

AN INVESTIGATION INTO THE TEACHING PRACTICE COMPONENT
OF PRE - SERVICE PRIMARY TEACHER
EDUCATION IN ZAMBIA

BY

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A dissertation submitted to the University of Zambia
in partial fulfilment of the requirements
of the degree of Master of Education

UNIVERSITY OF ZAMBIA

1980


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It is hereby declared that this dissertation presents
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SIGNED: .....
DATE: APRIL 1980.....

This dissertation of Jojo Angelo Moyo is approved as fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia.

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ABSTRACT

The purpose of this study is two-fold:

1. to identify and investigate specific characteristics of selected dimensions of teaching practice; and
2. on the basis of the findings, make possible recommendations as regards an appropriate pattern for primary teacher education teaching practice provision and organisation in Zambia.

The methodology of the study

A review of the literature identified critical issues pertinent to Teaching Practice and established criteria for examining them. Other techniques of the study included participant observation at Kasama, Malcolm Moffat, and Kitwe Teachers' Training Colleges; a review of selected documents of teaching practice which were available at the University of Zambia and at the three selected Colleges; documents on teaching practice from the Ministry of Education and Culture; minutes of the teaching practice committees at the three Colleges. As further part of the study a questionnaire was administered to student teachers and scheduled interviews with tutors were conducted.

Results

The findings revealed that the rationale for the inclusion of teaching practice was vaguely stated; there were no written down objectives of teaching practice; pre-practice instructions were not adequate; the period for pre-practice



instructions was too short; most of the demonstration lessons were not given by experts; organisation of teaching practice was inadequate; evaluation of teaching practice was rather biased and unconstructive.

Recommendations

To make teaching practice programmes more meaningful to both student teachers and tutors it is recommended that (1) the rationale for the inclusion of teaching practice be spelled out clearly; (2) teaching practice in Zambia should have clearly written down objectives; (3) pre-practice instructions should be comprehensive enough to cover the propositions stated in the criteria for teaching practice; the period for pre-practice instructions be extended to three weeks (the period to be divided into two phases - two weeks for expert demonstration lessons, peer - and micro-teaching; and one week for observation of class teachers' lessons); (4) transport and teaching aids be made available; (5) all student teachers should be adequately supervised; (6) evaluation of teaching practice should expose students' weaknesses and offer suggestions which might enable students to overcome those weaknesses.

Further recommendations

Team research on teaching practice as a component of teacher education which would incorporate all the pre-service primary teachers' colleges should be initiated; and an investigation into the methods used to train pre-service primary school teachers in Zambia is also recommended.

J.A.M.

ACKNOWLEDGEMENT

I am deeply indebted to Professor Ferron for identifying most of the material on teacher education for me and interesting me in the problems of teacher education in Zambia; Professor Shanks for assisting me in the various aspects of the study; and Dr. Ocitti for giving me expert advice on research skills.

This study would not have been possible without the advice, guidance, suggestions and criticisms of my supervisor, Dr. A.G. Kindagaire-Atwoki. To him, I cannot find words which would enable me to express my sincere gratitude.

My sincere gratitude also goes to the subjects of the study, tutors, principals and student teachers at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges for both their participation in the study and their co-operation.

I wish to thank my friend Mr. G. Kapambwe for the contribution of useful suggestions and various practical help.

I also wish to thank my sister, Esther, for typing the first draft of the thesis, and to her husband "Joe" who patiently bore with her during those nights she spent typing the work; Mr. E.W. Gondwe, Miss E.S. Ng'oma for typing the final copy; Mr. J.C. Mulenga and Mr. R.S. Banda for proof reading.

Finally, my earnest thanks go to my wife, Sampa, and children who missed my love during the period of the study.

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CHAPTER 1

INTRODUCTION

This Chapter is organised in the following manner:

- (a) a brief background to the problem
- (b) the statement of the problem
- (c) the purpose of the study
- (d) the need for the study
- (e) definition of terms

A brief background to the problem

Since the earliest days of teacher education the practice of teaching has been considered an essential component of student teacher programmes. In fact, the realisation that theoretical study was as important for student teachers as practice came later historically in so far as the monitor system and untrained teachers learning on the job existed prior to formal training.

Leaving aside the problem of the relationship between theory and practice, however, there appeared to be varying assumptions and opinions as regards the rationale for the inclusion of Teaching Practice in training programmes in colleges, and differing policies for the areas of curriculum instruction related to the practice of teaching, and the organisation and evaluation of students whilst they were on Teaching Practice not only in Zambia but also elsewhere. For example, Stones and Morris (1972), point out that "The American National Council for Accreditation of Teacher Education in 1960 saw teaching practice as entangled in a

mass of confusion, and experience without a comprehensive definition and clear-cut statement of goals and purposes."¹ Ferron (1978), contends that "Teaching Practice should essentially be a counselling exercise, with sufficient time and scope for student teachers to make mistakes and to learn from those mistakes."²

Ssekamwa (1971), found that "Many times the whole period of teaching practice is a period during which student teachers feel so worried that they really dread the appearance of their dear tutors."³ Pike (1956), reports that "Since most people learn best by doing, all students in training are given practice in actual teaching for several weeks at a time."⁴ Purpel (1967), in his investigations concluded that "The essential ingredients for excellent instruction or supervision of student teaching - quality field instructions, proper scheduling, and sufficient time are severely lacking."⁵ Cowen and Andrews (1971), in their research paper indicate that "Students both criticise teaching practice and ask for more of it."⁶ Lee (1973), found that "Formal explanation of the principles of teaching are likely to have far less effect on student than periods of critical practice accompanied by theoretical advice from College Staff and Teachers in a practical context."⁷ Cope (1970), in his review of literature on school practice, concluded that "All that can be said from a review of previous research is that school practice, though rousing strong negative feelings, is a highly valued part of

professional training."⁸ Sorenson (1967), investigating on "What is Learned in Practice Teaching," argued that "Most important, practice teaching does not appear to provide the prospective teacher with a theoretical frame work for use in planning and evaluating his own instructional activities. The entire emphasis seems to be on the learning of routines for getting through the day rather than on the analysis of the reasons for or the effectiveness of these routines."⁹

Kaltsounis and Nelson (1968), researching on "The Mythology of student teaching," discovered that "Practically every aspect of the teacher education program has been criticised by various groups and attacked as a casual factor in poor teaching. But in spite of all this flurry of critical activity surrounding the process of education, no one, professional and non professional alike, has seriously questioned the effectiveness of student teaching as it is now practiced in our schools."¹⁰ King (1970), concedes that "Everyone who has anything to do with organising and helping in teaching practice agrees that at present arrangements are very unsatisfactory."¹¹ Cumming (1971), investigating on "Back to the Sticks for Student Teaching," found that "Research Studies of students in education indicates a general approach of the need and value of student teaching in the teacher education sequences."¹² Tittle (1974), concedes that "The need to incorporate more practice in teacher education programmes is often expressed by students in the programmes, as well as by teachers and administrators in the school."¹³

Whelan (1971),¹⁴ and Fafunwa (1975),¹⁵ dispute the phonemonon of the "born teacher." They argue that good teachers, like good engineers, doctors and lawyers are made, not born. Those who can't, cheat, those who can teach. Hence, the value of Teaching Practice as the source of professional competencies in teacher education.

A Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme (1972), investigating on "Teacher Education and Training," found that "Many students are vehement in asserting that teaching practice is one of the most valuable and one of the worst conducted parts of their training. The arrangements made for it are subject to severe strain, and in some areas, approach breakdown. Many teachers in schools remain ignorant of the purpose of teaching practice and, even more important, of the contribution to it expected of them."¹³

In view of the above opinions, there appeared to be some value, therefore, in the investigations of the perceptible differences in order to attempt to discover not only the characteristics of the procedures concerned, but also the underlying reasons for them. This in turn, could lead to the making of recommendations for a more rational approach to the teaching practice component of primary teacher education programmes than was the case at the time of the investigation.

The Statement of the problem

According to the literature reviewed so far, supported by general observations made in Zambia, Teaching Practice as a component of teacher education in Primary Teachers' Colleges appear to have not been based on rationally determined principles. This state of affairs has led to variations in tuition, organisation, administration and supervision of teaching practice which did not seem to be the most suitable. The following issues posed as questions, therefore, needed to be investigated in order to establish whether Teaching Practice is playing an adequate part in meeting the objectives of primary teacher education in Zambia.

1. Why is Teaching Practice included in Teacher Education programmes in Primary Teachers' Colleges in Zambia?
2. What Pre-practice instruction is included in the present programmes?
3. How is Teaching Practice organised and administered in the Colleges and associated schools?
4. How do the Colleges evaluate the students performance in Teaching Practice?

The Purpose of the Study

The purpose of the study is to identify the specific characteristics of the selected dimensions of the Teaching Practice component in primary teacher education in Zambia, and on the basis of the findings, make possible recommendations as regards an appropriate pattern for primary teacher education teaching practice provision and organisation in Zambia.

The Need for the Study

There is need to carry out research of this nature.

Firstly, because there has been no formal research of this kind conducted in this field since Zambia obtained its Independence from the British Colonial Government in 1964. It should be noted that when people adopt new ways of life, as Zambians did when they obtained Independence, their ideas about the role of education, change also. As Vaizy (1962), indicates:

As people and their ideas become adapted to the new ways of life, so will the schools, they in their turn will be one of the chief agencies through which change will be brought, and this in turn will affect the economy of the whole country. 19

This strengthens the desire to investigate into the programme of Teaching Practice as one of the chief sources of professional skills in Teacher Education in order to determine its contribution to teacher education in Zambia. Secondly, from experience it appears that the best teachers are those who are technically skilled (Teaching Practice is the chief source of technical skills in Teacher Education). As the Commonwealth Conference on Teacher Education held in Nairobi, Kenya, 26th April - 11th May, 1973, states:

The best teachers are skilled members of an exacting profession, trained to high level. Goodwill is a poor substitute for competence in teaching; academic ability cannot overcome failures in communication skills. 20

Brown and Barish (1962), concede\$;

Even if you had taken some courses in education and had some books on teaching procedures and methodology, it is very unlikely that you could predict how children would respond to your planned

lessons, how you would move from a social studies lesson to a language arts lesson, how you would talk to an irate or confused parent, console a weeping child, handle a child with a temper tantrum, or perform as prosaic an action as keeping an attendance register. 21.

Thirdly, it is the classroom which should be the centre of concern in the training of pre-service student teachers. The reason for this is clear. It is here where the qualified teachers usually seem to fail suggesting their teaching practice had been inadequate. As Carne and Preson (1975), point out:

The Centre of concern, the classroom, is one in which experienced teachers frequently fail to be effective, defeated by the complexity of interaction in which one adult is expected to meet the individual needs of thirty or forty children, ranging from the willing to the reluctant learner and from the gifted to the almost ESN. 22

In view of the extracts from the selected literature given above, it is clear that Teaching Practice is a very important component which, however, does not seem to produce the right results. Therefore, the significance of this study will lie in the degree to which it may develop greater understanding of Teaching Practice problems and of ways of tackling them so as to improve the quality and technical skills of teachers in Zambia.

Definition of terms to be used throughout this work

Pre-service Teacher Education:

Academic and professional education offered to students in Colleges of Teacher Education before their graduation.

Teaching Practice:

A component of pre-service Teacher Education involving the acquisition of pedagogical theory and its application in teaching situations.

Pre-practice instructions:

Theoretical background given to students in the College prior to their teaching practice in selected schools.

Organisation of Teaching Practice:

The College planning of Teaching Practice and liaison with associate schools where student teachers do their Teaching Practice.

College evaluation of Teaching Practice:

The assessment of student performance in Teaching Practice by the College lecturers.

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CHAPTER II

THE DESCRIPTION OF TEACHING PRACTICE PROGRAMME

Primary Teacher Education

Primary teacher education refers to the pre-service training of primary school teachers. In Zambia, there are ten Colleges of education for pre-service primary teacher education:

1. Kitwe Teachers' College,
2. Mufulira Teachers' College,
3. Mansa Teachers' College,
4. Solwezi Teachers' College,
5. Malcolm Moffat Teachers' College,
6. Kasama Teachers' College,
7. Chipata Teachers' College,
8. Charles Lwanga Teachers' College,
9. David Livingstone Teachers' College, and
10. Mongu Teachers' College.

These Colleges organise courses which last two years. They admit candidates who have completed Form V although some female candidates with Form II and Form III certificates still find their way into pre-service primary teacher education institutions.

The Colleges offer two courses:

1. Academic course, and
2. Domestic Science course.

The academic course is offered to both female and male candidates who get trained to teach Mathematics, Science,

Social Studies, Physical Education, Art and Crafts, Zambian Languages, English, and Political Education. The Domestic Science course is more practical oriented and is offered to female candidates only who are trained to teach Cookery and Needle Work to female pupils. However, Domestic Science students are also trained to teach English and Mathematics although many of them never teach these subjects after their graduation.

Curriculum Content of Primary Teacher Education

The Teacher Education course has three major components:

1. Education,
2. Teaching Subjects, and
3. Teaching Practice.

Education

Education has two basic components:

Education, ^{at} Psychology and Educational Administration.

In Education Psychology students study Child Development and Principles of Teaching. In Administration they study the Administration of Primary Schools and Classroom Management.

Teaching Subjects

Teaching subjects, sometimes referred to as background subjects, in pre-service Primary Teacher Education are:

1. Mathematics,
2. Science,
3. English,

4. Social Studies,
5. Zambian Languages,
6. Physical Education,
7. Religious Education,
8. Art and Craft,
9. Music,
10. Practical Subjects (Woodwork and Metal-Work),
11. Political Education, and
12. Domestic Science.

In each one of the teaching subjects, students are taught both the content and the methodology of teaching each of them.

A student who is to graduate is required to pass (a) continuous assessment in education and teaching subjects, and (b) teaching practice. If a student fails continuous assessment and he proves to be generally poor in his work he is discontinued at the end of the first year. If he fails Teaching Practice or final examinations, he is given two more chances to write the examinations or to do Teaching Practice. If he still fails, he is advised to transfer to other careers.

Education and teaching subjects are handled separately by particular departments in the College, without outside help. Teaching Practice requires co-operation amongst various members of the College and the practising schools. This is a further reason why the researcher decided to investigate the Teaching Practice component of the pre-service Teacher Education Programme.

The brief account of the pre-service Primary Teacher

Education in Zambia above serves as a background for the description of Teaching Practice.

Teaching Practice

By Teaching Practice is meant the period when student teachers are given an opportunity to practice teaching. It is a time when student teachers learn by doing (teaching).

The design of the Teaching Practice Component comprises:

1. Objectives,
2. Pre-practice instructions,
3. Organization and administration,
4. Supervision, and
5. Assessment.

Objectives of Teaching Practice

However, the available documents on teacher education at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges which were analysed do not state the objectives of Teaching Practice. What appeared common in the three Colleges of education were statements of things which student teachers must not do and the statements of the things which they must do when they are on Teaching Practice. As notes on Teaching Practice at Malcolm Moffat Teachers' College indicated:

Things not to be done by students

- a. Not to change class routine without the permission of the class teacher.
- b. Not to alter classroom furniture arrangements without permission of the class teacher.
- c. Not to lose or damage any equipment borrowed from the College or School.¹

Things to be done by students

- a. To consult and discuss with the class teacher the work they must cover.
- b. To obtain the highest standard of work from children during their period of teaching.
- c. To arrive at school punctually, neat and well groomed.²

At Kasama and Kitwe Teachers' Colleges statements of what student teachers "must do" and "must not do" are not written down. Instead, they are given verbally to student teachers during the briefing meetings which are conducted before teaching practice. At the time of the investigations of this study, the researcher attended the briefing meetings.

Pre-practice Instructions

Pre-practice instructions are generally taught together with other aspects of teacher education. The only exception experienced is during the pre-practice instructions phase when Colleges of education or individual tutors concentrate on the basic pre-practice instructions in order to prepare students adequately for Teaching Practice.

Pre-practice instructions refer to basic teaching skills which students should acquire before they go on Teaching Practice to enable them to do well on Teaching Practice.

Usually student teachers are introduced to basic teaching skills during the pre-practice instructions phase. The pre-practice instructions phase is a transitional period to

Teaching Practice. It is a time when Colleges of education generally accord student teachers an opportunity to practice basic teaching skills. That is, the pre-practice instructions phase enables students to have time to make mistakes and to learn from those mistakes before they go on teaching practice.

However, judging from the analysis of the available documents at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges, researcher's observation, and from the discussions with both tutors and students at the Colleges of education in Zambia, lesson plans and schemes of work are given to students as ordinary assignments at any time that suits the tutor. Demonstration lessons and observations may or may not be given at anytime.

The provision of a pre-practice instructions phase is left in the hands of individual tutors who are free to provide it or not. Where a tutor decides to provide it, he may arrange with a classteacher to prepare a demonstration lesson which is taught during his period for students to observe. Sometimes he demonstrates on student teachers during his period. In this case students act as pupils while they observe the application of the method used. At the end of the demonstration lesson, the methodology used is discussed and an arrangement for peer-teaching for two or three students is made for his subsequent periods. Usually students do their peer-teaching during the period of the tutor who arranges their peer-teaching. Some tutors, may provide the pre-practice instructions phase when

they are requested by students to provide it. Here also one or two demonstration lessons may be given by the tutor himself or he may make arrangements for the class teacher to give them. Usually it is the good student (by his standard) who gives demonstration lessons during his period. The period that would be regarded as a formal occasion for pre-practice instructions, is the two days teaching practice observation. As Minutes of teaching committees indicated:-

Students will begin their observations on Wednesday 4th October, 1978 ending on Thursday 5th October, 1978.³

The Committee suggested that the next Teaching Practice will commence on Monday of the sixth week of the next term. Students will, however, go to their practising schools on Thursday, of the fifth week to collect the necessary data.⁴

Before actual Teaching Practice begins, students are given two days to visit the schools where they will do their Teaching Practice.⁵

On 4th and 5th July, however, the students will be on their teaching practice observations.⁶

There is no tradition for giving demonstration lessons in the sense that demonstration lessons can be given by anyone from the teacher educator to a student teacher. Further, student teachers are not given any evaluation sheets on which to record their impressions when they are observing demonstration lessons.

Organisation and Administration of Teaching Practice

The information obtained on the organisation and administration of Teaching Practice, from the analysis of the documents available at Kasama, Malcolm Moffat, and

Kitwe Teachers' Colleges, is presented in Table 1 below:

TABLE 1

Organisation and Administration of Teaching Practice

College	Organisation/Admini- stration	Responsibilities
Kasama	Head of Education Department	<ol style="list-style-type: none">1. Collects data about classes in practising schools.2. Pairs and allocates students to schools and classes.3. Produces allocation lists and supervision schedule.4. Arranges and calls for Teaching Practice Committee meetings.5. He keeps all the records on Teaching Practice and handles correspondence of Teaching Practice.
Malcolm Moffat	<ol style="list-style-type: none">1. The Chairman of the Teaching Practice Committee (an ordinary member of the staff nominated by the Principal and staff).	<ol style="list-style-type: none">1. Collects data about classes in practising schools.2. Allocates students to schools and classes.3. Produces allocation lists and requests for timetables from practising schools.4. Produces samples for subject allocations.5. Provides a link between the College and the practising schools.6. Gets reports of students' progress.
	<ol style="list-style-type: none">2. The programmer	Produces the supervision schedule.

Kitwe	1. The College Co-ordinator (an ordinary member of the staff appointed by the Principal).	1. Collects data about classes in practising schools. 2. Allocates students to schools and classes. 3. Produces allocation lists and supervision schedule and requests for timetables from practising schools. 4. Produces a sample for subject allocations. 5. Handles correspondence and administration of Teaching Practice.
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2. Group tutors	They pair students and give progress reports of students to the Co-ordinator.
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The organisers of Teaching Practice are assisted by Teaching Practice Committees in the sense that Teaching Practice is run on the basis of policies passed by the Teaching Practice Committees' meetings which are held before the Teaching Practice takes place. However, Teaching Practice Committees vary in compositions as shown in Table 2 below.

TABLE 2

The Compositions of Teaching Practice Committees

College	Composition
Kasama	<ol style="list-style-type: none">1. Head of Education Department (Chairman).2. Heads of other academic departments.3. The Vice-Principal.4. Headteachers of practising schools.5. Local Inspectors of primary schools (These do not usually turn up for meetings).
Malcolm Moffat	<ol style="list-style-type: none">1. Three permanent members (nominated by the staff). One of the nominated members is the Chairman the other is Secretary.2. Group tutors of classes on Teaching Practice.3. The Head of Education Department (an ordinary member).
Kitwe	<ol style="list-style-type: none">1. Four members nominated by the Principal and members of staff. One of the nominated members is the College co-ordinator.

At Kitwe Teachers' College the Teaching Practice Committee serves as an advisory body to the College co-ordinator. The body that passes policies on which the running of Teaching Practice is based is the Joint Meeting between the College Heads of Departments and Headteachers of practising schools. The joint meeting is chaired by the Principal.

The pattern and the duration of Teaching Practice is presented in Table 3 below.

TABLE 3

The Pattern and Duration of Teaching Practice

College	No. of Blocks	Duration
Kasama	2 Six weeks each	Twelve weeks
Malcolm Moffat	3 Four weeks each	Twelve weeks
Kitwe	2 Six weeks each	Twelve weeks

Student teachers are paired when they go on Teaching Practice. At Kasama and Kitwe Teachers' Colleges two students share subjects and a class. At Malcolm Moffat Teachers' College three students share subjects and a class. In order to teach all the subjects, students change subjects after three weeks. In the case of Malcolm Moffat Teachers' College, students change subjects after two weeks.

At Kasama Teachers' College first year students go on Teaching Practice in the second term. Second year students go on Teaching Practice in the fourth term. At Malcolm Moffat Teachers' College first year students go on Teaching Practice in the third term, while second year students go on Teaching Practice in the fourth and fifth terms. At Kitwe Teachers' College first year students go on Teaching Practice in the third term, and second year students in the fifth term.

Supervision of Teaching Practice

By supervision is meant the amount of guidance student teachers receive during the time they are on Teaching Practice.

Supervision of Teaching Practice is carried out by:

1. All tutors in the Colleges,
2. Headteachers in the Practising Schools, and
3. Classroom teachers in the Practising Schools.

Tutors play a major role in the supervision of the Teaching Practice programmes. They evaluate student teachers' ability to teach. Group tutors compile teaching practice reports and grades for each student in their groups. Subject tutors give specialist advice to students on the content of their subjects. Relief tutors help to balance the supervision.

Student teachers, when they are on Teaching Practice, come under the control of the Headteachers of the practising schools. The Headteachers see to it that they come to school in good time. They also evaluate student teachers' lessons although the Colleges do not take into consideration the Headteachers' evaluation reports when working out the students' grades.

Classroom teachers assist student teachers in many ways. They give advice on how to teach certain topics; supply some of the available material to students; help the maintenance of discipline in the class; and evaluate student teachers' lessons although their evaluation reports, too, are not taken into consideration by the Colleges.

Assessment of Teaching Practice

By assessment is meant the appraisal of construction and the success or the failure of the lesson. To arrive at a B+ or a D+ a certain criteria is used for determining the assessment procedure.

Judging from the analysis of the available documents at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges, it is clear that the following is the procedure for assessing student teachers' teaching lessons.

Assessment Procedure

- a. The subject tutor checks lesson plans in the College a day before the lesson is taught;
- b. The supervising tutor:
 - i. Checks the lesson plan during the supervision of the lesson;
 - ii. Considers the presentation of the lesson;
 - iii. Considers the blackboard work;
 - iv. Considers class control;
 - v. Considers class participation;
 - vi. Considers teacher - pupil relations;
 - vii. Considers the teachers' knowledge of the subject; and
 - viii. Considers the personality of the student teacher.

Further, it should be noted that not all of the above factors are considered in one lesson.

In grading the student teachers' lessons, the three Colleges visited use a nine point scale.

Nine Point Scale:

A+ - 9

A - 8

B+ - 7

B - 6

C+ - 5

C - 4

D+ - 3

D - 2

E - 1

Kasama Teachers' College uses letters, for example, A+, B, C, C+, etc. Malcolm Moffat Teachers' College uses both letters and percentages, for example, B+ - 65 per cent. Kitwe Teachers' College uses both numerical figures and letters, for example, C+ - 5; C+ - 4; C - 3; C - 4; etc.

The copy of the evaluation note that is given to the student teacher after the supervision of students' teaching lesson at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges do not indicate the grade obtained. The grade obtained is indicated on the copy that goes to the group tutors.

Group tutors keep records of all the grades obtained by each student. These are later added up and averaged. That is, the final grade for Teaching Practice is the average of all the grades obtained by each student teacher

during the period of Teaching Practice.

After a careful analysis of the above account, it appears that the pattern and the duration of Teaching Practice in Zambia is based on the following statement:

This should be a minimum of nine and a maximum of twelve weeks. It should be preceded by a short period of observation, where there are advantages in all students observing both upper and lower classes. The first period of Teaching Practice for first year students should take place towards the end of the second or the beginning of the third term. Second year students should have longer period of teaching practice split up into two blocks of approximately one month each. 7

1. Malcolm Moffat Teachers' College. Notes on Teaching Practice. May, 1979. P.3.
2. Malcolm Moffat Teachers' College. Notes on Teaching Practice. P.4.
3. Kasama Teachers' College. Minutes of Teaching Practice Committee Meeting held on 2nd October, 1978. P.1.
4. Malcolm Moffat Teachers' College. Minutes of Teaching Practice Committee Meeting held on 22nd October, 1979. P.4.
5. Kitwe Teachers' College. Minutes of Teaching Practice Committee Meeting held on 12th May, 1978, P.1.
6. Mansa Teachers' College. Memo of the 8th June, 1979. From the Head of Education Department to this Researcher. R1.
7. Zambia, Ministry of Education, Draft Education Syllabus. April, 1972. Appendix 1. P.6.

CHAPTER III

METHODOLOGY

The Frame of Reference

The review of the literature in Chapter 1 revealed that there is plenty of evidence to support the observations made in the local Zambian situation that Teaching Practice is generally inadequately handled, whilst at the same time being considered an important and necessary element of initial Teacher Training in Colleges. This investigation starts from this assumption.

To improve Teaching Practice it is necessary to arrive at a valid criteria in respect of all aspects of College work related to Teaching Practice. Unfortunately, no suitable model, whether based on practical research or not, has been revealed to this investigator. It has been necessary therefore, to construct a set of criteria to form the basis of inquiries in this field.

The literature (pertinent to the field of Pre-service Primary Teacher Education) reveals that there are six major areas of concern common to all who are anywhere, and at anytime, required to mount a Teaching Practice programme. The various statements which constitute the set of criteria are expressions of commonly assumed requirements in respect of each of these areas of concern henceforth to be called "issues."

It is necessary to make clear at this point that this

study is not concerned to present the evidence, which may or may not be available, in support of the criteria. The claim is, however, that they are statements of the normally assumed purposes of Teaching Practice, and the normally expected patterns of behaviour and processes of organization required if adequate student learning is to be the result.

It is on the basis of these assumptions that these investigations into College procedures have been carried out. It is acknowledged, however, that the conventional patterns for Teaching Practice here accepted as valid, may indeed be themselves at fault. There are possible alternatives; and there is room for broad further investigation into these alternatives.

TABLE 4

Investigator's Frame of Reference for Examining Teaching Practice Component of Pre-service Primary Teacher Education in Zambia.

Issues	Criteria
1. Why is teaching practice included in pre-service primary teacher education programmes in Zambia?	Teaching practice is intended to allow students an opportunity to practice teaching, test, and refine theories and principles of teaching learnt in the College.
2. What are the objectives of teaching practice?	<p>Teaching practice has the following as some of its objectives to provide an opportunity:</p> <ul style="list-style-type: none">i) to assess the strengths, weaknesses, and potential of prospective teachers while under guidance of experienced supervising tutor;ii) to gain confidence in ability to put theory studied in College into practice in the classroom;iii) to develop a fuller and better understanding in student teachers of the psychological development of children; andiv) to determine what further study and practice are needed for the ever continuing task of self-improvement.

<p>3. What pre-practice instructions should be included in the preparation for teaching practice?</p>	<ul style="list-style-type: none"> i) preparation of lesson plans, schemes of work, and teaching aids; ii) presentation of the selected content, methodology and questioning technique; iii) classroom control and management, classroom interaction; teacher pupil relationship and relationship among pupils; iv) setting and marking classwork and testing; v) demonstration by expert class teachers and lecturers and discussion of the demonstration lessons.
<p>4. How is teaching practice organised and administered in college and associated schools?</p>	<p>Teaching Practice organisation includes:</p> <ul style="list-style-type: none"> a) the provision of resources such as paper for making maps and teaching files and teachers' handbooks; b) the provision of transport for both students and tutors; and c) the provision of adequate arrangements for feeding students on teaching practice.
<p>5. How is teaching practice supervised?</p>	<p>Supervision of student teachers is done by:</p> <ul style="list-style-type: none"> i) checking students' lesson plans before they are taught; ii) supervision of one quarter of the lessons taught by the student teacher during the period of training; and

	iii) sitting through an entire lesson.
6. How do Colleges evaluate the students' performance on teaching practice?	Colleges evaluate students' performance by an evaluation system which is objective and intended to expose students' weakness and suggest ways of improving with a grading system based on merit.

Data gathering techniques

Four techniques were used in collecting data for the study:

- (a) Participant observation,
- (b) Documentary analysis,
- (c) Questionnaire,
- (d) Schedule interview.

Participant observation

This technique was used for this research to collect data at the time student teachers were being prepared for their Teaching Practice up to the time students were actually on Teaching Practice. The researcher at Kasama Teachers' College attended the Teaching Practice Committee Meeting which determined the procedures to be followed during the supervision of Teaching Practice, and who was going to take part in the supervision of student teachers on Teaching Practice. At Malcolm Moffat Teachers' College, the researcher visited student teachers in practising schools both during the time when they were on observation and during the time they were on Teaching Practice. At Kitwe Teachers' College, it was even arranged for the

researcher to take part in teaching some periods in Educational Psychology. The participant observer status of the researcher provided a good opportunity for establishing rapport with both tutors and students.

Documentary analysis

Data was collected from the documents which were available in the Training Colleges at the time the research was conducted. Minutes of the meetings of Teaching Practice Committees which were organised before and after Teaching Practice were analysed. Other documents analysed were: documents on Teaching Practice from the Ministry of Education and Culture; record files on Teaching Practice; syllabuses; and timetables.

Questionnaire

A questionnaire was developed as an instrument for collection of data from student teachers. It was developed on the basis of the frame of reference (Table 4). The questionnaire was first developed at the University of Zambia and was further modified at Kasama Teachers' College so as to be relevant to the subjects and objectives of the study.

The questionnaire consisted of a brief introduction giving the reason for administering it and it sought information on:

- (a) objective of Teaching Practice;
- (b) pre-practice instructions;
- (c) organisation of Teaching Practice;

(d) supervision of student teachers; and

(e) assessment of Teaching Practice (see Appendix B).

The questionnaire was administered to student teachers in the three selected Colleges.

Scheduled interview

A scheduled interview was developed and administered to College tutors. Although it was of the same format as the student teachers' questionnaire, the scheduled interview sought more factual information than opinion (see Appendix C).

The population of the study

Two groups of population were selected for study:

- i) A hundred and fifty second year student teachers, selected from the three colleges which were visited by the researcher: 50 from each college. The choice was based on the subjects which had been exposed to the theory of Teaching Practice programmes in Zambia.
- ii) Ninety tutors. These, like the student teachers, were selected from the three Colleges the researcher visited. The number from each of the Colleges visited varied because of the distribution of tutors.

The selection of tutors was based on the need for people who could give facts about the Teaching Practice programmes in Zambia.

Sampling procedure

The researcher recognises factors that may have biased the selection of samples. However, random sampling could not be employed because the researcher needed subjects who were knowledgeable about Teaching Practice. Furthermore, the researcher's own bias cannot be completely dismissed although every effort was made to control it by leaving the selection of students' groups to the College administrators.

Administration of Instruments

Questionnaires were distributed to the second year student teachers who were selected for this study at the time the researcher visited each one of the three Colleges. Before the distribution, the questionnaires were reviewed with students and an opportunity given for explanation of questions which might not have been clear to them.

Scheduled interviews were conducted at the time the researcher visited each one of the three Colleges. Scheduled interviews were conducted during the free time of tutors and Principals. Appointments with individual tutors were made after special staff meetings in which the Principals introduced the researcher.

Validity

Validity is concerned with whether the instruments constructed measure what they are supposed to measure or gather information that they are intended to gather. The researcher made efforts to achieve validity of the

constructed questionnaire and scheduled interview. The content of the questionnaire and scheduled interview was discussed with the Principals and their Vices who gave their views about the items and on the potential of each item for eliciting the information needed by the researcher. The student questionnaire was pilot tested on 15 second year student teachers at Kasama Teachers' College and the items that appeared vague were modified accordingly.

It was not possible to pilot test the scheduled interview for tutors mainly due to a small number of tutors available in Colleges. Further, tutors are usually busy and would not be in a position to participate first in a pilot study and then in the main study.

Limitations

The researcher would have liked to take a larger sample of student teachers and tutors or even to visit all the primary school pre-service Teachers' Colleges in Zambia. But this could not be done due to limited time and financial resources. The researcher was able to visit three of the ten Colleges and was given full co-operation of both tutors and student teachers.

Analysis of data

Of one hundred and fifty second year student teachers to whom the questionnaire on Teaching Practice was administered, 149 student teachers responded. Of the ninety tutors who

were to be interviewed, only 78 tutors were interviewed (see Tables 5a, and 5b below).

TABLE 5a

Sample of second year student teachers of the three Colleges

College	No. of Questionnaires administered	No. of respondents
Kasama	50	50
Malcolm Moffat	50	49
Kitwe	<u>50</u>	<u>50</u>
Total	<u>150</u>	<u>149</u>

TABLE 5b

Sample of tutors including the Principals of three Colleges

College	No. of Interviews Arranged	No. of Interviews Conducted
Kasama	21	20
Malcolm Moffat	20	18
Kitwe	<u>49</u>	<u>40</u>
Total	<u>90</u>	<u>78</u>

One hundred and forty nine student teachers answered the questionnaire and seventy eight tutors were interviewed and there is no claim here that the facts and opinions they gave are representative of any larger population.

The data collected from the participant observation, documents, questionnaire and scheduled interviews was analysed using the frame of reference. Discrepancies between what was described as existing in the programme of Teaching Practice component of pre-service primary Teacher Education and what documentary evidence and respondents indicated as desirable were established, and served as a basis for making recommendations in Chapter V.

CHAPTER IV

FINDINGS

In Chapter 1 the problem, the purpose, and the need for the study, were described; Chapter II described the teaching practice programmes, the subjects for this study, and Chapter III reported the methodology and the techniques used for this study. This Chapter presents the findings of the study. The report of the findings is based on the purpose of the study and the issues raised in this study.

This Chapter is organised into six major sections:

1. The rationale of teaching practice;
2. Objectives of teaching practice;
3. Pre-practice instructions;
4. Organisation of teaching practice;
5. Supervision of teaching practice; and
6. Evaluation of teaching practice.

The rationale of Teaching Practice

The first purpose of this study was to find out the rationale for the inclusion of teaching practice in Teacher Education programmes in Zambia. The issue raised was:

Why is teaching practice included in pre-service primary teacher education in Zambia?

The findings obtained from the analysis of the documentary data gathered, tutors' responses, and students' responses are reported below.

Findings obtained from the analysis of the
documentary data

Because teaching practice, as has been indicated in both Chapter 1 and Chapter II, is ^a controversial aspect of teacher education, there is need to determine and to state the rationale for the inclusion of teaching practice in teacher education very clearly. The following proposition, it is suggested, justifies the inclusion of teaching practice in teacher education programmes: Teaching Practice is intended to allow student teachers an opportunity to practice teaching, test, and refine theories and principles of teaching learnt in the College.

From the analysis of the documentary data gathered from the Colleges, however, it was shown that the rationale for the inclusion of teaching practice in teacher education programmes was only expressed in terms of the importance of teaching practice without saying why. For instance, at Malcolm Moffat and Kasama Teachers' Colleges it was found that:

Teaching Practice plays a very important part in teacher education and all the students are required to do a minimum of 12 weeks of teaching practice during their training;¹ and that:

The most important period in the students' life is the teaching practice period.²

As can be seen from the findings above, the rationale for the inclusion of teaching practice in teacher education programmes at Malcolm Moffat and Kasama Teachers' Colleges is explained in terms of the significance of teaching

practice. However, the rationale for the inclusion of teaching practice in teacher education programmes as stated above, is not clear and informative. It is vaguely stated.

Findings obtained from the tutors' responses

In items 1 (a)(Appendix C) tutors were requested to indicate whether there was a rationale for the inclusion of teaching practice in teacher education programmes. The findings obtained from the tutors' responses are reported in Table 6 below.

TABLE 6

The rationale for the inclusion of teaching practice in teacher education programmes: Tutors' responses by College

Kasama	Malcolm Moffat	Kitwe
The rationale for the inclusion of teaching practice on teacher education programmes is:		
<ol style="list-style-type: none"> 1. to enable students to put theories and methods of teaching into practice; 2. to give students an opportunity to sort out methods which are applicable; 3. to evaluate the students' ability to teach; 4. to accord the College an opportunity to identify the weaknesses of students and there-after find ways and means of helping them. 	<ol style="list-style-type: none"> 1. to give students an opportunity to practice teaching; 2. to give a student an opportunity to discover whether he is likely to find teaching satisfying or not, and whether he is likely to make a good teacher; 3. to give the College an opportunity to evaluate its teaching practice programme; 4. to give students practical experience in teaching. 	<ol style="list-style-type: none"> 1. to enable students to evaluate their ability to teach; 2. to give students an opportunity to put into practice skills for handling a class which they learnt in the College; 3. to accord students an opportunity to practice teaching at the main levels that they are given; 4. to enable students to put into practice theories and methodology learnt in the College;

Findings obtained from Students' response

In item I (b) (Appendix B) students were requested to indicate whether there was a rationale for the inclusion of teaching practice in teacher education programmes at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges. The students' responses were analysed and categorised as indicated below. The rationale for the inclusion of teaching practice in teacher education programmes is:

1. to enable students to gain experience of what it is to be a teacher;
2. to enable students to gain experience in handling classes;
3. to enable students to evaluate their ability to teach;
4. to enable students to identify good teaching techniques before they graduate;
5. to enable students to teach, to handle children and classroom problems before they graduate;
6. to see whether students can apply the methods and theories they were taught in the College;
7. to expose students to experiences of relationships with pupils, teachers, and parents of the children they teach.

As can be seen from the findings obtained from both tutors' and students' responses above, the rationale for the

inclusion of teaching practice in teacher education programmes is not inclusive. It does not cover all the propositions established in the criteria for this study. It leaves out the refinement of theories and principles.

Objectives of Teaching Practice

The second purpose of this study was to find out whether the teaching practice component at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges had clearly written down objectives. The investigation on the objectives of teaching practice in this study is centred on the following proposition: By the criteria established in this study, teaching practice, as a transitional period between College life and teaching career, provides an opportunity to:

- i. assess the strengths, weaknesses, and potential of a prospective teacher while under guidance of experienced supervising tutor;
- ii. gain confidence in ability to put theory studied in College into practice in the classroom;
- iii. develop a fuller and better understanding in student teachers of psychological development of children; and
- iv. determine what further study and practice are needed for the ever continuing task of self-improvement.

An analysis of the documentary data gathered, revealed that teaching practice programmes at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges have no documented objectives of teaching practice. As one of the tutors confirmed:

Teaching Practice objectives are not stated on paper by the College neither for lecturers nor for student teachers (Appendix c Item 1(b)).

As the findings show, teaching practice programmes at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges have no written down objectives of teaching practice.

Objectives of teaching practice according to: Tutors responses

Item 1 (b) (Appendix C) requested tutors to indicate whether Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges had clear documented objectives. The findings are reported below.

Table 7 shows that at Kasama Teachers' College, 15 or 75 per cent of the respondents stated that the objectives of teaching practice were not written down; 4 or 20 per cent stated that the objectives were not clear to tutors; while 1 or 5 per cent stated that the objectives of teaching practice were clear. At Malcolm Moffat Teachers' College, 14 respondents or 77.7 per cent stated that the objectives of teaching practice were not written down; 2 or 11.1 per cent stated that the objectives of teaching practice were not clear; 2 or 11.1 per cent stated that objectives of teaching practice were clear. At Kitwe Teachers' College,

39 respondents or 97.5 per cent stated that the objectives of teaching practice were not written down; 1 or 5 per cent stated that the objectives of teaching practice were clear.

As can be seen from the findings above, the majority of the respondents in each College indicated that there were no written down objectives of teaching practice. However, 6 respondents (Kasama 4, Malcolm Moffat 2, and Kitwe 0) indicated that the objectives of teaching practice were not clear and 4 of the respondents (Kasama 1, Malcolm Moffat 2, Kitwe 1) indicated that the objectives were clear.

Objectives of Teaching Practice:

Students' responses

Item 1 (a) (Appendix B) requested students to indicate whether the objectives of teaching practice were "clear", "not clear," "not established." The findings are reported in table 8 below.

Table 8 indicates that at Kasama Teachers' College, 31 respondents or 62 per cent indicated that the objectives of teaching practice were not established by College; 9 or 18 per cent indicated that the objectives of teaching practice were not clear to students; 6 or 12 per cent indicated that the objectives of teaching practice were clear to students; 4 or 8 per cent indicated that the objectives of teaching practice were very clear to students. At Malcolm Moffat Teachers' College, 30 respondents or 60.9 per cent indicated that the objectives of teaching practice were not

established by College; 12 or 24.4 per cent indicated that the objectives of teaching practice were not clear to students; 3 or 6.1 per cent indicated that the objectives of teaching practice were clear to students; 4 or 8.1 per cent indicated that the objectives of teaching practice were very clear to students. At Kitwe Teachers' College, 30 respondents or 60 per cent indicated that the objectives of teaching practice were not established by College; 11 or 22 per cent indicated that objectives of teaching practice were not clear to students; 8 or 16 per cent indicated that the objectives of teaching practice were clear to students; 1 or 2 per cent indicated that the objectives of teaching practice were very clear to students.

As the results above show, the majority of students from each College indicated that the objectives of teaching practice were not established by the College. However, 32 students (9 Kasama, 12 Malcolm Moffat, 11 Kitwe) indicated that the objectives of teaching practice were not clear; 17 students (6 Kasama, 3 Malcolm Moffat, 8 Kitwe) indicated that the objectives of teaching practice were very clear.

TABLE 7

Frequencies and Per centages of tutors by College
(No = 78)

Tutors' perception of the objectives of Teaching Practice					
Kasama (No = 20)		Malcolm Moffat (No = 18)		Kitwe (No = 40)	
F.	%	F.	%	F.	%
Not written down	15 75	14 77.7		39 97.5	
Not clear	4 20	2 11.1		0 0.0	
Clear	1 5	2 11.1		1 2.5	

TABLE 8

Frequencies and Per centages of Students by
College (No. = 149)

Students' perception of the objectives of teaching practice						
	Kasama (No = 50)		Malcolm Moffat (No. = 49)		Kitwe (No. = 50)	
	F.	%	F.	%	F.	%
Very clear and under- stood by students	4	8	4	8.1	1	2
Clear and understood by students	6	12	3	6.1	8	16
Not Clear	9	18	12	24.4	11	22
Not esta- blished by College	31	62	30	60.9	30	60

Pre-practice Instructions

Because the standard of teaching displayed during teaching practice may be determined by the quality of pre-practice instructions given to student teachers during the preparation for teaching practice, there is need to state pre-practice instructions very clearly so that those who prepare student teachers for teaching practice should know them and refer to them whenever it is necessary. The third purpose of this study was to investigate the nature of the pre-practice instructions included in the preparation for teaching practice. The investigation revolves around the following question:

What pre-practice instructions should be included in the preparation for teaching practice?

The writer in his criteria for this study established five propositions for examining the issue on pre-practice instructions. Pre-practice instructions for teaching practice should include:

- i. Preparations of lesson plans, schemes of work, and teaching aids;
- ii. Presentation of the selected contents, methodology, and questioning technique;
- iii. Classroom control, management and interaction;
- iv. Setting and marking classwork, testing and giving homework;
- v. Demonstration by expert classteachers and lecturers and discussions of the demonstration lessons.

An examination of the documentary data gathered, indicated that pre-practice instructions programme at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges did not include some of the most important pre-practice instructions in the criteria for this study. As Staff Guidance and notes on teaching practice indicated:

Lesson preparation and teaching practice observation are of utmost importance and should take precedence over any other unscheduled duties. 3

Before teaching practice commences, students must prepare the following:

- a. Schemes of work in all the subjects for the period of the week before to the week after teaching practice.
- b. List of pieces of apparatus and text books not in stock in their classes. They must find out where these can be found.
- c. The classroom seating plan to help them to learn the names of the children quickly according to their seating positions.
- d. A record of the children's reading ability groups obtained from the classteacher.
- e. Copies of class registers for their teaching files.
- f. A record of the teachers' last revision test results.
- g. Copies of the class timetable, one for their teaching practice file and for their group tutors. 4

As can be seen from the findings above, only mention of lesson preparation, schemes of work, and apparatus has been made. Presentation of the selected content, methodology and questioning technique; setting and marking classwork and



testing; demonstrations by expert classteachers and lecturers and discussions of the demonstration lessons which are some of the propositions established in the criteria for this study, are omitted.

Findings obtained from Tutors' responses

Item II (a) (Appendix C) requested tutors to indicate pre-practice instructions that should be included in the preparation for teaching practice and the following were indicated as the specific pre-practice instructions.

- a. lesson plans,
- b. schemes of work,
- c. weekly forecasts,
- d. demonstration lessons,
- e. observations, and
- f. peer-teaching.

As the results above show, the list of the pre-practice instructions that should be included in the preparation for teaching practice, is not inclusive because it left out:

(a) Presentation of the selected content, methodology and questioning technique; and (b) setting and marking class-work and testing.

Item II (b) (Appendix C) the first part of this question, requested tutors to indicate the time that is spent on the pre-practice instructions programme. The findings are reported below.

Tutors were reluctant to give specific time for pre-

practice instructions. However, they indicated that the duration for pre-practice instructions posed a serious problem because:

- a. it depends on individual tutors;
- b. there is no period set aside for this -
there is no system;
- c. it is up to individual tutors to do it or not;
- d. it is integrated in the teaching programme
and schemes of work spread over a period of
at least one full term;
- e. it depends on individual tutors because there
is no format and compulsion;
- f. there is no established programme;
- g. there is no pre-practice instructions
programme; and
- h. there is no system regarding pre-practice
instructions.

As the findings indicate above, the duration for the pre-practice instructions programme appears not to be established. In such a situation, it is doubted whether there could be intensive preparation for teaching practice.

Pre-practice Instructions: Students' responses

Item II (a) (Appendix B) requested students to state the number of days spent on pre-practice instructions. The findings are reported in table 9.

Table 9 shows that at Kasama Teachers' College, 28 respondents or 56 per cent stated that the number of days spent on the pre-practice instructions was 2 days; 7 or 14 per cent stated that the number of days spent on the pre-practice instructions was 3 days; 5 or 10 per cent stated that the number of days spent on the pre-practice instructions was 1 term; 10 respondents or 20 per cent did not indicate. At Malcolm Moffat Teachers' College, 31 respondents or 63 per cent stated that the number of days spent on the pre-practice instructions was 2 days; 15 or 30 per cent stated that the number of days spent on the pre-practice instructions was 3 days; 4 or 8 per cent did not indicate. At Kitwe Teachers' College, 27 respondents or 54 per cent stated that the number of days spent on the pre-practice instructions was 2 days; 21 or 42 per cent stated that the number of days spent on the pre-practice instructions was 3 days; 2 or 4 per cent did not indicate.

As can be seen from the findings above, the majority from each College stated that the number of days spent on pre-practice instructions was 2 days. A good number of the respondents (Kasama 7, Malcolm Moffat 15, Kitwe 21) stated that the number of days spent on the pre-practice instructions was 3 days. A smaller number of respondents (Kasama 10, Malcolm Moffat 4, Kitwe 2) did not state. Four respondents from Kasama Teachers' College stated that the

number of days spent on the pre-practice instructions was 55 days (1 term).

Item II (b) (Appendix B) requested students to indicate whether the period for pre-practice instructions was adequate. The findings are reported in table 10.

Table 10 shows that at Kasama Teachers' College, 15 respondents or 30 per cent indicated that the time for pre-practice instructions was adequate while 35 respondents or 70 per cent indicated that the time was inadequate. At Malcolm Moffat Teachers' College, 12 respondents or 24 per cent indicated that the time for pre-practice instructions was adequate; and 37 respondents or 75.1 per cent indicated that the time for pre-practice instructions was inadequate. At Kitwe Teachers' Training College, 10 respondents or 20 per cent indicated that the time for pre-practice instructions was adequate while 40 or 80 per cent indicated that the time for pre-practice instructions was inadequate. The majority from each College indicated that the time for pre-practice instructions was inadequate. However, a reasonable number of students (Kasama 15, Malcolm Moffat 12, Kitwe 10) indicated that the time for pre-practice instructions was adequate.

Item II (c) (Appendix B) requested students to indicate whether the pre-practice instructions programme was satisfactory. Table 11 presents the results.

The findings show that at Kasama Teachers' College, 18

respondents or 36 per cent indicated that the programme for pre-practice instructions was satisfactory; and 32 respondents or 64 per cent indicated that the programme for pre-practice instructions was unsatisfactory. At Malcolm Moffat Teachers' College, 14 respondents or 28.5 per cent indicated that the programme was satisfactory while 35 or 71.4 per cent indicated that the programme for pre-practice instructions was unsatisfactory. At Kitwe Teachers' College, while 11 respondents or 22 per cent indicated that the programme for pre-practice instructions was satisfactory, 39 respondents or 78 per cent indicated that the programme for pre-practice instructions was unsatisfactory. It should be noted that while the majority from each of the Colleges above indicated that the programme for pre-practice instructions was unsatisfactory, a good number of students (Kasama 18, Malcolm Moffat 14, Kitwe 11) indicated that the programme for pre-practice instructions was satisfactory.

Item II (d) (Appendix B) requested students to indicate the number of demonstration lessons observed during the pre-practice instructions. The results are indicated in Table 12.

At Kasama Teachers' College, 20 respondents or 40 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 2; 11 or 22 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was

4; 4 or 6 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 1; 15 or 30 per cent did not indicate. At Malcolm Moffat Teachers' College, 16 respondents or 32.6 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 2; 6 or 12.2 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 4; 8 or 16.3 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 1; 4 or 8.1 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 0; 15 or 30.4 per cent did not indicate. At Kitwe Teachers' College, 17 respondents or 34 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 2; 8 or 16 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 4; 12 or 24 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 1; 2 or 4 per cent indicated that the number of demonstration lessons observed during the pre-practice instructions was 0; 11 or 22 per cent did not indicate.

As the results above show, the majority from each College indicated that the number of demonstration lessons observed during the pre-practice instructions was 2. A

sizeable number of respondents (Kasama 11, Malcolm Moffat 6, Kitwe 8) indicated that the number of demonstration lessons observed during the pre-practice instructions was 4. Twenty four respondents (Kasama 4, Malcolm Moffat 8, Kitwe 12) indicated that the number of demonstration lessons observed during the pre-practice instructions was 1. However, 11 respondents (Kasama 5, Malcolm Moffat 4, Kitwe 2) indicated that the number of demonstration lessons observed during the pre-practice instructions was 0 and a good number of respondents (Kasama 15, Malcolm Moffat 15, Kitwe 11) did not indicate.

Item II (e) (Appendix B) requested students to indicate the number of demonstration lessons they would like to observe during the pre-practice instructions phase. The findings are indicated in table 13.

Table 13 shows that at Kasama Teachers' College, 17 respondents or 34 per cent indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase; 16 or 32 per cent indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase; 10 or 20.4 per cent indicated that they would like to observe 9 demonstration lessons during the pre-practice instructions phase; 7 or 14 per cent indicated that they would like to observe 4 demonstration lessons during the pre-practice instructions phase. At Malcolm Moffat Teachers' College, 15 respondents

or 30.6 per cent indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase; 17 or 34.6 per cent indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase; 10 or 20.4 per cent indicated that they would like to observe 9 demonstration lessons during the pre-practice instructions phase; 7 or 14.4 per cent indicated that they would like to observe 4 demonstration lessons during the pre-practice instructions phase. At Kitwe Teachers' College, 20 respondents or 40 per cent indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase; 10 or 20 per cent indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase; 12 or 24 per cent indicated that they would like to observe 9 demonstration lessons during the pre-practice instructions phase; 8 or 16 per cent indicated that they would like to observe 14 demonstration lessons during the pre-practice instructions phase.

As the findings indicate above, while the majority of the respondents at Kasama and Kitwe Teachers' Colleges indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase, the majority at Malcolm Moffat Teachers' College indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase. Twenty six respondents (Kasama 16, Kitwe 10) also indicated that they would like to

observe 5 demonstration lessons during the pre-practice instructions phase. Twenty two respondents (Malcolm Moffat 10, Kitwe 12) indicated that they would like to observe 9 demonstration lessons during the pre-practice instructions phase. Three smaller groups (Kasama 10, Malcolm Moffat 7, Kitwe 8) indicated that they would like to observe 6, 4, and 14 demonstration lessons respectively during the pre-practice instructions phase. On the whole, the majority indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase.

TABLE 9

Frequencies and Per centages of students by College
(No = 149)

The number of days spent on pre-practice instructions						
	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
2 days	28	56	31	63	27	54
3 days	7	14	15	30	21	42
1 term	5	10	-	-	-	-
Not indicated	10	20	3	6	2	4

TABLE 10

Frequencies and Per centages of students by College
(No = 149)

Pre-practice instructions Period						
	Kasama		Malcolm Moffat		Kitwe	
	F	%	F	%	F	%
The period for pre-practice instructions is adequate	15	30	12	24.9	10	20
The period for pre-practice instructions is inadequate	35	70	37	75.1	40	80

TABLE 11

Frequencies and Per centages of Students by College
(No = 149)

Students' views on the success of pre-practice instructions programme						
	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
Pre-practice instructions programme is satisfactory	18	36	14	28.5	11	22
Pre-practice instructions programme is unsatisfactory	32	64	35	71.4	39	78

TABLE 12

Frequencies and Percentages of Students by College
(No = 149)

Demonstration lessons observed

	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
2 demonstration lessons	20	40	16	32.6	17	34
4 demonstration lessons	11	22	6	12.2	8	16
1 demonstration lesson	4	8	8	16.3	12	24
0 demonstration lesson	0	0	4	8.1	2	4
Not indicated	15	30	15	30.4	11	22

TABLE 13

Frequencies and Percentages of student by College
(No = 149)

A number of demonstration lessons students would like to observe

	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
7 demonstration lessons	17	34	15	30.6	20	40
5 demonstration lessons	16	32	17	34.6	10	20
9 demonstration lessons	-	-	10	20.4	12	24
6 demonstration lessons	10	20	7	14.4	-	-
4 demonstration lessons	7	14	-	-	-	-
14 demonstration lessons	-	-	-	-	8	16

What students liked about the pre-practice instructions programme

Item II (f) (Appendix B) requested students to report what they liked about the pre-practice instructions programme. The findings are reported below:

1. We are introduced to a number of skills.
2. The programme enables us to discover mistakes some students and tutors make and upon discussing those mistakes we improve our own teaching skills.
3. The programme gives us ideas of how to go about tackling classroom problems.
4. My peer-teaching is evaluated and discussed.
5. The programme gives us an opportunity to learn from friends.
6. It gives us a picture of the problem we have to face when we go on teaching practice.
7. It gives us an opportunity to master some of the methods before we go on teaching practice.

What students disliked about the pre-practice programme

Item II (g) (Appendix B) requested students to indicate what they disliked about the pre-practice instructions programme.

The following were the findings:

1. The period is too short. It doesn't make any sense.
2. The programme does not accord an opportunity for peer-teaching to all the students.

3. Some tutors avoid peer-teaching in their subjects.
4. Most of the demonstration lessons are done by people who are not experts - nervous student teachers.
5. When doing peer-teaching its only one student who will be involved in teaching while the others will only be noting his/her mistakes.

Changes students would like to see introduced

Item II (h) (Appendix B) requested students to indicate changes they would like to see introduced in the pre-practice programmes. The following were indicated:

1. We should have more demonstration lessons conducted by teacher educators.
2. The period for pre-practice instructions should be extended.
3. Students must be taught first the methods of teaching or skills before peer-teaching.
4. We need more peer-teaching and observations of good lessons.
5. There must be permanent demonstration classes at the College on which to practice pre-practice instructions.
6. Pre-practice instructions should be progressive (arranged from grades 1 - 7).

As can be seen from the students' responses, the significance of the pre-practice instructions programme is not doubted. In spite of this, demonstration lessons are not conducted by experienced teachers and teacher educators; the presentation of the selected content, methodology and questioning technique is overlooked; the programme seems to be inadequate.

Organisation of Teaching Practice

The fourth purpose of this study was to find out how teaching practice is organised.

Teaching Practice is organised in teachers' Colleges but carried out in practising schools. This dual nature of teaching practice necessitates a carefully planned organisation of teaching practice. The investigation into the organisation of teaching practice is centred on the issue: How is teaching practice organised and administered in the Colleges and associated schools? According to the criteria for this study, three propositions considered necessary for a successful teaching practice organisation were established to examine the issue. The organisation of teaching practice should include:

- a. the provision of resources such as teachers' handbooks and paper for making teaching aids;
- b. the provision of transport for both tutors and students; and
- c. the provision of adequate arrangement for feeding students on teaching practice.

From the documentary data gathered, it was found out that teaching practice organisation was not carefully planned. As the minutes of teaching practice committees indicated:

P IBI relief tutors did not visit the students at both Ishuko and Chibote schools. The group tutors timetables commitments prevented better coverage.⁵ Kabamba Headteacher had complained that the students usually stayed in the mini-bus instead of being in the classrooms observing their partners teaching. He also complained that they did not want to attend the morning assembly.⁶

This was raised by the Heads of practising schools who requested the College staff to help the students with teaching materials as there are almost none available in most schools.⁷

As the findings indicate above, organisation of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges is not inclusive. It does not cover the provision of teaching resource which is one of the propositions established in the criteria for this study.

Organisation of teaching practice: Students' Responses

Item III (a) (Appendix B) requested students to indicate whether the organisation of teaching practice was satisfactory. The findings, contained in table 14 show that at Kasama Teachers' College, 35 respondents or 70 per cent indicated that the organisation of teaching practice was not satisfactory while 15 or 30 per cent indicated that the organisation of teaching practice was satisfactory. At Malcolm Moffat Teachers' College, 20 respondents or 40 per cent indicated that the organisation of teaching practice was not satisfactory and 29 or 59 per cent indicated that the

organisation of teaching practice was satisfactory. At Kitwe Teachers' College, 27 respondents or 54 per cent indicated that the organisation of teaching practice was not satisfactory while 23 or 46 per cent indicated that the organisation of teaching practice was satisfactory. While the majority at Kasama and Kitwe Teachers' Colleges, indicated that the organisation of teaching practice was not satisfactory, the majority at Malcolm Moffat Teachers' College indicated that the organisation of teaching practice was satisfactory. As can be seen, on the whole, the majority indicated that the organisation of teaching practice was not satisfactory.

Item III (b) (Appendix B) requested student teachers to indicate whether they were provided with teaching resources. The findings in table 15 show that at Kasama Teachers' College, 29 respondents or 58 per cent indicated "Yes" and 21 or 42 per cent indicated "No". At Malcolm Moffat Teachers' College, 16 respondents or 32.6 per cent indicated "Yes" while 35 or 67.3 per cent indicated "No". At Kitwe Teachers' College, 13 respondents or 26 per cent indicated "Yes", 37 or 74 per cent indicated "No". Those who indicated "Yes", at Kasama and Malcolm Moffat reported that they were provided with teaching practice observation sheets and some charts. Those at Kitwe indicated that they were provided with child study outlines. Those who said "No" indicated that they needed the provision of:

1. Teaching files,
2. Teachers' handbooks,
3. Pupils readers,
4. Notebooks for lesson plans, and schemes of work and weekly forecasts,
5. Paper for making teaching aids,
6. Wall charts and maps, and
7. Ropes and balls for Physical Education,
8. Those at Kasama and Malcolm Moffat needed also child study outlines.

As can be seen from the findings above, the majority of respondents at Malcolm Moffat and Kitwe Teachers' Colleges indicated that they were not provided with the necessary resources while the majority at Kasama Teachers' College indicated that they were provided with necessary resources. On the whole, the majority indicated that they were not provided with the necessary resources.

TABLE 14

Frequencies and Per centages of Students by College
(No = 149)

Students views on the success of the Organisation of teaching practice						
	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
Not satis- factory	35	70	20	40.8	27	54
Satisfactory	15	30	29	59.2	23	46



TABLE 15

Frequencies and Per centages of Students by College
(No = 149)

Students' views on the provision of observation sheets, students' teaching manual, and Child - study outlines.

	Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
	F	%	F	%	F	%
Provides (Yes)	29	58	16	32.6	13	26
Not Provided (No)	21	42	33	67.3	37	74

Supervision of Teaching Practice

Supervision of teaching practice is very important in the sense that it is a means by which guidance is given to students and problems relating to teaching practice are identified. It is for this reason that the fifth purpose of this study was to investigate the supervision of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges. The investigation looked into the following question:

How is teaching practice supervised?

According to the criteria for this study, three propositions for examining the supervision of teaching practice were established. Supervision of student teachers is done by:

- i. checking students' lesson plans before they are taught;
- ii. supervision of one quarter of the lessons taught by the student teacher during the period of training; and
- iii. sitting through an entire lesson.

The analysis of the documentary data gathered; indicated that the supervision of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges was not adequate. As one of the teaching practice committee minutes revealed:

It has been observed that some tutors do not stay in classroom for more than 10 minutes.⁸

Although there is no evidence in the available documents at Kasama and Kitwe to indicate that supervising tutors do

not stay long in the classroom, discussions with both student teachers and class teachers in the practising schools, revealed that many supervising tutors at Kasama, and Kitwe Teachers' Colleges do not supervise student teaching lessons for more than ten minutes. Students' responses under "Evaluation Section" clearly confirm this.

As the findings above show, the supervision of teaching practice is not comprehensive. It does not include one of the propositions established in the criteria for this study (sitting through an entire lesson). Further findings are reported in tables 16, 17, 18, 19, and 20. They indicate that supervision is not balanced both in terms of students and subjects. Some students are more supervised than others (Table 16, 17 and 18) and some subjects are more supervised than others (Table 20). In fact, some subjects (Kasama Art and Craft, Malcolm Moffat Music) are not supervised at all.

Kasama Teachers' College: Class II B 1978/1979: Supervision of Teaching Practice

Second year Teaching Practice													
First year Teaching Practice													
	H/W	ENG	MATHS	SC.	S/SS/S	Z/L	R.E.	P.E.	C/A	MUSIC	NO CRI- TS.		
1. BWALYA P.	1	2	2	-	-	-	-	1	-	-	6		
2. CHUZA W.	-	2	2	-	-	-	1	-	-	1	6		
3. KANIKI C.B.	-	1	2	-	1	1	-	-	-	-	5		
4. KUMWENDA C.	2	1	-	-	1	1	-	-	-	-	5		
5. LIKOTOLA L.	-	1	2	1	1	-	-	-	-	-	5		
6. LUCHEMBE M.B.	-	1	-	-	-	1	1	1	-	-	4		
7. LWANGA A.N.	-	1	1	-	1	2	-	-	-	-	5		
8. MBWE G.W.	1	2	2	-	-	-	-	-	-	-	5		
9. CHILIMINA	1	3	1	-	-	-	1	-	-	-	6		
10. CHINFWEMBE	-	-	2	-	1	1	-	-	-	-	1 5		

11. MULENGA E.M.	-	1	2	-	-	1	1	1	-	1	-	1	-	-	-	5	2	1	-	1	1	-	-	-	5
12. MAOZEKA M.	-	1	2	-	1	-	1	-	-	-	-	-	-	-	-	5	2	1	-	-	1	-	-	-	4
13. MUTITI A.C.	-	2	1	-	1	1	1	-	-	-	-	-	1	-	-	5	2	1	-	1	-	-	-	-	4
14. MWENYA S.K.	-	3	1	-	-	1	1	1	-	-	-	-	-	-	-	6	2	1	-	1	-	-	-	-	4
	12	20	14	3	8	9	2	2	0	0	73	17	14	1	8	8	8	0	0	0	0	0	0	0	54

Key to Tables 16, 17, and 18

1. H/W - Handwriting
 2. ENG - English
 3. MATHS - Mathematics
 4. SC. - Science
 5. S/S - Social Studies
 6. Z/L - Zambian Languages
 7. R.E. - Religious Education
 8. P.E. - Physical Education
 9. C/A - Art and Craft
10. No. of Crits - Total number of evaluation notes given to a student during each period of Teaching Practice.
11. The numbers below H/W., ENG., MATHS., SC., S/S., Z/L., R.E., P.E., C/A., and MUSIC indicate the number of times each subject was supervised during each period of Teaching Practice.

Malcolm Moffat Teachers' College: Class A5 1978/1979 Supervision of Teaching Practice

NAME	First Teaching Practice										Second Teaching Practice										Third Teaching Practice										
	R.E.	ENG	Z/L	C/A	H/W	MATHS	S/S	P.E.	SC.	NO. CRITS	R.E.	ENG	Z/L	C/A	MATHS	S/S	P.E.	SC.	H/W	NO. CRITS	R.E.	ENG	Z/L	C/A	MATHS	S/S	P.E.	SC.	H/W	NO. CRITS	
1. Chansa J.C.	-	1	-	-	1	4	-	1	-	7	-	2	-	-	2	-	-	-	-	4	-	2	2	-	3	1	-	-	-	-	8
2. Cheleka L.K.	-	1	1	1	-	-	-	-	-	3	1	2	1	-	-	-	-	-	-	4	2	5	1	-	-	-	-	-	-	-	8
3. Kalunga S.	-	6	-	-	-	-	-	-	1	7	2	3	-	2	-	-	-	1	-	8	-	5	-	-	3	-	1	-	-	-	9
4. Mubita P.	-	-	-	-	-	2	-	2	-	4	-	2	3	-	2	-	2	-	9	-	5	-	-	1	3	-	2	-	-	-	11
5. Musonda J.	1	4	-	1	-	-	1	-	-	7	2	-	1	1	-	-	-	-	4	3	4	1	-	1	-	1	-	-	-	-	10
6. Nawa P.M.	-	1	-	-	-	-	1	1	-	3	-	3	1	-	-	1	1	-	6	-	5	-	-	1	2	-	2	-	-	-	10
7. Ndubila C.	1	2	1	2	-	-	-	-	-	6	-	1	2	-	1	1	1	-	6	1	3	4	-	1	-	-	-	-	-	-	12
8. Siame L.	1	-	-	1	-	1	4	-	-	7	-	3	1	1	-	-	-	-	5	-	4	-	-	3	1	1	1	1	2	12	
9. Cheuka E.	-	-	1	1	-	2	-	-	1	5	-	2	-	-	2	1	-	-	5	1	3	1	-	3	-	1	-	-	-	-	9
10. Chapewa M.	-	2	-	-	-	1	-	-	2	5	-	4	-	-	1	-	-	-	5	-	4	1	-	2	-	-	1	-	-	-	8
11. Zimba J.N.	-	-	2	-	-	3	-	1	1	7	1	4	1	-	1	-	-	-	7	2	5	-	-	3	1	-	-	-	-	-	11
12. Chakalampa M.K.	-	1	1	-	-	-	-	-	-	2	-	3	-	-	2	-	1	-	6	-	7	1	-	2	-	-	-	-	-	-	111
	3	18	6	6	1	13	6	5	5	65	6	29	10	4	14	3	3	3	0	69	9	52	11	0	23	8	4	6	6	102	

Kitwe Teachers' Training College: Group P2A1 1978/1979 Supervision

NAME	First Year Teaching Practice											Second Year Teaching Practice										
	ENG	MATHS	S/S	SC.	Z/L	R.E.	MUSIC	H/W	P.E.	C.A.	NO.C.	ENG	MATHS	S/S	SC.	Z/L	R.E.	MUSIC	H/W	P.E.	C.A.	NO.C.
1. Bwalya Felix M.	1	1	1	-	2	-	1	1	-	-	7	2	2	2	2	1	-	1	-	-	1	11
2. Chamucima Mary	3	3	-	-	3	-	-	-	-	-	9	4	1	2	1	1	-	-	-	2	1	12
3. Chanda Cecilia	2	-	1	-	1	-	-	-	-	-	4	2	2	2	1	2	1	1	-	1	-	12
4. Chibale Paul	1	2	-	-	2	1	-	-	-	-	6	2	2	1	1	1	1	-	-	-	-	10
5. Chimba Edward	4	1	-	1	-	1	-	-	-	-	7	5	2	1	2	1	-	-	-	-	-	14
6. Gwini Gilbert	4	2	-	2	1	-	-	-	-	-	9	2	2	4	1	2	-	1	-	1	-	13
7. Lushinga T.G.	1	1	1	-	-	-	-	-	-	-	3	2	1	2	1	2	-	1	-	1	-	10
8. Mukuka Juliane	3	1	-	-	1	1	-	1	-	-	7	3	2	2	1	1	-	-	-	1	-	10
9. Mansengo N.	3	1	-	-	1	1	-	-	-	-	6	2	2	3	1	1	1	-	-	1	-	11
10. Mubanga L.M.	2	1	-	-	1	1	1	-	-	-	6	3	3	3	-	1	-	1	-	1	-	12
11. Mwelwa Mathias	1	3	-	-	-	-	-	-	-	-	4	2	2	2	2	2	1	1	-	-	1	14
12. Nduna Albert	4	1	-	-	1	-	-	1	-	-	7	3	1	2	1	1	-	-	-	1	1	10
	29	17	3	3	13	5	2	3	0	0	75	32	22	26	14	16	4	6	0	9	4	133

TABLE 19

Frequencies and Percentages of Average Supervision
per Student for two years by College
(No = 750)

Average Supervision per Student for two years							
		Kasama (No = 240)		Malcolm Moffat (No = 270)		Kitwe (No = 240)	
		F	%	F	%	F	%
Number of lessons taught per student for two years		240	100	270	100	240	100
Average Supervi- sion per Student for two years		9	3.7	20	7.4	17	7.0

TABLE 20

Frequencies and Percentages of the Number of Lessons
Supervised Per subject for two years by College
(No = 592)

The extent of Supervision						
	Kasama (No = 133)		Malcolm Moffat (No = 251)		Kitwe (No = 208)	
Subject	F	%	F	%	F	%
English	42	31.6	99	39.4	61	29.3
Mathematics	35	26.3	50	19.9	39	18.7
Science	2	1.5	14	5.5	17	8.1
Social Studies	14	10.5	17	6.7	29	13.9
Zambian Languages	19	14.3	27	10.7	29	13.9
Religious Education	14	10.5	18	7.1	9	4.3
Physical Education	2	1.5	12	4.7	10	4.8
Art and Craft	0	0	7	2.7	4	1.9
Handwriting	3	2.3	7	2.7	1	0.6
Music	2	1.5	0	0	8	3.8

Supervision of teaching Practice: Students' Response

Item IV (a) (Appendix B) requested students to indicate whether the supervision of teaching practice was adequate or not. The findings are reported in table 21 and reported below.

At Kasama Teachers' College, 35 respondents or 70 per cent indicated that the supervision of teaching practice was not adequate; and 15 or 30 per cent indicated that the supervision of teaching practice was adequate. At Malcolm Moffat Teachers' College, 39 respondents or 79.5 per cent indicated that the supervision of teaching practice was not adequate while 10 or 20.5 per cent indicated that the supervision of teaching practice was adequate. At Kitwe Teachers' College, while 37 respondents or 74 per cent indicated that the supervision of teaching practice was not adequate, 13 or 26 per cent indicated that the supervision of teaching practice was adequate.

As can be seen from the students' responses, the majority of students from each College indicated that the supervision of teaching practice was not adequate. However, a reasonable number of students (Kasama 15, Malcolm Moffat 10, Kitwe 13) indicated that the supervision of teaching practice was adequate.

TABLE 21

Frequencies and Percentages of Students by College
(No = 149)

Supervision of Teaching Practice Students' response					
Kasama (No = 50)		Malcolm Moffat (No = 49)		Kitwe (No = 50)	
F	%	F	%	F	%
Inadequate	35 70	39	79.5	37	74
Adequate	15 30	10	20.5	13	26

Changes students would like to see introduced in the supervision of teaching practice

Item IV (b) (Appendix B) requested student teachers' to indicate changes they would like to see introduced in the organisation of teaching practice. The following findings were indicated:

1. Supervision of teaching practice should not be limited to some subjects.
2. We should be supervised in all the subjects.
3. We should not be supervised during the first week of teaching practice.
4. Tutors should not supervise from the middle of the lesson.
5. There should be balanced supervision.
6. Students should be informed before any supervision takes place.
7. Tutors should be friendly.
8. Tutors should supervise their subjects.

The Problems of the supervision of teaching practice

Item IV (c) (Appendix B) requested student teachers to indicate the problems related to the supervision of teaching practice. The following findings were reported:

1. There is lack of co-operation between some student teachers and class teachers.
2. Tutors have to go for supervision and come back to the college to teach.
3. There is lack of transport for both student teachers and tutors.

4. There is a shortage of the supervising staff.
5. Most tutors are reluctant to help students in lesson preparations.
6. Supervision is lacking.

As the results indicate above, it is clear that the supervision of teaching practice is not comprehensive. Tutors can supervise half the lesson. The supervision of the teaching practice programmes is not balanced and is overridden with problems.

Evaluation of Teaching Practice

The sixth purpose of this study was to find out how students' performance on teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges was evaluated. Evaluation is an important aspect of teaching practice to ascertain whether or not the objectives of teaching practice have been or are being realised. The investigation into the evaluation of students' teaching lessons revolved around the following question: How do the Colleges evaluate the students' performance on teaching practice? According to the criteria established in the frame of reference, Colleges evaluate students' performance by an evaluation system which is objective and intended to expose students' weaknesses and suggest ways of improving with a grading system based on merit.

An examination of the documentary data gathered and students' responses revealed that the basis of evaluating

students' teaching lessons was not based on merit. As the minutes of the teaching practice committee stated:

It was however, noted that supervising lecturers have been giving destructive comments.⁹

It has been observed that some tutors do not stay in classrooms for more than 10 minutes and give a crit (evaluation note). There is need to sit in the class for a long time to give a valid crit.¹⁰

As the findings above indicate, grades are not based on merit and evaluation notes are not intended to expose students' weaknesses; they are apparently destructive. Some of the evaluation notes, as can be seen in Appendix D (DI - D VI) are not constructive enough to be useful to student teachers.

Evaluation of Teaching Practice: Students Responses

Item V (Appendix B) sought information from student teachers about the evaluation of students' teaching lessons. The findings are reported below under the Colleges visited. The statements which appear under the Colleges were selected on the basis of their popularity.

Kasama Teachers' College	Malcolm Moffat Teachers' College	Kitwe Teachers' College
1. What I dislike (Item V(B))	What I dislike	What I dislike
<p>Some observe the first part of the lesson.</p> <p>They give bad comments.</p> <p>There is too much favouritism.</p> <p>False praise.</p> <p>Some give ideas which you know will not help your pupils.</p> <p>Being observed when you are not ready.</p> <p>Supervisors sometimes disturb pupils.</p>	<p>Checking on lesson plans while you are still teaching.</p> <p>Tutors supervising half of the lesson.</p> <p>They make discouraging remarks.</p> <p>Favouritism.</p> <p>Tutors' unfriendly attitude.</p> <p>Some tutors favour individuals especially female students.</p>	<p>No student sees his grade after teaching.</p> <p>They make damaging criticisms.</p> <p>Lecturers are too critical.</p> <p>Some Headteachers do not welcome students.</p> <p>Good evaluation notes but bad grades.</p> <p>Tutors disturb the class when they come in.</p> <p>Supervising the first or the last part of the lesson.</p> <p>Supervising through the window.</p>

2. How I would like to be assessed (Item V (c)).

<p>To be supervised by subject tutors.</p> <p>To be observed for the whole period.</p> <p>To be advised where necessary.</p> <p>To be given encouraging comments.</p> <p>To be assessed on merit.</p>	<p>To be assessed on merit.</p> <p>To be given notice for supervision.</p> <p>To be assessed on pupils' response.</p> <p>To be told weaknesses and how to overcome those weaknesses.</p> <p>To be criticised when necessary and to be praised when necessary.</p>	<p>The tutors should look at the way we impart the information to pupils.</p> <p>Criticising me but making it appear that it won't be difficult for me to improve.</p> <p>I should be evaluated on merit.</p>
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3. Students' suggestions for improvements (Item V (d)).

Tutors should be friendly.
Students should be asked to evaluate their lessons before they are graded by supervising tutor.
Tutors should observe the whole lesson and then write the comments which should include suggestions and the grade should be indicated.
Tutors should criticise where there is a possibility for change not where change is impossible. For example, physical education dress for pupils.

Tutors should be fair to everyone.
Favouritism should be avoided.
There should be co-operation between students and class-teachers.
Class teachers and supervisors should not shout at me whenever I am wrong in front of the class.
They should talk to me in a polite way.

Only experienced lecturers should be allowed to assess students' performance.
Every student should have the same number of evaluation notes.
Evaluation notes should indicate weaknesses and solutions to those weaknesses.
Tutors should never forget to praise a student where he has done well.
Teaching practice period should be extended.
We should be encouraged even when we are in trouble.

As can be seen from the students' responses, evaluation of students' teaching lessons is neither intended to expose students weaknesses and advise them accordingly nor is it based on merit. It is further indicated that constructive suggestions in students' evaluation notes (Appendix D) (DI - DVI) are lacking.

Summary of the major findings

In Chapter I the review of the literature clearly indicates that Teaching Practice, as a component of teacher education is a subject of a debate which appears endless. It is the centre of contention in teacher education. The contention on Teaching Practice is more serious in the sense that it affects every aspect of the Teacher Education programmes. As Purpel indicates:

The essential ingredients for excellent instruction or supervision of student teaching - quality field instruction, proper scheduling, and sufficient time are severely lacking.¹¹

There is no aspect of Teaching Practice on which the professionals, student teachers, and administrators appear to agree.

The rationale of Teaching Practice

Evidence obtained through the analysis of documentary data gathered at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges, indicated that the rationale for the inclusion of teaching practice in teacher education programmes is not clear and informative. It is vaguely stated.

Regarding tutors' responses, item I (a) (Appendix C) requested tutors to indicate the rationale for the inclusion of teaching practice in teacher education programmes. Item I (b) (Appendix B) requested student teachers also to indicate the rationale for the inclusion of teaching practice in teacher education programmes. The responses of both tutors

and students indicated that the rationale for the inclusion of teaching practice in teacher education was to accord students an opportunity to practice teaching and to identify applicable and unapplicable methods of teaching. However, this rationale is not inclusive in the sense that it leaves out the "refinement of theories and principles" which is one of the propositions established in the criteria of the frame of reference for this study.

Objectives of teaching practice

The findings from the analysis of the documentary data gathered, revealed that there were no written down objectives of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges.

Concerning tutors' responses, item I (b) (Appendix C) requested tutors to indicate whether Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges had documented objectives of teaching practice. While the majority from each College indicated that there were no documented objectives of teaching practice, a relatively small number of tutors (Kasama 4, Malcolm Moffat 2), indicated that the objectives of teaching practice were not clear and a smaller number of tutors (Kasama 1, Malcolm Moffat 2, Kitwe 1) indicated that the objectives of teaching practice were clear.

In regard to students' responses, Item I (a) (Appendix B) requested student teachers to indicate whether the objectives of teaching practice were very clear, clear, not clear, not

established. The majority at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges indicated that the objectives of teaching practice were not established by the Colleges. However, a good number of students from each College indicated the contrary. A reasonable number of students (Kasama 9, Malcolm Moffat 12, Kitwe 11) indicated that the objectives of teaching practice were not clear; a relatively small number of students (Kasama 6, Malcolm Moffat 3, Kitwe 8) indicated that the objectives of teaching practice were clear and yet another small number of students (Kasama 4, Malcolm Moffat 4, Kitwe 1) indicated that the objectives of teaching practice were very clear.

Pre-practice Instructions

The analysis of the documentary data on pre-practice instructions showed that the instructions were not comprehensive. Only two propositions in the criteria of this study were included.

Concerning tutors' responses, item II (a) (Appendix C) requested tutors to indicate pre-practice instructions included in the preparation of teaching practice. Tutors' responses covered three propositions (of the five propositions established in the criteria of the frame of reference for this study), namely preparation of lesson plans, schemes of work, and teaching aids; classroom control and management, classroom interaction; and demonstration lessons. They left out presentation of the selected content, methodology

and questioning technique; and setting and marking class work and testing.

In regard to student teachers' responses, item II (a) (Appendix B) requested students to state the number of days spent on pre-practice instructions. The majority from each College stated that the number of days spent on pre-practice instructions was 2 days. A good number of respondents (Kasama 7, Malcolm Moffat 15, Kitwe 21) stated that the number of days spent on the pre-practice instructions was 3 days. A smaller number of respondents (Kasama 10, Malcolm Moffat 4, Kitwe 2) did not indicate. Four respondents from Kasama Teachers' College stated that the number of days spent on pre-practice instructions was 55 days (1 term).

Item II (b) (Appendix B) requested students to indicate whether the period for pre-practice instructions programmes was adequate. The majority of student teachers at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges indicated that the period for pre-practice instructions programme was inadequate. However, a reasonable number of students (Kasama 15, Malcolm Moffat 12, Kitwe 10) indicated that the period for pre-practice instructions was adequate.

In item II (c) (Appendix B) students were requested to indicate whether the pre-practice instructions programme was satisfactory. While the majority of students at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges indicated that

the pre-practice instructions programme was unsatisfactory, a sizeable number of students (Kasama 18, Malcolm Moffat 14, Kitwe 11) indicated that the pre-practice instructions programme was satisfactory.

In item II (d) (Appendix B) students were requested to indicate the number of demonstration lessons observed during the pre-practice instructions. The majority from each College indicated that the number of demonstration lessons observed during the pre-practice instructions was 2. A sizeable number of respondents (Kasama 11, Malcolm Moffat 6, Kitwe 3) indicated that the number of demonstration lessons observed during the pre-practice instructions was 4. Twenty four respondents (Kasama 4, Malcolm Moffat 8, Kitwe 12) indicated that the number of demonstration lessons observed during the pre-practice instructions was 1. However, 11 respondents (Kasama 5, Malcolm Moffat 4, Kitwe 2) indicated that the number of demonstration lessons observed during the pre-practice instructions was 0 and a good number of respondents (Kasama 15, Malcolm Moffat 10, Kitwe 11) did not indicate any number.

In item II (e) (Appendix B) students were requested to indicate the number of demonstration lessons they would like to observe during the pre-practice instructions phase. While the majority at Kasama and Kitwe Teachers' Colleges indicated that they would like to observe 7 demonstration

lessons during the pre-practice instructions phase, the majority at Malcolm Moffat Teachers' College indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase. Twenty six respondents (Kasama 16, Kitwe 10) also indicated that they would like to observe 5 demonstration lessons during the pre-practice instructions phase. Twenty two respondents (Malcolm Moffat 10, Kitwe 12) indicated that they would like to observe 9 demonstration lessons during the pre-practice instructions phase. Three small respondents groups (Kasama, Malcolm Moffat, and Kitwe) indicated that they would like to observe 6, 4, and 14 demonstration lessons respectively during the pre-practice instructions phase. On the whole the majority indicated that they would like to observe 7 demonstration lessons during the pre-practice instructions phase.

Organisation of Teaching Practice

The findings of the documentary analysis indicated that the organisation of teaching practice was not adequate in the sense that it did not include the provision of transport and resources which are some of the propositions established in the criteria for this study.

As regards to students' responses, item III (a) (Appendix B) requested students to indicate whether the organisation of teaching practice was satisfactory. While

the majority of students at Kasama and Kitwe Teachers' Colleges indicated that the organisation of teaching practice was not satisfactory, the majority at Malcolm Moffat indicated that the organisation of teaching practice was satisfactory. On the whole, the majority of students indicated that the organisation of teaching practice was not satisfactory.

Item III (b) (Appendix B) requested students to indicate whether they were provided with observation sheets, students teaching manuals and child study outlines. While the majority of students at Malcolm Moffat and Kitwe Teachers' Colleges indicated that they were not provided with observation sheets, the majority at Kasama Teachers' College indicated that they were provided with the necessary teaching resources. However, the majority indicated that they were not provided with the necessary resources.

Supervision of Teaching Practice

The documentary analysis indicated that the supervision of teaching practice was not adequate as there was not enough guidance given to students during the teaching practice period. It was further indicated that the supervision of teaching practice was not balanced in the sense that some subjects were more supervised than others.

Item IV (a) (Appendix B) requested students to indicate whether the supervision of teaching practice was adequate.

The majority of students at the three Colleges (Kasama, Malcolm Moffat, and Kitwe) indicated that the supervision of teaching practice was not adequate. However, a reasonable number of students (Kasama 15, Malcolm Moffat 10, Kitwe 13) indicated that the supervision of teaching practice was adequate.

In item IV (b) and (c) (Appendix B) information was sought from students on the changes they would like to see introduced in the supervision of teaching practice and in dealing with the problems related to the supervision of teaching practice respectively. Student teachers indicated that the supervision of teaching practice was inadequate in the sense that it was not balanced and that tutors would supervise half the lessons. They further indicated that the supervision of teaching practice was overridden with problems.

Evaluation of teaching practice

The documentary examination, revealed that the evaluation of students' teaching lessons tended to be destructive and that it was not based on merit.

Concerning students' responses, item V (Appendix B) sought information about the evaluation of students' teaching lessons. The analysis of the students statements indicated that the evaluation of students' teaching lessons was not based on merit. It was further indicated that it was rather destructive and that it was not intended to expose students' weaknesses and thus make constructive suggestions for rectifying them.

FOOTNOTES

1. Malcolm Moffat Teachers' College. Notes on Teaching Practice. May, 1979. p. 1.
2. Kasama Teachers' College. Staff Guidance and Teaching Duties. January, 1975, p. 1.
3. Kasama Teachers' College. Staff Guidance and Teaching Duties. January, 1975, p. 1.
4. Malcolm Moffat Teachers' College. Notes on Teaching Practice. May, 1979, p. 3.
5. Kitwe Teachers' College. Minutes of Teaching Practice Committee Meeting held on 13th February, 1979, p. 1.
6. Malcolm Moffat Teachers' College. Minutes of Teaching Practice Committee Meeting held on 22nd March, 1979, p. 3.
7. Kasama Teachers' College. Minutes of Teaching Practice Committee Meeting held on 22nd October, 1978, p. 3.
8. Malcolm Moffat Teachers' College. Minutes of Teaching Practice Committee Meeting held on 10th February, 1978, p. 1.
9. Kasama Teachers' College. Minutes of Teaching Practice Committee Meeting held on 2nd October, 1978, p. 1.
10. Malcolm Moffat Teachers' College. Minutes of Teaching Practice Committee Meeting held on 10th February, 1978, p. 1.
11. Purpel, D.E. "Student Teaching", The Journal of Teacher Education. Vol. XVIII No. 1 spring, 1967. p. 22.

CHAPTER V

RECOMMENDATIONS

Chapter I described the problem, the purpose, and the need for the study; in Chapter II the teaching practice programme was described; Chapter III reported the methodology and the techniques used for this study; and Chapter IV presented the findings of the study. This Chapter reports the recommendations of this study. The recommendations are based on the findings reported in Chapter IV.

The organisation of this Chapter is based on the sequence of items established in Chapter IV.

The rationale of Teaching Practice

The analysis of the documentary data at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges showed that the rationale for the inclusion of teaching practice in teacher education programmes is vaguely stated. Further, the analysis of both the tutors' and students' responses showed that the rationale for the inclusion of teaching practice in teacher education programmes was not inclusive. The "refinement of theories and principles" one of the propositions established in the criteria in the frame of reference for this study was left out.

The implementation of teaching practice programmes involves three groups of people with different background (students who may know nothing, class teachers who are experienced but may have vague ideas, and tutors who are

supposed to know what is involved in the implementation of teaching practice programmes). To avoid ambiguity in the implementation of teaching practice programmes, it is here recommended that the rationale for the inclusion of teaching practice in teacher education programmes be comprehensive and clearly stated because such a rationale would not leave any doubt in the minds of those involved in the implementation of teaching practice programmes as to what is required of the programme. Therefore, the writer recommends that a clear rationale, such as that suggested by this study, be spelled out for guiding the teaching practice component in Teacher Education programme.

Objectives of Teaching Practice

One of the major issues identified and established by the review of literature in Chapter I was lack of comprehensive definition and a clear-cut statement of goals and purpose of teaching practice programmes. The findings of the documentary analysis at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges indicated that there were no written down objectives of teaching practice. The analysis of both tutors' and students' responses at the three Colleges of Education, indicated that there were no written down objectives of teaching practice.

The evaluation of an education programme requires a determination of the programme's "intentions" which serve as the basis for its evaluation.

To make teaching practice more meaningful, it is here recommended that the teaching practice component in Teacher Training Colleges in Zambia should have clearly written down objectives. As Perrodin states:

The student teaching experience will be more meaningful if specific goals to be achieved are stated in writing.¹

Further, objectives of teaching practice should be clearly written down because their absence may make "many teachers in (practising) schools remain in ignorance of the purpose of teaching practice and even more important, of the contribution to it expected of them."²

Pre-practice Instructions

In Chapter I, the review of literature also revealed that time for imparting excellent instructions to student teachers is severely lacking. The findings from the documentary analysis revealed:

- i. that the pre-practice instructions programme was not comprehensive. The pre-practice instructions programme offered to student teachers in the preparation for teaching practice did not cover some of the pre-practice instructions established in the criteria in the frame of reference for this study;
- ii. that the pre-practice instructions period was devoted to data collection (see Appendix D VII); and

- iii. that the period for pre-practice instructions was too short.

The analysis of the tutors' responses indicated that the pre-practice instructions programme offered to student teachers during the preparation for teaching practice was not inclusive in the sense that it did not cover all the pre-practice instructions established in the criteria for this study. The examinations of the students' responses indicated that the pre-practice instructions programme was neither satisfactory nor adequate. Further, as it was indicated in Chapter II, demonstration lessons were not necessarily given by experts.

Considering that the standard of teaching displayed during teaching practice is determined by the quality of pre-practice instructions offered to student teachers during the preparation for teaching practice and considering the fact that the success of the student teachers also depends on the quality of the pre-practice instructions, it is here recommended that:

- i. pre-practice instructions be as comprehensive as suggested by this study;
- ii. the period for pre-practice instructions be extended from two days to three weeks. This is important because this forms part of the practical training of student teachers. As Pires indicates:

Demonstration lessons by the staff of the teacher education institutions and by experienced teachers should form an important part of the practical training of student-teachers.³

The first two weeks should be spent on expert demonstration lessons, micro-teaching and peer-teaching. The third week should be spent on teaching practice observation.

iii. teaching practice observation should be divided into two phases. The first phase which should last three days may be spent on observation of class teachers' teaching lessons. The other two days should be spent on data collection. It should be noted that when student teachers are on teaching practice observation, they should be given two forms. One of the forms should contain information which would guide them when evaluating class teachers' teaching lessons. The other form should contain instructions for collecting data regarding timetables, schemes of work, where to start teaching. This is important because observation involves careful consideration of a certain fact or event; it implies close and directed attention. Over and above all," In order to make proper and full use of his period of watching in the classroom, the prospective teacher must

be appraised of what the aspects of teaching a lesson are, so that he will know what to focus his attention upon."⁴

It is further recommended that during the pre-practice instructions period, demonstrations by teacher educators and experienced teachers should be given because "if the student teacher is exposed to what purports to be effective teaching, the osmosis process automatically will enable him to absorb from the supervising teacher an approach or style that is effective. At the same time it is assumed that the processes automatically filter out any approach or style that is not effective."⁵

Organisation of Teaching Practice

The review of literature in Chapter 1 identified and established that the organisation of teaching practice was not satisfactory. The documentary analysis at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges indicated that the organisation of teaching practice was not satisfactory because it didn't provide teaching aids and transport for both tutors and students. The analysis of the students' responses indicated that the organisation of teaching practice was not comprehensive because it didn't cover some of the proposition established in the criteria for this study.

According to the criteria of the frame of reference for this study, the organisation of teaching practice should include:

- a. the provision of resources such as paper for making maps and teaching files and teachers' handbooks;
- b. the provision of transport for both tutors and students; and
- c. the provision of adequate arrangement for feeding students on teaching practice.

To make the training of pre-service student teachers easier, it is here recommended that both the Colleges and the Ministry of Education should consider very seriously the provision of the teaching resources so that student teachers would be able to implement all the methods learnt in the College. Lack of resources would inhibit students ~~from~~ ^{ing} ~~to implement~~ some of the methods learnt in the College. As one of the lecturers indicated:

Lack of resources in practising schools inhibits our students to implement some of the methods we teach them in the College (Appendix C Item III (f)).

The provision of transport is a key to the successful organisation of teaching practice. As one of the teaching practice organisers states:

In the College if you have to organise teaching practice you have got to have your own transport (Appendix C Item III (f)).

This appears to be the case because at the time of investigation there was such a coincidence. All organisers of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges had to use their own transport. As a

result, the Colleges cannot utilise all schools at their disposal as one of the tutors at Kitwe Teachers' College indicated:

Kitwe District has 37 Primary Schools but we can only utilise 11 schools which are near the College because students and tutors have to walk to those schools. At those schools where we send our students we can't afford to leave a class. We have to utilise all the classes. Some of those classes have no class teachers, and some of them have untrained teachers (Appendix C Item III (f)).

To make the work of Teachers' Colleges much lighter, it is further recommended that the Ministry of Education provide them with adequate transport. The Ministry of Education may not meet problems in securing the funds for transport from the Government which has demonstrated its ability in this area by the rate and quality of transport it has provided to the Police Institutions in the country and considering that the Zambian Government appears to be well aware of the fact that the "teacher holds key to new reforms."⁶

Alternatively, considering the fact that the Zambian nation has accepted "Humanism as its ideology" and the fact that the corner stone of Zambian Humanism is "self-reliance," Colleges should stop to regard the provision of transport as the responsibilities of the Ministry of Education. The Colleges of education populated with 95 per cent of mature persons, cannot fail to organise functions for raising funds to buy vehicles for the organisation of teaching practice. Colleges of education at this stage cannot escape criticism for failing to raise funds for transport when small Primary

Schools and Secondary Schools have raised funds for erecting fences and Halls. For example, Central School in Mufulira (Primary School) through the organisation of functions raised funds for a fence and School Hall. Munali Secondary School in Lusaka raised funds and bought a mini-bus which is being used to raise more funds for the school.

Supervision of Teaching Practice.

The review of literature in Chapter I also indicated that the supervision of teaching practice was not usually adequate. The documentary findings indicated that the supervision of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges was not adequate as there was not enough guidance given to student teachers. The findings further indicated that the supervision of teaching practice was not balanced. Some subjects were more supervised than others. The analysis of the students' responses indicated that the supervision of teaching practice at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges was not adequate.

It is, therefore, recommended that the supervision of teaching practice be increased and balanced because it is by means of supervision that guidance is given to student teachers.

The Colleges of education may improve the supervision of teaching practice by:

- a. allocating a certain number of tutors to a certain number of practising schools and

indicate to them the amount of supervision required. For instance, at Malcolm Moffat Teachers' College which has four practising schools and 20 tutors, 5 tutors would be assigned to a practising school during the period of one teaching practice. This method of supervising teaching practice, however, would not take into consideration the question of specialisation though consideration must be given to subjects that have no specialists in the College and those subjects like Science and Art and Craft which usually have one lecturer. Although some Colleges might have unsuccessfully tried this method of supervision in the past, if strictly followed, it might improve the supervision of teaching practice;

- b. identify competent class teachers with the General Certificate of Education in practising schools. Those identified be brought to training Colleges to be trained in how to supervise teaching practice programmes (one or two from each practising school). These would be utilised throughout the supervision period or when it is discovered that some students are undersupervised. These would supervise those students to provide the balance advocated;

- c. send both first and second years students on teaching practice at the same time so that tutors concentrate on the supervision of student teachers only;
 - d. bring in local Inspectors of schools to help with the supervision of teaching practice.
- After all, these are the people who evaluate class teachers' teaching lessons.

Evaluation of Teaching Practice

The review of literature in Chapter I established that evaluation is one aspect of teacher education that is most hated by student teachers. The documentary analysis revealed that at Kasama, Malcolm Moffat, and Kitwe Teachers' Colleges evaluation of students' teaching lessons was (a) not based on merit, (b) not intended to expose students' weaknesses and suggest solutions for rectifying those weaknesses. The scrutiny of students' responses revealed that the majority of students think that the evaluation of students' teaching lessons was (a) not based on merit, and (b) it was rather destructive.

The criteria established in the frame of reference for this study states:

Colleges evaluate students' performance by an evaluation system which is objective and intended to expose students' weaknesses and suggest ways of improving with a grading system based on merit.

To make evaluation more meaningful to student teachers, it is recommended that:

- a. Supervising tutors should make every effort to be fair. The degree of fairness may be achieved by group supervision where two or more tutors evaluate the same lesson. After the evaluation of the lesson, the tutors discuss the students' performance and on the basis of the grades that each has awarded the student reach a compromising grade for the students' performance in the lesson;
- b. Although not all students would give a genuine evaluation of their lessons, objectivity may be achieved by allowing a student to evaluate his or her lesson before putting a grade on the evaluation note. They should also avoid taking sides in arguments with students on the lessons they evaluate and should be more friendly with students. This is important because a student is most likely to accept as genuine suggestions from anyone regarded as a friend. It is common sense that a student would like to be supervised by a friendly tutor;
- c. Tutors, when evaluating students' lessons, should make every effort not only to expose students' weaknesses but also the solutions for rectifying the weaknesses;
- d. supervising tutors should also make sure that the grade for the students' performance reflect

on the content of the evaluation note they award to the student teachers;

- e. supervising tutors should make every effort to acknowledge the students' effort in any lesson they supervise regardless of the students' performance.

This is important because "the maintenance of interest and curiosity, however, at least in part, depends upon success and acceptance and praise that effort brings."⁷ If this is to be achieved the supervising tutors should try to avoid making any destructive comments to student teachers.

The above recommendations suggest the following format of an evaluation note:

- i. Acknowledgement comments on the students' effort in the lesson;
- ii. Identification of students' weaknesses in the lesson;
- iii. Suggestions for overcoming the weaknesses identified;
- iv. A grade that should reflect the content of the evaluation note.

The need for further Research

This study has identified and established a number of problems which would require further research on such issues as lack of clear objectives of teaching practice; inadequate supervision of teaching practice; the nature of evaluation

of teaching practice.

There is need to carry out a research on the methods of training pre-service teachers in Zambia. There is hardly any information on the methods that are used in training pre-service teachers in Zambia.

There is also need for team research on the organisation and administration of teaching practice which would cover all the pre-service primary teachers' Colleges to reveal any problems of peculiar nature to certain Colleges of education in Zambia.

Though this study is a contribution to throwing light on some of the problems of Teacher Education in Zambia, it is not inclusive and exhaustively descriptive. There is, therefore, need for further research on various aspects of Teacher Education in Zambia for improving on the quality of trained teachers.

FOOTNOTES

1. Perrodin, A.F. (ed)., The Student Teachers' Readers. Chicago: Rand McNally and Company, 1966. p.3.
2. Teacher Education and Training. Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme. London: Her Majesty's Stationery Office, 1972. p.20.
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APPENDIX A

Investigator's frame of reference for examining
teaching practice component of pre-service
primary teacher education in Zambia.

APPENDIX A

Investigator's Frame of Reference For Examining Teaching Practice

Component of Pre-Service Primary Teacher Education in Zambia.

<u>Issues</u>	<u>Criteria</u>
Why is teaching practice included in pre-service primary teacher education in Zambia?	Teaching Practice is intended to allow students an opportunity to practise teaching, test, and refine theories and principles of teaching learnt in the College.
What are the objectives of teaching practice?	<p>Teaching Practice provides an opportunity to students to:</p> <ul style="list-style-type: none"> i) assess the strengths, weaknesses, and potential of a prospective teacher while under the guidance of experienced supervising tutor; ii) gain confidence in ability to put theory studied in College into practice in the classroom; iii) develop a fuller and better understanding in student teachers of the psychological development of children; and iv) determine what further study and practice are needed for the ever continuing task of self-improvement.
What pre-practice instructions should be included in the preparation for teaching practice?	<p>Pre-practice instructions for teaching practice should include;</p> <ul style="list-style-type: none"> i) preparation of lesson plan, schemes of work, and teaching aids;

- ii) presentation of the selected content, methodology and questioning technique;
- iii) classroom control and management, classroom interaction: teacher pupil relationship and relationship among pupils;
- iv) setting and making class-work and testing;
- v) demonstration by teacher educators and experienced teachers.

How is teaching practice organised and administered in the College and associated schools?

The organization of teaching practice should include:

- i) the provision of resources such as teachers' handbooks and paper for making teaching aids;
- ii) the provision of transport for both tutors and students; and
- iii) the provision of adequate arrangement for feeding students on teaching practice.

How is teaching practice supervised?

Supervision of student teachers is done by:

- i) checking student's lesson plans before they are taught;
- ii) supervision of one quarter of the lessons taught by the student teacher during the period;
- iii) sitting through an entire lesson.

How do Colleges evaluate the student teacher's performance on teaching practice?

Colleges evaluate student's performance by an evaluation system which is objective and intended to expose students' weakness and suggest ways of improving with a grading system based on merit.

APPENDIX B

Student Teachers' Questionnaire

APPENDIX B

UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATION

M.ED. RESEARCH PROJECT

An Investigation into the Teaching Practice Component of
Pre-service Primary Teacher Education in Zambia

Dear Student,

OBJECTIVE

Now that you are in the second year, it is felt that you can make a contribution to the objective assessment of the student teaching practice.

The purpose of this questionnaire is to seek your opinion about the specific characteristics of teaching practice which will contribute to making possible recommendations as regards an appropriate pattern for primary teacher education in relation to the provision and organization of Teaching Practice in Zambia.

Directions:

1. Please do not write your name on the questionnaire.
2. Please answer the following questions honestly and frankly.

1. THE OBJECTIVES OF TEACHING PRACTICE

- a. With a tick (✓) please check one.

The objective of teaching practice is:

- i) very clear and understood by students ()
- ii) clear and understood by students ()
- iii) not clear to students ()
- iv) not established by College ()

- b. What, in your opinion, should be the objective of student teaching practice?

II. PRE-PRACTICE INSTRUCTIONS

- a. What is the duration of pre-practice instructions?
- b. Do you think the time for pre-practice instructions is adequate? Yes () No ().
- c. Do you think the pre-practice programme is satisfactory? Yes () No ().

Give reasons for your answer.

- d. How many demonstration lessons do you observe during the pre-practice instructions phase?

- e. How many demonstration lessons would you like to observe during the pre-practice instructions phase? -----

- f. State what you like about the pre-practice instructions.

- g. State what you dislike about the pre-practice instructions.

- h. What changes, if any, would you like to see introduced in the pre-practice programme?

III. ORGANIZATION OF TEACHING PRACTICE

- a. Is the organization of teaching practice satisfactory?

Yes () No ().

Give reasons for your answer.

- b. Are you provided with any material aids in the form of observation sheets, student teaching manual, child study outlines, which would help you on teaching practice.

Yes () No ().

- i) If the answer is negative, please state whether you would like to have them provided and what you would like to see included.
- ii) If the answer is positive, list the kind of material aids provided.

- c. With a tick (✓) please indicate who allocates to student teachers the classes and the subjects to be taught by them during teaching practice.
- i) the college itself ()
 - ii) co-operating schools ()
 - iii) the college in collaboration with co-operating schools ()
- d. What are the problems related to the organization of teaching practice?
Please list them below in their order of seriousness.

IV. SUPERVISION OF STUDENT TEACHING PROGRAMME

- a. Supervision of teaching practice is adequate.
Yes () No ().
Give reasons for your answer.
- b. What changes, if any, would like to see introduced in the supervision of the student teaching practice?
- c. What are the problems related to the supervision of student teaching practice?
Please list them below:

V. ASSESSMENT OF TEACHING PRACTICE

- a. Please name three things you particularly like about the assessment of teaching practice.
- i)
 - ii)
 - iii)
- b. Please name three things you dislike about the assessment of teaching practice.
- i)
 - ii)
 - iii)
- c. Make a few suggestions as to how you would like to be assessed on teaching practice.

d. Please give three suggestions for the improvement of the assessment of teaching practice.

- i)
- ii)
- iii)

APPENDIX C

Tutors' scheduled interview

APPENDIX C
UNIVERSITY OF ZAMBIA
DEPARTMENT OF EDUCATION
M.D. RESEARCH PROJECT

An Investigation into the Teaching Practice Component of
Pre-service Primary Teacher Education in Zambia

An interview schedule for
Principals and tutors of the
three selected pre-service
primary school teachers'
training Colleges.

I. THE OBJECTIVE OF STUDENT TEACHING PROGRAMME

- a. What are the objectives of teaching practice in this College?
- b. With a tick (✓) please check one.

The objectives of teaching practice are:

i) not established by the college ()

ii) not clear to tutors ()

iii) clear to tutors ()
- c. How are these objectives made clear to staff and students in this college?
- d. What action does the College take to implement these objectives?
- e. Has the College ever attempted to find out whether the objectives are achieved?

II. PRE-PRACTICE INSTRUCTIONS

- a. What kind of pre-practice instructions is provided in this college?
- b. How much time is taken up by the pre-practice programme and where does it take place?
- c. What are the reasons, if any, for extending, limiting or changing the pre-practice instructions programmes?

III. ORGANISATION OF STUDENT TEACHING PRACTICE PROGRAMME

- a. What is the pattern and duration of teaching practice?
- b. Who is involved in organising teaching practice?
- c. Where does teaching practice take place?
- d. When?
- e. How are the schools involved in organisation?
- f. What are the problems experienced in organising teaching practice?

IV. SUPERVISION OF STUDENT TEACHING PROGRAMME

- a. Who are the persons entrusted with the supervision of the student teaching programme?
- b. State the specific responsibilities of each of these persons?
- c. What main difficulties does this college experience in the supervision of student teachers?

V. ASSESSMENT OF TEACHING PRACTICE

- a. What is the procedure for assessing students' teaching lessons?
- b. What steps are taken to help students improve their performance whilst on teaching practice?
- c. How is the final grade for teaching practice arrived at for each student?
- d. What aspects of the assessment procedure would you like to see changed?

APPENDIX D

Evaluation Notes and Observation Sheets

25/7/78

Mrs. J. Mankunka,
Mindolo School.

(C+)

Subject: English
Grade 2

Comments

1. Introduction:

The teacher read the dialogue while pupils repeated. It seemed you enjoyed the dialogue other than teaching pupils here finding difficult in saying the dialogue because you concentrated on both groups at the same time.

2. I suggest that when conducting a dialogue teach one group first without referring to the other group as this will confuse other pupils and get lost in the process.

I was not happy with your approach to me over a number of crits. You should understand that I am your group tutor and I keep all the records about you. If you become impossible I will not hesitate to recommend to the Principal to get you withdrawn from teaching practice. I was very much perturbed about your behaviour (you are rude).

Your lesson was fairly good,

Supervisor.

27/7/76

Ituna P. School

(D)

Miss. L. Kachiza

Number Work

GRD II

1. Was quite smart in outlook to - day.
2. Voice was natural and lively.
3. It was good to use a flannel graph. When you put pattern cards on flannel graph don't call them dots, call them numbers.
4. If you want to use apparatus in Maths, issue these before and quitely. Your chn were really chaotic because you had no system of issuing this. Occupy chn fully first. If they are chaotic, let them stand up, fold arms, and sit down.
5. When controlling a chaotic class don't speak loudly speak quitely. A very chaotic class which couldn't follow. The whole lesson was a failure I am sorry nothing was accomplished.

Supervisor

Miss Rose Ng'andwe 2E
Chiba Primary School

1st June, 1976

Languages (Zambian)

Grade 5

1. Preparation: your notes are well detailed and easy to follow good.
2. Boardwork: Please write the title in full instead of writing Z.L. you should write Zambian Language.
3. Teacher's manner: steady and confident. Tone of voice is very good.
4. Class control: Good, but see that only one child talks at a time during the discussion.
5. Presentation: Your lesson was well organised. Its good that you allowed pupils to participate freely in the discussion. Generally a satisfactory lesson.

(6)

Supervisor

D (IV)

25/10/78

MR. J. MUSONDA

CL. 5A

GRADE 1

BEMBA

1. Voice audible and clear.
2. Good questioning system.
3. Discipline quite positive.
4. Chn's work quite satisfactory try to discourage chn. from making unnecessary rubbing.
5. Generally the lesson was good

(B = 58%)

Supervisor

L. Kachiza D (V)

R.E. D+ 2.D

Ituna 11 B

1/6/76

1. Full lesson plan but try to be neat and avoid spelling mistakes.
2. Found the teacher teaching about respect towards others, through questions which encouraged pupils to think. But later I was disturbed you could not follow your steps in the logical sequence as you had prepared in the prep book. More time was wasted on singing.
3. B B work was good.
4. You should be more firm with discipline as children are too noisy.
5. Dress, manners and voice were good.

Supervisor

D (VI)

Mr. M.J. Simukonda

Grade 5

30th October, 1979

All your lesson preparations are not seen and approved by your subject tutors. This is very serious.

I'll be checking to ensure that this is followed.

(D-)

(Signed)
Supervisor

D (VII)

KASAMA TEACHER TRAINING COLLEGEEDUCATION DEPARTMENTTEACHING PRACTICE OBSERVATION

NAME..... CLASS.....

SCHOOL SENT.....

GRADE TO TEACH.....

Take this form with you as a guide to get the information you require.

1. Ask for class Time-Table. Copy it down on your blank. Don't forget the lesson time. Ball point (Blue) for the periods you will take, Pencil or red for your partner's or C/Teacher.
2. Check for display space for your Visual Aids or pupils' work. It is available?.....
3. Does the C/Teacher display good work only or is it both?
.....
4. When children want to answer oral questions in class, what do they do in this class?
5. Is the class divided into groups?.....
6. Names of the groups are (a).....
(b).....(c).....
7. Are charts well hang on walls? be sincere
8. Do you like the sitting arrangements here?.....
9. Is there a class list or class plan? If not make the plan now.
10. The names of the class Monitors are (a).....
(b).....(c).....
(If three)
11. Who is the H/Master here?.....
12. Who is the D/H/Master?.....

13. Your class Teacher you will work with is Mr, Mrs, Miss
.....
14. Have you a sweepers' List? Findout.
15. Have you already categorically, taken down your 3 weeks' scheme of work? Do so now neatly ~~in~~ all your subjects you will take this first week.
16. Ask now if each subject has an exercise book. If not, which subjects share?
.....
17. Is there a music period in your class? Oh! it's fun to have it
.....
18. Does every class have P.E. at same time? If yes, this is unfortunate however, ask what equipment will be available
.....
.....