

**INVESTIGATING THE KNOWLEDGE OF TEACHERS IN THE
IMPLEMENTATION OF THE REVISED EDUCATION CURRICULUM IN
SELECTED SECONDARY SCHOOLS OF LUSAKA DISTRICT**

BY

MAKANDO NCHIMUNYA

**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of the Degree of Master of Education in Educational
Administration and Management**

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DECLARATION

I **MAKANDO NCHIMUNYA**, do declare that this dissertation represents my own work and has not previously been submitted for a degree at this or any other university. I further declare that all sources cited are indicated and acknowledged by means of reference.

Sign of Author.....

Date.....

CERTIFICATE OF APPROVAL

This Dissertation of **MAKANDO NCHIMUNYA** has been approved as partial fulfillment of the requirements for the award of Degree of Master of Education in Educational Administration and Management by the University of Zambia.

EXAMINERS NAME

SIGNATURE

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ABSTRACT

The study aimed at investigating the knowledge of teachers in the implementation of the revised education curriculum in selected schools of Lusaka District. The objectives of the study were, to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify the challenges that the teachers face in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

A descriptive research approach was used in conducting this study. Data were collected through interviews and questionnaires from a sample of 60 participants consisting of one Provincial Education Standards Officer (PESO), one Senior Planning Officer (SPO), one District Education Standards Officer (DESO), one Education Standards Officer General Inspection (ESO GI) and one Senior Education Standards Officer (SESO), Five Secondary School Head Teachers, 30 Secondary school Classroom teachers and twenty pupils in Lusaka District. The Data collected was analyzed using thematic analysis. Thematic analysis emphasizes pinpointing and recording patterns (or “themes”) within data which became the categories for analysis.

The findings revealed that there was a gap between policy makers’ intentions and teachers’ perspectives, impeding the effective implementation of the revised education curriculum in teaching and learning. This gap related to the teachers’ poor understanding on the general ideas and lack of knowledge on how to address practical challenges with values or how to consider the revised curriculum and use different strategies effectively to implement the revised education curriculum. Furthermore, some obstacles to implement the revised curriculum were identified. These included: lack of teacher content knowledge and initiative, lack of teaching and learning materials, lack of qualified teachers in certain school departments, lack of training on the revised education curriculum, poor follow ups by the curriculum planners and parental subject preference.

In the light of these findings it was suggested that the teachers should be given opportunities for their participation in formulation and/or review of the curriculum. Also the Ministry of General Education should devise ways of providing quality and relevant teaching and learning resources that are consistent with the revised curriculum and make frequent follow ups in order to get timely feedback on the implementation of the revised curriculum.

DEDICATION

This dissertation is dedicated to my loving husband, Mr. Amusa Zaza who has always supported me to aim higher in my educational experience and is proud of my academic progression. I also dedicate this work to my three lovely daughters, Palisa, Lufilwe and Thumelo Zaza for their patience and endurance as I carried out this study.

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TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF AND TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Overview	1
1.2 Background to the Study	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study	4
1.5 Study Objectives	5
1.5.1 General Objective	5
1.5.2 Specific Objectives	5
1.6 Research Questions	5
1.7 Significance of the Study	5
1.8 Scope of the Study.....	6
1.9 Conceptual Framework	6
1.10 Limitations of the Study	8
1.11 Definitions of Terms	8
1.12 Summary	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Overview	10
2.2 Post-colonial education in Zambia	10
2.3 Curriculum Framework	12
2.4 The extent to which the revised education curriculum is being implemented in secondary schools	12
2.5 Professional development	14
2.6 Methods for effective implementation of the revised education curriculum	16

2.7 Implementation of the revised education curriculum.....	21
2.8 Enhancing Curriculum implementation	22
2.9 Summary	26
CHAPTER THREE: METHODOLOGY	27
3.1 Overview	27
3.2 Research Design.....	27
3.3 Study Population	27
3.4 Study Sample.....	27
3.5 Sampling Techniques	28
3.6 Instruments for Data Collection	29
3.7 Procedure for Data Collection.....	29
3.8 Data Analysis	29
3.9 Ethical Considerations.....	30
3.10 Summary	30
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	31
4.1 Overview	31
4.2. The implementation of the revised curriculum in schools	31
4.2.1 Response from the Secondary school Teachers	31
4.3 Methods of curriculum implementation in schools.....	33
4.4 Challenges in the implementation of the revised education curriculum in secondary schools.....	35
4.5 Findings on what can be done to enhance implementation of the revised education curriculum.....	38
4.6 Summary	38
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	39
5.1 Introduction	39
5.2 Curriculum Implementation in Secondary Schools	39
5.3 Teaching Methods	40
5.4 Challenges in implementation of the revised education curriculum	42
5.5 Suggested solutions aimed at enhancing effective implementation of the revised education curriculum.	45
5.6 Summary	47

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	48
6.1 Conclusion.....	48
6.2 Recommendations	49
6.3 Suggestions for future Research.....	50
REFERENCES.....	51
APPENDICES	55

LIST OF AND TABLES

Table: 1:	Curriculum implementation.....	8
Table 2:	Sample size	32
Table 3:	Response rate of all categories of respondents.....	36
Table 4:	Career pathways at Secondary School.....	37
Table 5:	Follow-ups by the curriculum implementers/ Monitoring and evaluation.....	42

LIST OF FIGURES

Figure 1:	Different Teaching methods used by the teachers.....	38
Figure 2:	Secondary school head teachers on the teaching methods used by the teachers.....	39
Figure 3:	Pupils on the teaching methods used by their teachers.....	40
Figure 4:	The rating of the Training offered by the Ministry of General Education to the Teachers on the implementation of the Revised Education Curriculum.....	41
Figure 5:	Continuing Professional Development in the Implementation of the revised Education Curriculum.....	43

LIST OF APPENDICES

Appendix A: Questionnaire for the Ministry of Education Officials	55
Appendix B: Interview Guide for Secondary School Head Teachers	58
Appendix C: Interview Guide for Secondary School Teachers	59
Appendix D: Interview Guide for Secondary School Pupils	60

ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome.
CAPS:	Curriculum Assessment Policy Statement.
CDC:	Curriculum Development Centre.
CPD:	Continuing Professional Development.
CSOs:	Civil Society Organizations.
DESO:	District Education Standards Officer
ECE:	Early Childhood Education.
ECZ:	Examinations Council of Zambia
ESO GI:	Education Standards Officer General Inspection.
FNDP:	Fifth National Development Plan.
GRZ:	Government of the Republic of Zambia.
HIV:	Human Immunodeficiency Virus.
ICT:	Information Communication Technology.
MoGE:	Ministry of General Education.
OBE:	Outcome-Based Education.
PESO:	Provincial Education Standards Officer.
SESO:	Senior Education Standards Officer.
SPO:	Senior Planning Officer.
ZATEC:	Zambia Teacher Education Course.
ZECF:	Zambia Education Curriculum Framework.
ZPC:	Zambia Primary Course.

CHAPTER ONE: INTRODUCTION

1.1 Overview

The aim of this study was to investigate the knowledge of teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka District. This chapter covers the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, conceptual framework, and limitations of the study and operational definitions of terms.

1.2 Background to the Study

Curriculum change is a topic constantly discussed in education. Schools, colleges and universities are always changing their curricular to match with the new demands. Such changes are either designed deliberately or through external pressure. The history of curriculum development in Zambia dates back to 1966 when the Education Act unifying the systems was passed. This was followed by the creation of the English Medium Centre to develop a relevant curriculum for the Zambia Primary Course. In 1970 the Centre was renamed Curriculum Development Centre (CDC). Its main functions were to set educational objectives, formulate syllabi, advise on the methodology of teaching and draw evaluation programs. The creation of the National Curriculum Council in 1973 introduced subject curricular Committees through which it was envisaged that relevant curricular programs would be formulated. Zambia like many other countries had a centralized system of education which emphasized uniformity, central planning and supervision. Hawes (1979) indicates that some third world countries like Ghana, Kenya, Uganda and Zambia to name but a few have established Curriculum Development Centres to sustain uniformity and centralized supervision.

Ngaroga (1996:211) defines a curriculum as “a planned course of study that provides the learner with some learning experiences under the guidance of the school”. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabi and subjects. The process involves helping the learner to acquire knowledge or experience. An educational change in terms of curriculum involves changing teachers’ beliefs and understanding as a prerequisite to improving teaching practices (Fullan, 1991). Research indicates that teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of new programmes and approaches. Curriculum change requires in-school management teams to lead the implementation of

change in the school as an organization. Effective curriculum change and implementation require time, personal interaction, in-service training and other forms of people-based support (Fullan, 1991).

Johnson, (1995) states that, the need for enhancing the development process in the developing nations is ever becoming more critical and urgent. The pace at which this can be realized is hinged essentially on the ability of the government to formulate appropriate policies and, very importantly, on the capability to effectively implement the formulated policies. Over the years in Zambia, numerous and brilliant policies have been formulated and implemented. However, mere formulation of policies should not become the major issue in Zambia but rather their effective implementation as it is only effectively implemented policies that can bring about national development .

In every society, there are usually problems. These problems could be for instance, in the areas of education. In order to solve these problems as they might exist at given points in time, government is always seen formulating policies in response to them and in relation to the objectives of growth, national development and the well-being of the citizens.

According to Hanson, (1979) if attempts are not made to address these problems as they arise, they may degenerate into uncontrollable stages with the society's social-economic growth and development endangered. Education is a road to development and a dynamic activity. It ensures individual and collective freedom in all walks of life. Good education can lead to a good quality of life for the people. It builds for them a strong foundation for their career and success in life. The goals of education could be realized by concerted and consistent approach. Realization of the goals of education has direct relationship with overall national development.

Kelly, (1999) indicates that, the overall objective of every government is to bring about a qualitative improvement in the standard of living of its citizens and to promote growth and development generally. Realizing these noble objectives entails not only the formulation of policies but also the effective implementation of such formulated policies by the government. Given the number of policies that have been formulated in Zambia since independence, the nation is supposed to have witnessed tremendous levels of social, economic and political development. The reverse has, however, been the case and this underscores the fact that there has not been effective implementation of those policies by the government. In essence, there has been a wide gap between the development goals of a policy at the formulation stage and

the realization of such goals on implementation. To close this ever-widening gap, there is the need for enhancement in the extent to which the government in Zambia effectively implements policies. For the realization of this enhancement, the recommended measures need to be considered and/or adhered to in the course of policy implementation activities.

During the past five decades, there have been major efforts to reform education in secondary schools. These efforts have been occasioned by a growing dissatisfaction of pupils who fall off the education ladder or complete grade twelve and are not admitted in any tertiary educational institution.

In order to address these problems as they might exist, Kelly (1999) adds that, at given points in time, government should effectively implement its policies. Effective implementation of policies is not an automatic affair. Policy implementation has become of greater concern to its formulation particularly in developing nations like Zambia. The government is increasingly looked upon by the citizens to effectively implement development projects and programmes and where, contrarily, ineffective implementation of policies may become very critical and worrisome. The Government of Zambia needs an educational curriculum that is effective and responsive to people's overall needs.

According to the Zambia Education Curriculum Framework (2012) the Ministry embarked on a complete revision of the education curriculum under the theme "Empowering learners by putting theory into practice". The Ministry captured learners from Early Education to Secondary Education. This revised education curriculum was rolled out in January, 2014 and was aimed at enhancing the reading and writing skills in pupils, thereby, improving the education standards in the country. The Ministry of Education's motive in revising the curriculum is to make pupils become more practical. However, one of the biggest challenge to any manager in an educational organization is in implementing change successfully. The revision of the education curriculum could benefit and develop the nation at large if understood and implemented effectively. Bertic (1990) states that, curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school managers. The manager does this through: deploying staff, allocating time to subjects taught at the school, providing teaching and learning materials, and creating an atmosphere conducive to effective teaching and learning. Furthermore, the managers monitor and guide curriculum implementation through ensuring that schemes of work, lesson plans and records of work are prepared regularly. The manager maintains a school tone and

culture that create the climate of social responsibility. Teachers ensure that the planned curriculum is implemented to the learners.

So in the light of the forgoing it is necessary to investigate the knowledge of secondary school teachers in curriculum implementation. To this effect, the proposed study attempted to investigate the knowledge of teachers in the implementation of the revised educational curriculum in selected secondary schools of Lusaka District.

1.3 Statement of the Problem

To meet the needs of an increasingly globalized world, educators, politicians, parents, and corporations across the globe have called for major school reforms by restructuring the curriculum and imposing stronger standards. Manchishi (2007) has noted that since independence, several attempts have been made by the Ministry of Education to reform curricula. If the Zambian society is not to be plagued by a breed of unemployable youth who cannot raise the economic productivity of the country, it is desirable that a lasting solution be provided. The Times of Zambia (2014) reported that, there had been concerns of dissatisfaction with the education being given to the children of Zambia. Some stakeholders had criticized the past curriculum saying it was overloaded, not flexible and never took into consideration the emerging changes in terms of technology and social developmental issues such as life skills, sexuality, financial and entrepreneurship and Information Communication Technology (I.C.T). The Government completely revised the education curriculum to facilitate the development of the nation. The teacher is the mediator between the curriculum and the learners. Therefore, the teachers' knowledge in curriculum implementation is very crucial in the implementation process. Teachers have to make an effort to know and understand the curriculum and how it should be implemented. It is on this basis that this study wished to investigate the knowledge of teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka District.

1.4 Purpose of the Study

The purpose of the study was to investigate the knowledge of teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka District.

1.5 Study Objectives

1.5.1 General Objective

To investigate the knowledge of teachers the implementation of the revised education curriculum in selected secondary schools of Lusaka District.

1.5.2 Specific Objectives

The study was guided by the following objectives.

1. To examine how the revised education curriculum is being implemented by the teachers in secondary schools.
2. To investigate the methods that have been employed by the teachers to implement the revised education curriculum.
3. To identify teachers' challenges in the implementation of the revised education curriculum.
4. To suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

1.6 Research Questions

The study was guided by the following research question

1. How is the revised curriculum being implemented in schools?
2. What methods are being employed by the teachers in schools to effectively implement the revised curriculum?
3. What are the teachers' challenges in the implementation of the revised education curriculum in secondary schools?
4. What suggestions can be made to enhance implementation of the revised education curriculum?

1.7 Significance of the Study

The introduction of the revised education curriculum is meant to improve the quality of education provided to learners in Zambia at all levels. Hence, this study may help to provide information on the knowledge that the teachers have on the implementation of the revised education curriculum which is crucial in the process of achieving quality education. In addition, the study may also help in providing some information needed for effective curriculum implementation in secondary schools and contribute to the general body of

knowledge. At the time when Zambia is undergoing rapid socio-economic development, any study that addresses effectiveness of educational provision would be of great importance to the students and policy makers. Educational administrators and curriculum planners could become aware of some of the problems which prevent successful curriculum implementation. Furthermore, the rate of unemployment among secondary school leavers could be minimized, thereby making them well-adjusted individuals who will raise the economic productivity of the country. This study may also help to reveal some of the obstacles in curriculum implementation and propose solutions which could be used as a means of improving the process of implementing curriculum innovations.

1.8 Scope of the Study

The study was supposed to involve all the secondary schools in Lusaka district but was limited to selected secondary schools.

1.9 Conceptual Framework

Miles and Huberman (1984) define a conceptual frame work as a visual or written product that explain graphically or in narrative the main things to be studied - key factors, concepts or variables and the presumed relationships among them. In this sense, the teacher is the sole implementer of the curriculum in the classroom. The main focus of the implementation of the curriculum is the learner, while the actual people who implement the curriculum are teachers. The teacher is the prime facilitator of the educational system. Aghanta (1991) conceptualizes that as an input operator into the educational system, the teacher plays a major role in the conversion of raw materials particularly students into finished products for instance, graduates.

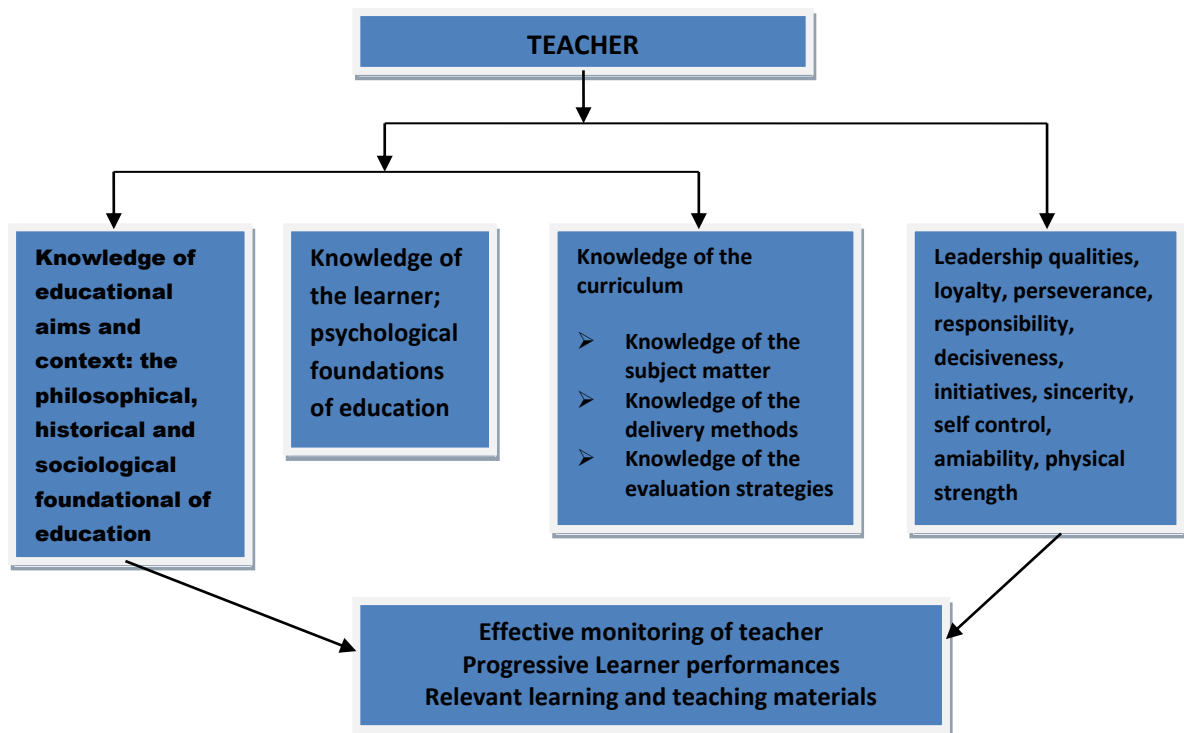


Figure 1: Curriculum implementation

Academic Standards – A teacher due to training attained is grounded in his or her area of specialization. Aghanta (1991) states that, the knowledge required of a teacher can be condensed into three main types namely.

1. Knowledge of educational aims and contexts (curriculum). The aims and objectives of education vary from societies based on the problems and needs of the society. The teacher needs to be grounded in the historical, philosophical, sociological and other issues the society is experiencing and how education can be used in solving them.
2. Knowledge and characteristics of the learner: A good teacher should understand how children learn and develop. He/she should be able to provide learning opportunities that support their intellectual, social and personal development. Education revolves around the learner; a learner who has acquired a sound education should be able to contribute to the solutions of problems in society.
3. Knowledge of curriculum: The teacher here should understand and have the knowledge of the subject matter, delivery methods and knowledge of evaluation methods.

Table 1 shows an effective curriculum implementation which is grounded in the Humanistic standards of a teacher. It looks at his/her personality traits such as; sense of responsibility,

initiative, sincerity, self-control, loyalty, leadership qualities and amiability. All these will help the teacher to succeed in the varied task he/she must perform.

Finally, success in the curriculum discharge in the duty of a teacher depends to a large extent on the degree to which teachers possess the necessary cognitive, affective and psychomotor skills (Aghanta (1991). Therefore, the teacher should have the appropriate knowledge, attitude and physical skills to carry out whatever activities he/she is expected to engage in, to help learners acquire desired knowledge and skills to bring about changes. Effective implementation of the curriculum is dependent on the effective use of appropriate teaching methods in the classroom. Teaching methods are used to facilitate students' learning and satisfaction. This study was aimed to investigate the knowledge of the teachers in the implementation of the revised education curriculum for Secondary Schools of Lusaka District

1.10 Limitations of the Study

There were some limiting factors which influenced the researcher's effort towards carrying out this research. One of the factors was time as most respondents could only be interviewed at their convenient time.

1.11 Definitions of Terms

This sub-section defines all the terms as they are used in the context of this study.

Curriculum	A prescribed program of study for learners in institutions of learning.
Effectiveness	Capability of the revised education curriculum to produce the desired results.
Human resource	The administrators and teachers within Lusaka who take part in the implementation of the curriculum.
Implementation	To put into effect the revised education curriculum according to the intended plan and procedure.
Knowledge	The act of the teachers' knowing; clear perception of fact, truth and their duty in implementing the revised education curriculum.

Out of school children	Children who either have never been to a formal school or have dropped out due to socio-economic and/or cultural reasons.
Physical facilities	Tangible resources that influence curriculum implementation in Lusaka like classrooms, desks, sports fields.
Pupil characteristics	Aspects of the learners that influence curriculum implementation in Lusaka like age and special needs.
Revise	Altering the curriculum to improve results.
Teacher	One who helps learners to acquire knowledge, competences or values.
School Factors	The aspects within the selected secondary schools in Lusaka environment that influence the implementation of the curriculum such as human resource, instructional materials, pupil characteristics, instructional methods and physical facilities.
Teaching methods	The various styles of teaching used by the teachers in secondary schools.

1.12 Summary

This Chapter presented an introduction on the knowledge of the teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka District. The main objectives were: to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify the challenges that the teachers face in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum. This chapter has covered background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitation of the study, conceptual framework and definition of terms. Chapter two covers review of literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter looked at the background, statement, purpose, objectives and the research questions of the study. It further looked at the significance and scope of the study. Finally, the terms that were used in the study were defined.

This chapter deals with a review of related literature on the study undertaken to investigate the knowledge of teachers in implementing the revised education curriculum. The literature was drawn from the Western countries as well as the African countries. The literature was presented according to the following study objectives: to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify teachers' challenges in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

The literature review aims to give an understanding of what had been done by other authors internationally and in Zambia concerning curriculum implementation. This will be done by first presenting literature on the aim of post-colonial education in Zambia, then the Zambian curriculum reforms leading up to revised curriculum. Literature on the elements needed for successful professional development will be reviewed. This chapter will also analyze the theoretical framework of how a curriculum reform can be implemented.

2.2 Post-colonial education in Zambia

According to Kelly (1999) since independence in 1964, the Ministry of Education, has undertaken three major education policy reforms in its quest to improve the quality of education provided to learners at different levels. The Education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country. The Act paved way for some reforms in Primary and Secondary education which were aimed at standardizing and diversifying the curriculum, besides relating the content to the needs of the learners. The 1977 Education Policy Reform document's whose ultimate goal was to provide 9 years of Universal Basic Education (grades 1-9). Thereafter 3 years of secondary education for learners to specialize in technical, scientific and artistic fields. This was aimed at providing education that would develop the potential of each citizen to the full

for his or her own well-being as well as society and for selfless service to his or her fellow men (personal and national development). The other educational policy that followed was Focus on Learning of 1992 which emphasized the need for resource mobilization for the development of education. The third policy, Educating Our Future of 1996 laid emphasis on key factors of educational provision which were; access, equity, quality and efficiency, maintenance at all delivery points in the education system, individual needs, societal needs, global needs, labour market demands, social, economic and political changes (Ministry of Education 1996).

Zambia's rapid socio-economic development did not exclude the educational sector. Education is an agent of change. While education has always been perceived as a social sector, it is also an economic tool for development. In 1996, the Ministry of Education developed the National Policy on Education, 'Educating Our Future', in order to respond to the developmental needs of the nation as well as those of the individual learners. This policy became the basis of all the educational strategies that ensured the provision of quality education through suitable teaching and learning at all levels of the education system. It was against this background that the Zambia Education Curriculum Framework (ZECF) was developed to provide further guidance on the preferred type of education for the nation. This ZECF, therefore, provided the curriculum guidelines as well as the structure at all the levels, from Early Childhood Education (ECE) to Tertiary Education and Adult Literacy. In addition, the ZECF was the basis for the development and procurement of other subsequent educational materials (Zambia Education Curriculum Framework 2012).

The revised curriculum was linked at all the levels, from Early Childhood Education to tertiary education and adult literacy. The necessary career paths for learners at secondary school level had been provided. This could accord learners an opportunity to progress according to their abilities and interests. It was envisaged that the curriculum will equip learners at all levels of education with vital knowledge, skills, and values that are necessary for contributing to the development of society and the economy.

The educational sector has had numerous curriculum, policy, management, monitoring and evaluation changes (Kelly 1999). These changes have been guided by a shift in educational philosophy, from performance-based, to competence-based education. Ben-Peretz (1990)

states that, this philosophical shift had led to a conflict between new and old perceptions of teaching.

2.3 Curriculum Framework

The 2012 Curriculum Framework acknowledges keeping the curriculum up to date by reviewing it every ten (10) years. This was in order to respond to change drivers which include political, economic, social, technological, ecological as well as legal factors (Zambia Education Curriculum, 2012). Ministry of General Education recognizes the fact that quality education requires the availability and use of educational materials which are currently not available in secondary schools for effective teaching and learning. One of the main objectives of the Fifth National Development Plan (FNDP); was to provide relevant educational materials. The Ministry of General Education in addition acknowledged the fact that most of the teaching and learning was done theoretically, even for Practical and Science subjects (Kelly, 1999).

Furthermore, the major focus of the new Education Curriculum Framework is among others to incorporate current areas of social, economic and technological developments in the curriculum; integrate some subjects which are interrelated and have similar competences and content into learning areas in a bid to avoid curriculum overload and fragmentation; review the teacher-learner contact time; review the teaching content in all the subjects and learning areas and; incorporate major national concerns (Cross Cutting Issues) in the curriculum. Major national concerns incorporated in the science education curriculum were outlined under grade 8 and 9 integrated science and agricultural science. Additionally, the Ministry of General Education desired to produce a learner who appreciated the relationship between mathematical and scientific thought, action and technology on the one hand and sustenance of the quality of life on the other; and also a learner who participated in the preservation of the ecosystem in one's immediate and distant environments and for future generations (Zambia Education Curriculum, 2012).

2.4 Implementation of the Revised Education Curriculum in Secondary Schools

The quest for revising the curriculum originated from the assumption that there existed a fundamental mismatch in many third world countries between the kind of education and training that was offered in secondary schools and the skills required in the world of work.

Basing on this assumption, it had been generally assumed that revising the curriculum in the secondary schools increased the economic value of education.

In western education, the implementation of curriculum had its own way as we might learn from the studies conducted by Boyd et al (2005) in the case studies of schools implementation of the national curriculum report outlined the findings in New Zealand. Analysis of the case study findings largely confirmed that teachers appeared positive about the national curriculum and worked tirelessly to ensure that it was implemented for the benefit of their students. The case studies revealed common challenges in curriculum implementation, such as teacher overwork, a very full even “overcrowded” curriculum, and the need to streamline and use assessment results efficiently and effectively. A number of issues impacted upon secondary schools, but many secondary school teachers thought that effective curriculum implementation depended on an individual teacher’s enthusiasm and commitment. These qualities were seen as critical to effective curriculum implementation and, to a large degree, overcame organisational and other constraints. Though a great deal of work has been done in schools to provide the facilities, resources and plans, it was still the prerogative of the teacher in front of the class to “put it all together” in order to facilitate the particular lesson. School leaders valued teachers who demonstrated the qualities mentioned – enthusiasm and commitment – and valued those who used their own initiative and enterprise to make learning relevant and interesting for students.

Boyd et al (2005) further outlines that professional development was seen as needing to focus on the curriculum needs of teachers. Teachers emphasised that professional development was crucial to teachers’ learning about a new curriculum statement and the methods to implement it. The study by Boyd et al (2005) was conducted in secondary schools of New Zealand. It tried to show how teachers played a part in the curriculum implementation in secondary schools and how much achievement was derived from the learners in school. This study will investigate the knowledge of teachers in implementing the revised education curriculum in selected secondary schools of Lusaka.

Dorgu (2015) argues that curriculum revision suffers from inability to attract competent teachers, organize suitable equipment which causes graduates from such schools to be neither proficient in academic knowledge nor specialized in vocational skills thereby retarding the possibility of skill formation on the job. Stake (1969) states that effective curriculum change fails because of the inflexible pedagogy and academically oriented timetabling.

In Africa and Zambia in particular curriculum implementation (how the curriculum is implemented) takes on various twists, as learnt from a study by Kalimaposo, (2010) who investigated the impact of curriculum innovations on pre-service primary teacher education in Zambia. The study collected views from teacher educators in Colleges of Education, educational administrators from Teacher Education Department, Curriculum Development Centre (CDC), Examinations Council of Zambia (ECZ), Civil Society Organizations (CSO) working in primary teacher education and eminent educationists in Zambia familiar with issues in teacher education. The study found that curriculum innovations in pre-service primary teacher education in Zambia were too rapid. It was noted that the curriculum innovations in pre-service primary teacher education appeared haphazard as there were too many programmes introduced within a short period of time. It was noted that the Ministry of Education had tried six curriculum innovations since independence and most of these had been on experimental basis. It was observed that ad hoc changes dampened the professional morale of lecturers in Colleges of Education as college lecturers did not have enough time to familiarize themselves with the ever changing curriculum in teacher education. Most innovations were brought as policy packages already decided upon by GRZ and the external funding agency. The Ministry of Education simply imposed curricula changes on Colleges of Education and lecturers. The curriculum changes at secondary school under the revised curriculum were a policy package enforced on teachers and most likely could affect the performance of the teacher in the course of implementation. The overall objective of the researcher was to investigate the knowledge of teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka district.

2.5 Professional development

School systems today are charged with addressing ever-increasing demands, reducing the achievement gap and adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language and special-needs students, and remaining current on the increasing amount of pedagogical and content area research. Educators must keep abreast of the important advances that are occurring in education. This is where professional development comes in.

Professional development is defined as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Guskey, 2000). He further states that, “One constant finding in the research literature is that notable

improvements in education almost never take place in the absence of professional development.” Professional development is key to meeting today’s educational demands.

High-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of “sit-and-get” workshops and expert-delivered awareness campaigns are long gone. People are now moving toward more effective and more engaging professional development models. Research and experience help us recognize that high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides opportunities for practice, research and reflection; and includes efforts that are job- embedded, sustained and collaborative will assist in the goal to remain up-to-date (Sparks 2002). Seminal research by Joyce and Showers (1988) concludes that levels of teacher learning and strategy use are greatly increased when coaching, study teams and peer support are provided.

Training for curriculum implementation might be seen as a type of professional development. Luneta (2012) has, in a literature review, identified some characteristics of effective professional development, which are: Alignment with goals of the department of education, the curriculum assessment policy statement, teachers’ professional development needs, focus on the knowledge bases and the effective instructional approaches appropriate for high learning outcomes, inclusion of learning opportunities for acquiring new instructional strategies, provision of opportunities for reflection and collaboration among teachers and inclusion of built-in follow up and continuous feedback. Cobb (1999) notes that, “teachers need to acquire professional knowledge, not only of subject matter, but also of pedagogy”.

Teachers must develop attitudes and understanding of ethical principles that underlie teaching. If curriculum changes are initiated and directed by a small group, the chances are that the change may not reach the classroom which is the fundamental arena for curriculum changes. Changes in curriculum approach, content and method take place only when there are changes in thinking of those who are concerned, particularly the teachers in this case. Changing the curriculum involves changing individuals. In addition to changing attitudes, the teachers should be taught the new skills necessary to cope with the different responsibilities brought by the changes.

Luneta (2012) stresses that professional development must be relevant to the teachers' experiences and made in such a way that teachers benefit from it. Participants should be

active and have the chance to relate the theories to their own practice. Furthermore, it is argued that effective training needs to be continuous so that knowledge gained could be tried in the classrooms and then taken back to the training to be developed further. It was of interest for this study to see if the inconsistencies mentioned above prevail as Continuous Professional Development was helpful in curriculum implementation. Reimers (2003) notes that, professional development has been neglected despite reports that reviewed its importance.

Adaptation of the curriculum to meet the learning needs of all children is the responsibility, after all, of the teacher and not of the curriculum itself (Perrot 1982). He adds that, “this is not the case, education systems occasionally develop special or adapted curricula for different groups of pupils”. This carries great risks of inequity. All children should have the opportunity to learn the entire curriculum – it is the teacher who can make this possible by adjusting tasks, activities and pace in adapting the curriculum to the specific interests and needs of learners. Teachers can be provided with ideas for teaching in ways that add value to the curriculum through professional development courses.

2.6 Methods for effective implementation of the revised education curriculum

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on the subject matter to be taught and partly by the nature of the learner (Ngaroga 1996). Some of the teaching methods include: authority or lecture, demonstration or coach, facilitator or activity, delegator or group and a combination of different teaching methods.

A lecture or authority teaching method is an oral presentation of information by the teacher. It is the method of relaying factual information which includes: principles, concepts, ideas and all theoretical knowledge about a given topic. In a lecture method, the teacher tells, explains, describes or relates whatever information the pupils are required to learn through listening and understanding. It is therefore teacher-centred. The teacher is very active, doing all the talking. The pupils on the other hand are very inactive, doing all the listening. Ngaroga (1996) argues that, lack of active involvement of the learners limits its usefulness as a method of instruction. Barnes (1994) argues that, “the lecture method is recommended for learners with very little knowledge or limited background knowledge on the topic”. It is also useful for presenting an organized body of new information to the learner.

The demonstration method of teaching is a practical display or exhibition of a process which involves the showing of a process or the action involved in it (Race and Pickford 2007). It is a practical form of learning through imitation whereby the teacher gives several demonstrations of the complete operation with explanation; he or she gives the pupils a clear picture of what they should be able to do at the end of the lesson. The demonstration method arouses the pupils' curiosity and interest and is applicable in nearly all the subjects. However, Bloom and Engelhart (1956) argues that, "mistakes made at the time of demonstration are easily learned".

The facilitated learning is where the pupils are encouraged to take more control of their learning process (Ngaroga 1996). The teacher's roles become that of a facilitator and organizer providing resources and support the learners. Teachers who use this method of teaching promote self-learning and help pupils develop critical thinking skills and retain knowledge that leads to self-actualization. This style trains pupils to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects. Bloom and Engelhart (1956) state that, the facilitator method of learning challenges the teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

The group method of teaching involves the teacher putting the pupils in sub groups to discuss specific questions or issues (Race 2007). After the discussions, one member of the each group can report its findings back to the whole class. This allows almost all the pupils to express their opinion. While the pupils are discussing, they are able to exchange ideas and draw on their wide collective experience. A successful group discussion will generate many ideas, comments and opinions. However, the group method according to Race and Pickford (2007) can only be effective if the teacher is able to manage time and have leaders or facilitators within the sub groups.

Genuine curriculum change can only occur if teachers are personally committed to ensuring its success. Unless this commitment occurs, new methods and materials may eventually be permanently relegated to store rooms or used only in an unsystematic manner. In curriculum implementation, the learner is the primary reason of developing and implementing any revised curriculum. When implementing a new curriculum, there are a host of factors that must be considered; it is only by doing this that one can be certain that the implementation is successful. Most important is that the long-term plan must be in place that coincides with the

organization's philosophy of education. Without the long term plan, instructors and administrators alike find themselves floundering as they try to determine what is to come next, losing the purpose of education (Gatawa 1990).

Implementation of the curriculum is the most crucial and sometimes the most difficult phase in curriculum development process. If a curriculum plan is not well implemented, the whole curriculum development process might collapse. Implementation in curriculum can fail if there is lack of understanding of the school culture by the educational planners and administrators, (Ben-Peretz 1990). Ornstein and Hunkins (1998) add that, "effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people based support". However, adaptation to change in curriculum might take time because people will always have mixed feelings when it comes to change. Teachers who are the actual implementers should be appreciated and supported and their efforts should be recognized so that they effectively contribute to the effective implementation of the curriculum. Cole and Phil (2004) indicate that management of change is very difficult and can be risky. Education needs people who can work together so that the common goal is realized. The methods employed in the implementation process should be critically analyzed and properly examined. In the current study the objective was to find out the methods or techniques employed in schools to effectively implement the revised education curriculum.

In another western study of curriculum implementation, Öztürk (2003) investigated and assessed the implementation process of the new high school biology curriculum in Ankara, Turkey. The major areas in the study included teaching methods and techniques and instructional materials physical structure and facilities and local, school and classroom level factors that influence the process of curriculum implementation. His study looked at research questions like: How are the curriculum intentions implemented in biology classes? What local, school and classroom level factors influence the implementation process of the new high school biology curriculum? The results revealed that the implementation process of the new high school biology curriculum was different at local, school and classroom levels. These differences relied on the physical structure and facilities of schools, some teacher characteristics and some teacher beliefs and perceptions. Yet, one common feature in all these different conditions was the attention called to the need for a change from learning being teacher-centered to student-centered teaching and learning process and the need to revise curriculum content and timing for its implementation.

Ben-Peretz (1990) states that, the curriculum that is centered on student learning shared some of the following characteristics: It is thoughtfully planned, involving a multi-stage process that recognizes differing contexts, it is collaborative, it is centered on overarching understandings in the written curriculum, it is culturally responsive and it promotes positive outcomes for all learners. Curriculum implementation is a process that is based on the fundamental assumption of student growth and improvement of learning. The process involves aligning instructional planning with learning outcomes which are specified in the curriculum framework. Resources are selected based on usefulness in meeting learner outcomes. Instructional planning becomes the primary tool for assessing student achievement and growth, rather than textbooks and activity-based planning decisions. An old adage stated, “Tell me and I forget, show me and I remember, involve me and I understand.” The last part of this statement is the essence of inquiry-based learning. In this study the objective in this sense was to find out the methods or techniques that had been employed in schools to effectively implement the revised education curriculum.

In another study, Dorgu (2015) examined different teaching methods for effective curriculum implementation in the classroom. The research focused on the teaching methods as a tool for effective curriculum implementation in the classroom in Nigeria. Teaching methods denote various strategies that the teacher use to deliver his/her subject matter to the students in the classroom based on the instructional objectives to bring about learning. Teaching methods aid learning and help to communicate ideas and skills to the students. There are several teaching methods used in classrooms; it is left for the teacher to use ones most appropriate for the lesson. These methods if properly used will enhance teaching and learning and bring about desired changes in the students. While the teacher’s task is to ensure that learning is effective, one major way to achieve this is the use of appropriate teaching methods.

In an attempt to bring into focus the methods employed in schools to effectively implement the revised education curriculum, Chilinda (2008) indicated that, many countries including Zambia had on several occasions changed approaches in the schools including the Middle Basic School. In Zambia some of the approaches have been the Zambia Primary Course (ZPC) and there is now the current Zambia Teacher Education Course (ZATEC). The objective of the changes had been to improve or implement the curriculum effectively. The research aimed at evaluating the implementation of the curriculum at the Middle Basic School (Grades 5-7). The findings of the research indicated that, Art and Design was not

taught in the Middle Basic School. The results showed that Art and Design materials were not provided and that the schools concentrated on the teaching of the subjects that were examinable at Grade seven (7) levels.

Teachers receive instructions at the Teachers' College of Education; however, the same teachers who even pass an examination in the subject recommend that there should be specialized teachers who should be trained as specialist teachers from the Colleges of Education. Effective curriculum implementation could lead to a change in practice that enhanced student learning. Ajibola (2008) emphasized that school teachers could not make student learning their focus until they knew what each student needed to learn. Curriculum implementation is a process of innovation and change, and the overarching goal of any curriculum implementation is the improvement of student learning. This study basically looked at the curriculum in relationship to learner performance.

Kasaji (2011) provides empirically verified findings guided by two specific research objectives, which were to specify and analyze the elements of the current Upper Basic Education Curriculum and justify their relevance to the life experiences of learners and to state what could be done to make the Upper Basic Education Curriculum relevant to the life experience of learners. Among the findings of the study was that only 7 of the 17 academic subjects offered at the Upper Basic School (English, Mathematics, History, Geography, Environmental Science, Civic Education and Religious Education) were considered to be relevant by research participants. Another finding was that all the 9 practical subjects and all the co-curricular activities were considered to be relevant. In the light of all the findings from the study it was noted that time was difficult for teachers to meet the entire subject properly, an indication to show that learners had loads of work to cover in one subject, which was a similar situation in all the subjects at secondary school level. Hence, the need to reduce the subject combinations which learners do and afford them enough time to learn other things. This implied that good time management by the teachers ensures effective syllabus coverage. The study aimed to examine the relevance of the Upper Basic School Curriculum to the Life Experiences of Learners in school and it was noted that, time allocated for teaching was an obstruction to effective implementation of the curriculum. In this current study the objective was to investigate the methods that had been employed in schools to implement the revised education curriculum.

2.7 Implementation of the revised education curriculum

All educational stakeholders need to work together in implementing the revised education curriculum. In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its learners, including administrators, teachers, staff members, pupils, parents, families, community members, local business leaders and elected officials such as school boards (Perrot 1982). If the objectives of the curriculum planners were met, most of the youth in Zambia would be economically empowered as they would have acquired the necessary knowledge and skills, thereby fostering National Development.

It should be noted that when implementing change, there can be some resistance by stakeholders. Resistance can come about due to a number of barriers. Adeleke (2006) identified a number of common barriers or pitfalls in effecting curriculum change. Clear procedures for providing materials and resources were not usually in place and were not followed. Teachers who lacked teaching and learning materials during the school year revert back to old methods of teaching. As agents of any change, teachers formed a very important variable in the process of implementing change in schools. It is therefore imperative that they are adequately prepared.

The Curriculum Assessment Policy Statement (CAPS) was during 2012-2014 introduced in South African schools. In her study, Anna (2015) wanted to gain an understanding of how the implementation process of the curriculum was perceived by teachers. The study examined what the teachers' general opinions about CAPS were, what experiences they had from the training in relation to the implementation, what strategies they used to further their understanding about CAPS and which factors affected their ability to implement the curriculum. Eleven teachers were interviewed in order to answer the research questions. The findings from the interviews showed that the majority of the teachers believed that the training that was supposed to prepare them for the implementation of CAPS had several faults. In this study the objective was to identify strengths and challenges in the implementation of the revised education curriculum. If the teachers could perform the key roles in the training and implementation this could translate into elimination of the faulty problems and misconceptions in curriculum implementation.

In the African study of curriculum implementation in line with the strength and challenges in the implementation of the revised curriculum, Wambui (2014) investigated the school-based factors influencing curriculum implementation in non-formal primary schools in Westlands

sub-county Kenya. Non-formal primary schools were institutions of learning that catered for out of school children of primary school age. The research objectives of the study were to: examine the extent to which human resource influenced curriculum implementation; establish how instructional materials influenced curriculum implementation; determine how pupil characteristics influenced curriculum implementation; examine the extent to which teaching methods influenced curriculum implementation; and to establish how physical facilities influenced curriculum implementation. The findings revealed that human resource and instructional materials were inadequate. Pupil characteristics were not fully considered and teaching methods were not well varied. The findings also revealed that physical facilities were inadequate. As a result of the findings, it was concluded that the extent of adequacy of human resource was low and therefore affected curriculum implementation. In addition, lack of adequate of instructional materials and physical facilities affected curriculum implementation. Furthermore, the failure to put pupil characteristics into consideration affected curriculum implementation. Based on the findings, the study recommended that the government should provide opportunities for in-service training and institute policies to ensure all teachers participated in the training. The government was to provide enough funds to procure adequate instructional materials and for human resource, instructional materials and physical facilities which were necessary for effective curriculum implementation. In Zambia, these were similar gaps that impact on the smooth implementation of the curriculum in schools.

2.8 Enhancing Curriculum implementation

Knowledge and education are considered among the major factors contributing to the reduction of poverty, sustainable development and economic growth – and it is the curriculum that is increasingly viewed as foundational to educational reforms aimed at the achievement of high quality learning outcomes. The curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn (Hugh 1979).

More broadly, the curriculum is also understood as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. The curriculum, in other words, embodies a society's educational aims and purposes. Contemporary curriculum reform and development processes therefore

increasingly involve public discussion and consultation with a wide range of stakeholders. Curriculum design has evolved into a topic of considerable debate – with frequently conflicting perspectives – engaging policy-makers, experts, practitioners and society at large. The complexity of curriculum development processes and the range of issues informing the ‘what’ and the ‘how’ of teaching, learning and assessment present major challenges for policy-makers and curriculum developers. Oluchi (1982) states that, “curriculum development processes are influenced both by local needs and by broader, transnational trends, a comprehensive international perspective on curriculum issues, trends and approaches is critical”.

A principal objective of a quality curriculum is, in a fair and inclusive manner, to enable students to acquire and develop the knowledge, skills and values, and the associated capabilities and competencies, to lead meaningful and productive lives. Key indicators of curriculum success include the quality of the learning achieved by students, and how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. A quality curriculum maximizes the potential for the effective enhancement of learning. Educational quality should be understood primarily in terms of the quality of student learning, which in turn depends to a great extent on the quality of teaching (Hugh 1979). Of prime importance in this is the fact that good teaching and learning are greatly enhanced by the quality, relevance and effectiveness of the curriculum.

Curriculum development is vital to educational success and national development. Nations spend vast amounts of time and resources on designing what ought to be learned in schools in order to elevate social consciousness and improve economic viability. Zambia is no exception. Since its independence in 1964, Zambia has struggled with designing and implementing a sustainable educational curriculum that adequately prepares children for adulthood. Decades later, the country faced the rising tide of an educated but unemployable workforce (Kelly 1999).

Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to match the ideals and challenges of the changing economic and social structure of modern society. Adeleke (2006) notes that, in 1982, Nigeria adjusted her secondary educational system to encompass diversified curriculum that integrates academic with technical and vocational subjects intended to empower the individual for self-employment. The broad aims and

objectives of secondary education in the Nigerian educational system were preparation for useful living within the society (self-employment) and preparation for higher education.

Adekoya (2004) examined influence of practical skill acquisition and socio-economic empowerment of youth in Nigeria, using a random sample of 150 students. The finding revealed that youth practical skill acquisition significantly influences their socio-economic empowerment in the larger society. This implied that the joblessness of the Nigerian youth could be as a result of their non-acquisition of skills. This has further aggravated the youth negative behaviour in the society as most of the problems of youth violence, armed robbery, thuggery, and ethnic-political clashes in Nigeria where youth are found in large numbers could be traced to the high rate of unemployment. The Nigerian educational system is expected to attend to the challenge of equipping the youth with skills for self-employment /wealth creation. This can be achieved through effective implementation of vocational and technical curricular.

In Zambia, Mulemi, (2011) studied the effects of the 'New' 'Zambian High School Geography curriculum on Learners and showed the relevance of school curriculum in Zambia. 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. 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. 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 found that the implementation of the 'New' Zambian High School Geography Curriculum generated both positive and negative effects in both teachers and the learners. It was established that among the positive effects was the emphasis of the curriculum on local and regional issues. Alien topics in the previous curriculum were done away. The 'New' High School Geography was also observed to have included cross-cutting issues that addressed environmental education, though not in detail. 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 came 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. The study also established that the 'New' Zambian High School Geography Curriculum was prescriptive and limited in scope. The limitation was observed to have arisen from the lack of resources. This was the case where textbooks used were observed to contain insufficient information, hence, restricting both learners and teachers to particular forms of knowledge. Arising from these findings, the study proposed improvements to the 'New' Zambian High School Geography Curriculum. Among them was the need to make adjustments in the way the curriculum objectives were designed. The study, therefore, proposed an Outcome-Based Education (OBE) approach to curriculum design and delivery. The study further proposed an improvement in the way assessment was conducted through embarking on continuous assessment criteria. Regarding the curriculum content, this study proposed that issues of national concern are supposed to be addressed in detail. These were issues such as HIV/AIDS and environmental education. It was proposed that systematic topic allocation to different levels be made to the curriculum. The study concluded by outlining various recommendations for consideration in the design and delivery of the curriculum. Among them was the need to conduct a countrywide evaluation on the effects of the 'New' High School Geography Curriculum. In the current study the objective was to suggest solutions aimed at enhancing implementation of the revised education curriculum.

It is believed that knowledge is constructed when learners are able to draw ideas from their own experiences and connect them to new ideas, while cooperative learning puts premium on active learning achieved by working with fellow learners as they all engage in a shared task. Dorgu (2015) identified some of the constraints in curriculum implementation. The findings from his work indicated that; lack of training, seminars, unclear standard operating procedures, late arrival and lack of modules, developing/weak teaching skills and strategies, teacher's difficulty in teaching the subjects or contents, lack of time to tackle the content efficiently, unavailability or lack of instructional materials, non-mastery of the basic concepts and skills, poor problem solving and critical thinking skills indifferent student behavior affected curriculum implementation. The solutions suggested from his study were that; modules or guides needed to be shared, conducting cooperative learning class, giving extra time for research work, taking time in the preparation of the lesson, making use of the

indigenous materials, reviewing basic concepts and giving examples, motivating and teaching students enthusiastically.

2.9 Summary

The aim of this study was to investigate the knowledge of teachers in the implementation of the revised education curriculum in selected secondary schools of Lusaka District. The literature was presented according to the following study objectives: to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify the challenges that the teachers face in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum. Much of the studies that were carried out were based on western and African literature. Curriculum development is vital to educational success and national development. Since its independence in 1964, Zambia has struggled with designing and implementing a sustainable educational curriculum that adequately prepares its children for adulthood. The extent to which this has been achieved is however questionable as evidence from various studies has shown that there is no link between our school system and entrepreneurship education. However, Zambia's curriculum lacks effective implementation and does not adequately prepare students for the demands of a competitive and talented workforce. The curriculum is expected to prepare people for entrepreneurship. The next chapter will look at research methodologies.

CHAPTER THREE: METHODOLOGY

3.1 Overview

In the previous chapter, the literature related to the study was reviewed in order to clarify and investigate the problem. This chapter will present the methods that were used by the researcher in gathering data and these included research design, population, sample, sampling procedure, instrument for data collection and data analysis and ethical considerations.

3.2 Research Design

The study used a descriptive research design because the study relied more on qualitative research methods. Orodho and Kombo (2002) points out that descriptive research design can be used to collect information about people's attitude opinions, habits or any variety of education or social issues. Qualitative and quantitative methods were used by the researcher in establishing the facts in order to examine the constraints in the implementation of the revised education curriculum in selected secondary schools of Lusaka District. The qualitative research design was used by the researcher because it accorded a chance to record and write the spoken words of the respondents. Apart from that, the approach allowed the researcher to ask and answer questions of different kinds and to explore the subject at hand in depth.

3.3 Study Population

According to Kasonde (2013) a population is a group of individuals, objects or items from which samples are taken for measurements. Target population was an entire population which the researcher was interested in and to which the researcher generalized the results of the study. The target population for the study was selected and included; Government Secondary Schools of Lusaka District, Ministry of Education Officials, School Head Teachers and Classroom Teachers. They were chosen because they are directly involved in the implementation of the revised education curriculum in the secondary schools.

3.4 Study Sample

A sample is a subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the entire population. Kasonde (2013) states that a sample refers to the number of participants selected from the universe to constitute a desired sample. In terms of sample size, the study selected the Provincial Education

Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESO GI) and one Senior Education Standards Officer (SESO), Five Secondary School Head Teachers and thirty Secondary school Classroom Teachers comprising of a sample of 60 participants and twenty pupils.

Table 2: Sample size

S/N	Respondents	Target sample size
1.	Provincial Education Standards Officer	1
2.	Senior Planning Officer	1
3.	District Education Standards Officer	1
4.	Education Standards Officer General Inspection	1
5.	Senior Education Standards Officer	1
6.	Secondary School Head Teachers	5
7.	Teachers	30
8.	Pupils	20
	TOTAL	60

3.5 Sampling Techniques

Stratified random Sampling and Purposive sampling were used in this study. Purposive sampling was used to select Ministry of Education Officials and School Head Teachers and teachers. Purposive sampling is a technique that is used to select sample units with particular features or characteristics which will enable detailed exploration and understanding of the central themes which the researcher wishes to study (Cohen et al, 2000). This technique was deemed appropriate for this category because not only do administrators have access to all programmes of the school, they are also major stakeholders in formulating them. Stratified random sampling involves dividing the population into group. These groups are formed based on respondents' shared attributes or characteristics. The idea was to pick teachers with adequate knowledge of about the revised curriculum.

3.6 Instruments for Data Collection

The study used interviews (both structured and unstructured) and questionnaires to collect data. The structured interviews were chosen for their reliability and time-serving advantages and also for easy of handling. Unstructured observation was used in order for the researcher to understand behaviour patterns of school administrators, teachers and the pupils in the natural physical and social contexts. Questionnaires were administered to the Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESO GI) and the Senior Education Standards Officer (SESO) due to their busy schedules. McMillan and Schumacher (2006) explain that interviews are response questions to obtain data from respondents about how they conceive and give meaning to their world and how they explain events in their lives. Qualitative interviews may take several forms: the informal conversational interview, the interview guide approach, and the standardized open-ended interview. These types of interviews vary in terms of structure and comparability of responses in data analysis.

3.7 Procedure for Data Collection

Questionnaires were administered to collect data from the Ministry of Education officials. The school head teachers and teachers who are the change argents (actual implementers) of the revised education curriculum in secondary schools were interviewed. The change targets who are the pupils were also interviewed. Data was also collected through recorded interviews.

3.8 Data Analysis

The qualitative data that was collected through interview guides were analyzed using thematic analysis. Themes for analysis were topics or major subjects which came in the discussions which were related to the study objectives. It involved the researcher perusing through the collected data and identifying the information which was relevant to the research objectives and coded that information based on the samples of the data collected. The coded information was then used in the development of summary reports identifying major themes and associations between them.

The first stage was the familiarisation with the data. The aim of this was for the researcher to immerse himself in the details and get a sense of the interviews and observations as a whole

before breaking the information into parts. The researcher listened to the recorded interviews, read the transcripts in their entirety several times and read observation notes taken during interviews and summary notes written immediately after the interviews.

The next stage involved identifying a thematic frame-work. At this stage descriptive statements were made. The researcher wrote short phrases, ideas or concepts arising from the texts and began to develop categories.

The third stage, indexing, comprised sifting through the data, highlighting and sorting out quotes and making comparisons both within and between cases. The fourth stage was charting, which involved lifting the quotes from their original context and re-arranging them under the newly- developed appropriate thematic content.

3.9 Ethical Considerations

Permission was sought from all participants/respondents before they were interviewed. The researcher wanted to ensure freedom of expression, and that nothing was said or written other than what they knew and believed in. At the office and schools as much as permission was granted, the respondents were briefed about the procedures to be used, and the value of the research. To maintain confidentiality, participants were assured that no names would be used in the interview. Wimmer and Dominick (1994) identify the principle of confidentiality and respect as the most important ethical issue requiring compliance on the part of the researcher. The decisions of the respondents were also respected and consent was sought from both the respondents and people in charge of the institutions where the research was carried out. In addition all respondents were treated equally. In that manner, all participants' details were treated anonymously. They were also assured that data to be collected would not be disclosed to other persons, and that the data would only be used for academic purpose.

3.10 Summary

This chapter, the methodology for the research and the analysis of data collected were discussed in detail from the research design and setting through the study population and sample size and how the data was analyzed including the ethical consideration. The next chapter presents the research findings in detail by answering all the four research questions.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

The preceding chapter described the methods that were used in carrying out this research study. This chapter presents the findings of the study. The findings were presented and interpreted in relation to the research Questions as follows:

- To examine how the revised education curriculum is being implemented by the teachers in secondary schools?
- To investigate the methods that have been employed by the teachers to implement the revised education curriculum,
- To identify the challenges that the teachers face in the implementation of the revised education curriculum.
- To suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

General Information on Respondents

Table 3: Response rate of all categories of respondents.

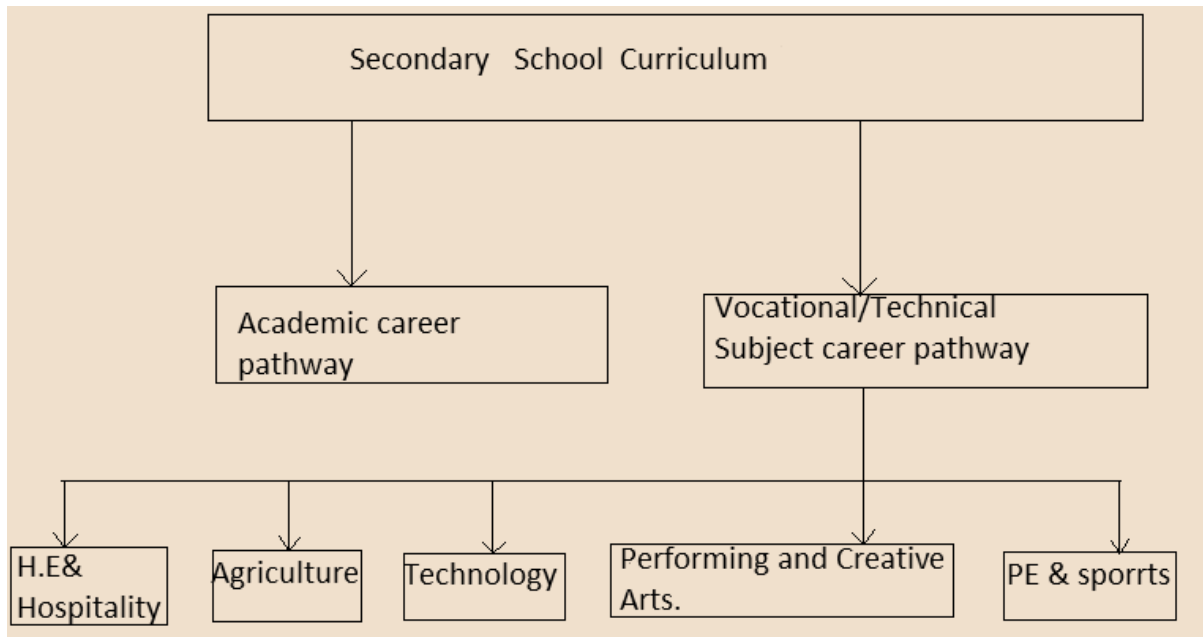
Respondents	Target sample size	Actual response	Response rate
Provincial Education Standards Officer	1	1	100%
Senior Planning Officer	1	1	100%
District Education Standards Officer	1	1	100%
Education Standards Officer General Inspection	1	1	100%
Senior Education Standards Officer	1	1	100%
Secondary School Head Teachers	5	5	100%
Teachers	30	30	100%
Pupils	20	20	100%

4.2. The implementation of the revised curriculum in schools

4.2.1 Response from the Secondary school Teachers

The teachers indicated that they were guided by a curriculum frame work which was divided in two career pathways; the academic pathway and the technical and vocational pathway. The decision on which career pathway to follow was done by the school management.

Table 4: Career pathways at Secondary School



The table above shows the career pathways in Government Secondary Schools. The Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESO GI), Senior Education Standards Officer (SESO), the Secondary School Head Teachers and the classroom teachers all indicated that they were following the curriculum framework to implement the revised education curriculum.

One teacher stated that:

"Until you understand the revised curriculum from the content it is quite challenging to implement it" Another teacher stated that "There is no one checking how the curriculum is being implemented to see if we are implementing the revised curriculum as per the planners objectives. However, the teacher stated that "the revised curriculum ensures that learners acquire and apply knowledge and skills in ways that are meaningful to their daily lives. Children are exposed to a range of skills that strengthen their physical, social, emotional and cognitive development".

Another teacher observed that:

'Change is good, however changing the curriculum without proper implementation may causes disruption, insecurity and there is a cost factor.'

4.3 Methods of curriculum implementation in schools

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by the pupils. These strategies are determined partly on the subject matter to be taught and partly by the nature of the learner.

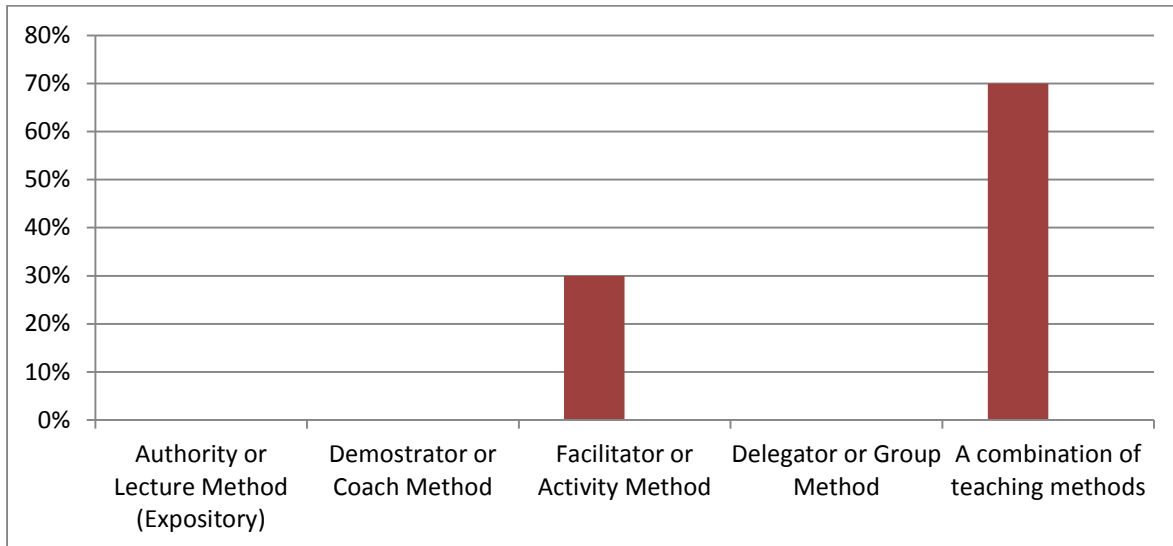


Figure 2: Different Teaching methods used by the teachers

In an attempt to establish the methods employed in schools to effectively implement the revised curriculum participants were asked to mention the teaching method/s that they use to deliver a lesson and determine how teaching methods influence curriculum implementing in schools. 28 teachers, representing 70% of the teachers indicated that they often employ different methods of teaching to deliver a lesson depending on the topic being that they want to teach. However, 12 teachers, representing 30% of the teachers indicated that they used more of the facilitator or activity method. Most of the teachers who were asked felt that teaching methods were important in curriculum implementation in secondary schools.

One of the head teachers said that

“the teaching culture by some of the staff is very pathetic, some teachers use ‘remote’ kind of teaching where they give out a text book to one of the pupils so that he or she can write some notes for the class. The teacher without any reason for doing so might be seated, chatting in the staff room or going about their business. We are advised by our superiors that one should not recommend such kind of a teacher for transfer but instead be able to discipline him or her. Some teachers hardly change. This school was among the last ten performing schools at grade 12 in Lusaka district. There were other

factors other than that which caused the poor performance of the grade 12 pupils”.

The head teachers added that most of the teachers do not prepare for their lessons. One of the head teachers noted with sadness that:

“employing of different methods of teaching and planning for the lessons is mainly done by teachers who are on teaching experience”.

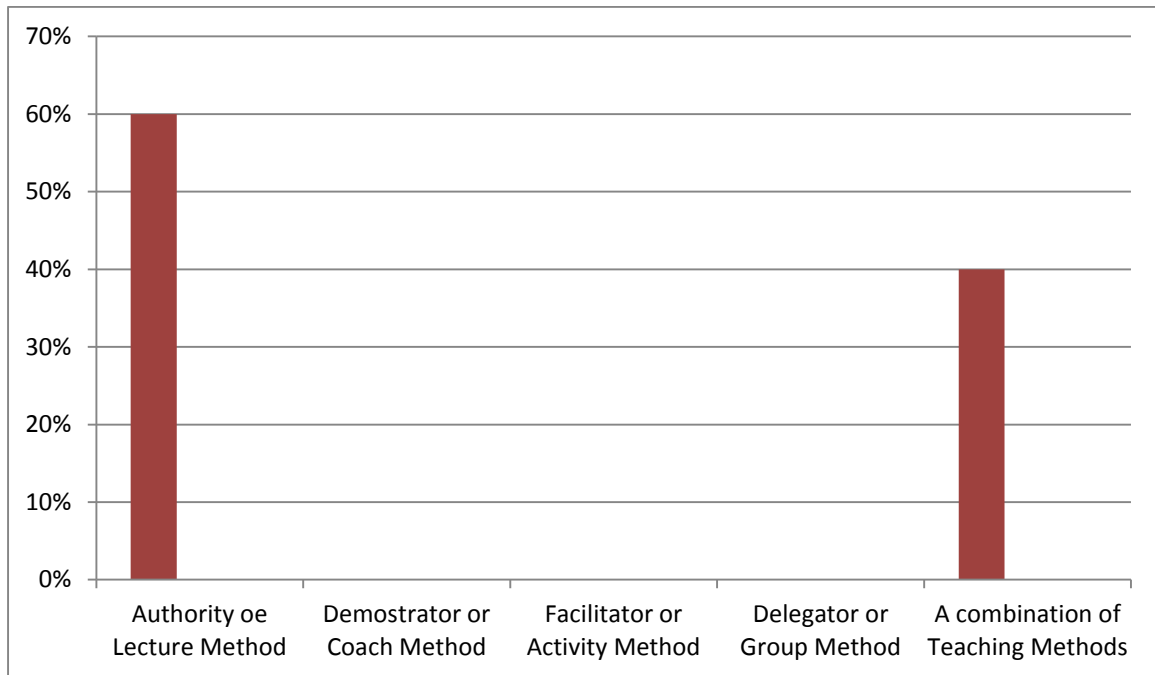


Figure 3: A report from the Secondary school head teachers on the teaching methods used by the teachers

Three out of the 5 secondary school head teachers representing 60% indicated that most of their teachers used the authority or lecture method of teaching. 2 out of the 5 secondary school head teachers representing 40% indicated that most of their teachers used a combination of different methods.

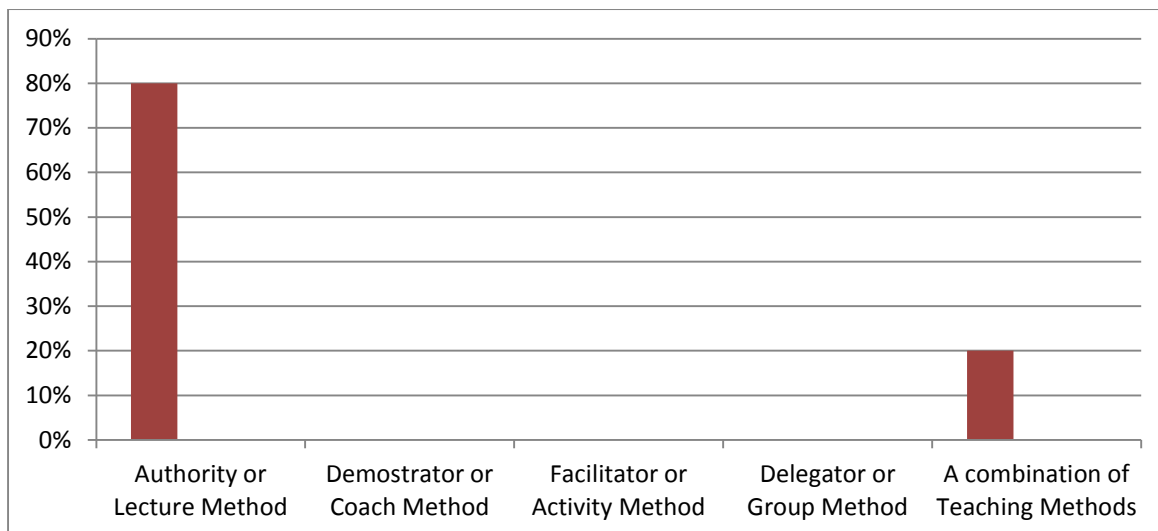


Figure 4: A report from the pupils on the teaching methods used by their teachers

After explaining the meaning of the teaching methods to the pupils, 16 out of the 20 pupils representing 80% indicated that most of their teachers used the Authority or Lecture method in their teaching. 4 pupils out of the 20 pupils representing 20% indicated that their teachers used a combination of different methods of teaching during the learning process. All the 16 pupils that said that their teachers used the Authority or Lecture method of teaching were not in examination classes (grade 9 and 12). Among the 4 pupils who indicated that their teachers used a combination of different methods of teaching during the learning process, 1 pupil was in grade 9 and the 3 pupils were in grade 12.

4.4 Challenges in the implementation of the revised education curriculum in secondary schools.

Availability of Teaching and learning Materials

The head teachers and teachers indicated that the school departments lacked teaching and learning materials. The departments that were not well equipped with teaching and learning materials included: Sciences, Languages, Practical Departments, Mathematics, Business and Social Sciences.

In-Service Training on the Revised Education curriculum

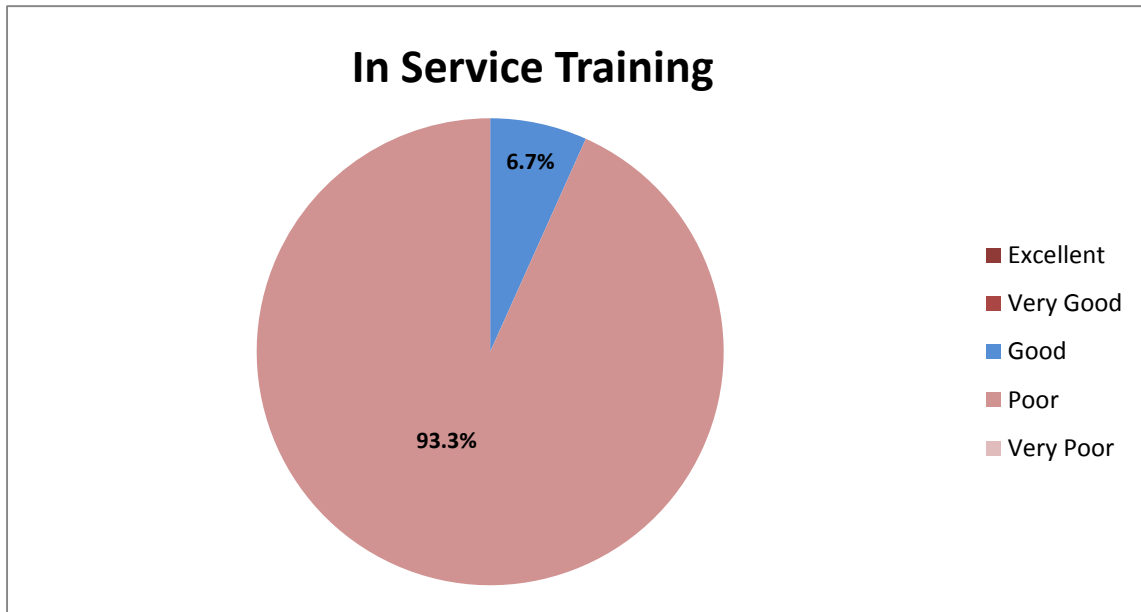


Figure 5: The rating of the Training offered by the Ministry of General Education to the Teachers on the implementation of the Revised Education Curriculum.

Two (2) out of the 30 teachers representing 6.7% reported that the in service training that was offered was good. 28 teachers representing 93.3% reported that the training (orientation) on the revised education curriculum was poor.

Table 5. Follow-ups by the curriculum implementers/ Monitoring and evaluation.

	VERY OFTEN	OFTEN	NOT OFTEN	SO	NEVER
SECONDARY SCHOOL 1				✓	
SECONDARY SCHOOL 2				✓	
SECONDARY SCHOOL 3					✓
SECONDARY SCHOOL 4					✓
SECONDARY SCHOOL 5				✓	

There was lack of follow ups on the implementation of the revised education curriculum in most schools.

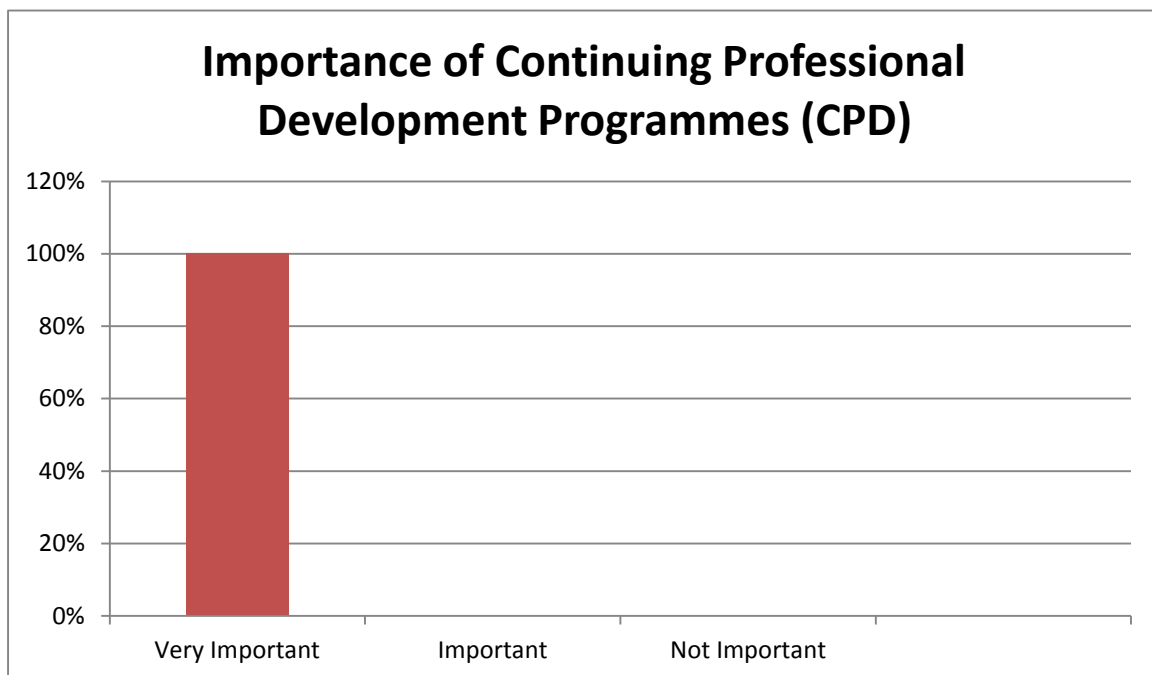


Figure 6: Continuing Professional Development in the Implementation of the revised Education Curriculum

The Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESOGI), Senior Education Standards Officer (SESO), and the Secondary School Head Teachers all stressed the importance of Professional Development programmes in education to effectively implement the revised education curriculum.

The PESO stated that,

“each time the curriculum changed it led to additional administration work such as, work schedules, assessments and lesson plans, hence the need by teachers to have professional development programmes”.

Head teachers’ Challenges in curriculum implementation

The challenges of the Head teachers included: lack of Teaching and Learning materials, lack of in-service training on the revised education curriculum, lack of follow-ups by the curriculum implementers/ monitoring and evaluation and inconsistent meetings in Continuing Professional Development (CPDs).

Pupils' challenges.

Pupils challenges in learning the revised education curriculum included: lack of learning materials, overcrowding in classes, inadequate practical learning prior to the examinations and parental preferences in choosing subjects

4.5 Findings on what can be done to enhance implementation of the revised education curriculum

Suggested solutions to enhance the implementation of the revised education curriculum?

The teachers raised a number of concerns which needed to be addressed to enhance the implementation of the revised education curriculum. These included: teaching and learning materials, in- service training on the revised education curriculum, follow-ups by the curriculum implementers, monitoring and evaluation and Continuing Professional Development

4.6 Summary

This chapter presented the findings of the study. The findings are discussed in the chapter that follow.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

In the previous chapter, the findings of the study were presented. The findings on the factors constraining the implementation of the revised education curriculum in selected schools of Lusaka district are discussed in this chapter. The discussion will be guided by the following objectives: to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify the challenges that the teachers face in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

5.2 Curriculum Implementation in Secondary Schools

The ability to put curriculum content and other instructional guidelines into practice inside the classroom can be referred to as curriculum implementation. Therefore, curriculum implementation is the sole concern of the teacher and the interaction of learners and other educational administrators geared towards achieving the objectives of education.

While curriculum specialist and administrators spend countless hours developing curriculum, it is the teachers who know best what the curriculum should look like. After all, they work directly with the pupils meant to benefit from the curriculum. In order to create a strong curriculum, teachers must play an integral role in every step of the process. Teachers know their pupils' needs better than others involved in the curriculum process. A teacher can provide insight into the types of materials, activities and specific skills that need to be included in the curriculum. A teacher can gauge whether an activity will fit into a specified time frame and whether it will engage the pupils. As teachers provide input, they will gain ownership in the final product and feel more confident that the curriculum was created with their concerns and the needs of their pupils in mind.

Teachers must effectively implement the curriculum sticking to the plan that has taken so much time, care planning and effort to create. When a teacher fails to implement a curriculum, there are high risks of not covering standards and failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.

The study revealed that teachers were instructed and were implementing the revised curriculum well by simply following the curriculum framework. However, some teachers were unclear as to detailed expectations regarding the revised curriculum implementation.

The Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESO GI), Senior Education Standards Officer (SESO), the Secondary School Head Teachers and the classroom teachers all welcomed the curriculum changes but some teachers were quick to stress that changes that occur too frequently can create problems.

The study revealed that the curriculum was being implemented well although 15 (50%) of out of the teachers observed that, it is a time consuming process to adapt to a new curriculum as one needs to become familiar of the changes.

Hence, if not properly implemented, the whole implementation process would fail, leading to wastage of time and resources. Hanson (1979) states that, the monitoring authority should support the change and be as committed as teachers to adopt and implement change.

The general picture of the study showed that implementation of the revised education curriculum was being effected. However, there seems to be a challenge in the administration system, at Provincial, District and School levels. There is need for a well-established management system for monitoring the implementation of this programme.

In support of the above findings, Adeleke (2006) believes that one of the problems of the secondary school curriculum content is effective finishing of a product (implementation). He opined that the poor implementation of the secondary school curriculum caused the missing link between the goals of education and the achievement of the goals.

5.3 Teaching Methods

According to the findings, teachers, school head teachers and educational standard officers indicated that teaching methods were important in curriculum implementation. On why they felt that teaching methods were important in curriculum implementation, the teachers indicated that teaching methods were the means through which they delivered the curriculum content in the classroom to learners. Most of the teachers employed different methods of teaching to deliver a lesson. However, school head teachers indicated that most of the

teachers used the lecture method of teaching instead of using different methods of teaching which encourages the learners to participate during the learning process.

During the interviews with the pupils, it was reported that pupils who were not in examination classes were not offered practical lessons. They indicated that their teachers used the lecture or authority method of teaching during the learning process which some reported as being 'boring'.

The educational standard officers and school head teachers added that teaching methods used by teachers determine the quality of education implemented. Therefore teachers should be aware of the teaching methods for the purposes of making a suitable choice when it comes to instructions or curriculum implementation in the classroom to the learners.

The primary goal for teaching vocational and technical education is to teach students both practical and theoretical aspects of the subject matter but unfortunately, this is said not to be so in most of the schools. Several authors have identified factors causing this problem to include the lack of adequate instructional materials and/or poor/ineffective teaching method. Kiboss (2002) has singled out the expository approach said to be the dominant teaching method commonly used for instruction in schools. The expository approach, according to him, is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board. He describes such teaching method as inadequate and limited. It tends to negatively affect the learners' views of practical concepts. Unless urgent measures are taken to curb the problem, the poor attitude towards vocational and technical education in the Zambian educational system will continue to persist.

Akuezulo (2007) states that the basic science and technology curriculum, including vocational, is very practical in nature and should ideally be taught through methods that maximize the active participation of the learner but lamented the lack of facilities in schools. Lack of specialist teachers, according to him, equally hinders the implementation of the curriculum whose key implementers are not well trained and/or oriented to the teaching of such curriculum.

Goulet (1978) noted that the vocational and technical subjects are not effectively implemented as most of the subjects are not offered due to lack of qualified teachers, and further notes that most teachers may use the lecture method of teaching because of lack of

competence on the part of the teacher or due to lack of equipment, thus pupils graduate without any hands-on experience. There can be tremendous expansion of education in Zambian schools in terms of numbers but the growth may not be matched with quality in the type of education being delivered.

Traditional, teacher-centered methods of teaching do little to advance conceptual understanding and critical thinking. In some schools, however, evidence shows that this is the dominant pedagogical mode. Rote learning, which focuses on the “memorization and regurgitation of facts is still in use. Ajibola (2008) points out that this form of instruction and learning hampers creativity and does little to foster innate abilities for problem solving and decision-making. He calls for the need to incorporate learner-centered approaches in curriculum development. These approaches foster cooperation, tolerance, self-reliance, and self-expression. According to him, when teaching and learning is directed towards the needs of the child, there is an accompanying tendency to make sure that he fully understands the material he is being taught. The focus is no longer on how much a student can remember, but how he understands; what meaning he makes of his understanding; and, whether he can apply the knowledge and meaning in real-world situations.

The responses showed most teachers were of the opinion that the curriculum of Zambian secondary school lacks effective implementation, while some participants agreed that the curriculum is effectively implemented. In order for Zambia pupils to meet the demands of the Zambian society and global realities, curriculum development must involve appropriate methods of teaching and learning.

5.4 Challenges in implementation of the revised education curriculum

Reflecting on a curriculum allows teachers and others involved in the process to find any challenges in the curriculum and attempt to make it better. Not only can reflection serve to improve a specific curriculum, it may guide the creation of new curriculum. The study revealed that teachers held Continuous Professional Development programmes, however, not so often. Through, these meetings with teachers from other school institutions, teachers get to share knowledge and innovations on the revised education curriculum.

It was observed that there were teachers who experienced challenges in the implementation of the revised curriculum. The teachers who are the change agents in the implementation of the revised education curriculum are not equipped with teaching materials. They also were

concerned with the poor monitoring by the Ministry of General Education Inspectors on the implementation of the revised education curriculum.

However, 30% of the teachers did not share this experience and stated that they were adapting to the revised curriculum in their teaching by incorporating the knowledge of the previous curriculums. They stated that there were no problems as the content is clearly clarified, assessment guidelines are clear and the paper work is lesser as compared to the past curriculum. They further expressed relief that the revised curriculum has specific outlines that they need to consult when preparing lessons. They also found the curriculum to be user friendly.

The Provincial Education Standards Officer (PESO), Education Standards Officer General Inspection (ESO GI), Senior Education Standards Officer (SESO), stated that some teachers lacked initiative and were failing to supplement Governments effort in their teaching delivery.

The study indicated that the head teachers had limited finances to purchase more teaching and learning materials. Even tough, they were doing their best to provide their schools with the needed teaching and learning materials. In addition, some informants noted that materials and facilities for use in the ever changing curriculum were inadequate. Others complained about being kept busy all the time due to frequent changes of the curriculum and inadequate time for relaxation and personal reflection.

The PESO and DESO raised a number of issues affecting the implementation of the revised education curriculum. Firstly, they stated that some teachers were neither creative nor innovative enough to implement the revised curriculum. In addition, they attributed the poor working culture in some of the Government schools to the weak school administrators that a particular institution had. They said that some school educators had a lazier fare kind of attitude towards work. They further alluded to the fact that most head teachers and classroom teachers only do what is expected and required of them when they are being inspected. When asked on how often they carried out inspections in schools on the revised education curriculum, they stated that they inspected most of the schools, however, they mainly concentrated on the schools that reflected poor results of the pupils. The DESO commented that most of the schools had chosen the academic pathway and not the vocational/technical pathway. This was worrying to the ministry because most schools were promoting white

collar jobs. The labour market is wide, however, the educational system offers more subjects that are theoretical in nature. The other concern was on the caliber of the teachers that were being graduated by some training institutions.

It was noted that most schools were over staffed with teachers in departments such as Humanities and Languages at the expense of other departments such as, mathematics and science. Hence, most schools lacked qualified teachers in some subjects. There was also lack of funds in the schools to employ more teachers on local arrangements.

70% of the teachers experienced challenges ranging from Implementation: Lack of resources, inadequate training and uncertainty on teaching contents especially the revised books which seem to have a number of mistakes. They felt that, the curriculum concentrated too much on skills and the processes of learning, without sufficient specification of content and knowledge. Some teachers highlighted the fact that the content lacked progression and sequence which was very clear because of the lack of funding. These findings implied that curriculum implementation in these schools is affected as pupils lack textbooks to make references and do extra work.

The pupils lacked learning materials and most of them felt that they were too crowded in their classrooms. The pupils were lacking practical learning prior to their examinations. Some of the school administrators attributed this to lack of funds for practical lessons, for instance, in biology and food and nutrition. Pupils reported that their parents preferred certain subjects to others, hence they were forced to learn and shun certain subjects based on what their parents had chosen.

The findings from the participants suggested that, to achieve these outcomes in the revised curriculum a number of benchmarks for effective curriculum implementation needed to act as strengthening factors such as in-service teacher training level and learning and teaching materials which should be a priority on the Ministry of General Education's agenda in order to help reducing the knowledge gap.

The findings in this study indicated a need to reflect on where the various initiatives originate, how the pieces fit together, as well as a need to reflect on the content of the revised curriculum in education and to address emerging needs. They also emphasized the need for time for teachers to familiarize themselves with new materials and methods and to reflect and

work on problems of implementation, both individually and collectively in the implementation of the revised education curriculum.

The standard officers of education and head teachers are key recipients in getting feedback from the secondary schools on the implementation of the revised education curriculum. A curriculum acts as a guide to the personnel in schools. It also helped to ensure that staff cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions of the country.

The participants in this study were optimistic on the revised education curriculum. Most of them viewed the revised educational curriculum as a policy that gave the teacher more direction and guidance when it came to teaching and learning, in addition, they indicated that the revised education curriculum had excellent objectives.

5.5 Suggested solutions aimed at enhancing effective implementation of the revised education curriculum.

A good quality curriculum describes and promotes new roles for the teacher. The teacher's approach shifts from 'I am here to teach' to 'I am here to lead and enable effective learning'. There should be, personalized teacher-student relationships – a move away from lessons dominated by teachers in the role of sole authority, to lessons in which the teacher recognizes, values and teaches to differences between students, encourages effective learning in each individual, and promotes discussion, inquiry and curiosity (Hugh 1979).

Personalized learning is, essentially, learner-centred education: teaching, learning and assessment that place considerable importance on the background, prior knowledge, needs, current stage of development and potential of each learner (Perott 1982). Teachers need accordingly to know what each student is thinking, so that they can provide specifically targeted feedback to each student. They need to help learners to develop the capacity to reflect meta-cognitively on their learning, and to articulate their current level of understanding. Learner-centred education and personalized learning thus demand of teachers that they play a particularly active role in the classroom. Learners are, equally, required to play an active role in taking responsibility for their learning, for their participation in and contributions to group work and to project-based and experiential learning, and for their preparation of their learning portfolios and other demonstrations of their understanding.

The researchers observed that, teachers felt that if the revised education curriculum is properly implemented, the end results would foster National Development. Their views ranged from in-service training, availability of teaching and learning materials, could contribute positively to curriculum implementation.

To develop competence in an area of inquiry, pupils need a substantial foundation of factual, or content, knowledge, and they need to understand these facts and ideas, and the theories that connect them, in the context of a conceptual framework. They need also to develop the skills, values and attitudes that are associated with this content knowledge and which are also prerequisites for the development of a particular competence.

Students learn best when teachers provide feedback on their learning through continuous assessment of where each learner is in her understanding. Assessment is the bridge between teaching and learning. Teachers need accordingly to know what each student is thinking, so that they can provide specifically targeted feedback to each student. Effective feedback to students on their learning entails the provision of information about what they do and do not understand, and what they need to do to improve (Gatawa 1990).

Most teachers reported that they relied on other teachers to learn the innovations and used the same methods they had been using to implement the previous curriculum in education. This was found to negatively affect curriculum implementation. Teachers should be formally updated on new innovations concerning teaching methods in curriculum implementation.

The text books were important in implementation of the revised curriculum in secondary schools and all of the teachers responded that relevant text books containing the curriculum content that needed to be implemented needed much attention. Teachers needed in service training on the revised education curriculum. There is need for the curriculum monitors to carry out inspections so as to get adequate and helpful feedback. Reports from the school managers interviewed were not very different from those that were given by teachers especially those pertaining to teacher competence, inadequate teaching and learning materials, and generally lack of clear cut policy from the Ministry of General Education

Teachers are critical in curriculum implementation: it is teachers who decide and adapt the learning content, activities and pace that learners need to move through the curriculum in ways that ensure they learn effectively. If this professional autonomy is not accorded to teachers, it will require highly prescriptive curricula for children of differing strengths and

abilities (Race and Pickford 2007). Teachers need accordingly relevant advice in Teacher Guides on adapting the curriculum to meet all learners' needs. They should be provided with guidance on how to plan learning and progression, and on the kinds of classroom learning activities that bring the curriculum to life. The content of any topic in the curriculum can, after all, be presented to pupils in an almost endless variety of ways, and teachers should be helped to create situations and activities, both in the classroom and beyond, that will make learning most effective.

Teacher Guides can provide teachers with clear guidance about assessment as the bridge between teaching and learning. This does not mean that teachers should be making students write tests every other day. Teachers need rather to be made aware of the importance of continually providing feedback to their pupils through continuous assessment of where each learner is in his or her understanding.

Teachers should be innovative and creative in order to supplement the efforts of the Government. They can do so by strengthening school clubs, for instance, the JETS club, in order to encourage creative thinking. Teachers could also organize interactive meetings of the pupils. For example, teachers could organize a career exhibition day and invite exhibitors from all walks of life in order to motivate and sensitize the pupils on the kinds of careers that we have in the country. Pupils can also be given a chance to show case their innovations so as to encourage them and promote hard work.

5.6 Summary

This chapter discussed the findings on the factors affecting the implementation of the revised education curriculum. The next chapter gives the conclusion of this research and the recommendations.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The research findings were discussed in the previous chapter. This chapter will conclude the study, make recommendations and suggestions for future research.

The main aim of the study was to investigate the knowledge of teachers in the implementation of the Revised Education Curriculum in selected schools of Lusaka District. This was done by looking at several aspects regarding curriculum implementation. The study was guided by the following objectives: to examine how the revised education curriculum is being implemented by the teachers in secondary schools, to investigate the methods that have been employed by the teachers to implement the revised education curriculum, to identify the challenges that the teachers face in the implementation of the revised education curriculum and to suggest solutions aimed at enhancing effective implementation of the revised education curriculum.

The study revealed that the implementation of the revised education curriculum was effected and the classroom teachers being the change agents played a pivotal role in the implementation process. The implementation process was guided by the curriculum framework which has two career pathways, namely; the Academic and Vocational/Technical pathways. Teachers should be encouraged as they implement the curriculum by all the education stakeholders. Teachers should develop interest in reading and understanding the objectives of the revised education curriculum.

The study also revealed that the teachers employed different teaching methods in their teaching delivery in order to facilitate learning. However, the teachers and head teachers indicated that they were facing a number of challenges in their curriculum implementation. Some of the challenges that they were facing included: lack of teaching and learning materials, lack of qualified teaching staff in some school departments such as mathematics and sciences, lack of follow ups by the monitoring authorities and lack of training programmes on the implementation of the revised education curriculum. The curriculum materials such as textbooks and exercise books were insufficient. The qualifications of the teacher influence the selection of content, reading methods and the kind of teacher-pupil interaction. Overcrowding in most of the schools possess a challenge to the teacher to pupil ratio.

Based on these findings, had the teachers been well equipped with adequate teaching and learning materials, schools fed with qualified teachers in all the departments, monitoring been intensified and teachers trained on the revised education curriculum, the implementation processes may have been smoothly done. Therefore, having a good curriculum without the input of teachers cannot help in achieving the learning objectives and goals. School administrators should regulate the release of necessary learning resources and get information from the teachers and pupils and even the community regarding the success of the curriculum implementation process.

The Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Education Standards Officer (DESO), Education Standards Officer General Inspection (ESO GI) and one Senior Education Standards Officer (SESO) all emphasized on the need for school administrators and teachers to be creative and innovative in their educational delivery so as to supplement Governments efforts.

6.2 Recommendations

The following recommendations were made based on the findings of the study.

1. Teachers should read and understand the curriculum framework for easy implementation.
2. Vocational and technical teachers must be highly trained and acquire enough skills to be able to communicate their skills to students effectively.
3. Teachers should be given opportunities for their participation in formulation and/or review of curriculum.
4. Teachers should be supported through continuing professional development and motivation to enable them prepare the youth for success in the competitive global economy.
5. The Ministry of General education should improve on its monitoring strategies on the implementation of the revised education curriculum.
6. The Ministry of Education should give adequate enlightenment sensitization to the parents on vocational and technical education.
7. The government of Zambia should allocate enough funds to the educational sector to allow adequate human, material and financial resources for curriculum implementation.

6.3 Suggestions for future Research

The present research was based on the investigating the teachers knowledge in the implementation of the revised education curriculum. It would be important for future studies to examine the involvement of teachers in curriculum development.

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APPENDICES

APPENDIX A: Questionnaire for the Ministry of Education Officials

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Sir/Madam,

You are one of the few officers randomly/purposively selected in the Ministry of General education to participate in this study entitled “Investigating the Knowledge of Teachers in the Implementation of the Revised Education Curriculum”. The information you will provide is in confidence and for anonymity’s sake, you are not required to indicate your name on the questionnaire. This study is being conducted under the supervision of the University of Zambia, School of Education.

Your cooperation and truthful response to this questionnaire will be highly appreciated.

Instructions

You are required to tick the responses that are in agreement with your opinion in the brackets given. In some cases, you have to write your responses in the spaces provided.

Please answer ALL the questions.

1. Sex

Male [] Female []

1 What is your age?

20-25 []

26-30 []

31-35 []

36-40 []

41-46 []

51-55 []

56 and above []

3. Number of years in service.

0-5 []

6-10 []

11-15 []

16-21 []

22-26 []

26 and above []

4. What is your substantive position? (Indicate).....

5. What is your highest professional qualification? (Indicate).....

SECTION B

6. Are you aware of the Revised Education Curriculum? Yes [] No []

7. Do you support it? Yes [] No []

8. How do you rate the implementation of the revised education curriculum?

Excellent [] Very Good [] Good [] Bad [] Very Bad []

9. How do you think the revised education curriculum is being implemented in secondary schools?

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.....

10. Have you introduced any methods or techniques in secondary schools to help in the implementation of the revised education curriculum?

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11. How often do you get feedback from the secondary schools on the implementation of the revised education curriculum?

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12. Is there any monitoring and evaluation in secondary schools on the implementation of the revised education curriculum?

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13. Are there any strengths that you have noted in secondary schools in the implementation of the revised education curriculum?

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14. What challenges do you think schools are facing in the implementation of the revised education curriculum?

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.....
What recommendations can you make towards enhancing effective implementation of the revised education curriculum in secondary schools?

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Thank you for your participation.

APPENDIX B: Interview Guide for Secondary School Head Teachers

1. How is the revised education curriculum being implemented in your school?

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2. Are there any teaching methods that have been employed in your school to effectively implement the revised education curriculum?

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3. What strengths have you identified in your school in the process of implementing the revised education curriculum?

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4. Are there any challenges that you have as a school in implementing the revised education curriculum?

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5. What recommendations can you make in order for schools to effectively implement the revised education curriculum?

APPENDIX C: Interview Guide for Secondary School Teachers

1. How are you implementing the revised education curriculum?

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2. Do you use appropriate teaching and learning methods to help effectively implement the revised education curriculum?

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3. What strengths have you seen in the implementation of the revised education curriculum?

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4. What challenges are you facing in the implementation of the revised education curriculum?

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5. What would be your recommendations for effective implementation of the revised education curriculum?

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APPENDIX D: Interview Guide for Secondary School Pupils

1 Are you aware of the revised education curriculum?

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2 Do you have learning materials to help you learn in school?

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3 What kind of teaching methods do your teachers use to teach?

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4 What challenges are you experiencing in your learning experience?

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5 What would be your recommendations for effective teaching and learning?

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