THE RELEVANCE OF CIVIC EDUCATION CURRICULUM CONTENT IN CONTEMPORARY ZAMBIA: A CASE OF THE SENIOR SECONDARY CIVIC EDUCATION SYLLABUS (2013) IN LUSAKA DISTRICT

By

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2025

AUTHOR'S DECLARATION

I, **Baza Mambo Dokowe,** hereby declare that this dissertation represents my own original work and has not been previously submitted for award of any degree at the University of Zambia or any other University.

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

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CERTIFICATE OF APPROVAL

This dissertation by **Baza Mambo Dokowe** has been approved as fulfilling the partial requirements for the award of the degree of Master of Education in Curriculum Studies at the University of Zambia.

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ABSTRACT

This study was an analysis of the relevancy of Civic Education curriculum content provided in the Zambian secondary school syllabus of 2013 in selected secondary schools in Lusaka district. A qualitative study which employed a case study research design was employed. Purposive sampling technique was used to sample a total of 110 participants, consisting of 56 learners, 42 teachers, 7 heads of department,1 Senior Education Standard Officer, 3 Civic Education lecturers and 1 Civic Education curriculum specialist. Semi-Structured interviews and focus group discussions guides were used to collect data from the participants. Data was analysed according to themes. The findings of the study revealed that in Zambia, a larger portion of the Civic Education curriculum content provided in the senior secondary Civic Education syllabus (2013), could be described as irrelevant in both theory and practice. This is mainly because of the complete neglect and failure to timely incorporate the dynamics of the public policy and legal framework, changing theories and societal trends in the syllabus. Findings further indicated that in Zambia, the curriculum development process to Civic Education curriculum content may be described as arbitrary and largely unscientific. This is for the reason that the key stakeholders affirm little or no confidence in the curriculum development process and that the participation in the curriculum development is neither standardized nor chartered under any statutory framework. There is a significant "anthropographic gap" between the Civic Education curriculum content outlined in the senior secondary Civic Education syllabus and the contextual basis relatively apposite and peculiar for the development of relevant curriculum content. This is all because the Ministry of Education did not provide the most required and adequate technical guidance during curriculum development process. In Zambia, the curriculum development process of Civic Education curriculum content may be described as arbitrary and largely unscientific. This is for the reason that the key stakeholders affirm little or no confidence in the curriculum development process and that the participation in the curriculum development is neither standardized nor chartered under any statutory framework. In Lusaka District, the curriculum implementation moderation technique is hardly actualised by the majority of the Civic Education teachers during lessons, because of what seemingly could be considered as teacher limited professional dexterity. Based on the findings of this study the researcher recommended that the Ministry of Education through the Directorate of Curriculum Development should review its approach to Civic Education curriculum content development process, and explore alternative scientific approaches for future curriculum content development.

Keywords: *Civic Education, relevancy, curriculum development, curriculum content, syllabus*

DEDICATION

This dissertation is dedicated to my father Silvester Nyuma Dokowe, My mother Catherine Mwanza Dokowe, my long-life partner Chalwe Christine Musonda and my daughter Wene. To my Father and Mother your disciplinary methods and encouragement have inculcated a high sense of hard work, determination and innovation which remains a fundamental element for my personal career development and national service, loyalty and patriotism to the Republic of Zambia. To my long-life partner and daughter Wene, I thank you for your thoughtful understanding my academic ambitions at the time when my attention was diverted to my studies.

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TABLE OF CONTENTS

Author's Declaration....ii

Copyright Declaration....A

Certificate of Approval....iii

Abstract....iv

Dedication ……...……. v

Acknowledgements....vi

Table of Contents....viii

List of Figures....xiii

List of Tables....xiv

List of Appendices....xv

Acronyms and Abbreviations....xvi

CHAPTER ONE: INTRODUCTION....1

1.1 Overview....1

1.2 Background....1

1.3 Statement of the Problem....6

1.4 Purpose of the Study....7

1.5 Objectives....7

1.6 Research Questions....7

1.7 Theoretical Framework....8

1.8 Conceptual Framework.....8

1.9 Significance of the Study....9

1.10 Delimitation....9

1.11 Limitation to the Study....10

1.12 Operational Definition of Terms....10

1.12 Summary....11

CHAPTER TWO: REVIEW OF RELATED LITERATURE 12

2.1 Overview 12

2.4. Teachers Disposition to Curriculum Content that Seem irrelevant. 15

2.5. Learners, Teachers and Other Stakeholders Attitudes towards Curriculum Content 15

2.5.1 The Attitude of Learners 16

2.5.2 The Attitude of Teachers 17

2.5.3 The Attitude of Stakeholders 19

2.6 Conclusion 30

CHAPTER THREE: METHODOLOGY 32

3.1 Overview 32

3.2 Research Paradigm 32

3.3 Research Design 32

3.4 Target Population 33

3.5 Sampling 33

3.6 Sampling Techniques. 33

3.7 Sample Size 35

3.8 Research Instruments 35

3.8.1. Focus Group Discussion Guide for Teachers 36

3.8.2. Focus Group Discussion Guide for Learners 36

3.8.3. Interview Guide for Heads of Department 37

3.8.4. Interview Guide for SESO Social Sciences 37

3.8.5. Interview Guide for Lecturers 37

3.8.6. Interview Guide for Civic Education Curriculum Specialist 37

3.9. Trustworthiness 38

3.9.1 Credibility 38

3.9.2 Dependability 38
3.9.3 Confirmability 38
3.9.4 Transferability 39
3.10 Data Collection Procedure 39
3.11 Data Analysis Procedure 40
3.12 Ethical Considerations 41
3.12.1 Informed Consent 41
3.12.2 Reciprocity 41
3.12.3 Confidentiality and Anonymity 41
3.13 Summary 42

CHAPTER FOUR: PRESENTATION OF FINDINGS 43
4.1 Overview 43
4.2 Demographic details of participants 43
4.3 Findings of the Study 44
4.3.1 Context underpinning the development of the senior secondary Civic Education curriculum content 65
4.3.2 Curriculum Content Development Theorem 66
4.3.3 Curriculum Content Development process 67
4.3.4 Summary on the context underpinning the development of the senior secondary Civic Education curriculum content 68
4.4 Conceptualisation of the relevance of the senior secondary Civic Education curriculum content…. 44
4.4.1 Conceptualisation of Curriculum Content Relevance 49
4.4.2 The Diagnosis of Curriculum Content Relevance 50
4.4.3 Projection of civilization 52
4.5 Summary of the findings on the conceptualisation of the Civic Education curriculum content relevance 54

4.6 Teachers measures when faced with irrelevant content during curriculum implementation.. 54

4.6.1 Curriculum Implementation Moderation 54

4.7 Summary of the Results on the measures that teachers take when encounter Civic Education curriculum content that is seen as irrelevant..... 64

4.8 Participants attitude towards the relevance of senior secondary Civic Education curriculum content 64

4.8.1 Curriculum Potency Perception 44

4.9 Summary of the participants views about Civic Education curriculum content relevance 49

4.10 Summary 65

CHAPTER FIVE: DISCUSSION OF FINDINGS..... 70

5.1 Overview 70

5.2 The context underpinning the development of the senior secondary Civic Education curriculum content 75

5.3 Curriculum Content Development Theorem 76

5.4 Curriculum Content Development process 77

5.5 Conceptualisation of the Curriculum Content Relevance 70

5.6 Projection of Civilization 71

5.7 Curriculum Implementation Moderation 72

5.8 Curriculum Potency Perception 75

5.9 Summary 79

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS 80

6.1 Overview 80

6.2 Conclusions 80

6.3 Recommendations 80

6.4 Proposed Areas for Further Research 81

REFERENCES 82

APPENDICES 92

LIST OF FIGURES

Figure 1.1. Conceptual Framework…… 8

Figure 6.1: The Barrage scientific model of curriculum content development…… 80

LIST OF TABLES

Table 4.1: Frequency and percentage distribution of participants……. 41

Table 4.2: Document analysis of the senior secondary Civic Education Lessons…….. 59

LIST OF APPENDICES

Appendix 1: Document Analysis Guide…… 91

Appendix 2: interview schedule for Senior Education Standards Officer Social Sciences, Lecturers and Civic Education Curriculum Specialists……. 94

Appendix 3: Focus Group Discussion Guide for Teachers……... 95

Appendix 4: Interview Schedule for Heads of Departments……..... 96

Appendix 5: Focus Group Guide for Learners…… 97

Appendix 6: Ethical Approval …….……. 98

Appendix 7: Letter of Permission to collect data from Schools ……... 101

Appendix 8: Letter of Permission to collect data at Provincial Education Office ….…….. 102

ACRONYMS AND ABBREVIATIONS

CCK	:	Curriculum Content Knowledge
CDC	:	Curriculum Development Centre
CPD	:	Continuous Professional Development
DCS	:	Directorate of Curriculum and Standards
DEB	:	District Education Board Secretary
DESO	:	District Education Standards Officer
ECZ	:	Examinations Council of Zambia
ESOs	:	Education Standards Officers
HoD	:	Head of Department
MoE	:	Ministry of Education
PCK	:	Pedagogical Content Knowledge
SESO	:	Senior Education standards officer
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE: INTRODUCTION

1.1 Overview

Chapter one encompasses the background to the study, statement of the problem, purpose of the study, research objectives, research questions, theoretical framework, conceptual framework, significance of the study, delimitation, operational definition of terms and the summary.

1.2 Background

In Zambia, Civic Education is an educational programme that was introduced at senior secondary school level in 2003 as explained by Muleya (2015). The programme was introduced after many years of public policy deliberations which initially started with the national symposium on Civic Education in 1994 (Ng'andu, 2022). The introduction of Civic Education at senior secondary school level was intended to fill what perhaps could have seemingly been identified as a "Civic competence gap" that existed between junior secondary school and higher level of education (Ministry of Education Science Technology Vocational Training and Early Education (M, 2013). According to Muleya (2015) Civic Education was anticipated to bridge the civic gap that existed between junior secondary school and school leavers who in most cases completed with little or no relevant knowledge, skills, values and attitude of civic duties and responsibilities eminent for Zambia's development.

In policy terms, the provision that Civic Education was declared as a compulsory subject in Zambia's secondary schools, postulates the educational programme as a base subject of humanities and social sciences at secondary education level. In fact, according to MESTVTEE (2013), Civic Education was sought to link education to real life experiences as the subject would give learners competences to research, access, criticize, analyse and comprehensively apply knowledge, skills, values and attitude of humanities and social sciences towards national and international development. Thus, a great deal of consideration ought to be made in ensuring that the scope and relevance of curriculum content remain fundamentally projected to diligently attend to societal cross-cutting issues, concerns and dynamics. However, as a matter of a standard practice in modern education systems, the attainment of the educational program aims, goals and objectives, remain primarily dependent on the relevance of the curriculum content (Mulenga, 2015).

In curriculum theory, curriculum content is provided in the curriculum policy document known as a syllabus (Zulu, 2019). Curriculum content signifies the objectives of learning, namely knowledge, skills, values and attitudes that learners should acquire as noted by Luhanga (2019): Zulu (2019). Besides, Kabombwe (2019) Ronah (2017) underscored that curriculum content synchronises specific facets of culture in projecting a vision of a society by deciding what kind of knowledge and skills are most valuable for its people and what knowledge is worth passing on.

On the other hand, it is important to note that the relevance of curriculum content remain both time and contextual bound as mentioned by Kelly (2004). In fact, it is for the very reason that the Ministry of Education through the Zambia Education Curriculum Framework (2013) and the Zambia Education Curriculum Framework (2023) had set a duration of every five (5) years for the review of curriculum content across all educational programmes. Thus, in an attempt to ensure that the curriculum reflects a broader developmental and cultural pact, the inclusion of latest social, economic, technological and political developments, remain eminent in intervals of curriculum reviews which necessitates change that is primarily intended to incorporate new knowledge, skills, values and attitude that are necessary to contribute to the attainment of the national developmental aims, goals and objectives in the education system (Kabombwe, 2019); (MESTVTEE, 2013). in fact, Muleya (2015) noted that in Zambia, Civic Education, a dynamic and living educational subject that ought to remain up-to-date with societal current reality has remained obsolete to a certain extent.

In addition, it is imperative to highlight that curriculum content forms an essential and major component of the curriculum and specifically the school syllabus as mentioned by Zulu (2019). Selection of curriculum content for inclusion at any stage or in any education programme has to be based on many considerations as noted by Mulenga (2015). At the macro level, content selection should be in line with the basic socio-political philosophy of the nation and the philosophy of education accepted by the particular society it is within, and at the micro level content selection should suit the specific objectives set for meeting the needs of learners Murry (2020); Ronah (2017).

Correspondingly, in Zambia, the review of the Civic Education programme in 2013 by the Ministry of Education may be described as a periodic strategic attempt to meet the needs and aspirations of the Zambian society. Nevertheless, in this study, in an attempt to provide minimal clarification on an analysis of the relevance of Civic Education curriculum content, a

consideration of the question(s) such as; "What societal patterns and dynamics should provide a prime basis for curriculum content inclusion in Civic Education?", "How should relevant curriculum content be established in Civic Education?", "How much time is eminent of curriculum Civic Education content relevance for implementation in a projected interval?", "What mechanism remains eminent for relevant Civic Education curriculum content consideration?" and "What should be the scope of the Civic Education curriculum content relevance?". These could have been key questions that ought to be considered essential in the analysis of the relevancy of Civic Education curriculum content provided in the Zambian secondary school syllabus. Therefore, it was imperative to suppose that an assessment of the attitude of learners, teachers and other stakeholders in the education sector of the place and position of Civic Education curriculum content relevance in the school curriculum should have provided information which could have assisted curriculum developers make informed decisions on a curriculum which could have been of practical value and which could have been helpful in terms of understanding and solving contextual, place and culture-based issues as noted by Ronah (2017).

Table: 1.1: Senior secondary Civic Education syllabus

Level	Theme
Grade 10	Constitution
	Governance
	Citizenship
	Introduction to human rights
	Corruption
	Introduction to cultural studies
	Substance abuse
Grade 11	Human rights in Zambia
	Civil society and the media
	Social and economic development
	Gender and development
	Legal education
	Culture of peace
	Child abuse
Grade 12	Introduction to major rights instruments
	Child rights
	Poverty in Zambia
	Development planning
	Family law
	Environmental education
	Global issues

Furthermore, as earlier mentioned, it was clear that in Zambia, the curriculum content in Civic Education was designed to reflect a broader developmental complexity about the educational interplay of global and local influence (MESTVTEE, 2013); (Ng'andu, 2022). According to Mandukwini (2016); Mondal and Chandra (2021) knowledge is constantly changing and improved through scientific research, discoveries and the experiences leading to the formation of new theories which become eminent to be taught to the next generation of learners in educational institutions through curriculum review processes. In different countries, curriculum processes and reform remain a public affair that require describing the projection of national acquisition of desirable knowledge, skills, values and attitudes in a society and necessary to set the national agenda as noted by Mulenga and Kabombwe (2019).

On the other hand, Solis (2020) noted that there are very limited studies that have been carried out in order to account for the actual factors that undermines the efforts crucial to the attainment of the educational aims, goals and objectives preceding the education reforms, in many jurisdictions, especially those that boarder on curriculum content relevance. According to Adu and Ngibe (2014) in spite of the diverse changes national curricula have undergone, there are basic practices that remain eminent across most developing countries in the world. In contrast, Musilekwa (2019) explained that effective curriculum change, entirely depends on the credibility, relevance and empirical nature of the curriculum content adopted for implementation in Schools.

Furthermore, according to Changwe and Mwanza (2022); Wong (2011), it was worth to mention that extraneous education curriculum content could have never been an intent of curriculum review and reform. In fact, the rationale of curriculum review and reform remain to rectify and update educational purpose and short comings in line with the societal change overtime. But then, it is important to indicate that the Civic Education curriculum content under implementation in the Zambian education system remain extraneous and superficial to a greater extent as noted by Muleya (2015).

On the other hand, while Muleya (2015) noted that, the subject of Civic Education remained certainly ambivalent and full of conceptual incongruities that perhaps could have required expert qualification. In a given instance, the definition or meaning of Civic Education provided by scholars such as Muleya (2015) could have equally been described as extraneous as there seemed to have been a big gap between the meaning of Civic Education and the constituent scope of the education programme. For example, Muleya (2015) pp. 8 described Civic Education (also known as Citizenship Education or Democratic Education) "as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes". This definition may be described as extraneous as there seem to be a big gap between the meaning of Civic Education and the constituent scope of the education programme. Besides, the definition did not only offend the educational policy framework on Civic Education but equally demonstrated obsolescence as the definition did not represent Civic Education as an educational programme in both theory and practice in Zambia.

Additionally, it was possibly apparent that the Civic Education curriculum content in both the curriculum documents and some teaching and learning materials remain largely extraneous from the onset, to remain part of the teaching and learning activities. In fact, little or no

scientific studies seems to have been conducted to either explore or analyse the extraneous rate of recurrence of the Civic Education curriculum content in Zambia. Notwithstanding some studies conducted by Mulenga and Ng'andu (2022); Musilekwa (2019); Muleya (2015) that indicated some weaknesses on the quality of curriculum content, the question of curriculum content relevance remained a challenge that had undermined the achievement of the educational aims, goals and objectives. Therefore, this study did not only remain essential to the overall curriculum development and implementation process, but, indeed imperative to the teaching and learning of Civic Education in Zambian secondary schools. This was because in an event that the issue of content relevancy in Civic Education was not timely and diligently attended to, the attainment of educational aims, goals and objectives through the competency-based curriculum could remain far-fetched.

In an inference, while curriculum content remained the overall presentation and interpretation of educational aims, goals and objectives that enabled the process of effective teaching and learning, Muleya (2015) mentioned that, overtime, the study of Civic Education had drastically evolved in its scope in both theory and practice. Nonetheless, it could be essential to indicate that Civic Education as a subject offered in Zambian secondary schools, to a certain extent the scope, theory and practice of the education programme had been slow to incorporate the most current public law and policy frameworks thereby creating a huge disparity between the educational aims goals and objectives and the theory and practice of Civic Education, leading to a complete degradation of the overall intent of the educational aims, goals and objectives.

1.3 Statement of the Problem

In Zambia, according to the Education Act (2011), section 56, sub-section (2), paragraph (A), the Minister of Education may, for purposes of enhancing the effectiveness and quality of school education, ensure that the curriculum is comprehensive, balanced, integrated, diversified and relevant. In view of this, the Ministry of Education remain duty bound to continuously make the curriculum relevant in line with the scientific, political, economic, social and cultural changes at both local and international level, through curriculum change and review process to diligently attend and update curriculum content as indicated by MESTVTEE (2013). But then, the failure by the Ministry to provide any scientific or evaluation research data on the relevance of the Civic Education curriculum content, postulates that little or no academic research has been conducted to either explore or examine the relevance of the Civic Education curriculum content in any way. Thus, some aspects of the Civic Education

curriculum content could be well-thought-out as extraneous from inception, to remain part of the teaching and learning activities IN Zambian Secondary Schools AS NOTED BY Muleya (2015). Consequently, this study did not only remain cardinal to the entire curriculum development and implementation process, but integral to the teaching and learning of Civic Education to the Zambian education system. This is because in an event that the issue of extraneous curriculum content was not diligently attended to, the attainment of the Civic Education programme aims, goals and objectives could remain completely far-fetched.

1.4 Purpose of the Study

To analyse the relevancy of Civic Education curriculum content provided in the Zambian secondary school syllabus.

1.5 Objectives

This study was guided by the following objectives;

i. Evaluate the conceptualisation of the relevance of the senior secondary Civic Education curriculum content.
ii. iv. Analyse the attitude of learners, teachers and other stakeholders in education on the relevance of senior secondary Civic Education curriculum content.
iii. Explore curriculum moderation technics in ensuring content relevance during curriculum implementation.
iv. Examine the context underpinning the development of the senior secondary Civic Education curriculum content?

1.6 Research Questions

This study was guided by the following Questions:

i. . how was the conceptualisation of the relevance of the senior secondary Civic Education curriculum content?
ii. . What was the attitude of learners, teachers and other stakeholders in education on the relevance of senior secondary Civic Education curriculum content?
iii. What ARE THE curriculum moderation technics in ensuring content relevance during curriculum implementation?

iv. What was the context underpinning the development of the senior secondary Civic Education curriculum content?

1.7 Theoretical Framework

This study was anchored on the Progressivism Education theory devised by John Dewey in 1938 as noted by Kelly (2004); Theuri, Waitherero and Nyabul (2020). According to this theory, Dewey contended that curriculum content that is taught in schools must be a clear reflection of real-life situations (Sengonde, 2005). Therefore, the introduction and actualisation of academic content and experience that does not reflect societal experience and aspirations would amount to unethical practices in curriculum implementation (Flinders & Thornton, 2013). Dewey's supposition remained that in modern education competencies of the curriculum content should empirically be drawn from bodies of information and skills that have been worked out in the most recent past. In view of the above, the progressivism education theory provided an opportunity that resonated with the statement of the research problem, Thus, the progressivism theory of education remain relevant to this study as it provided a basis that ensured that they should be a clear link between the curriculum intent and the curriculum content knowledge in real practice in order to ensure effective attainment of educational aims, goals and objectives for purposes of national development.

1.8 Conceptual Framework.

In an ideal situation, the development of curriculum content and its approval, adoption and implementation in the education process ought to be conducted under a sequenced, defined and predictable procedure. The development and selection of curriculum content ought to remain an integral aspect of the overall curriculum development process. However, curriculum content development ought to be based on the context of the broader national setting. The context should reflect the rationale of the curriculum purpose of intent. Therefore, it was logical to underscore that the context ought to provide a clear framework of the purpose of intent for the Civic Education curriculum content development. Again, the Civic Education curriculum content must proportionally and evidently reflect the purpose of intent of the curriculum in the curriculum content. But then, Civic Education curriculum content should mirror the context of the curriculum in its scope. In a nutshell, the context should provide a prime basis for the development of the curriculum purpose of intent. And the purpose of intent that should be guided by the context should inform curriculum content and the curriculum content should

reflect the context. Nevertheless, the relevance of the curriculum content should be evaluated in the light of the curriculum purpose of intent and the context underpinning the education programme.

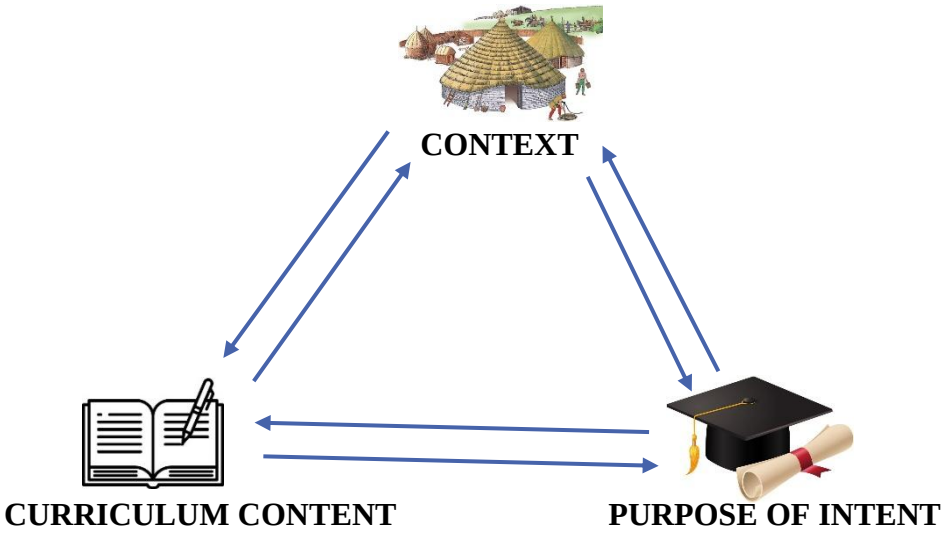

Figure 1.1: Conceptual Framework

1.9 Significance of the Study

This study was essential as it provides an opportunity to generate information pertaining to the credibility and empirical nature of curriculum content that is key in the attainment of curriculum intent in line with the educational aims, goals and objectives to the government, curriculum developers, educational publishers and other educational stakeholders. Thus, the study was anticipated to assist the country in the attainment of educational aims, goals and objectives that remain key to overall national development.

1.10 Delimitation

Delimitation of the study denotes the geographical scope area in which the study is to be conducted (Kombo & Tromp, 2006); (Creswell, 2009). This study was conducted in Lusaka district for the reason that the metropolis is the prime hosts of the Ministry of Education and all government educational institutions at district, regional and national level. Thus, the

presence of various educational institutions granted the researcher an opportunity to engage on matters pertaining to development, implementation and evaluation of the curriculum content.

1.11 Limitation to the Study

In this study, the researcher only collected data from 56 learners, 42 teachers, 7 heads of department,1 Senior Education Standard Officer, 3 Civic Education lecturers and 1 Civic Education curriculum specialist who were purposively sampled. In addition, data was obtained using semi-structured interview guides, focus group guide and document analysis guide of Civic Education lesson plans. Besides, all the attempts to obtain access any evaluation report on Civic Education proved futile during the study, despite several engagements with the Directorate of Curriculum Development. In view of this, it may not be academically logical to generalise the findings of this study to the rest of 115 districts in Zambia.

1.12 Operational Definition of Terms

Curriculum Review: is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the programme through effecting intra-educational changes.

Curriculum Reform: is the process of implementing inter-educational changes to the curriculum with the intent of making learning and teaching more meaningful and effective.

Curriculum Change: is a whole set of concept, including, innovation, development and adoption.

Curriculum Implementation: Putting the curriculum into practice and ensuring that it is effective

Curriculum Content: this denotes the specific knowledge, principles and learning activities prescribed for curriculum implementation.

Curriculum Interpretation: refers to the theoretical translation and application of curriculum intents into specific teaching and learning content, instructions and resources.

Curriculum Relevance: the degree to which the educational programmes and the means of achieving the educational aims, goals and objectives remain directly and proportionally reflect citizens contemporary aspirations in line with societal trends.

Educational stakeholder; refers to Civic Education lecturers, Senior Education Standard Officer or the Civic Education curriculum specialist because if their direct interest, involvement, and role in Civic Education curriculum content.

1.12 Summary

The basic focus of this chapter is the introduction of the study. In this chapter, the background of the study presented a brief framework of the study, the statement of the problem. Besides, the purpose of the study, objectives and research questions that provided guidance to the study have also been presented. Finally, the chapter provides a theoretical framework, conceptual framework, significance of the study, delimitations, limitations and operational definition of terms. In view of this introduction to the study, the subsequent chapter provides an in-depth description, discussion and analysis of the literature that was related to this study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter provides literature related to the analysis of the relevance of the Civic Education curriculum content provided in the Zambian secondary school syllabus. The related literature was reviewed under specific subject themes which were coordinated with the objectives of the study and they were outlined as: the teacher conceptualisation of curriculum relevance; the attitude of learners, teachers and other stakeholders in the education sector on curriculum content relevance; curriculum implementation moderation and the contextual basis relevant for the development of Civic Education curriculum content. Besides, the chapter provides a summary of the review of the related literature to this study.

2.2 The Conceptualisation of Relevant Senior Secondary Curriculum Content

The concept of curriculum relevance denotes the degree to which a given curriculum proportionally attends to the prospects of all the most concerned stakeholders in society Kelly (2004). In a nutshell, it is inevitable to assume that Society needs a curriculum, which is functional and relevant to achieve its educational aims, goals and objectives. In curriculum theory, the relevance of curriculum content ought to be viewed within the broader curriculum policy aims, goals and objectives (MESTVTEE, 2013). The relevance of a Curriculum content ought to signify the objectives of learning, namely knowledge, skills, values and attitudes that learners should acquire as noted by Luhanga (2019); Zulu (2019). Nevertheless, although studies on curriculum relevance remain diverse, curriculum relevancy consideration on the rationale of curriculum content could be analysed in the following aspects.

The word contemporary refers to the general aspect of how current something is or perhaps how in tandem the concept is to the present situation in a given setting (Alshumaimeri, 2023). Contemporary remains a central feature that define the relevance of curriculum content. This is because the knowledge, skills and values that citizens have to acquire have to have a direct link to the real issues that could be obtaining in society. For example, Mulenga and Kabombwe (2019) noted that relevant curriculum content should include cross cutting issues, values and attitude in which when acquired by the citizens would facilitate attending to the challenges that society could be undergoing in the most efficient and effective way. Thus, elements of

contemporary issues ought to remain eminent across all curriculum content in order for the education system to be fit for purpose.

In addition, according to the Zambia's policy document 'educating our future 1996', the vitality of Zambia's education system lies with its fundamental role to promote Zambia's development. The development in Zambia is envisaged to revolve around human, social, political and economic development. In fact, Kabombwe (2019) noted that the country is anticipated to become a middle-income country by the year 2030, by means of insuring relevance and quality in its education system. But then, it is important to note that for any education system to be meaningful, all the educational aims, goals and objectives have to be developmental oriented which should openly reflect in the scope of the curriculum content in every educational program as mentioned by Bayero (2017).

Furthermore, the term 'functional literacy' refers to the capacity of an individual to engage in all those activities in which literacy is required for effective function of his or her group and community and also enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development Bravo, Contreras and Larranaga (2002). The ministry of education science, technology, vocational training and early education [2013] mentioned that the central argument that underpinned the Zambia education curriculum framework 2013 was to facilitate for the acquisition of special knowledge, skills, values and attitudes that would promote human development among Zambian citizens. For example, the acquisition of financial literacy and entrepreneurship remained key in economic growth and development. Thus, the extent to which curriculum content provides for the acquisition of special competencies ought to remain the basis to analyse the relevance of curriculum content as mentioned by Silavwe, Mwewa and Mkandawire (2021).

Similarly, in the 21st century, employment creation and opportunities remain key structural benchmarks of economic growth and development as noted by Singye (2021). However, it is important to note that citizens participation in any given economy primarily depends on the ability of the very citizens to create economic opportunities through entrepreneurship as a measure to supplement and compliment the government of the day in economic growth and development (Mulenga & Kabombwe, 2019). According to Diandra and Azmy (2020) Entrepreneurship is a part of business life contributes towards successful business organization. The people who are actively deal with business activities are most responsible for the achievement of their vision. But the people are coming from different background and

education, which raises the issue of entrepreneurship skill, is unavoidable and become part of entrepreneurship process. Nevertheless, it is important to note that entrepreneurship does not necessarily come by accident, instead, the promotion of entrepreneurship ought to begin with the educational aim's, goals and objectives Kabombwe (2019). Thus, using the extent to which curriculum content promotes entrepreneurship could remain the basis of evaluating the relevance of curriculum content.

In addition, according to Forbes (2016) the use of innovation or original ideas to create something new broadly denotes innovation. In the 21st century innovation and creativity remain a cornerstone of the education system. In fact, the ability of the citizens in any given society ought to be measured by their ability to come up with well thought new and original ideas that provide the means to ensure that society attends to its dynamic challenges that undermines its effort central to national development as indicated by Kabombwe (2019); Zulu (2001). Thus, identifying a matrix and patterns of innovation and creativity in the curriculum ought to remain a benchmark of evaluating curriculum content relevance.

In addition, the word comprehensive refers to the inclusion of nearly all elements or aspects of a specific subject or phenomenon in a given setting (Tukasik, 2012). Relevant curriculum content ought to remain comprehensive in order to guarantee effective and efficient acquisition of the desired knowledge, skills, values and attitudes in the broader education system. For example, the MESTVTEE (2013) projected that the Zambian Education curriculum should provide for the acquisition of the democratic values and principles, duties and responsibilities of a citizen, sustainable development and environmental conservation, concepts of national and international development, gender and human rights, good governance and constitutionalism, social and economic development as well as the acquisition of the basic comprehensive life skills. Thus, measuring both vertical and horizontal integration of curriculum content remain a fundamental framework of curriculum content relevance.

Further, in education, the word purposive is used to refer to the reason for which something is done or created or for which something exists (Changwe and Mwanza, 2022). Curriculum content is basically designed to resolve the specific educational aims, goals and objectives. henceforth, a critical analysis of the curriculum content in any educational Programme has to provide strategic themes that present and resonate with the specific purpose of the education system as enshrined in the educational aims, goals and objectives (Kabombwe, 2019);

(Zulu,2019). Thus, an evaluation of the purpose of an educational Programme ought to provide prime guidance on curriculum content relevance.

Moreover, ensuring facts and logic in curriculum content remain central in curriculum development and implementation as indicated by Kelly (2004). Facts refers to truth and reality obtained through basic analysis of information. While logic refers to the basic reasoning prevailing coherently. Curriculum content has to remain factual and logical in order to remain meaningful and serve its prime purpose within the education sub sector as asserted by Ronoh (2017). Therefore, identifying facts and logic in curriculum content ought to remain fundamental in the evaluation of curriculum content relevance in the education system.

In an inference, Ronoh (2017) underscored that curriculum content relevance ought to synchronise the general facets of culture in projecting a vision of a society by deciding what kind of knowledge and skills are most valuable for its people and what knowledge is worth passing on. Nevertheless, Musilekwa (2019) explained that effective curriculum change, entirely depends on the credibility, relevance and empirical nature of the curriculum content adopted. Thus, all stakeholders in education should be cognizant of the concepts of conditional knowledge, curriculum content facts and authenticity and the scope and nature of the prevailing reality in society in its most current state as asserted by Kelly (2004). Nevertheless, the subsequent sub theme presents learner's, teacher's and stakeholder's perception towards the implementation of a curriculum considered to be irrelevant to both the educational programs and educational policy.

2.3 Learners, Teachers and Other Stakeholders Attitudes towards Curriculum Content

The word attitude denotes the psychological orientation established as a result of one's experiences which influence a person's view of situations, objects, people, and how to respond to them either constructively or destructively. Generally, attitude towards academic experiences signifies a positive or negative predisposition towards teaching and learning and every activity in the school environment, which could be cognitive, emotional, or behavioural as asserted by Rusman (2015). however, it is important to note that attitude cannot easily be directly observed but must be inferred from overt behaviour, both verbal and nonverbal. Besides, without the development of the appropriate attitude, learners may not be well prepared to acquire the new knowledge, skills, values and attitude necessary for successful adaptation to changing circumstances and the necessary situation to achieve in their academic pursuit.

Nevertheless, an assessment of the learner's, teacher's and stakeholder's attitude towards curriculum content within the existing literature is provided in the subsequent paragraph.

2.3.1 The Attitude of Learners

At secondary school level, the nature of most educational programme is that the programmes are designed to accord a spectrum of opportunities to learners to experience and conceptualise curriculum content equivalent to the real issues in a dynamic society as asserted by Kabombwe (2019); Muleya (2015); Ronah (2017). However, Zulu (2019) noted that in some subjects, there seems to be a gap that eventually drives adverse attitude of learners in some academic subjects. Thus, learner engagement on the rationale of curriculum content is essential in diffusing the tension, anxiety and the negative attitude that is associated with curriculum implementation as noted by the MESTVTEE (2013). In curriculum implementation, learner's positive attitude remains an integral aspect of effective means of generating curriculum information that is used as a benchmark for evaluating the effectiveness of educational aims, goals and objectives (Zulu, 2019). Nevertheless, while the attitude of learners on curriculum content remains inevitable, an analysis of learner's attitude is provided in the subsequent paragraphs. remains inevitable.

Further, Kaddari and Bennis (2021) explained that it is important to note that learner's attitude towards curriculum content is determined by the instinct interest of a learner in a given educational program (Latupono & Nikijuluw, 2022). Learner's interest reflects the broader cognitive abilities which are key in determining attitudes towards educational programs and curiosity (Latupono, 2022); (Hancock and Zubrick, 2015). Enhanced learners' interest in an educational program plays a strategic role in determining attendance in a classroom and performance in subject. Therefore, in ensuring successful implementation of the competency-based curriculum, the Zambia education curriculum 2013 provide for clear mechanism that require comprehensive learner engagement in various educational program through career guidance not only as a mechanism of attaining curriculum aim, goal and objectives but determining positive attitude towards educational programs which remains central in effective curriculum implementation.

Further, academic background of a learner plays a critical role in determining learner's attitude towards academic subject and each curriculum content (Latupono and Nikijuluw, 2022). Hancock and Zubrick (2015) indicated that a solid and sound academic background in mathematics, English language and ICT plays a crucial role in projecting learners' interest,

curiosity and performance in mathematics, English language and ICT. Thus, the attitude of learners towards curriculum content maybe said to be largely anchored on the individual academic background. Besides, Kaddari and Bennis (2021) underscored that individual academic background largely remains central in determining learner's performance in various academic subject at secondary school.

Successful curriculum implementation and high learner performance does not only depend on the availability of qualified teachers and basic learning materials, but equally on the availability of complementary teaching and learning materials as noted by Shivom and Berin (2020). The supplementary and complimentary education materials remain key in learner's achievement particularly in shaping learners' thoughts in particular subject themes that provide in-depth information on various topics of curriculum content. This is so because often times basic teaching and learning material often would provide information that is in-line with the national curriculum which is subject to public review and regulation. However, learners embark on extensive reading of supplementary readings mostly to enhance the scope of their knowledge, curiosity and validate their prospects which remain key in their educational journey. But then again it is important to note that it is through this supplementary reading culture that most learners develop their own independent thought on a particular academic matter which often overtime has proved to be beyond the scope of the syllabus and the teaching provided by teachers in class. Thus, it is through supplementary reading that most learners devise their attitude which eventually shape their academic thinking and career prospects in a given academic subject (Ezenwood, Goodnesso & Nwanekezi, 2014).

2.3.2 The Attitude of Teachers

In curriculum implementation, according to Nurlisa Sada and Ikhsanudin (2019); Tatar and Adiguzel (2022), teacher's attitude s towards the curriculum play a critical role in swaying teacher's academic decision-making process before and during lessons especially on matters related to teaching approaches and learning activities. besides, it is important to indicate that teacher's attitude s have a huge resultant effect on overall curriculum implementation strategies and general classroom practices. Thus, teachers should strive to improve their competences and keep up with the advance of knowledge and technology in order to ensure effective curriculum implementation as indicated by MoE (2023). Nonetheless, whereas either attitude of teachers on curriculum content remains foreseeable, an analysis of teacher's attitude is provided in the subsequent paragraphs.

In education, Capacity building remains a strategic measure in effective curriculum implementation as highlighted by Kyriakides et al (2015). Primarily, Rusman (2015) noted that capacity building which is also known as continuous professional development (CPD) ought to be conducted periodically especially, were the system provides mechanism for problem Identification and introspection within the human resource management at school level. According to Siafwa, Manchishi and Cheyeka (2019), CPD creates a platform in which practicing teachers acquire necessary and desirable knowledge, skills, values and attitude within the education system in order to enhance curriculum implementation and learner performance. Thus, it is safe to mention that the periodic acquisition of new knowledge skill, values and attitude strategically by teacher during the course of their career remain eminent in shaping their attitude towards curriculum content (Germuth, 2018).

On the other hand, access to relevant teaching materials has an indispensable role in determining teacher's attitude towards curriculum content as indicated by Shivom and Berin (2020). This is because to a greater extent professional thought revolves around the access and acquisition of new knowledge, skills, values and attitudes (Thomas & Thomas, 2009). In fact, most of the new scientific research and discoveries provides a lot of information that has been conducted overtime regarding curriculum implementation pedagogical practices and the scope of curriculum content. Thus, teachers' attitude s towards curriculum content remains largely anchored on access to new relevant teaching materials. But then again, it is important to note that the attitude of teachers towards reading new information, such as evaluation reports, research reports, remain key to professional development.

In curriculum implementation it is worthy to suggest that professional support remains critical in not only determining ones teaching professional career orientation but equally in setting one's career paradigm especially for a novice teacher (Germuth, 2018); (Rusman, 2015); (Kyriakides et al, 2015). According to Siafwa, Manchishi, & Cheyeka (2019) obtaining professional support from established and experienced members of the teaching service remains critical in determining one's attitude of curriculum content. This is because in many instances the teacher education curriculum framework that a novice teacher might get exposed to during the course of their academic program may to a greater extent remain obsolete and not up to date with the most current and relevant trends in a particular discipline as mentioned by Luhanga 2019. Thus, interaction with fellow teachers remains critical as they may not only provide material support to a newly recruited teacher but equally subject knowledge clarity that

may be deemed vital to successful curriculum implementation and the attainment of educational aims, goals and objectives.

In addition, being research oriented provides an inspiration to a teacher that determines teachers attitude towards curriculum content. By virtual of the teaching professional being an intensive knowledge-based field, research remains intergrow particularly in ensuring effective curriculum implementation and attainment of the educational aims, goals and objectives as described by Starford (2006). Primarily, academic research is about a pursuant to new knowledge that may bring about understanding of variables and relationship between various educational aspects (Brown and Flood, 2020). In fact, teachers who conduct academic research, especially in curriculum content pedagogical approaches and pedagogical content knowledge, would remain with special professional advantages that ensures that the content that is supposed to be taught remain relevant to the learners. This is because, there is a symbiotic relationship between teacher academic research career and attitude towards curriculum content.

2.3.3 The Attitude of Stakeholders

The word stakeholder refers to an individual or a group of individuals or organization that possess a precise interest in a situation and the potential to influence a sector policy decision (Belia, Carter, &Bryant-Leukosis, 2020). World over, the education system has many Stakeholders within the sector which include academic organization, professional associations, civil society, alumni, and parents of school going children. Enhanced policy understanding of strategies to strengthen stakeholder engagement and maximize their contributions and expertise in education is imperative given the notion of developmental accountability. However, Developmental accountability encompasses education that is oriented toward the most relevant and highest priority social, economic and political needs of society. Since time in memorial, the stakeholder attitude towards the curriculum content has largely been influenced by the social, economic, political, humanitarian and ethical issues (Alsubaie, 2016). However, for many years, the concerns have revolved around quality and the scope of curriculum content in relation to the competencies relevant to the development of the country. Stakeholder engagement remains critical for effective curriculum implementation, as it would facilitates for better policy frameworks for effective curriculum development and implementation (Haile and Mekonnen, 2024). Never the less, an analysis of the stakeholder's attitude on curriculum content is provided in the subsequent paragraphs.

In a modern democratic state, the critical role of educational system is primarily intended to emancipate citizens from political bondage and repression (Cyprian, 2019). In fact, the primary reason why social science related subjects remain integral to the education system is to address matters that border on political apathy as indicated by Villareal, Vicente and Cruz (2023). Participation of citizens in national matters remains key to the social, economic and political development of the country as asserted by Chukwudi (2022); Qakir (2022). Henceforth, curriculum content ought to remain relevant and current in attending to matters that border on political development including political apathy. But then, the main stakeholder concern on the curriculum content is that it has not been able to address issues of citizen reluctance and adamance in political participation.

Furthermore, for a long time, major stakeholders in the education system have raised concerns that the curriculum remain oriented towards seeking employment, as opposed to employment creation as noted by Ranjithaa and Sreeya (2023). Entrepreneurship remains a key driver of economic growth and development as it facilitates economic opportunities for others and employment creation (Exposito and Sanchis-lipis, 2022). In fact, Kabombwe (2019) mentioned that curriculum reforms that have been conducted in most developing countries especially the drift from content based to outcome based was intended to ensure growth and development in entrepreneurship among the majority of school leavers and university graduates. However, the entrepreneurial aspect remains a far-fetched dream as the majority of school leavers and graduates remain seeking employment as opposed to setting up businesses. This shortcoming has largely been attributed to the relevance of curriculum content being provided in most public schools (Mulenga and Kabombwe, 2019).

Furthermore, according to Cyprian (2019) in political philosophy, the word patriotism is used to describe citizens love for their own country. In other ways, patriotism has been used synonymously with nationalism. Rodriguez (2016) pointed out that love for one's country remains key to the general commitment in fostering development through participation in social economic and political sphere of the country (Olowookere & Fasina, 2022). Over the years, various stakeholders have raised general concerns over the level and quality of most young people towards their own country. In fact, with the advancement in globalization, most of the young generations have come to view themselves as international citizens or super national citizens. However, the implication of citizens viewing themselves more as internationals has negative implication on the national development and nationalism of the

country. Nevertheless, most stakeholders have largely alluded the eroding of nationalism and patriotism to the weaknesses in the curriculum content particularly social science subjects such as history, geography, social studies and Civic Education as mentioned by Francis (2013). Besides, the realisation of the basic duties and responsibilities of a citizen have remained absent among the new generation due to constrained levels of patriotism.

In democratic governance, tolerance remains a key principle of democracy, human rights and freedom of expression (Tomasevski, 2001). In fact, tolerance in itself reflects a broader concept of democratic values in a given state or nation as indicated by Cyprian (2019). Tolerance is primarily living or accepting divergent views from another person he or she might not like UNESCO, 2018. Chakim and Andayani (2020) underscored that tolerance remains a key ingredient in fostering a culture of peace. However, it is important to note that tolerance in any given democracy does not come by accident or any means of the natural process. Instead, tolerance is primarily spearheaded and embedded within the democratic values that are taught in secondary schools as prescribed in the curriculum. Nevertheless, in recent years in both advanced and developing democratic nations, the aspect of tolerance has proved to be a huge challenge partly because of misinformation on various social media platforms and political propaganda as mentioned by Wilding, Fray, Molitorisz, and Mckewon (2018). But then again, this negative vice of democratic development has equally been attributed to the irrelevancy outlook of the curriculum content provided in various educational programmes which includes social studies, Civic Education and history (Preeti, 2014).

Furthermore, in most developing countries, the major social challenges revolve around teenage pregnancy, early marriages and child prostitution (UNESCO, 2018). However, for many years most stakeholders in the civil society movement and education sector have attributed these three forms of sexual violence to limited conceptualization of comprehensive sexuality education among young people. In fact, the limited understanding in comprehensive sexuality education is demonstrated in the failure by most young people to report any form of sexual abuse such as defilement, rape and indecent assault to either significant others or relevant authorities. Thus, it is for these reasons that the Zambia education curriculum framework 2013 implementation process was projected to be supported by the comprehensive sexuality education framework in the education system across all the grades. However, it is important to note that the introduction of comprehensive sexuality education has not been with inherent challenges at implementation stage as noted by UNESCO (2021). In fact, some sections of the

Zambian society have posed the introduction of comprehensive sexuality education in Zambian schools as it has been deemed to promote the minority rights of the lesbians, gay, bi-sexual, transgender and queer people (LGBTQ).

In Zambia, article 43 under part IV of the republican constitution amendment act 2016 provides that it is the duty and responsibility of any Zambian citizen to acquire basic understanding and interpretation of the constitution. However, most stakeholders have raised concern that despite the existence of the provision of Article 43 in the Zambian constitution, most citizens have had challenges to acquire basic understanding of the Zambian constitution (Ng'andu, 2022). In fact, this failure demonstrates the broader context of lack of loyalty, patriotism and general failings to for fill the duties and responsibilities as provided for in the supreme law of the land. This development remains a major source of concern among most stakeholders as noted by Muleya (2015). Perhaps this could have been the primary reason as to why the sub theme constitution was introduced in the grade 10 Civic Education syllabus (MESTVT, 2013). But then again, the scope and contextual outline of the sub theme seem not to have an adequate bearing on citizens realisation of their duties and responsibilities through Civic Education as an educational programme as noted by Cyprian (2019).

In summary, it makes sense to suggest that what should concern educational practitioners and major stakeholders in the education sub sector should be to assert with any real expectation of general acceptance what that culture is and therefore what the content of the curriculum should be as noted by UNESCO (2021). Besides, according to Cyprian (2019) the general attitude of learners towards curriculum content remains largely influenced by the Beyond students' attitude of how well school will prepare them for life, their overall attitude to school and to all the school-related activities could be important. For some learners, school remain central to their daily life. Such learners consider schooling as essential to their long-term well-being, and this attitude is reflected in their participation in academic and non-academic pursuits. The learners often develop good relations with both their fellow learners and the teachers, especially, when their general attitude to school remain positive. However, many youths express negative attitude to school as they do not tend to believe that the school and success in it will have a strong bearing on their future. Such negative feelings and attitudes may result in their becoming disaffected with school (Williams, 2000). They may withdraw from school activities, and in some cases, participate in disruptive behaviour and display negative attitude towards teachers and their fellow learners.

2.4 Curriculum Implementation Moderation.

World over, in modern education theory and practice, the duty of any qualified and competent teacher employed as a teacher in an education institution is anchored on the effective implementation of the curriculum accordingly (Department of Education and Science, 2005). But then, it is important to mention that effective curriculum implementation is a complex process that requires clear conceptualisation of the curriculum theories and teaching approaches (Mulenga, 2015). Kolesnikova (2016) defined the term teaching method as a set of general principles, pedagogy and management strategies used for classroom instruction. Nevertheless, it is worth mentioning that the competence of a teacher in effective curriculum implementation largely depends on the quality of teacher education obtained from any higher educational institution as indicated by Mulenga (2015). Consequently, teachers remain duty bound to ensure that regardless of the fast-changing circumstances and culture of a society relevance of the curriculum content remain integral. This is because regardless of the scope, context and composition of the curriculum content, deliberate effort ought to be made by teachers in order to ensure that learners acquire the most relevant knowledge, skills, values and attitude as projected in the educational policy of a country and national curriculum framework as described by David, Tai & Terresa (2006). Therefore, teachers are expected to control the curriculum at least at implementation level by realising and re-aligning the principles of teaching, objectives, contents, learning-teaching approaches, educational technologies and evaluation process to the context or rationale of the education system as noted by Mbuthi and Orodho (2014).

On the other hand, Capel, Hayes, Katane and Velija (2009); Department of Education and Science (2005) noted that effective curriculum implementation largely depends on the adoption and application of a variety of resources and stratagems. While some of the learning items may be presented in a concrete format, some other are projected in a form of a semi-concrete, nevertheless, all serve the same purpose of intent as indicated by Kolesnikova (2016). However, the effective acquisition of the desired knowledge, skills, values and attitude remains central when learners get to be exposed to a variety of instructional strategies during the course of lesson presentation. Besides, it is worth to indicate that a description of the measures that teachers take when they encounter curriculum content that is potentially empirically remain extraneous during curriculum implementation is provided under two broad abstract categories which are teaching strategies and assessment.

In a standard curriculum practice, effective curriculum implementation by a competent and qualified teacher requires a complete reference to lesson objectives as provided for in the syllabus (Capel, Hayes, Katane & Velija, 2009). This is important because restricting one's lesson to text books content may be very misleading or erroneous to the learners (Kolesnikova, 2016). In fact, the failure by a teacher to primarily use the syllabus in lesson preparation may be tantamount to professional misconduct. This is because over time, curriculum content as may be streamlined in text books is subject to change as society remains in a state of constant change. Thus, Ronah (2017); Rusman (2015) suggested that using lesson objectives as provided for in the syllabus remains critical to effective curriculum implementation and as a measure to overcome certain curriculum content that may even be empirically irrelevant to society at a given time.

In addition, directly relating lesson preparation to the context of the subject matter remains critical as a deliberate measure by a curriculum implementer to overcome potentially irrelevant subject content (Ronah, 2017); (Mbuthi & Orodho, 2014). Referring to content in lesson preparation at secondary school level is important because principally, high school education is not only a bridge to higher education but equally integral to social, economic and political development of the nation (David, Tai & Terresa, 2006). This is because, in many instances societal changes often happen in a more dramatic and instantaneous manner, as opposed to changes in the public policies on education syllabus and curriculum framework. For example, new scientific discoveries have indicated that there are many more different types of diabetes as opposed to the two types which are diabetes mellitus and insipidus (Wagner, Heni, Tabák, Machann, Schick, Randrianarisoa, Hraběe, Angelis, Birkenfeld, Stefan, Peter, Häring & Fritsche, 2021). But then, six years after the new scientific discoveries being published, curriculum content in secondary school biology has literary remained behind. Thus, in order to ensure relevance of the overall curriculum content, contextual consideration during lesson preparation ought to be made by a teacher.

Most social science subjects, such as social studies, history, geography and Civic Education draws most of its curriculum content within the scope of the public policy and legal framework Ronah (2017). While there are many contextual reasons that creates a basis for specific sub themes of educational programmes from a legal framework, it is important to note that any public law is subject to change at any given time in life as society may demand or desire to change the law as a measure of responding to national or public aspirations (Department of

education and science, 2005). For example, in 2009 the Zambian parliament enacted the small claims court act as a measure to deal with a backlog of many unresolved civil matters raised by various private individual within the Zambian society, especially, those that involve a certain amount of money not more than twenty-five thousand (K25,000 = 00) between different individuals or groups. But then again, this provision or perhaps the change in the law has not attracted an automatic change in the curriculum content, yet again, a Civic Education teacher has a responsibility to teach Zambia's legal system to learners at secondary school at least correctly and factually. Therefore, it is legitimate to assert that linking curriculum content to the provisions of the law is critical in insuring the acquisition of the relevant knowledge, skills, values and attitude by learners.

Moreover, the primary role of a teacher in curriculum implementation is to interpret and apply the curriculum in line with the overall provisions of the public policy (Rona, 2017); (David, Tai & Terresa, 2006). First of all, it is important to understand curriculum implementation as extensively achievable due to a huge spectrum of public policy as asserted by Mbuthi and Orodho (2014). In fact, Zulu (2019) mentioned that the national curriculum framework remain a key public policy document that provide comprehensive action plan on the attainment of educational aims, goals and objective. Thus, in many instances where curriculum content seems to be irrelevant, due to the changes that have taken place in society, using public policy as a mitigation measure of managing irrelevant curriculum content remains vital (Rusman, 2015).

In an outcome-based curriculum, the syllabus projection on teaching methodology remains fundamental in the implementation of the outcome-based curriculum Deppelt (2003). The teaching methodology includes group discussions, role play, debate, case study and inquiry-based approach (MESTVVTEE, 2013). In addition, Muleya (2015); Ng'andu (2022) noted that the field project component was included to provide learners with an opportunity to acquire research, analysis, evaluation and report writing skills. However, Zulu (2019) indicated that it is important to note that since 2014, the implementation of the Zambia education curriculum framework was never conducted in accordance with the strict guidelines of various syllabus. This is partly because the implementation of the outcome-based curriculum has hardly actualized project-based method across various education programmes during the implementation of the curriculum either at formative assessment or summative level across the country, undoubtedly to the reasons that remained unknown to the majority of teachers and stakeholders in the education sub sector.

According to the Ministry of Education (2013) in Zambia, assessment was established as an integral component of effective curriculum implementation at all levels of the education system. One of the practical methods of conducting assessment that facilitates the acquisition of desired knowledge, skills, values and attitude is assignment-based learning (Mbuthi & Orodho, 2014). Principally, assignment-based learning denotes a type of learning in which a teacher gives an academic task that would insure that during the course of attending to the task desired knowledge, skills, values and attitude would strategically be acquired by the learners through means of research and discovery. Non the less, it is worth to underscore that assignment-based learning remain very vital in overcoming extraneous curriculum content, as the learners would be able to discover curriculum content that may not necessarily be available in the current syllabus, but remain within the spectrum of specific educational goals and objectives as mentioned by Bingjie (2020); Starford (2006).

2.5 Context of the Senior Secondary Civic Education Curriculum Content in Zambia

In Zambia's modern education system, effective curriculum implementation of the senior secondary Civic Education syllabus remains a single complex mechanism for securing the continuation of the existing social relationships, and for reinforcing the attitudes and beliefs that would help ensure the attainment of social, economic and political development at national level as asserted by Ng'andu (2022). Thus, a curriculum change often implies a need for improvement in terms of the quality of curriculum content, i.e., new educational conceptions and approaches as noted by Kabombwe (2019). However, the actualization of a curriculum change tends to be a way to harmonize the inconsistences in the public education policy framework that impede the efficiency and effective curriculum objectives. Kelly (2004) advised that social science education programmes, perhaps, this includes Civic Education, ought to incorporate curriculum content ranging from political, economic, social and cultural themes that remain key to national development, particularly to democratic system of governance. However, Muleya (2015); Ng'andu (2022) underscored that the teaching and learning of Civic Education remain projected to help the Zambian society to recognize the role that the educational programme played in the constantly changing world. In fact, MESTVTEE (2013) projection was that through Civic Education learners would be equipped with knowledge; skills and values to enable them practice their civic rights and perform duties as responsible Zambian citizens at local, national and international level.

In addition, it should be noted that over the years, the educational programme Civic Education seemingly had taken up a broader and multi-disciplinary approach as a measure probably to ensure providing a mechanism that would guarantee a single but complex approach that would facilitate, human, social, political, economic and sustainable development at both subsistence and industrial level as indicated by Cyprian (2019). Besides, While the central guiding principle for the implementation of the Zambia Education Curriculum Framework (2013) was competency-based, it is not fundamentally clear as to what extent was the Civic Education syllabus have been deliberately selected to enable learners acquire the relevant knowledge, skills, values and attitude desirable for tertiary level education, apprenticeship and for life. Never the less, the contextual relevance of specific curriculum content in an education programme sub-theme which are provided in the subsequent paragraphs were analysed under the sub-category human development, legal system and human rights, governance, national development and international relations and development.

In various discipline of social sciences, the concept of human development is anchored on the ideology of humanism in which development may only be considered to be relevant and progressive on an account that the basic needs of a human being remain central in any developmental undertaking as pointed out by Rainis and Ramirezi (2000); United Nations Development Programme (UNDP) (2010). As such, human development seems to be a concept that has equally been adopted and embraced in Civic Education. For example, the United Nation Human Development Index (HDI), remains a concept widely used in measuring human developmental progress by development experts (Ramirez, Ranis & Sterwart, 1997). However, it is important to note that teaching the concept of human development and the application of Human Development Index in Civic Education at secondary school ought to be interrogated on how school levers would make use of the concept in society immediately after secondary school (Cyprian, 2019).

In addition, at any point in time in human civilization, various societies remain gripped with various social challenges that remain as a complete resultant effect of the political, social, economic and humanitarian changes overtime as mentioned by Cyprian (2019); UNDP (2010). These societal challenges have overtime established a complete stumbling block to positive change and development. However, Ponomarenko, Leonenko, Chierniahivska, Lehan and Puzanova (2023) noted that as a measure to attend to these challenges such as substance abuse, terrorism and human trafficking, various governments have instituted deliberate mechanism

through both legal and policy reforms in order to mitigate or better yet eliminate such vices through the education system. For example, sensitization of young people on the social, economic and physiological implications of substance abuse has been adopted and implemented through Civic Education. as an educational program. However, the drivers of social challenges remain complex and diverse which require continuous reform and innovation of the curriculum in order for the measure to remain relevant as pointed out by UNESCO (2018). Thus, in order for Civic Education curriculum content to remain relevant to the education system of any country, the curriculum content ought to contain the most up to date contemporary and relevant ideas required to address various social challenges as noted by UNESCO (2021).

In any nation, strategic and continuous implementation of both public law and policy establishes what is identified as governance (UNDP, 2010). Dewey (2001) pointed out that citizens knowledge and involvement in the manner in which both public law and policies are being implemented for the common good of the citizens remains critical to national development. However, the principles and system of governance remain critical in determining the pace and trajectory of delivering social, economic and political development (Cyprian, 2019. Henceforth, the relevance of curriculum content on matters pertaining to governance ought to be assessed from a point of current information being incorporated in the Civic Education curriculum. For example, it may not be necessary for the country that aspire to be a democratic nation that respect human rights to have curriculum content in some way composed of one-party state governance.

In the 21st Century, learning about human rights remains essential in ensuring the recognition, respect, promotion and defence of human rights (Muleya, 2015); (Ng'andu, 2022). This is because the knowledge and, skills, values, attitude and understanding of human rights remain a sole mechanism of ensuring that a number of people acquire a common language of respect, equality and dignity as well as shared values to create a more peaceful and just society as mentioned by Kelly (2004). Conversely, the phenomenal of human rights, remain primarily central to the subject of Civic Education as mentioned by Cyprian (2019). Human rights are moral and legal norms, often enshrined in international treaties, that uphold the equality and worth of all individuals, regardless of differences in culture, gender, or religion (UNESCO, 2018). Human rights as lawful claims or entitlements remain central in the pursuit of human development as indicated by Sterwart, Rainis and Ramirezi (2000). In fact, the end of the

Second World War brought in a new world order that was spearheaded by the United States of America (U.S.A) and its allies which led to the launch of the Universal Declaration of Human Rights in 1948. The establishment of the human right charter underscored the significance of human liberties to promote human dignity and welfare as noted by Office for Democratic Institutions and HR (2012). However, for a long time despite many sovereign nations being a part to major international human rights instruments, the implementation and enforcement of the human rights in various jurisdiction remained a pipe dream. In fact, what remained intriguing in most sovereign nations including developing countries was lack of awareness of human rights and clear conceptualisation on the inherence, indivisibility and integration of human rights by its citizens. Nevertheless, citizenship education or perhaps Civic Education came to be identified as a potential mechanism of emancipating citizens from the abuse of human rights by the government of the day as explained by Villareal, Vicente and Cruz (2023). Henceforth, it is important to note that the conceptualisation of human rights by citizens in any republic remains largely on the deliberate effort by the state in highlighting matters related or incidental to human rights with clear practical inferences and affixed on most recent matters of human rights in any jurisdiction. For example, rights of persons living with disabilities may only be attained with clear mechanisms of sensitization and awareness among citizens.

Further, in any given country, at national level, the management of the natural environment and natural resources in order to reduce on the adverse effect and impact on the social and economic life of any society remains critical to national development (Imamira, 2021). The concept of sustainable development comes at a critical time in which the world as whole remains struggling in tackling the adverse effect of climate change as mentioned by Fergason, Cook, Bromwell and Genties (2022). The concept of sustainable development requires consented efforts and major stakeholders from across various walks of life as noted by Ronah (2017). Although the concept of sustainable development may require the input of many young people in the implementation of relevant policies, the absence of clear mechanisms and policy framework on how the majority of young people might get maximum support in adhering to or assisting the government in the implementation of sustainable development concepts initiates the interrogation of the relevance of the sustainable development concept incorporation into the curriculum (Arora, 2018) ; (Kumar, 2021).

Furthermore, Civic Education as a tool that promotes social, political, economic and human development provides an opportunity in which national values may be inculcated to the citizens

of any country (Muleya, 2015); Cyprian (2019). For example, part II of the 2016 Zambian constitution amendment act provides for the national values and principles that are eminent to Zambia's development. These include; morality and ethics; patriotism and national unity; democracy and constitutionalism; human dignity, equity, social justice, equality and non-discrimination; good governance and integrity and sustainable development. In fact, under article 9, the interpretation and application of the constitution and various legal and policy framework shall be applied. Henceforth, it is important to emphasize that curriculum content ought to remain preview to the changes in all legal and policy framework that provides or underscores national values and principles.

In summary, as it is important to state that a teacher may not afford to perform his or her professional duties and responsibilities magnificently from a situation of incompetence (Department of Education and Science, 2005); (Mathmood, Aziz & Bibi, 2023). Thus, in Zambia, the Ministry of Education (1996) mentioned that Quality education requires that a teacher to have the appropriate comportment and adequate knowledge, skills, values and attitude towards the subject he or she is specialized in, including being up-to-date with the new trends in the subject. While the teacher's role remains integral in defining learner's achievement in line with the educational aims, goals and objectives, what teachers need to know about the subject matter they teach extends beyond the specific topics of their curriculum. Scheffler (1973) indicated that understanding the curriculum subject matter strengthens teachers' influence and intensifies their service performance. Yet again, Shulman, (1986) argues that teachers must not only be capable of defining for learners the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other propositions. Thus, teachers ought to be well- knowledgeable in the subject matter being taught in the classroom as a measure to enhance successful overall curriculum implementation (Mulenga, 2015).

2.6 Conclusion

In an inference, from the basic perspective of curriculum theory, it may be established that the competency projection of any education programme is to provide opportunities for learners to be engaged as citizens who should have the potential to provide solutions to community problems as mentioned by Muleya (2015). The general assumption is that learners ought to acquire desirable knowledge, skills, values and attitude Therefore, curriculum implementation was supposed to be conducted with a variety of ways that support effective acquisition of

knowledge, skills, values and attitude Mulenga and Kabombwe (2019b); (Ng'andu ,2022). But then, perhaps, the hindrance to the acquisition of basic knowledge, skills, values and attitude about the social, economic and political development for learners in Civic Education is not that learners not provided with the kind of hands-on learning experiences, but the Relevancy of the Curriculum Content outlined in Zambian Secondary School Syllabus.

2.7 Summary

In this chapter, quite a lot of primary and secondary sources of literature related to an analysis of the Relevancy of Curriculum Content implementation has been reviewed. In this chapter, a discussion, analysis and evaluation of the related literature provided a milieu that inveterate as a research Gap that affirms a fundamental justification to conduct a scientific study in selected Zambian secondary schools of Lusaka district. In addition, it is worthy to indicate that the succeeding chapter in this study is the methodology

CHAPTER THREE: METHODOLOGY

3.1 Overview

The chapter provides, the research paradigm, research design, target population, sampling techniques, sample size and research instruments. In addition, quality control, data collection procedure, data analysis procedure and ethical considerations are provided.

3.2 Research Paradigm.

The expression research paradigm refers to a unit of common beliefs, principles and agreements shared among experts within a discipline about how a specific issue ought to be diligently attended to in a given setting as asserted by Ronah (2017). Nonetheless, according to Creswell and Plano Clark (2011) Post-positivism, Constructivism, Advocacy and Participatory and Pragmatism are among the main different types of research paradigms. Each of these paradigms provides a distinct academic orientation and dimension on various fundamental constituents of any research and its methods. Nonetheless, in this study, the p interpretivism research paradigm was suitably ideal. This is because all the four objectives of the study remain fundamentally qualitative. According to Mulenga (2015) interpretivism is about the life world is a complex construction of meanings, values, and lived experiences. Thus, interpretivism is intended to draw perspectives on the complex "life world" from the research participants' own viewpoints.

3.3 Research Design

A research design is denoted as the contact adhesive which grips academic research, clear conceptualisation of the underlying philosophy that informs, guides and provide orientation in a standard academic practice (Shibalatani,2024). Thus, it is essential to note that a research paradigm provides an orientation and epistemological course of action, relevant to research undertaking by the researcher (Creswell & Plano Clark, 2011). In other ways, a research design may be explained as a comprehensive projection that constitutes and outlines the specific technical "know-how" and strategies on how specific research objectives and questions would be adequately responded to. In view of the research paradigm ideal for this study, a case study was be used. In this study the design was intended, to obtain concrete, contextual, in-depth knowledge in analysing the relevancy of curriculum content as a Civic Education case for senior secondary in Zambia.

3.4 Target Population

According to Kombo and Tromp (2006) a population is the whole set of objects, events or group of people which is the object of research and about which the researcher project to consider some specific features. The projected target population for this study included all the grade twelve (12) secondary school learners in Lusaka district, all teachers of Civic Education in Lusaka district, all heads of department for social sciences, the Senior Education Standard Officer social science, all Civic Education lecturers from the University of Zambia and Civic Education curriculum specialist from the directorate of curriculum development in the Ministry of Education.

3.5 Sampling

The process of selecting participants or objects from the target population for clear purposes of inclusion for consideration in the study is referred to as sampling as noted by Kombo and Tromp (2006). It is important to note that the selection of individuals or objects from their theoretical population ought to be guided by a special consideration of a common characteristics that either the participants or objects possess (Shibalatani,2024). In this study non-probability sampling techniques was used for the reason that the study uses a qualitative approach.

3.6 Sampling Techniques.

At the time of the study, Lusaka district had 61 public schools that provided secondary education across 11 education zones. The district had 35 government secondary schools, 19 combined schools, 5 grant-aided secondary schools and 2 grant-aided combined schools.

3.6.1. Schools

In order to ensure maximum representation of the target population a total number of seven (7) public schools that provide secondary education were sampled. The seven schools were purposively sampled using maximum variation sampling techniques across the eleven 11 zones.

3.6.2. Learners

It is important to underscore that for the reason that this study was conducted in Lusaka district, all grade 12 secondary school learners remain potential respondents. The learners remain critical to this study as their view on the relevance of Civic Education curriculum content as outlined in the syllabus remain of great importance to both the quality and relevance of the

subject in Zambia. Further, in an endeavour to acquire learner's attitude on the relevance of the Civic Education syllabus, a greater consideration of the learners for participation in the study remained integral. Though, it is important to indicate that using critical case sampling, a total number of eight (8) participants, for a focused group discussion was drawn across the grade 12 classes in every public school sampled.

3.6.3. Civic Education Teachers

All secondary school Civic Education teachers remained central to this study, primarily because curriculum implementation depends on the role and technical know-how of the teacher. The teacher remained central to this study as they provided insight on the conceptualisation of relevance of the senior secondary Civic Education curriculum content, their general attitude towards the Civic Education outlined in the Civic Education syllabus and curriculum implementation moderation in ensuring relevance content delivery. However, a total number of 42 teachers were sampled using heterogeneous purposive sampling. Besides, it is important to indicate that six (6) teachers were sampled from each school guided by specific considerations that included duration of service, gender and experience. Thus, the researcher ensured that in each school male and female teachers with long experience and those who recently joined the teaching profession make part of this study.

3.6.4. Heads of Department for Social Sciences

The third selection of participants at school level involved the heads of department (HoDs) for social sciences. The head of department social sciences remained cardinal in providing insight and sharing their experience on the implementation of the Civic Education curriculum especially that their role is not only limited to conducting lessons but equally supervisory as well as ensuring compliance with basic standards and practices that remain key in effective curriculum implementation. However, it is important to indicate that a total number of seven 7 heads of department social sciences, one from each school, were sampled using the experts purposive sampling technique.

3.6.5. Senior Education Standards Officer for Social Sciences

At regional level, the Senior Education Standard Officer social sciences from the Lusaka provincial education office was purposively sampled using the expert purposive sampling technique. This is because the SESO Social Sciences is an exclusive specialist and standard officer in the implementation of the Civic Education programme as a social science subject

outside a secondary school as noted by public service management division (2018). Thus, the input of the SESO on the conceptualisation of the Civic Education curriculum content relevance, the attitude on Civic Education curriculum content relevance, curriculum implementation moderation and context underpinning the development of Civic Education curriculum content. Besides, the SESO remained central in providing the supervisory and ensuring compliance with basic standards and practices that remained key in effective curriculum implementation

3.6.6. Civic Education Lecturers

The selection of Civic Education Lecturers from the University of Zambia was intended to draw the stakeholder perspective on the relevance of the Civic Education Curriculum content. The University of Zambia was suitably selected for the study for the reason that historically, the university provided a leading role in rolling out the Civic Education programme prior to its introduction at senior secondary level. Nevertheless, three (3) Lecturers specialised in Civic Education from the department of language and social science education at the University of Zambia were purposively sampled using heterogeneous purposive sampling. The variations for consideration was the course of the programme for each programme year.

3.6.7. Civic Education Curriculum Specialists

Civic Education curriculums specialist from the directorate of curriculum development in the Ministry of Education was purposively sampled. The Civic Education curriculum specialist remained key to the study particularly in providing guidance on the conceptualisation of relevance of Civic Education, the attitude towards the relevance of the Civic Education curriculum content and context underpinning the development of Civic Education .

3.7 Sample Size

A sample size denotes the total number of participants or objects carefully selected for participation in a scientific study. In this study, the total number of the sample size was 110, consisting of 56 learners, 42 teachers, 7 heads of department,1 Senior Education Standard Officer, 3 Civic Education lecturers, 1 Civic Education curriculum specialist.

3.8 Research Instruments

Research instruments are practical mechanisms that the researcher uses in collecting specific data from all the members of the sampled group (Kasonde 2014).

On the other hand, it is important to underscore that the various mechanisms and means set for data collection in this research were intended to provide a whole mark of data triangulation. Data triangulation was intended to provide and enhance maximum trustworthiness of the research findings.

Document Analysis Guide at National Level

Document analysis guide is a tool that is used to provide a detailed description of either printed or electronic document (Luhanga, 2019). In qualitative research, document analysis method, involves an examination and interpretation of data to uncover meaning, gain understanding and provide a conclusion. In this research a document analysis guide was employed in collecting qualitative data through the analysis of the curriculum implementation moderation technics and principles of various lesson plans. Besides, lesson plans were analysed in order to identify teacher relevant examples in a lesson plan of public law, policy and institutions that are cotemporally in nature.

3.8.1. Focus Group Discussion Guide for Teachers

Focused group discussion guide is a research tool that is used to obtain qualitative data from a small group of people by responding to specific questions that border on a particular subject under study, a focused group is selected based on predefined demographic characteristics. In addition, questions prepared for the usage in a focused group discussion were intended to provide clarity and guidance throughout the discussion to shed light on a topic (Shibalatani, 2024). It involves interrelating with participants who share similar typical features relevant to the study (Mooya, 2019). Thus, in this study a focused group discussion comprising of Civic Education teachers was organised to collect data on teacher conceptualisation of the Civic Education curriculum relevance, teacher's attitude towards Civic Education curriculum content and teachers curriculum implementation moderation. Besides, fair moderation by the researcher was guaranteed in order to ensure equitable participation of teachers in the group on three distinct themes as earlier mentioned.

3.8.2. Focus Group Discussion Guide for Learners

In order to collect learner's attitude on the relevance of the Civic Education syllabus and the teaching and learning of Civic Education , a focused group discussion was constituted comprising of learners from examination classes only. The discussion was scheduled to provide an opportunity to learners to render their view and insight on the relevance of the Civic

Education curriculum content outlined in the syllabus. In the same way, a fair facilitation and moderation was provided to ensure equitable participation of the learners on the subject matter.

3.8.3. Interview Guide for Heads of Department

In an effort to collect information from heads of department on teacher's curriculum implementation moderation, a semi-structured interview guide was deployed as a research instrument.

3.8.4. Interview Guide for SESO Social Sciences

In an endeavour to collect information from SESO Social Sciences on the attitude towards the relevance of Civic Education curriculum content conceptualisation of the relevance of the senior secondary Civic Education curriculum content, teacher's curriculum implementation moderation and the context underpinning the development of senior secondary Civic Education curriculum content, a semi-structured interview guide was used as a research instrument.

3.8.5. Interview Guide for Lecturers

In order to collect stakeholder's views on the conceptualisation of the relevance of the secondary school syllabus, attitude on the relevance of the Civic Education syllabus, teacher's curriculum implementation moderation and the context underpinning the development of senior secondary Civic Education syllabus, a semi-structured interview schedule was used in obtaining an in-depth understanding of the Lecturers views. The interviews were designed to provide an opportunity to lecturers to render their view and insight on the relevance of the Civic Education curriculum content outlined in the syllabus. Besides, a clear communication was established in order to ensure equitable interaction with the lecturers on the subject matter.

3.8.6. Interview Guide for Civic Education Curriculum Specialist

In a strategic endeavour to collect Civic Education curriculum specialists' views on the conceptualisation of the relevance of Civic Education curriculum content, attitude on the relevance of the Civic Education syllabus and the context underpinning the development of senior secondary Civic Education curriculum content, a semi-structured interview schedule was used in obtaining an in-depth understanding of the curriculum specialist's thoughts. The interviews were designed to provide an opportunity to lecturers to render their view and insight on the relevance of the Civic Education curriculum content outlined in the syllabus.

3.9. Trustworthiness

In qualitative research, trustworthiness of data which includes credibility, dependability, transferability and confirmability are central in defining its quality (Patton, 1990). Therefore, in order to guarantee and enhance credibility, dependability and confirmability in the study, qualitative data collected ought to be as truthful as possible as noted by Shibalatani (2024).

3.9.1 Credibility

In this study, a comparison of various research findings based on different research instruments were employed as a measure to guarantee and enhance credibility in the data collected. Chowdhury (2015) noted that credibility is the maximum level of confidence that can be placed into the research data. In this study, credibility was anchored within the broader context of triangulation by means of adopting and application of various data collection instruments.

3.9.2 Dependability

Further, in qualitative research the term dependability is used to describe the homogeneity of the collected data and the extent to which research procedures are adhered to, at least from the perspective of an external evaluator as noted by Mulenga (2015); Cutcliffe and Mckenna (1999). In this study, dependability was observed through ensuring that there is a complete bridge of the gap between the research objectives and the research findings in the interpretation of the propositions emanating from the research data. Besides, prime dependability was observed by means of ensuring that a compounded clarification in the findings and basic procedures necessary to the study were strictly adhered to.

3.9.3 Confirmability

Additionally, confirmability describes the extent to which the research methodology and research data could take the place of established or substantiated by other researchers (Chowdhury, 2015). Conformability provides an opportunity to researchers to ensures that there is demonstrable impartiality in the research results as explained by Mulenga (2015). Thus, in this study, conformability was adhered to by means of strictly focusing on the research findings and the extent to which they correspond with the research objectives. Therefore, as a complex measure of strict observance of conformability, record keeping and member checking will remain a standard practice in this study by ensuring that responses were not influenced by personal aspiration that do not reflect the actual findings from the respondents during a discussion and analysis of the research findings.

3.9.4 Transferability

Additionally, the term transferability refers to the extent to which the results of qualitative research could be applied to different contexts or settings as mentioned by Shibalatani (2024). However, in this study, transferability remained a clear projection within the broader aim and objectives of the study. Therefore, in this study, from the perspective of data analysis, guided by the research findings it was assumed that application of the research findings in a different setting remained eminent as a result of the inferences drawn from specific persons, settings and eras to others that may not be directly studied.

3.10 Data Collection Procedure

In this study, the researcher sought ethical clearance as a mechanism of demonstrating compliance with standard practice and authorisation to collect data in line with the objective of this study. Thus, it is important to note that the submission of all the requisites documents fundamental to ethical clearance to the ethical committee and the office of the Assistant Dean postgraduate research at the University of Zambia remained eminent prior to data collection. An introductory letter was obtained from the office of the Assistant Dean Postgraduate in the School of Education at the University of Zambia. Permission was sought from the Lusaka District Education Board Secretary and the head teachers of the selected public secondary schools where research was conducted. The researcher obtained permission from the Dean, School of Education, UNZA to collect data from the Civic Education lecturers on the relevance of the Civic Education curriculum content.

On the other hand, for the collection of data from primary sources, using document analysis guide, data was collected through the review of a collection of documents which includes Zambia education curriculum framework (2013), the senior secondary Civic Education syllabus (2013) and selected Civic Education lesson plans. During the review the researcher paid particular attention to specific provisions of each document that resonated with the intent of Civic Education and curriculum content that was in line with the outline of the subject. Nevertheless, a review of the curriculum document at school level i.e. lesson plans was intended to provide corroborative evidence on the actual measures that teachers devise for effective curriculum implementation and mitigation measures adopted and adapted by teachers for Civic Education lessons.

In addition, permission was equally sought from the director from the directorate of curriculum development in order to conduct interviews with the curriculum specialists from the Civic Education panel.

3.11 Data Analysis Procedure

In academic writing, especially in scientific research, data analysis constitutes a huge component that comes after data presentation in an academic paper as noted by Islam (2020). Data analysis refers to the aspect of reasoning that could either be inductive or deductive (Kombo & Tromp, 2006). In this study, a qualitative data analysis was applied. Thus, data analysis was broadly anchored on the critical review of the research findings, review of the existing primary and secondary literature and making practical inferences to both the research data and the theoretical underpinnings, in order to reflect the broader post-positivism.

On the other hand, Miles and Huberman (1994) explained that, qualitative data analysis encompasses three levels of activities, which are: data reduction, data display and conclusion drawing or verification. In this study, a portion of the research data was in some way analysed at the point of data collection. It is also equally important to indicate that the rest of the data that was collected for this study was analysed at a later stage. As indicated, research data that was obtained through document analysis guide was instantly analysed at the point of collection. It is important to mention that the analysis of qualitative research findings was largely guided by the objective of the study primarily pre-set to determine the context that provided a basis relevant for the development of Civic Education curriculum content for the Zambian secondary schools. However, strategic generation of themes was based on a general intersection of common information within the data collected and analysed.

In addition, the data that was collected through semi-structured interviews was equally analysed through a critical analysis which subsequently led to classification of common data into common themes.

Furthermore, data generated through focused group was analysed through an inherent consideration of the findings and a comparison of data obtained through other research instrument. Moreover, for the data that was collected through semi- structured interviews, was equally analysed based on a number of primary and secondary data and policy considerations.

3.12 Ethical Considerations

The researcher was bound to strictly uphold human rights and ensure the dignity and integrity of the respondents or individuals sampled for the study. Thus, in this study the researcher upheld the research ethics, prior to, during and after the data collection, in line with the standard guidelines of the University of Zambia ethics committee as may be explained in the following terms.

3.12.1 Informed Consent

The general principle in research ethics is that human participants should participate in research voluntarily with full information about what it means for them to take part and that they give consent before they enter the research as noted by McGregor (2023). Thus, in this study the researcher principally accounted for informed consent prior to the administration of the relevant research tool to all the participants within the sampled group of the population. In fact, the researcher ensured that the respondents were informed on their role in the study.

Besides, the researcher sought to provide a platform that ensured that potential respondents sought clarification on any concern that could have been raised, and avail a consent form that any participant should voluntarily sign as a matter of providing documentation to their willingness to provide necessary information by means of appending a signature.

3.12.2 Reciprocity

Ethics of reciprocity describes compensation of research participants for their time and energy either directly through labour exchange or indirectly through making the resulting research freely accessible (Arifin, 2018). In research, the participant's voluntary involvement in the study and their generosity may be reciprocated by favours or payments in cash or in kind from the researcher. However, it is important to mention that in this research the researcher did not in any way provide any form of compensation that requires payment in kind, cash payment, material or otherwise.

3.12.3 Confidentiality and Anonymity

In both qualitative and quantitative studies, the ability not to divulge information in any way about the context, locality, identity or position of respondents denotes, the aspect of confidentiality (Mooya, 2021). Ideally, in any research projects, it is anticipated that researchers exercise maximum level of discrete as a measure of guaranteeing the participant's privacy as noted by Patton (2002) cited in Mulenga (2015).

This is generally because of the symbiotic and intertwined epistemological and pragmatic relationship that exist between the two concepts in social sciences (Mulenga, 2015). Nevertheless, confidentiality remained eminent in this study for the reason that providing information or availing of one's views or position on the relevance of the Civic Education curriculum content outlined in the secondary school syllabus could have been perceived or mis-construed as an act of verifying, retorting, ridiculing, better yet a practice of sabotage of public policy by a certain section of society or individuals holding public office especially those in charge of policy review and development within the Ministry of Education or the broader public service in Zambia. Thus, all participants were assured of maximum confidentiality and concealing of the responses.

3.13 Summary

In this chapter, details of the methodology which were employed for the study have been explained, which include research paradigm, design, target population, study sample, sampling techniques, research instruments, trustworthiness, data collection techniques, data analysis as well as ethical considerations. Besides, it is important to indicate that the next chapter is chapter four which provides the presentation of the research findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

In the preceding chapter the qualitative methodology which was used to conduct the study has been explained. In this chapter, the research findings have been presented. The study was guided by the following research questions:

i. What was the context underpinning the development of the senior secondary Civic Education curriculum content?

ii. How was the conceptualisation of the relevance of the senior secondary Civic Education curriculum content?

iii. What measures did teachers take when they encountered Civic Education curriculum content that they saw as irrelevant during curriculum implementation.

iv. What were the views of learners, teachers and other stakeholders in education about the relevance of senior secondary Civic Education curriculum content?

4.2 Demographic details of participants

In this section, the demographic details of respondents who participated in the study are presented as follows. A total number of 112 participants who were interviewed are summarized in Table 4.1.

Table 4.1: *Frequency and percentage distribution of participants*

Characteristic	***f***	***%***
Gender		
Male	45	40.9
Female	65	59.1
Type of participant		
Civic Education Curriculum Specialist	1	0.9
SESO Social Sciences	1	0.9
Heads of Department Social Sciences	7	6.4
Civic Education Lecturers	3	2.7
Civic Education Teachers	42	38.2
Grade Twelve Learners	56	50.9

Table 4.1 shows that most of the participants were females (59.1%) and (40.9%) females with a representation of 50.9% Grade Twelve Learners, 38.2% Civic Education Teachers, 6.4%

Heads of Department Social Sciences, 2.7% Civic Education Lecturers, 0.9% SESO Social Sciences and 0.9% Civic Education Curriculum Specialist.

4.3 Findings of the Study

In an attempt to realise the specific objectives of this study as presented in this chapter, the researcher used a case study qualitative design as explained in chapter three. However, it is imperative to indicate that the questions in the interview schedules and the focus group discussion guidelines were a logical fission of the main research objectives. In the actual portrayal of the responses from the participants, the exact words have been used as much as possible, except in instances where necessary paraphrasing has been done. Nevertheless, some responses have been reworded for purposes of sustaining the concise meaning and clarity in the responses. Thus, by means of identifying intersection patterns of meanings within the data collected, the researcher drew themes that emerged during the analysis.

4.3.1 Curriculum Potency Perception

In the modern curriculum practice, relative human thoughts, feelings, actions and experience remain a key input in the effective curriculum implementation process. Considering the responses obtained from the participants, it is clear that the senior secondary Civic Education syllabus does not adequately respond to the aspirations of the majority of the stakeholders in the education sub-sector. For instance, when the participants were asked about how they described the "academic gap" between the senior secondary Civic Education curriculum content and what students were taught at undergraduate tertiary level', the general response from the Civic Education lecturers was that the gap is huge. For example; Lecturer one indicated that;

> *What we teach at higher education is not what is taught in secondary schools. In fact, the content of Civic Education is extremely simplified that you would even wonder whether the content will have a meaningful impact on our citizens both at secondary level and tertiary level.*

Lecturer three said that;

> *The gap that exists is due to the approach to Civic Education at tertiary level which is art based, we don't focus on pedagogy and implementation of the subject...*

In addition, the SESO social sciences indicated that;

> *There are gaps in the Civic Education curriculum content because of the failure to update the content timely, for example, it took the electoral commission of Zambia to write to the Ministry of Education raising their concern on matters pertaining to governance system and the electoral process.*

On the other hand, the Civic Education curriculum specialist mentioned that;

> *The core mandate of CDC is quality assurance, the challenge of "gaps in Civic Education curriculum content" remain historical, rife, and real, for the reason that the decision of CDC exclusively depends on various committee report which sometimes has been faulty and eccentric.*

Further, when the question how relevant was the Civic Education curriculum content, was asked, while the majority of the participants indicated that the subject remain very relevant, because the subject brought out various cross-cutting issues in society, a good number of learners mentioned that some portions of the Civic Education curriculum content was irrelevant mainly because the content seem to be out of date and it does not easily relate to the real issues that affect us in society. For example;

Pupil 6 from School 1 said that;

> *I feel that Civic Education should focus more on current affairs and not history, for example, in the topic of human rights there is a lot of history which I find unnecessary.*

Pupil 2 from School 7 also said that;

> *We learn things that are out of date for example we already know that capital punishment has been abolished in Zambia, what we learn in Civic Education is that capital punishment is still legal in Zambia.*

Pupil 7 from School 2 said that;

> *The general trend is that Civic Education topics remain relevant. However, some topics are not very contemporary with societal trends. Henceforth, there is a need for continuous review of the Civic Education curriculum content to*

ensure that the content reflects the most current realities.

Pupil 1 from School 3 said that;

I can recommend that Civic Education should to be taught in a way that it could be applied with real life examples.

Pupil 6 from School 4 added that;

I feel that Civic Education should focus on how to do with society challenges instead of just focusing on issues of human rights and politics.

Pupil 1 from School 4 further said that;

Why don't we incorporate issues of garbage collection in the Civic Education syllabus so as to address the issue of garbage dumping and collection in residential areas.

Pupil 6 from School 4 mentioned that;

The topic HIV/AIDs were removed from the syllabus. But we still find questions in the past examination papers on HIV/AIDs.

Pupil 2 from School 4 said that;

While the subject Civic Education is dynamic, the content that we learn in class is not up to date, for example, Zambia is using the 2016 Constitution, but we do not learn this in class.

Pupil 4 from the School 5 said that;

The government should be quick to inform teachers who should equally inform us on the same number of changes, they could have made to the syllabus for example in grade 10 we learnt that they were five (5) constitutional review commissions but now we have learnt that they are some new review commissions that have been added in the syllabus such as the national dialogue forum (2019) and the technical committee (2011).

Pupil 3 from the School 5 said that;

> *I want to agree with what pupil 4 has just said… In grade 10 we learnt that there were five (5) constitutional review commissions but now we have learnt that there are some new review commissions which have been added in the syllabus such as the national dialogue forum and the technical committee.*

Pupil 8 from School 6 said that;

> *Some of the things we learn in class are not current, even when the Zambian constitution was changed in 2016, the courts and the electoral system we are learning about are not up to date. it was just the other day that the teacher came to update us on some changes in the constitution about the 2016 constitution and the technical committee.*

Pupil 3 from School 7 said that;

> *It's outdated, I wonder why we even focus on learning about the charter of monde, magna carter, when we cannot learn about the current development in our country.*

Pupil 1 from School 5 said that;

> *In grade 10 we were told that they were 14 parts in the Zambian constitution but we have now been told that they are 20 parts*

Similarly, when the question 'What is your overall comment on the scope, structure and organisation of the Civic Education curriculum content?' was asked to Civic Education Teachers. A good number of teachers expressed mixed reactions. For example,

Teacher 2 from School 4 said that;

> *It is very annoying that the question that are tackled or those that come during exams are a lot that are out of the syllabus. Sometimes there are no questions on human rights which are heavily taught in Civic Education. It is actually very frustrating that the Examinations Council of Zambia could bring questions on*

the late United Nations Secretary General which were completely out of syllabus.

Teacher 1 from School 6 said that;

There is need to streamline topics such as those on human rights so that topics should not just appear as foundation topics and ensure that there is a clear interplay of topics and real issues in society. For example, some teachers find it difficult to interlink what could have been taught in grade 10 and perhaps linking it to other related topics in either grade 11 or grade 12. There is also a need to ensure that community development and the role of an individual is clearly streamlined. For example, issues of development planning or planning for development ought to begin at personal level and linking it to community and the rest of the country. In other ways, there should be increasing progression in Civic Education curriculum content consolidation and clearly providing direction.

Teacher 2 from School 1 said that;

There is need to reflect and review the scope of assessment items in Civic Education because 'let's face it' of late. Some of the questions in Civic Education are completely out of syllabus. This is demoralising to learners. It is instilling fear to those who are coming behind and the risks is that most of the learners will drop the subject if this is not handled properly.

On the other hand, based on the review of the senior secondary Civic Education syllabus it may be argued that there is indeed an absolute repetition and non-exhaustion of some topics. For example, the sub-theme human rights is projected for teaching and learning in under topic 4 "introduction to human rights" in Grade 10, topic 1 "Human Rights in Zambia", topic 4 "introduction to Gender Studies" and topic 7 "Child Abuse" in Grade 11, and topic 1 "introduction to major international human rights instruments" and topic 2 "child rights" in Grade 12.

4.4 Summary of the participants views about Civic Education curriculum content relevance

An analysis of various concerns and submissions made with regards to the mismatch between the continuously changing public policy and legal framework, theory and practice and societal trends clearly provides a structure benchmark and a matrix for analysing the relevance of 'Civic Education' as an educational programme. In fact, a complete disregard and failure of the reflection of the changing public policy and legal framework, changing theories and societal trends provides enough grounds to argue that Civic Education curriculum content remains irrelevant to be taught in secondary schools in its current form. Thus, the cause for an overall review of the scope, structure and sequence of the curriculum content could be described as logical and valid.

4.5 Conceptualisation of the relevance of the senior secondary Civic Education curriculum content.

In this section, findings on the conceptualisation of the Civic Education curriculum content relevance have been presented. The second research question was anticipated to fetch information from the Senior Education Standard Officer social sciences, the Civic Education curriculum specialist, the Civic Education lecturers and the Civic Education teachers on their conceptualisation of the curriculum content relevance.

4.5.1 Conceptualisation of Curriculum Content Relevance

In modern education standard and practice, it is assumed that any competent and qualified teacher possesses the basic knowledge to conceptualise if a particular curriculum is relevant. Thus, the participants were asked to explain if the Civic Education curriculum content was relevant. The following were the responses. Teacher 1 from School 1 said that;

> *All the topics in the syllabus are relevant.*

Teacher 5 from School 3 mentioned that;

> *All topics in Civic Education are relevant because they tackle social, economic and political day to day lives.*

Teacher 2 from School 4 mentioned that;

All the Civic Education topics are relevant as they are applicable to the lives of the learners after grade 12.

Contrary to what the teachers explained, Lecturer 2 explained that;

The subject is not very relevant because of the systemic failure by the government to conduct a comprehensive needs assessment.

Lecturer 3 also added that;

To a certain extent, the subject is losing its real impact value, because the content does not represent societal current changes partly because of the failure by the government to conduct a comprehensive needs assessment.

Further, the SESO Social Sciences demonstrated clear conceptualisation of the concept of curriculum relevance when the respondents mentioned that;

The issue of relevance is about responding to the individual needs of society as a whole. The subject has been very relevant in terms of promoting civic values and human rights.

On the other hand, the Civic Education curriculum specialist explained that;

Civic Education being a current and dynamic subject, relevance of its syllabus and content depends on the time of adoption of the syllabus and with time when things change, the need to review the syllabus and curriculum content arises. For example, when things change the content becomes irrelevant. However, as things stand, the Civic Education syllabus and the content remain relevant taking into account the local, regional and global context.

4.5.2 The Diagnosis of Curriculum Content Relevance

In Teacher education theory and practice, the aspect of applying professional abilities in identifying the competences that ought to be acquired by the learners which are eminent to the development of any society in a given setting remain key to Curriculum Content Relevance. Thus, in order to clearly draw perspectives on individual professional ability to identify the competences that ought to be acquired by the learners, the participants were asked about 'how they measured content accuracy and validity in the Civic Education curriculum content?', in responding to this question, the Civic Education lecturer 2 mentioned that;

> *You know! Content should be measured on the extent to which it addresses the social, economic and environmental issues in society. You know, issues of entrepreneurship remain key to the development of the economy. Issues of climate change: We cannot ignore them, except that even when the University trains people in environmental education to attend to issues of climate change and the environment. The government is not employing them…*

In the same way, lecturer 3 explained that;

> *Civic Education content relevance should relatively be considered accurate and valid if it addresses issues such as teenage pregnancies, early marriages, substance abuse and many other social economic issues that could be affecting the positive development of Zambia in one way or another.*

In addition, the response from the SESO Social Sciences was that;

> *They measure the accuracy of Civic Education content against various Zambian laws such as the constitution, the electoral process act and the eighth national development plan.*

Furthermore, the Civic Education Curriculum specialist explained that;

> *We measure content accuracy and validity against various existing public laws and policies such as the vision 2030, the national development plan, the electoral laws the republican constitution and also the curriculum framework itself etc.*

However, the SESO social sciences indicated that;

> *Validity is about teaching what is prevailing in society in striving to make it a better place.*

Nevertheless, the curriculum specialist further added that;

> *The Curriculum Development Centre has many times have been found wanting as the content has remained not up to date in line with existing government policies and legal frame works.*

The majority of the Civic Education teachers indicated that the incorporation of contemporary issues and how current the Civic Education curriculum is, still remains a serious challenge as the country has not incorporated much of the new emerging trends into the Civic Education syllabus. For example; Teacher 2 from School 1 explained that;

> *There are topics in Civic Education which are irrelevant and some that are relevant to the learners. Topics that are relevant are those that deal with learners' immediate social problems such as substance abuse.*

Teacher 3 from School 2 also said that;

> *Some topics in Civic Education are no longer valid and accurate because some things are no longer applicable. For example, the teaching of the millennium development goals.*

Teacher 2 from School 5 said that;

> *Everything in the syllabus remains valid and factual.*

Teacher 6 from School 3 indicated that;

> *Not everything in the syllabus is valid and factual, because of the changing circumstances.*

Teacher 5 from School 4 said that;

> *There is need to look at everything in the syllabus and ensure validity and accuracy of curriculum content.*

4.5.3 Projection of civilization

in order to draw stakeholder perspective on the desired effect or the intended outcome of Civic Education, the question 'how do you describe the purpose of Civic Education curriculum content', was asked. From the various responses given, it may be established that the majority of the respondents understood the aims, goals and objectives of Civic Education as provided in some of the following submission;

Teacher 5 from School 2 said that;

Awareness on issues of human rights, civic duties and responsibilities as part of the objectives of the subject.

Teacher 5 form School 4 said that;

The subject promotes life-long learning, the subject purposely promotes civic virtues and civic values. In addition, the subject ensures that learners relieve the duties and responsibilities after their grade 12.

Teacher 3 from School 4 explained that;

It helps learners to critically prepare themselves in all spheres of life such as social, economic and political spheres.

Teacher 2 from School 4 explained that;

The purpose of the subject is that it enables learners to think critically, innovate and adapt to the dynamics of society, an important national development is about individual citizen participation in national development and Civic Education has been able to inoculate such values.

On the other hand, when the question 'how do you describe the scope, sequence and organisation of the Civic Education curriculum content was asked, these were the responses. A Civic Education Lecturer 1 said that;

The scope of civic curriculum at both secondary level and higher education level are very shallow and largely irrelevant.

At the same time, this view was expressed by Teacher 2 from School 3 who mentioned that;

There is need to broadly reflect on the Civic Education program and ensure that the program tackles a wide range of issues other than the social, economic and political development issues. This is because the subject is compulsory to all learners thus it could be used as a means to promote public health, innovation and entrepreneurship.

Nevertheless, the Civic Education curriculum specialist mentioned that;

The scope and sequencing of the curriculum remains a serious technical challenge partly because during curriculum development, the curriculum development centre would receive overwhelming submissions on what should be included in the curriculum content. But then the directive is that we only need to consider specific competencies as outlined in the curriculum framework.

The SESO Social Science's also explained that;

While the scope and sequence of Civic Education content is okay, I am of the view that the topic environmental education is just too detailed to remain part of Civic Education curriculum content. In fact, the submission is that the topic should be removed from the syllabus because it is pure science that belongs to geography, and as for Civic Education, is a social science.

4.6 Summary of the findings on the conceptualisation of the Civic Education curriculum content relevance

In an endeavour to draw clear perspectives on the conceptualisation of the Civic Education curriculum content relevance, the general response demonstrates that the majority of the respondents understand what constitutes relevant Civic Education curriculum content. Thus, devising a specific, measurable, attainable, realistic and time bound mechanism that would easily be used by educational practitioners in diagnosing relevant curriculum content may certainly be plausible.

4.7 Teacher's curriculum implementation Moderation

In this section findings on the measures that teachers took when they encountered Civic Education content that was seen as irrelevant are presented. The third research question was used to solicit information from the Senior Education Standard Officer social sciences, the Civic Education lecturers, the HoD social sciences, Civic Education Teachers and grade 12 learners. Besides, further information was obtained through a document analysis of the Civic Education lesson plans on selected sub-topics from various teachers across the seven schools.

4.7.1 Curriculum Implementation Moderation

Actualising curriculum content relevance during curriculum implementation remain the fundamental purpose of teaching and learning in any education system. However, ensuring the

delivery of relevant curriculum content in Civic Education is primarily dependant on the measures that an individual Teacher takes when he or she encounter Civic Education curriculum content that could be seen as irrelevant. But then, such measures would depend upon the individual teacher Conceptualisation of the Civic Education Curriculum Content and pedagogical content knowledge (PCK). Nevertheless, it is important to note that the ubiquitous professional practice expectation is that any competent and qualified teacher possesses the basic curriculum content knowledge necessary for lesson delivery. Thus, participants were asked to explain how they described teacher conceptualisation of the Civic Education curriculum content.

In responding to this question, all Civic Education lecturers and the head of department social sciences described the general teacher conceptualisation of Civic Education curriculum content as a serious challenge encountered by most Civic Education teachers. For instance, the SESO social sciences explained that;

> *Based on the final examination results of learners, teachers of Civic Education have been equal to the task in the implementation of the curriculum in comparison to other subjects such as History and Geography.*

Nevertheless, the SESO social sciences indicated that;

> *Based on monitoring and evaluation results, its seems that teacher conceptualization of Civic Education curriculum content remains narrow, mainly because of Teacher overdependence on a single learner's text book, usage of unapproved teaching materials produced by SOSTAZ and limited competences in research and lack of being resourceful.*

In fact, the HoD from School 1 also explained that;

> *Conceptualization remains very limited to the extent that it has greatly affected lesson delivery. This is also because most of our teachers seem not to possess the requisite personal character to teach the subject effectively such as reading widely, researching and being up-to-date with current affairs.*

On the other hand, the HoD from School 3 said that;

The teachers are trying in putting their best especially that as a school, our policy is that we only allow teachers who have done Civic Education as a major to teach it and as the only subject in order to allow for maximum concentration.

The HoD from School 2 said that;

Teachers seem to have a serious challenge on the conceptualization of Civic Education as demonstrated by how they teach the subject maybe because of the limitation in accessing relevant teaching and learning materials.

In view of the response from The HoD from School 2, when the teachers were asked about their main sources of Civic Education curriculum content for lesson delivery, the majority of the teachers mentioned that they depended on the available learners' text books and pamphlets that were made by the Social Science Teachers Association of Zambia (SOSTAZ). For example;

Teacher5 from School 2 mentioned that;

We mostly use pamphlets that are made by SOSTAZ.

Teacher 4 from School 4 also explained that;

We use many sources such as internet sources and pamphlets. We do not use learners' textbooks because they are out of date and do not provide adequate information on various Civic Education topics.

Teacher 2 from School 5 further added that that;

We entirely depend on the Social Science Teacher's Association of Zambia to provide us with updates or changes in Civic Education through various platforms including the SOSTAZ WhatsApp group.

Furthermore, when the question of which topic(s) teachers found challenging to teach was asked, nearly all topics were mentioned. For example; Civic Education lecturer one and lecturer two respectively indicated that;

Corruption remains the topic that most teachers face challenges with. In fact, the scope of understanding of various forms and types of corruption is very limited as most teachers would only refer to bribery, electoral mal practice and payment in kind as the aspect of corruption.

Major international human rights instruments remain the topics that most teachers face challenges.

The SESO Social Sciences added that;

Environmental Education and Global Issues.

HoD from School 2 mentioned that;

Environmental education and legal system are topics that teachers face challenges with when teaching Civic Education.

HoD from School 3 said that;

Major international human rights in instruments Human rights in Zambia.

The HoD from School 4 said that;

The topics include the constitution, introduction to major international human rights instrument, environmental education.

The HoD from School 6 said that;

For some time that I have been the HoD, challenging topics to teachers include global issues, social and economic development.

The HoD from School 7 said;

There is a grade 11 topic called cultural studies which trouble teachers very much.

On the other hand, in order to draw clear perspectives of the ability of a teacher to integrate and apply content knowledge, using an ideal teaching method during lesson delivery, the question of how the participants described the teacher's general attempt to Civic Education curriculum implementation process was asked, the overwhelming response to the question was that from the perspective of monitoring and evaluation, most of the teaching methods that teachers use for lesson delivery were not in conformity with the guidelines on teaching Civic

Education in a competence-based curriculum. In fact, the Civic Education lecturer two and lecturer three respectively mentioned that;

> *Although most Civic Education teachers may seem to possess the relevant content, teaching the subject using the most appropriate method for a given topic remain a challenge… Although just, few seem to try…*
>
> *Civic Education teachers may seem to have a lot of content but the conceptualization of pedagogy and teacher resourcefulness remains very limited and a source of concern.*

The HoD from School 1 further explained that;

> *Most of the teachers use question and answer methods and lecture method. But quite often some methods that Teachers use would be irrelevant when it comes to teaching some topics.*

The HoD from School 3 indicated that;

> *Presentation methods either in groups or individually are commonly used by our teachers*.

Similarly, when the question was asked to learners. The majority of learners expressed their dissatisfaction, displeasure and annoyance on how Civic Education is taught to them. For example;

Pupil one from School 7 said that;

> *The problem that we have is the method that the teachers ask us to make presentation… Under this method teachers ask learners to prepare and present on various topics and subtopics but the problem is seen as we present as learners, we don't understand. We don't like it sometimes some of our friends just read directly from the text book with a lot of outdated information without even the teacher clarifying or explaining any concept.*

Pupil 2 from School 7 said that;

For our class we have had a lot of teachers from grade 10 and that has been a problem. I think the university should do a better job in terms of teaching student teachers. The problem is that sometimes you feel like a student teacher behaves like your fellow pupil. I don't know whether it is a job of the university to properly orient these student teachers on how to teach, otherwise we are suffering. Sometimes these student teachers skip some topics that seem to be complicated and, these student teachers are so fake and they convince us to behave in a certain way when their lecturers come to observe them. For example, they take a topic that is seen as easier to explain or a topic that has been taught before and a topic that was understood by the learners even to the extent of calling us fake names and we are just urged to answer any how and when it comes to normal teaching the student teachers fail to teach. It seems as if these student teachers just do it to earn a living without passion for it.

Pupil 3 from School 7 said that;

Student teachers fake it, their lecturers seem to get a different impression of their student teachers.

Pupil 2 from School 7 said that;

The problem is from term one up to the time we finished the syllabus we have just been using presentations. We use presentation in the absence of the teacher and mostly it's like when the teacher does not feel like teaching the teacher says we use presentations. Quite often the teacher gives excuses such as my son is sick, my car had a problem, I am not okay, as learners we hate this because we don't learn anything.

Pupil 7 from School 7 said that;

For the last topic our Civic Education teacher gave everyone a chance to present a topic but then no one understood anything and when the question came during mock exams we failed.

Pupil 1 from School 7 said that;

> *Our teacher doesn't teach, he just reads from the book and quite often out of the sudden he just diverts from the lesson and starts saying things which are out of context, for example, I was in Japan.*

Also, Pupil 7 from School 7 said that;

> *Our teacher is a procurement officer, he is usually out, when he comes, he does not teach it is just stories. Since we finished the syllabus, he does not come for revision not even for exam tips but we finished the syllabus by ourselves using the presentations.*

Pupil 2 from School 3 said that;

> *The previous teacher was an enthusiastic teacher he is the one who thoroughly explains concepts in Civic Education. The problem that I have with the current teacher is that she uses presentations. This is where as learners we are asked to research and present to the rest of the class with little or no input from the teacher. I really don't like the presentation methods because it is the same as a friend just reading from the book.*

Pupil 2 from School 3 said that;

> *Throughout the grade 12 and always the teacher uses the presentation method to deliver the lesson and her job is only to summarize when everyone has presented. Looking at the nature of the subject it is very boring for someone to read notes for you whether wrong or right.*

Pupil 1 from School 7 said that;

> *I think the people who are responsible for observing teachers on how they teach should not be alerting student teachers that they are coming but they should just be coming abruptly and observe how teaching is being conducted.*

On the other hand, using a document analysis guide, data was collected through the review of selected Civic Education lesson plans. The review of the lesson plans was intended to provide corroborative evidence on the actual measures that teachers devise for effective curriculum

implementation and mitigation measures adopted and adapted by teachers for Civic Education lessons. Thus, a document analysis was conducted on the following Civic Education Lesson plans (from different subject Teachers) on a number of lesson plans as indicated in table 4.2.

Table 4.2: Document analysis of the senior secondary Civic Education Lessons

NAME OF SCHOOL	LESSON	CONTENT	METHODOLOGY	REFERENCE	COMMENT
School 1	Structure of the Zambian constitution	-2012 Zambian constitution. -parts of the structure of the Zambian constitution reflects the 1996 constitution structure.	Teacher exposition	- Syllabus 10-12 -learners book 10. -teacher guide 10.	-the constitutions used is false. -the constitution structure is not valid. -lesson not valid
School 1	Legal institutions and their functions.	Court System -Local Court -Magistrate Court. -the high court -the industrial court. -Supreme Court	Question and answer -Teacher exposition. -class discussion	- Syllabus 10-12 -learners book 11. -teacher guide 11.	-teacher not up to date. - teacher over dependence on old textbooks. -lack of research fullness on the part of the teacher,
School 1	Qualification and loss to Zambian Citizenship.	-if he/she organizes the citizenship of another country secretly. if/she requests citizenship of another country -if he/she conducts him/herself threaten security of the country.	-Teacher exposition -question and answer -class discussion.	-- Syllabus 10-12 -learners book 10. -teacher guide 10.	-all the information presented on the Zambian citizenship is false. -lesson not valid -teacher not being researchful.
School 2	Qualification and loss to Zambian Citizenship	-if he/she organizes the citizenship of another country secretly. if/she requests citizenship of another country -if he/she conducts him/herself threaten security of the country.	Question and answer -class discussion	-Longman Civic Education book page 47-65.	- some details missing on the reference. - all the information presented on the Zambian citizenship is false. -lesson not valid -teacher not being researchful.
School 2	Institutions that fight corruption	-Anti-corruption commission. -Zambia National Procurement. -Auditor General Office. -Parliament -Civil Society Organisation -Transparency International Zambia -Formulation for Democratic Process.	Teacher's exposition	Civic Education book 10. Page 83-104 (fake references).	-list of institution not exhaustive. -the institution listed as ZNPA is fake. - teacher not being researchful
School 2	Zambia 's societal core values	Core values listed include. -Love, Trust, Peace, Loyalty, corporation, mutual respect, honest, social justice and respect to privacy,	-Question and answer. -Teacher exposition.	-Civic Education book 10 page 105-138 and other sources.	-fake reference -the core values are undefined. -the core values cannot be verified. -teacher not being researchful
School 3	Institutions that promote gender equity and equality in Zambia.	Government Institutions. -Gender in Development Division-(GIDD) -Zambia Police Service (Victim Support Unit) -Parliamentary Committee on Gender Matters. -Civil Society Organisation. -Zambia Alliance of Women. -Young Women Christian Association. -Zambia National Women Lobby Group.	-Learner presentation	-Syllabus	-the list of public institutions has not been exhausted. -the references indicated demonstrates poor work culture on the part of a teacher and lack of being researchful. -a syllabus cannot be a source of information for a lesson delivery.

School 6	Government and Civil society organisation that promote gender equality and equity.	-Zambia National Women Lobby Group. -Zambia Alliance of Women. -Young Women Christian Association. -Zambia Police. -Parliament.	-classroom discussion -question and answer	-Longman Civic Education, books, book 11 and other sources.	- Fake reference.
School 6	Structure of the Zambian constitution	-parts of the structure of the Zambian constitution reflects the 1996 constitution structure.	-Teacher exposition -class discussion.	-Civic Education book 10 Longman, page 1-22 and others.	-information in a lesson is not valid. -lack of being researchful on the part of a teacher. -teacher over reliance on old textbooks.
School 6	Qualification and loss to Zambian Citizenship	if he/she organizes the citizenship of another country secretly. if/she requests citizenship of another country -if he/she conducts him/herself threaten security of the country.	-question and answer.	Longman Civic Education book page 47-65, (some details missing)	some details missing on the reference. - all the information presented on the Zambian citizenship is false. -lesson not valid -teacher not being researchful
School 7	Zambia ‘s societal core values	Core values listed include. -Love, Trust, Peace, Loyalty, corporation, mutual respect, honest, social justice and respect to privacy,	- Teacher exposition	-Civic Education book 10page 105-138 and other sources.	fake reference -the core values are undefined. -the core values cannot be verified. -teacher not being researchful
School 7	Legal institutions and their functions	Court System -Local Court -Magistrate Court. -the high court -the industrial court. -Supreme Court -legal professional court.	-question and answer - teacher exposition - class discussion	Longman Civic Education, books, book 11 and other sources	-teacher not up to date. - teacher over dependence on old textbooks. -lack of being researchful on the part of the teacher,
School 7	Development planning	-emergency development planning -transitional development planning. -first development plan. -second development plan. -second development plan. -third development plan. Fourth national development. -transitional national development plan. -the vision 2030. -fifth national development plan. Sixth national development plan.	- teacher exposition	-Longman Civic Education book 12, Longman and other sources.	-the content selected demonstrates the challenge with interpreting relevant curriculum content. - some details missing on the reference. - lack of being researchful on the part of the teacher

A review of the various Civic Education lesson plans shows that teacher approach to Civic Education curriculum content implementation is neither supported nor accompanied by any form of curriculum implementation moderation in order to ensure curriculum content relevance during lessons. However, it is important to underscore that a general observation seem to indicate that the reviewed lesson plans seem to be coming from the same online source.

4.8 Summary of the Results on teacher's curriculum implementation moderation.

In an effort to draw clear perspectives on the teacher curriculum implementation moderation of Civic Education in various public schools in Lusaka district, the general conclusion is that teacher approach to Civic Education curriculum content implementation is neither supported nor accompanied by any form of curriculum implementation moderation in order to ensure curriculum content relevance during lessons. However, it is important to state that during the study, accessing lesson plans from the subject Teachers through the office of HoD social sciences and the deputy-head teacher proved to be difficult, partly because most subject teachers were not willing to share their lesson plans. Nevertheless, for a few that were accessed, the majority of the lesson plans showed an acute failure of teacher preparation and a complete practice of lesson plan falsification and alteration. For example; Lesson plans had similar patterns off mistakes on similar lessons across various schools. Similarly, teaching methodology and reference sources across various schools. Similar number of examples on the same lessons across various schools and similar lesson plan design across various schools.

4.9 Participants attitude towards the relevance of senior secondary Civic Education curriculum content

In the preceding section findings on the measures that teachers took when they encountered Civic Education curriculum content that was seen as irrelevant has been presented. In this section, findings on learner's, teacher's and stakeholder's attitude towards Civic Education curriculum content relevance. Question four was presumed to obtain information from the Civic Education curriculum specialist, the Senior Education Standard Officer social sciences, the Civic Education lecturers, the Civic Education Teachers and the Grade 12 learners. In addition, a document analysis of the senior secondary Civic Education syllabus is provided in order to review the scope, sequence, structure and organisation of the Senior Secondary syllabus.

4.9.1 Context underpinning the development of the senior secondary Civic Education curriculum content

Research question one was projected to get information from the Senior Education Standard Officer, Civic Education curriculum specialist and the Civic Education lecturers on the context underpinning the development of the Civic Education curriculum content. This objective was important because the relevance of curriculum content is based on the prevailing circumstances in a given society, and it is the context that remain eminent in establishing whether the given curriculum content is relevant or not to a given society.

In order to obtain information on the context underpinning the development of the senior secondary Civic Education curriculum content, participants were asked to indicate laws and policy frameworks which provided a contextual basis for Civic Education curriculum content. Civic Education lecturers indicated that the Constitution provided the contextual basis for the development of the Civic Education curriculum content. For example, lecturer 2 mentioned that;

> *The 8th national development plan and the vision 2030 remain key.*

On the other hand, the SESO social sciences explained that;

> *What it is, is that they must draw the guidelines from the Education Act of 2011 and other pieces of legislation.*

Similarly, the Civic Education curriculum specialist indicated that;

> *There are many public documents and the constitution is on top of the list. These others include; The electoral process act, the 8th national development plan, vision 2030, national gender policy, international convention on human rights, convention on the rights of a child etc.*

Furthermore, when it was asked that what would you say is the prime guide to the development of senior secondary Civic Education curriculum content? The lecturers of Civic Education indicated that they did not know what is a prime guide to the development of Civic Education curriculum content. Meanwhile the Civic Education curriculum specialist mentioned that;

> *The prime guide to the development of all the syllabi is the curriculum framework which has about a list of 12 competencies. Curriculum development is about what the government champions. One of the things they consider is international law and agreements, religious and domestic treaties and law.*

In addition, in a follow up question as to what provisions in the public law and policy documents were considered to provide a basis for Civic Education curriculum content. However, none of the respondents could provide any specific provision in any public policy or legal framework as a basis for the development of Civic Education curriculum content. For example, the SESO social sciences mentioned that;

> *There is no specific provision in the act, but, what I can say is that the republican constitution and various statutory instrument signed by our leaders.*

The curriculum specialist also said that;

> *The constitution provides a legal basis and other provisions or subsidiary laws.*

4.9.2 Curriculum Content Development Theorem

In order to draw a clear standpoint on the theories applicable to the development of Civic Education curriculum content, the participants were asked 'what theoretical underpinnings provides a basis for establishing relevant curriculum content?'

In responding to this question, it is important to mention that one participant expressed maximum ignorance. For example, Lecturer 1 indicated that;

> *This is difficult, there are many theories in education that are used from different points of view depending on the paradigm. Maybe it is an area that we have not exhausted.*

On the other hand, it is important to indicate that despite the attempt by the rest of the respondents to answer the question. The responses may only be described as frivolous. For example;

The Civic Education curriculum specialist mentioned that;

> *The liberalism theory remains key to Civic Education content.*

The SESO Social Sciences indicated that;

> *The republican constitution and various statutory instruments that have been signed by our leaders.*

Lecturer 2 mentioned that;

Civic Republicanism Theory and the concept of the common good provides a theoretical framework to the teaching and learning of Civic Education both at secondary school and higher education level.

Similarly, Lecturer 3 mentioned that;

The Republicanism concept, Liberal Theory and the concept of the common good provides a theoretical background to the development of Civic Education curriculum content at all levels.

4.9.3 Curriculum Content Development process

On the other hand, participants were asked to describe the curriculum content development process for Civic Education in Zambia and the mechanism that were in place to do so. Civic Education lecturers described Zambia's approach to Civic Education curriculum development as poor. The reasons included but not limited to the following;

Lecturer 1 mentioned that;

It is poor and this is because both the Ministry of Education through C.D.C have never organised any symposium to discuss the Civic Education curriculum content with key stake holders especially involving Civic Education lecturers from universities.

Lecturer two also mentioned that;

The curriculum development and the Ministry of Education have trivialised the Civic Education curriculum content development. The curriculum development centre notified us that we should make our submission via a WhatsApp line that was given.

On the contrary, the Civic Education curriculum specialist explained that;

The approach is inclusive. This is because the process brings various stakeholders on board and ensures a deliberation of their submission.

On a comparative note, the SESO Social Sciences indicated that;

The approach is good because it brings various stakeholders on board through what is usually identified as a committee that is constituted to deliberate on various submissions made by different stakeholders.

But then, The Civic Education curriculum specialist explained that;

The current approach has its own weaknesses. While the Ministry of Education policy is to review the syllabus every 10 years, there is what is called middle term review of the Civic Education content on text books. Nevertheless, it is important to note that any concerned citizen reserves the right to write to the CDC through the permanent secretary on specific concerns regarding the curriculum content. For example, in 2021, the Electoral Commission of Zambia wrote to the ministry on matters regarding Zambia electoral process that the content was obsolete especially on the Zambia electoral act of 1996 and the 1996 Zambian constitution amendment act.

In addition, a Civic Education lecturer 3 indicated that;

I don't know the mechanism that is used and I don't agree with what the curriculum development centre has been doing so far. Instead, I am of the view that the approach to Civic Education curriculum development, should be modelled on the constitution making process that would ensure the collection of views from all citizens from all walks of life to ensure that what is fought in schools represents our national aspirations and that the curriculum remains in line with our national aims, goals and objectives on development.

4.9.4 Summary on the context underpinning the development of the senior secondary Civic Education curriculum content

In an effort to establish the context underpinning the development of the senior secondary Civic Education curriculum content, ensuring relevance through a more comprehensive, scientific and well-established process that is informed by societal prevailing circumstances in curriculum theory and practice in Zambia, remains a central weakness in the development of the Civic Education curriculum content. Besides, the republicanism and liberal theory and the theory of the common good are neither theories of education nor curriculum content development. Instead, the republicanism and liberal theory are concepts of political science

and philosophy. Besides, the theory of common good is a concept of sociology and economics. In fact, its usage in Civic Education is in line with the promulgation of systems of governance and democracy.;

4.10 Summary

In this chapter, the research findings of this study have been presented in accordance with the main emerging themes. The Findings have been presented in form of verbatims under the specific emerging themes. From the analysed data that the respondents provided and tables with detailed description of the education documents analysed through a document analysis. The next chapter is a discussion of the findings from the emerging themes and the policy implications of the theory to the overall research study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

In the preceding chapter, a summative detail of the research findings has been presented. In this chapter, a discussion of the research findings is made in relation to the themes and existing literature. This discussion of the research findings has been presented in a sequence of the four (4) specific research questions, which has subsequently been guided by the themes that emerged from the data.

5.2 Conceptualisation of the Curriculum Content Relevance

The submission from the Civic Education curriculum specialist that Civic Education being a current and dynamic subject, relevance of its syllabus and content depends on the time of adoption of the syllabus, reflects a certain perspective of conceptualisation of the curriculum content. In education, the conceptualisation of the curriculum content relevance is about applying and interpreting the curriculum theories, principles and practices meaningfully to the real-world experience in line with the educational aims, goals and objectives as indicated by Kelly (2004) and Zulu (2019). In modern education standard and practice, while it is assumed that any competent and qualified teacher possesses the basic knowledge, skills, values, attitude and innovation on the conceptualisation of curriculum relevance, over the years, a select cluster of Civic Education Teachers have demonstrated incapacity in the implementation of the Civic Education curriculum as noted by Ng'andu (2022). Thus, a need for an urgent engagement with Teachers in the curriculum development process in order to ensure that teachers understand the curriculum requirements as clearly as possible in order for them to correctly implement the curriculum as intended remains inevitable (Mwanza, 2017).

Further, the dichotomic perspective on the relevance of Civic Education between the Civic Education Lecturers and the majority of Civic Education Teachers confirmed a perennial and intrinsic weakness in Civic Education conceptualisation. In fact, the HoD from School 1 explained that the conceptualization of Civic Education remains very limited to the extent that it has greatly affected lesson delivery. Thus, it is clear that teacher conceptualization of the Civic Education curriculum content remains a serious challenge in the teaching and learning of Civic Education in Lusaka District as indicated by Ng'andu (2022). However, the systematic weaknesses in teacher conceptualization of the Civic Education curriculum content seem to

broadly reflect the systemic weaknesses in teacher education as mentioned by Mulenga (2015). For example, this weakness was expressed by the HoD social sciences from school 3 who explained that they only allow teachers to teach Civic Education who took Civic Education as a major during their teacher training.

5.3 Projection of Civilization

The indication by a good number of respondents including Teacher 3 from School 4 that Civic Education helps learners to critically prepare themselves in all spheres of life such as social, economic and political spheres reflect the rationale of the subject to project civilization in the country. Civilization is about having a society that has a complex and high level of social, economic, political, material and cultural organization that advances the common good of its people (Ng'andu, 2022). Besides, Putri, Farhana, Pratiwi, and Nurkaeti, (2020) explained that Citizenship Education (Civic Education) is a learning subject that carries a mission to form the nation's personality, namely as a conscious effort in "nation and character building".

On the other hand, while the scope and sequencing of the curriculum remain a serious technical challenge partly because during curriculum development, the curriculum development centre receives overwhelming submissions on what should be included in the curriculum content, it is not certainly surprising that the scope, sequence and organisation of the Civic Education curriculum content at secondary level has been described as very shallow and largely irrelevant. In fact, the view by Teacher 2 from School 3 was that there is need to broadly reflect on the Civic Education program and ensure that the program tackles a wide range of issues other than the social, economic and political development issues. The proposition was because the subject is compulsory to all learners. Thus, Civic Education could be used as a means to promote public health, innovation and entrepreneurship among other cross-cutting issues. In fact, issues of entrepreneurship, health and nutrition, civic engagement, and life skills remain among the cross-cutting issues listed as key competences in curriculum framework as noted by MoE (2023).

Furthermore, from the responses given, it can be deduced that there seemed to be very little consensus between the purpose of Civic Education and its meaning and scope. Although this could suggest that there is need to critically review the meaning and scope of Civic Education , what is clear is that there is a need for a compulsory base subject at Secondary School level which learners shall acquire basic knowledge, skills, values, attitudes and special abilities in

relation to human development and advocates for specific strategies through continuous legal and policy development and interventions on matters that affect humanity and development (Muleya, 2015). In fact, what is imperative is to ensure that there is a clear projection and implementation of the policy intent on the educational programme that would actually make it easier to conduct an evaluation to measure the extent to which its aims, goals and objectives are been attained not by the performance of learners at Grade 12 during final examinations, but in relation to the educational aims, goals and objectives as explained by Ng'andu (2022). Nevertheless, from the perspective of a document analysis a review of the Civic Education curriculum content outlined in the Civic Education Senior Secondary syllabus seems to suggest that there is no fundamental difference between Civic Education as an educational programme and development studies as an interdisciplinary programme of humanities and social sciences.

5.3 Curriculum Potency Perception

A submission by Teacher 1 from School 6 that there is need for the streamlining of topics such as those on human rights so that topics should not just appear as foundation topics and ensure that there is a clear interplay of topics and real issues in society, broadly reflects the conceptual framework used in this study. But then, in this study, using a medium in analysing stakeholder thoughts, feelings, actions and experience towards the Civic Education curriculum could be assumed as an essential praxis of drawing individual thoughts, feelings and action on curriculum content relevance which remain essential inn effective curriculum implementation as mentioned by Mwanza (2017).

On the other hand, the general principle of curriculum relevance ought to be seen in such a way that the relevance of curriculum content is not permanently fixed, but has the meaning and value that could only be established in relation to a given phenomenon and would change according to circumstances or context as stated by Kelly (2004). In other ways, the general principle of curriculum content relevance should be that curriculum content should only be deemed relevant, when its projection to emancipate an individual from the social, economic, political and anthropological bondage is defined within a specific interval and if there is a real, clear and actual interplay of the potential difference with the prevailing circumstances in society (Kabombwe, 2019); (MESTVTEE, 2013); (Ng'andu, 2022). Nevertheless, an analysis of various concerns and submissions made with regards to the mismatch between the continuously changing public policy and legal framework, theory and practice and societal

trends clearly provides a structure benchmark and a matrix for analysing the relevance of 'Civic Education' postulates what could be identified as Curriculum Potency Perception index (CPPI)

Additionally, the proposal from Pupil 6 of School 4 that Civic Education should focus on how to do with society challenges instead of just focusing on issues of human rights and politics, is evidence enough that while the subject Civic Education is dynamic, the content that is taught in class is not up to date. In fact, considering the responses obtained from the participants, it is clear that the senior secondary Civic Education syllabus does not adequately respond to the aspirations of the majority of the stakeholders in the education sub-sector. But then, while some respondents professed that Civic Education topics remain relevant, the general trend is that to a larger extent, some portion of Civic Education curriculum content provided in the senior Secondary syllabus could be considered to be not very contemporary with societal trends as mentioned by Muleya (2015). In view of this, in line with the theoretical framework used in this study, the fact that some portions of Civic Education curriculum content could be rendered as out of context with learners social, economic and political lives, renders the teaching and learning of Civic Education in secondary schools completely "unethical teaching practice" (as noted by Flinders and Thornton 2013).

5.4 Curriculum Implementation Moderation

Actualising curriculum content relevance during curriculum implementation remain the fundamental purpose of teaching and learning in any education system as noted by Changwe and Mwanza (2022); Mulenga (2015); Ng'andu (2022). However, ensuring the delivery of relevant curriculum content in Civic Education is primarily dependant on the measures that an individual Teacher takes when he or she encounter Civic Education curriculum content that could be seen as irrelevant (Ng'andu, 20). But, such measures would depend upon the individual teacher Conceptualisation of the Civic Education Curriculum Content and pedagogical content knowledge (PCK) as mentioned by Muleya (2015). Nevertheless, it is important to note that the ubiquitous professional practice expectation is that any competent and qualified teacher possesses the basic curriculum content knowledge necessary for lesson delivery (Ng'andu, 2022); (Zulu, 2019).

Further, the indication that there is a fundamental problem with conceptualisation of the Civic Education curriculum content among Civic Education teachers by the Civic Education lecturers and the head of department social sciences suggest a central weakness associated with the

implementation of the Civic Education programme in Zambia. According to Ng'andu (2022) the challenge of curriculum content conceptualisation among Civic Education Teachers generates a real distortion in the curriculum implementation process and the attainment of the educational aims, goals and objectives. Thus, this brings about a gap between the intended and implemented curriculum as explained by Phaeton and Stears (2016). This is because what is articulated by the policy documents on curriculum and what happens during the implementation process may be quite dissimilar. Besides, it is to underscore that the coherence between the intended, implemented and the attained curriculum remain important as it determines the kind of product the teaching and learning process yields (Mkandawire, 2010); Ng'andu (2022).

Furthermore, the indication by SESO Social Sciences that Teacher overdependence on a single learner's text book, usage of unapproved teaching materials produced by SOSTAZ and limited competences in research and lack of being resourceful reflects a broader inherent weakness in Teacher education (Mulenga, 2015). In fact, the fact that teachers seem to encounter challenges to effectively teach all topics in Civic Education confirms the general weakness in of pedagogy in Teacher education across all various institution that Teacher education in Zambia as noted by Mulenga and Banja (2015).

In addition, in ensuring effective curriculum implementation, appropriate planning remain a key factor in order to put an end to the teaching based on improvisation and uncontrolled activism (MESTVTEE, 2013). But then, an inherent problem of lesson planning among the Civic Education teachers in various secondary schools in Lusaka district, clearly suggest that there is an acute professional misconduct and normalized poor work culture on the part of the various subject teachers, technical incompetence on the part of the head of section Civic Education, HoD Social sciences, deputy-head teacher, head teacher and Senior Education Standard Officers (Ng'andu, 2022). This situation seems to signal what could be described as a state of autoprocession. This is mainly because there seem to be a partial loss of control in the curriculum implementation and administration process. Nevertheless, it is important to highlight that the aspect of autoprocession is such an indictment on the Teaching Council of Zambia which is responsible for the enforcement of the professional Code of ethics for Teachers.

Additionally, a review of the Civic Education lesson plans through a document analysis simply reflects the inherent weakness in Zambia's Teacher education, especially in terms of pedagogy,

professional ethics, philosophy of education and curriculum theory and practice. In other ways, the short coming broadly reflects what could be described as low-level professional dexterity. This is because literally, the details in a lesson plan fundamentally denotes the Teacher's ability on curriculum interpretation of learning theories into practice and how to evaluate one's lesson as indicated by Taskin (2017). In fact, Wong, Lim and Chong (2013) stated that lesson plans reflect teachers' interpretations of subject matter, as well as the way they adopt instructional materials, as influenced by the extent to which the teacher is informed about learners' prior knowledge and the topic to be presented. Therefore, in order to effectively teach the compulsory base subject of humanities and social sciences, maximum conceptualisation of the Rationale, curriculum content, pedagogical content knowledge and the Broad and acuity understanding of the Zambian society and its phenomenon remain key (Ng'andu, 2022).

5.5 The context underpinning the development of the senior secondary Civic Education curriculum content

According to Kelly (2004) a detailed description of the context provides maximum data on the rationale, statutory environment, developmental patterns and justification of curriculum content for subsequent approval, adoption and enactment of the curriculum content for implementation. In view of this, it is inevitable to argue that the Civic Education curriculum content should be assumed to be derived from a particular context that is informed by the rationale of education programme. For example, issues of the constitution in Zambia could best be taught in schools with reference to the Zambian constitution. In this case, under the Zambian constitution amendment act no. 2 of 2016, article 43 provides that every citizen shall acquire basic understanding of the constitution. Thus, it could be argued that this article provides the basis for teaching and learning of the constitution which is the topic in Grade 10 Civic Education. Nevertheless, the fact that all the respondents could not cite any specific provision creates an impression that the context underpinning the civic academic curriculum is not metaphysically firm but indeed most likely shrouded in arbitrary presumptions.

On the other hand, the fact that all the respondents who are experts in Civic Education highlighted a number of legal and policy frameworks without any details of clarity that provides the contextual basis for the development of the Civic Education curriculum content, demonstrated a limited conceptualisation of curriculum theory and practice. This is because while it is true that various pieces of legislation and policy framework provides a general context for the development of Civic Education curriculum content. It is important to recognize

that Zambia as a whole has many pieces of legislation and policy frameworks both local and international. Nevertheless, it is important to underscore that not all legal and policy framework provide a context for the development of Civic Education curriculum content. In fact, it is only a selected few that could fundamentally provide a clear basis for the development of the Civic Education curriculum content. For example, part IV of the Zambian constitution could be described as eminent in the teaching and learning of citizenship which is topic 3 in grade ten. Thus, the failure by the respondents to provide such specific details may not only be a cause for concern but a point of departure in situation analysis on the development of Civic Education curriculum content.

Additionally, it is important to recognise that any context underpinning the development of curriculum content is seemingly a moving target (Kelly, 2004); (Muleya, 2015); (Ng'andu, 2022). This is because the change in public policy and law disrupts a what could be termed as an "anthropography" benchmark that could have been used as a contextual basis for the development of various policies and programmes in the education sector. In fact, in a functional society where policy and programmes are reviewed in order to continuously and diligently attend to the societal dynamic needs, this continuous shift in public policy and legal framework slowly degrades all the concerted efforts packaged as policies and programmes within a certain setting and interval (Changwe & Mwanza, 2022); (Kelly, 2004). Accordingly, this puts any educational policies and programmes in a state of never-ending curriculum irrelevance (obsolescent) (MESVTEE, 2013); Mandukwini (2016). However, while this could be true with every curriculum, the rate and extent of curriculum obsolescent may perhaps not be plausible to establish.

5.6 Curriculum Content Development Theorem

A theorem is a logical proposition that is provable from a set of axioms. Mulenga (2015) noted that in education, there are many propositions that underpins the development of curriculum content development in various education programmes. During this study, the rest of the respondents, except for the two (2) Lecturers, expressed ignorance on the theoretical underpinning the development of Civic Education curriculum content. Aslan and Yayar (2021) mentioned that the three curriculum theories identified by Ellis (2004) are "knowledge-centered/academic", "learner-centered", and "society-centered" curriculum theories. According to "the knowledge- centered curriculum theory", students should receive liberal education, and an academic education should be prioritized. "The learner-centered curriculum

theory" focuses on the interests and needs of students. "Society-centered curriculum theory", on the other hand, thinks that problems of the community should be discovered and solved through curriculum as indicated by Ng'andu (2022).

On the other hand, the indication by lecturer 1 that exploring the theories that underpins the development of Civic Education curriculum content remains eminent. This is because among all the theories mentioned by the three respondents, none of them is relevant to curriculum content development. According to Mulenga (2015) educational philosophy facilitates the understanding of the world through school subjects or body of knowledge. Thus, learning educational philosophy helps in understanding curriculum. This little or no understanding demonstrated by the respondents perhaps confirms that content development not only in Civic Education but perhaps but across the social sciences discipline remains completely unchartered territory. Nevertheless, the discipline of philosophy of education provides multiple philosophical guidance in the development of curriculum content development. Mulenga (2015) noted that educational philosophy is central to curriculum designing because it advocates and influences a particular purpose or aim and content, as well as the organisation of the curriculum. For example, essentialism accentuates an academic subject-matter curriculum and inspires educators to stress order, discipline and effort (Mulenga, 2015). thus, these responses suggest that the respondents may not have just been well grounded in philosophy of education and curriculum studies.

5.7 Curriculum Content Development process

Preez and Simmonds (2025) indicated that curriculum development is expected to take into account the contextual factors rather than pre-specifying objectives. On the other hand, the Civic Education lecturer 3 suggestion that the approach to Civic Education curriculum development, should be modelled on the constitution making process that would ensure the collection of views from all citizens from all walks of life to ensure that what is taught in schools represents national developmental aspirations, confirms that the current approach has a number of fundamental and systemic weaknesses. In fact, the acknowledgement by the Civic Education curriculum specialist that it took the Electoral Commission of Zambia to inform the Ministry of Education that the content on the Zambia electoral act of 1996 and the 1996 Zambian constitution amendment act was obsolete , is evidence enough that the approach to the development of Civic Education curriculum content in Zambia has no clear statutory

backup and the process completely remains unscientific and exclusive of the select few as indicated by Mwanza (2017).

Further, according to Tyler (2013) as cited in Preez and Simmonds (2014) described a curriculum development process as a technical production procedure. In such an undertaking, what remain imperative ought to be the technical questions that are eminent to the curriculum development approach as objective, scientific and driven by "means-end reasoning" or "rational decision-making"). The implication of having a curriculum development process that is not supported by scientific experience has the potential to result into a curriculum that does not project what could be described as intellectual sovereignty in a given nation. This could be because such a curriculum may not represent and recognize the intellectual sovereignty and academic aspiration of the people in a given jurisdiction as noted by Ronoh (2017). In fact, a curriculum that originates from an unscientific process may largely not represent the prime interest and immediate needs of the people in a given jurisdiction or may just be a representation of insignificant popular and synthetic culture that only represent short term aspirations of the select few individuals in a given jurisdiction. Nevertheless, the general implications of an arbitrary approach to content development result into a final curriculum that could loosely be described as surrogate or pidgin.

Further, a scientific approach ought to provide a conceptual baseline that should provide a detailed description of steps, activities, rationale and justification for every decision needed in a given project. Fundamentally, it could also be argued that the development of Civic Education curriculum content is not embedded in any policy framework that could easily be evaluated in terms of its implementation. Thus, adopting, integrating and applying scientific principles, models, laws and theories remain a necessity and an objective approach to the development of Civic Education curriculum content. This is all because according to Skinner the failure to adopt and apply scientific principles to shape human behavior could be described as a total failure in responsibility by any body in a position of decision making as explained by Kobiah, Kipngene, and Njaji (2015). Perhaps, in post-Modernism education terms, the approach to curriculum development ought to be characterized by a broad application of what could be identified as an interdisciplinary and a formal scientific process using specialists from not only the various education disciplines, but from natural sciences, engineering and, humanities and social sciences. Thus, it is safe to propose that a discipline of education that could adopt and

apply the principles of science in the design, planning, establishment and review of the education profession, policy framework and programmes is seemingly inevitable.

5.8 Summary

In this chapter, a discussion of the research findings have been made under the specific emerging themes from chapter 4. The discussion has been made with reference to the existing relevant literature, conceptual framework and theoretical framework. discussion of the findings from the emerging themes and the policy implications of the theory to the overall research study. During the discussion a number of propositions have been made with intent to theorize the research findings. the data that the respondents provided and tables with detailed description of the education documents analysed through a document analysis. The next chapter provides a conclusion and recommendations to the study that could have been informed by this study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

In this chapter, a summary of the main research findings has been presented. Additionally, conclusions and recommendations of the study have also been made and some suggestions on areas for future research have equally been provided. This study was intended to analyse the relevancy of Civic Education curriculum content provided in secondary school syllabus focusing on selected secondary schools in Lusaka district.

6.2 Conclusions

In line with the study main findings and objectives which were reflected in the research questions, the following conclusions have been drawn:

a. The conceptualisation of Civic Education curriculum content relevance remains relatively fair. This is mainly because all the respondents demonstrated clear understanding in both theory and practice
b. In Zambia, a larger portion of the Civic Education curriculum content provided in the senior secondary Civic Education syllabus (2013), could be described as irrelevant in both theory and practice. This is mainly because of the complete neglect and failure to timely incorporate the dynamics of the public policy and legal framework, changing theories and societal trends in the syllabus.
c. The Civic Education curriculum implementation process in Lusaka district could be considered to be in a state of autoprocession. This is fundamentally because the whole apparatus of the educational bureaucracy was seemingly not able to provide basic supervision that would guarantee compliance with minimal professional standards.
d. In Lusaka District, the curriculum implementation moderation technique is hardly actualised by the majority of the Civic Education teachers during lessons, because of what seemingly could be considered as teacher limited professional dexterity.
e. There is a significant “anthropographic gap” between the Civic Education curriculum content outlined in the senior secondary Civic Education syllabus and the contextual basis relatively apposite and peculiar for the development of relevant curriculum content. This is all because the Ministry of Education did not provide the most required and adequate technical guidance during curriculum development process.
f. The other conclusion is that the approach to Civic Education curriculum content development in Zambia was not well grounded nor informed by an appropriate

scientific theory or educational philosophy. This is apparently so, because during this study none of the respondents including the curriculum specialist of Civic Education was in a position to provide or recite any germane and valid scientific theory applicable to the development of relevant Civic Education curriculum content.

g. In Zambia, the curriculum development process of Civic Education curriculum content may be described as arbitrary and largely unscientific. This is for the reason that the key stakeholders affirm little or no confidence in the curriculum development process and that the participation in the curriculum development is neither standardized nor chartered under any statutory framework.

6.3 Recommendations

i. The Ministry of Education through the Directorate of Curriculum Development should review its approach to Civic Education curriculum content development process, and explore alternative scientific approaches for future curriculum content development.

ii. The Ministry of Education through the Directorate of standards should review the parameters, means and mechanisms essential for compliance, monitoring and evaluation of the teaching and learning of Civic Education curriculum content.

6.4 Proposed Areas for Further Research

This study was conducted in selected public secondary schools of Lusaka district and the purpose was to analyse the relevancy of Civic Education curriculum content provided in secondary school syllabus in Lusaka district. However, the following could be possible studies that can be made further.

i. Various studies could be conducted on other social science subjects that would include; Religious Education, Geography and History.

ii. Further, a study on pedagogical methods of Teacher education in Civic Education at both diploma and bachelor's degree level could be described as eminent.

iii. Enhancement of continuous professional development in Civic Education curriculum implementation moderation.

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APPENDICES

Appendix 1: Document Analysis Guide.

Measures that Teachers take when they encounter curriculum content that is seen as irrelevant.

A document analysis is intended to;

- An analysis of various Civic Education lesson plan documents is intended to identify concepts, themes and principles projected for teaching and learning purpose and identify relevant examples of public law, policy and institutions that are applicable to a given lesson.

NAME OF SCHOOL	LESSON	CONTENT	METHODOLOGY	REFERENCE	COMMENT

Appendix 2: Interview schedule for Senior Education Standards Officer Social Sciences, Lecturers and Civic Education Curriculum Specialists

Section A- General Information

1. For how long have you served in this current position?
2. What is the central role of your office in the development of the senior secondary Civic Education Curriculum content?

Section B- Context and appealing the development of Civic Education Curriculum Content

1. How would you describe the current approach to curriculum content development for Civic Education in Zambia?
2. What would you say is the prime guide to the development of senior secondary Civic Education curriculum content?
3. Which public law and policy documents would you say provide a contextual basis for Civic Education curriculum content?
4. What provisions in the public law and policy documents do you consider to provide a basis for Civic Education curriculum content?
5. What theoretical underpinnings provides a basis for establishing relevant curriculum content?
6. What legal and policy underpinnings provides a basis for establishing relevant curriculum content?
7. What mechanism do you employ in developing the senior secondary Civic Education curriculum content?

Section C – Conceptualisation of the relevance of Civic Education Curriculum Content

1. How do you describe the concept of "relevance" with regards to the Civic Education syllabus?
2. How do you describe the aims, goals and objectives OF Civic Education in relation to Civic Education curriculum content relevance?
3. How do you measure content accuracy and validity in the Civic Education curriculum content?

4. How do you describe the five (5) duration for the review of the Civic Education curriculum content?
5. How do you describe the aspect of innovation and entrepreneurship in the Civic Education syllabus?
6. How do you describe the aspect of "contemporary" with regards to the Civic Education syllabus?
7. How do you describe the scope, sequence and organisation of the Civic Education curriculum content?

Section D – Measures that teachers take when they encounter Civic Education curriculum content that is seen as irrelevant

1. How would you describe the teacher's general attempt to Civic Education curriculum implementation process?
2. How do you describe teacher conceptualisation of the Civic Education curriculum content?
3. how would you describe the sources of information that teachers use for lesson delivery?
4. How would you describe the challenges faced by teachers when implementing the Civic Education syllabus as a competence-based curriculum?
5. Which topic(s) would you say teachers encounter challenges to effectively teach?
6. What teaching approaches do teachers commonly use to ensure relevance of Civic Education curriculum content?
7. How do you describe the overall teaching and learning of Civic Education in Zambian senior secondary school(s)?

Section E – Attitude of Learner's, Teachers and Lecturers towards Civic Education curriculum content relevance

1. How do you describe the "meaning and purpose" of Civic Education, in relation to the curriculum implementation at senior secondary school?
2. How do you describe the "academic gap" between the senior secondary Civic Education curriculum content and what students are taught at undergraduate tertiary level?

3. How do you describe the prevailing interpretation of the Civic Education curriculum content in various senior secondary Civic Education text books?
4. What competences remain eminent to the teaching and learning of Civic Education at both senior secondary level and tertiary education level?
5. What issues would you say remain eminent to the "scope" of Civic Education curriculum content?
6. How would you describe the reflection of Zambia's cross-cutting issues in the teaching and learning of Civic Education at both senior secondary level and tertiary education level?

Appendix 3: Focus Group Discussion Guide for Teachers

Section A-The Civic Education Curriculum Content relevance

1. HOW DO YOU DESCRIBE Relevance in Civic Education curriculum content?
2. How do you describe the PURPOSE OF Civic Education curriculum content?
3. How accurate and valid is the Civic Education curriculum content?
4. How do you describe the aspect of innovation and entrepreneurship in the Civic Education syllabus?
5. How contemporary is the Civic Education curriculum content?

Section B-Measures that Teachers take when they encounter Civic Education curriculum content that is seen as irrelevant

1. How do you describe your approach to Civic Education curriculum content that could either be seen as relevant or irrelevant prior to lesson delivery?

Section C-Attitude of teachers on the relevance of senior secondary Civic Education Curriculum Content.

1. How would you describe your academic interest in senior secondary Civic Education curriculum content?
2. What are your many sources of Civic Education curriculum content for lesson delivery?
3. What issues would you say remain eminent to Civic Education curriculum content relevance?
4. How would you describe the reflection of Zambia's cross-cutting issues in the Civic Education curriculum content?
5. What is your overall comment on the scope, structure and organisation of the Civic Education curriculum content?

Appendix 4: Interview Schedule for Heads of Departments.

Section A: General Information

1. For how long have you served as head of department social sciences?
2. How do you describe your role in the implementation of the Civic Education Curriculum content?

Section B- Measures that Teachers take when they encounter Civic Education curriculum content that is seen as irrelevant

1. How would you describe the teacher's general attempt to Civic Education curriculum implementation process?
2. How do you describe teacher conceptualisation of the Civic Education curriculum content?
3. how would you describe the sources of information that teachers use for lesson delivery?
4. How would you describe the challenges faced by teachers when implementing the Civic Education syllabus as a competence-based curriculum?
5. Which topic(s) would you say teachers encounter challenges to effectively teach?
6. What teaching approaches do teachers commonly use to ensure relevance of Civic Education curriculum content?
7. What is your overall comment on the teaching and learning of Civic Education in Zambia?

Appendix 5: Focus Group Guide for Learners

measures that teachers take when they encounter curriculum content that is seen as irrelevant

Section A

1. What do you say about how teachers teach Civic Education?
2. How would you describe your performance in Civic Education?

Section B

Attitude of learners towards the relevance of senior secondary Civic Education Curriculum Content

1. How would you describe your academic interest in Civic Education?
2. How do you describe the idea of Civic Education being a compulsory subject to all learners at senior secondary school?
3. How relevant is the Civic Education curriculum content?
4. What is your overall comment on the Civic Education curriculum content?

Appendix 6: Ethical Approval

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | **Email:** director.drgs@unza.zm | **Website:** www.unza.zm /directorates/drgs

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-DEC-024

12th February, 2025

Mr. Mambo Dokowe
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Mr. Dokowe

RE: "THE RELEVANCE OF CURRICULUM CONTENT: A CASE OF CIVIC EDUCATION FOR SENIOR SECONDARY SCHOOLS IN ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2024-DEC-024
Approval and Expiry Date	Approval Date: 12th February, 2025	Expiry Date: 11th February, 2026
Protocol Version and Date	Version - Nil.	11th February, 2026
Information Sheet, Consent Forms and Dates	☐ English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

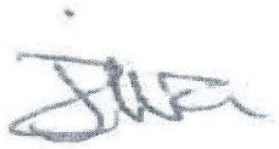
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



DR. J. I. Ziwa
CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research, Innovation and Development
Assistant Director (Research), Directorate of Research, Innovation and Development
Assistant Registrar (Research), Directorate of Research, Innovation and Development

Appendix 7: Letter of Permission to Collect Data from Schools

All Correspondence should be addressed
to the District Education Board Secretary

Telephone: 0211-240250/240249/0955 623749
E-mail: desbsisk@yahoo.co.uk

In reply please quote

No:.....

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 50297
LUSAKA

2nd October, 2024

The Headteacher

..... School

LUSAKA

RE: PERMISSION TO CONDUCT A RESEARCH – MR. BAZA MAMBO DOKOWE

This serves to introduce to you Mr. Dokowe, Computer No. 2023007922, dully registered student at the University of Zambia who has been granted permission to conduct research at your school.

However, ensure that her program does not interfere with the learning schedules.

Kindly welcome her and give her all the necessary support accordingly.

Ian Miyoba (Mr.)
District Education Board Secretary
LUSAKA
/sp

Appendix 8: Letter of Permission to Collect Data at Provincial Education Office.

All communications should be addressed to:
The Provincial Education Office and not
To only individual

Telephone: +260-2111250655/251220
Fax : +260-251009

PEO/LR/15/55
In reply please quote
No. .....

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE PROVINCIAL EDUCATION OFFICER
LUSAKA REGIONAL HEADQUARTERS
PRIVATE BG RW 21E
LUSAKA

30th October, 2024

Mr. Sitwe Benson Mkandawire (**PhD**)
The Assistant Dean-Postgraduate
UNIVERSITY OF ZAMBIA

RE: PERMISSION TO CONDUCT A FIELD WORK RESEARCH IN LUSAKA PROVINCE

Refers to the above captioned subject.

My office is in receipt of a minute copied to my office dated 30th September, 2024 through which you requested for authority to enable Mr. Baza Mambo Dakowe a student at your learning facility, University of Zambia (**UNZA**) under Masters Programme in Education Computer **NO: 2023007922** to carry out his research work programme in Lusaka province.

Kindly be informed that permission has been granted for the student to conduct his research work.

Ngoma Felix Z
PROVINCIAL EDUCATION OFFICER
LUSAKA PROVINCE
/kbm