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**RELEVANCE OF THE UPPER BASIC SCHOOL CURRICULUM TO
THE LIFE EXPERIENCES OF LEARNERS: A CASE STUDY OF
LUSAKA DISTRICT.**

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Sociology of Education.




**University of Zambia
Lusaka**

2010

DECLARATION

I, Kakoma Peter Kasaji, do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a master's degree at this or any other university.

Signed:.....

Date:.....14/07/2010.....


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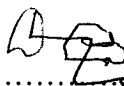
DEDICATION



To my wife, Leah Samakayi and children: Kakoma, Machayi and Kheke whose company and encouragement I always cherish.

APPROVAL

This dissertation by Kakoma Peter Kasaji is approved as a partial fulfillment of the requirement for the award of degree of Master of Education (Sociology of Education) of the University of Zambia.

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ACKNOWLEDGEMENTS

My greatest gratitude goes to my supervisor, Mr N. Sumbwa and co-supervisor, Dr O. C. Chakulimba for their guidance during the study. I also wish to thank all lecturers that were involved in research lectures for empowering me with knowledge and skills in research work.

Thanks also to my workmates at the Curriculum Development Centre (CDC) whose words of encouragements I heeded, and helped me to complete my study programme in good time.

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Acronyms

AD	Art and Design
CCA	Co-Curricular Activities
ECCDE	Early Child Care, Development and Education
ICT	Information and Communication Technology
MoE	Ministry of Education
MW	Metal Work
NGO	Non-Government Organisation
PE	Physical Education
TD	Technical Drawing
UNESCO	United Nations Educational Scientific and Cultural Organisation
WW	Wood Work
ZPC	Zambia Primary Course

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ABSTRACT

This study provides empirically verified findings on the relevance of the Upper Basic Education Curriculum to life experience of learners. It was guided by two specific research objectives, which were:

1. To specify and analyse the elements of the current Upper Basic Education Curriculum and justify their relevance to the life experiences of learners
2. To state what could be done to make the Upper Basic Education Curriculum relevant to the life experience of learners

The research was conducted in eight schools of Lusaka district. The sample of the study consisted of fifty nine teachers, thirty two learners, eight head teachers, twenty parents/guardians and ten out-of-school youths.

Questionnaires were used to collect quantitative data from teachers and learners while interview guides were used to gather qualitative data from head teachers, parents/guardians and out-of-school youths. Quantitative data was analysed using Statistical Package for Social Science (SPSS) and Excel whereas qualitative data was analysed by the use of categorization of themes. 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, the following recommendations were made:

- i. The Ministry of Education should comprehensively review the Upper Basic School Curriculum and come up with one which is more relevant to the life experiences of the learners.
- ii. The Ministry of Education should ensure that Co-Curricular Activities are allocated enough time on the school time tables as the other learning areas.
- iii. The Ministry of Education should ensure that the required equipment and facilities are provided to facilitate implementation of all curriculum subjects.
- iv. The Ministry of Education should ensure that specialised teachers in all subjects are sent to all schools in the country in order to effectively deliver the curriculum.
- v. The Examinations Council of Zambia should make Physical Education examinable.
- vi. The Ministry of Education should reduce the number of subjects each learner is required to take in order for each subject to be given adequate time and for learners to gain more in their studies.
- vii. The Ministry should localize some aspects of the curriculum in order for learners to acquire some local skills in practical subjects.

CHAPTER ONE

INTRODUCTION

1.0 Background

This study focused on the relevance of the Upper Basic Education Curriculum to the Life Experiences of Learners in Zambia. The relevance of education curricula is very important to any country's education system. As a developing country, Zambia has come up with an education system that is supposedly expected to deliver quality education to learners as highlighted in the Ministry of Education's Vision and Mission statements. The vision envisages: **Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.** The Mission Statement focuses on providing **an education system that will meet the needs of Zambia and its people.**

Since independence in 1964, the Ministry of Education (MoE) has undertaken three major educational reforms in an attempt to improve the quality of education. The first was the *Educational Reform* of 1977 whose emphasis was on making education an instrument for personal and national development. The second was *Focus on Learning* of 1992 which attempted to provide solutions to the problem of inadequate resources for the development of primary school education. The third was *Educating Our Future* of 1996. The third one was unique because it paid attention to all aspects in the education sector including curriculum and standards at all levels.

Currently, the Zambian education system is divided into six categories: Early Childhood Care, Development and Education (ECCDE), Lower Basic, Middle Basic, Upper Basic, High School and Tertiary. The Ministry of Education is responsible for designing and developing curricula for all these sections.

Upper Basic Education refers to the education that is pursued at grades 8 and 9 in Zambia. The curriculum at this level consists of subjects and co-curricular activities. The subjects offered at this level of education are grouped in two broad categories: academic and practical subjects (Examinations Council of Zambia, 1986).

Although a number of studies have been conducted in Zambia pertaining to curriculum by individuals and organisations, none of them was on the relevance of the Upper Basic Education Curriculum to Life Experiences of the Learners. Many focused on the general education curricula for basic education.

1.1 Statement of the Problem

Existing studies on the Upper Basic Education Sector prior to this study focused on their content (Chakulimba, etal, 2000), challenges (Hamaimbo, etal, 1999) and expansion (Ministry of Education, 1977). What had not been tackled was the relevance of the curriculum that was offered at this level of the educational strata. It was for this reason that this study was embarked upon. It sought to find out how relevant this curriculum was to the life experiences of the learners.

1.2 Purpose of the Study

The purpose of the study was to assess the relevance of the Upper Basic Education Curriculum and discover factors that would make the curriculum relevant to life experiences.

1.3 Objectives of the study

The objectives of this study were:

- i. To determine the relevance of the Upper Basic Education Curriculum; and
- ii. To identify factors that would make the Upper Basic Education Curriculum relevant to life experiences of the learners if at all it is not relevant.

1.4 Research questions

- How relevant is the Upper Basic Education Curriculum to the life experiences of the learners?
- What factors would make the Upper Basic Education Curriculum relevant to life experience of learners if at all it not relevant?

1.5 Significance of the study

The study is important because its findings may help government to improve the Upper Basic Education Curriculum where need be. It is also important in its contribution to the body of knowledge.

1.6 Conceptual framework

This study fell in the concept of programme or project evaluation. Evaluation is a process to determine as systematically and objectively as possible the merit, value or worth of an intervention (Reeve and Peerbhoy, 2007). There are many reasons for evaluating programmes some of which are: to account for the programme results, improve interventions and generate knowledge and learning for wider application. Formative, mid-term, summative, ex-post and impact/outcome are popular types of evaluation. This particular study sought to determine the impact/outcome of the upper basic education curriculum. In this regard, it was an impact evaluation.

The purpose for undertaking the research on the relevance of education curriculum in relation to learner needs and aspirations was to account for the prescribed curriculum results and also generate knowledge to share with stake holders or interested persons.

A programme evaluation requires that both quantitative and qualitative methods are used in data collection and analysis. The two approaches were applied in the present study.

1.7 Definition of terms

Upper Basic -	Institutions of learning providing Grade 8 – 9 education
Upper Basic Curriculum	-Programme of study offered in Zambia from Grade 8 - 9
Life Experience -	Demands and Challenges of everyday life
Relevance -	Appropriateness of the prescribed knowledge, skills, values and attitudes in the curriculum to needs of individual learners
Learners -	persons pursuing the upper basic programme of study either internally (in school) or externally (open and distance learning)

1.8 Limitation of the Study

The study was limited to Lusaka Urban District due to lack of funds.

1.9 Organisation of the Study Report

This study has five chapters. Chapter one gives the background to the study, statement of the problem, the purpose and objectives of the study, research questions for the study, significance of the study, definition of terms and conceptual framework. Chapter two presents literature review based on the other studies conducted on curriculum in general.

Chapter three explains the methodology employed in the study, outlines the research design of the study, the population, sample size, sampling procedures and the data collection instruments, as well as how data were collected, analysed and interpreted.

Chapter four presents the findings of the study according to the different categories of the sample and the objectives set for the study. Chapter five discusses the findings of the study and presents conclusions and recommendations of the study.

1.10 Conclusion

The chapter has given a focus of the study. It has explained the research problem and stated the scope of the study in terms of what to find out. The chapter has also highlighted the limitation of the study as well as providing information on the frame or outline of this dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature on the topic under investigation. It starts by describing the various definitions of curriculum and later highlights distinctive findings from some other studies that have been conducted on the education curriculum in Zambia.

2.1 Definition of Curriculum

People have defined curriculum differently. Bobbitt (1918) says that curriculum is a course of activities and experiences through which learners were socialised into adults. He drew the term 'course' from a 'race-course' where horses raced. According to him, a curriculum is a course of various activities and experiences which a learner goes through in school and outside the school in order for one to become a useful member of the society. Such activities could be planned or not. Being an idealist, Bobbitt's perception of a curriculum was that of an ideal course of activities and experiences learners needed to undergo for them to become schooled. Smith (1996, 2000) writes to state that curriculum had its origins in the running tracks of Greece. In Latin curriculum was a racing chariot and **curre** meant to run. This simply means that curriculum is likened to a track or pathway which learners would use to get to some destination. *Wikipedia, the free encyclopedia* (2009) cites Shane and Swain (1958) as saying curriculum was the sum total of experiences of learners while under the auspices of school. The sum total of

experiences may mean every aspect in school that helps the learners to acquire knowledge, skills or values. The aspect could be either positive or negative.

Wheeler (1968) defines curriculum as planned experiences offered to the learner under the guidance of a school. For Wheeler, the aspects that are meant to impart knowledge, skills or values in the learner should be planned, that is why he defines it as planned experiences. Stenhouse (1975) defines curriculum as an attempt to communicate the essential principles and features of an educational proposal in such a form that it was open to critical scrutiny and capable of effective translation into practice. He illustrated his description of curriculum by likening it to a recipe in cookery which could be criticised nutritionally or on gastronomic grounds. According to him, a curriculum is a proposal of essential values and characteristics of a learning institution or system that is open to criticism. This description implies that no school curriculum can be said to be perfect since people look at things differently. Grundy (1987) describes curriculum as learning experiences of learners in so far as they were expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of those plans and designs in school environments. From this description it is very clear that Grundy sees curriculum as what is contained in the aims, goals and objectives of a given education system. It is these aims, goals and objectives that are translated into teaching/learning experiences and form the curriculum.

Farrant (1980) defines curriculum as a set of broad decisions about what was to be taught and how it was to be taught and that determined the general framework within which

lessons were planned and learning took place. He pinpoints subjects, teaching methodologies, co-curricula activities and time tables as what constitutes a curriculum. Madeus and Stufflebeam (1989) describes curriculum as the reconstruction of knowledge under auspices of school or university. This implies that the knowledge that exists in the world is reorganised in some way to make it suit its learners in institutions of learning. So, in this case, curriculum is organised knowledge intended for learners. According to Kerr (1968) curriculum is said to be a plan which provides sets of learning opportunities for persons who are to be educated. The planned curriculum in this sense is one that provides sets of what is to be imparted to a learner at different levels. There should be a set of knowledge, skills, attitudes and values to be acquired by the learner at each level of education. Cornbleth (1990) describes curriculum as that which is taught in schools, a set of subjects, content, a programme of studies, a set of materials, a sequence of courses, a set of performance objectives, everything that goes on within the school, everything that is planned by school personnel, a series of experiences undergone by learners in a school and that which an individual learner experiences as a result of schooling. Newman and Ingram (1989) state that curriculum is all the learning of learners which was planned and directed by the school to attain its educational goals. He also states that curriculum meant the sum total of all experiences a learner underwent and it was wider than a syllabus.

Blenkin, etal (1992) describes curriculum as a body of knowledge – content and /or subjects that any education system transits to or delivers to learners by the most effective methods that are can be devised.

Wile and Bondi (1989) describe curriculum as a goal or a set of values which were activated through a development process culminating in classroom experiences for learners.

MoE (1996) defines a school curriculum as one that consists of the content, structure, and processes of teaching and learning which the school provides in accordance with its educational objectives and values. According to MoE, a school curriculum also denotes those aspects that arise from the general character and organisation of each individual school and which collectively make up the culture or ethos of the school.

According to Kelly (1983, 1999), curriculum comprises two aspects of learning. Firstly, that it is a range of courses from which learners choose learning areas. Secondly, that it is a specific learning programme. In the former, curriculum may mean all the subjects or learning areas that a school offers while in the latter, curriculum could mean a particular study which may differ from level to level or from one institution to another.

To conclude the discussion on curriculum definition, it can be said that although there are many and varied definitions of the term, one notion which comes out very clearly is that it is a course of study. This course contains many aspects which learners ought to follow in order to reach the designated point.

2.2 Education Curriculum in Zambia

Many studies have been undertaken by many people in an effort to provide Zambian school learners with relevant curriculum. The studies varied in focus, scope and nature. Some of the studies have focused on the entire education system from Early Childhood Care, Development and Education (ECCDE) to tertiary, while others have paid particular attention to the various curricula at different levels of education. The studies have brought to light very useful information on the status of school curricula in Zambia. In addition, they have made valuable recommendations on how best the school curricula can be improved.

According to the report on educational development (MoE, 1967), the Zambian government made some reforms in the secondary school curriculum in the 1960s in order to standardize and diversify it. In Mathematics, new topics of **Modern** Mathematics were introduced, and in Science a course based on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Scheme was adapted where Science was required to be taught with experiments. There was also the expansion of Commercial Studies and Agricultural Science in the schools that previously followed a strictly non-vocational curriculum. The main purpose of these curriculum reforms was to relate the content to the needs of the Zambian learner as much as possible..

The MoE (1977) stated that the school curriculum needed to be divided into parts: core subjects and optional subjects and that it would be necessary to coordinate the syllabi topics and teaching materials in order to make a purposeful whole. The reforms also

proposed a reduction in the number of subjects in the curriculum at all levels so as to intensify and deepen the learners' learning of what was essential in relation to learner needs, interests and ability. It was also recommended in the *Educational Reforms* that there was need to review the curriculum content, attach importance to mathematics, science and technology, include productive work, ensure greater relevance to the cultural environment, ensure flexibility to reflect both the urban and the rural environment, ensure use of appropriate teaching methods and involvement of teachers in the curriculum process.

In another effort by the Ministry of Education to improve the quality of education for Zambian school learners, a national policy on education *Educating Our Future*, formulated in 1996, with input from the line ministries, teaching profession, universities, communities, private sector, churches, Non-Governmental Organisations (NGOs) and aid donors. The policy attempted to provide some solutions to the long standing educational problems that the country faced in the education sector.

In terms of the type of the school curriculum the country required, the document states that a well designed and relevant curriculum was one which was well taught by teachers and well learnt by learners. The policy went further to state that the entire educational enterprise should seek to cultivate the qualities and potentials of each learner without moulding all learners according to the same pattern. In this case, the policy simply states that a relevant school curriculum should be one that is broad, balanced and responds to the needs of society and individuals. This was similar to another recommendation made

in the review of the *Ministry of Education Sector Plan report of 2007*. On the quality of basic education targets and strategies, the report recommended; **develop the basic education curriculum that is comprehensive, balanced, integrated, diversified and relevant to the needs of both the pupil and society (p.22).**

Educating Our Future revealed further that one of the curriculum problems that the system encountered was the pursuit of limited diversification in secondary schools with learners being able to choose optional subjects from a strictly limited number of subjects. The situation was more critical in the rural schools where learners were compelled to study the subjects that schools were able to provide due to various reasons. The school curriculum, in short, may be said that it does not cater for individual aspirations, needs and differences.

The policy also brought out another curriculum problem that was associated with resource constraints, the provision of materials, equipment and books for use in almost all subjects. The curriculum was also said to be too theoretical and bookish, without opportunities for the hands-on practical experience that was of its essence.

With some of these curriculum problems identified in *Educating Our Future*, it was clear that curricula for schools were not beneficial to the learner in their current forms. The conception did not exclude the upper basic school curriculum which is offered at grade 8 and 9.

Educating Our Future also suggested broad themes for the curriculum content. The themes consisted of: education for democracy, science and technology, literacy and arithmetic, practical subjects, cross-cutting issues, expressive arts and moral education. To implement this, curriculum specialists and teachers were expected to specify in detail the actual teaching and learning outcomes for each subject.

Chondoka, etal (1999) documents some of the education curricula that applied in Zambia from 1899 to 1999 so as to provide the Ministry of Education with the historical background on the subject. The study reveals that change in educational policies at different periods of time causes changes in the education curriculum, too. During the early colonial period, education policy was designed by various missionary societies and that determined the type of curriculum that each individual missionary society offered to the indigenous learners. From 1899 to 1924 school curricula in Zambia was designed by missionary societies that were found in other countries, for example, Nyasaland (Malawi) and Southern Rhodesia (Zimbabwe). However, the school curricula in all mission schools were almost the same as they consisted of academic and practical subjects. Vernacular, hygiene, basic literacy, numeracy, church doctrine, bible knowledge and morality constituted the academic subjects. Wood work (mainly carpentry) and bricklaying made up the practical subjects. English Language was also introduced in some mission schools but given little attention.

From 1924 to 1964, the British government was in control and it put in place some educational policies to regulate mission schools. Without doubt, these policies caused

some changes in the education curriculum during the period. According to Chondoka, the primary education sector offered vernacular, English language, hygiene, bible knowledge, arithmetic, singing and social Studies (civics, geography and history). Other subjects were wood work, bricklaying, domestic science, agriculture, typewriting and physical education. For secondary education, the curriculum was heavily academic, covering religious education, vernacular, English language, Latin, mathematics and science. Although practical subjects were offered, they were not emphasized at this level of education.

The period 1964 to 1974 had its own changes in the education curricula and according to Chondoka these changes were caused by the change in the educational policies during the period. The country recognized English as the medium of instruction and the Zambia Primary Course (ZPC) was embarked on in the mid 1960s. The primary course consisted of both academic and practical subjects which included creative arts, physical education, industrial arts, home economics, English, environmental science, mathematics, social studies and Zambian languages. The junior secondary school offered English, mathematics, religious studies, civics, history, geography, science, agricultural science, art, music, physical education, technical drawing, wood work, metal work and home crafts. The senior Secondary School course was the same as the junior one except that it also offered literature in English.

The Chondoka study also revealed that the school curriculum had not changed much. At the primary education level, the only major reform was the integration of some

subjects so as to reduce on the number offered at that level. This reform was initiated in 2000 through *the Basic School Curriculum Framework (2000)*. According to this document, the lower and middle basic education curriculum consisted of six learning areas literacy and languages, mathematics, integrated science, creative and technology studies, social and development studies and community studies. Most of the practical subjects were integrated into creative and technology studies whereas all languages formed the literacy and languages learning area. Other reforms made then were the introduction of counseling and guidance, and special education services in the lower and middle basic education curriculum as Core-Curricular Activities (CCAs). For the upper basic and high school education curriculum, the only notable reforms were the expansion of commercial studies to include Office Practice and Book Keeping at junior secondary while the senior secondary school catered for Commerce and Principles of Accounts. The MoE (2004) is quoted as saying that: **the secondary school level has not received adequate attention in terms of expansioncurriculum review. Therefore, the quality of teaching and learning has been adversely affected** (p.22). In order to address the fore mentioned curriculum issue, it was recommended that there was need to consider a comprehensive review of the high school curriculum to make it responsive to the needs of the society and link it to the world of employment.

A study undertaken by Chakulimba, etal (2000) indicates that the education curriculum in basic schools had meaningful content in both academic and practical subjects but the teaching was too theoretical to impart learners with practical knowledge and survival skills. The study also shows that the curriculum for basic education was overloaded, more

especially at the lower and middle education levels where a learner was required to study eleven (11) subjects besides taking part in the co-curricula activities. Another important revelation that came out of Chakulimba's study was that there was no deliberate effort by the system to teach the desired societal values and virtues. It was said that the system only paid a lot of attention to the teaching of 'bookish' knowledge but neglected the cultural heritage. Chilala, et al, (1999) makes the same observation and recommends that education curriculum should aim at transmitting and enriching learners with common cultural and moral values and attitudes that individual society valued. Hamaimbo, et al (1999) points to the curriculum's overloadedness and to the theoretical nature of teaching.

Chishimba and Luangala (2000) say that the education curriculum could clearly be subdivided into two categories: core curriculum and the options curriculum. The core curriculum would consist of compulsory subjects, mostly the academic subjects and Physical Education. This recommendation was in line with another one made by Ntalasha which reads: **Physical Education must be encouraged in the basic school curriculum in order to promote the health of the children. Equal opportunities must be given to boys and girls to participate actively in sports and Physical Education** (p.18). The options curriculum, according to Chishimba and Luangala, would comprise all the practical subjects and life skills. They suggested that this structure of the education curriculum could apply at all the levels of the school system. On the options curriculum, they recommended that individual district education boards or schools in their jurisdiction could be given lee-way to designate a set of practical subjects and life skills

to offer depending on what resources they had. Further more, it was recommended that co-curricula activities could be promoted in the schools to receive equal attention as the other curriculum components.

Snelson (1974) also discusses the issue of the relevance of the curriculum. From the discussion in this literature it is clear that the issue of relevance of curriculum is perceived differently from one period to another. During traditional education, relevant curriculum meant one that prepared young people to take up adulthood responsibilities and one that was tailored to meet the individual and societal expectations. Missionary education was different from one society to another. Therefore, even their curricula differed from one missionary society to another, meaning that curriculum relevance was relative depending on the missionary society's perception of education. While some missionary societies stressed the imparting of basic literacy skills and moral values in their education, others emphasised on learners acquiring basic literacy skills, moral and vocational education. During the colonial period, the relevance of the education curriculum meant something different from the other two periods.

According to the Ministry of Finance and National Planning (2006) education is critical in enhancing a country's socio-economical development as it builds people's abilities in terms of skills and the ability to receive and process information for livelihood choices. However, in spite of this recognition, Zambia has yet to reach educational standards that are commensurate with sustainable development. This assertion may mean that our education curriculum, too, is not yet relevant to the needs of the nation.

A report on *High School Policy Issues and Current Practices in Zambia* (MoE, 2004) reveals that the secondary school education curriculum consists of a small number of required or core subjects (Mathematics, English and a science) and a wide range of optional subjects in the field of humanities, social sciences, business studies, practical and aesthetic areas. Therefore, the quality of education delivery is negatively affected.

The other findings reported on curriculum were:

- i. Fragmentation of the curriculum in the school system where skills and academic training remain compartmentalised and leading to absence of integration between high school curriculum and vocational trades institutes;
- ii. Industrial arts subjects in high schools are poorly supported particularly in each of the technical schools dotted in every province;
- iii. Foundation of skills and trades for high school graduates is often weak;
- iv. No career guidance or formal/informal contacts between schools vocational training institutions, employers, business, corporations, services and so forth; and
- v. No encouragement for talks or visits to schools and no work attachments or shadowing/work experience programmes for students.

2.3 Conclusion

From the literature reviewed, it is clear that many studies have been undertaken on the curriculum and a lot of information has been documented on the content, challenges and expansion of the Zambian school curricula and recommendations on how to improve them. The literature review has also brought to light some of the curriculum reforms that

have been carried out in the school system, from pre-colonial time to the present, in order to respond to individual and societal challenges in this dynamic world.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology used in this study to collect and analyse data. . It gives a description of the research design, the target population, the sample size, sampling procedure, research instruments, data collection procedures and methods of data analysis applied in the study.

3.1 Research Design

A descriptive survey was type of research design applied in the collection of data by first involving a fairly large number of institutions and thereby getting information from a wider rather than a restricted area. In view of the descriptive nature of the study design, interviews were used in the collection of data.

3.2 Population of Study

The population of the study comprised all head teachers, teachers and learners of Lusaka urban District Upper Basic Schools. It also embraced all the parents/guardians of learners in the said Basic Schools and the youths in the District who had dropped out of the school system at Grade 9 level.

3.3 Sample Size

The sample comprised eight schools found in Lusaka urban District, eight head teachers, fifty nine teachers (on average seven teachers per school), thirty two learners (on average

four learners per school), twenty out-of-school youths and ten parents/guardians. Altogether, the sample size was one hundred twenty nine respondents.

3.4 Sampling Technique

Various sampling techniques were used to select the sample for the study. To obtain the eight schools, all the Lusaka Urban Upper Basic Schools were written down in alphabetical order. Then, each school with an even number from 2 onward was chosen to be part of the sample until the required number was reached. All the head teachers of the selected schools became part of the sample. In the same schools all teachers teaching Grades 8 and 9 were part of the sample. For learners, three classes were chosen by the head teacher. These were one Grade 8 and Two Grade 9. In each class, the two class captains or monitors became respondents. Convenience sampling was applied to select the out-of-school youths and parents/guardians. The out-of-school youths were selected at Kabwata and Chilenje markets from among the entrepreneurs. Whoever was identified as an entrepreneur became part of the sample until the desired number was achieved. The same technique was used to select the parents/guardians in Kabulonga and Bauleni residential areas, whoever was identified as a parent/guardian became part of the study until the required number was reached.

3.5 Data Collection Instruments

Primary data was collected using questionnaires, focus group discussion guide and interview schedule. There were two types of questionnaires used, one for teachers and the other one for learners. The questionnaires were used to collect both quantitative and

qualitative data. The focus group discussion guide and the interview schedule were used mainly to solicit for qualitative data from head teachers, parents/guardians and out-of-school youths. Secondary data was gathered from content analysis using the available literature on curriculum studies.

3.6 Data Collection Procedure

The first thing done when visiting a school to collect data was to pay a courtesy call on the head teacher. Once permission was granted and an assistant was found, the data collection process started. The respondents were told that the study being conducted was an academic one although the findings might be useful to some individuals or organizations. Besides telling them that, they were also assured that the information they would provide would be treated as confidential.

The assistant in each school helped in administering questionnaires to the teachers and learners. However, interviews with parents/guardians and out-of-school youths were conducted by the researcher. The Questionnaires were filled in by respondents independently whereas the interviews were conducted in a one-to-one manner with respondents.

No prior arrangements were made with individuals or institutions on when to visit them. However, when the first attempt to meet the respondents in a particular school failed, arrangements were then made on when to go back.

3.7 Data Analysis and Interpretations

Quantitative data was analysed using the Statistical Package for Social Science (SPSS) and Excel. Frequencies and percentages of various variables were generated to help in interpreting the statistical data. Interpretation of the quantitative data was done by describing the frequencies and percentages and presenting them in tables. Qualitative information was analysed by categorisation of ideas or concepts and formulation of themes. The themes were then used to interpret the data by way of describing and providing narrations.

3.9 Problems during Data Collection

This study was faced with some challenges during data collection process. Firstly, there was the challenge of funds for stationary. The research allowance was paid late which resulted in delaying to undertake the study. The research was undertaken during the examinations period when teachers and leanerrs were busy with examinations. This resulted in some respondents failing to return some questionnaires

There was also an uncooperative attitude among some of teachers and some head teachers and teachers as they were unwilling to participate in the study.

3.9 Conclusion

The chapter has explained the type of the research this is and has also stated the population and the sample of the study. The sampling technique and means of collecting the data have been described, too. Further, the chapter has explained the means of

analyzing and interpreting the data. The problem the researcher encountered during data collection has also been stated.

CHAPTER FOUR

PRESENTATION OF THE DATA FINDINGS

4.0 Introduction

The chapter presents the findings of the study from five categories of the respondents who were; head teachers, teachers, learners, parents/guardians and out-of-school youths. The findings from teachers and learners are presented in descriptive and tabular forms because the data was quantitative whereas the findings from the head teachers, parents/guardians and out-of-school youths are presented in the narrative since it was all qualitative. In terms of the lay out, the findings are presented according to the two research objectives: to determine the relevance of the Upper Basic Education Curriculum and to identify factors that would make the Upper Basic Education Curriculum relevant to the life experience of the learners.

4.1 Findings from Teachers on the Relevance of Upper Basic School Curriculum Subjects to the life experiences of learners

4.1.1 Relevance of the academic subjects

Teachers were asked to state whether all the academic subjects were relevant to life experiences of learners. The answers to this were as indicated in Table 1.

Table 1: Relevance of all the academic subjects

Type of response	Frequency	Percentage
Yes	52	58
No	7	12
Total	59	100

Table 1 indicates that 88% of the teachers said that all the academic subjects provided for in the Upper Basic School Curriculum were relevant to the life experiences of the learners while 12% said that not all of them were relevant.

4.1.2 Academic Subjects of Particular Relevance

Teachers were asked to indicate which of the academic subjects were of particular relevance to the life experiences of the learners. The responses were as shown in Table 2 below,

Table 2: Academic subjects of particular relevance to learners

Number of respondents: 59

Subjects	Frequency	Percentage
Mathematics	37	62.7
English	31	52.5
Environmental Science	23	38.9
Civic Education	13	22

Book Keeping	11	18.6
Religious Education	11	18.6
Geography	11	18.6
History	5	8.4
Office Practice	4	6.7
Zambian Languages	4	6.7

Table 2 above shows that 62.7% of the responses indicated Mathematics as being of particular relevance to the life experiences of the learners. This was followed by English 52.5% and Environmental Science 38.9%.

4.1.3 Reasons of Relevance for Particular Subjects

Teachers were asked to state reasons as to why they considered some academic subjects to be of particular relevance to learners' life experiences. Their responses, for each subject, are presented below.

4.1.3.1 Mathematics

The research participants stated that Mathematics was relevant to the learners because mathematical skills were applicable in every day life. In addition, higher institutions of learning demanded Mathematics as an entry requirement besides candidates passing other subjects.

4.1.3.2 English

English was considered relevant because it was the official language for many countries in the world, hence, the knowledge and understanding of the subject would remove the barrier of communication.

4.1.3.3 Environmental Science

This subject was identified as relevant because scientific knowledge and skills were useful for personal and national development. Further, the scientific knowledge and skills were applied in every day work.

4.1.3.4 Civic Education

Civic Education was listed among the relevant subjects because civic issues were part and parcel of governance and involved everybody in the society. It was therefore, necessary for all.

4.1.3.5 Book Keeping

The relevance of Book Keeping was attributed to the fact that knowledge and skills acquired from the subject was important for running and managing all sorts of businesses.

4.1.3.6 Religious Education

Religious Education was described as relevant because of the spiritual and moral values that it imparted to the learners. In addition, Zambia was a Christian nation. In this regard, religious principles and values were imperative for the people.

4.1.3.7 Geography

This subject was listed as relevant because knowledge, skills and values derived from the subject were very necessary in understanding the world we live in. Furthermore, knowledge of geographical elements and skills of understanding them were important to all people, without which nature might be destroyed.

4.1.3.8 History

History was considered relevant because the learning about the past helped in planning for the future developments. It also taught people to appreciate their cultures.

4.1.3.9 Office Practice

This subject was ranked as relevant because the knowledge and skills imparted by the subject were useful to everybody in society as people and businesses always interacted.

4.1.3.10 **Zambian Languages**

The relevance of *Zambian Languages* lay in the fact that they were considered part of the *Zambian culture* which every indigenous person needed to know, understand and appreciate.

4.1.4 **Subjects of no Particular Relevance**

Teachers were asked to indicate which of the academic subjects were not of particular relevance to the life experiences of the learners. Table 3 below depicts the responses from the teachers.

Table 3: Academic subjects not of particular relevance to learners

Number of respondents: 59

Subjects	Frequency	Percentage
French	3	5.0
History	4	6.7
Zambian Languages	4	6.7

Table 3 above shows that very few teachers considered that some academic subjects were not of particular relevance to life experiences of learners.

4.1.5 Reasons for no Particular Relevance for some Subjects

The reasons as to why teachers considered some academic subjects not to be of particular relevance to learner life experiences are stated below.

4.1.5.1 French

The participants felt that French was not particularly relevant to learners because the official language in Zambia is English and that it was inefficient for communication purposes.

4.1.5.2 History

Participants were of the view that this subject does not provide knowledge and skills that can help one to live sustainably.

4.1.5.3 Zambian Languages

It was felt that Zambian Languages did not impart new knowledge and skills in the learners.

4.1.6 Relevance of Practical Subjects to Learners

Teachers were asked as to whether all practical subjects were relevant to life experiences of learners. The answers to this were as shown in Table 4 below.

Table 4: Relevance of Practical subjects to learners

Type of response	Frequency	Percentage
Yes	53	90
No	6	10
Total	59	100

Table 4 above shows that 90% of respondents considered all Upper Basic School Curriculum Subjects as being relevant to life experiences of learners whereas 10% of them said that not all of them were relevant.

4.1.7 Practical Subjects of Particular Relevance to Learners

Teachers were asked to indicate which of the practical subjects were of particular relevance to the life experiences of the learners. The responses were as shown in Table 5.

Table 5: Practical subjects of particular relevance to learners

Number of respondents: 59

Subject	Frequency	Percentage
Home Economics	41	69.4
Wood Work	37	62.7
Art and Design	28	47.4
Agricultural Science	25	42.3
Physical Education	23	38.9

Technical Drawing	12	20.3
Metal Work	7	11.8
Music	5	8.4
Type Writing	3	5.0

Table 5 above shows that 69.4% of the responses indicated Home Economics as being of particular relevance to the life experiences of learners. This was followed by Wood Work 62.7%, Art and Design 47.4% and Agricultural Science 42.3 %.

4.1.8 Why Practical Subjects are of Particular Relevance

Teachers were asked to state why they considered practical subjects to be of particular relevance to learners' life experiences. That indicated that all practical subjects were of particular relevance to the learners because they imparted vocational or survival skills for use in life.

4.1.9 Relevance of the Core-Curricular Activities

Teachers were asked to state whether all the Co-Curricular Activities were relevant to life experiences of learners. The answers to this were as indicated in Table 6.

Table 6: Whether all Co-Curricular Activities were relevant

Type of response	Frequency	Percentage
Yes	56	95
No	3	5
Total	59	100

Table 6 below shows that out of fifty nine teachers who responded to the questionnaire, 95% indicated that all the Co-Curricular Activities provided for in the Upper Basic School Curriculum were relevant to the learners. However, 5% indicated that not all Co-Curricular Activities were relevant to life experiences of learners.

4.1.10 Co-Curricular Activities of Particular Relevance

Teachers were asked to indicate which of the Co-Curricular Activities were of particular relevance to the life experiences of the learners. The responses were as shown in Table 7 below.

Table 7: Co-Curricular Activities of particular relevance to learners

Number of respondents: 59

Activities	Frequency	Percentage
Sports	47	79.6
Club and Associations	43	72.8
Preventive Maintenance	23	38.9
Production Unit	22	37.2

Table 7 above shows that 76.6% of the responses indicated that sports were relevant to life experiences of learners, followed by clubs and associations with 72.8%. Preventive maintenance and production unit had 38.9% and 37.2% respectively.

4.1.11 Reasons for Considering Co-Curricular Activities as of Particular Relevance

Teachers were requested to indicate reasons as to why they considered co-curricular activities to be of particular relevance to learners' life experiences.

4.1.11.1 Sports

The respondents explained that sports were relevant because they helped in keeping the body fit and healthy and that they were vocations for some learners.

4.1.11.2 Production Unit

The respondents indicated that this learning area helped learners to acquire practical skills and knowledge necessary for self sustenance.

4.1.11.3 Preventive Maintenance

According to the respondents, the learning area was relevant because it fostered values and positive attitudes in learners for care of property and maintenance of their surroundings.

4.1.11.4 Clubs and associations

The research participants were of the view that clubs and association were relevant because they imparted to learners other vital knowledge, skills and values that were not prescribed in the subject syllabi. They went further to state that learners put to

practice some of the knowledge and skills they learnt in core curriculum in clubs and associations.

4.1.12 Respondents' Views on How Curriculum could be Improved

Teachers were asked to present any other views on how the curriculum could be improved to make it more relevant to life experiences of learners if at all it is not relevant. Their responses were:

- i. Allocation of more time to practical subjects in order for learners to learn more practical skills;
- ii. Making of practical subject compulsory to all learners in order for all learners to learn practical skills and reduce in the number of academic subjects;
- iii. Provision of more teaching and learning materials in order for learners to practice;
- iv. Introduction of Information Communication and Technology (ICT) in the Upper Basic Education curriculum;
- v. Making Physical Education examinable at Grade nine (9) in order for learners to take it seriously and learn it profitably; and
- vi. Localising the curriculum in order for learners to learn local skills.

4.2 Findings from Learners on the Relevance of the Upper Basic School Curriculum

This section presents the findings from learners based on the research objectives and questions asked in the learner questionnaire.

4.2.1 Relevance of Academic Subjects

Learners were asked to state whether all the academic subjects were relevant to their life experiences. The answers to this question were as indicated in Table 8 below.

Table 8: Relevance of the academic subjects

Type of response	Frequency	Percentage
Yes	25	78%
No	7	22%
Total	32	100%

Table 8 above shows that 78% of the respondents considered all the academic subjects as having been relevant, while 22% felt they were not all relevant.

4.2.2 Academic Subjects of Particular Relevance

Learners were asked to indicate which of the academic subjects were of particular relevance to their life experiences. The responses were as shown in Table 9 below.

Table 9: Academic subjects of particular relevance to learners

Number of respondents: 32

Subject	Frequency	Percentage
Mathematics	19	59.3
English	13	40.6
Environmental Science	8	25
Civic Education	7	21.8
Book Keeping	1	3.1
Religious Education	4	12.5
Geography	4	12.8
History	7	21.8
Office Practice	3	9.3
Zambian Languages	2	6.2
French	2	6.2

Table 9 above shows that Mathematics (59.3%), English (40.6%), Environmental Science (25%), Civic Education and History, both 21.8% were the academic subjects that learners considered to be of particular relevance to their life experiences.

4.2.3 Learners' Reasons for Considering Some Academic Subjects to be of Particular Relevance

Learners were asked to give reasons as to why they considered some academic subjects to be of particular relevance to their life experiences. The reasons they gave are presented by the specific subjects below:

4.2.3.1 Mathematics

The respondents felt that Mathematics was relevant because it was a requirement for entry into higher institutions and getting jobs. In addition, knowledge and skills in this subject were useful for every day life.

4.2.3.2 English

The research participants attributed the relevance of English Language to the fact that it was an official language for many countries in the world including our country. It was also said that the knowledge and skills acquired in this subject were applied in other subjects.

4.2.3.3 Environmental Science

Learners said that Environmental Science was relevance to learners because it helped learners to understand and appreciate nature. They also said it was relevant because the knowledge, skills and values derived from the subject were useful tools for national development.

4.2.3.2 Civic Education

Learners were of the view that Civic Education was a relevant subject because it developed in learners an understanding of governance. They also felt that the subject created awareness in learners about their rights and responsibilities as human beings.

4.2.3.3 Book Keeping

The respondents explained that the subject was relevant to learners because it imparted in learners knowledge, skills and values of managing business resources and assess the profitability of any enterprise.

4.2.3.4 Religious Education

Learners disclosed that religious education was relevance to learn in school because it created awareness of God in the learners, besides imparting moral values.

4.2.3.4 Geography

Learners identified Geography as relevant owing to the fact that the knowledge contained in the subject was very necessary in understanding the environment they lived in.

4.2.3.5 History

The relevance of history lay in the fact that the subject helped learners to understand the background of human development and appreciate it.

4.2.3.6 Office Practice

Learners listed office practice among subjects they considered to be relevant because the subject imparted in learners knowledge, skills and values about offices. In addition, learners acquired skills of using different office equipment and machinery.

4.2.3.7 Zambian Languages

The subject was ranked as relevant because it is used to communicate with the majority of the Zambians who are not educated. Further, it is for upholding different ethnic cultures.

4.2.3.7 French

French was described as relevant to learn because the subject is considered a second popular language to English in the world. In this regard, the subject resolves some communication barriers at the global level.

4.2.4 Academic Subjects of no Particular Relevance

Learners were asked to indicate which of the academic subjects were not of particular relevance to their life experiences. Table 9 above depicts that Book Keeping (3.1%), French and Zambian Languages (both 6.2%) were considered not to be of particular relevance to the life experiences of learners.

4.2.5 Reasons for Considering some Academic Subject not to be of Particular Relevance

Learners were requested to state why they considered some academic subjects not to be of particular relevance to their life experiences. Their answers are presented below according to the subject area:

4.2.5.1 Zambian Languages

Learners considered this subject not to be relevant because there are very few jobs on the labour market that demand for the subject.

4.2.5.2 Book Keeping

Learners ranked this subject among the not relevant because they felt that the subject was not taught in many schools.

4.2.5.3 French

Learners identified this subject as not relevant because it is not taught in many schools as well.

4.2.6 Relevance of Practical Subjects

Learners were asked as to whether all practical subjects were relevant to life experiences of learners. The answers to this were as shown in Table 10 below.

Table 10: Practical subjects of particular relevance to learners

Type of response	Frequency	Percentage
Yes	26	81
No	6	19
Total	32	100

Table 10 above shows that 81% of the respondents considered all practical subjects as being relevant to their life experiences of learners whereas 19% of them said that not all of them were relevant.

4.2.7 Practical Subjects of Particular Relevance to learners

Learners were asked to indicate which of the practical subjects were of particular relevance to their life experiences. The responses were as shown in Table 11 below.

Table 11: Practical subjects of particular relevance to learners

Number of respondents: 32

Subject	Frequency	Percentage
Home Economics	19	59.3
Art and Design	15	46.8
Agricultural Science	11	34.3
Wood Work	9	28
Physical Education	8	25
Technical Drawing	7	21.8
Metal Work	3	9.3

Table 11 above shows that 59.3% of the responses indicated Home Economics as being of particular relevance to the life experiences of learners. This was followed by Art and Design 46.8%, Agricultural Science 34.3 % and Wood Work 28%.

4.2.8 Learners' Reasons for Considering Practical Subject to be of Particular Relevance to learners

Learners were requested to state reasons as to why they considered practical subjects to be of particular relevance to their life experiences.

Learners indicated that all practical subjects taught knowledge and skills that applied in everyday life. Besides, they said that these subjects provided sources of income in different ways.

4.2.9 Relevance of Co-Curricular Activities

Learners were asked to state whether all the Co-Curricular Activities were relevant to life experiences of learners. The answers to this were as indicated in Table 12 below.

Table 12: Whether all Co-Curricular Activities were relevant

Type of response	Frequency	Percentage
Yes	27	84
No	5	16
Total	32	100

Out of thirty two learners who responded to the learner questionnaire, 84% indicated that all the co-curricular activities provided for in the Upper Basic Education Curriculum were relevant to the learners while 16% of the opinion that not all the co-curricular activities were relevant to their life experiences..

4.2.10 Co-Curricular Activities of Particular Relevance

Learners were asked to indicate which of the co-curricular activities were of particular relevance to their life experiences. The responses were as shown in Table 13 below.

Table 13: Co-Curricular Activities of particular relevance to learners

Activities	Frequency	Percentage
Club and Associations	25	78
Sports	23	71.8
Preventive Maintenance	18	56
Production Unit	10	31

Table 13 above shows that 78% of the responses indicated that clubs and associations were relevant to their life experiences, followed by sports with 71.8%. Preventive maintenance had 56%.

4.2.11 Reasons for which learners considered Co-Curricular Activities to be relevant

Learners were asked to give reasons as to why they considered co-curricular activities to be of particular relevance to their life experiences. Their responses are given below according to the subject areas.

4.2.11.1 Sports

Sports were considered relevant because they help in keeping the body fit and healthy. They were also sources of income to the talented people.

4.2.11.2 Production Unit

Learners explained that production unit work was relevant because it helps them to acquire practical skills and knowledge necessary for self sustenance.

4.2.11.3 Preventive Maintenance

Learners ranked preventive maintenance among relevant activities because it made them learn to appreciate values of looking after property and caring for the environment.

4.2.11.4 Clubs and associations

The respondents listed clubs and association as relevant co-curricular activities because they made them acquire other vital knowledge, skills and values that are

not prescribed in the subject syllabi. Further, these activities enable them put to practice some of the knowledge and skills they learn in core curriculum.

4.2.12 views on how to improve the curriculum

Teachers were requested to give their views on how the curriculum could be improved to make it relevant to their life experiences if at all it is not relevant. They gave the following responses:

- i. More time should be given to practical subjects in order for learners to consolidate the knowledge and skills learnt;
- ii. Provision of all the required teaching and learning materials for practical subjects in school to ensure that they are taught practically rather than theoretically;
- iii. Provision of recreational and play areas for all sporting activities, drama and theatre and production unit; and
- iv. Introduction of modeling in the Upper Basic Education curriculum.

4.3 Findings from Head Teachers

This part of the dissertation presents findings collected through an interview from head teachers of eight schools. The findings are presented in narrative because the data was qualitative.

4.3.1 Findings from head teachers on the relevance of all academic subjects

Head teachers stated that all the subjects found in the Upper Basic School Curriculum were relevant to learners because each one of them provided specific and useful knowledge and skills. They mentioned English, Mathematics, Environmental Science, Geography, History and Civic Education as being perceived as popular academic subjects. However, they were quick to point out that although the other academic subjects were perceived to be useless by learners in many schools, they were equally relevant to their life because they contained valuable knowledge and skills. They defended that academic subjects like Religious Education, Office Practice, Book Keeping and Zambian Languages were not taken by many learners, but their knowledge and skills which some head teachers referred to as **cross cutting**, were useful to all learners regardless of their educational needs and interests.

4.3.2 Findings from head teachers on relevance of practical subjects

According to some head teachers, practical subjects were relevant to all learners in the Upper Basic School because they were supposed to provide learners with vital life skills. However, they said that most basic school did not offer practical subjects to learners. The only practical subject they said was being offered and registered a good number of candidates in the Upper Basic School was Home Economics.

4.3.3 Findings from head teachers' responses on the relevance of Co-Curricular Activities

Many head teachers said that co-curricular activities relevant to the learners in many ways. Clubs and associations were useful to learners because that was where they shared some experiences and acquired knowledge and skills that were not bookish. Preventive maintenance was said to be relevant to learners' life experiences because the knowledge and skills of looking after property and caring for the environment were required in the every day life of any person. Production work was also said to be relevant to the life experience of learners because such activities would empower learners with necessary skills to support themselves in adulthood life. They were also expected to learn entrepreneurship skills during production work as they do some hand crafts, art work, carpentry and joinery work, gardening, home crafts and many other activities. Nevertheless, head teachers lamented that the production work activities were not provided by most basic schools because of inadequate space and lack of resources.

4.3.4 Findings from Head Teachers on what could be done to make the Upper Basic School Curriculum Relevant if it is not Relevant at all.

The head teachers were requested to indicate what could be done to improve the Upper Basic School Curriculum. Their responses were:

- i. Provision of specialised rooms/equipment to ensure practical implementation of the practical subjects in order for learners to be fully grounded in the skills they offer and enable them to fully utilise them in later life;
- ii. Making of practical subjects compulsory to all learners in order to inculcate in the learners the skills of self reliance and entrepreneurship considering that ‘white collar’ jobs had reduced on the labour market; and
- iii. More time should be allocated to practical and science related subjects in order to allow learners ample time to practice the skills.

4.4 Findings from Out-of-School Youths

The findings presented here were obtained from the Out-of-School Youths who had done upper basic school education up to Grade 9.

4.4.1 Findings on the Relevance of Academic Subjects to the life experiences of learners.

Many young people who were out-of-school indicated that some academic subjects were relevant to learners because through them learners acquired knowledge which was useful in their lives. They mentioned English, Mathematics and Environmental Science as subjects of great relevance to the learners because the knowledge found in these subjects was necessary to everyone whether highly educated or not. They went further to state that even in the markets where they worked, they applied the knowledge they had learnt from those subjects. In the opinion of the out-of-school youths, the relevance of the many academic subjects depended on the ambitions and interests of individual learners. They named History, Geography, Civic Education, Religious Education, Office Practice, Book Keeping, French and Zambian Languages as academic subjects that were not relevant to all learners but to a few, for examples, those with particular interest in them.

4.4.2 Findings on the relevance of practical subjects.

Many young people said that all practical subjects were relevant to learners because of the unemployment situation in the country. They said all the practical subjects carried skills that were very useful to individuals and the nation as a whole. They said where practical subjects were properly taught, learners would acquire meaningful skills to help their families run some enterprises or start their own after leaving school. In terms of practical subjects of particular relevance to learners, some youths mentioned Agricultural Science, Home Economics, Wood Work and

Metal Work. Others named Music, Art and Design, Technical Drawing and Physical Education.

4.4.3 Findings on the Relevance of Co-Curricular Activities.

Many youths indicated that these activities were relevant to all learners at the upper basic school. They said the co-curricular activities were useful to all learners owing to the fact that they aided learners to develop in all the aspects of human endeavour besides the intellectual one. They said that learners who were not intellectually gifted might benefit greatly from the other school activities such as sports, gardening, carpentry and many other expressive arts.

4.4.4 Findings on what could be done to make the Upper Basic School Curriculum Relevant to life experiences of learners.

The Out-of-School Youths suggested that much time should be devoted to practical subjects so that learners acquire sufficient skills for use in life. They also proposed that the load of subjects taken by learners in the Upper Basic School should be reduced in order for learners to concentrate on subjects of their dream careers and aspirations.



4.5 Findings from Parents/Guardians.

The findings presented in this section came from parents/guardians of learners in different localities. The findings were collected through interviews with the respondents.

4.5.1 Findings on the Relevance of the Upper Basic School Curriculum to life experiences of learners.

Many parents/guardians talked to indicated that they appreciated the Upper Basic School because it provided learners with knowledge useful for formal employment and personal consumption. However, they hinted that things had changed in the whole world as people looked for developments at individual, societal and national levels. They said that Knowledge alone was no longer considered something to boast about but skills and values which they said lacked in the education curriculum. They went on to state that after leaving school many learners did not become productive members of the society because they lacked necessary survival skills thereby ending up in the streets or as perpetual dependants. In this regard, they said that the Upper Basic Education School was relevant to very few learners and it was only those who were intellectually privileged.

4.5.2 Findings on what could be done to make the Upper Basic School Curriculum Relevant to learners.

Many parents/guardians were of the view that Zambia's education must be dominated by practical subjects because these were directly related to the life

experiences of many people. They suggested that vocational orientation of learners must be emphasised in the education curriculum so that learners could be equipped with skills for self sustenance. They argued that even the intellectually talented ones ought to be provided with productive skills in case they did not find formal employment as the case was worldwide.

4.6 Conclusion

This chapter has presented the research findings from head teachers, teachers, learners, parents/guardians and out-of –school youths according to the objectives and in line with the subject areas. The findings on the relevance of the academic subjects are presented first followed by relevance of practical subjects and co-curricular activities then, other views on improving the relevance of the school curriculum.

CHAPTER FIVE

DISCUSSION AND INTERPRENTATION OF FINDINGS

5.0 Introduction

This chapter discusses the findings of the research according to the research objectives and questions. The first objective was to specify and analyse the elements of the present Upper Basic Education Curriculum and the second was to state what could be done to make the Upper Basic School Curriculum relevant to learners if at all the curriculum was not relevant. These objectives gave rise to two research questions which were:

1. What were the elements of the Upper Basic School Curriculum and how relevant were they to learners?
2. What should they do to improve the relevant of the Upper Basic School Curriculum?

5.1 Relevance of academic subjects.

Going by the responses obtained from teachers, learners, head teachers, out-of-school youths and parents/guardians it was very clear that most the academic subjects provided for in the Upper Basic Education Curriculum were relevant to the life experience of the learners. The data indicated that 88% of the teachers and 78% of the learners were in agreement that all academics subjects were essential to learners. Findings from heads, out-of-school youths and parents/guardians were qualitative but also indicated that all academic subjects were necessary to the learners.

In terms of academic subjects of particular relevance to the life experience of learners, the majority of the respondents in all the samples named Mathematics, English, Religious Education, Environmental Science, Geography, Civic Education, History, Office Practice, Book Keeping and Zambian Languages as being cardinal to all learners. This was evidenced in the frequency distribution of teachers and learners' responses in **tables 1** and **8** as almost the same academic subjects appeared in the two tables. Although, almost all the academic subjects were said to be relevant, the frequency tables showed that some subjects commanded more recognition as relevant subjects than others. Mathematics, English and Environment Science led in the tables followed by Civic Education, History, Geography and Religious Education. The rest of the academic subjects, Office Practice, Book Keeping, Zambian languages and French, appeared to have been less popular as they had on average two frequencies only out of 59 teachers and 32 learners who responded to the questionnaires.

One reason why many respondents indicated that all academic subjects were relevant to learners could be that this is a tradition for the country. Since the introduction of formal education in the country, many years ago, people have always looked at academic subjects to be more important than the other subjects. They have always associated success in life with those who have done well in these subjects. Almost all prominent people in our society are associated with passing academic subjects when they were at school. This culture is also being passed on to the younger generation as we see parents/guardians always help their young ones in

academic subjects at home at the expense of practical skills. Besides, most parents/guardians become excited when they see their children do well in academic subjects.

The other possible explanation for considering many academic subjects to be relevant to learners could be that academic subjects carry universal knowledge which is very essential for everyone. The knowledge of literacy and languages, religion, mathematics, governance, science and technology and other social issues are of great necessity to everyone regardless of their talents and potentials. While it can be said that the knowledge obtained from academic subjects benefit very few people in terms of securing formal employment, the fact is that academic knowledge is useful because it enlightens people.

Other respondents held a different view on the status of the academic subjects. They stated that not all the academic subjects were relevant to learners. The statistics showed that 12% of teachers and 22% of learners were of that view. Among the other respondents, few also said that not all the academic subjects were relevant to learners and they named Zambian Languages, Type writing, Religious Education, Civic Education and Office Practice and French as being irrelevant. For learners they even included History, Geography and Book Keeping on the list of irrelevant academic subjects. Analysing the findings in chapter 4 on the frequency distribution of teachers and learners (**tables 1 and 8**) who indicated that some academic subjects were not relevant, I could see that the frequencies were extremely low to warrant

one to say the study discovered that some subjects were not relevant to learners. Nonetheless, individual respondents might have had their own challenges with those subjects, therefore, the reason they stated otherwise. It was also possible; particularly for the learners that personal interests and aspirations influenced their decisions since those academic subjects did not fall in their line of ambitions or careers.

5.2 Relevance of practical subjects.

Analysing the findings on the relevance of all the practical subjects provided for in the Upper Basic Education Curriculum, almost all respondents showed that practical subjects were relevant to all learners. Of fifty nine teachers who responded to the questionnaire, 90% indicated that all practical subjects in the curriculum were relevant to the learners whereas of thirty two learners, 81% indicated that all practical subjects were relevant to the learners. The findings from the out-of-school youths and parents/guardians also indicated that many of them felt that all the practical subjects in the curriculum were important to the learners. According to almost all the categories of the respondents there was only one reason for considering practical subjects as relevant to all learners, and that was they imparted vocational skills in the learners for use in life in the light of diminishing the white collar jobs.

In terms of practical subjects of particular relevance to learners, many respondents went for Home Economics, Wood Work, Art and Design, Agricultural Science and

Physical Education. According to the statistics on frequency distribution of teachers from chapter 4, HE had 41 frequencies, WW 37, AD 28, Agricultural Science 25 while PE had 23. Then there followed TD, MW, Music and Type Writing with 12, 7, 5 and 3 frequencies respectively. Almost the same pattern appeared in the learners' frequency distribution table 16 except that no learners named Music and Typing Writing as practical subjects of particular relevance. The reason for not considering these two practical subjects as something of particular relevance could be that the subjects were not readily offered to learners in many basic schools, thus, learners did know them. This is in accordance with what Chondoka documented in their study report when they indicated that during the colonial period secondary school education did not emphasise the teaching of practical subjects despite their appearing in the education curriculum.

It was quite interesting to note that almost all categories of respondents indicated that practical subjects are essential for learners at the Upper Basic School because of their undoubted benefits to the individuals and the nation as a whole. This is a clear indication that people have realised the need to embark on an education system that is able to prepare learners for the real life challenges. The various economic challenges our country is facing are partly because many people are not productive even in the midst of abundant natural resources and raw materials. They are not productive because they do not have sufficient productive skills to utilise the raw materials that lay idle in the communities. When we look around the world where steady developments are taking place, we can see that it is not the

academically gifted that are leading the developments. It is actually those with vocational skills which they acquired from practical subjects. These are the people who are capable of creating employment for the many young people. The *Ministry of Finance and National Development* (2006) explains it all as the government has also seen the need to focus attention to imparting of practical skills to learners in order to become productive and help in creating wealth for the country.

As usual, there were also some respondents from all the categories of respondents who hinted that not all the practical subjects were relevant to all learners. Out of fifty nine 59 teachers, 10% indicated that not all the practical subjects were relevant. In the case of learners, 19% revealed that not all the practical subjects were necessary to learners. They cited WW, MW, AD, Music and Type Writing as not being relevant subjects to some learners. This view was quite contrary from the views collected through interviews with head teachers, out-of-school youths and parents/guardians who generally indicated that all the practical subjects provided in the curriculum were relevant to all learners. For them, the only concern was that almost all practical subjects were not taught in many basic schools, hence their being irrelevant in the curriculum. This finding was also documented by Chakulimba, etal (1999) who said that the education curriculum was not able to help learners acquire vocational skills while in the school.

However, in terms of relevance to the needs of learners, they disclosed that practical subjects were vital tools for all learners in life. Even going by the statistics on the

teachers and learners frequency tables 11 and 16 the responses against some practical subjects being irrelevant were rather negligible.

5.3 Relevance of Co-Curricular Activities.

Out of fifty nine teachers who responded to the questionnaire, 95% indicated that all the co-curricular activities provided for in the Upper Basic Education Curriculum were relevant to the learners. Talking about learners, Out of thirty two learners who responded to the learner questionnaire, 84% indicated that all the co-curricular activities provided for in the Upper Basic Education Curriculum were relevant to the learners. Head teachers, out-of-school youths and parents/guardians all the echoed the same sentiments that CCAs were essential to the wellbeing of learners. On the co-curricular activities of particular relevance, all respondents revealed that all of them were relevant to the learners and this could be judged from the teachers and learners frequency distributions as depicted in tables 5 and 7. In teachers, the distribution was like this; sports activities had 47 frequencies, clubs and associations 43, preventive maintenance 23 while production work had 22 frequencies. For learners, clubs and associations had 25 frequencies, sports activities 23, preventive maintenance 18 whereas production work had 10 frequencies. The similarity in the frequency distribution of teachers and learners was clear indication that all co-curricular activities were relevant to learners as all were valuable.

The necessity of CCAs to all learners was also pointed in the *Educating Our Future* which acknowledged that the development of other life and social skills through school activities such as sporting activities, clubs, societies, school debates, drama and cultural presentations, meetings of cultural and religious groups.

5.4 Ways of making the curriculum relevant.

All the respondents in the study were asked about their views on what could be done to improve the curriculum if they thought the curriculum was not relevant to the learners. As could be seen in the presentation of the findings in chapter 4, varied responses were given as views on improving the upper basic school curriculum. The various views from all the respondents have been categorised and presented as themes.

5.4.1 Provision of adequate facilities and equipment.

Going by the data obtained from the study, it is plain that curriculum relevance is sometimes minimized by lack of its proper implementation due to lack of facilities/equipment, for example, when teachers teach theoretically for lack of equipment to do so practically.

Environmental and Agricultural Science were subjects that experienced serious challenges due to lack of laboratories and even simple apparatus for carrying out experiments.

5.4.2 Text and supplementary books.

The demand for steady supply of books to basic schools was another view that came from the respondents. They suggested that basic schools should be provided with sufficient text and supplementary books in order for teachers to deliver efficiently and effectively on their mandate. Books play an important role in the teaching and learning process, so, where such resources were not available, it became difficult to deliver quality education. It is common knowledge that new and genuine information about anything in any given subject is documented in updated books; therefore, books are a very useful resource for all learners.

5.4.3 Supply of specialised teachers.

The findings also showed a concern among all respondents that basic schools were not adequately supplied with specialised teachers to deliver the upper basic education curriculum. This finding could partly explain why the education system has failed to prepare learners with meaningful skills for survival in life, apart from some subjects not being offered in basic schools. The study, therefore revealed that basic schools lacked specialised teachers to effectively deliver subjects such as Music, PE, HE, MW, WW, Agricultural Science and AD.

5.4.4 Reduction in the curriculum subject for each learner.

A good number of respondents suggested that the curriculum should be reduced in order to offer few subjects to the learners. There is not enough time in the upper basic to effectively teach many subjects considering that many syllabi at this level

of education are too wide. Given the current teacher-learner contact time and the number of subjects learners are required to take, 8 - 10 subjects; it is a challenge for schools to provide for other school activities in order to make the curriculum relevant to life experiences of learners. The reduction in the curriculum, therefore, will enable learners to have ample contact time with teachers and concentrate on ~~subjects of their dream careers and aspirations.~~ The Educational Reform of 1977 also made this proposition as it stated **the intention of reducing the number of subjects in the curriculum at each stage is to intensify and deepen the students learning of what is essential in relation to the interests and ability of the student** (p.30).

The respondents went further to suggest that much time be allocated to practical subjects in order for learners to apply and consolidate the knowledge and skills learnt. They suggested that vocational orientation of learners must be emphasised in the upper basic school curriculum so that learners could be equipped with skills for self sustenance.

5.4.5 Provision of space for indoor and outdoor activities.

Some respondents from all the categories of respondents said that most basic schools did not have space around the school for recreation, production work and farming activities. They said most schools lacked space for sports, drama and theatre and gardening, thereby, restricting learners from undertaking other school activities which were equally important in the education process. However, this problem is mostly faced by schools in the urban areas and more especially the new

schools or those located in the densely populated areas. Such situations negatively affect effective implementation of the curriculum because learners are not exposed to the entire curriculum prescribed learning experiences. Therefore, a curriculum that fails to deliver to the learners what it is mandated to do, stops to be relevant. Chishimba, etal (2000) recommended in their study report that all the Co-Curricular Activities in the schools should receive equal attention because they were important to the learners.

5.4.6 Localising the curriculum.

There were also other respondents who indicated that the curriculum at this level of education must be localised in order for learners to acquire local knowledge and skills. They said there were many essential skills in the communities among the local people. Therefore, localising some components of education curriculum would greatly aid learners to acquire the skills for use after school. Localisation of the curriculum is a new trend in curriculum development as it gives learners an opportunity to learn local skills and knowledge which are useful for in their life. The localization of the curriculum is a pivotal process in providing greater flexibility to allow learning to become more meaningful and relevant. It supports policy formulation and standard setting for reform of the curriculum and the impact on this on teacher skills and knowledge. Localisation allows the use of local materials both as the subject and object of instruction apart from making the local culture an integral part of the curriculum (Leading and Facilitating Curriculum Change, 2010).

5.4.7 Making Physical Education examinable.

There were also other respondents who proposed that Physical Education should be made examinable at Grade nine in order for learners to take it seriously. This is true in the sense that many learners countrywide do not take none examination subjects seriously in their studies because they think it is a share waste of time and resources spending time on subjects that will not appear on a certificate. However, this is a wrong culture which many learners and teachers have inherited from the past. If people understand very well the essence of education, it is not to pass examinations but to acquire knowledge, skills, values and positive attitudes for application in life. If made examinable (particularly in the practical aspects) learners would be accustomed to body exercises which would be of great value in their lives even after leaving school.

5.4.8 Introduction of new learning areas.

Some other respondents proposed that Information and Communication Technology (ICT) ought to be introduced in the Upper Basic Education curriculum. According to Chishimba (2000) explains Information and Communication Technology (ICT) as **the range of tools and techniques relating to computer-based hardware and software; to communications including both directed and broadcast; to information sources such as CD-ROM and the internet, and to associated technologies such as robots, video-conferencing and digital television.** He then underlines the importance of ICT thus:

The knowledge and skills of information and communication technology are very useful for all learners. With outdated books on the school library shelves and lack of books altogether, it is very imperative that learners acquire skills in the use of modern equipment such as computers and cell phones so that they can use them as learning resources.

Of course, some people may regard this to be a nightmare because it is a costly venture for the government to introduce the learning area considering the number of schools under its budget. Nevertheless, the truth remains that learners need this kind of knowledge and skills in order for them to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on ICT (Chishimba and Luangala).

Besides ICT, other respondents also demanded the introduction of modeling. Although not many respondents brought out this view, it can be said that learners want to learn something of their interests and aspirations. The respondents who suggested this idea could be girls with interest in modeling and so they would like the upper basic school curriculum to help them build their foundations. This could be the reason why the *Educating Our Future* states that the Ministry will promote the development of a curriculum that is comprehensive, balanced, integrated, diversified and relevant to the real needs of both the learner and society (MoE, 1996).

5.5 Conclusion

Chapter five has discussed the research findings according to the study objectives and questions. The discussions and interpretations of the findings have been done under four themes of relevance of academic subjects, relevance of practical subjects, relevance of co-curricular activities and ways of improving the curriculum.

5.6 Conclusions and Recommendations of the Study.

This part of the dissertation presents conclusions and recommendations pertaining to the findings of this research. These are stated below.

5.6.1 Conclusions

The conclusions of this study were as follows:

- i. That most of the curriculum subjects were relevant.
- ii. That there was need to provide adequate facilities and equipment to enable subjects to be effectively taught in order for learners to be grounded in knowledge and skills for use in their adult life.
- iii. That there was need to introduce some more practical subjects that will provide skills for learners to use in their future life.
- iv. That there was need to reduce the subjects for each learner in order to have more time for each of the subjects and thereby enable learners gain more knowledge and skills in those subjects.

- v. There was need to provide specialist teachers to ensure effective teaching/learning of the subjects.
- vi. That there was need to to localize some aspects of the curriculum in order to enable learners to acquire skills that are required in their locales and utilise them when they leave school and do not join the professions.
- vii. That Physical Education should be made examinable.

5.6.2 Recommendations

In the light of all these findings from the study, the following recommendations are made:

- i. The Ministry of Education should comprehensively review and revise the Upper Basic School Curriculum in order to come up with one which best suits the Zambian situation.
- ii. The Ministry of Education should ensure that Co-Curricular Activities are allocated enough time on the school time tables as the other learning areas.
- iii. The Ministry of Education should ensure that the required necessary equipment and facilities are provided to facilitate implementation of all curriculum subjects.

- iv. The Ministry of Education should ensure that specialised teachers in all subjects are sent to all schools in the country in order to effectively deliver the curriculum.
- v. The Examinations Council of Zambia should make Physical Education examinable.
- vi. The Ministry of Education should reduce the number of subjects each learner is required to take in order for each subject to be given adequate time and for learners to gain more in their studies.
- vii. The Ministry should localize some aspects of the curriculum in order for learners to acquire some local skills in practical subjects.

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APPENDIX 1

Teacher's Questionnaire

Dear respondent

This questionnaire is aimed at getting your opinion on the relevance of the Upper Basic Education Curriculum (Grade 8 and 9). You are therefore, requested to be very objective when filling in the questionnaire. This is an academic exercise and be assured that there are no right or wrong responses.

The information obtained through this questionnaire will be treated as highly confidential.

Lists of academic subjects, practical subjects and Co-Curricula Activities are attached to the questionnaire for your reference.

Answer all questions by either **ticking** in the box provided or **writing** in the space provided against your preferred response.

1. Name of School _____

2. Sex
 1. Female ()
 2. Male ()

3. Age
 1. 20-25 ()
 2. 26-30 ()
 3. 31-35 ()
 4. 36-40 ()
 5. Above 40 ()

4. Academic qualification

- 1. Form 3 ()
- 2. Form 5 ()
- 3. Grade 12 ()
- 4. G. C. E. ()

5. Professional qualification

- 1. Primary Teacher's certificate ()
- 2. Secondary Teacher's diploma ()
- 3. Bachelor's Degree in Education ()
- 4. Master's Degree in Education ()

6. Length of service as a teacher

- 1. 1-4 ()
- 2. 5-10 ()
- 3. 11-15 ()
- 4. 16-20 ()
- 5. Above 20 ()

7. In your opinion, do you think all the academic subjects offered in the Upper Basic Education curriculum are relevant to the life experience of your learners?

- 1. Yes ()
- 2. No ()

8. If the answer is 'Yes', list some of the academic subjects you think are particularly relevant and give reasons why you think they are relevant to the life experience of learners.

- 1. _____

- 2. _____

3. _____

4. _____

9. If the answer is 'No', list some of the academic subjects you think are not particularly relevant and give reasons why you think they are not relevant to learners.

1. _____

2. _____

3. _____

10. In your opinion, do you think all the practical subjects offered in the Upper Basic Education curriculum are relevant to the life experience of the learners?

1. Yes ()
2. No ()

11. If your answer is 'Yes', list some practical subjects you think are particularly relevant and give reasons why you think they are particularly relevant

1. _____

2. _____

3. _____

12. If your answer is 'No', list some practical subjects you think are particularly not relevant and give reasons why they are not relevant to the life experience of learners.

1. _____

2. _____

3. _____

13. Do you think all the Co-Curricula Activities offered at the Upper Basic Education are relevant to the life experience of the learners?

1. Yes ()

2. No ()

14. If your answer is 'Yes', list some Co-Curricula activities you think are particularly relevant to the life experience of the learners and give reasons why you think they are relevant.

1. _____

2. _____

3. _____

15. If your answer is 'No', list some Co-Curricula activities you think are not relevant to the life experience of the learners and give reasons why they are not relevant.

1. _____

2. _____

3. _____

16. Suggest other ways in which the Upper Basic School Curriculum can be made relevant to the life experience of the Zambian learners if at all the present curriculum is not relevant.

1. _____

2. _____

3. _____

THANK YOU FOR ANSWERING THE QUESTIONNAIRE

APPENDIX 2

Learner's Questionnaire

Dear respondent

This questionnaire is aimed at getting your opinion on the relevance of the Upper Basic Education Curriculum to the life experience of the learners. You are therefore, requested to be very objective when filling in the questionnaire. This is an academic exercise and be assured that there are no right or wrong responses.

The information obtained through this questionnaire will be treated as highly confidential.

Lists of academic subjects, practical subjects and Co-Curricula Activities are attached to the questionnaire for your reference.

Answer all questions by either **ticking** in the box provided or **writing** in the space provided against your preferred response.

17. Name of School _____

18. Grade

1. 8 ()

2. 9 ()

3. 10 ()

4. 11 ()

5. 12 ()

19. Sex

1. Female ()

2. Male ()

20. Age

1. Below 11 ()

2. 11-15 ()

- 3. 16-20 ()
- 4. 21-25 ()
- 5. Above 25 ()

21. Are all the academic subjects taught in the Upper Basic Education relevant to your life experience?

- 1. Yes ()
- 2. No ()

22. If the answer is 'Yes', list some subjects you think are particularly relevant and give reasons why you think they are relevant

- 1. _____

- 2. _____

- 3. _____

23. If the answer is 'No', list some of the academic subjects you think are not particularly relevant and give reasons why you think they are not relevant

- 1. _____

- 2. _____

- 3. _____

24. Are all the practical subjects offered in the Upper Basic School relevant to your life experience?

- 1. Yes ()

2. No ()

25. If your answer is 'Yes', list some practical subjects you think are particularly relevant and give reasons why you think they are particularly relevant

1. _____

2. _____

3. _____

26. If your answer is 'No', list some practical subjects you think are particularly not relevant and give reasons why they are not particularly relevant to your life experience

1. _____

2. _____

4. _____

27. Are all the Co-Curricula Activities offered at the Upper Basic School relevant to your life experience?

1. Yes ()
2. No ()

28. If your answer is 'Yes', list the Co-Curricula activities you think are particularly relevant to your life experience and give reasons why you think they are relevant.

1. _____

2. _____

3. _____

29. If your answer is 'No', list some Co-Curricula activities you think are not relevant to your life experience and give reasons why they are not relevant.

1. _____

2. _____

4. _____

30. Suggest other ways in which the Upper Basic School Curriculum can be made relevant to the life experience of the Zambian learners if at all the present curriculum is not relevant.

1. _____

2. _____

4. _____

THANK YOU FOR ANSWERING THE QUESTIONNAIRE

APPENDIX 3

INTERVIEW GUIDE FOR HEAD TEACHERS

This guide is aimed at getting the opinion of head teachers in selected upper basic schools in Zambia on the relevance of the Upper Basic Education Curriculum (Grade 8 and 9).

1. How relevant are the academic subjects in the Upper Basic Education Curriculum to life experiences of the learners?
2. How relevant are the practical subjects in the Upper Basic Education Curriculum to life experiences of the learners?
3. How relevant are the Co-Curriculum Activities to the life experience of the learners?
4. How can the Upper Basic Education Curriculum be made relevant to the life experience of the Zambian learners, if at all the present curriculum is not relevant?

THANK THE RESPONDENT FOR PARTICIPATING IN THE INTERVIEW

APPENDIX 4

INTERVIEW GUIDE FOR OUT OF SCHOOL RESPONDENTS

This guide is aimed at getting the opinion of out-of-school persons on the relevance of the Upper Basic Education Curriculum to life experience of the learners (Grade 8 and 9).

1. How relevant to life experience of the learners are the academic subjects in the Upper Basic Education Curriculum?
2. How relevant to life experience of the learners are the practical subjects in the Upper Basic Education Curriculum?
3. How relevant to life experience of the learners are the Co-Curriculum Activities in the Upper Basic Education Curriculum?
4. How would you like the Upper Basic Education Curriculum to be in order to make it relevant to the life experience of the learners, if at all, the present curriculum is not relevant?

THANK THE RESPONDENT FOR PARTICIPATING IN THE INTERVIEW

APPENDIX 5

INTERVIEW GUIDE FOR PARENTS/GUARDIANS

This guide is aimed at getting the opinion of selected parents/guardians in Zambia on the relevance of the Upper Basic Education Curriculum to the life experience of the learners (Grade 8 and 9).

1. How relevant to the life experience of learners is the Upper Basic Education Curriculum?
2. If at all it is not relevant to the life experience of the learners, in which ways would you, like to see it made relevant to the learners?

THANK THE RESPONDENT FOR PARTICIPATING IN THE INTERVIEW