

**An Evaluation of the Effectiveness of the Revised 2013 Curriculum on the  
Provision of Quality Secondary Education in Selected Schools in Kitwe  
District, Zambia**

by

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A dissertation submitted to the University of Zambia in collaboration with  
Zimbabwe Open University in partial fulfilment for the award of the degree of  
Master of Education in Educational Management.

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**AUTHOR'S DECLARATION**

I, **Charity Nambela**, hereby declare that this dissertation is my own work, and that all the work of other scholars used have been duly acknowledged, and that the work has never been presented at the University of Zambia or another institution for the same purpose.

Signature:  .....

Date: 22ND NOVEMBER, 2016 .....

## APPROVAL

This dissertation of **Charity Nambela** has been approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University

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## ABSTRACT

Since the implementation of the revised 2013 curriculum no information has shown attempts made to evaluate its effectiveness on the provision of quality education. This study was therefore an evaluation on the effectiveness of the revised 2013 curriculum in improving the provision of education. The study was confined to Kitwe District.

The study objectives included assessing of the factors that had influenced the implementation of the revised 2013 curriculum, evaluating the provision and quality of teaching and learning resources and analysing teachers' preparedness and understanding in implementing the revised 2013 curriculum.

The literature that was reviewed provided the meaning of the concepts curriculum, curriculum evaluation and quality then further focused on the four components of evaluation designed by Stufflebeam, the factors that had influenced curriculum development and implementation in Zambia which included policies on education, changes on societal needs, democratic, among other factors. On the other hand, factors determining quality were also presented and the 2013 revised curriculum framework presenting the dual curriculum pathways for Junior and Senior Secondary education in Zambia.

In terms of methodology, the qualitative approach was employed and it was purely descriptive survey design. The researcher administered questionnaires and conducted interviews as a mode of collecting data. Document analysis was done in order to validate data pertaining to the study.

The result of the study indicated that the implementation of the revised curriculum was not properly done as most educators in the district indicated that they were not adequately prepared for it, there was inadequate and inappropriate provision of teaching and learning resources, teachers were neither trained nor retrained to teach new subjects and the infrastructure was not expanded to reduce and accommodate the high numbers of learners in these schools.

Finally the study suggested a number of recommendations to help improve the implementation of future revised curriculums in an effort to continue providing quality education in Zambia.

## **DEDICATION**

This dissertation is dedicated to my late mother, Mama Helena Chisanga Nakaundi who was always eager to see me excel, but answered the Lord's call before she could visibly see what she earnestly desired to come out of me.

To my loving husband who always gives me overwhelming support to ensure that this work is successfully done, to my precious children, Jonathan, Sankanaji and Joel and to my brothers and sisters, to all my nieces and nephews and those close relatives not mentioned here, I highly treasure and love you. To you all, I am greatly indebted.

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## **ACRONYMS AND ABBREVIATIONS**

<b>CDC:</b>	<b>Curriculum Development Centre</b>
<b>DRC:</b>	<b>District Resource Centre</b>
<b>GRZ:</b>	<b>Government Republic of Zambia</b>
<b>MoGE:</b>	<b>Ministry of General Education</b>
<b>UNESCO:</b>	<b>United Nations Education Scientific and Cultural Organisation</b>
<b>HOD:</b>	<b>Head of Department</b>
<b>ECZ:</b>	<b>Examination Council of Zambia</b>
<b>CIPP:</b>	<b>Context Input Process and Product</b>
<b>DEBS:</b>	<b>District Education Board Secretary</b>
<b>UNZA:</b>	<b>University of Zambia</b>
<b>ZOU:</b>	<b>Zimbabwe Open University</b>

# CHAPTER ONE

## INTRODUCTION

### Overview

In this chapter, the researcher presents the background to the study, statement of the problem, the aim/purpose of the study, research objectives, research questions, theoretical and conceptual framework. The significant of the study, delimitation and operational definitions of terms have also been presented.

### 1.1 Background to the Study

Since political independence in 1964, the education system in Zambia has recorded major changes associated with the need to provide education that is holistic in nature, which would result in the majority of Zambians to lead meaningful lives and greatly contribute to economic development. As stated by Curriculum Framework of 2013 “the philosophical rationale for educational provision is to nurture the holistic development of all individuals and promote the social and economic welfare of society.” This objective cannot be attainable without any deliberate policy in place to support the value that the country attached to education. Therefore the country’s education system put the education curriculum policy in place which had to deal with the Zambia’s cultural and intellectual heritage as well as the knowledge and skills that needs to be passed on to future generations (Curriculum Framework, 2013).

However, the knowledge, skills and technological development constantly change. Thus, MoGE also continues to revise the education policies in a bid to provide a clear direction in relation to quality education provision. It is also imperative to note that it is through the curriculum that education is linked at all levels, that is, from Early Childhood Education to tertiary education and adult education. CDC (2013) pointed out that the curriculum equips learners at all levels of education with vital knowledge, skills, and values that are necessary for contributing to the development of society and the economy. With these needs in mind therefore the education system experienced rapid curriculum changes.

The changes done to the curriculum have continued to bring new things in the academic world of the learner such as the newly introduced compulsory learning of Information and

Communication Technology (ICT), Design and Technology, the Natural sciences practicals to be done by all pupils from Grade 8 – 12; the merging of Civics, Geography and History into social studies at Junior level; the introduction of Chinese and Portuguese as optional among other developments.

These new developments are coupled with their own needs such as the retraining of teachers so as to equip them with the new subjects and latest methods of teaching; purchasing of latest instructional materials and equipment; upgrading of the infrastructure to accommodate the arisen needs; and finance the whole programme and process of curriculum implementation if it has to yield positive results. Okello & Kagoire (1996), observed that “the success of the curriculum depends on the teachers,” and the quality of education in a country largely depends on the quality of teachers. This means that there is need for a sufficient supply of trained teachers if the implementation of the curriculum is to be effective and if the quality of teachers is poor, then it is impossible to achieve quality education. The major concern of this study therefore is to find out if the revised 2013 curriculum is effective in providing quality secondary education.

## **1.2 Statement of the Problem**

The effectiveness of the revised 2013 curriculum on the provision of quality education remains un-investigated despite the curriculum having been made more suitable and relevant to the educational needs of the individuals and society (CDC, 2013). The study had particularly been prompted by some identified areas of concern with regard to the provision of quality education. At the 2016 Joint Annual Review (JAR) of the Ministry of General Education (MoGE), the following issues and concerns about the revised 2013 curriculum were raised by stakeholders: firstly, the quality of text books; secondly, the in-service training of teachers about the revised curriculum; and thirdly, the availability of other teaching and learning resources especially for the newly introduced subject areas such as technology studies, business studies and social studies. It was vital that the study of this nature was done so that weaknesses and strengths can be identified and provide appropriate measures that may be applied to address the issues and concerns which may be raised by stakeholders. Furthermore, plans by MoGE to provide the education which is holistic and relevant to the needs of an individual and the society might be difficult to accomplish if issues and concerns of the revised curriculum are not attended to. Hence there was critical need to assess the revised 2013 curriculum in order to assess its

effectiveness on the provision of quality education in secondary schools and generate important information that can be used in decision making in curriculum innovations by people involved.

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

The purpose of this study was to evaluate the effectiveness of the revised 2013 curriculum on the provision of quality secondary education in selected schools in Kitwe District, Zambia.

### **1.4 Objectives**

The objectives of this study were:

- (i) to assess factors that had influenced the implementation of the revised 2013 curriculum.
- (ii) to evaluate the provision of quality teaching and learning resource in the implementation of the revised 2013 curriculum.
- (iii) to analyse teachers' preparedness and understanding of the revised 2013 curriculum.

### **1.5 Research Questions**

The following were the research questions asked in line with the objectives;

- (i) To what extent had factors influenced the implementation of the revised 2013 curriculum?
- (ii) How was the provision of quality teaching and learning resources in the implementation of the revised 2013 curriculum?
- (iii) How was teacher preparedness and understanding of the revised 2013 curriculum?

### **1.6 Theoretical Framework**

This study was guided by the context input, process and product (CIPP) model. A model or framework is a conceptual picture that shows the interrelationship between various elements involved in any given activities (Razali, 1987), and are normally presented in form of a flow chart, web diagrams or other forms of schemata (Leshem & Traford, 2007).

A model provides a theoretical frame work or classifications to support what is being studied and provide a clear picture on the significance of the study and the process of achieving it. It is also defined as a researcher's map of the territory being investigated (Miles & Huberman, 1984).

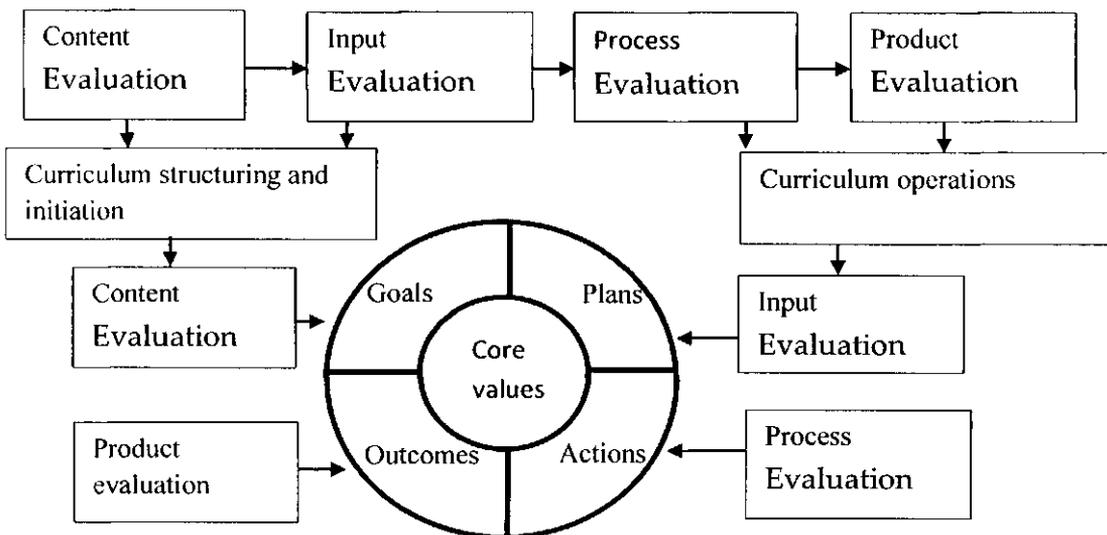
The CIPP model guided this study because it offers the process of delineating and providing useful information for judging decisions and alternatives (Stufflebeam & Shinkfield 2007). The CIPP model was used because the study sought to obtain data on the evaluation of the effectiveness of the revised 2013 curriculum on the provision of quality education. It helped in generating data pertaining to this study which may be valid and relevant for decision making, improving the development and implementation process thereby enhance the provision of quality education. As Slater (1988) point out that curriculum evaluation is an essential component of good decision making.

The CIPP model was relevant to this study because it was in line with the selected definition for evaluation used in this research provided by Stufflebeam & Shinkfield (2007) who postulated that "evaluation is a process of gathering information in guiding decision-making and quality assurance or to sum up the worth and merit of a programme." The CIPP model can be useful to teachers, administrators, educational officials in the Ministry of Education and other stakeholders who might be involved in making effective decisions about the development and implementation of a curriculum or program or project. The information obtained can be useful to such various groups of people. Hence the aim of this evaluation study context was to gather information about the effectiveness of the implemented revised 2013 curriculum, then provide stakeholders with enough information, by determining the programme's strengths and weaknesses and enable educators to make necessary improvements where needed.

The researcher engaged all the four components of CIPP model of Evaluation, that is, the context input, process and product evaluation. It was expected that by use of all the components, evaluation might help in providing guidelines to decision makers in producing records and the creation of clear explanations on the phenomenon that might have occurred during the course of programme implementation. Furthermore, Stufflebeam (2003) stated that evaluation involves decision making, thus context, input, process and product evaluation subsequently serve planning, structuring, implementation and recycling decisions respectively. The four components were relevant to this study because the CIPP evaluation model was designed to systematically guide both evaluators and stakeholders in passing relevant questions and conducting assessment at the beginning a programme or project (context and input, evaluation) while it is in process

(input and process evaluation is conducted (Tyler, 1942; Galvin, 1983). This can be summarized as illustrated in figure 1.1;

Figure 1.1 Theoretical Framework



*CIPP model designed by Finch and BJORQUIST (1977)*

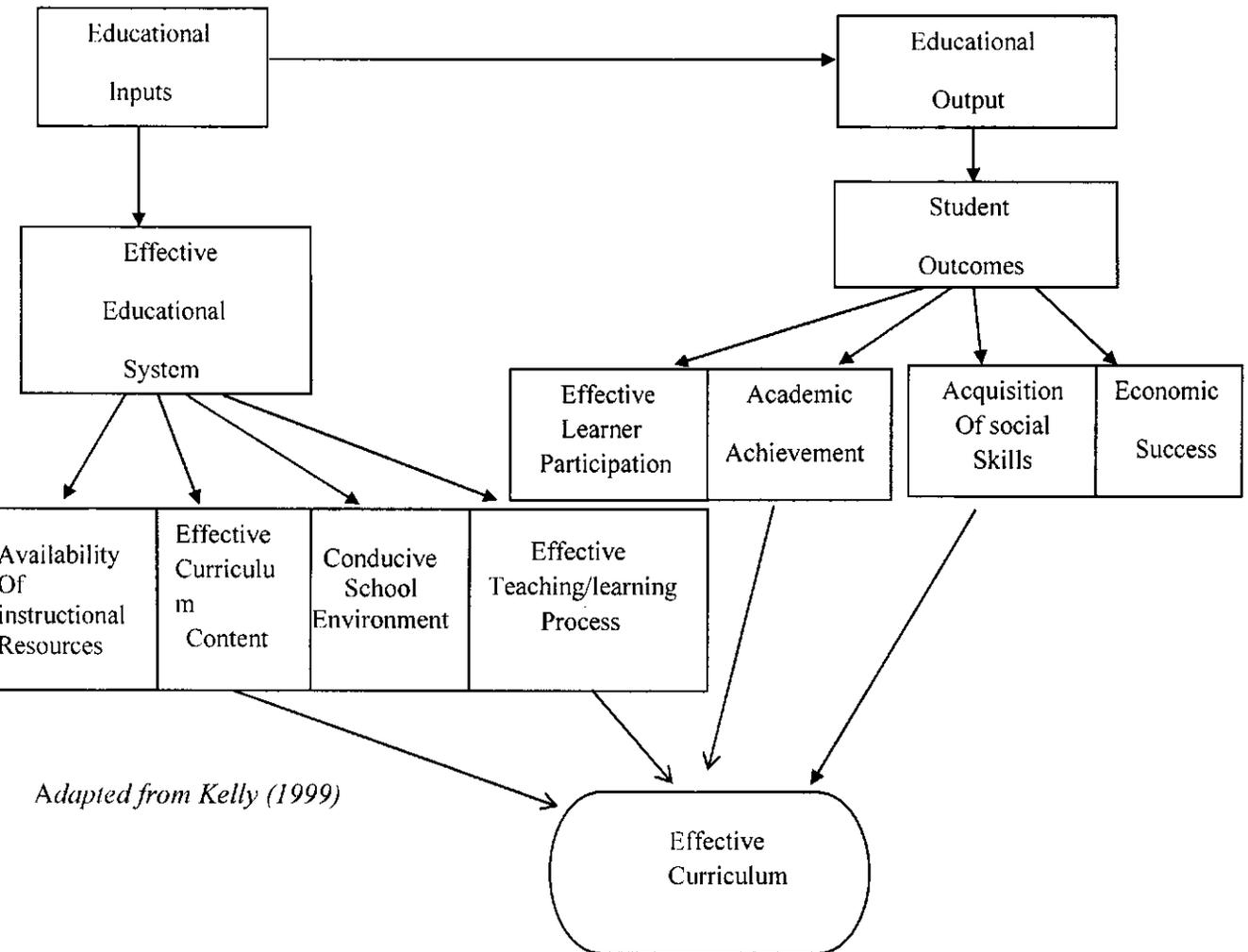
### 1.7 Conceptual Framework

Chalmores (1982) pointed out that a framework contributes to a research as it identifies research variables, clarifies relationships among the variables. It is a viable tool that is used to set a stage for the representation that guides the study. The best way to assess the effectiveness of the revised 2013 curriculum on the provision of quality education was by considering factors that determined effectiveness and quality education (Kelly, 2009).

To assess the effectiveness of the revised curriculum there is need to measure educational output in relation to the input. The output in this regard point to the outcome of any educational activity administered to the learners such as their performance in an examination. The input in the education process, on the other hand, point to what is required for the education to be of good quality. These include the learners, instructional materials and equipment, infrastructure (school buildings) qualified teachers, teacher-pupil ratio per class among other relevant educational resources. The educational output, however, which refers to educational outcome, depends highly on how it relates with the input. If the relationship is positive, the output is expected to be good but if the relationship is negative, the outcome should be poor. Thus, this

study endeavoured to assess the kind of relationship that existed between these two variables in the implementation of the revised 2013 curriculum and provision of quality education.

Figure 1.2 Conceptual Framework



### 1.8 Significance of the Study

The study endeavoured to provide empirical research findings on the effectiveness of the revised 2013 curriculum on the provision of quality secondary education in Kitwe District, Zambia. The findings may become of great help to teachers, administrators, curriculum developers and other concerned individuals involved in the curriculum development process. The information

produced can be of great value to the Ministry of Education as it might help them improve the education system by designing the curriculum that would be more responsive to the learner's needs and help in identifying better ways of implementing it. The study might also add value to the existing pools of knowledge on issues pertaining to curriculum development and implementation in relation to the provision of quality education in Zambian schools.

### **1.9 Delimitations**

This study was limited to six secondary schools in Kitwe. This area of study was chosen because the researcher identified areas of need to conduct a research. Of the six schools selected, three had been operating as secondary schools from the time they were built and officially opened, while the other three were newly upgraded from primary to secondary schools. The researcher decided to choose these categories of schools in order to validate the assessment results of the effectiveness of the revised curriculum on the provision of quality education

### **1.10 Operational Definition of Terms**

*Change:* change in this study is a member of associated concepts. It is seen as a process of transformation of phenomena and is used in analysing that transformation.

*Curriculum:* Curriculum in this study refers to all the learning which is planned or graded by the school whether it is carried out individually, inside or outside the school (Taylor, 1996).

*Evaluation:* A systemic collaboration, analysis, interpretation and presentation of data about the value, nature and effectiveness of programme with a view of facilitating decision making.

*Implementation:* Is the process of ensuring what has been planned in effectively done.

*Model:* A picture/object or a representation of something.

*Quality Education:* In this study refers to such things as quality learners, learning environment, context, process, and out comes (UNICEF, 2000).

## **Summary**

In this chapter, the researcher has provided and explained the background to the study, the statement of the problem, purpose of the study, the research objectives, research questions, theoretical framework and conceptual framework. The significance of the study, delimitation and operational definitions of terms are also presented. In the next chapter, the researcher reviews the literature review to the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Overview**

In this chapter, the researcher reviews the literature related to the study by providing a background upon which the study was based. As Kombo & Tromp (2006) pointed out that literature review is an account of what has been published on a topic by other scholars and researchers. The literature is reviewed and discussed under the following sub-headings: the introduction, definition of curriculum, curriculum evaluation, the context, input, process and product (CIPP) evaluation models by Stufflebeam, the significance of curriculum evaluation, definition of quality education, the 2013 curriculum framework, factors influencing curriculum change, factors that determine curriculum effectiveness and quality education and the summary of what is presented in chapter two.

#### **2.1 Introduction**

The kind of education provided to the learners in any country is based on the type of a curriculum designed by the country's education system. It is therefore imperative that the system and other interested parties take keen interest to evaluate a newly adopted curriculum in order to determine its effectiveness in as much as the provision of quality education is concerned. It had been observed that through conducting an evaluation, the relevance of the curriculum can be established (Fien et al, 1984). It is as well noted that through evaluations of the curriculum a direct link back from the learners' achievement to curriculum improvement can be identified (Posner & Rudnitsky, 1986). However, little was known about the effectiveness of the 2013 curriculum on the provision of quality education because no information was available to justify its effectiveness. There was a need therefore to carry out a comprehensive study which incorporated the stakeholders involved in the development and implementation process of the new curriculum.

#### **2.2 Definition of Curriculum**

A curriculum plays an important role in any education system. A curriculum is the planned interaction of learners with instructional content, materials, resources and processes for evaluating the attainment of educational objectives (Skilbeck, 1984).

There are also different definitions from various scholars of the term curriculum.

The word curriculum is derived from the Latin word 'currere' which means run and it implies or signifies a 'run-way' or a course which one runs to reach a goal (Print, 1994). Based on this background, some scholars have defined a curriculum as a course of study subject matter, although other scholars have modified this definition due to the fact that it has been considered limiting.

Taylor (1996) stated that a curriculum refers to all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school."

Fullan (1982) defined curriculum as all the experiences planned and otherwise that learners have while in the core of a school. This implies a programme of studies organised for learners by the school. These planned experiences programme point to the fact that teachers need to understand how the teaching and learning should be administered in terms of what is relevant, worthwhile and motivating to learn.

Tyler (1949) also considered a curriculum to be the purposefully planned undertaking for teaching and learning of students, which is directed by the school to attain its educational goals. This simply means that a curriculum defines what the learner will learn and it possibly guides the school into achieving its goals.

Wyme (1964) regarded a curriculum as the planned experiences offered to the learner under the guidance of the school. Therefore, in reference to all these variations in defining the term curriculum, we can conclusively state that a curriculum is all the selected, organised, integrative, innovative and evaluative educational experiences provided to learners consciously and unconsciously under the school authority so that they should achieve the designated learning outcomes (Mulenga, 2010). Thus in this study, a curriculum in its context pointed to all the subjects that the school offer in order to realise its educational goals.

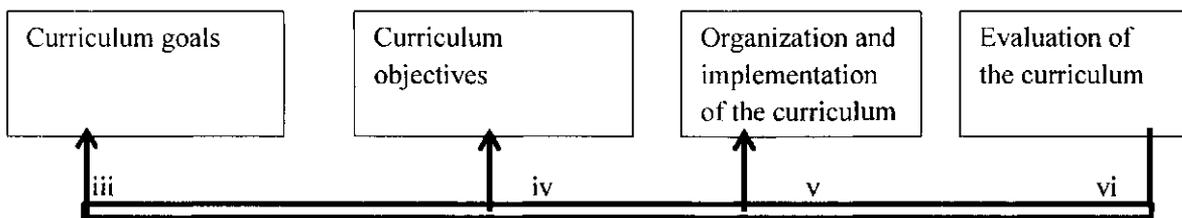
### **2.3 Curriculum Evaluation**

Evaluation is key to every education process. Stufflebeam (2000) referred to evaluation as assessment of the achievements of objectives and providing the success or failure of a program. Talmage (1982) defined evaluation as the act of rendering judge to determine value-worth and

merit without questioning or diminishing the important roles evaluation plays in decision making. Evaluation was also conceptualized by Raph Tyler (1991) as a process essential to curriculum development. In the light of the stated definitions for evaluation, it can be understood that evaluation is a systematic enquiry designed to provide information to decision makers or people interested in a specific kind of program, policy or other intervention. It aims to study the effectiveness with which the existing knowledge is used to inform and guide practical action to help improve the quality of a program. Cronbach (1963) asserted that the evaluation process should be focused on gathering and reporting information that could guide decision making in an educational programme and curriculum development. Thus this was the core purpose for this study on assessing the effectiveness of the revised curriculum, to gather information that can help curriculum developers and implementers make adjustments to the curriculum by making it more effective so that it can yield intended outcomes.

Curriculum evaluation on the other hand has no single accepted definition; it is defined differently by various scholars. Kelly (1999) defined curriculum evaluation as the process by which we attempt to gauge the value and effectiveness of information that could guide decision-making in an educational program and curriculum development of any particular piece of education activity. Razali (1991) & Oliva (1992) considered curriculum evaluation to be a sub-model and the last stage in the curriculum development process. This is illustrated in figure 2.1;

Figure 2.1 Curriculum Evaluation Model



Adapted from Oliva (1992:478)

## 2.4 Significance of Curriculum Evaluation

To all educational processes, evaluation is very significant. Evaluation is the basis for the identification of strengths and weaknesses in the program, followed by re-planning, implementation and Evaluation as in figure 2.1 (Grender, 1996). Evaluation is the formal

determination of the quality of effectiveness or value of a program, product project, process, objective or curriculum (Worthen & Sanders, 1998). Evaluation is largely for determining of judging quality and deciding whether those standards should be relative or absolute and also collecting relevant information and finally applying the standards to determine quality (Grendler, 1998). Similarly, the two common goals of programme evaluation as stated by Linch (1996) are evaluating a programme's effectiveness in absolute terms and or assessing its quality against that comparable programme. Thus, curriculum evaluation is important because it only provides useful information to insiders on how the current work can be improved but also offers accountability to outside stakeholders. It aims to discover whether the curriculum designed, developed and implemented is producing or can produce the desired or intended results. The failures and successes of the revised curriculum before its implementation and the effectiveness of its implementation can be identified by the use of evaluation (Ornstein & Hunkins, 1998). Thus the systematic and continuous evaluation of a programme is significant for its improvement which ultimately leads to the need for curriculum evaluation.

In addition, it is the consensus of most curriculum developers, including our education system, that once a developed curriculum is implemented in schools, appropriate evaluation procedures should be devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum. Feedback obtained should also include any unintended outcomes so that information about the curriculum can provide useful data to enable further modifications in the curriculum, if need arises (Print, 1993).

## **2.5 The Context, Input, Process and Product Evaluation**

This is one very useful approach to education Evaluation, known as the CIPP or context, input, process and product model designed by Stufflebeam (1983). The approach provides an Evaluation with a systematic way of looking at various aspects of the curriculum development process. The CIPP Evaluations maybe conducted independently or in an integrated sequence (Grendler, 1996). However, the relevance use of the four components, if Evaluation to this study can be understood as presented here below;

### **2.5.1 Context Evaluation**

Context Evaluation involves assessing the environment of the program. Its aim is to define the relevant environment, portray the expected and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and find out the solutions for the unmet needs (Ornstein & Hunkins, 1993). Context Evaluation helps to determine what needs are to be addressed by a programme helps in defining the objectives for the programme. For the revised curriculum the objectives were to provide a holistic education that would be learner centered, localized and relevant to the needs of individual learners and society. Thus the context of the study is to assess whether these needs or objectives were being achieved in our education system. As Stufflebeam & Shinkfield (1985) put it that “ the results of a Context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes.

Context evaluation is a situation analysis, a means of reading the reality of what stakeholder need to do concerning the implemented programmes. It provides baseline information regarding the operations and accomplishments of the entire programme (Ornstein & Hunkins, 1998). The use of context evaluation in this study provides an opportunity for the decision makers such as curriculum developers and implementers to plan the programme objectives, either to confirm the present objectives, to modify the existing objectives or to develop new objectives.

### **2.5.2 Input Evaluation**

Input Evaluation is the second stage of the model. It had been selected for this study because it can enable decision makers such as curriculum implementers to make decisions on the structure of the revised curriculum related to strategies, human, material, time and financial resources, procedures or a prospective assessment in achieving the curriculum objectives that had been derived from planning decisions (Stufflebean, 2003). It helps in providing information and determining how to utilize resources to meet programme’s goals. It assesses curriculum capabilities to carryout activities of evaluation. Ornstein & Hunkins (1998) observed that an important role of input evaluation is to identify any barriers or constraints in the client’s environment that may influence or impede the operation of the programme. In other ways, this

component helps clients to consider alternatives in terms of their particular needs and circumstances and to help formulate a workable plan for them (Stufflebeam & Shinkfield, 1985)

### **2.5.3 Process Evaluation**

It is the third component on Stufflebeam's evaluation model. It was selected for this study because it aims to detect strengths and weaknesses in the implementation process of a project or programme and provides suggested constructive feedback about how things might be improved (Stufflebeam, 2003). Similarly, Patton (1990) viewed process evaluation as focusing on how something happens. It involves the Evaluation of all experiences and activities in the teaching and learning situation, that is, making judgments about the process through which learning experiences before it has been concluded. Thus the use of this component in this study can help the curriculum evaluators and implementers to assess and monitor the performance of the program (curriculum) process and identify potential procedural barriers and needs for the program (curriculum) or project adjustment.

In addition, Stufflebeam (2000) stated that process evaluation is an ongoing check on a programme's implementation which has three main objectives: a) to detect or depict defects in the procedural design or during its implementation stage, b) to provide feedback about the implementation of planned activities, and c) to maintain a record of the procedure as it occurs.

### **2.5.4 Product Evaluation**

This is the last stage of the CIPP evaluation model. The core purpose of product evaluation is to measure, interpret and judge the attainment of a program (Stufflebeam & Shinkfield, 1985). It helps to determine the extent to which identified needs were met as well as identifying the possible effects of a program or project. However, product evaluation also helps decision makers or Evaluators to provide direction for modifying the programme to better serve the needs of participants and to become more cost effective. Moreover, this component of analysis is an essential factor of an accountability report (Stufflebeam & Shinkfield, 1985). At this stage, product evaluation can enable the evaluators to correct activities of the model to other stages of the whole change process (see figure 1.1; Ornstein & Hunkins 1988).

## **2.6 Defining Quality Education**

Quality education is a term which is difficult to define because there is no agreement from different scholars on what exactly constitutes quality education. What we find rather, are different approaches to understanding what quality education means. A commonly held view associates education quality with learners' performance in national examinations and other learning assessment tests. Others define quality education in terms of inputs and outputs process, in which the approach considers the inputs such as number of teachers, training, number of text books; processes such as the amount of direct instructional time; and extent of active learning. On the other hand, the outputs are in form of tests scores and graduation rates (Sifuna, 2009).

To arrive at the meaning of quality, UNESCO (2000) identified five dimensions namely, quality learners, learning environments, content, processes and outcomes. This entails having learners that are willing to learn; teachers that have a positive attitude towards their work; a well organised curriculum and high academic achievement among other things. Sifuna (2009) observed that quality education is associated with improvements in cognitive achievements of pupils, and improvements in social and economic lives of their societies.

However, according to the Zambian government, quality is brought about by maximising the efforts of all those responsible for the education of the learners and by coordinating all the structures of the system so that the centres of education from Early Childhood Education to university, are places where the highest standard of achievement, in accordance with the ability, are obtained by every student. This entails giving attention to various interdependent factors, including quality of the curriculum, teaching and assessment, the quality of teachers in schools, school and institutional arrangements, and planning processes (Kelly, 2006). It also entails the government developing vigorous procedures for the evaluation of educational effectiveness and outcomes, with due regard to the legitimate autonomy of individual institutions. In this immediate statement, the government does not define quality education as per se but rather how it should be brought about (Mbozi, 2009)

According to the MoGE (2013) the quality of teaching and learning can be and must be improved continuously. Therefore quality education in this regard implies the availability of pupils' text books, exercise books, teachers' manuals and equipment such as computers which are among the greatest determinants for effective learning, as well as the conditions of service of

the teaching staff (Mbozi, 2009). Nevertheless, in the context of this study quality education encompasses all other measures that promote quality of education such as supply of qualified teachers, ensuring adequate learning materials and other resources available in schools, monitoring and evaluating the progress of the current implemented curriculum in order to measure its quality and to clearly define its learning outputs.

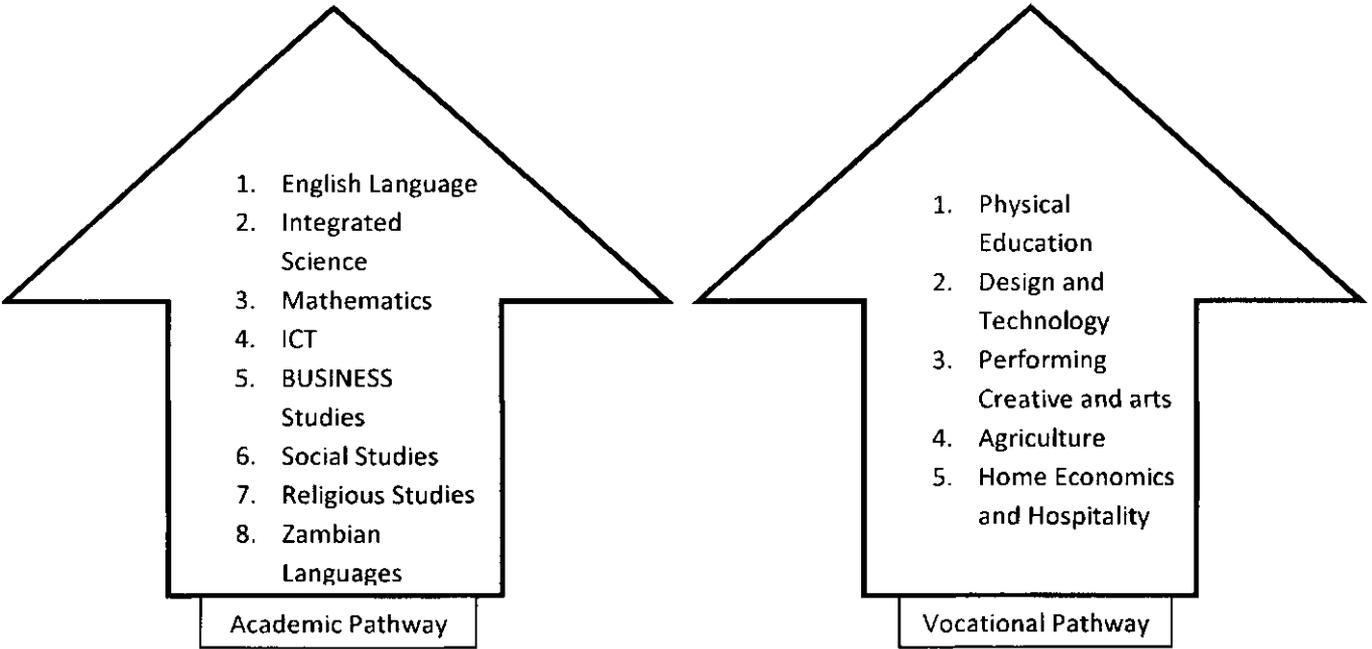
## **2.7 The Revised 2013 Curriculum Framework**

The revised 2013 curriculum was designed according to the type of education that the nation preferred and adopted. As stated by MoE (1996) the rationale for educational provision is to nurture the holistic development of all individuals and to promote the social and economic welfare of society. The current curriculum, therefore, endeavored to enable the country's education system inculcate knowledge skills and values in the minds of its citizens by effectively responding to their social and economic roles to the complexity of the modern world and the environment in which they live. Some knowledge, skills and technological development change so rapidly, thus the country considered reviewing the education continually. The renewal was backed by the National Policy on Education, Educating Our Future (1996) which was developed with a view to respond to the developmental needs of the nation as well as those of the individual learners. It was for this particular purpose that this framework was developed to provide a clear articulation of the direction the country's education ought to take in this modern world.

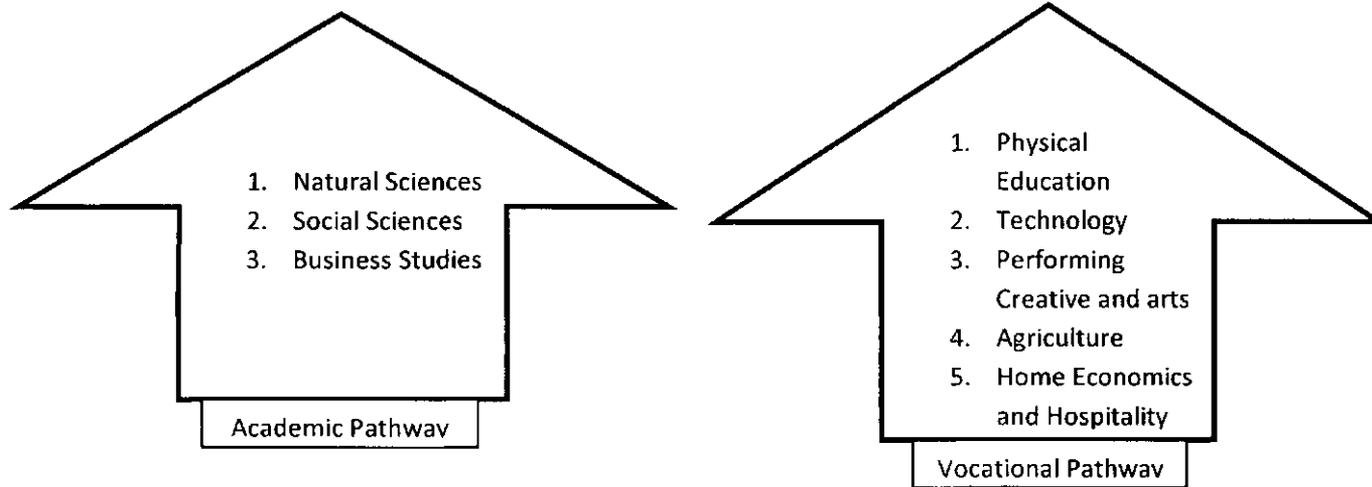
Following the global expansion of education, the 2013 Curriculum Framework was developed through a consultative process with stakeholders from the ministry's directorate, Examination Council of Zambia (ECZ), universities, Colleges of Education, Non – governmental Organisations (NGOs), the Civil Societies, Civic and Traditional Leaders as well as other Government departments (MoE, 2013).

The country had redesigned the Junior and Senior Secondary School Curriculum in a dual pathway in a systemic manner as shown in figure 2.2;:

Figure 2.2 Dual Curriculum Pathways for Junior and Senior Secondary Education



*a\*. Subjects done in Grade 8 to 9*



*b\*. Subjects continued in Grade 10 to 12*

Having adopted and implemented the dual curriculum pathways for secondary schools was one thing and ensuring the effectiveness of the curriculum in providing quality education would be another issue. It was therefore imperative to argue that the dual curriculum did not automatically lead to effectiveness in terms of education provision and did not mean that quality was achieved unless a review of the implementation process was undertaken to evaluate the success of the development and curriculum implementation process. In addition, there were a number of factors that could work against the new curriculum from being effective and impede the provision of quality education. Among them was the speed at which the 2013 curriculum was being implemented, the stakeholder's involvement during the development and implementation stages, the monitoring and evaluation processes.

The rate at which the new curriculum was being implemented could be considered as an important factor in the sense that if the process was done in a hurry it would be difficult for all the participants to grasp the change processes and its intended purpose. Miller (1967) suggested that the rate of innovation in education can result in the rut of experience which can give a false security (but which also have a positive side), such as administrative reticence, educational bureaucracy, insufficient finance, community indifference and resistance, inadequate pre – and in service teacher education programmes and inadequate knowledge about the process of change. Miller as well as other scholars, considered this factor as the major obstacle (Miller, 1967: 18). Print (1993) also stated that an innovation occurs in stages and it takes time to win people over to an innovative curriculum, stakeholders need to be won over, assure them that there is a reward in making their effort to change, to implementing the new curriculum.

Furthermore, for implementation of a programme of process to occur, changes must be made in the behaviours of all affected parties (Cooper, 1988). Teachers should be clear about the purpose, the nature, and the benefits of the innovation. However, the rate at which the new curriculum was implemented had given rise to questions investigated in this study whether they were fully aware of the factors that had influenced the implementation of the curriculum and if these factors were being achieved, whether all the stakeholders were fully aware of the need for change, the nature and the benefits that would be derived from the much advocated curriculum changes.

During the development of the new curriculum, the views of all key stakeholders needed to be embraced throughout the process (Holmes & Mc Lean, 1989). The stakeholders in this regard

include teachers, parents, the civil societies the Non-Governmental Organisations (NGOs) the members of the political parties, the pressure groups, the representatives from the international community, and representatives from the traditional leaders among others. For instance, in curriculum development process, a teacher plays a significant role. He/she is a mediator between curriculum and learners. She knows various needs of students, educational institutions, industries and parents (Jadhar & Pataikar, 2013). Teachers' role in the implementing of the changed curriculum is immense because they are the people who are responsible for stopping and advocating the changed curriculum. They are the only ones who implement every change in class. As Siddiqui (2007) said that "knowledge and skill cannot bring a meaningful change unless there is a self – understanding of the person involved in the process. Gerber (2003) stated that failure to incorporate the views of key players result into difficulties in implementing the curriculum. It was normally evident in Zambia that during the curriculum development process and implementation that the key players were left out and in most cases the activity was dominated by subject specialists from the Curriculum Development Centre (CDC) (CDC, 2000).

However, in relation to the 2013 curriculum, little was known about the extent to which teachers and other stakeholders were involved in the development and implementation of the curriculum, hence the purpose of the study.

In order to determine the effectiveness of the revised curriculum, there was need to intensify roles of monitoring and evaluation. As Graves (1979) pointed out that "it is important that an evaluation is undertaken in order to establish the effects of any given curriculum, also asserted that an inclusive curriculum evaluation examines the effects on learners in two ways namely the positive effects and negative effects (Gerber, 2003). However, it was not known whether the 2013 curriculum had been exposed to monitoring and evaluations to establish its effectiveness as far as the provision of quality education is concerned in secondary schools because there was little or no documented information to indicate this fact.

## **2.8 Factors Influencing the Curriculum Change**

There are various factors that have influenced the changes in the Zambian curriculum.

### **2.8.1 The Country's Education Policy**

The curriculum of our country is determined by the education policy formulated by the government in power. According to the *Educating Our Future*, the aim of education is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for his/her fulfillment and for the good of society (MoE, 1996). It was in this view that the Ministry of Education decided to develop the 2013 Curriculum Framework to ensure the provision of education is well focused and directed through the hierarchical structure that starts from pre-school to tertiary level (CDC, 2013). The necessary career pathways for learners at secondary school levels had been provided to accord learners an opportunity to progress according to their abilities and interests. It was as well anticipated that the new curriculum would equip learners at all levels of education with vital knowledge, skills and values that would be necessary for contributing to the development of society and the economy (CDC, 2013). Therefore, one of the factors had to do with the national goals on education. As Skilbeck (1984) pointed out that changes may be made or sought in curriculum, policy and practice promote certain ends or achieve particular goals in the education system.

### **2.8.2 Changes in Societal Needs**

Since needs in the society change, the curriculum of any particular education system is bound to change. As Print (1988) stated that curriculum change reflected changes in society at large. When we consider curriculum change, it includes both the content of that change and the process by which that change comes about; Content in this regard refers to the knowledge, skills, concepts, understood values and other things associated with the material concerned such as a new Religious Education syllabus or Social Studies syllabus introduced at secondary school level. The change process point to an extent by which teachers will be introduced to that content and how they would be convinced to adopt and implement it.

However, it would also be important for curriculum developers to take into account the generic forces of curriculum change if they were to succeed in their effort to implement it (Copper, 1988). For instance, contextual factors, such as language background, would demand teachers in schools to reflect upon their curriculum content in order to make suitable changes or develop appropriate curricula. Thus if all the stakeholders were able to understand the nature of the

change process they would also be well vested with the action to take wherever faced with emerging challenges in the new curriculum. However, little was known if teachers and other key stakeholders were made aware of the emerging change and given chance to reflect on change that was about to occur and able to device methods of dealing with challenges they would encounter in the process of change.

### **2.8.3 The Democratic Values**

The other factors that have contributed to curriculum changes in the Zambian curriculum are the democratic values that have been embraced in Zambia (Carmody, 2004). It is evidenced that due to democratic values the country has embraced, the curriculum has been changed so that the learners can receive information and knowledge on the nature of democracy in their country. The information on democracy is vital to the learner in the sense that it would release a sense of autonomy in their minds and let them be aware of how their society operates. However, it is not well known about the quality and quantity of teaching and learning materials / equipment being used for the implemented 2013 revised curriculum.

## **2.9 Factors that Determine the Effectiveness of Curriculum and Quality Education**

Factors that determine the effectiveness of the curriculum and quality education were reviewed separately as in the way that follows;

### **2.9.1 The Effectiveness of the Curriculum**

In view of the curriculum effectiveness there is need to consider factors that contribute to curriculum effectiveness. These factors are embedded in a context that includes the development process, the implementation process, the institutional cultural, political and economic factors (Heneveld, 1994). When we consider the curriculum development and implementation processes as factors we refer to the curriculum starting point, taking into account all the processes and participants incorporated in the implementation of the new curriculum. These two processes highly influenced the outcome of the curriculum in one way or the other. Thus, to find out about the effectiveness of the 2013 curriculum it is imperative to critically consider the extent to which these factors were being achieved.

The institutions surrounding the education system, including the Ministry of Education, conditions how the education system functions. In addition cultural values and practices also condition the factors affected the student outcomes, and political and economic conditions

significantly influence how the education system operates and what inputs it receives (Heneveld, 1994). While the contextual factors, such as the learners background language, the location of the school and others also directly acted on the learners. Therefore, in view of all these determining factors, the study sought to evaluate the effectiveness of the curriculum in selected secondary schools.

### **2.9.2 Factors Determining Quality Education**

There are different approaches to define the term quality in education in this study, quality refers to all processes and things that contribute to the positive learner outcomes (Beeby, 1996). As Bearc (1989) pointed out that a better way of thinking of quality in education is to associate it with the process whereby the inputs to schooling (pupils, abilities, materials, buildings, teacher instructions and others) are transformed into outputs from schooling (knowledge, skills and values), as shown in an exam performance and other modes of assessment results.

Consequently, the elements or factors that constitute and define quality include efficiency, that is, better use of available educational resources and relevance, that is, the extent to which educational needs are met by effective use of available resources (World Education for All, 1990). Quality can also imply efficiency in meeting set goals, relevance to human and environmental needs and conditions and including something more to the pursuit of excellence and human betterment (Hawes & Stephens, 1996). In this study quality as an outcome of education should be portrayed in the results of the study considering the factors that constitute quality of education. Thus we intend to assess quality by determining the extent to which the 2013 curriculum is able to produce the expected outcomes of education goals.

### **Summary**

In this chapter, the researcher has reviewed studies that are relevant to the topic under investigation by discussing the meaning of curriculum, curriculum evaluation, the CIPP evaluation model designed by Stufflebeam, the significance of curriculum evaluation, the meaning of quality education, the country's curriculum framework and the factors that determine quality and influence curriculum change in Zambia.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

In this chapter the researcher presents the research design and methods that were employed in the study. Apart from the research design, data collection methods and instruments, data analysis and ethical consideration are also presented in the study.

#### **3.1 Qualitative Research**

In this study the qualitative approach was used in order to obtain an in depth understanding of issues of the topic that were being investigated. The qualitative approach was also used to obtain the participants views, opinions and perceptions on the effectiveness of the new curriculum on the provision of quality secondary education.

#### **3.2 Research Design**

This study used a descriptive survey. Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2008). It is used when collecting information about people's attitudes, opinions habits or any of the variety of education or social issues (Orodho & Kombo, 2002).

The main purpose of descriptive research is to describe the state of affairs as it exists. Kerlinger, (1969) pointed out that descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. Thus descriptive survey was employed in this study because it aimed at establishing the extent to which the 2013 revised curriculum was effective in terms of providing quality education in selected secondary schools.

#### **3.3 Target Population**

A population refers to the people a researcher select as respondents in the study to enable him achieve the objectives (Kombo & Tromp, 2006). In this study, the population consisted of all teachers, all head teachers all HoDs, from selected secondary schools in Kitwe District and Education officials, subject specialists from the District Resource Centers, and Education Standard Officers from the District Education Office.

### **3.4 Sample**

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Since not all teachers and other people were part of the study, the sample consisted of various subject teachers at both Junior and Senior Secondary School level, specifically, the Grade 9 and 12. The teachers were drawn from 6 selected secondary schools, 6 headteachers, 7 heads of departments and 96 subject teachers, a curriculum specialist from CDC, an Education Standard Officer, Curriculum Development Centre office Kombo & Tromp, 2006).

### **3.5 Sampling Procedure**

Sampling is the procedure a researcher uses to select people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). This study utilized both purposive sampling and simple random sampling. Purposive sampling involved the researcher choosing participants considered to be knowledgeable and well informed because they possess the rich background knowledge on the topic under study (Kombo & Tromp, 2006).

The use of purposive sampling can therefore be justified by stating that the technique ensures that only rich information for in depth analysis related to the central issues being studied is gathered as opposed to having a larger number of participants.

Simple random sampling was employed to select the teachers responsible for teaching various subjects incorporated in the revised 2013 curriculum. The main reason for using this technique was to obtain an equal opportunity a fair representation of all teachers in that particular school. HoDs, the education standard officers, curriculum specialists from CDC, the subject specialist from DRC were selected purposively because they had vast experience and possessed the much needed knowledge to answer the questions related to the study.

### **3.6 Research Instruments**

This study employed questionnaires, semi – structured interview guides and in depth interview guides and document analysis as study instruments. These were used to collect both qualitative and quantitative data.

### **3.6.1 Questionnaires**

Questionnaires were used to collect data from curriculum specialists from CDC, education standards officers, subject specialists from DRC and head- teachers, deputy headteachers, HoDs and subject teachers. The questionnaires had both open and closed ended questions. These instruments enabled the researcher to elicit information that was related to the study and was used to analyse the study effectively.

### **3.6.2 Interview Guides**

The study employed both semi- structured and in-depth interviews guides. Semi-structured interview guides were used to gather information from CDC officials, DRC subject specialists and head-teachers, deputy head-teachers. These were standardized among the participants so as to increase the comparability of responses while reducing on the interviewer bias.

In-depth interview guides were used to gather information from key informants who included the school head teachers and deputy head teachers, the subject specialists from the Resource Centre and CDC and education officials such as the ESO. This was used because they informant interviews are an important method of collecting data from well informed people or experts (Moody, 1996). The in – depth interviews were also used to cross – check the information gathered through the questionnaires and the interview guides.

### **3.6.3 Document Analysis**

During this study the researcher sourced for documents from the schools where the research was being carried out which related to the topic under study such as teaching and learning materials, exam analyses, school enrollment registers and others in order to compare with information that was obtained from primary sources.

### **3.6.4 Reliability and Validity**

Kombo & Tromp (2006) stated that the validity of a test is a measure of how well a test measure what it is supposed to measure, whereas reliability is a measure of how consistent the results from a test are. Thus to test the validity of this study, the researcher collected data by conducting interviews and administering questionnaires. This helped the researcher to collect detailed data and valid enough to provide a full revealing picture of what was obtaining on the ground

(Maxwell, 2005). After data was collected a pilot test was done with one school. This helped the researcher to identify and clarify some statements that were not clear or ambiguous.

Reliability is the accuracy of the work in the research. For a research to be considered reliable, it must prove that if it were to be done on a similar group of respondents in a similar context, the similar results would be found (Herod & Gall et al, 2007). Therefore, reliability was evidenced through interviews with structured questions which were used and repeated to get full information from respondents. Through interviews the researcher was able to ask for information and clarifications in areas which seemed to be of great importance.

### **3.7 Data Collection Procedure**

The researcher began to collect data, first, by seeking permission to visit secondary schools from the Ministry of General Education- District Education Board Secretary (DEBS) of Kitwe District (see appendix 5 on the letter of authority). The researcher then made appointments with respondents such as CDC officials, DRC subject specialists, Education Standard Officer and head-teachers, deputy head-teachers, HoDs and teachers of the schools where samples were being done. The arrangements were put in place to ensure respondents were found in respective offices and schools on the day of visit.

On the day of visit questionnaires were distributed and requested to be filled in then collected with the assistance from head teachers, deputy head teachers and HoDs. The researcher also conducted interviews with respondents considered to have in-depth information pertaining to the study. These were interviewed on the time agreed with the researcher. For the subject specialists and Education officials from CDC and the ESO, the researcher went and collected the questionnaire, on a date agreed to allow the respondents consult other sources where necessary.

### **3.8 Data Analysis**

Data was analysed using qualitative approaches. Data was analysed corresponding to the research questions. The researcher employed descriptive statistics thus numerical data was described and presented in frequency tables, and frequencies were shown in percentages.

The interview responses were categorized according to themes which were compared and similar themes were grouped together. The final data was then presented in summary form using narrative reports.

### **3.9 Ethical Consideration**

#### **3.9.1 Researcher and Participant Relationship**

During the research, the researcher endeavored to create favorable atmosphere with participants by according them maximum respect of their presence and views which they contributed as they interacted through questionnaires and interviews.

#### **3.9.2 Time and Validity of Research Design**

The time spent on each interview and validity of the research design was communicated to the respondents before the commencement of the interaction with them. This was to ensure the successful collection of the much needed data without wasting both the researcher and respondent's time. Thus they were being informed in advance of their right and reason to participate and withdraw from the study at any time if they decided to do so.

#### **3.9.3 Assurance of Confidentiality**

The respondents' right to privacy, dignity and informed consent was followed and guaranteed. Thus the names of the selected secondary schools were withheld and instead referred to as school A, school B, school C, and school D respectively.

#### **3.9.4 Reciprocity**

In this study the respondents' views and contributions were highly appreciated and the researcher demonstrated this fact by thanking the respondents for their cooperation at the end of the interaction.

### **Summary**

In this chapter, the researcher has presented the techniques that were used for data collection and data analysis and the reasons for which these were selected. Thus the researcher used a qualitative research design and it was a purely descriptive approach. The researcher has also presented the procedures that were used to analyse the information that was collected from the respondents and the justification for employing such procedures.

## CHAPTER FOUR

### RESULTS

#### Overview

In this chapter the researcher presents and interprets the findings as obtained from participants from selected secondary schools namely A, B, C, D, E, F and subject specialists from the District Resource Center, education officials from CDC and the Education Standard's Officers. The findings are based on the data that was collected through semi-structured questionnaires and interview guides that were administered to these respondents and through document analysis relevant to the study done by the researcher. In the presentation of findings, some verbatim are used from respondents in order to maintain the originality of the information collected.

#### 4.1 Demographics of the Respondents

In this section, the demographic of the respondents who participated in this study is presented. The participants were requested to complete the questionnaires and also participated in the interviews. Two types of questionnaires were administered to two categories of participants namely the subject specialists from CDC, District Resource Centre, Education Standard's Officers and headteachers, deputy headteachers, HoDs and subject teachers in the selected secondary schools. These were used because these were identified as the most important for the analysis as in table 4.1;

Table 4.1: Frequency distribution of respondents according to position

Position	No. of questionnaires	Responses	No response
Subjects specialists, Education Officials- Education standards officers	12	12	0
Head teachers, Deputy Head teachers, HoD'S and Teachers	100	100	0
Total	112	112	0

As shown in table 4.1, 12 questionnaires were administered to 12 participants who consisted of subject specialists from CDC and District Resource Center as well as the Education Standard's Officer, while 100 questionnaires were administered to 100 participants who composed the headteachers, deputy headteachers, HoDs and subject teachers (see appendix 1 and 2).

In addition, the samples for this study included respondents who participated in interviews as in table 4.2;

Table 4.2: Frequency distribution of respondents for the interviews according to position

Position	No. of participants	Responses	No response
Subject specialists from CDC, District resource center	10	07	03
Education standards officer	02	01	01
Head teacher and deputy head teacher	12	08	02
<b>Total</b>	<b>24</b>	<b>16</b>	<b>06</b>

As shown in table 4.2, three categories of participants were subjected to interviews. These included 12 participants who were headteachers and deputy headteachers from the six selected schools. While 7 out of 10 participants who were subject specialists from CDC, District Resource Center and 1 out of 2 participants were Education Standard’s Officers from the District Education Office. These were selected for interviews because they were identified as key informants who provided the researcher with indepth information pertaining to this study (see appendix 3, 4 and 5).

#### 4.2 Findings of Research Questions

As earlier stated in chapter 3, in this study three research questions were employed to generate qualitative data. These research questions were used with the help of other related questions leading to the suggested conclusion of this study (see appendix 1 and 2).

#### 4.3 Research Question One

Research question one attempted to elicit data pertaining to which extent the factors had influenced the implementation of the revised 2013 curriculum. This research question was necessary for the study because it facilitated the researcher in generating data that presented the extent to which factors had influenced the implementation of the revised 2013 curriculum in as much as the provision of quality secondary education is concerned. Thus research question one was presented as follows:

*To which extent did the factors had influenced the implementation of the 2013 revised curriculum?*

To generate responses to this question, the researcher accessed data from respondents by use of related questions 1- 12 on the questionnaires which were administered to two categories of participants. The first questionnaire was administered to subject specialists at CDC, District Resource Center and the Education Standard's Officers, while the second questionnaire was administered to the headteachers, deputy headteachers, HoDs and subject teachers (see appendix 1 and 2). However, these two questionnaires required respondents to give similar information relevant to the study.

#### **4.3.1 The aim of Development and Implementation of the Revised Curriculum**

From the first category of participants, 12 responded that they were aware of the factors that had influenced the development and implementation of the revised 2013 curriculum representing 100% of the total sample size for this group of respondents. While from the second category of participants 77 responded that they were aware of the factors representing 77% and 33 responded that they were not aware of these factors representing 33% of the total sample.

The above findings show that the majority of both participants were aware of the factors that had influenced the development and implementation of the revised 2013 curriculum. While a few respondents from the second category confirmed of not being aware of these factors.

#### **4.3.2 Objective Achievement**

From the first category of participants, 10 responded that the factors were being realized through the implemented 2013 revised curriculum, representing 83% and 2 participants responded that factors were not being realized, representing 17% of the total sample size. From the second category, 64 participants responded that factors were being realized, representing 64%, while 29 participants responded that factors were not being realized, representing 29% and 7 participants did not give any response representing 7% of the total sample size.

#### **4.3.3 Level of Objective Achievement**

Table 4.3 shows the extent to which the factors that had influenced the implementation of the revised 2013 curriculum were being realized.

Table 4.3: Responses on the extent to which factors were being achieved in the implementation of the revised curriculum

Category of participants

Types of responses	Subject specialists, Education Officials-ESO		Head teachers, Deputy head teachers HoDs and Teachers	
	<i>f</i>	%	<i>f</i>	%
To some extent	08	67	5	75
To a larger extent	04	33	15	10
Not at all	0	0	10	10
Total	12	100	100	100

From the table above, 8 participants from the first category, responded to some extent representing 83%, 4 participants responded to a larger extent representing 33 % and none of the respondents said Not at all representing 0% of the total number of respondents. From the second category, 75 participants responded to some extent, representing 75%, 15 participants responded to a larger extent representing 15% and 10 participants responded not at all, representing 10% of the total sample.

The result in the table above show that majority of respondents suggested that the factors that influenced the implementation of the revised 2013 curriculum were being realized to some extent.

#### 4.3.4 Skill-based Curriculum Achievement

From the first category of participants, 10 responded yes representing 83% and 2 participants responded no representing 17% of the total sample size. While in the second category of respondents, 88 participants responded yes representing 88% and 12 participants responded no representing 12% of the total sample size.

The result of the findings in 4.3.4 suggest that majority of the participants agreed that the skill based curriculum advocated by MoGE was being achieved through the implemented 2013 curriculum.

#### 4.3.5 Level of Skill-based Curriculum Achievement

The analysis of results was presented in table 4.4;

Table 4.4: Responses on the extent to which skill based curriculum was being achieved

Category of participants

Types of responses	Subject Specialist and ESO		Head Teachers, D/Head Teachers, HoDs and Teachers	
	<i>F</i>	%	<i>f</i>	%
To some extent	6	50	7	7
To a larger extent	4	33	18	18
Not at all	2	17	75	75
Total	12	100	100	100

From table 4.4 above there were two categories of respondents. In the first category, 6 participants responded to some extent, representing 50%, 4 participants responded to a larger extent, representing 33% and 2 participants responded not at all representing 17%. In the second category, 7 participants responded to some extent, representing 7%, 18 participants responded to a larger extent representing 18%, and 75 participants responded not at all representing 75% of the total sample size.

From the figure above, the results therefore show that majority of the respondents suggested that the skill based curriculum was being achieved to a lesser extent through the revised 2013 curriculum.

#### 4.3.6 Learner-centred Achievement

From the first category of participants, 10 responded yes, representing 83%, 2 responded no, representing 17% of the total sample size. While in the second category of respondents, 73 participants responded yes, representing 73% while 27 participants responded no, representing 27% of the total sample size. From these results, majority of the respondents agreed that the learner centred curriculum was being achieved through the implemented 2013 revised curriculum.

#### 4.3.7 The Level of Learner-centered Curriculum Achievement

The analysis of the results was presented in the figure 4.5:

Table 4.5: Responses on the extent to which learner- centered curriculum was being achieved

Types of responses	Category of participants			
	Subject specialists Education		Head teachers. Deputy head	
	Officials –ESO		HoDs and Teachers	
	<i>f</i>	%	<i>f</i>	%
To some extent	6	50	84	84
To a larger extent	6	50	16	16
Not at all	0	0	0	0
Total	12	100	100	100

From the table above, in the first category of participants, 6 responded to some extent, representing 50%, 6 responded to a larger extent, representing 50% and none of the participants responded by not at all, representing 0%. In second category of participants, 84 responded to some extent, representing 85% of the total sample, 16 responded to a larger extent, representing 16% and none of the participants responded by not at all, representing 0% of the total sample size. From these results, majority of the respondents suggested that the learner centered curriculum was being achieved through the revised 2013 curriculum to some extent.

#### 4.3.8 Provision of Holistic and Relevant Education

From the first category of participants, 10 responded Yes, representing 83% and 2 responded no representing 17%. While from second category of participants, 65 responded Yes, representing 65% and 35 responded no, representing 35% of the total sample size. The results of these findings show that majority of the participants acknowledged that a curriculum that was holistic and relevant to needs of individuals and society was being achieved by MoGE through the revised 2013 curriculum.

#### 4.3.9 Level of Achievement of Holistic and Relevant Education

The analysis of these results was presented in table 4.6;

Table 4.6: Responses on the extent to which holistic and relevant curriculum was being achieved

Category of participants

Types of responses	Subject specialists, Education Officials- ESO		Head teacher, Deputy head teachers HoDs and Teachers	
	<i>f</i>	%	<i>f</i>	%
To some extent	8	67	63	63
To a larger extent	4	44	9	9
Not at all	0	0	28	28
Total	12	100	100	100

From the table above, in the first category of participants, 8 responded to some extent representing 67%, 4 responded to a large extent representing 44 %, and none of the respondents responded Not at all, representing 0%. While in the second category, 63 participants responded to some extent, representing 63%, 9 responded to a larger extent, representing 9% and 28 participants responded not at all, representing 28% of the total sample size. These results therefore suggested that majority of the participants acknowledged that MoGE had implemented a curriculum which was holistic and relevant to the needs of individuals and society which was being achieved to some extent through the revised 2013 curriculum.

**4.4 Summary of the results on the extent to which factors had influenced the implementation of the revised 2013 curriculum.**

This section sought to present the results pertaining to the findings on research question one which read: *To which extent did the factors had influenced the implementation of the revised 2013 curriculum?* From all the categories of participants, majority of the respondents indicated that they were aware of the factors which influenced the implementation of the revised 2013 curriculum. They also indicated that the factors were being realized to some extent as change in general was necessary at times to keep abreast of the changes in education around the globe. Although overall results show that the factors were being achieved to some extent, other respondents especially those who participated in interviews indicated that curriculum implementation should be a gradual process because too many and quick changes sometimes had a negative effect on teaching and learning. Furthermore, they indicated that change that occurred too frequently may create stress among educators and other stakeholders due challenges of adapting to change. They stated that during the period of adaptation some teachers do not teach

effectively as they may still be learning new things included in the revised curriculum. However, results indicated that majority of participants acknowledged the need for MoGE to implement the curriculum which was skill based, localized, learner-centred, holistic and relevant to the needs of individuals and the society. Thus, results show that what MoGE had advocated to achieve through the revised 2013 curriculum was being achieved to some extent.

**4.5 Research Question Two**

In this section, results of the data to answer research question two are presented. The question was stated as follows: *How had been the provision of quality teaching and learning resources in the implementation of the revised 2013 curriculum?* To get information to this question, two categories of participants were requested to complete the questionnaires, while the key informants were requested to participate in interviews as stated in chapter three. The research question had other related questions in the questionnaire (question 13-29) which led to similar conclusions of the study (see appendix 1 and 2).

**4.5.1 Responses on the Provision of Quality Teaching and Learning Resources by MoGE**

From the first category of participants, 8 responded yes representing 67%, and 4 responded no representing 33% of the total sample size. While in the second category of participants, 68 responded yes, representing 68% and 32 responded no, representing 32% of the total sample size. These results show that most of the respondents acknowledged that quality teaching and learning resources were being provided by MoGE in the implementation of the revised 2013 curriculum.

**4.5.2 Level of Providing Quality Teaching and Learning Resources**

However, the responses to this question were presented as shown in the figure 4.7:

Figure 4.7: Responses on the extent to which MOGE has provided quality teaching and learning resources.

Category of participants

Types of responses	Subjects specialists, Education Officials-ESO		Head teachers. Deputy head teachers, HoDs and subject teachers	
	<i>f</i>	%	<i>f</i>	%
To some extent	8	67	63	63
To a larger extent	4	44	9	9
Not at all	0	0	28	28
Total	12	100	100	100

From the figure above, in the first category of participants, 8 responded to some extent representing 67% and 4 responded to a large extent, representing 44 % and none of the respondents indicated Not at all, representing 0%. While from the second category of participants, 63 responded to some extent, representing 63%, 9 responded to a larger extent, representing 9% and 28 participants responded not at all representing 28% of the total sample size. From the data in table 4.7 results show that MoGE had provided quality teaching and learning resources in the implementation of the revised 2013 curriculum to some extent as indicated by the majority of respondents.

#### 4.5 Provision of Quality Teaching and Learning Resources

The responses to this question were presented as in table 4.8;

Table 4.8: Responses on how had been the provisions of teaching and learning resources

Category of participants

Measure	Subject specialists, Education Standards Officials- ESO		Head teachers, Deputy Head teachers HoDs and Teachers	
	<i>f</i>	%	<i>f</i>	%
Poor	3	25	7	7
Fair	3	50	59	59
Good	6	25	20	20
Very good	0	0	7	7
No response	-	-	07	7
Total	12	100	100	100

From the table above, in the first category of participants, 3 responded poor, representing 25%, 6 responded fair, representing 50%, 3 responded good, representing 25% and none of the participants responded very good, representing 0%. From the second category of participants, 7 responded poor, representing 7%, 59 responded fair, representing 59%, 20 responded good, representing 7% and 7 participants did not indicate any response, representing 7% of the total sample size. From the data in table 4.8, the results show that majority of respondents indicated that the provision of teaching and learning resources by MoGE had been fair in the implementation of the revised 2013 curriculum.

#### 4.5.3 Nature of Teaching and Learning Resources

The responses to this question were presented as in table 4.9;

Figure 4.9: Responses on quality of teaching and learning resources

Category of participants

Measure	Subjects specialists, Education Officials – ESO		Head teachers, Deputy head teachers, HoD's and Teachers	
	<i>F</i>	%	<i>f</i>	%
Poor	4	33	31	31
Fair	4	33	45	45
Good	4	33	24	24
Very good	0	0	0	0
Total	12	100	100	100

From the figure above, in the first category of participants, 4 responded poor, representing 33%, 4 responded fair representing 33 %, 4 responded good representing 33% and none of the participants responded very good, representing 0%. In the second category of participants, 31 responded poor, representing 31%, 45 responded fair, representing 45%, 24 responded good, representing 24% and none of the participants indicated very good as a response, representing 0% of the total sample size. From the data on figure 4.9 results show that the quality of teaching and learning resources provided by MoGE in the implementation of the revised 2013 curriculum had been rated to be on average standards as can be compared from both results indicated by the two categories of participants above.

#### 4.5.3 Nature of the Material Content of the Textbooks

Figure 4.10: Responses on the quality of the material content of the text books for the revised curriculum.

Category of participants

Measure	Subject specialists, Education Officials – ESO		Head teachers, Deputy head teacher HoDs and Teachers	
	<i>F</i>	%	<i>f</i>	%
Poor	4	33	34	34
Fair	0	0	34	34
Good	8	67	32	32
Very good	0	0	0	0
Total	12	100	100	100

From the figure above, in the first category of participants, 4 responded poor, representing 33%, none of the participant responded poor, representing 0 %, while 8 participants responded good, representing 67% and none of the participants indicated very good, representing 0%. While in the second category of participants, 34 responded poor, representing 34%, 34 participants responded fair, representing 34%, 32 responded good, representing 32% and none of the participants responded very good, representing 0%. From the data in table 4.10, results suggested that the material content in the text books for the revised 2013 curriculum was average as indicated by both categories of participants.

#### 4.5.4 Material Content of Textbooks and Provision of Quality Education in Secondary Schools

From the first category of participants, 10 responded yes representing 83% and 2 responded no, representing 17%. While from the second category of participants, 41 responded yes, representing 41% and 57 responded no, representing 57%, while 2 participants did not indicate any type of response, representing 2%. From this data therefore results show that majority of respondents in the first category of participants acknowledged that the material content of the text books in the revised 2013 curriculum enhances quality secondary education. While in the second category, the acknowledgement was on average as most of the respondents indicated that the material content of the text books for the revised 2013 curriculum did not enhance the provision of quality secondary education.

#### 4.5.5 Extent to which the Material Content in the Textbooks and Provision of Quality Education in Secondary Schools

The responses to this question were presented as in table 4.11;

Table 4.11: Responses on the extent to which the material content of the text books for the revised 2013 curriculum enhance the provision of quality education

##### Category of participants

Type of response	Subject specialists, Education Officials –ESO		Head teachers, Deputy Head teacher, HoDs and Teachers	
	<i>F</i>	%	<i>F</i>	%
To some extent	8	66	52	52
To a large extent	4	44	18	18
Not at all	0	0	0	0
No response	-	-	20	20
Total	12	100	100	100

From table 4.11 above, in the first category of participants, 8 responded to some extent representing 67%, 4 responded to a large extent, representing 44 %, and none of the participants responded Not at all, representing 0%. While in the second category, 52 responded to some extent, representing 52%, 18 responded to a larger extent, representing 18%, 10 indicated not at all representing 10%, 20 participants did not provide any response, representing 20% of the total sample size. From the table, the results show on average that participants indicated that the

material content of the text books in the revised 2013 curriculum enhance the provision quality secondary education to some extent.

On the other hand, results from respondents who participated in the interview were expressed as follows;

Participant from school A said that;

*The MoGE has not yet provided our school with textbooks for Grade 11 and 12 and yet Grade 12s will soon be assessed basing on the revised curriculum in the national examination at the end of the year.*

Participant from school D stated that;

*The MoGE has supplied us with some textbooks which have inappropriate information and other textbooks have very shallow information which does not match with what we are supposed to cover in the new syllabus.*

Another participant from school E emphatically stated that;

*Teaching aids such as textbooks are very important for one's delivery of an effective lesson in class. But at this school there are very few books catering for all the classes here and we only have 10 computers against a population of over 60 pupils per class by twelve classes.*

Thus the comments above by various respondents suggested that the MoGE had not fully provided the required and appropriate instructional materials and equipment for effective delivery of lessons in classes by teachers.

#### 4.5.6 Teaching and Learning Environment

Table 4.12 Responses to sub questions 17, 18 and 19

Item	Subjects specialists, Education Officials - ESO				Head-teachers, Deputy Head-teachers, HoD and Teachers			
	Yes	No	Total	missing	yes	No	total	missing
17: Does the school have enough computers for ICT?	4 0%	8 67%	12 100%	- -	30 30%	70 70%	100 100%	- -
18: Infrastructure: Does the school have computer labs for ICT?	10 83%	2 17%	12 100%	- -	72 72%	28 28%	100 100%	- -
19: Are computer labs conducive for learning and teaching	8 67%	4 33%	12 100%	- -	34 34%	66 66%	100 100%	- -

The results in the table above show that the question requiring participants to indicate whether schools have enough computers: from the first category of participants, 4 responded yes representing 33% and 8 responded no, representing 67%. While from the second category, 30 participants responded yes, representing 30% and 70 responded no representing 70%. On the question whether the infrastructure has been upgraded such as the computer labs for ICT in schools: from the first category of participants, 10 responded yes, representing 83% and 2 responded no, representing 17%. While from the second category, 72 participants responded yes, representing 72% and 28 responded no, representing 28%. On the question whether the computer labs were conducive for teaching and learning; from the first category of participants, 8 responded yes, representing 67% and 4 responded no, representing 33%. While from the second category, 34 participants responded yes, representing 34% and 66 responded no, representing 66%. On the question whether schools have enough qualified teachers to teach the new subjects incorporated in the revised 2013 curriculum: from the first category of respondents, 10 indicated yes, representing 83% of the total sample and 2 indicated no, representing 17%. While from the

second category of respondents, 64 indicated yes, representing 64%, 25 indicated no, representing 25% and 11 participants did not provide any response, representing 11%. On the question whether the teacher-pupil ratio favoured effective teaching and learning in the secondary schools: from the first category of participants, 2 indicated yes, representing 17% of the total sample and 10 indicated no, representing 83% of the total sample. From the second category of participants, 29 indicated yes, representing 29% and 64 indicated no, representing 64% and 7 did not provide any response, representing 7% of the total sample.

These results suggested in both categories of participants that secondary schools had computer labs and qualified teachers to teach the new subjects incorporated in the 2013 revised curriculum. However, results from both participants suggested that the schools did not have enough computers, the computer labs were on average not conducive for effective teaching and learning of ICT and the teacher-pupil ratio as well did not favour the effective teaching and learning.

Additionally, during the interview, a participant from school B expressed his views in relation to school environment as stated that;

*The teachers are unable to teach the new subjects effectively for lack of proper infrastructure. For example, we do not a proper room where we can put our computers and conduct computer lessons effectively.*

#### 4.5.7 Teacher-pupil Ratio

Table 4.13: Responses on how the teacher pupil ratio is in schools

Measure	Category of participants			
	Subject Specialists, Education Officials – ESO		Head-teacher, Deputy Head teachers HoDs and Teachers	
	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>
Poor	8	64	29	29
Fair	2	17	59	59
Good	2	17	9	9
Very good	0	0	12	12
No response	-	-	-	-
Total	12	100	100	100

On the question requiring participants to indicate the extent to which computer labs were conducive for the effective teaching and learning in schools: results from the first category of participants show that 6 indicated to some extent, representing 67%, 4 indicated to a larger extent, representing 33%. While from the second category, 68 participants indicated to some extent, representing 68%, 14 indicated to a larger extent, representing 14%, 9 indicated not at all, representing 9% and 9 participants did not provide any response, representing 9%. On the question requiring respondents to indicate the extent to which the teacher-pupil ratio favoured the effective teaching and learning: from the first category of participants, 4 indicated to some extent, representing 33%, 2 indicated to a larger extent, representing 17%, and 6 participants indicated not at all, representing 50%. From the second category of participants, 18 indicated to some extent, representing 18%, 9 indicated to a larger extent, representing 9%. 65 indicated not at all, representing 65% and 8 participants did not provide any response, representing 8% of the total sample. These results suggested that computer labs were conducive for effective teaching and learning to some extent as acknowledged by the majority both subject specialists, officials and teachers in these secondary schools. On the other hand, however, results from both participants suggested that the teacher-pupil ratio did not favour the effective teaching and learning of the implemented 2013 revised curriculum as indicated by the majority of both participants. As participant from school B indicated that;

*To start with, the relatively high number of learners in these classes is already an indication of negative point on the part of the revised curriculum. It is challenging to focus on each individual learner in a class of above 80 learners.*

The results thus implied that the learning environment still needed to be worked on to become more conducive by expanding the infrastructure and provide more qualified teachers so as to reduce on the teacher-pupil ratio in these secondary schools for teaching and learning to be more effective.

#### **4.6. Research Objective Three**

As earlier mentioned in the overview of this chapter, research question three was meant to analyse teacher's preparedness and understanding of the revised 2013 curriculum. To elicit the much needed information, other similar questions were constructed on the questionnaire (questions 32-48) to enable the researcher receive data related to research objective three (see

appendix 1, 2 and 3). The question was thus formulated with a view to measure whether teachers were prepared and had really an understanding of the revised curriculum when it was being implemented. Thus the question was stated as follows:

*How has been teacher's preparedness and understanding of the revised 2013 curriculum?*

#### 4.6.1 Teachers' Involvement during Curriculum Development and Implementation

**Table 4.14:** Responses on teacher's Involvement in the development and implementation of the 2013 revised curriculum

Item	Subject specialists from CDC, DRC and ESO				Head teachers, Deputy Head teachers HoDs and Teachers			
	yes	No	Total	Missing	Yes	No	Total	Missing
29: When curriculum was being implemented were you (teachers) prepared for it?	8 67%	4 33%	12 100%	–	27 37%	66 66%	93 93%	7 7%
33: From the time you completed and obtained the highest qualification, have you ever been retrained or attended any training in courses related to your teaching subject and or the new subjects introduced in the revised 2013 curriculum?	8 67%	4 33%	12 100%	–	45 45%	50 50%	95 95%	5 5%
36: During development of the revised 2013 curriculum were you consulted at any stage and allowed to make suggestions?	6 50%	6 50%	12 100%	–	7 7%	93 93%	100 100%	–
38: Have you (teachers) understood the revised curriculum during its implementation?	8 67%	4 33%	12 100%	–	57 57%	40 40%	95 95%	5 5%

From the table above, on the question requiring participants to indicate whether the teachers were prepared for it when it was being implemented, from the first category of respondents 8 indicated yes, representing 67% and 4 indicated no, representing 33%. While from the second category of participants 27 indicated yes, representing 27%, 66 indicated no, representing 66% and 7 did not provide any response, representing 7% the total sample. On the question requiring participants to indicate whether teachers were retrained or attended any training in their teaching subject and or the new subjects introduced in the revised 2013 curriculum, from the first category of participants, 8 indicated yes, representing 67% and 4 indicated no, representing 33%. To find out whether teachers were consulted during the development of the revised curriculum, from the first category of participants, 6 indicated yes, representing 50% and 6 indicated no, representing 50%. While from the second category 7 participants indicated yes, representing 7% and 93 indicated no, representing 93%. To find whether teachers had clearly understood the revised 2013 curriculum during its implementation, from the first category of participants, 8 indicated yes, representing 67% and 4 indicated no, representing 33%. From the second category, 53 participants indicated yes, representing 53%, 42 indicated no, representing 42% and 5 did not give any response, representing 5% of the total sample size.

As in the table 4.14, results show that majority of the subject specialists and officials acknowledged the fact that teachers were prepared by being retrained or undergoing training in courses related to their teaching and new subjects introduced in the revised curriculum as well as having understood the curriculum during its implementation. Results from headteachers, deputy headteachers, HoDs and teachers show that majority expressed the fact that they were not prepared adequately by being retrained or undergoing training in courses related to their teaching or new subjects introduced in the revised 2013 curriculum. Although results show that majority of teachers were not adequately prepared to some extent when the revised curriculum was being implemented, results suggested that above average of the teachers acknowledged the fact that they had clearly understood the revised 2013 curriculum during its implementation. However, results further show that majority of the teachers were not consulted at any stage and not allowed to make contributions during the development and implementation of the curriculum, implying that despite teachers being important players in any curriculum development and implementation, they were not thoroughly consulted to make contributions hence not being able to understand it well.

#### 4.6.2 The Measure of Teacher' Understanding of the Revised Curriculum

Table 4.15: Responses on the measure of teachers' understanding of the revised 2013 curriculum

##### Category of participants

Measure	Subject specialist and Education Officials- ESO		Head-teachers ,Deputy head teachers, HoDs, Teachers	
	<i>f</i>	%	<i>F</i>	%
Poor	0	0	0	0
Fair	8	67	47	47
Good	2	16	45	47
Very good	2	17	5	5
No response	-	-	3	3
Total	12	100	100	100

From the table 4.15, results for the first category of participants show that 8 respondents indicated fair, representing 67%, 2 respondents indicated good, representing 16% and 2 respondents indicated very good, representing 17%. From table 4.16 results show that majority of the respondents from both categories acknowledged that the teachers had a fair understanding of the revised 2013 curriculum suggesting that those who had a good and very good understanding were very few.

#### 4.6.3 Measure of Learners' Response and Performance

Table 4.16: Responses on the learner's response and performance of the revised curriculum

Measure	Subject specialist and Education Officials- ESO		Head-teachers ,Deputy head teachers, HoDs, Teachers	
	<i>f</i>	%	<i>F</i>	%
Poor	0	0	6	6
Fair	8	67	65	65
Good	4	33	29	29
Very good	0	0	0	0
No response	-	-	-	-
Total	12	100	100	100

Regarding responses on the learners' response and performance of the revised curriculum, from the table 4.16, results show that in both category of participants, majority of the respondents

indicated that learners' response and performance was fair. While a few respondents indicated that the learners' response and performance was poor and good respectively (Poor = 0%:6%, Fair = 67%:65%, Good = 33%:29). Moreover none of the participants indicated that the learners' response and performance was very good. Thus the results from both participants suggested that the learners' response and performance in terms of the revised curriculum was fair as in the rating 67%:65% on the table above. This simply indicated to the curriculum developers, implementers and other stakeholders that there was still need for improvement in the areas where the curriculum had not been administered properly in these secondary schools.

#### 4.6.4 Content and Monitoring of Performance

Table 4.16: The responses on the relevance of the curriculum content and monitoring of performance;

Item	Subject specialists and Education officials –ESO				Headteachers, Deputy Headteachers HoDs and Teachers			
	yes	No	Total	Missing	Yes	No	Total	Missing
41. Whether 2013 revised curriculum content is relevant to needs of individual learners and society.	10	2	12	-	90	10	100	-
	83%	(17%)	100%	-	(90%)	(10%)	(100%)	-
43. Whether monitoring and evaluation were being conducted on delivery of new subjects in the curriculum.	10	2	12	-	75	25	100	-
	(83%)	(17%)	(100%)	-	(75%)	(25%)	(100%)	-

According to the results on the table above, from the first category of participants, 83% indicated that the revised curriculum had its content relevant to individual needs and society's 17% denied this fact. While from the second category of participants, 90% of the total sample agreed that the curriculum was relevant to the needs of individuals and society and 10% did not agree to this assertion. On the question whether monitoring and evaluation had been conducted to see how the teachers were teaching especially the new subjects introduced in the revised curriculum by both internal and external monitors since the curriculum was implemented, from the first category of participants, 83% indicated yes and 17% indicated no. From the second category of participants 75% indicated yes while 25% indicated no. The results show that from both categories of participants, majority had acknowledged the fact that the revised curriculum was relevant to

needs of individual learners as well as the society. Results also suggested that majority of participants acknowledged that monitoring was being done by both internal and external monitors on how subjects were delivered in classes by teachers from the time the revised curriculum was implemented.

#### 4.6.4 The Extent to which Revised Curriculum Content is Relevant and Monitored

Table 4.17 (a): Responses from subject specialists and officials from CDC, DRC, and ESO

Item	To some extent	To a large extent	Not at all	Total	Missing
42. Extent to which revised 2013 curriculum is relevant to learner's needs and society.	8 (67%)	4 (33%)	0 (0%)	12 100%	- -
44. Extent to which monitoring and evaluation were being conducted on how new subjects are being delivered in classes.	10 (83%)	2 (17%)	0 (0%)	12 (100%)	- -

Table 4.17 (b): Responses from Headteachers, Deputy Headteachers, HoDs and Teachers

Item	To some extent	To a large extent	Not at all	Total	Missing
42. Extent to which revised the 2013 curriculum is relevant to learners needs and society.	56 (56%)	44 (44%)	0 (0%)	100 (100%)	- -
44. Extent to which monitoring and evaluation has been conducted on how new subjects are being delivered in classes.	59 (59%)	29 (29%)	12 (12%)	100 (100%)	- -

From the table 4.17 (a) and (b), on the question requiring respondents to indicate the extent to which the revised curriculum content was relevant to individual needs of the learners and the society, from the first category of participants, 67% indicated to some extent and 33% indicated to a larger extent. From the second category of participants, 56% indicated to some extent and 44% indicated to a larger extent. The obtained results therefore, suggested that the revised curriculum was relevant to the needs of individual learners and society to some extent and the results below average suggested that both participants acknowledged that the curriculum was relevant to learners' needs as well as the society to a larger extent. The question requiring

participants to indicate whether the curriculum was effective to the provision of quality education, from the first category of participants, 83% indicated to some extent and 17% indicated to a larger extent. While from the second category of participants, 59% indicated to some extent, 29% indicated to a larger extent and 12% indicated not at all. Thus these results suggested that the majority of both categories of participant acknowledged that the revised curriculum was effective to the provision of quality education to some extent while below average suggested that it was effective to a larger extent apart from 12% of participants who did not indicate any response.

#### **4.7 General Observations and Concerns on the Delivery of New Subjects**

The interview guide questions (see appendix 3) enabled the researcher to access information from respondents for research objective three and four. Both categories of participants were asked to comment on the general observations and concerns with regard to the revised 2013 curriculum. The responses that were received from participants revealed that teachers and pupils were facing challenges during teaching and learning. Despite the revised curriculum being acknowledged to be effective in the provision of quality education, the concerns raised from the general observation of teachers from different secondary schools upon being interviewed were as follows;

Participant from school C stated that;

*It has been observed that delivery of new subjects has not been effective due to challenges such as inadequate and or inappropriate teaching and learning materials, lack of qualified teachers and shortage of room where a practical lesson can be conducted effectively.*

Participant from school E observed and expressed her concerns as follows;

*The delivery of new subjects has generally been good despite the challenge of teaching and learning materials as well as insufficient time for merged subjects such as geography history and civics which are now one subject called social studies.*

Another participant from school A said that;

*“It is very difficult to select the content to be delivered in class and to assess the learners especially for social science subjects at*

*Junior Level where a new subject has to be handled by three different teachers; a specialization way of teaching subjects is better than combining three subjects into one.”*

Similarly participants from school F expressed their views that;

*It was very difficult to teach if you had not clearly understood the revised curriculum and you were not even prepared for it.*

While the other participant from school D responded in this manner;

*We were surprised to learn that there was social studies at Junior Secondary Level, which we did not even have an idea on how to implement it. The entire revised curriculum was quite difficult to understand because nearly everyone from this school was left out at the initial implementation stage.*

In line with the above observations and concerns, majority of participants expressed their view that despite the revised curriculum having been implemented three years ago, textbooks for certain grade levels have not yet been published and laboratories not yet been equipped with necessary apparatus and equipment especially for newly upgraded secondary schools.

However, 67% of respondents who were mainly from the first category (that is, education officials and subject specialists) observed and expressed their view that although there was a challenge of inadequate and inappropriate teaching and learning materials and equipment, lack of qualified teachers and shortage of space, generally, teachers were trying their best to deliver the new subjects well and the learners were also coping up well with the learning of those subjects.

The other participant from the first category said that;

*The teachers should by now been experts in delivery of the new subjects and in as far as the development and implementation of the revised curriculum is concerned, they are expected to quickly adapt by applying experiences from previous curriculum revisions or changes taken place in our education system.*

This means that as educators there was need to always compare current revised curriculum to past curriculum in order to see changes made to it, how to deal with the changes, easily and quickly adapt and also be ready for future curriculum innovations.

Another participant from the first group expressed his concern and view stated as follows;

*I am positive about the revised curriculum that it can yield intended results if only the government could be consistent in providing sufficient teacher training and other relevant teaching and learning resources for effective subject delivery to be enhanced and quality education achieved in these schools. I can plainly state that among the curriculum changes done in the past, this one is much better.*

#### **4.8 Suggestions from Teachers, Education officials and Subject Specialists on how to improve the Implementation of the Revised Curriculum**

During data collection participants were accorded an opportunity to comment on the serious issues and concerns that needed to be addressed to improve the performance of the revised 2013 curriculum (see appendix 3). As the sub question was stated in this manner; *What could be the best way of dealing with these issues and concerns raised to ensure the improvement of the revised curriculum?*

In response to the above question on the interview guide, majority of participants from both the first and second category submitted the opinions and views presented according to themes as follows;

##### **4.8.1 Consistently Educate Teachers on all Policy Changes about to be implemented**

This can help teachers and other stakeholders understand the goals, aims and objectives of the policy, so that they can easily adapt to it. If teachers could be educated on the policy that is influencing change and what it states, that is, the content and how to implement it could be better because it is difficult for them to implement that which they do not fully understand. As participant from school B indicated that;

*Past curriculum changes have been welcomed by educators because they had been well informed in time, but again too many curriculum changes in close intervals frustrate educators' efforts. However, on this one we were not educated or consulted at any initial stage of the development and implementation. It was simply handed over to us by MoGE during the implementation in schools.*

#### **4.8.2 Provide Sufficient Quality Teaching and Learning Resources**

They stated that it was practically impossible to achieve goals, aims and objectives of the revised curriculum if quality teaching and learning resources were not adequately and appropriately provided. In line with this concern, the teachers appealed to the MoGE for the immediate withdrawal of learning and teaching materials that were considered to be of substandard, such as the text books published by M.K Publishers, as they pointed out that they were misleading both the teacher and the learner. As one participant from school A supported this view by also stating that;

*I strongly appeal to MoGE to immediately get rid of M.K textbooks because they are full of mistakes.*

#### **4.8.3 Reduce on Teacher-pupil Ratio**

They responded that high teacher-pupil ratio greatly affected the way a revised curriculum was being implemented. They their view that these large numbers of learners be reduced in classes so as to be able meet the attention of individual learners and improve on the quality of education being provided. As one teacher from school C indicated that;

*“There is high teacher-pupil ratio at this school thus it is difficult to state clearly whether the objectives have been successfully achieved or not after teaching and learning has taken place in class”.*

This means that there is need to build more classrooms in order decongest the overcrowded classes for effective teaching and learning to be enhanced.

However, other participants were for the view that that MoGE provide training and fully support constant teacher group meetings at the Resource and Zonal Centre and other teaching professional development meetings held within the schools. In addition, they stated that all stakeholders in the revised curriculum implementation process should intensify the activities of monitoring and evaluation to see how subjects were being delivered in classes in these schools.

#### **4.9 Summary of the Results on Teacher’s Preparedness and Understanding of the Revised 2013 Curriculum.**

The aim of this section was present the findings to answer research question three which was stated: *How had been teacher’s preparedness and understanding of the revised 2013*

*curriculum?* Overall, majority of respondents indicated that they were not adequately prepared and did not fully understand the revised curriculum. Results indicated that since teachers were not adequately prepared and did not clearly understand the revised curriculum, they faced challenges in terms of delivery of subjects in classes. Results revealed that majority of teachers were not fully prepared when the revised curriculum was being implemented because most of them indicated that they were not consulted or involved to make relevant contributions to the revised curriculum during the development as well as implementation stages. Thus this was an indication that although the results showed that the curriculum was seen to yield positive outcomes to some extent, there were still some parts which needed urgent attention from curriculum developers, implementers and other stakeholders so that it can become more effective in providing quality education to learners in secondary schools.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **Overview**

In this chapter the researcher deals with the discussion of findings as presented in the previous chapter (four). This study was aimed to evaluate the effectiveness of the revised 2013 curriculum on the provision of quality secondary education. The researcher employed the CIPP evaluation model designed by Stufflebeam (1971) which guides the discussion of findings in line with the three research objectives of this study.

#### **5.1 Achievement of the Revised Curriculum Objectives**

The aim of collecting data in the context stage was to assess the extent to which the factors that influenced the implementation of the revised curriculum were being achieved.

##### **5.1.1 Factors of the Revised Curriculum Being Achieved**

The responses in relation to context dimension of the revised curriculum showed that majority of participants were aware of the factors that influenced the implementation of the revised 2013 curriculum to a larger extent. With regard to the subsequent question that required respondents to state the extent to which the factors were being achieved, the findings from majority of participants showed that the factors were being achieved to some extent. They indicated that factors were being achieved through the adoption and introduction of the dual curriculum pathways for Junior and Senior secondary grades which emphasized on skill based learning, learner centred and localized methods of teaching and providing a holistic education for the sake of an individual and society. The participants also recommended MoGE working with CDC for designing a more meaningful revised curriculum which would translate learning into reality. As UNESCO (2002: 31) put it that “when designing the curriculum content, take into account ...” cultural and social-economic realities of the local population; when designing the education content is critical in engaging these students in the learning process. However, majority of educators bemoaned the rate at which the implementation was done as this could result in missing out the relevance that the revised curriculum developers and implementers were emphasizing on. If the education system misses relevance, the type of education being provided can never be meaningful to the lives of the learners and society. Taylor (2005) stated that “lack

of relevance in the curriculum weakens the purpose of education and bond between society, learners and school, and thus damages the educational outcomes...”

### **5.1.2 School Physical Environment**

In terms of the context stage, again, the findings showed that majority of teachers regarded the physical environment in the school as being less conducive for effective teaching and learning especially with regard to practical and other newly introduced subjects in the revised curriculum. Lonkans (2007) as (cited in Miller, 1995) stated that “the school environment can develop a sense of belonging amongst learners and feelings of closeness with each other which is called school connectedness” and in turn could improve learners’ outcomes. Since the school physical environment affect the learners’ behavior and their emotional well- being, it could affect the revised curriculum outcomes to some extent. Thus the results in terms of the context aspect, generally, showed that even though MoGE was quick in implementing the revised 2013 curriculum, it had not yet improved the learning conditions for quality education to be attained to a larger extent. This was observed in most schools were the study was conducted, for instance, schools had high pupil enrollments without accompanying expansion of infrastructure and other relevant teaching and learning requirements. This situation in turn has a considerable negative effect on the quality of education being provided and greatly hampers the achievement of stated curriculum objectives.

## **5.2 Provision of Quality Teaching and Learning Resources**

### **5.2.1 Quality Teaching and Learning Resources**

According to the findings of objective two, in relation to the Input and Process dimensions, majority of the respondents indicated that despite efforts by our education system to implement the curriculum which was skill based, learner centered and holistic in nature, there was still a challenge in terms of providing quality teaching and learning resources. The provision quality teaching and learning materials and equipment was inadequately and inappropriately done. The most common reason however, indicated by the respondents was lack of financial resources. The issue of inadequate funding to secondary schools was to a larger extent a hindrance to effective implementation of the 2013 revised curriculum particularly with the newly introduced subjects. In terms of Input and Process dimension, inadequate and inappropriate provision of quality

teaching and learning resources meant that learners were not being given the accepted standard of education.

Additionally, lack of funding has contributed to a larger extent the inability of the schools to purchase the necessary requisites and upgrade the infrastructure to suit the current learning needs. Pelech & Pieper (2010) pointed out that a situation where most of the teachers do not have teaching aids especially textbooks, it becomes a problem for students to understand the lesson. Furthermore, students learn by participating in activities that enable them to create their own knowledge. This however, true because a good lesson presentation should comprise all the essential tools which help learners understand well the lesson, and insufficient teaching resources make it difficult for the teachers to deliver the lesson (Taylor, 2005).

The study also established that some textbooks such as those that were produced by MK Publishers contained wrong and shallow information which was misleading to both teacher and learners. A number of schools according to the findings did not have enough equipment such as computers, machines for design and technology and some equipment were even outdated.

Overall, although the findings showed that the skill based and learner centered education was being achieved to some extent, the study established that the quality of education was being compromised in most of the secondary schools to a larger extent. In schools where the research was conducted, because of the inability by MoGE to provide schools with sufficient and appropriate quality teaching and learning resources, the objectives of the revised 2013 curriculum were not being fully achieved.

### **5.2.2 The Teacher-pupil Ratio**

According to context and process dimensions teacher- pupil ratio is very important in as much as the provision of quality education is concerned as it establishes the required number of learners a teacher can effectively teach. In line with context stage, results of the findings showed that majority of the schools indicated high ratios which were attributed to over-enrollments and inadequate teaching staff. The over-enrollment can be substantiated by the fact that government desires to provide quality education to all learners with scarce resources that it is endowed with. However, the over-enrollment in these secondary schools meant the teaching and learning facilities were inadequate to accommodate the increased number of learners leading to overcrowded classrooms. In terms of process and product dimensions, the teacher pupil ratio was posing a challenge on teachers to effectively assess the learners and provide the much needed

individual attention to each one of them. As noted by the US Research Centre (1987), “class size affects learner achievement and classroom climate.” It is generally observed that classes with smaller number of learners have positive effects on learner achievement and renders an opportunity to all learners to reach their potentials.

### **5.3 Participation of all Stakeholders in Development and Implementation of the Revised Curriculum.**

Results showed that participants held some convergent views with regard to stakeholders’ participation in the development and implementation of the revised curriculum discussed by use of themes in this section;

#### **5.3.2 Teachers’ Preparedness towards the Revised Curriculum Implementation**

In relation to the findings of this study, opinions about the input and process dimension showed that teachers were prepared to some extent implying that they were not fully prepared for the revised curriculum. It is imperative to consider that the successful implementation of a curriculum entails complete participation of all educational practitioners such as teachers and other stakeholders in the education system. Thus as key players in curriculum implementation process, teachers’ preparedness must be nurtured so that they would have a strong inclination towards the curriculum being implemented and strong tendency to embark on the implementation. Readiness for an innovation plays a significant role in any innovation of management strategy. Walinga (2008) stated that in order for teachers to implement the curriculum successfully, they have to be ready for change to avoid resistance. However, unpreparedness and resistance was shown in this study by the way some educators responded about the revised curriculum that they needed more time to learn and adjust the revised curriculum before it was actually implemented.

The participants’ responses were however true because all teachers, whether experienced or an inexperienced, have to learn a new curriculum as it is a complex process that has many implications (William and Cowley, 2009). On the other hand, it is important that any plan or strategy for innovation is open to change in order to suit the local context. It is also important that teachers are accorded opportunity to commit to the innovation in their own time frame as forcing them may cause teachers to be resistance to change. Therefore in terms of the input and process stages, the findings revealed that teachers were not fully prepared towards the implementation of the revised curriculum hence the likelihood that it may be difficult to fully

realize its intended purpose and unless some measures were devised to prevent it from failure, it may be difficult to state that the revised curriculum is effective.

### **5.3.1 Teachers' Involvement in the Implementation of the Revised 2013 Curriculum**

According to the findings on teachers' involvement in the initial stages of the revised curriculum, the study in line with the input and process dimensions revealed that the teachers were only involved to some extent, implying majority were not involved or consulted to make relevant contributions in the initial planning and development stages of the revised curriculum. Involving teachers in the initial stages of the curriculum is critical because this accords teachers an opportunity to contribute their good ideas and other resources to the curriculum (Fullan, 1999). Furthermore, it is imperative to understand that a curriculum can only succeed if all the important people participate fully in the implementation process. As UNESCO (2012: 31) put it that "... failure to involve key stakeholders...and ...the inadequate preparation of principle and teachers for curriculum change may result in negative outcomes."

In relation to the obtained results, it is observed in our education context that the individuals charged with the actual responsibility of implementing the curriculum are often left out of the curriculum innovation and not consulted in policy formulation. Taylor (2005) in addition stated that this is the critical misstep in the implementation of any curriculum, one that has cost multiple programmes any change at success in almost all the schools.

### **5.3.3 Teachers' Knowledge and Understanding of the Revised 2013 Curriculum**

In relation to input, process and product dimensions in this study findings revealed that most teachers were not thoroughly prepared for the new subjects introduced in the revised curriculum. Although results showed that all the teachers indicated that they were trained and qualified teachers in their specific subject areas, findings, on the other hand, showed that they found it difficult to teach new subjects such as social studies, design and technology, ICT among others.

In the most basic sense, teachers as key players in the implementation process must understand the curriculum if it has to be implemented effectively and lead to increased learner outcome.

The study however, revealed that some teachers lacked training and resources to equip them in handling the new subjects, a situation which may impede the effective implementation of the revised 2013 curriculum and the provision of quality education. Bunch (1997) pointed out that the MoE should ensure that in-service training was conducted to teachers and capacity building was done to school managers. This meant the implementation of revised curriculum in secondary

schools first required all teacher training institutions to train teachers on the teaching methodologies of new subjects before it could come to the actual implementation. UNESCO (2002) stated that “one of the practical implications of developing any curriculum is to presume that at the local level, competent staff will be available to carry out the tasks...” The implication of this situation therefore is that before MoGE and other stakeholders involved embarked on the implementation of the revised curriculum, there was need to question the abilities of individuals at the front line to have the capacity to internalize change and enacting the reform handed down from the higher levels of government.

The study also revealed that some teachers that were handling new subjects introduced in the revised curriculum were rather using their previous knowledge and experience to teach. This however, in relation to product aspect also compromised with quality education provision to some extent. Walinga (2008: 18) noted that “low quality of teacher education or lack of qualified teachers might be one reason behind the poor learning outcomes”. This implied, from the findings, that lack of trained experience compared to relevance of teacher’s own teaching knowledge and understanding of the revised curriculum reduces the skill to meet the specific education need of the learners.

Research revealed that while most of the educators experienced challenges in the implementation of revised 2013 curriculum in terms of understanding, there were some that did not share this experience. Some stated that they were adapting the curriculum in their teaching by incorporating knowledge of the previous curriculums. Others stated that so far there were no problems as the content was clearly explained, assessment guidelines were clear and the paper work was less. Thus critical attention must be paid to those individual teachers who are tasked with implementation, their ability to change and adapt to the revised curriculum framework is paramount. These individual teachers must be given chance to internalize change, and be willing and open to take on the additional responsibilities or the implementation process might stall and education being anticipated may not yield positive outcomes.

In addition, findings showed that most participants indicated that they had received tremendous support from the subject advisors and various educators at the workshops, conferences, seminars, teacher group meetings such as DODI and SMARC both in school and at the District Resource Center, which implied that educators were being supported in understanding the revised 2013 curriculum by the District Education team at district level as well as the school management

team at school level. Fullan (1991: 131) advocated that ‘‘the degree of a successful change in school is strongly related to the extent to which teachers interact with each other by providing technical help.’’

#### **5. 4 The Effectiveness of revised 2013 Curriculum on Provision of Quality Education**

According to the input, process and product dimensions of this study, findings from interviews conducted with participants showed that the revised curriculum was effective to foster quality education to some extent despite challenges facing various schools in the district. However, findings from the data analysis showed that educators had divergent views on the effects of the revised 2013 curriculum on teaching. Some educators indicated that revised 2013 curriculum had not reduced their workload, the same educators were of the opinion that the content for revised 2013 curriculum was too much and that they were pushed for time to cover content for assessment purposes. For instance, schools had made an upward adjustment on their time tables from the previous eight periods per day to nine and ten periods respectively. This upward adjustment on the time table, on one hand, meant increased work load on the teacher and on other hand, meant more learning time for the learners which may translate into increased learner outcomes.

#### **Summary**

This chapter has presented findings and the analysis of the findings, based on the problem statement, research questions and the literature reviewed and presented in chapter two. The aim of the study was to evaluate the effectiveness of the revised curriculum on the provision quality education in order to provide decision makers with valuable information that may guide them in decision making and promote the understanding of the phenomena. Analysis of data collected mainly through questionnaires and interviews, presented divergent views from participants. Using the four components of Sufflebeam’s evaluation, the CIPP model, overall findings provided evidence indicating agreements and disagreements on the level of the revised curriculum’s performance in providing quality education. Looking at the description analysis, the survey data demonstrated that majority of respondents were not satisfied with provision of educational inputs provided by government in implementing the revised curriculum.

In relation to process evaluation, the implementation went on well to some extent but still needed to be strengthened by working on some challenges such as improving on teachers

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Overview**

In this concluding chapter, the researcher provides an overview of the study with reference to the literature review, research questions and data analysis. The main conclusions and recommendations, suggestions for further research, implications of the study are also presented. The study was an evaluation of the effectiveness of the revised curriculum on the provision of quality education. This is systematically done by the application of CIPP model of evaluation designed by Stufflebeam (1971). The study attempted to answer the research questions based on the findings. The chapters then draws conclusions from the main findings generated in the preceding chapter (5) and makes recommendations based on the findings

#### **6.1 Research Question One**

##### **6.1.1 Assessment of School Environment (Climate)**

The study revealed that school physical environment within which the revised curriculum had been implemented was not conducive for effective teaching and learning to take place. Since context evaluation is concerned with assessing the learners' and teacher's needs in the learning process, the schools lacked well established infrastructure that would help the teacher and learner to perform efficiently and effectively. According to Stufflebeam (2003) the objective of the context evaluation is to assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs and assess whether proposed objectives are sufficiently responsive to assessed needs. Thus, the institutional context within which the revised curriculum is being implemented plays a significant role to effective teaching and learning. The success of any curriculum is heavily dependent upon the context with which it is taking place. Cabatoff (1996) argued that programme evaluation studies should also examine and reflect social, political and institutional environment.

However, results pertaining to this study revealed in terms of context dimension that the majority of the schools lacked important rooms and facilities such as up-to date machines for design and technology, computers and others needed to effectively and efficiently deliver a lesson. Therefore, these were considered as weaknesses in line with the context of this study. Since school environment affect behavior and emotional aspects of a teacher and learner, it could

affect the effective performance of the revised curriculum if the environment is not conducive enough to carry out those activities. It can thus be concluded that the school learning environment was thus assessed in terms of the availability of learning facilities, that is, both infrastructure and material and equipment and adequate number of suitably qualified teachers.

### **6.1.2 Assessment of Objective Attainment**

In the light of input dimension, the results revealed that the objectives were clearly stated but these were being not fully realized. Findings indicated that goals and objectives were not being realized to the satisfactory level. The possible explanation maybe that the goals and objectives of the revised curriculum were not realistic as implementers did not consider the available teaching and learning resources. Thus it can be concluded that the revised curriculum was lagging behind in terms of objectives. Ediger (2006) stated that it is important to state the objectives clearly so that teachers and learners can understand what is to be achieved. Similarly, Wakeford and Roberts (1982) emphasized that lack of uniform teaching and learning objectives may result in poor educational outcomes. Thus there is need for stakeholders in curriculum implementation to revisit this glaring part if the revised curriculum was to produce desired outcomes.

### **6.1.2 Research Question Two**

#### **6.1.2.1 Assessment of Teaching and Learning Resources**

Results according to input dimension, results indicated that the teaching and learning resources were inappropriately and insufficiently supplied during the revised curriculum implementation. It was practically impossible for the teacher to teach and learners to learn if there was insufficient provision of quality teaching and resources. Results revealed that some of the supplied learning resources lacked in subject content which may lead to teacher and learner underperformance and non-achievement of educational objectives. Thus there was need to improve on the provision of quality teaching and learning resources if the revised curriculum was to produce desired results.

#### **6.1.2.3 Assessment of Teacher-pupil Ratio**

The findings revealed that some schools had high number of learners which resulted in high teacher-pupil ratio. In the context of process dimension high teacher-pupil ratio meant that it was challenging for the teacher to teach effectively, by not according each learner attention during the learning process.

This also meant learners who were backward and slow could not be effectively taught. It as well meant that the teacher would have difficulties in assessing teaching and learning because the ratio was too high. Thus it can be concluded that the revised curriculum may not yield desired results if the school infrastructure is not expanded to accommodate the increased number of learners so that effective teaching and learning can be enhanced.

### **6. 1. 3 Research Question Three**

#### **6.1.3.1 Assessment of Teachers' Preparedness and Understanding of the Revised Curriculum**

The findings revealed that some teachers did not possess the knowledge and skills needed to successfully implement the revised 2013 curriculum. Since the revised curriculum included the vocational and academic pathways, some teachers lacked and did have exposure to new methodologies that needed them teach certain subjects included in the revised curriculum. Besides, results indicated that some school managers also lacked the necessary knowledge to guide teachers in those new subjects. According to the findings, this was however, attributed to non-preparedness on the part the teacher by MoGE. Generally, teachers' understanding and readiness for the revised curriculum is very important because teachers are the most responsible to assess learners' performance and to understand the context of the subject matter (Mansor et al, 2013). Thus, it can be concluded that since results indicated that majority of teachers were not prepared due to being left out during the initial development and implementation stages, they did not understand some content parts and methodologies of the revised curriculum. This could be identified as a weakness which needed to be worked on in order to improve the performance of the curriculum.

#### **6.1.3.2 Assessment of Learners' Outcomes**

The findings revealed that learners' response and performance in the revised curriculum was successful to some extent as some document analysis done to check on assessment results indicated this fact. For example, the Grade 9 school exam analysis for 2015, in areas where research was conducted, showed above

66% pass rate on average, with school A recording 96% and school D 98% pass rate in the district. Thus this meant that although the revised had faced a lot of shortcomings, it was able to foster the production of positive results to a larger extent. However, there was still need to improve on some sections of the revised curriculum which portrayed areas of weaknesses in order to fully achieve the objectives.

#### **6.1.3.3 Assessing the level of Teachers' Training and Retraining**

The study findings revealed that majority of the teachers did not receive much both in terms of being trained or retrained for the new subjects included in the revised curriculum. It is a well-known fact that it is difficult for the teacher to deliver a lesson in class in the subject not undergone formal training or refresher course (in-service) training. William and Cowley (2009) stated that "all educators experienced and inexperienced have to learn a new curriculum as it is a complex process that has many implications." The results indicated that those majority teachers who were teaching the new subjects included in the revised curriculum were using either the background knowledge of the subject or the teaching or professional experience. However, this was considered to be not effective because for any teacher to teach effectively needed not only these types of knowledge but also the up-to date knowledge of the subject matter. Thus lack of teacher training or retraining can be considered as a weakness in as far as the implementation of the revised 2013 curriculum was concerned.

## **6. 2 Conclusion**

The aim of this study was to evaluate the effectiveness of the revised curriculum on the provision of quality education. The findings show that there are various aspects that have, to a larger extent, attributed to pitfalls in the implementation of the revised curriculum. These include the physical environment not being conducive; lack of teaching and learning resources; unrealistic kind of objectives, lack of trained and training of teacher; high teacher-pupil ratio and lack of teacher preparedness and understanding of the revised curriculum among other challenges.

Of course there are factors that have contributed to these challenges. However, these challenges can be rectified provided curriculum developers and implementers decided to involve all stakeholders, particularly, teachers in decision making and curriculum revision.

### **6.3 Recommendations**

Based on the results of the study and conclusions, several issues need to be addressed in order to enhance the effective implementation of the revised curriculum and the provision of quality education in secondary schools. The following recommendations could be among the issues that can be addressed to help implement the revised curriculum effectively;

- i. In relation to context dimension, the MoGE should review the stated objectives in order to ensure they are realistic by matching them with available resources.
- ii. The MoGE should endeavor, as priority, before initiating any curriculum change, to create a conducive and enabling learning environment to ensure learning and teaching standards are not compromised.
- iii. The MoGE should seriously look into the plight of providing sufficient quality teaching and learning resources and these should be delivered on time.
- iv. Educational policies and plans for curriculum innovations should be availed to all stakeholders for them to study and understand the innovation taking place. The teachers' understanding in innovation is cardinal because teachers will be made aware of the innovation, embrace it and be prepared to implement it.
- v. MoGE should continue to support and encourage in service training and provide capacity building to school managers.
- vi. Education standards officers should continue to maintain standards in schools to control over enrollments and overcrowding in classes so that the teacher can teach efficiently and effectively and learners benefit fully from the teachers.
- vii. Individual schools should ensure developing their own internal effective monitoring tools in order to evaluate their performance as opposed to relying

on external monitors and inspectors. This may add value to the schools in terms of performance as this will create a self-regulating system in the school.

- viii. The MoGE should ensure consultation becomes a continuous process so that CDC knows exactly how the stakeholders of the curriculum feel at any given time. Teachers would then take ownership of the change taking place and be more positive about it.

#### **6.4 Suggestions for Further Research**

This study looked at the evaluation of the effectiveness of the revised 2013 curriculum on the provision of quality secondary education. The study was confined to Kitwe District based secondary schools. Further studies can be carried out on comparison between the performances of the revised curriculum on rural-based secondary schools and urban based schools to assess the challenges each were faced with.

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**APPENDIX 1**

**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN  
UNIVERSITY  
DIRECTORATE OF GRADUATE AND RESEARCH STUDIES  
SCHOOL OF EDUCATION**

**Questionnaire for the Curriculum Development Centre (CDC) officials and subject specialists at the District Resource Centre.**

Dear Respondent,

I am a postgraduate student pursuing a Master Degree in Masters of Education in Educational Management at the above institute conducting a research on the Effectiveness of the Revised 2013 Curriculum on the Provision of Quality Education in Selected Secondary Schools in Kitwe District, Zambia.

You have been purposefully selected to participate in filling in the questionnaire. Please answer the questions as honestly as possible. Be assured that your responses will be highly confidential and will be used for educational purposes only.

**QUESTIONS**

1. Are you aware of the factors that have influenced the development and implementation of the revised 2013 curriculum?

Yes [ ] No [ ]

2. Are these factors being realized through the just implemented revised 2013 curriculum?

Yes [ ] No [ ]

3. To what extent are these factors being realized through the revised 2013 curriculum?

<b>To some extent</b>	<b>To a larger extent</b>	<b>Not at all</b>

4. How is it being done to realise these factors through the revised 2013 curriculum?

.....  
.....

5. In the revised 2013 curriculum the MoGE is advocating for a skill based curriculum, is this being achieved?

Yes [ ]      No [ ]

6. To what extent is this being achieved?

To some extent	To a larger extent	Not at all

7. How is this being achieved?

.....  
.....

8. The MoGE desired to develop and implement the curriculum which is learner-centred, is this being achieved?

Yes [ ]      No [ ]

9. To what extent is the learner-centred curriculum being achieved?

To some extent	To a larger extent	Not at all

10. How is the learner-centred curriculum being achieved through the revised 2013 curriculum?

.....  
.....

11. The MoGE planned to implement the curriculum which is holistic and relevant to the current needs of individuals and the society, is this being achieved through the 2013 revised curriculum?

Yes [ ]      No [ ]

12. To what extent is this being achieved?

To some extent	To a larger extent	Not at all

13. Has the MoGE provided teaching and learning resource to enhance the effective implementation of revised 2013 curriculum and provide quality education in secondary schools?

Yes [ ]      No [ ]

14. To what extent has the MoGE provided the teaching and learning resource to enhance the effective implementation of the revised 2013 curriculum and provide quality education in secondary schools?

To some extent	To a larger extent	Not at all

15. How has been provision of the teaching and learning resource for the implemented 2013 revised curriculum?

Poor	Fair	Good	Very Good

16. How has been the quality of teaching and learning resource for the implemented 2013 revised curriculum?

Poor	Fair	Good	Very Good

17. How is the material content of the text books for the revised 2013 curriculum?

Poor	Fair	Good	Very Good

18. Does the material content in the text books for the revised 2013 curriculum enhance the provision of quality education in secondary schools?

Yes [ ]                  No [ ]

19. To what extent does the material content in the text books for the revised 2013 curriculum enhance quality education in secondary schools?

To some extent	To a larger extent	Not at all

20. Has the MoEG provided enough computers for the successful implementation ICT?

Yes [ ]                  No [ ]

21. Has the infrastructure been upgraded to enhance the successful implementation of the revised 2013 curriculum?

Yes [ ]                  No [ ]

22. Do secondary schools have computer laboratories where the effective teaching and learning of ICT can take from?

Yes [ ]                  No [ ]

23. Are the computer labs in secondary schools conducive for the successful teaching and learning of ICT to take place?

Yes [ ]                  No [ ]

24. To what extent are the computer labs effective for the teaching and learning of ICT in secondary schools?

To some extent	To a larger extent	Not at all

25. Do all secondary schools in the district have well qualified teachers to successfully teach the new subjects incorporated in the 2013 revised curriculum?

Yes [ ]                  No [ ]

26. How is the teacher-pupil ratio in these secondary schools?

Poor	Fair	Good	Very Good

27. Does the teacher-pupil ratio favour the effective implementation of curriculum and the provision quality education in these secondary schools?

Yes [ ]                      No [ ]

28. To what extent does the teacher-pupil ratio favour the effective implementation of the 2013 revised curriculum and the provision of quality education?

To some extent	To a larger extent	Not at all

29. When the 2013 revised curriculum was being implemented were the teachers prepare to implement it?

Yes [ ]                      No [ ]

30. To what extent were the teachers prepared to implement the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

31. Did the teachers in these secondary schools undergo any form of in-service training or retraining related to the new subjects introduced in the revised 2013 curriculum?

Yes [ ]                      No [ ]

32. To what extent did in these secondary schools undergo any form of in-service training or retraining related to the new subjects introduced in the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

33. In the development of the revised curriculum was there any wider consultation made with various stakeholders such as teachers, pupils, parents and other stakeholders on the kind of curriculum they were about to implement?

Yes [ ]                      No [ ]

34. To what extent were these various stakeholders involved in the implementation of the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

35. What were their main concerns and issues raised, if they were involved?

.....  
 .....

36. Have all the teachers understood the revised 2013 curriculum clearly during its implementation in secondary schools?

Yes [ ] No [ ]

28. To what extent have the teachers understood the revised 2013 curriculum during its implementation?

To some extent	To a larger extent	Not at all

29. Have you conducted any monitoring and evaluation on how the new subjects in the 2013 revised curriculum are being delivered by teachers in secondary schools?

Yes [ ] No [ ]

30. How has been the delivery of new subjects incorporated in the revised 2013 curriculum by teachers in various secondary schools?

Poor	Fair	Good	Very Good

31. If yes in (29), what has been the main observation and concerns received from the teachers, if any?

a) Observation

.....  
 .....

b) Concerns

.....  
 .....

32. How do you intend to address the concerns raised by teachers concerning the new subjects in the revised 2013 curriculum?

.....  
.....

33. How has been the learners' response and performance of the revised 2013 curriculum in secondary schools in the district?

Poor	Fair	Good	Very Good

34. According to your observation of the 2013 revised curriculum content, is it relevant to the current needs of individuals and the society?

Yes [ ]                      No [ ]

35. To what extent is the curriculum content of the revised 2013 curriculum relevant to the current needs of individuals and the society?

To some extent	To a larger extent	Not at all

36. With regard to your professional experience in this field, what do you consider to be the main challenges encountered in the implementation of the revised 2013 curriculum?

.....  
.....

37. If there are any challenges in the implementation of the revised 2013 curriculum, suggest some of the ways of overcoming them.

.....  
.....

38. Suggest some other methods and measures that can be considered to enhance the provision of quality secondary education with regard to the 2013 revised curriculum.

a) Methods to be considered

.....  
.....

b) Measures to be considered

.....  
.....

39. Do you agree that the revised 2013 curriculum is effective to the provision of quality education in secondary schools? S

Yes [ ]                  No [ ]

40. To what extent do you agree with the assertion in (38)?

To some extent	To a larger extent	Not at all

Thank you very much for participating.

**APPENDIX 2**

**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN  
UNIVERSITY  
DIRECTORATE OF GRADUATE AND RESEARCH STUDIES  
SCHOOL OF EDUCATION**

**Semi-structured questionnaire for Head-teachers Deputy-teachers, HODs and Subject teachers.**

Dear Respondent,

I am a postgraduate student pursuing a Master Degree in Masters of Education in Educational Management at the above institution conducting a research on **the effectiveness of the revised 2013 curriculum on the provision of quality education in selected secondary schools in Kitwe District, Zambia.**

You have been purposefully chosen to participate in filling in the questionnaire. Kindly answer all the questions as honestly as possible. Please be assured that your responses will be highly confidential and only to be used for educational purposes.

**INSTRUCTIONS**

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

**QUESTIONS**

**SECTION A: General and personal information.**

1. Name of secondary school

.....

2. Type of school

- i. Co-education [ ]
- ii. Single sex [ ]
- 3. Gender of learners at school
  - i. Male [ ]
  - ii. Female [ ]
- 4. Gender of Respondent:
  - i. Male [ ]
  - ii. Female [ ]
- 5. Post held
  - i. Head- teacher [ ]
  - ii. Deputy head- teacher [ ]
  - iii. HOD [ ]
  - iv. Subject Teacher [ ]
- 6. What is your highest level of professional qualification?
  - i. Master's Degree [ ]
  - ii. First Degree [ ]
  - iii. Advanced Diploma [ ]
  - iv. Diploma [ ]
  - v. Certificate [ ]
- 7. Name of institution where your highest qualification was obtained:
 

.....
- ii. Year in which the highest qualification was obtained: .....
- iii. Your teaching experience: .....
- iv. Subjects specialised in: .....

**SECTION B: SPECIFIC INFORMATION**

8. Are you aware of the factors that have influenced the development and implementation of the revised 2013 curriculum?

Yes [ ] No [ ]

9. Are these factors being met through the implementation of the revised 2013 curriculum?

Yes [ ] No [ ]

10. To what extent are these factors being realised by the implementation of the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

11. The MoGE advocates for the skill based curriculum, is this being achieved?

Yes [ ] No [ ]

12. To what extent is this skill based curriculum being achieved?

To some extent	To a larger extent	Not at all

13. How is this skill-based curriculum being achieved through the 2013 revised curriculum?

.....  
 .....

14. The MoGE desired to develop and implement the curriculum which is learner centred, is this being achieved?

Yes [ ] No [ ]

15. To what extent is learner centeredness being achieved through the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

16. The MoGE planned to implement the curriculum which is holistic and relevant to the current needs of individuals and society, is this being achieved through the revised 2013 curriculum?

Yes [ ] No [ ]

17. If yes, to what extent is this being achieved through the revised 2013 curriculum?

To some extent	To a larger extent	Not at all

18. Has the MoGE provided teaching and learning resource for the implemented 2013 revised curriculum?

Yes [ ] No [ ]

19. How has been the provision of teaching and learning resource for the revised 2013 curriculum?

Poor	Fair	Good	Very Good

20. How has been the quality of teaching and learning resource of the revised 2013 curriculum?

Poor	Fair	Good	Very Good

21. How is the material content of the text books for the revised 2013 curriculum?

Poor	Fair	Good	Very Good

22. Does the material content of the text books for the revised 2013 curriculum enhance the provision of quality secondary education?

Yes [ ] No [ ]

23. If yes, to what extent does the material content of the text books for the revised 2013 curriculum enhance the provision of quality secondary education?

To some extent	To a larger extent	Not at all

24. As a school, do you have enough computers in the school to enhance the effective implementation of ICT?

Yes [ ] No [ ]

25. In terms of the infrastructure, do you have computer laboratories where ICT is taught and learnt from?

Yes [ ] No [ ]

26. Are the computer labs conducive for effective teaching and learning to take place?

Yes [ ] No [ ]

27. To what extent are the computer labs conducive for effective teaching and learning to take place?

To some extent	To a larger extent	Not at all

28. As a school, do you have enough well qualified teachers to teach the newly introduced subjects in the implemented 2013 revised curriculum?

Yes [ ] No [ ]

29. How is the teacher-pupil ratio in your school?

Poor	Fair	Good	Very Good

30. Does your teacher- pupil ratio favour the effective teaching and learning according to the implemented revised 2013 curriculum and provision of quality secondary education?

Yes [ ] No [ ]

31. To what extent does the teacher-pupil ratio favour the effective teaching and learning in your school?

To some extent	To a larger extent	Not at all

32. When the 2013 revised curriculum was being implemented were you (teachers) prepared for it by the CDC and the MoGE?

Yes [ ]      No [ ]

33. To what extent did they prepare you (teachers)?

To some extent	To a larger extent	Not at all

34. From the time you completed and obtained your highest qualification have you ever been retrained or attended any training course related to your teaching subject and or the new subjects incorporated in the revised 2013 curriculum?

i. Yes [ ]

ii. No [ ]

35. If yes, mention the nature of the course and when?

- a) .....
- b) .....

36. How has been your understanding of the revised 2013 curriculum?

Poor	Fair	Good	Very Good

37. How has been the learner's response and performance of the revised 2013 curriculum?

Poor	Fair	Good	Very Good

38. During the development of the revised 2013 curriculum, were you consulted at any stage and allowed to make suggestions concerning the new curriculum or your subject area?

Yes [ ]      No [ ]

39. To what extent were you consulted and allowed to make suggestions concerning the revised 2013 curriculum or your subject area?

To some extent	To a larger extent	Not at all

40. What were your main contributions/suggestions?

.....  
 .....

41. In your observation, is the 2013 revised curriculum content relevant to the current needs of the individual learners and society at large?

Yes [ ]      No [ ]

42. To what extent is the 2013 revised curriculum relevant to the current needs of the individual learners and society?

To some extent	To a larger extent	Not at all

43. Has monitoring and evaluation been conducted on how new subjects are being delivered in classes by either an internal or external monitor?

Yes [ ]      No [ ]

44. To what extent has monitoring and evaluation been done on how new subjects are being delivered in classes?

To some extent	To a larger extent	Not at all

45. What has been the general observation on the delivery of new subjects?

.....  
 .....

46. What comments/complaints are forwarded by teachers concerning the revised curriculum, if any?

.....  
 .....

47. With regard to your teaching experience, what would you consider to be the main challenges in implementing the revised 2013 curriculum?

.....  
.....

a) If any challenges, suggest ways of overcoming them.

.....  
.....

48. Suggest other methods and measures that can be considered to enhance the provision of quality secondary education with regard to the revised 2013 curriculum.

.....  
.....

Thank you very much for participating.

**APPENDIX 3**

**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN  
UNIVERSITY.**

**DIRECTORATE OF GRADUATE AND RESEARCH STUDIES.**

**SCHOOL OF EDUCATION.**

**Interview Guide for Head-teachers/Deputy Head-teachers.**

School: ..... Date: ..... Time: .....

Dear Respondent,

I am a post graduate student pursuing a Master Degree in Masters of Education in Educational Management at the above institution conducting a research on the Effectiveness of the 2013 Curriculum Framework on the Provision of Quality Secondary Education in Kitwe District, Zambia.

This interview is specifically for academic purpose and you have been purposefully selected to be part of the research and be assured that all the responses will be treated confidentially and appreciated.

1. How long have you been in the office as Head-teacher/ Deputy Head-teacher?
2. What maximum professional qualification do you hold?
3. Are you aware of the factors that have influenced the implementation of the 2013 revised curriculum?
4. Are these factors being met through the implemented 2013 curriculum framework?
5. Can you comment on how these factors are being met through the revised 2013 curriculum at your school?
6. The MoGE has developed and implemented the curriculum which is skill based, is this being achieved in your school?

7. Comment on how the skill based curriculum is being achieved through the revised 2013 curriculum.
8. The MoGE planned to implement the curriculum which is learner-centered, is this being instituted in your school?
9. Comment on how this is being achieved through the 2013 revised curriculum in the school.
10. The MoGE desired to implement the curriculum which is holistic and relevant to the current needs of individuals and the society, is this being realized in the school?
11. Comment on how this is being realized in the school in relation to the revised 2013 curriculum.
12. Have you been provided with adequate teaching and learning resource to enable you effectively implement the revised 2013 curriculum?
13. Comment on the quality of teaching and learning resource such as funding, qualified teaching staff, the equipment for teaching new subjects, the text-books and the infrastructure development.
14. Comment on the school environment, such as the nature of labs for new subjects are they conducive for effective teaching and learning to take place?
15. What about the teacher –pupil ratio does it favour the provision of quality education in relation to the revised 2013 curriculum, comment how?
16. Were the teachers and other stakeholders involved during the development and implementation of the revised 2013 curriculum? Comment.
17. Did the MoGE thoroughly prepare all the teachers before the implementation of the revised curriculum?
18. Comment on how teachers were made ready before the implementation of the revised curriculum.
19. Did the teachers have good understanding of the revised 2013 curriculum during its implementation?
20. Comment on how teachers were made to understand the revised 2013 curriculum.
21. Have you conducted some monitoring and evaluation to assess on how the new subjects are being taught in classes?

22. Comment on your general observation and the concerns raised by the teachers with regard to the revised curriculum.
23. Comment on the learners' response and performance with regard to the revised 2013 curriculum in the school.
24. Is the revised 2013 curriculum effective on the provision of quality secondary education?
25. Could you briefly comment on how the current curriculum is considered effective in terms of quality education provision in your school?
26. Has your school been affected by any other challenges in its effort to provide quality education?
27. Could you briefly comment on the major challenges that your school has encountered in relation to the 2013 revised curriculum?
28. How have you dealt with such challenges to ensure the effective provision of quality education?
29. Are there any other serious issues and concerns that need to be addressed to ensure the new curriculum attains its effectiveness in the provision of quality education?
30. What do you think could be the best and possible ways of addressing those serious issues and concern?

Thank you for your cooperation.

## APPENDIX 4

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN  
UNIVERSITY.

DIRECTORATE OF GRADUATE AND RESEARCH STUDIES.

SCHOOL OF EDUCATION.

INTERVIEW GUIDE FOR THE CURRICULUM OFFICIALS AT CDC AND SUBJECT  
SPECIALISTS AT THE DISTRICT RESOURCE CENTRE

Date: .....

Time: .....

I am a postgraduate student pursuing a Master Degree in Master of Education in Educational Management at the above institution conducting a research on **the Effectiveness of the Revised 2013 Curriculum on the Provision of Quality Secondary Education in Selected Schools in Kitwe District, Zambia.**

Kindly, be assured that all the responses will be specifically for academic purposes. Therefore they will be treated confidentially and greatly appreciated.

1. For how long have you worked as a curriculum/subject specialist?
2. What maximum academic/profession qualification do you possess?
3. Are you aware of the factors that have influenced the implementation of the 2013 revised curriculum?
4. Are these factors being met through the implemented 2013 curriculum framework?
5. Can you comment on how these factors are being met through the revised 2013 curriculum in secondary schools?
6. The MoGE has developed and implemented the curriculum which is skill based, is this being achieved in secondary schools?
7. Comment on how the skill based curriculum is being achieved through the revised 2013 curriculum.

8. The MoGE planned to implement the curriculum which is learner-centered, is this being instituted in secondary schools?
9. Comment on how this is being achieved through the 2013 revised curriculum in secondary schools.
10. The MoGE desired to implement the curriculum which is holistic and relevant to the current needs of individuals and the society, is this being realized in secondary schools?
11. Comment on how this is being realized in the school in relation to the revised 2013 curriculum.
12. Have you been provided with adequate teaching and learning resource to enable you effectively implement the revised 2013 curriculum?
13. Comment on the quality of teaching and learning resource such as funding, qualified teaching staff, the equipment for teaching new subjects, the text-books and the infrastructure development.
14. Comment on the school environment, such as the nature of labs for new subjects are they conducive for effective teaching and learning to take place?
15. What about the teacher –pupil ratio, does it favour the provision of quality education in relation to the revised 2013 curriculum, comment how?
16. Were the teachers and other stakeholders involved during the development and implementation of the revised 2013 curriculum? Comment.
17. Did the MoGE thoroughly prepare all the teachers before the implementation of the revised curriculum?
18. Comment on how teachers were made ready before the implementation of the revised 2013 curriculum.
19. Did the teachers have good understanding of the revised 2013 curriculum during its implementation?
20. Comment on how teachers were made to understand the revised 2013 curriculum.
21. Have you been conducted some monitoring and evaluation to assess on how the new subjects are being taught in classes?
22. Comment on your general observation and the concerns raised by the teachers with regard to the revised 2013 curriculum.

23. Comment on the learners' response and performance with regard to the revised 2013 curriculum in the school.
24. Is the 2013 curriculum effective on the provision of quality secondary education?
25. Could you briefly comment on how the current curriculum is considered effective in terms of quality education provision in your school?
26. Has your school been affected by any other challenges in its effort to provide quality education?
27. Could you briefly comment on the major challenges that your school has encountered in relation to the 2013 revised curriculum?
28. How have you dealt with such challenges to ensure the effective provision of quality education?
29. Are there any other serious issues and concerns that need to be addressed to ensure the new curriculum attains its effectiveness in the provision of quality education?
30. What do you think could be the best and possible ways of addressing those serious issues and concern?

Thank you for your cooperation.

## APPENDIX 5

### THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY.

DIRECTOR OF GRADUATE AND RESEARCH STUDIES.

SCHOOL OF EDUCATION.

Interview Guide for Education Standard's officers.

Date .....

Time: .....

Dear Respondent,

I am a postgraduate student at the above institution pursuing a Master degree in Masters of Education and Educational Management. I am conducting a research on **the effectiveness of the 2013 curriculum on the provision of quality secondary education in selected schools in Kitwe district, Zambia.**

You have been purposefully selected as a participant in this research. This interview will specifically be for academic purposes and be assured that all the responses will be treated confidentially and highly appreciated.

1. For how long have worked as education standard's officer?
1. What is your maximum academic/professional qualification?
2. Are you aware of the factors that have influenced the implementation of the 2013 revised curriculum?
3. Are these factors being met through the implemented 2013 curriculum framework?
4. Can you comment on how these factors are being met through the revised 2013 curriculum in secondary schools?

5. The MoGE has developed and implemented the curriculum which is skill based, is this being achieved in secondary schools?
6. Comment on how the skill based curriculum is being achieved through the revised 2013 curriculum.
7. The MoGE planned to implement the curriculum which is learner-centered, is this being instituted in secondary schools?
8. Comment on how this is being achieved through the 2013 revised curriculum in secondary schools.
9. The MoGE desired to implement the curriculum which is holistic and relevant to the current needs of individuals and the society, is this being realized in the school?
10. Comment on how this is being realized in the school in relation to the revised 2013 curriculum.
11. Have you been provided with adequate teaching and learning resource to enable you effectively implement the revised 2013 curriculum?
12. Comment on the quality of teaching and learning resource such as funding, qualified teaching staff, the equipment for teaching new subjects, the text-books and the infrastructure development.
13. Comment on the school environment, such as the nature of labs for new subjects are they conducive for effective teaching and learning to take place?
14. What about the teacher –pupil ratio does it favour the provision of quality education in relation to the revised 2013 curriculum, comment how?
15. Were the teachers and other stakeholders involved during the development and implementation of the revised 2013 curriculum? Comment.
16. Did the MoGE thoroughly prepare all the teachers before the implementation of the revised curriculum?
17. Comment on how teachers were made ready before the implementation of the revised curriculum.
18. Did the teachers have good understanding of the revised curriculum during its implementation?
19. Comment on how teachers were made to understand the revised 2013 curriculum.

20. Have you conducted some monitoring and evaluation to assess on how the new subjects are being taught in classes?
21. Comment on your general observation and the concerns raised by the teachers with regard to the revised curriculum.
22. Comment on the learners' response and performance with regard to the revised 2013 curriculum in the school.
23. Is the 2013 curriculum effective on the provision of quality secondary education?
24. Could you briefly comment on how the current curriculum is considered effective in terms of quality education provision in your school?
25. Has your school been affected by any other challenges in its effort to provide quality education?
26. Could you briefly comment on the major challenges that your school has encountered in relation to the 2013 revised curriculum?
27. How have you dealt with such challenges to ensure the effective provision of quality education?
28. Are there any other serious issues and concerns that need to be addressed to ensure the new curriculum attains its effectiveness in the provision of quality education?
29. What do you think could be the best and possible ways of addressing those serious issues and concern?

Thank you for your cooperation.

APPENDIX 6



**THE UNIVERSITY OF ZAMBIA**

**INSTITUTE OF DISTANCE EDUCATION**

Telephone: 26021-1-291777-78 Ext. 3500 0978772249  
Telegrams: UNZA LUSAKA  
Telex: UNZALU ZA 44370  
Fax: 26021-1-290719  
Your Ref:  
Our Ref:

P.O. Box 32379  
LUSAKA, ZAMBIA

11<sup>th</sup> March, 2016

NAMBELA CHARITY  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Authorised  
to conduct  
Research -  
D.D. 0002591*



Dear Sir/Madam

**RE: CONFIRMATION OF STUDY**

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 212924/6811 and computer number 714800268 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and that he will be carrying out a research on THE EFFECTIVENESS OF THE REVISED 2013 CURRICULUM ON THE PROVISION OF QUALITY SECONDARY EDUCATION IN SELECTED SCHOOLS IN KITWE DISTRICT.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

*[Signature]*

Dr. D. Ndhlovu  
**ASSISTANT DIRECTOR  
INSTITUTE OF DISTANCE EDUCATION**

APPENDIX 7

All Correspondence to be addressed to the  
District Education Board Secretary

Tel/Fax: +260 212 228 381



REPUBLIC OF ZAMBIA  
**MINISTRY OF GENERAL EDUCATION**  
**KITWE DISTRICT EDUCATION BOARD**

In reply please quote  
No.....

Office of the District Education Board Secretary  
P.O. BOX 20560  
Kitwe - Zambia

26<sup>th</sup> August, 2016

The Director  
University of Zambia  
Post Graduate Studies  
Instituted Distance Education  
P.O. Box 32379  
**LUSAKA**

Dear Sir/Madam,

**RE: CONFIRMATION OF STUDY NAMBELA CHARITY NRC NO. 212924/68/1  
COMP# 714 800268**

This serves as confirmation that the above named student carried out a research  
on the effectiveness of the Revised 2013 Curriculum on the provision of Quality  
Secondary Education in selected schools in Kitwe District.

  
K.K. Mwale  
**District Education Board Secretary**  
**KITWE DISTRICT**

