



TEACHERS AND PARENTS' ATTITUDES TOWARDS THE IMPLEMENTATION OF THE LOCALISED CURRICULUM IN SELECTED PUBLIC PRIMARY SCHOOLS OF MONZE DISTRICT, ZAMBIA

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Abstract

The study was a case study whose purpose was to examine the attitudes of teachers and parents towards the implementation of the localised curriculum in Zambian public primary schools. This paper reports findings of a quantitative and quantitative study of 36 public primary schools in Monze district of Southern province of Zambia. The aim of the study was to determine factors that influence curriculum implementation by teachers and parents. The study also ascertained teachers and parents attitudes towards implementation of the localised curriculum. Data were collected through individual and focus group interviews as well as questionnaires. Findings suggest that teachers and parents exhibited a positive response towards the implementation of the localised curriculum. Reported barriers included: lack of follow ups by the monitoring authorities, lack of proper orientation of teachers and lack of teaching materials. From the parents' point of view what was noted was lack of consultation with teachers on the implementation of the Curriculum, over emphasis on child abuse at the expense of teaching of practical skills as well as lack of manual work in schools. The other challenges that were revealed by the DESO and the DEBS were that teachers lacked resourcefulness, and schools and skill acquisition programs were at variance, as such curricula were rarely emphasized by schools. The key recommendation made was that schools should conduct awareness campaigns towards enlightening society on the need for students to acquire practical skills related to their environment. Schools must be empowered to train teachers and mentor parents on the importance of implementing the localised curriculum.

Key words: Localised Curriculum, Attitudes

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