.....  
.....

14. Does the new syllabus address issues pertaining to the learner's local environment? If yes, state how. ....
15. From your experience of teaching and preparing learners for Geography examinations, is the time allocated for Geography teaching adequate to cover the syllabus in time for examination? {Yes}{No}
- If No, please specify.  
.....
16. Does the 'New' High School Geography Curriculum have any effects on High School and GCE learners? {Yes}{No}
- If yes, specify.....
17. Does the 'New' High School Geography Curriculum, have enough supporting material for its implementation? {Yes}{No}
- If No, what types of supporting materials are required for the 'New' High School Geography Curriculum implementation?
18. Does the High School/GCE Geography examination address the main areas of the curriculum?
- A) Yes It Does
  - B) No it doesn't
  - C) Clarify
19. Should High School and GCE learners be subjected to the same type of examination? Give reasons for your answer. ....



20. Should continuous assessment be part of the final grade in the HS/GCE Geography? {Yes}{No}.....

If Yes, how many marks should be allocated to continuous assessments and why?

.....

21. Which topic/section of the 'New' High School Geography Curriculum do you find difficult to teach? (Tick as many as you find difficulties in }

- a) Elements of Human Geography [ ]
- b) Physical Geography (land forms) [ ]
- c) Field projects [ ]
- d) Map work component [ ]
- e) Mathematical Geography [ ]
- f) Meteorology and climatology [ ]
- g) Geography of Zambia [ ]
- h) Geography of the Sub-Region [ ]
- i) Settlements and population studies [ ]
- j) None [ ]

22. From your teaching experience, what would you consider to be the main constraints in teaching the 'New' High School Curriculum?

.....

23. Make a critique of the 'New' High School Geography Curriculum and suggest ways of improving it.

.....

Thank you for sparing your precious time and for your willing co-operation to participate in this research.

## **APPENDIX 4**

### **THE UNIVERSITY OF ZAMBIA**

#### **DIRECTORATE OF GRADUATE AND RESEARCH**

#### **SCHOOL OF EDUCATION**

#### A Questionnaire on the effects of the 'New' Zambian High School Geography Curriculum

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the effects of the 'New' Zambian High School Geography Curriculum on High School certificate GCE learners. You have been purposefully chosen to participate in filling in the questionnaire. Please answer the questions as honestly as possible. Be assured that your response will be confidentially kept.

#### Questionnaire for learners

1. Use a tick [ ] to indicate your choice where you have a choice to make.
2. Where it is not applicable indicate N/A
3. Give brief but adequate information for questions that require explanation.

#### SECTION A: General and personal information

1. Date of interview .....
2. Name of school.....
3. Grade of respondent .....



- .....
9. Should continuous assessment be part of the final grade in the school certificate/GCE Geography? {Yes} {No}
10. Have you ever participated in any Geography training or meeting? Yes [ ] No [ ]  
If Yes, where was the meeting or training held? .....  
What was the purpose of the training? .....
11. How does your learning of Geography help you to fit in modern society? (Explain briefly).....
12. What do you suggest could be done to promote more liking of and an interest in Geography among learners?.....
13. What type of things would you like to learn in Geography?  
.....

Thank you for sparing your precious time and for your willing co-operation to participate in this research.

## **APPENDIX 5**

### **Interview guide for the Parent Teachers Association (PTA)**

1. Understanding of Geography.
2. Expectations from a Geography learner.
3. Geography as an optional subject.
4. The relevance of 'New' High School Geography to the needs of society.
5. What learners should be taught in Geography lessons.
6. Support given to learners in the learning of Geography.

Thank you for participating in the discussion.

## **APPENDIX 6**

CD of Effects of the Findings

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