

REPERCUSSIONS OF THE NEW CURRICULUM ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN CHIPATA CITY – CASE STUDY

R RAJAPPAN^{*}, NICHOLAS DANIEL A^{**}

ABSTRACT

Curriculum is a written or unwritten document where the subjects comprising a course of study in a school or college. It can also reveal learning experiences of learners during the time they are attending an education institute. Learning experience means all learning experiences learner during their study in an educational institution. An educational institution could not function without a curriculum. It helps the teachers to know what to teach in a particular framework. In 2013 the Ministry of General Education piloted the draft of curriculum in all secondary schools in Zambia. This new curriculum is currently in practice in all the secondary schools in Zambia. As per this curriculum introduction of local language in primary level, ICT at Junior Secondary level and social studies at upper secondary levels. This research work investigates the repercussions of the new curriculum in schools on teaching/learning and availability of the materials in secondary schools in Chipata city. To get momentum of this research article primary and secondary data sources are used, including books, literatures and internet facilities. Apart from this questionnaires we also used with 150 pupils of different groups in the schools of Chipata city. It is followed by data analysis and conclusion.

KEYWORDS: Education, Curriculum, Schools, Teaching, Learning.

INTRODUCTION

Generally the pattern of Educational system of a nation should nurture the holistic development of all learners and to promote social and economic welfare of a society. There are innumerable unemployed school leavers because they are unable to do any specialized work despite their minimum educational qualifications. Though they studies 12 years due to lack of entrepreneurship skills and knowledge they could not come up in life. Zambia is a nation

of rapid development in all walks including education. In 1996, the Ministry of Education introduced "Education our Future", a national policy on education. This policy became the basis of all the educational strategies that ensure the quality education through effective teaching and learning at all levels of the education system. In this background Zambia Education Curriculum Framework (ZECF) was introduced to develop the preferred type of Education.

^{*}DMI-St. Eugene University, Chipata.

Correspondence E-mail Id: editor@eurekajournals.com

On January 15, 2014 different stakeholders converged to witness the launch of the new school curriculum which is earmarked to tackle issues that were raised from the previous curriculum at Munali Secondary School.

PROBLEM STATEMENT

Curriculum developments regards the pupils future therefore it has to ensure that positive attitudes towards excellence, commitment, responsibility, flexibility and entrepreneurship in the learning process. According to the recent research on literacy levels, Zambia is ranked among the poorest countries in the world. It is in this regard that the new curriculum was introduced in schools. This research work analyses the newly implemented curriculum with the view to see the extent which objectives are attained and availability of materials as well as teachers awareness on the merits of the new curriculum.

OBJECTIVES

- To determine the extent of new curriculum incorporates new technology to everyday teaching and learning.
- To catch out if the new curriculum has any effects on the learner's performance in terms of results.
- To ascertain availability of teaching/learning materials to meet the needs of the new curriculum.
- To detect the effects of the new curriculum in teaching and learning.

RESEARCH DESIGN

Kothari defines research design as the arrangement of conditions for collecting and analysis of data in a manner that aims to combine relevance to research purpose with procedure. This study adopts the descriptive survey design to investigate the study variables

without manipulating any of them. As observes Kothari, descriptive studies are those studies that are concerned with describing the characteristics of a particular individual or of a group. Likewise Orodho (2004) states that descriptive studies allow the research to gather information, summaries, present interpret.

TARGET POPULATION

The location of the study is Chipata city. The study includes all secondary schools of Eastern Chipata city. A population is defined as a complete set of individuals, cases or objects with some common observable characteristics. (Mugenda and Peter 1999). All schools of Chipata city formed the target population for the study and some officers at the provincial education offices. People to be involved are 130 pupils, 10 class teachers, 7 administrators of schools and 3 officers at provincial offices.

SAMPLE SIZE

A sample is a smaller group obtained from the accessible population (Mugenda and Peter, 1999). Mulusa 1998 asserts that in social sciences a sample size of 30 percent is generalizable. A sample of seven public secondary schools was selected namely Chipata day, Anoya Zulu, Katopola Bay, Chizongwe Technical, Hillside Girls and Chipata Trades School and Dam view secondary school.

SAMPLING PROCEDURE

The schools were stratified into public secondary school. Stratified sampling was used since it would enable the researcher to ensure that certain subgroups in the population were represented the sample in proportion to their number in the population (Orodho 2005). All secondary schools of Chipata city were included in the study and a total of 150 people were involved.

FINDINGS

The study sought to look at the views on how the revised school's curriculum affects teaching/learning in secondary schools of Chipata city. The findings are as follows:

DISTRIBUTION OF PUPILS BY GENDER

It was also realized that 66 pupil's respondents were males representing 53% while 64 pupil's respondents were females representing 47%. This clearly shows that more male's participants participated in the study than females.

AGE OF PUPILS

From the research findings it shows that pupils of all secondary age group were engaged. The age 16-20 years indicated the largest number than all other age ranges covering 46% of the total population of pupils, while the age below 15 years representing 6% of the total population of pupils, while the age 18-19 representing 34% of the total population of pupils and while the age above 20 years representing 14% of the total population of pupils.

PERIOD OF STAY IN THE CURRENT SCHOOL

The period of stay in the current school of pupils from the findings, it emerged that most of the , pupils had stayed for years 9% less than 1 year, 18% for 1 year, 6% for 2 years, 4% for 3 years, 24% for 4 years , 34% for 4 years and 34% for 5 years respectively. This implied that most pupils had stayed in their respective schools for three (3) and above years.

KNOWLEDGE ABOUT THE REVISED SCHOOL CURRICULUM

From the findings show that 9 class teachers representing 90% of total number of teachers are aware that the revised curriculum has computer studies at junior secondary, 7 class

teachers representing 70% of total number of teachers are aware that the revised curriculum has practical exam in science at upper secondary (grade 12), 8 class teachers representing 80% of total number of teachers are aware that the revised curriculum has new topics in different subjects, 8 class teachers representing 80% of total number of teachers are aware that the revised curriculum has practical exam in science at lower secondary (grade 9), 7 class teachers representing 70% of total number of teachers are aware that the revised curriculum has career path way curriculum subjects choice, 8 class teachers representing 80% of total number of teachers are aware that the revised curriculum has vocational path way curriculum subjects choice.

AVAILABILITY OF BOOKS IN THE LIBRARY FOR THE REVISED CURRICULUM

The research data can be reveals that 32 pupil respondents representing 26% are from schools which have no library/not operational, 41 pupil respondents representing 32% are from schools which have a library but no books for the new schools curriculum, 36 pupil respondents representing 28% are from schools which have few books for the new schools curriculum, 21 pupil respondents representing 16% are from schools which have recommended number of books for the new schools curriculum and no school pupil respondent indicated that their school has all books for the revised curriculum.

TEACHERS SATISFACTION WITH THE REVISED SCHOOLS CURRICULUM

The data from research findings by the class teacher respondents during the research reveals that of 10 class teacher respondents representing 90% of the whole class teachers are of the idea the new schools curriculum meets all needs of Zambian citizens, while 6 representing

60% commented that the revised curriculum doesn't not impart entrepreneurial skills in learners, 7 representing 70% commented that the revised curriculum does not reduce the gap between Zambian school's curriculum and schools curriculum developing and developed countries, 5 representing 50% commented that the revised curriculum does not meet new technology needs finally 4 representing 40% commented that the revised curriculum does not meet needs of Zambian citizens.

USE OF NEW TECHNOLOGICAL DEVICES DURING TEACHING/ LEARNING PROCESS

According to the data on findings by the researcher during the research it is clear that 18 respondents representing 14% of the whole population of the pupils involved in the study responded that their teachers do not use any technological device when teaching them, while 60 respondents representing 46% of the whole population of the pupils involved in the study responded that their teachers use computers without internet when teaching them, 34 respondents representing 26% of the whole population of the pupils involved in the study responded that their teachers use computers with internet when teaching them, 18 respondents representing 14% of the whole population of the pupils involved in the study responded that their teachers use projectors when teaching them, 0 respondents representing 0% of the whole population of the pupils involved in the study responded that their teachers use of television sets when teaching them, 0 respondents representing 0% of the whole population of the pupils involved in the study responded that their teachers use of radios when teaching them, 0 respondents representing 0% of the whole population of the pupils involved in the study responded that their teachers use of iPods and tablets when teaching them.

AVAILABILITY OF BOOKS FOR TEACHING/ LEARNING

The findings reveals that none of the secondary schools has completely no books for the new schools curriculum, 2 class teachers representing 20% said their schools have few books about the revised schools new curriculum, 5 class teachers representing 50% said their schools have recommended number of books for the revised school's curriculum, 3 class teachers representing 20% said their schools and 2 class teachers representing 30% said their schools have all books for the revised school's curriculum.

PUPILS PERFORMANCE IN GRADE 12 EXAMS IN 2015

The findings of the pupils performance in exams of 2015 is that 1 teacher representing a population of 10% commented that the pupils performance in the 2015 grade 12 exam was poor, 4 teacher representing a population of 40% commented that the pupils performance in the 2015 grade 12 exam was good, 3 teacher representing a population of 30% commented that the pupils performance in the 2015 grade 12 exam was very good, 2 teacher representing a population of 20% commented that the pupils performance in the 2015 grade 12 exam was excellent.

PUPILS PERFORMANCE IN GRADE 12 EXAMS IN 2016

The findings of the pupils performance in exams of 2016 is that 2 teacher representing a population of 20% commented that the pupils performance in the 2016 grade 12 exam was poor, 3 teacher representing a population of 30% commented that the pupils performance in the 2015 grade 12 exam was good, 2 teacher representing a population of 20% commented that the pupils performance in the 2015 grade 12 exam was very good, 3 teacher representing a population of 30% commented that the pupils

performance in the 2016 grade 12 exam was excellent.

RECOMMENDATIONS

From the data collected to investigate the effects of the revised curriculum on teaching/learning in secondary schools of Chipata city, it reveals that teachers and pupils should develop keen interest in finding out the changes in the revised school's curriculum. This can be done by providing booklets, video clips as well as conducting workshops on the new curriculum.

Further the data collected on the research also implies that the government should encourage secondary schools to buy books and technological devices like computers, projectors and internet connections or provide for them so that pupils become aware of the new technological devices. This helps in making sure that the education provided encompasses new technologies. The gap between the school curriculums of Zambia based on developed and developing countries. The finding of the research also reveals that there have been poor results of pupils at grade 12 due to reasons like lack of apparatus and adequate materials for implementation of the new schools curriculum. Government should consider encouraging schools to acquire lab apparatus all practical subject so that pupils practice before exams.

CONCLUSION

From the data collected during the investigation on the effects of the revised curriculum on teaching/learning in Chipata city, it shows that there is a correlation between the revised school's curriculum and teaching/learning. In other words the revised school's curriculum affects the teaching/learning most teachers are aware of the changes in the revised curriculum.

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