

# Assessing the Challenges of Implementing the New Curriculum in the Teaching of English

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Mr. Jason Mashekwa

[jasonmashekwa@yahoo.com](mailto:jasonmashekwa@yahoo.com)

School of Education

Information and Communication University

Lusaka – Zambia.

## **Abstract –**

*This study sought to establish factors influencing the implementation of curriculum, as far as the teaching of English in schools in Ndola is concerned. It was a four faceted study with the following objectives: to determine the degree of teacher training influence on the implementation of curriculum; to ascertain the influence of availability of teaching and learning materials on the implementation of curriculum; to establish the degree to which innovative classroom practices influence the implementation of curriculum; and, to determine how far the integration of other subjects influence the implementation of the English language curriculum.*

*The study employed the Descriptive survey research design. The research area had 35 government schools out of which the targeted population for this study was 1550. 1200 grade eight pupils; 314 teachers and 35 head teachers. Out of this manageable population, the sample size was 250 respondents. To select schools and teachers, simple random sampling was used. The 14 head teachers of the 14 selected schools participated in the study. Data were captured from the three classifications of respondents using primarily the questionnaire method. In order to authenticate the validity and reliability of the research instruments, piloting was carried out.*

*Notwithstanding that the study yielded primarily qualitative data which mainly involves text, words, opinions, etc, it also produced quantitative data, especially when considering the pass and failure rate in Ndola during the period under consideration. Consequently, statistical techniques were applied during data analysis.*

*The study established that lack of understanding of the curriculum by implementers – the teachers, unwillingness by most teachers to follow the dictates of the new curriculum, inadequate teacher training on curriculum, insufficient time allotted to the subject, and inadequate teaching and learning materials on the subject – all have a negative impact on the English language curriculum implementation. Owing to this, the study recommends the addressing of the issue of curriculum implementation by all stakeholders. Teachers training through in-service programs should urgently be undertaken. In addition to this, sufficient teaching-learning materials should urgently be supplied to schools so as to mitigate the challenges of curriculum implementation. More time should be allocated for English Language teaching. The researcher suggests further studies to be carried on the influence of teachers' motivation on the implementation of curriculum.*

**Key words:** Curriculum, Performance, Education Management, Challenges, Implementation

## 1: INTRODUCTION

Curricular review, revisions and modifications have been routine practice in institutions of both the developed and developing countries. Developing countries are frequently experimenting with different curricular models. However, initiating, implementing and sustaining change has not been easy. Successful educational improvements require establishing a clear educational vision and a shared institutional mission. According to Bland (2000) “successful curricular change occurs only through the dedicated efforts of effective change agents”.

Bland et al. identified 35 features of successful curricular change. The absence of these factors hinders the smooth implementation of the curricular change. These factors include: organization's mission and goals, internal networking, resource allocation, relationship with the external environment, organizational structure, need for change, scope and complexity of the innovation, cooperative climate, participation by the organization's members, communication, human resource development, evaluation, and leadership. This research was intended to investigate the impact and challenges of the new Curriculum implementation on pupils, teachers, and School administration and Management Systems.

Curriculum implementation, according to Okello and Kagoire (1996) “is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities”. When and if a curriculum is successfully implemented, it leads to improved results. However, the failure rate in Ndola district,

as well as the province as a whole, may suggest failure to successfully implement the curriculum. This means that curriculum implementers in our country (teachers, head teachers, standard officers and others) are faced with challenges and barriers which may hinder the successful implementation of the curriculum.

This study sought to focus on the teachers who are in the field, their supervisors and the pupils. The study was therefore designed to examine teachers’ perceived causes and problems of curriculum implementation in schools in Ndola District.

### Background to the Study

Despite the wide recognition and acceptance accorded the role of curriculum as a carrier of the national philosophy in Zambian educational system, the high failure rate in English language in Ndola (Ndola District Grade 12 results report: 2017) suggests problems in the implementation of this important educational blue-print. According to Andre (2000), many laudable goals of the curriculum seem to have failed due to faulty implementation. Well conceived curriculum ideas have remained virtually inert and dysfunctional.

The Ndola District Grade 12 results report: (2017) showed that in the past few years, since the launch of the new curriculum, most schools in Ndola had produced poor results at both grade 9 and 12 levels. The failure rate in Ndola district may suggest failure to successfully implement the curriculum. This meant that curriculum implementers in the district (teachers, head teachers, standard officers and others) were faced with challenges and barriers which hinder the successful implementation of the curriculum, leading to poor results in the English language.

The table below shows the English results of Ndola district from 2013 to 2017.

YEAR	GRADE 9	GRADE 12
2013	65%	44%
2014	54%	39%
2015	47%	41%
2016	44%	37%
2017	35%	31%

Source: Ndola District Educational Board (Data office)

The results in Ndola at both grade 9 and 12 levels have shown a downward trend over the period under consideration. The assumption from this was that, while other districts in the country were successfully implementing the new curriculum, leading to improved results, there could have been challenges being faced by the curriculum implementers in Ndola district. Against this background, this study investigated perceived problems of curriculum implementation.

### Statement of The Research Problem

There has been a high failure rate in English at both grades 12 and 9 in Ndola district since the introduction of the revised curriculum. Despite the Ndola District Education Board encouraging all teachers offering English to make concerted efforts to improve learner performance, the district still recorded a decline in the 2016 and 2017 results pass rate, as only 32.9% passed in English. It is against this background that this study investigated perceived causes and problems of curriculum implementation in Ndola, leading to poor results at both grades 9 and 12 levels. This study sought to establish that if the curriculum were properly implemented in Ndola, there would be an

improvement in English results both Grade 9 and 12 levels.

### 1.3 Purpose of the study

The purpose of this study was to investigate perceived causes and problems of curriculum implementation in Ndola, leading to poor results at both grades 9 and 12 levels. This study sought to establish that if the curriculum were properly implemented in Ndola, there would be an improvement in results both Grade 9 and 12 levels.

### 1.4 Research Objectives

The specific objectives of this study were:

- 1) To investigate the challenges faced by teachers of English as regards the implementation of the new curriculum.
- 2) To assess the effects on learner performance of the challenges faced by teachers of English as regards the implementation of the new curriculum.
- 3) To establish the causes of the problems of the new English language curriculum implementation in Ndola
- 4) To establish the ways forward as regards these perceived problems?

### 1.5. Research Questions

Specifically, this study sought to answers to the following questions:

1. What challenges do teachers of English in Ndola face as far as the implementation of the new English Language curriculum is concerned?
2. What are the effects of the challenges faced by teachers of English on learner performance?

3. What are the causes of the problems of the English Language curriculum implementation in Ndola?
4. What are the ways forward to resolve these perceived problems?

## 1.6 Research Variables

In this research there were both independent and dependent variables. The following were the variables:

- a) **The New Curriculum:** This was an independent variable. It was stable and remained unaffected by the other variables being measured.
- b) **Pupil performance and Education management:** These were dependent variables. They were expected to change as a result of an experimental manipulation of the independent variable

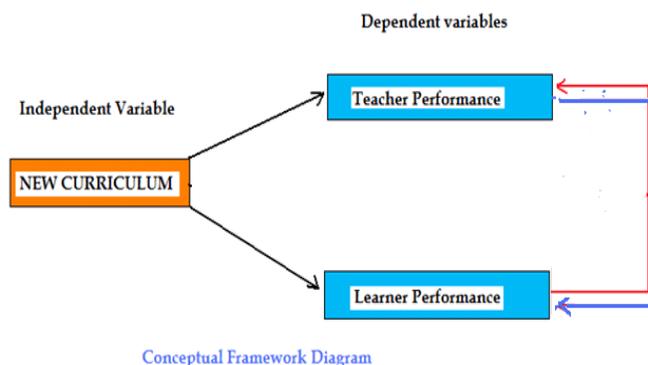
## 1.7 Significance of the Study

This study was cardinal because it would highlight new curriculum implementation challenges in Zambia. The ministry of education and other stakeholders would have an insight on how effective curriculum implementation could contribute to improved results. The study was significant in that it: (a) would contribute to the existing body of knowledge on the subject under study. (b) Was a partial fulfillment for the award of a Master of Education Degree.

## 1.6 Conceptual Framework

The researcher based his assumption on Weiner's Attribution Theory that external and internal factors can determine performance. In this regard, the academic performance of learners may be attributed to the performance of their teachers,

which is an external factor, while the teachers may attribute their teaching performance to the curriculum, which is an external factor, and perhaps, to their teaching efficacy, job satisfaction, and attitude towards the teaching profession, which are internal factors. These relationships are illustrated in Figure 1 below.



## II: LITERATURE REVIEW

### Challenges of curriculum implementation

Objectives of any level of education cannot be achieved if the planned programme for such level of education is not well implemented. Observing this, Andre (2000) asserted that: "No matter how well a curriculum of any subject is planned, designed and documented, implementation is important." This is because the problem of most programmes arises at the implementation stage. To Andre, facilities are "those factors which enable production workers to achieve the goals of an organization." Supporting Andre, Bazell and Kahn (2006) noted that the use of instructional facilities enhances learning experiences and leads to interaction within the learning environment. However, there is not enough funds to sustain some good materials developed in recent times.

A case in point is New Zealand. After the introduction of a new curriculum, it was noticed that although there were schools that had demonstrated effective implementation of this curriculum, they were continuing to face ongoing issues. In a Report prepared for the Ministry of Education, which outlined the findings of 23 case studies, Hays RB (2007) investigated how the national curriculum had been implemented within each school. The findings elucidated considerable variation among schools in the way they had developed school and classroom programmes. Additionally, the case studies revealed common challenges in curriculum implementation, such as teacher overwork, a very full (even "overcrowded") curriculum, and the need to streamline and use assessment results efficiently and effectively.

According to Mann (2011), one curriculum issue was the increasing trend towards dividing curriculum content into modules of learning. Some teachers argued that modules did not allow for the scaffolding of learning units (modules) required to accumulate long-term, connected, content understanding. Finally, professional development was seen as needing to focus on the curriculum needs of teachers. Teachers emphasized that professional development was crucial to teachers' learning about a new curriculum statement and the methods to implement it.

### **Effects of the challenges on learner performance**

Challenges faced by teachers as far as curriculum implementation is concerned lead to failure by learners. Unavailability of school facilities and equipments like classrooms, libraries, resource centers, offices, desks, schools' halls and others sabotage the curriculum implementation. According to Tabulawa (2009), Lack of resources has resulted in poor performance and declining

students' enrolment in design and technology in Botswana junior secondary schools by up to 6% per year over 10 years, despite positive encouragement by the government. Moreover, it is argued that large-scale changes often neglect the process of implementation and, likewise, poor performance by learners is mainly the result of "poor implementation of what was essentially a good idea" (Verspoor, 1989).

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This implies that success of the curriculum depends on the teachers (Okello and Kagoire 1996). A sufficient supply of trained teachers is, therefore, needed if the implementation of the curriculum is to be effective.

Okello and Kagoire (1996:125) say, "The quality of education of a country largely depends on the quality of teachers." In other words, the quality of education is as good as the quality of teacher. If the quality of teachers is poor, the quality of education will be poor. What this means, therefore is that the quality of teachers will determine the effectiveness of curriculum implementation.

In Nigeria in spite of the historical trend's curriculum and reviews at various times, the implementation practices are muddled with challenges. For example, according to a report by Alade (2011), there is a problem associated with overloading of the already comprehensive curriculum content coupled with overcrowded classes, contrary to the recommended and modified teacher-pupil ratio of 1:40 notwithstanding (Alade, 2011). According to this report, this needs to be

looked into for appropriate action because as Offiong (2005) observed, the teacher is a major hub around which the success of education revolves. Lassa (2007) therefore viewed the teacher as the key to proper development of the child and consequently they are needed in greater number in all the secondary schools.

Appreciating the importance of facilities, Ehiametalor (2001:305) opined that: “school facilities are the operational inputs of every instructional programme. Similarly, Ivowi (2004) noted that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment, tools and materials must be provided in adequate quantities. Mkpa (1987:345) emphatically remarked that, “as a most important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process”. Obinna (2007) found out that in most cases, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. This ugly situation has tragic and negative consequences on curriculum implementation. This is an implementation issue that needs to be looked into.

Zambia recently changed the curriculum. The new curriculum is now in its implementation stage. In a circulatory article for information resource entitled: Impediments to curriculum implementation in learning institutions, Mkandawire (2010), quoting Okello and Kagoire (1996) stated that Curriculum implementation, “is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities”. He however noted that curriculum implementers (teachers, head teachers, standard officers and others) are faced with barriers which

hinder the successful implementation of the curriculum. Mkandawire (2010) identified some of these barriers as:

## **Causes of the curriculum implementation problems**

The curriculum implementation process in Zambia has not really met the expectations of the designers. Often, the general way of thinking about the curriculum implementation has been rather top-down and according to Chisholm and Leyendecker (2008), there is a critical link between the big idea and changing actual classroom practice that must be recognized. One of the striking features of curriculum change and implementation is the perceived mismatch between intended curriculum and the classroom reality, i.e., the disparity between policy and practice (Rogan, 2007; Chisholm and Leyendecker 2008; Bantwini 2010). While there is agreement on the aims of design, there is evidence of divergence in practice. In practice ideas are often decontextualized and displaced and, therefore, they are often unable to meet the social development goals demanded of them. In other words, curriculum implementation process does not follow a designed plan.

## **2.21 Limited funding capacities**

It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. (Sibulwa 1996:35). In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will

be difficult to know whether the curriculum is being effectively implemented or not.

## 2.22 Unavailability of school facilities and equipments

Mkandawire observed that in most government schools in Zambia with an exception of the newly built, infrastructure is in a deplorable condition. Some schools have inadequate classroom accommodation, which gives rise to double or triple shift in order to give all eligible children an opportunity to learn.

## 2.23 Teaching and learning resources

These are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no chalk, no science apparatus, inadequate or out-of-date library. Worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available.

## Ways to resolve perceived problems

In a study conducted in South Africa by de Vries (1996), the findings were that the teacher's role in curriculum implementation is very important because the teacher with his or her knowledge, experiences and competencies translates the structures curriculum into learning experiences, for instance through the teacher, learners are able to acquire knowledge, skills, values and attitudes. A teacher enriches and modifies the curriculum to suit the learners' characteristics. The teacher breaks down the curriculum into small units which can be grasped by the learners. Appropriate methodology is adopted by the teacher such as teaching from the

simple to abstract, from the known to the unknown and not forgetting the many kinds of individuals' differences that appear in the classroom.

## Teacher Training on curriculum

A study in Zimbabwe and several studies outside Africa have shown that training programmes can improve teachers' knowledge, attitudes and readiness to implement curricular in their schools. (Kathleen, Norr 2005).

A study conducted in Tanzania by Jean Louis and Arcand Eric (2010) concluded that training of teachers in Tanzania has boosted their confidence and ability to transfer knowledge and life skills to young people, helping them to understand subject content (Louis and Arcand, 2010).

A survey study carried out by Education International (EI) in selected Sub Saharan African countries states that greater emphasis needs to be put in in teacher training both at the pre-service stages. The study confirmed the concerns that such training plans are currently lacking in the majority of countries surveyed (EI, 2006). This study supports the study carried out in 2004 which states that teachers in some sub Saharan African countries lack the training to educate learners. Thus, teachers are often inclined to limit themselves on the transfer of knowledge. Teachers are the backbone of education and have the capacity to provide hundreds of learners with essential prevention skills on daily basis as long as they are well trained on curriculum and possess positive attitude towards the subject (Education International (EI),2006).

Shiundu and Omulando (1992), observe that: the importance of attitude in implementation of a new programme cannot be neglected. Attitudes held by

teachers, head teachers, pupils, parents and other education stake holders about a new programme such as curriculum play an important role in determining how the programme will be handled and received. A positive attitude towards a programme will favour its successful implementation.

**The problem of teaching a large class:** In Botswana Amukobole (2012:16) conducted a research on the problems of teaching large classes. According to the results, Amukobole concludes that this issue should be addressed because large classes yield the following difficulties: (a) With a large class, it is difficult to get satisfactory knowledge of each student's needs. Intimacy with students and remembering their names may not be easy. (b) As a consequence of the large number of students, the noise level is inevitably high. This is likely to create stress to the teacher, leave a lone creating an undisciplined student.

A survey study by Clarke (2008) found out that it is difficult to find appropriate curriculum materials in which authentic participatory pedagogical strategies have been incorporated that could lead to desirable behavior change in the youth (Clarke, 2008). A study carried out in Rift valley province, Kenya by Mutai (2011) found out that majority of teachers indicated that there were fewer text books for which hampered their effort in implementing curriculum knowledge to learners. The study further notes that text books were used more than posters and newspapers in the dissemination of information to pupils (Mutai, 2011).

A study carried out in Kamkunji, Nairobi Province (Kenya) by Wanjiru (2008) recommend that the Kenya Institute of Education should avail necessary and adequate teaching and learning

materials for easier implementation of the curriculum (Wanjiru, 2008).

## **Implementation of the New English Curriculum in Zambia**

Zambia revised the school curriculum in the year 2012 and the implementation of the revised curriculum started in 2013. The new curriculum is now in its implementation stage. In a circulatory article for information resource entitled: Impediments to curriculum implementation in learning institutions, Mkandawire (2010), quoting Okello and Kagoire (1996) stated that Curriculum implementation, "is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities". He however noted that curriculum implementers (teachers, head teachers, standard officers and others) are faced with barriers which hinder the successful implementation of the curriculum. Mkandawire (2010) identified some of these barriers as: limited funding capacities, unavailability of school facilities and equipments, teaching and learning resources.

The new, revised school syllabi split the subject into five components that are integrated and complementary namely: Composition, Structure, Listening and speaking, Intensive and Extensive reading and Summary. An analysis of the revised curriculum revealed that most of the content had been integrated into the various subjects in the revised national curriculum. However, although the use of the Local languages to pass information and messages on is satisfactory, it poses a challenge on the teaching of English. The scope and spread of English through the various subjects are thus generally quite good, and if implemented well it should pass the necessary skills, knowledge and

attitudes to learners to enable them understand various subject content. Unfortunately, evidence from the key stakeholders (especially head teachers and teachers) seems to indicate that in the majority of schools the implementation is not effective.

Comparative studies on curriculum implementation have been conducted in many parts of the world. One such study was conducted in the Ukwala district of Kenya (Theudu G, 2011: research paper). The study was based on five main objectives: to determine the extent to which teacher training influence the implementation on curriculum; to establish the extent to which availability of teaching and learning materials influence the implementation of curriculum; to determine the extent to which time allocation of curriculum; to establish the degree to which innovative classroom practices influence the implementation of curriculum; to determine the extent to which integration of in other subjects influence the implementation of curriculum.

## **2.6 Establishment of the gap**

A major conclusion of the extensive literature on school effectiveness was that achieving better results depends fundamentally not only on improvements in teaching but also on effectively implementing the curriculum. Although there are many other factors that affect results, teaching is the main school-level determinant of school performance. A considerable amount of research had been conducted on what makes the 'effective' teacher, yet, the focus to date in Zambia had been on improving learning out-comes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training. However, there exists a big gap curriculum reform and its effective

implementation. The limited focus on challenges faced by implementers of the curriculum may have been the reason why despite all the efforts employed, the Ndola district continued to struggle with poor results. To this effect, ways to implement a curriculum in its fullness is central to any systematic attempt to improve performance. Hence the need to investigate the challenges posed by the implementation of the revised curriculum

## **Conclusion**

A major conclusion of the extensive literature on school effectiveness is that achieving better results depends fundamentally not only on improvements in teaching but also on effectively implementing the curriculum. Although there are many other factors that affect results, teaching is the main school-level determinant of school performance. To this effect, ways to implement a curriculum in its fullness is central to any systematic attempt to improve performance. A considerable amount of research has been conducted on what makes the 'effective' teacher, yet, the focus to date of policy reform in most countries has been on improving learning out-comes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training.

## **III: RESEARCH METHODOLOGY**

### **3.2.3 Research Philosophy suitable for this Research**

This research adopted an interpretivist position, the reason, according to Kasi, (2009), being that researchers concentrate on underscoring the real facts and figures in line with the research problems.

Supporting this view, Russell (2012), indicates that “interpretivist approach is based on naturalistic approach of data collection such as interviews to which this research subscribes”. According to Wilson (2014), two research approaches exist, namely, deductive and inductive. Deductive research approach, according to Saunders and Lewis (2012: 108), involves testing a theoretical proposition by making use of a research strategy specifically devised to test it. Wilson (2014: 12) quoted Hyde (2000) who defined inductive research approach as a “theory-building process starting with observations of specific instances, and seeking to establish generalisation about the phenomenon under investigation”. For this research, inductive approach was the best; the reason being that inductive approach uses mostly research questions to narrow the scope of the study. A research design, according to Kumar (2011: 95), is a “blueprint or detailed plan for how a research study is to be completed, operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analysing the results”. The most suitable research design in this research was descriptive. As such, this study was predominantly descriptive and qualitative in nature as this provided deep understanding of the problem.

The research strategy suitable for this research was case study. In this research strategy, the researcher gained a comprehensive insight of the context of the study and the processes being endorsed.

### 3.2 Target population

Hundred and forty-five (145) questionnaires were used to carry out data collection as follows: 20 questionnaires were completed by school managers and head teachers in 20 sampled schools; 20

questionnaires were completed by teachers; 5 questionnaires per each sampled school were completed by pupils or students; 4 questionnaires were completed by Ministry of Education Staff; and 1 questionnaire was completed by the DEBS. The targeted twenty schools were as follows: Chifubu secondary, Kamba, Kansenshi, Masala, Dominican convent, Kanini, Temweni, Twikatane, Kawama, Sathiya Sai, Lubuto, Mawilo, Nothrise, Ingwe, Fibobe, Yengwe, Ndeke, Pamodzi, Kansenshi basic and Kalewa basic.

These scheduled questionnaires were distributed to these schools, two per school. Apart from the head teachers and Heads of departments, the teachers were randomly selected from the twenty schools. Sampling was done randomly in order to give each concerned teacher an equal chance of being picked.

### 3.3 Sample size

20 questionnaires were completed by school managers / head teachers in 20 sampled schools;

20 questionnaires were completed by teachers; 5 questionnaires per school were completed by pupils

4 questionnaires were completed by Ministry of Education Staff;

1 questionnaire was completed by the DEBS.

This meant that the researcher had a total of 145 respondents.

### 3.4 Sampling technique

The research used both Stratification and purposeful sampling. Stratification, the process of dividing members of the population into homogeneous subgroups before sampling, was used because the population could be divided into groups or strata that are mutually exclusive. The

strata were formed based on some common characteristics in the population data. These groups were: teachers, Administrators or management and Learners. The simple random sampling or systematic sampling was applied within each stratum. The objective was to improve the precision of the sample by reducing sampling error. The researcher then drew conclusions from different strata by trying to understand the existing relationship between the groups.

### 3.5 Unstructured interview

Unstructured interviews were held with pupils and teachers of these schools under study, with an aim of obtaining information on the impact and challenges of the new Curriculum on pupils, teachers, and school administration and management system. The district education officials were also consulted for information on the measures, if any, being undertaken to mitigate challenges being faced in each of these sampled schools.

### 3.6 Observation method

Observation method was also used in the collection of data. The researcher undertook lesson and document observation in these schools with the view to identifying the factors that contribute to success in some schools and not in others. This method was administered because the researcher was able to collect first hand information which respondents could not provide. This also saved time for the researcher.

### 3.71 Questionnaire Method

The questionnaires and interview guide were used to collect data. The Questionnaire, a set of written questions on a sheet with spaces provided for respondents to reply to the questions was provided to the respondents.

### 3.72 Interviews

Interviews were used in this research. These took several forms such as structured interviews, in which the wording of the questions and their sequence was the same from one interview to another. The respondents chose from a limited number of answers that were written in advance; Semi-structured interviews, in which the interviewer asked important questions in the same way each time but was free to alter the sequence of the questions and to probe for more information. The respondents answered the questions in any way they chose; Unstructured interviews, in which the interviewer had a list of topics he wanted respondents to talk about but was free to phrase the questions as he wished; the respondents were free to answer in any way they chose.

### 3.76 Focus Group

This method was used to explore and to discover what a group of respondents might think or feel about the issues surrounding the implementation of the New curriculum. The goal was to provide an opportunity for participants to talk to one another about this topic. The facilitator was there to guide the discussion but avoided intervening in the discussion.

### 3.78 Document Analysis

Documents such as the syllabi, schemes of work, lesson plans and records of work were analyzed. The biggest advantage of this method was that a large amount of reliable information was obtained without questioning many people.

### 3.8 Procedures for data collection

Both primary and secondary data was collected. The researcher used questionnaires, personal interviews and observations to collect primary data. Secondary data was collected from the syllabuses,

schemes of work, records and many other documents relevant to the study.

### 3.9 Data analysis technique

In this research, data analysis involved the organization and interpretation of all the collected data so as to simplify and present it in the best way possible for easy interpretation and understanding. All data collected from the field was first checked to ascertain completeness. It was then categorized and coded and computed manually. Although this research generated mostly qualitative data (text, words, opinions, etc), it also, to some extent generated quantitative data (numbers), especially when considering the pass and failure rate in Ndola during the period under consideration. In this case, some statistical techniques, such as SPSS were applied to **qualitative** data that was generated by the **quantitative** research approach.

### 3.11. Ethical Considerations

Confidentiality was highly observed. Names of all participants in the study were not disclosed unless with permission from the respondents themselves.

### 3.12. Scope of The Study

The research covered the period from April to August 2018. The study was restricted to Investigating the impact and challenges of the new curriculum on pupils, teachers, and school administration and management system in Ndola. It also concentrated on the implications of poor curriculum implementation on the results in Ndola from 2012 to 2017.

### 3.13. Limitation of Study

In the process of carrying out the research, a number of limitations were encountered. These limitations included insufficient time to carry out

the research as some respondents took long to fill in the questionnaires, limited financial resources and problems with people in the field. The research itself was a biased accomplishment for the award of the degree of Master of Education; the study focused on a small sample size.

## IV: DATA PRESENTATION

The results and findings are discussed using figures and tables based on the study objectives which were: teachers' training preparation prior to lesson presentation of passing message, teacher's attitude towards curriculum implementation; teaching and learning materials on; time allocation for curriculum; integration of curriculum into other subjects.

### 4.2 Questionnaire Return Rate

The questionnaires were administered to 145 respondents. The response was as indicated in the Table 4.1.

**Table 4.1 Response Return Rate**

	Sampled	Returned	Percentage
DEBS	1	1	100
Curriculum Development Staff	4	4	100
Head teachers	20	19	95
Teachers	20	20	100
Learners	100	85	85
<b>Total Questionnaires</b>	<b>145</b>	<b>129</b>	<b>88.96</b>

Out of 100 pupils, 85 returned in the questionnaires representing 85 percent. All the 20 targeted teachers completed the questionnaires representing 100 percent. Out of the 20 head teachers, 19 filled

in the questionnaires making a response rate of 95 percent. The DEBS as well as Curriculum Development Staff filled in the questionnaire, representing 100 percent respectively. The total response rate was 88.96 percent.

### 4.3 Demographic Characteristics of the Respondents

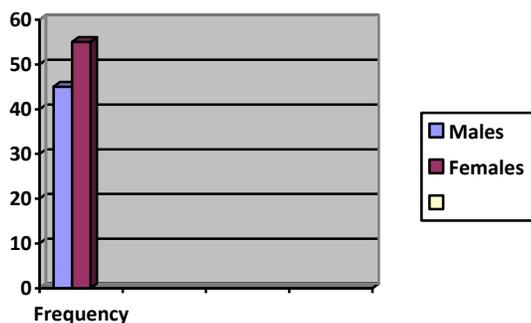
Responses from the learners, Teachers and Head teachers were analyzed on the basis of their background information. This section focused on gender, age and level of experience.

#### 4.3.1 Pupils' by Gender

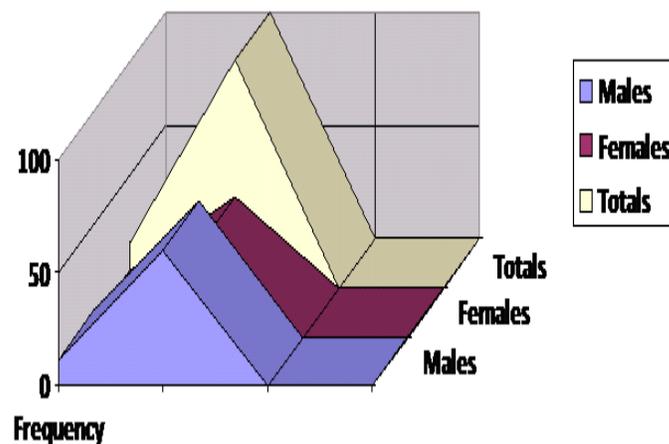
The data for the study was collected from 10 public Secondary schools in Ndola. An item was included in the questionnaire which sought information on the gender of the Respondents.

Out of 100 pupils, 55 percent were males and 45 percent were females. The study revealed that majority of the pupils was female. The Table 4.2 presents the distribution of pupils by gender.

Table 4.2 Respondents by Gender



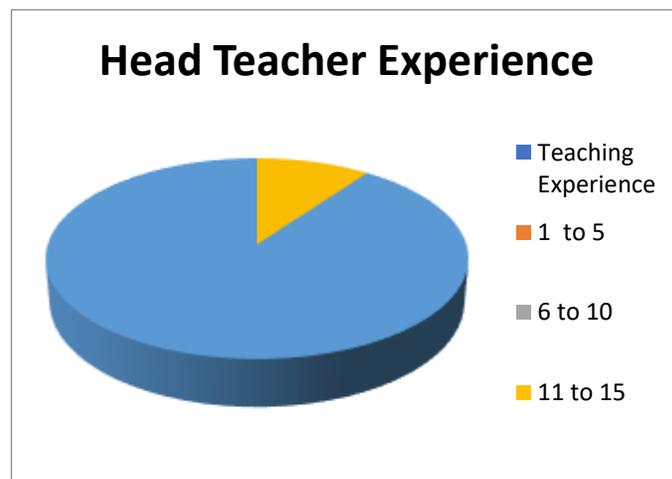
There was a total of 20 head teachers of which 12 were male making up 60 percent. while 8 were females representing 40 percent. Table 4.2 presents this data.



50 percent of the teachers were male while the other 50 percent were females. Table 4.2 present this information.

#### Head teachers teaching experience

An item was included on the head teachers' questionnaire which sought information on head teachers teaching experience. Table 4.3 presents information on head teachers' experience.



The study revealed that 10 percent of the head teachers had a teaching experience of between 11–15 years while 60 percent had over 16 years. The study revealed that majority of the head teachers had a teaching experience of above 16 years. This means that they have more experience in

administration which makes them understand how to facilitate implementation of curriculum.

### Teachers Teaching Experience

An item was included on the teachers' questionnaire which sought information on teachers teaching experience table.

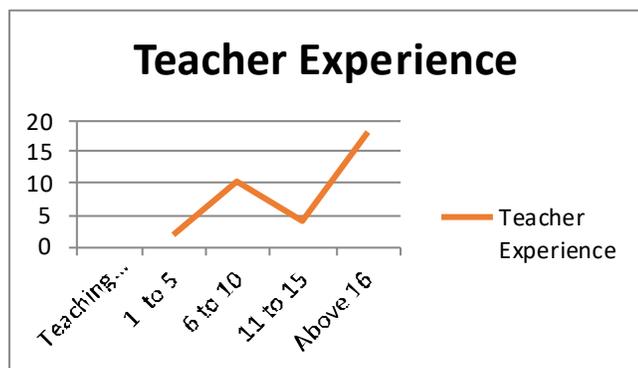


Table 4.4 presents information on Teachers' experience.

The study revealed that 10 percent of the teachers had a teaching experience of between 1–5 years, 50 percent had worked for 6-10 years 20 percent had worked for 11-15 years and above 16 years respectively. The study revealed that majority of the teachers had a teaching experience of 6-10 years. This experience makes them to be in a better position of tackling curriculum in schools.

### 4.4 Teacher training and implementation curriculum

Teacher training is an important component of education. Through it school teachers who are considered mentors of any society are prepared and produced (Lucas, 1972). Normally, it is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time.

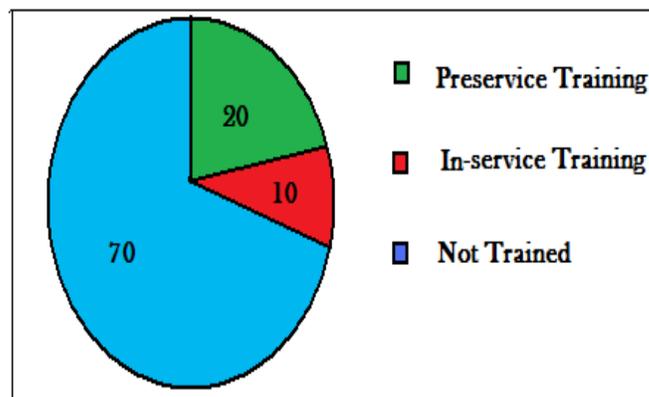


Figure: 4.1 Teacher training on curriculum

Figure 4.1 indicates that only 30 percent of teachers had training on curriculum of which 20 percent through pre-service training and 10 percent through in-service training. 70 percent have not received any training on curriculum.

An item was included in the teachers' questionnaire which sought information on teachers' attitude on curriculum figure 4.2 presents this information.

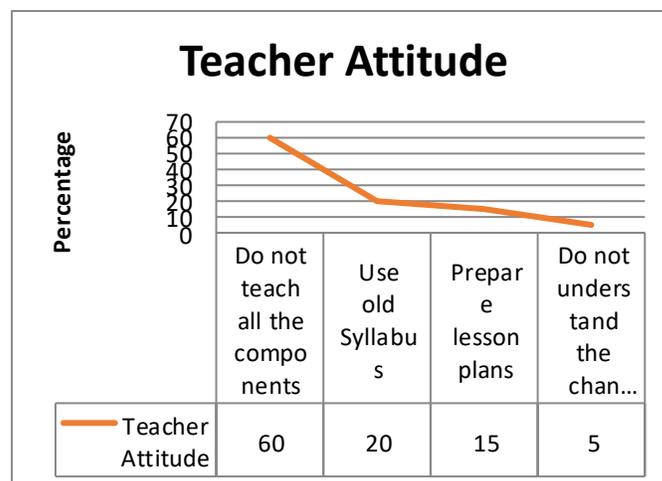


Figure.4.2: Teachers attitude on curriculum

From 4.2, 60 percent of the respondents do not teach all the components in the new English syllabus, 20 percent still use the old syllabus in

teaching, 5 percent do not understand the changes, while 15 percent of the teachers prepare for lessons. These findings show clearly that the implementation of the curriculum in public primary schools is not taken seriously because it is regarded as non-examinable subject.

### Availability of Teaching/Learning Materials and Implementation of Curriculum

An item was included in the pupils' questionnaire that sought teaching and learning materials on the subject were available. The findings of the study note a serious shortage of teaching and learning materials on curriculum. A book ratio of one to five (one text book to five pupils) was predominant in the findings. Table 4.5 shows this information.

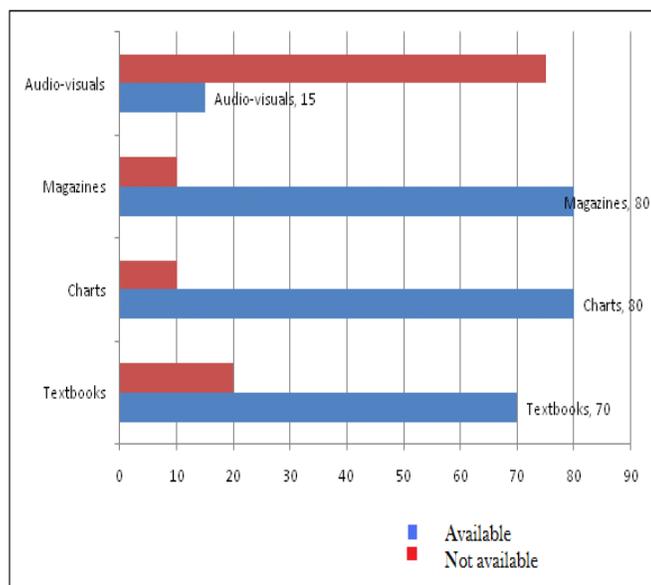


Table 4.5 Availability of Teaching/Learning Materials on Lessons

From table 4.5, 77 percent of the pupils do not have textbooks while 23 percent have, 80 percent of the pupils do not have charts while 12 percent have. 16 percent do not have audio-visuals

equipments while 84 percent have. This indicates that majority of the schools do not have written materials as opposed to audio-visual equipments for teaching.

An item was included in the teachers' questionnaire which sought information on text book: pupil ratio. Figure 4.3 shows this information.

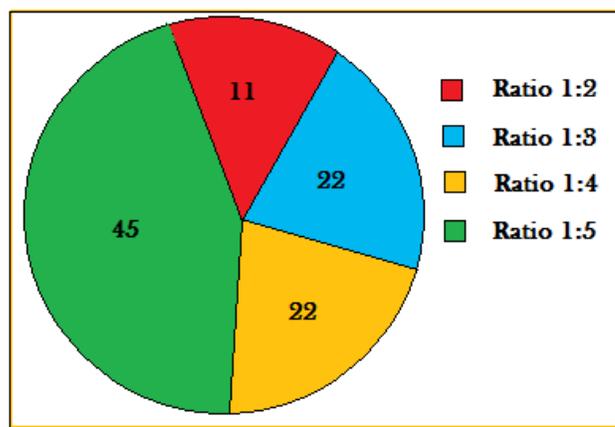
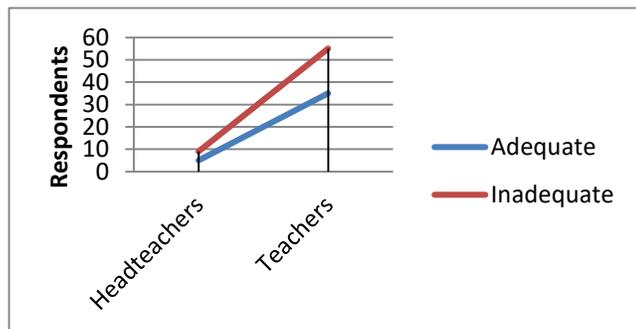


Figure.4.3: Text Book: Pupil Ratio

From figure.4.3, 45 percent had a textbook: pupil ratio of 1:5, 22 percent had a ratio of 1:3 as well as 1:4 while 11 percent had a ratio of 1:2. From the above data, it is clear that majority of the schools had a textbook: pupil ratio of 1:5. The findings of the study note a serious shortage of teaching and learning materials on curriculum.

### 4.6 Time allocation

Many stakeholders in education have complained of lack of adequate time to cover syllabus. This is partly because English, as a subject is allocated less time in the teaching timetable in most schools. Headteachers and teachers were asked to state whether the time allocated for lesson was adequate



**Figure.4.4: Coping Strategies for Inadequate Time Allocation for Lessons**

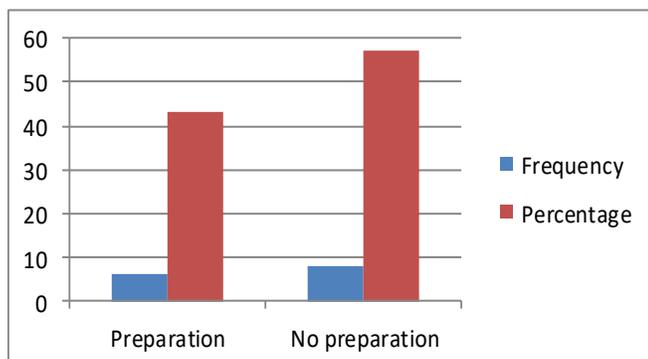
Figure 4.4 shows 77 percent of the teachers only use the time allocated in the timetable to teach lesson, 22 percent of the create extra time in the morning, lunch time or evening to teach lessons while 11 percent used prep time to teach lesson. From the foregoing, it is clear that majority of the respondents are contented with the time allocated in the time table despite the loaded curriculum.

**Table 4.6 Adequacy of time allocation for lessons**

Table 4.6 indicates that 38 percent of the teachers felt that time allocated for lessons in the time table was adequate while 62 percent felt that the time was inadequate. Subsequently, 35 percent of the head teachers felt the time was adequate while 65 percent had a feeling that the time allocation for teaching lesson was inadequate. From the findings it is clear that much need to be covered in the curriculum but the number of lessons allocated is not enough.

### Coping Strategies for Inadequate Time Allocation for Lessons

The teachers were asked to indicate the coping strategies that they employed to deal with challenges related to inadequate time allocation for lessons, to which they responded as shown in Figure 4.4



### Innovative Classroom Practices and Implementation of Curriculum

Word web dictionary defines innovation as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. Curriculum documents reflect the necessity of providing adequate cognitive methods and ensuring that learning should be child centered.

An item was pegged in the teacher’s questionnaires that sought to find out teaching methods they used in teaching lessons as shown in figure 4.5.

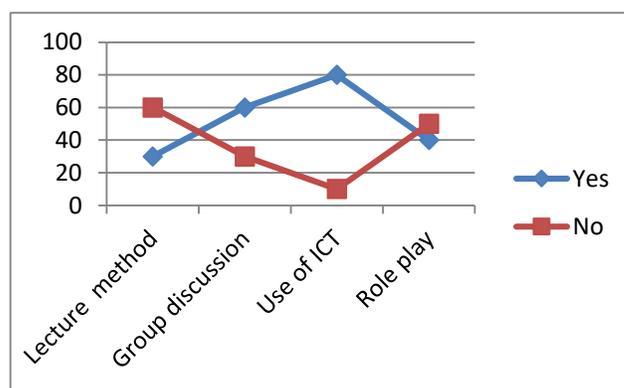
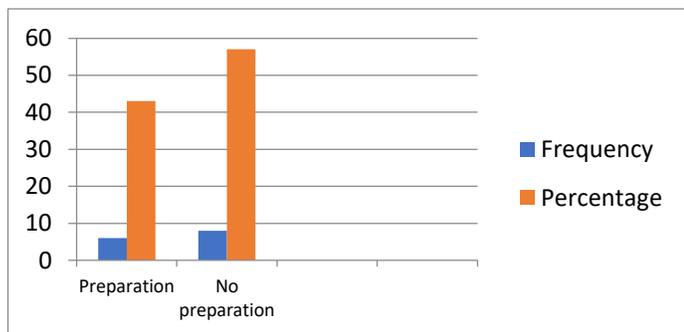


Figure 4.5 shows that 30 percent of the teachers used group discussion methods to teach lessons while 60 percent did not. 50 percent used Role play while 40percent did not.10 percent used ICT technique

while 80 percent did not, 60 percent used lecturing method while 30 did not

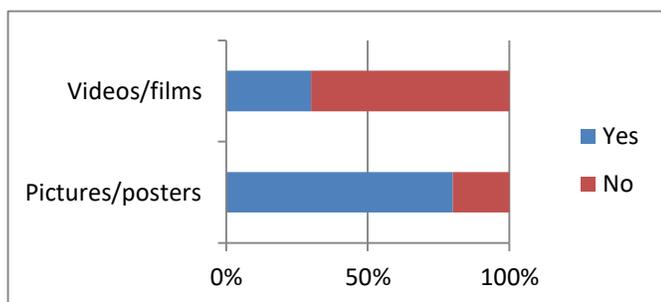
An item was included into the head teachers' questionnaire that sought to find out if teachers adequately prepare for lesson before going to class as shown in the table 4.6.



**Table 4.6: Lesson Preparation.**

From table 4.6, 43 percent of the teachers prepare for their lessons while 57 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons, hence this impacts negatively on curriculum implementation. Pupils were asked methods that teachers use when teaching lesson as shown in the figure 4.7

An item was included on the pupils' questionnaires which sought information on methods employed by their teachers in the classroom when handling lessons. Figure 4.6 shows their responses.



**Figure 4.7: Innovative Teaching Practices.**

Figure 4.7 shows that 80 percent of the pupils indicated that teachers use posters and picture when

teaching while 20 percent said teachers don't use. 30 percent confirmed that teachers use films and video while 70 percent indicated that they don't. From Figure 4.7, it can be observed that teachers use innovative teaching methods when disseminating messages as confirmed in the literature by Kruijer (2010) who states that child-centered participatory teaching method is the best for disseminating prevention knowledge to learners

## V: RESULT ANALYSIS AND INTERPRETATION

The findings indicate that only 30 percent of the teachers in public schools in the Ndola District have received training on curriculum; 70 percent have no training.

The findings indicate that most teachers (80%) have negative attitude towards curriculum implementation. The negative attitude that most teachers harbor towards curriculum impacts negatively on its implementation. The findings of the study agree with the findings of Miedema (1996) which states that the success of curricular change largely depends on teachers and the extent to which they understand and support changes.

The findings of the study indicate that majority of the head teachers (78.6%) and teachers (94.5%) understand the meaning of the term integration of into other subjects. Also, the findings indicate that all the examinable subjects of the school curriculum have topics or information. The study by Miedema (1996) also states that is often added to the existing syllabus of a particular mandatory subject. The inclusion of topics or information into other examinable subjects of the primary school syllabus is a right step towards the implementation of curriculum.

These findings are in line with Miller and Seller (1990), who assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt. Wilkins (1974), concurs with Miller and Seller (1990), and observes that, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities the teacher has had to improvise and provide alternatives using local materials

### 5.3 Conclusions of the study

The chapter discussed the findings of the research study based on the factors influencing the implementation of curriculum in public primary schools in Ndola District of the Copperbelt Region. The findings were: majority of the school teachers (70%) lacked training on curriculum; teaching and learning materials on education are inadequate in most public schools in the Region, resulting in a book ratio of one to five pupils; majority of teachers prefer using lecture, group discussion and role play when teaching; time allocated is inadequate; integration into other mandatory subjects of the school curriculum positively enhances the implementation of curriculum.

### 5.4 Recommendations of the study

From the research findings received by the researcher of factors influencing implementation of curriculum in public schools, the key findings were; Scarcity of teaching and learning materials on the subject; Inadequate time allocation for the curriculum;

lecture, group discussion and role play are the most preferred methods for disseminating issues; and finally, topics are well distributed in the subject syllabus. To address these issues, the study recommends the following: 1. in-service refresher courses for serving teachers. This would improve on curriculum implementation. This can be done through allocation of some funds by the ministry for refresher courses for serving teachers. Also, schools can approach Non-Governmental Organizations for the same. 2. insufficiency of teaching and learning materials on the curriculum of should be sorted out speedily. 3. an additional period to be added to the curriculum. In this way, teachers will be in a better position of covering a wider scope of the syllabus thereby benefiting the learners tremendously.

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