

# Secondary School Teachers' Preparedness in Implementing the Revised Education Curriculum Framework of 2013 in Zambia: A Pedagogical Perspective

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**Abstract:** -The main purpose of this study was to establish the preparedness of secondary school teachers in implementing the revised Zambia Education Curriculum Framework of 2013 in Kabwe District of Central Province, Zambia, from a pedagogical perspective. The study took a qualitative approach and employed a descriptive research design. Purposive sampling technique was used to sample thirty (30) participants. Data was generated through interviews, Focus Group Discussions (FGDs) and classroom observations of lessons. Among the key findings, this study established that while teachers were trained to teach specific subjects, some were not oriented on the demands of the Zambia Education Curriculum Framework of 2013. This study also established that even after commissioning the revised curriculum in 2013, schools still lacked teaching resources with which they could use to implement the revised curriculum. Furthermore, some teachers still used traditional methods of teaching and were finding it challenging to comprehensively understand the demands of the revised curriculum of 2013. Based on the findings, the study recommends wider consultation between policy makers and implementers during formulation and/or revision of curriculum.

**Key Words:** Curriculum; Implementation; Secondary School; Pedagogical; Teaching

## I. BACKGROUND AND CONTEXT

According to Print (1993), the word curriculum is derived from a Latin word 'currere' which literally means 'run' and it implies a course which one runs to reach a goal. Based on this background, some scholars such as Skilbeck (1984) have defined a curriculum as a course of study matter, although according to Nambela (2016), other scholars like Fullan (1982); Mulenga (2015) have modified this definition of curriculum due to its limiting nature. For instance, Fullan (1982) defines a curriculum as all learning which is planned for schools. This implies a programme of studies organized for learners. In Zambia, the development of a curriculum is spearheaded by the Curriculum Development Centre. However, the focus of this study is to establish the preparedness of secondary school teachers in the implementation of the Revised Curriculum of 2013 from a pedagogical perspective.

According to Kombe (2017), in order to fully understand teacher preparedness, there is need to understand the two terms: 'teacher' and 'preparation.' A teacher is a person who helps others to acquire knowledge, competencies or values whereas preparation is the activity or process of making something/someone ready for or ready for something. Therefore, teacher preparedness is a process of making a teacher ready for something. In order to make the teacher ready there is need to undergo a variety of activities which will help him/her to help others acquire knowledge and, or other skills. Therefore, this means that for teaching to be effective, a teacher has to be provided with appropriate and intensive training to ensure that they know when and how to teach using specific methods (National Reading Panel (NRP), 2000). With this in mind, it is important then to ensure that the teacher who is a driver in the success of any teaching is prepared before the implementation of any policies takes place. A teacher plays an important role in the learner's acquisition of knowledge and development of skills needed in their future survival. It is also believed that competency – oriented teaching has become the most outstanding aspect of teachers' responsibilities in modern teaching.

Studies by Nambela (2016); Kombe (2017); Magasu et al (2020); Sakambuta et al (2018); Konstantinos and Charl (2015) have indicated that a teacher who lacks competencies will not deliver as expected. For instance, Konstantinos and Charl (2015) state that, the core of teacher's knowledge is firstly linked to the exhaustive mastery of his subject – matter and adequate methods and means to convey it. Therefore, teachers have a great role to play if pupils are to learn. This can only be achieved if the teacher has received proper training. Once the teacher knows how to handle the learners, learning becomes easy. The education system in Zambia like in any other country keeps on changing. Because of the changing nature of education, teachers are themselves supposed to be perpetual learners. According to Goessi (2002), in-service training is an effective means of keeping teachers alert to constantly adapting their teaching to the changing social environment and in this case, the curriculum

change. Therefore, the implementation of any given instruction depends on how knowledgeable the implementer is, hence the need for adequate preparation. It is believed that for any success in teaching to take place, the teacher needs to be more knowledgeable than his/her learners and hence the need to prepare them for any changes that take place in the education system. Ali (2011) postulates that the quality of an education system cannot exceed the quality of its teachers.

According to the practical theory of teaching by Handal and Lauvas(1987) in Chella (2015), the strongest determining factor of a teacher is their experiences in terms of preparation. This means that every teacher should possess a practical theory of teaching. This is in line with the ZECF)of 2013 which emphasizes on teaching that helps the learners to think, reflect and do, rather than reproduce from rote learning. Zeichner and Liston (1990:9) also support teacher preparedness in their statement as they postulate, “teaching demands an approach to teacher preparation that reflects the complex and uncertain nature of the work.” This therefore, means that for a teacher to implement any programme he/she must have knowledge and be able to apply the content practically for the success of that developed plan. Thus, whether or not teachers in Kabwe District were adequately prepared to successfully implement the revised curriculum of 2013 was still not clear.

In Singapore, there is an initial teacher preparation programme which is implemented by the National Institute of Education (NIE). According to the policy implementers in Singapore, teachers are given training for a period of four years after which only candidates who are qualified are deployed in different schools (NIE, 2010). It is clear from this report that teachers were adequately prepared to implement their initial teacher preparation programme. Success of curricular implementation in Singapore is evidence that only trained teachers can effectively implement a programme or policy. This is in line with Wahyudin (2020) who argues that until the teacher is properly trained the desired end in the field of teaching learning process cannot be achieved.

Studies by Wahyudin (2020); Nambela (2016) and others have indicated that a teacher is a coach. Meaning a coach should have more knowledge about what he/she is coaching and in this case, the teacher needs to be knowledgeable about the policies he/she has to implement (Mulenga, 2015). Secondly, the students need guidance, meaning that this guidance should be provided by a person who knows the direction. Thirdly, students should not only be taught a subject but rather be given the skills which will help them be functional even after school. From the analysis above, it suggests that, there is need for a teacher to be adequately prepared for the implementation of any education policy. This is also supported by Kelly (1999) from his findings on teacher efficacy and content implementation where he stated that coaching and collaboration were important factors if effective delivery was to be achieved. His research established that teachers who demonstrated high efficacy prior to participating in professional development were more likely to implement

the recommended content practices. But the question remains; Are teachers in secondary schools in Zambia prepared to implement the revised curriculum of 2013?

Another study which was conducted in Dublin in 2005 by the Primary Curriculum Support Programme (PCSP) which looked at an evaluation of curriculum implementation in primary schools in English, Mathematics and Visual Arts. The researcher used both qualitative and quantitative methods for valid and reliable data. According to the researchers, teacher preparation was one of the most important key to a successful implementation of any education policy. They explained that, educational change involves changing teacher’s beliefs and understanding as prerequisite to improving teaching practices. They believed that if any change had to take place successfully, there was need to change the mindset of a teacher. This means that teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of the new programmes and approaches. Effective curriculum change and implementation requires time, personal interaction, in-service training and other forms of people based support (Fullan, 1993). From the findings of the Dublin study, one of the things highlighted was that a significant minority of teachers were experiencing difficulties in implementing important aspects of the curriculum. This could be the case in Zambia with regards to the implementation of the revised curriculum.

Cheung and Wong (2012) conducted a study to establish the factors affecting the implementation of curriculum reform in Hong Kong. The researchers used purely quantitative method to obtain information. The findings showed that there were a number of factors affecting the implementation of curriculum reform. For example, teachers’ professional development pertaining to the curriculum reform, teachers’ mastery of learning, teaching and assessment strategies were some of the most important factors. This is in line with Ahmadi and Lukman(2015) who argued that teachers are the major hub around which the successful implementation of new curriculum revolves. In addition, the Nigerian National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004). This means therefore that, teachers should be provided with sufficient professional development training in various areas if curriculum implementation has to be effective.

Ahmadi and Lukman (2015) suggest that for a curriculum to be effectively implemented, each teacher must gain ownership of the curriculum; develop an in-depth knowledge of the appropriate teaching methodologies and approaches and become familiar with the specific content objectives for each subject area. This is an indication that for any effective implementation of any curriculum, there is need for adequate teacher preparation as everything entirely depends on a teacher. Miller (2009) agrees with the above assertion and argues that teachers are rich in information and rich in skills that enable them improve learner achievement requires focusing attention from leaders at all levels. This means that

there is need for support from policymakers as well as other stakeholders if teachers are to effectively implement any given policy. It is within this context that the researcher thought of looking at teacher preparedness on the implementation of the 2013 revised curriculum in Zambian secondary schools.

From the studies conducted so far, there is evidence of research on teacher preparedness especially for pre-service teachers who are about to go in the field but little or no evidence in terms of a study to establish the preparedness for teachers already in the field to implement the revised curriculum of 2013. This is what has prompted the researchers to carry out this study on teacher preparedness on the implementation of the revised curriculum of 2013.

Mulenga(2015) points out the importance of preparing teachers for the betterment of learners as he argues that the desired goal in the field of teaching learning process cannot be achieved until the teacher is properly trained. This seems to suggest that the teacher needs to be adequately prepared for him/her to help in achieving the intended goal. Therefore, for any change in the education system to be effectively implemented, there is need to go back to the teacher and equip him/her with necessary knowledge and skills if positive results are to be achieved. It is expected that once the Ministry of General Education comes up with any change regarding education policies, then teachers who are key players in the implementation exercise need to be oriented or retrained in order for them to be in line with what is prevailing in the education system and what they are expected to do. MoE (1996:115) state that, “teacher education is a continuing process that must be extended throughout the individual’s years of actual teaching.” What this means is that a teacher does not stop learning. This is so because he/she needs to keep on learning new methods, techniques which come with the changes which take place in the education sector.

Ahmadi and Lukman (2015) conducted a study to establish the issues and prospects of effective implementation of new secondary school curriculum in Nigeria. The findings showed that there were a number of issues and prospects of effective implementation of new secondary school curriculum. For example, inadequate qualified staff was one of the issues that affected implementation. Teacher preparation or lack of it was considered important because for any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. This is supported by Cheung and Wong (2012) who argue that teachers’ mastery of learning and assessment strategies is the most important factor in curriculum implementation. Thus, teachers should be provided with sufficient professional development training in various areas if the implementation exercise is to be effectively achieved.

In Botswana, Mokibelo (2016) conducted a study to establish the implementation of language into education policy, which revealed that the level of preparation by teachers was good but

the only set back was that the preparation was not sufficient. According to the study, teachers lacked knowledge on how the learners were to proceed from one stage to another. The study further showed that many teachers had problems in implementing the curriculum. This suggests that teacher preparation is very important if learners are to succeed. Cheung and Wong (2012) argue that it is important to enhance teachers’ understanding and build capacity if the implementation of curriculum reform is to be successful. This study seems to provide a factor which this study was trying to establish although it does not clearly state how the curriculum implementation was done.

Since independence, Zambia has recorded a number of reforms in the education sector, all in the name of providing quality education. The major ones being; the Educational Reform (1977) which highlighted education as an instrument for personal and national development; Focus on Learning (1992) which emphasized the need for the mobilization of resources for the development of schools and; Educating Our Future (1996) which among other issues aims at “developing an analytical, innovative, creative and constructive mind (MoE, 1996: 5).” This is a call that has been emphasized in the Zambia Educational Curriculum Framework of 2013 where teachers have been encouraged to as much as possible to use methods which help learners to think, reflect and do, rather than reproduce from rote learning. However, a study by Magasu et al (2020) in Zambia revealed that most of the teachers in secondary schools still used the traditional approach methods which were teacher-centered. This again shows that some teachers at secondary school level had challenges in implementing the revised curriculum. It is expected that teachers and teacher educators should as much as possible use methods that promote active learners’ participation and interaction. In addition, teachers should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning. It is from this background that this study was conducted to establish the preparedness of secondary school teachers in implementing the revised Zambia Education Curriculum Framework of 2013 in Kabwe District of Central Province, Zambia.

## II. THEORETICAL FRAMEWORK

This study was guided by the Practical Theory of teaching propounded by Handal and Lauvas in 1987. This theory looks at classroom teaching where each teacher’s preparedness depends on the value, belief, knowledge, professional identity and action during teaching in the classroom situation. Furthermore, the theory focuses on teachers’ ability to be practical, stressing that every teacher possess a practical theory teaching aspect which is the focus of the Zambia Education Curriculum Framework of 2013.

The main thrust of the Practical Teaching theory according to Handal and Lauvas (1987) is that teachers need knowledge and experience for them to teach effectively. In this study, the theory frames the study on the need of teacher preparation to

effectively implement the revised curriculum; and that if they are not, they may not do so.

From Handal and Lauvas theory, it is clear that there is need for a teacher to acquire the values, skills as well as knowledge if he/she has to deliver effectively to the learners. From the argument, they state that learners need to acquire necessary skills and they can only do so if their teachers are fully equipped with the required skills, values and knowledge. According to Handal and Lauvas, teachers can only effectively help learners acquire the necessary skills if they are adequately prepared as their ability to be practical depends on their knowledge and experience. Thus, this theory will be used to frame and establish teachers' preparedness in the implementation of the Revised Curriculum of 2013.

### III. METHODOLOGY AND DESIGN

The research took a qualitative approach to elicit in-depth and illustrative information from participants to comprehend the various dimensions of the problem. The research design was a descriptive. The population of this study included all teachers at secondary school level. In this study, purposive sampling technique was utilized to sample the teachers. The researcher conducted interviews and FGDs with teachers in the school environment after seeking permission from the Provincial Education Officer, Central Province. Others who were interviewed are Ministry of General Education officials. The study sample was thirty (30) participants. Five (5) FGDs (each group had 5 members) were held in five selected secondary schools in Kabwe District and five (5) teachers were interviewed. Furthermore, ten (10) lessons were observed. Data was analysed using thematic analysis.

### IV. RESULTS

The main question was to establish how adequate teachers were prepared to implement the 2013 revised curriculum. This was important to determine whether or not teachers received adequate preparation for them to effectively implement the revised curriculum. In order to collect data for this research question, interviews, FGDs and lesson observations were done.

It was clear from the FGDs and interviews that teachers and pupils have not embraced the revised curriculum of 2013 fully. Some teachers and pupils in secondary schools still have a negative attitude towards certain subjects placed in different pathways, thus, academic career and vocational career pathways. One teacher had this to say:

*Some pupils were not ready to the vocational pathway despite having strength in those study areas because of the attitude society still holds on people that have done such courses. Others stated that they could not manage the vocational pathway because it was very expensive for them. Some teachers still feel the revised curriculum has no*

*bearing on the provision of quality education*

Furthermore, it was generally clear that teachers had no understanding of the pathways in the revised curriculum. This was evident in the way schools were crossing subjects from one pathway to another. This is because the teachers did not receive enough induction in the revised curriculum. This is what one teacher who was interviewed said;

*At our school, we crossed subjects from one career pathway to another in order to accommodate all teachers and all the subjects otherwise it means some teachers will have to leave the school if their subjects were not covered in the picked pathway*

The integration of subjects such as Geography, Civic Education and History into Social Studies (S.S) at Junior Secondary School level was another issue. Teachers were not trained to handle the merging of subjects. This is what one teacher said;

*I was not trained to teach social studies but Geography and English. Hence, I find it unbecoming to handle History and Civic Education*

On the type of training teachers received, the findings showed that most of them received training through Continuing Professional Development (CPD) meetings while others still received training through workshops. The findings also showed that some teachers were not trained as the people who went for training did not come back to train them. This is what one of the participants had to say in one FGDs:

*Some of us did not receive any training on the 2013 revised curriculum because only the Head of Department were invited for a workshop. These people when they came back they did not orient us.*

In the same vein, another participant had this to say;

*We expected the Ministry of General Education to train all of us because we all needed to have full information on the revised curriculum of 2013.*

On the follow up question of whether the training received provided adequate training or not, the participants had different views. Some felt it was inadequate because the period involved in training them was very short, while others felt it was adequate. Those who felt the training they received was adequate based their argument on the fact that they had enough time to grasp the content of the revised curriculum. One of the participants, who was interviewed, had this to say.

*I attended a workshop for three days and what was given was adequate as the trainer*

*was able to go through all the steps need to have a lesson that was learner centered.*

On the other hand, the interviewee who felt that the training was not adequate had this to say.

*One day CPD was inadequate as most of the things such as, methodology was not adequately explained and most of the materials needed for the training were not available at the time we were being trained.*

During the interview a lot of other issues were raised on the implementation of the revised curriculum of 2013. Almost all the participants had a complaint on the issue of being consulted on the formulation of the curriculum. They expected Curriculum Development Centre (CDC) to involve them as people on the grass root. They felt that being involved in the initial stage of the curriculum would have lessened on the issues being experienced now as they are implementing the revised curriculum. This is what a participant from FGDssaid;

*We were not consulted and yet we are the grassroots and we are the contact persons who are with the learners and know their abilities and what would work well for them and yet the curriculum makers have never consulted us in any change.*

Another group of participants agreed with the views of the first group on the issue of being consulted. One of the participants interviewed had this to say.

*We are directly involved with the learners and for any curriculum to succeed teachers are supposed to be consulted because we know the best methods to be used on the learners*

Another interviewee had this to say;

*Yes, because we are not consulted the Ministry keeps on Changing even programmes which can work*

In order to get full data on this main question, the District Resource Personnel was asked. The findings from the participant showed that not all the teachers in the district were trained during the workshop which was held on the implementation of the 2013 revised curriculum in all the districts but only Heads of Departments (HODs) were trained. The results further revealed that the teachers who were trained were expected to go and train the other teachers who remained in schools. This is what the District Resource Personnel had to say;

*The type of training the teachers received varied. When the curriculum was about to be rolled out in schools, the HODs were trained through a three days' workshop. Thereafter, it was expected that*

*the HODs train the rest of the teachers as well as at school level. Teachers who were not trained were supposed to do some lesson observation as well as receive training through CPD*

On why some teachers failed to implement the revised curriculum, one Civic Education teacher indicated that teaching demanded active and participatory strategies. Additionally, the participant indicated that the teaching required teachers who were reflective to develop critical minds. Critical thinking was vital in teaching because it helped the learners in problem solving. As aptly noted by one of the teachers in the study:

*We fail to use practical and active methods because there is no time for practical activities because the time-tables were overloaded and have the bulky syllabus to finish*

Clearly from such findings and observations, by the participating teachers in the study, teacher training institutions need to train teachers in different approaches that will enable them once in schools to teach the subject effectively because the revised curriculum demanded so. Currently, it appeared there was a mismatch between what the students were taught in institutions of teacher with regards to pedagogical approach and the approach serving teachers were using to teach in secondary schools. This is what one teacher said;

*At our university, we were not taught anything on learning outcomesbut this is what we are doing here schools*

Additionally, a participant from the M.o.G.E stated that:

*The teaching we see in secondary schools today is a reflection of how teachers were trained. You don't expect teachers to use methodologies which they were not taught at colleges or universities. Teachers needed to be trained to use teacher centered methods which they are going to use in class. These methods should be outcome based*

## V. DISCUSSION

From the pedagogical front, this study has established that the revised curriculum of 2013 in Zambia has been necessitated by the move from the traditional approach of teaching which was teacher-centered to the modern approach which is learner-centered and, outcome based. The rationale behind the modern approach is that learners should develop critical minds. This has been emphasized in the Zambia Education Curriculum Framework of 2013 where the focus is on. The teachers and teacher-educators should as much as possible, use the methods that promote active learners participation and interaction. In addition, the document emphasizes the need to

use the methods that encourage learners to reflect, think and do rather than reproduce from rote learning. This is in line with a study by Magasu et al (2020) who argue that teachers should use learner-centered strategies which allow learners to learn from their experiences.

The fact that this study has revealed through lesson observations that teachers still use lecture method in their teaching means that they rarely and were not ready to implement the revised curriculum of 2013. Lecture method has a number of limitations. According to Magasu et al., lecture method does not promote interaction in most cases and communication is one way and in certain cases, learners usually get carried away by the charisma and personality of the teacher instead of focusing on analyzing what is being taught. The current trend could also mean that some teachers were not adequately trained to implement the revised curriculum of 2013. The practical aspect was lacking and this was seen as an impediment in the implementation of the revised curriculum of 2013. This calls for colleges and universities to reorient the training curriculum for teachers to expose the trainee teachers to the demands of the revised Zambia Education Curriculum Framework of 2013. In the same vein, the government through the Ministry of General Education should take a deliberate move to orient the teachers with the contents of the Zambia Education Curriculum Framework of 2013. According to Nambela (2016) 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 teachers responded about the revised curriculum that they needed more time to learn and adjust the revised curriculum before it was actually implemented.

The findings discussed above are in line with the findings of Ornstein et al. (2000:123) who added that:

*Trainee teachers are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject, demonstrate adequate knowledge of the subject content, better grounding in appropriate pedagogical strategies, have understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching*

It can be deduced from the current teaching trends that the training of secondary school teachers was mainly centered on aspects that promote as (Freire, 1970) stated the banking type of education which in real sense failed to motivate would be learners in schools to become critical and think in a creative way.

Teacher-centered methods do not encourage learner participation and as such rendered irrelevant in modern teaching. The result is a situation where you have passive learning in which the learning and teaching are directed by the teacher. This is seen as an impediment in the development of critical thinking skills and in the implementation of the revised curriculum. It appears most of the strategies that generated interest and debate among the learners in secondary schools in Zambia were rarely used by teachers. From the lessons observed, it was clear that teachers relied mostly on traditional strategies such as lecture method in their teaching. By implication, and in line with the revised curriculum of 2013, this was denying the learners opportunities of engagement and real learning. This entails that if learners are to be engaged by teachers in the learning process, effective methods which are learner centered should be practiced all the time. This view was supported by Youniss (2011) who argues that education is meant to prepare learners to take their place in the community and leading useful lives.

As noted in the discussion above, the teaching strategies used by some teachers in secondary schools in Zambia did not place the learner at the center of learning. As such, the role of quality education in secondary schools in Zambia was not appreciated. Therefore, these findings show lack of effective teaching methods in secondary schools. This compromised the aim of Education in Zambia. However, Mwanza (2017) contends that teachers are the end-users and when they are not aware of the objectives of a curriculum, it may not be possible for a curriculum to be successfully implemented. Thus, it is crucial for teachers to know the theoretical underpinnings of a curriculum in order to interpret it accurately. Additionally, Mwanza argues that curriculum developers should familiarize themselves with the issues faced by the end-users of the curriculum so that they can create relevant solutions as they revise the curriculum. This view is in agreement with Okech and Asiachi (1992) who suggest that teachers' knowledge of the competency-based curriculum for successful implementation of a curriculum was paramount in the implementation of the competency-based curriculum.

The above findings are supported by Dean (2007) who observed that teachers were reluctant to supplement the curriculum with activities that would teach learners to ask questions, think critically and develop problem-solving skills or conduct independent inquiries on issues and responsible action as learners were only prepared to get ready for the examination and would only be tested on textbook materials. As a result, he argues that there was a high stake value in end-of-year and school leaving examinations resulting in teaching and learning in schools being geared towards examinations. This means that teaching should be taken as a programme that is meant to prepare the learners and the citizens so that they can engage and participate in a democratic society (Ogunyemi, 2011).

However, Shiundu and Omulando (1992), observed 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 stakeholders about a new programme such as curriculum play an important role in determining how it will be handled and received. A positive attitude towards a curriculum will favour its successful implementation.

Bishop (1985) hold that the teacher's ability to implement curriculum innovation is a function of the availability of the tools for the job. This view is supported by Miller and Seller (1990) who argue that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. This means that instructional material provide information and opportunities for real learning. Magasu et al (2020) concur and observe that, without resource materials and facilities, the teacher may not teach effectively.

It was clear from the findings that the revised curriculum guiding principle was centered on the Outcomes-Based Education (OBE) which moves away from Behaviorism to constructivism pedagogies (MoGE, 2013; Plessis et al, 2002; GRZ, 2007). This approach seeks to link education to real life experiences as it gives learners skills to access, criticize, analyze and particularly apply knowledge (MoGE, 2013). In this approach, learners are given practical experiences during the teaching and learning processes that help them gain life skills (MoGE, 2013).

From the responses presented, it was also clear that the current education did not prepare learners for real life experiences in Zambia. This was despite some teachers indicating that they used learner-centered strategies. By implication, the assertion that teachers were well placed and used learner-centered methods when teaching was disputed by the findings in this study. This means that teaching and learning is supposed to engage the learners in the whole process of learning so that they could make meaningful contribution to society. Therefore, the findings in this study are in line with the practical theory which informed this study in that the thrust of the theory is that teachers need knowledge and experience for them to effectively execute a policy. Without teachers being oriented and grounded to the content of the revised curriculum, teachers will never be prepared to implement the curriculum.

## VI. CONCLUSION

In this study, an attempt has been made to establish the implementation of the revised curriculum of 2013 by secondary school teachers. The main findings were that teachers still used the traditional approaches of teaching which defeated the implementation of the curriculum. It was further revealed that not all teachers were oriented to this curriculum. Thus, learner-centered approaches were not appreciated. This means that teachers were not prepared to implement the revised curriculum.

## VII. RECOMMENDATIONS

On the basis of the findings of this study, recommendations are hereby suggested;

- Since teaching should be practical in nature, there is need for the training institutions to make this aspect a must in their curricula.
- There is need for secondary schools to strengthen Continuing Professional Development (CPDs) activities as a response to enhancing the demands of the revised Zambia Education Curriculum Framework of 2013

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