

## **Civic Education Teaching Resources and Teacher Preparedness for Secondary School Competency-Based Curriculum in Lusaka, Zambia**

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**Abstract:** This study sought to investigate on Civic Education Teaching Resources and Teacher Preparedness for Secondary School Competency-Based Curriculum in Lusaka, Zambia. The study employed the mixed methods approach, particularly the embedded research design in which 120 secondary school learners and 40 teachers were sampled using stratified random sampling. In addition, 10 Heads of Departments, 10 Head teachers, 2 Education Standards Officers and 1 Civic Education Curriculum Development Specialist were purposively sampled and semi-structured interview guides were used to obtain qualitative data from teachers and school leaders while the questionnaire was used to obtain information from learners. The findings revealed that despite teachers of civic education having being in-serviced on CBC, they were not using recommended teaching methods. It was also revealed that teaching resources were inadequate and teachers lacked an in- depth understanding of how to use teaching resources for effective implementation of the CBC. The study therefore recommended that the Ministry of Education should seriously consider retraining teachers with skills required for competency-based learning. Moreover, during the in-service and pre-service training, teachers should be upskilled in learner centered approaches that are most likely to promote learners acquisition of appropriate civic skills, knowledge and attitudes. Additionally, the Ministry of Education should facilitate and provide adequate teaching and learning resources in secondary schools so as to address the 21<sup>st</sup> century competencies deficiencies among learners.

**Keywords:** Competency-based Curriculum; Civic Education; Interactive Approaches; Hands-on

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### **Introduction**

In 2013, the Zambian curricular for early childhood, primary and secondary education were revised from a content based to a competency-based one. In competency-based education, learners are provided with practical learning experiences to equip them with appropriate knowledge, skills, values and attitudes that respond to the changing needs of the society

(Moobola & Mulenga, 2020; Akala (2021); Muleya, 2015, Muleya, 2019). In order to facilitate learner's practical learning experiences, the Ministry of Education in Zambia developed the Teachers' Curriculum Implementation Guide to be used for upskilling teachers with required knowledge, attitude and skills for effective implementation of the competency-based curriculum. In-service training of teachers was

thus inevitable as Koskei and Chepchumba (2020) rightly noted that the revised curriculum did not only need the use of relevant teaching and learning materials but different teaching methodologies as well.

It is a known fact that preparation for teaching a competency-based curriculum requires a thorough understanding of the competence component to be developed, instructional activities to be used, appropriate pedagogical content and assessment methods that facilitate learning (Zulu and Mulenga, 2019; Muleya 2019; Curry and Dochery, 2017). Thus, to implement significant changes, it was vital to equip teachers so as to make them conversant with teaching and learning methods required to effectively implement the competency-based curriculum.

For civic education, teaching strategies such as debates, inquiry-based learning, project-based learning and stimulation would be vital. Therefore, with this in mind, such training should be aimed at preparing teachers so as to strengthen their subject knowledge base and pedagogical content knowledge of the competency-based approach in order to develop civic competences. As such, 98,000 teachers were said to have been targeted to be in-serviced across the country using a cascade model (Mulenga and Kabombwe, 2019b). After the training, it was expected that civic education teachers would be prepared to effectively teach learners to acquire civic knowledge and develop relevant civic skills and attitudes.

Banja and Mulenga (2019) noted that the curriculum content of any teacher preparation program is one of the criteria used to judge the quality of the program and eventually its products. Similarly, teachers were expected to prepare and use teaching resources provided when implementing the revised curriculum in civic education in order to bring real-life situations in class and thus foster learning.

However, the situation in Zambia seemed to indicate that teachers were not well-equipped to provide practical and meaningful civic experiences and learners seemed to have left schools unprepared for civic life. This view is supported by Muleya (2015) who observed that the practical aspect in the teaching of civic education was lacking. In their studies, Muleya (2015) and Sakala (2016) stated that the lack of proper teacher

pedagogical skills seemed to be one of the challenges impending the bringing about of desired change in the teaching and learning of civic education. However, although Muleya (2015) and Sakala (2016) seem to have come to this conclusion, their studies were not focused on teacher preparedness. Most studies that have been done since the curriculum was revised in 2013 in Zambia focused on what strategies were used to implement the revised curriculum and did not specifically focus on civic education but on other subjects.

### **Theoretical Framework**

This study was guided by the Social Constructivist Theory of Lev Vygotsky (1896-1934). In this theory, Vygotsky propounds and is rightly supported by Fox (2016) and Terhart (2017) that knowledge and skills are not products that can be transferred from the teacher to the learner; rather, they are the result of learning activities done by learners themselves individually or in groups. This theory is linked to this study because it promotes a learner-centered approach to teaching and learning, which is the lynchpin of competency based education as explained by Kivinen and Ristela (2003). While learners through interactions are expected to create their understanding, the teacher plays a vital role of a facilitator. Terhart (2017) explained that the active participation of learners promote the acquisition of skills because they are active in the mental and motor activities which also promote retention of what has been learnt. Thus, the teacher should be well acquainted with the knowledge and skills of designing teaching and learning of civic education by actively engaging learners. All this depends on the teacher's pedagogical content knowledge, provision and use of appropriate teaching and learning resources.

This study was guided by the following research questions;

1. How was the competency based in-service training of Civic education teachers done?
2. What instructional approaches were teachers using in the implementation of the civic education competency based curriculum?
3. Which teaching and learning resources were available in schools for the implementation of the civic education competency based curriculum?

## Review of Literature

Teacher continuing professional development plays a pivotal role in the preparation of a teacher for any teaching subject because it equips the teacher with professional competencies required for curriculum change and implementation. As such, no matter how good initial teacher education may be, it does not adequately and fully prepare a novice teacher for most of the challenges that they will have to face as they venture into the actual teaching. Since curriculum changes from time to time, teachers require in-service training to be abreast with knowledge, attitudes and skills to enable them to implement the curriculum effectively (Mulenga, 2020). And since teachers have a vital role in influencing learners towards the achievement of learning outcomes, they thus have a key role to play in interpreting the objectives and content during curriculum implementation (Banja and Mulenga, 2019). While there were a number of studies related to teacher preparedness in the teaching of the competency based curriculum, they seem to be a lack of studies with a specific focus on civic education competency based curriculum implementation.

Moobola and Mulenga (2020) analysed the implementation of the junior secondary school Social Studies curriculum in Chingola District, a subject that was created during the 2013 curriculum review in Zambia. The findings revealed that the time allocated to the implementation of Social Studies in schools was inadequate and that the subject was being taught through specialization by teachers who were trained in subject areas such as Geography, History and Civic Education, a scenario which contributed to the poor performance of learners. The researchers recommended that the Ministry of Education through the Curriculum Development Centre should have considered allocating more time (periods) to the implementation of Social Studies, expedite the training and recruitment of Social Studies teachers and encourage Continuous Professional Development (CPD) meetings both at district and at school levels for the purpose of capacity building.

Momanyi and Rop (2019) did a study on teacher preparedness for the implementation of the competency based curriculum in Kenya for early grade primary school in Bomet East Sub-county.

Using Stufflebeam's CIPP curriculum Evaluation model to interrogate the CBC, the study findings revealed that teachers were inadequately prepared. Their knowledge of CBC was vague and this had hampered their delivery and assessment of the curriculum.

Additionally, Koskei and Chepchumba (2020) did a study whose purpose was to determine the teachers' competency as a cornerstone on the implementation of competency based curriculum (CBC) in the lower primary schools in Nakuru County, Kenya. The study employed a descriptive survey design in which a sample of 200 teachers and 100 head teachers took part. The findings revealed that there was a need of adequately and effectively training facilitators and trainers.

Moreover, during the 2013 curriculum review, Computer Studies was introduced as a compulsory subject in the Zambian school system. Masumba and Mulenga (2019) and Kabundula (2017) investigated the extent to which the Computer Studies curriculum was being effectively implemented in secondary schools. The findings revealed that there were insufficient facilities and equipment such as computer laboratories and computers, internet connectivity, printers, backup generators, overhead projectors and photocopiers. Findings further indicated that there were no qualified teachers of computer studies and there were inappropriate teaching methods.

Additionally, Musilekwa and Mulenga (2019) observed in their study that the content and quality of textbooks that were produced for the competency-based curriculum were highly questionable. The findings showed that the Social Studies learners' textbooks, for instance, were of extreme poor quality. They cited lack of teacher involvement in textbook development, lack of coordination in textbook development, lack of a national textbook policy and political interference in textbook development as some of the main contributing factors to this situation.

Nambela (2016) conducted a study to evaluate the effectiveness of the 2013 revised curriculum in the provision of education in Kitwe district in Zambia. The findings of the study indicated that the implementation of the competency-based curriculum was not properly done as most teachers in the district were not adequately prepared for it and there was inadequate and

inappropriate provision of teaching and learning resources. Additionally, teachers were neither trained nor retrained to teach new subjects and the infrastructure was not expanded to reduce and accommodate the high numbers of learners in schools.

Mulenga (2015) carried out a study on English language teacher education curriculum designing at a university in Zambia. The findings indicated that student teachers and graduate teachers were not well prepared in the subject matter they were to teach. The pedagogical knowledge to effectively teach English language in secondary schools at the time of their graduation was inadequate. This was because the curriculum that they followed did not have the relevant knowledge and skills for secondary education since job analysis was not done at the beginning of the teacher education curriculum designing process. Despite this study being about English language and not Civic Education, it provided some insight into the mismatch that may exist between the teacher education curriculum and the school curriculum for which teachers are prepared. And thus, in-servicing becomes practical and vital for teacher upskilling once they enter into the schools upon graduation.

Paulo (2014) conducted a study on teacher's preparedness in implementing the competence based curriculum in secondary schools in Tanzania. The findings revealed that classroom teaching and assessment modes that teachers used did not comply with the competence based curriculum. It was also noted that teachers continued to use the traditional mode of teacher centered approach as opposed to the learner centered approach that is recommended for the competence based curriculum.

In Kenya, Ondimu (2018) conducted a study on teachers' preparedness for the implementation of the competence based curriculum in private pre-schools in Dagoretti North Sub County, Nairobi County. The findings established that lack of Information Communication Technology skills among teachers, inadequate instructional materials, high teacher-pupil ratio and lack of parental support hindered smooth implementation of the competence based curriculum.

Waweru (2018) carried out a study on the influence of teacher preparedness on the

implementation of the competency based curriculum in public primary schools in Nyandarua North Sub County, Kenya. The findings showed that teachers needed more training because the in-service programs which were in place were inefficient for the implementation of the competence based curriculum. It was further revealed that inadequate instructional materials, over emphasis on lesson planning and mode of learner's assessment were impeding the effective implementation of the competence based curriculum.

Chu, Nnam and Faizefu (2018) conducted a study the implementation of the competency-based curriculum appraisal from the perspective of teacher's use of resources in Cameroon. The findings reviewed that the majority of teachers did not understand CBC. It was further realized that even for those who had a good knowledge of CBC, effective implementation was still a major challenge in most situations because of insufficient resources as well as lack of in-depth knowledge on how to use the resources. It was therefore imperative for educational stakeholders to brainstorm and ensure that teachers were well prepared with knowledge on the effective implementation of the CBC.

With all these scenarios and experiences about the competence based curriculum in Zambia and other countries, researchers in this study sought to find out what the situation could be in the case of Lusaka District in Zambia, regarding teachers of Civic Education in terms of their preparedness to teach and the availability of teaching and learning resources for the same.

## **Methodology**

### **Research Design**

This study employed a mixed method research approach, particularly the embedded research design to collect, analyze and interpret data. The approach was used to ensure that both qualitative and quantitative data sets provide a deeper understanding of the problem (Creswell and Creswell, 2018).

### **Population and Sampling**

Lusaka District is divided into 10 zones according to the Ministry of Education. Since Civic Education was taught in every school, using simple random sampling, one secondary school was sampled from each zone giving the study a total number of 10 schools. In each of the 10 schools, all the

learners who took Civic Education were stratified into two strata of girls and boys. Using simple random sampling, six learners were sampled from each stratum giving the researchers 12 learners from each school and thus having a total of 120 learners for the study. Using simple random sampling 4 teachers of Civic Education were sampled from each school, thus giving the study a total of 40 teachers.

From each of the schools that were part of the study, the heads of sections for Civic Education and the school head teachers were purposively sampled, giving the study a total of 10 heads of sections and 10 head teachers respectively. Two Education Standards Officers in charge of Civic Education at district level and One Civic Education Curriculum Specialist from the Curriculum Development Center were also purposively sampled to be part of the study.

### Data Collection Procedures

Data was collected from teachers and learners using questionnaires while interview guides were used to gather data from heads of sections, head teachers, standards officers and the civic education curriculum specialist.

### Validity and Reliability

The use of different instruments such as interview guides and questionnaire helped to triangulate the data. Member checking was also used as a way of ensuring validity of what was collected from the respondents. In order to ensure reliability, a pilot test was conducted and responses were scrutinized to ensure that they were giving consistent and accurate responses. The questionnaire was piloted to 30 teachers in another district and the information was analyzed using the SPSS version 20 and the Cronbach's Alpha test was used to calculate the reliability. Items in a questionnaire yielded a Cronbach's Alpha values of 0.06 and above. Items that had a lower Cronbach's Alpha were excluded.

### Ethical Considerations

Researchers ensured a high level of ethical compliance by ensuring that all the participants who took part in the study did so on a voluntary basis while confidentiality and anonymity were highly maintained.

### Statistical Treatment of Data

Data from questionnaires were analysed using descriptive statistics while data from semi-structured interviews and lesson observation was analysed using themes so as to easily interpret and understand the depth of the data.

## Results and Discussions

This section presents results of the study based on the research questions that guided the analysis of data.

**Research Question 1:** How was the competency based in-service training of Civic education teachers done?

The researchers sought to elicit information on how teachers were in-serviced in preparedness for the implementation of the competency-based curriculum in Civic Education. When asked whether teachers received any training on the practice of the competency-based approach, a significant number of the participants (53.9%) indicated that they received training as shown in table 1.

**Table 1: In-service Trends of Teachers**

| Response | f  | %    |
|----------|----|------|
| Yes      | 21 | 53.9 |
| No       | 18 | 46.1 |
| Total    | 39 | 100  |

These results are an indication that some form of in-servicing must have taken place in relation to competency-based curriculum implementation. Teacher continuing professional development is essential for job competence especially in a situation where a curriculum has been revised or changed. Additionally, in-service trainings prepare and equip teachers with professional growth to upskill them with interactive pedagogies as contained in competence based curriculum. Momanyi and Rop (2019) explained that teachers have a role to influence learners' performance and therefore teachers enable improved and better learning outcomes if they are upskilled in the right competencies.

### Suitability of the Training

When teachers were asked about suitability of the training in helping them acquire competences for civic education, 71% claimed that the training was not suitable while only 29% considered it to be suitable. One teacher indicated that;

The training was supposed to offer credible and clear practical instructions to enable us

to acquire more understandings of the interactive pedagogies and how to use them when teaching in order to interpret the curriculum correctly. The training of the revised curriculum was supposed to be administered both theoretically and practically the same way teachers would implement it in schools.

There were also a number of views which indicated that those who conducted the training failed to narrow down the sessions to subject area or discipline but rather were too general. For instance one teacher noted that “facilitators of the in-service only talked about the competency-based curriculum in generally and did not narrow down explanations and activities to civic education or any social science and did not demonstrate how competencies would be developed.” Yet another teacher mentioned that “the workshops did not provide practical activities or any demonstration of how competency based teaching can be actualized. All they did was to provide lectures with power point notes and definitions. It was not helpful at all.”

A Head of Department from one school explained that “I would say that the training wasn't much of help despite having the actual representation

itself. The workshop only lasted a day and it was difficult to get insights on curriculum change in relation to competence based education.”

These finding suggest that the training was ineffective. The findings resonate with Muleya (2015) who noted that lack of practical training had impeded the implementation of reflective practice strategies in schools. The findings further agreed with Ondimu (2018) who revealed that teachers had continued to use traditional teaching methods as opposed to learner-centered teaching approaches since the training was just cosmetically done.

**Research Question 2:** What instructional approaches did teachers use in the implementation of civic education competency based curriculum?

Through questionnaire, the researchers sought to find out about the instructional approaches that teachers used in implementing the civic education competency based curriculum. The questionnaire was in a five point scale as follows: 1 = Very Often, 2 = Mostly, 3 = Sometimes, 4 =Unsure, 5=rarely. The responses from the teachers are summarized in Table 2.

**Table 2: Frequency and percentage distribution of teaching methods used in Civic Education**

| Instructional Approaches |   | Very often | Mostly | Not Sure | Sometimes | Rarely | Total |
|--------------------------|---|------------|--------|----------|-----------|--------|-------|
| Teacher Exposition       | f | 14         | 12     | 13       | 0         | 0      | 39    |
|                          | % | 36.0       | 31.0   | 33.0     | 0.0       | 0.0    | 100   |
| Organized Discussions    | f | 14         | 14     | 11       | 1         | 0      | 39    |
|                          | % | 36.0       | 36.0   | 28.0     | 3.0       | 0.0    | 100   |
| Structured Debates       | f | 3          | 5      | 23       | 1         | 7      | 39    |
|                          | % | 7.7        | 12.8   | 59.0     | 2.6       | 17.9   | 100   |
| Inquiry-based learning   | f | 3          | 6      | 16       | 4         | 10     | 39    |
|                          | % | 7.7        | 15.3   | 41.0     | 10.3      | 25.6   | 100   |
| Group work               | f | 11         | 13     | 10       | 1         | 4      | 39    |
|                          | % | 28.2       | 33.4   | 25.7     | 2.5       | 10.2   | 100   |
| Role play                | f | 1          | 3      | 12       | 5         | 18     | 39    |
|                          | % | 2.5        | 7.7    | 30.8     | 12.8      | 46.2   | 100   |
| Service-learning         | f | 1          | 2      | 5        | 17        | 14     | 39    |
|                          | % | 2.5        | 5.1    | 12.8     | 43.5      | 35.8   | 100   |
| Project-based learning   | f | 0          | 1      | 14       | 6         | 18     | 39    |
|                          | % | 0.0        | 2.5    | 35.9     | 15.4      | 46.2   | 100   |

Results from Table 2 show that a significant number of teachers were not using competency-based approaches in teaching and learning. Particularly, the results show that teachers used teacher-centered methods. For instance 36% and 31% of learners indicated that teachers very often

and mostly used teacher exposition respectively. Recommended teaching methods such as inquiry-based learning, role play, service-learning and project-based learning for implementing the competency based learning were only sometimes and rarely used as indicated in the table by most

of the learners. However, most learners were not sure of teachers having used structured debates which could in fact help them apply critical thinking. As indicate in table 2, for structured debates, 59% indicated that they were not sure while 17.9% acknowledge that it was rarely used. This could have been a result of teachers not having been given appropriate in-service training on competency-based approaches in civic

education. Hence, it can be argued that teachers were not providing learners with experiential learning or hands-on active methods. In a competency-based curriculum, learners should be given practical experiences during the teaching and learning processes for them to develop civic competencies required for effective civic participation in their community.

**Table 3: Frequency and percentage distribution of learners' responses on the teaching methods**

| Teaching Methods                                                                                                      |   | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree | Total |
|-----------------------------------------------------------------------------------------------------------------------|---|----------------|-------|----------|----------|-------------------|-------|
| My civic education teacher talks throughout the lesson and gives us notes to write.                                   | f | 113            | 5     | 0        | 0        | 0                 | 118   |
|                                                                                                                       | % | 95.8           | 4.2   | 0.0      | 0.0      | 0.0               | 100   |
| My civic education teacher asks us to discuss a topic during the lesson                                               | f | 97             | 10    | 0        | 5        | 6                 | 118   |
|                                                                                                                       | % | 82.2           | 8.5   | 0.0      | 4.2      | 5.1               | 100   |
| My civic education teacher gave us the power to debate on civic issues that affect us in the community                | f | 7              | 5     | 20       | 16       | 70                | 118   |
|                                                                                                                       | % | 6.0            | 4.2   | 17.0     | 13.5     | 59.3              | 100   |
| My civic education teacher organizes visits to places relevant to civic education lessons.                            | f | 0              | 0     | 0        | 3        | 115               | 118   |
|                                                                                                                       | % | 0.0            | 0.0   | 0.0      | 2.6      | 97.4              | 100   |
| The teacher puts us to form groups during civic lessons                                                               | f | 10             | 12    | 45       | 11       | 40                | 118   |
|                                                                                                                       | % | 8.5            | 10.1  | 38.1     | 9.3      | 34.0              | 100   |
| During my civic education lessons, I have taken part in role-playing and drama                                        | f | 0              | 0     | 0        | 27       | 91                | 118   |
|                                                                                                                       | % | 0.0            | 0.0   | 0.0      | 22.8     | 77.2              | 100   |
| The teacher organizes activities about what we learn in the classroom and asks us to do what benefit our communities. | f | 0              | 0     | 3        | 19       | 96                | 118   |
|                                                                                                                       | % | 0.0            | 0.0   | 2.6      | 16.1     | 81.3              | 100   |
| The teacher gives us a civic education project to do                                                                  | f | 0              | 0     | 0        | 20       | 98                | 118   |
|                                                                                                                       | % | 0.0            | 0.0   | 0.0      | 17.0     | 83.0              | 100   |

One of the teachers explained that “I use teacher exposition because it is easy, consumes less time and it is an ideal method to handle overcrowded classes as the case is in most schools.” Teachers further indicated that learner centered methods were difficult to employ in class due to the large number of learners. One teacher, for instance, said, “If I was to use learner centered methods such as debated, inquiry and projects, I would not be able to finish the syllabus since there are so many learners, between 90 and 120. Such methods will consume time.” A Standards officer also had this to say:

When we visit teachers of Civic Education in schools, some confirmed

that they cannot use the recommended methods because they do not know how to apply then since they were not trained. Others said that the sizes of their classes are too large for teachers to use methods that promoted learner interaction methods like inquiry, project-based and service learning. It is a challenge.

These findings are in line with Koskei and Chepchumba (2020) who found that teachers in lower primary schools in Nakuru County in Kenya did not understand the competency-based approaches and were not employing learner-

centered methods which were a major hindrance to the achievement of the competency-based curriculum.

Competency-based approaches require a teacher to plan and use interactive pedagogies because learners construct knowledge, develop civic skills and reinforce dispositions by engaging them in live classroom democratic experiential processes. CBC in civic education demands that teachers should prepare a variety of teaching methods as a way of developing not only knowledge but also skills and dispositions for adequately informed, responsible and active citizenship. In this regard, following the competency-based approaches in Civic education, teachers are required to prepare lessons that are not only focused on knowledge but also emphasize the development of skills of inquiry, critical thinking, decision making, problem-solving, conflict resolution and reinforcing attitudes.

Learners were also asked to indicate the extent to which various teaching methods were used in the process of learning on the five point Likert scale with strongly agree, agree, not sure, disagree and strongly disagree options as summarized in Table 3.

In table 3, it is worth noting that 82.2% of learners strongly agreed that they were put in groups to discuss. This seems to be one method that teachers used to deal with larger numbers of learners in class. The results further show that 95.8% of learners indicated that teachers talked throughout the lessons. Furthermore, and 59.3% revealed that teachers did not provide learners with a chance to debate.

Additionally, 97.4% strongly disagreed that they did not have visits to places relevant to civic education and 81.3% strongly disagreed that teachers organized activities that were related to what they learnt. This is a clear indication that teachers were still using teacher-centered approaches as opposed to learner centered methodologies which aim at providing practical and meaningful civic experiences to prepare learners for civic life. Moreover, 83% responded strongly disagreed that they had civic education projects. This is contrary to the recommendations of Mulenga and Kabombwe (2019a) that competency-based curriculum was developed to link what was taught in schools to society.

**Research Question 3:** Which teaching and learning resources were available in schools for the implementation of the civic education competency based curriculum?

Teaching and learning resources are vital educational inputs that facilitate the implementation of the curriculum. In line with the social constructivist theory, learners require an opportunity to construct knowledge and develop competences for problem-solving and decision making processes. Attaining this entails exploring, analyzing and dialoguing using teaching and learning resources which the social constructivist calls mediation tools.

Teaching and learning resources utilization is very important in curriculum implementation as explained by Idowu (2015). Learning would be difficult to lead to a permanent change of behavior without the use of adequate and appropriate teaching and learning materials in the implementation of the competency-based curriculum. Teaching and learning resources assist in this regard through engaging learners by doing as required in the CBC. Learners easily comprehend and apply what they learn with the help of teaching and learning resources. Using teaching and learning resources appeals to more than one sense of the learner and hence learning is more meaningful with the use of multiple senses.

It is a well-known fact that in order to implement any curriculum in an effective way, teaching and learning resources need to be readily available in intended schools. Particularly, text books are key to helping learners understand most of the learnt concept during their free time of study. With that regard, participants were asked whether Civic Education textbooks were available in schools. It is noted that an overwhelming majority of teachers, 89.7%, confirmed that the books were available as presented in table 4.

**Table 4: Availability of Textbooks**

| Responses    | f         | %          |
|--------------|-----------|------------|
| Yes          | 35        | 89.7       |
| No           | 4         | 10.3       |
| <b>Total</b> | <b>39</b> | <b>100</b> |

Similarly, heads of departments, head teachers, education standards officers and the civic education curriculum specialists indicated that textbooks were in good supply. For instance, head teacher 2 said that;

Textbooks for civic education were supplied to the school though they were not adequate for all the learners in class. For instance, we have about 1967 pupils against 167 textbooks supplied by the ministry. And due to the shortfall of textbooks in class, learners are always put in groups in order to share the books. The school is also able to supplement when the budget allows.

However, a head of department explained that “Yes, we have teaching and learning materials for civic education, the only challenge is that they are not enough for the number of learners that are in the school. “In addition, the Civic Education Curriculum Specialist mentioned that “Although CBC has been implemented and textbooks delivered to schools, other teaching and learning resources such as charts and digital devices were not available.” The researchers also confirmed that in all the schools that were visited, despite the learners’ textbooks having been supplied, they were inadequate. For instance, learners were put in groups of four to five to share one textbook. In some classes, textbooks were not available to all learners each time they needed them during study times.

While the researchers sought to establish how teachers mitigated inadequate teaching and learning resources in their schools for effective implementation of the competency-based curriculum in civic education, one teacher explained that;

The lack of ICT tools has made it difficult to be abreast with new changes in the civic education syllabus on the prevailing situation. For instance, regarding textbooks which we use, there are so many changes that require updates such as the constitutional amendment of 2016 which has revised matters to do with 50+1 presidential election, presidential running mates and qualification for candidates in the respective elections. These are not well explained in the textbooks and thus the school needs to provide internet and ICT facilities so that teachers can upskill themselves as a way of preparing for teaching. But schools do not have ICT facilities.

Similarly, one HoD indicated that

Our school does not have adequate resources and is still lagging behind where the use of the internet to develop teaching and learning resource is concerned. In this era, ICT skills should be a mandate for every teacher because of the benefits it is associated with. We encourage them to develop ICT skills and after this, we hope to engage someone conversant with developing materials using the internet to orient the teachers especially through CPDs for them to implement the new curriculum.

Regarding the same issue, a Head teacher explained that;

We do not have Internet at our school and most teachers do not know how to develop their own resources using the internet. As you may be aware, there are a lot of materials on the internet but it’s a challenge for most teachers to extract such materials. For this reason, we were encouraging our teachers to learn ICT skills in order for them to use it as an integrated technological approach to teaching especially civic education which keeps on changing.

Similarly, the Standards Officer agreed with the head teachers’ view by explaining that “Yes, we have human resource but inadequate textbooks and other teaching and learning resources. We, therefore, encourage schools to be resourceful through buying necessary materials for the schools.” A Curriculum Specialist confirmed that not all schools had adequate resources to effectively implement the revised curriculum as he explained that “it is true that most schools do not have adequate teaching and learning materials, but we encourage our teachers to use the internet to develop and update teaching and learning materials.”

The unavailability of learning resources is likely to threaten the effectiveness of the competency-based curriculum as literature demands schools to have appropriate and sufficient resources for the competency-based goals to be realized. Teaching requires learners to have opportunities to use various senses aided by technological instructions replacing the conventional face to face classroom activities. Instructional materials are part of social constructivist mediating tools for effective

learning (Mulenga and Mukaba 2018; Idowu, 2015; Larson, 2001).

## Conclusions and Recommendations

### Conclusions

In view of the findings of this study, the researchers concluded that the competency-based curriculum in Civic education was not being interpreted and implemented effectively as evidenced from a number of inadequacies that prevailed during the implementation process.

Firstly, teachers of civic education were not adequately in-serviced for effectively teaching the subject because the training program was not tailored to individual subjects but was too general and was conducted by those who could not narrow down the required pedagogical content knowledge to civic education.

Secondly, interactive and active teaching methodologies were not satisfactorily used thus making most lessons teacher centered. This was an impediment to the development of competencies in learners as a requirement for the successful CBC curriculum implementation. As such, they were not preparing learners for significant civic experiences for civic life. The major reason identified from this dilemma was that in-service training was theoretical and did not prepare civic education teachers with hands-on experiences on how to implement competency-based approaches in Civic education which could help in developing civic education competencies

Finally, while the only teaching and learning resource which was available in most schools was the textbook, this resource was not adequate for all learners. Other resources such digital tools which could be accessed through ICT devices were not available.

### Recommendations

It is recommended that the Ministry of Education should seriously consider retraining teachers with skills required for competency-based learning. Moreover, during the in-service and pre-service training, teachers should be upskilled in learner centered approaches that are most likely to promote learners acquisition of appropriate civic skills, knowledge and attitudes. Additionally, the Ministry of Education should facilitate and provide adequate teaching and learning resources in secondary schools so as to address the 21<sup>st</sup> century competencies deficiencies among

learners. In order to have a sustainable provision of teaching and learning resources for the competency based curriculum, it would be vital that the Ministry of Education in Zambia explores avenues of up skilling teachers and curriculum developers to use locally available resources to develop and improve teaching and learning resources using the locally available materials.

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