

A NEEDS ASSESSMENT OF INSERVICE TEACHER EDUCATION FOR ZAMBIAN  
JUNIOR SECONDARY HISTORY TEACHERS RELATED TO EFFECTIVE  
IMPLEMENTATION OF THE 1977 EDUCATIONAL REFORMS

by

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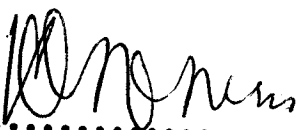
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## ABSTRACT

The study theorised that teacher education consisted of preservice and inservice aspects. Deficiencies and emerging changes in teaching might be addressed through inservice teacher education. Research on teacher education repercussions of the 1977 Educational Reforms might contribute towards policy development on inservice teacher education, help formulate relevant inservice programmes and facilitate implementation of the desired innovations.

All Zambian junior history teachers in government and aided secondary schools constituted the population for the study. The sample was 100, drawn randomly from 50 schools in five provinces. Data were collected on a five-part questionnaire whose alpha reliability averaged .77 for all the Likert-type scales. Two null hypotheses were tested for significance at .01 level by Kendall's Coefficient of Concordance (W) to achieve the objective and fulfil the purpose of the study.

Inservice teacher education policy, goals and objectives were found not specifically stated. Diplomate teachers outnumbered the graduates considerably. All the Kendall Coefficients of concordance were significant. The need for inservice teacher education was always present but higher with the Educational Reforms. Teachers had vested interests in the organisation of their inservice programmes.

From the findings, it was concluded that all categories of junior secondary school history teachers needed inservice teacher

education for effective implementation of the 1977 Educational Reforms. However, it was recommended that the policy, goals and objectives of secondary school inservice teacher education should be established prior to the provision of inservice programmes. Inservice teacher education needs should be catered for per teacher category according to preferences, intensity and priority. At least five conclusions were derived and 13 recommendations were formulated for further thought and appropriate action.

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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

Teacher education should incorporate preservice and inservice training. Teaching needed life-long education through inservice programmes because societal, students' and disciplines' needs were continuously and rapidly changing. Needs for inservice teacher education required identification before providing inservice programmes. The extent per teachers' needs as well as teachers' preferences on the organisation of inservice programmes needed to be explored prior to policy formulation. This theorisation adopted from Waddimba (1982a:1) seemed to accommodate the envisaged study and others related to inservice teacher education.

#### The Problem

In Zambia, inservice teacher education was cited in the Third National Development Plan (TNDP) and the 1977 Educational Reforms (Waddimba, 1982a:6). There was no evidence of specific policy, goals and objectives on inservice education (Waddimba, 1982a:6-7). The Educational Reforms (Ministry of Education, 1977) seemed to constitute a great innovation in educational goals and objectives. Changes of similar magnitude usually warranted various aspects of inservice teacher education when implemented.

The post-independence expansion in education led to an increased demand for teachers. Past recruits to preservice teacher education might not have had excellent 'Ordinary Levels' as entry qualifications. Two years of a preservice diploma for junior secondary teachers appeared too short so that comprehensive and complementary inservice teacher education might be essential.

Zambian junior secondary history teachers were trained at Nkrumah Teachers' College and the University of Zambia. The Educational Statistics 1979 (Ministry of Education and Culture, 1982a:95) indicated a composite teacher output of 490 diplomates and 316 graduates from Nkrumah and the University respectively between 1971 and 1974 inclusive. By 1973, the University had produced 1,225 teachers (Educational Statistics 1979, Ministry of Education and Culture, 1982a:95). Nkrumah, Copperbelt, Luanshya, Natural Resources Development College and Evelyn Hone College produced 2,372 junior secondary teachers by 1979 (Educational Statistics 1979, Ministry of Education and Culture, 1982a:95). According to the same Educational Statistics, only 34 per cent of 3,597 secondary school teaching force trained locally in 1979 were graduates. Unless teachers were sufficiently trained to cope with changes envisaged in the 1977 Educational Reforms, inservice teacher education might be needed a great deal more than would have been.

Other limitations in secondary preservice teacher education included shortages of qualified teacher-educators. The Educational Statistics 1979 (Ministry of Education and Culture,

1982a:92) showed that four lecturers at Nkrumah in 1979 were untrained. Shortage of instructional materials might also hinder the smooth implementation of the Educational Reforms (Ministry of Education 1977:30). These and other problems mentioned in the review of literature intensified the need for inservice teacher education in Zambia.

Waddimba (1982a:46) showed that the extent of secondary teachers' needs and preferences on the organisation of inservice teacher education were unknown. Implementation of curriculum changes allegedly depended largely on the effectiveness of teachers. A study of related perspectives was designed to deal with the problem among Zambian Junior Secondary History Teachers. Interest and experience of the author in problems of teaching junior secondary History compounded with unforeseen difficulties expected from a merger of History and Geography into Social Studies as suggested in The Proposed Structure Of The New School Curriculum (Ministry of Education and Culture, 1982:4) and the Basic Education Social Studies Syllabus (Ministry of Higher Education, 1983:50-96) provided the rationale for choosing History and not any other subject.

### Purpose Of The Study

The purpose of the study was to specify needs for inservice teacher education in history and to determine the teachers' organisational preferences of inservice programmes. Specifically, the study attempted to achieve two objectives:

1. To determine the content, intensity and priorities of inservice teacher education  
Zambian junior secondary history teachers  
needed for effective implementation of  
the 1977 Educational Reforms.
2. To identify teachers' preferences of  
inservice organisational arrangements.

### The Hypotheses

In order to solve the problem and fulfil the purposes stated above, the null and alternative hypotheses presented below were tested for significance at .01 level:

- 1.1. Hypothesis one ( $h_0$  one): There is no agreement among junior secondary history teachers on their inservice teacher education needs for effective implementation of the 1977 Educational Reforms.
- 1.2. Hypothesis ( $h_1$  one): There is agreement among junior secondary history teachers on their inservice teacher education needs for effective implementation of the 1977 Educational Reforms.
- 2.1. Hypothesis two ( $h_0$  two): There is no agreement among junior secondary history teachers on their inservice teacher education organisational preferences.
- 2.2. Hypothesis ( $h_1$  two): There is agreement among junior secondary history teachers on their inservice teacher education organisational preferences.

### Implications of the Hypotheses

If accepted, hypothesis one ( $h_0$  one) would imply that the Kendall Coefficients of Concordance (W) were low, not significant and that there was no agreement among junior secondary history teachers on their inservice teacher education needs for effective implementation of the 1977 Educational Reforms.

Inservice teacher education was not inevitable to implement the innovations effectively. The changes might be implemented without fear of adverse consequences.

If accepted, hypothesis two ( $h_0$  two) might imply that the Kendall Coefficients of Concordance (W) were low, not significant and that there was no agreement among junior secondary history teachers on their inservice teacher education organisational preferences. Any order of arrangement might not affect the outcome of the programmes. Whereas differences among teachers and between schools might exist, no significantly consistent and systematic agreement emerged.

If rejected, hypothesis one ( $h_0$  one) would imply high and significant Kendall Coefficients of Concordance (W). Inservice teacher education was needed for effective implementation of the 1977 Educational Reforms. The type and scope of the needs per teacher category were to be specifically planned for. The nature and scope of the needs would dictate the kind of inservice teacher education designed to cater for shortcomings. Unless needed inservice programmes were provided, implementation of the Educational Reforms might not be as successful as expected. Goals and objectives in the Educational Reforms might not be attained. The teachers' order of priorities needed to be considered when providing inservice teacher education. The alternative hypothesis ( $h_1$  one) would be accepted.

If rejected, hypothesis two ( $h_0$  two) might imply high and significant Kendall Coefficients of Concordance (W). Teachers would



have had common preferences regarding the organisation on inservice programmes. The views, priorities and preferences of teachers needed to be incorporated in the programmes. Priorities and preferences supported by facts needed appropriate action so that the objectives of inservice teacher education might be achieved. The outcome of inservice teacher education programmes arranged differently might have adverse effects on the success of the Educational Reforms. Consequently, the alternative hypothesis would have to be accepted.

### The Assumptions

Four assumptions were selected to supplement the theory on the study which was also embodied in the introduction or the theoretical framework, the hypotheses and the review of literature. Inservice teacher education was important as an on-going process of educating teachers. Changes in educational policy and curricula needed to be incorporated in teacher education to prepare teachers on their implementation. The relevance of inservice teacher education depended on how it catered for teachers' perceived needs as well as teachers' needs according to specialists. Inservice teacher education might fail to achieve its objectives unless teachers' priorities and preferences were catered for.

### Significance of the Study

Inservice teacher education was seen as an essential aspect of teacher education. In Zambia, the 1977 Educational Reforms apparently included many fundamental changes whose inservice teacher education repercussions needed to be known and acted upon appropriately. The results from this study might contribute to the improvement of

teacher education and review of related policy.

Findings might facilitate the effective implementation of the Educational Reforms by revealing the content, extent and intensity of inservice teacher education which was needed. Teachers' preferences for inservice organisational arrangement might also be revealed. Assuming that the results were useful to educational leaders, teachers, teacher-educators and national development through improved education, the pupils might benefit from the results of the study.

#### Limitations of the Study

Inservice teacher education applied to every discipline. A comparative and countrywide study was preferred. Being a preliminary investigation, the study was confined to 100 Zambian junior secondary history teachers picked randomly from 50 government and aided secondary schools in five provinces of Zambia. A more comprehensive study was not conducted due to financial, transport and other inevitable constraints.

#### Definition of Terms

The following terms, concepts and abbreviations used in the dissertation were defined as presented below:

Aided Secondary Schools: Church or mission administered secondary schools funded largely by the government.

Educational Reforms: A document published by the Ministry of Education in 1977 containing Zambia's proposed educational changes and recommendations based on the views of the general public, the ruling political party, the government and the Ministry of Education.

INSET: Inservice education of teachers.

Inservice Teacher Education: Any course, seminar or workshop intended to increase teachers' knowledge, skills and positive attitudes after initial training.

Junior Secondary Teachers: Grade eight, nine and ten teachers of history at the time of research.

Needs Assessment: A systematic study of the current versus the ideal inservice teacher education needs.

Reliability: Consistency with which an instrument yielded similar results under equivalent conditions.

T.N.D.P.: Third National Development Plan of Zambia for the period 1979 - 1983 inclusive.

Validity: The extent to which an instrument measured what it was supposed to measure.

#### Organisation of the Dissertation

Chapter one outlines the statement of the problem embracing the introduction, the problem, purpose of the study, the hypotheses, implications of the hypotheses, the assumptions, significance of the study, limitations of the study and the definition of terms. The review of literature is summarised in chapter two under selected sub-headings deemed appropriate. In chapter three, the procedure and methods are elaborated in the order of the population, the sample, sampling procedure, type of data needed per hypothesis, data collection methods, development of the instrument, reliability of the instrument, validity of the instrument and data analysis per hypothesis. The findings of the study and the relevant discussion are presented in the fourth chapter. The summary, conclusions and recommendations arising from the study are the subject matter of chapter five.

## CHAPTER II

### REVIEW OF LITERATURE

A review of related literature was conducted to complement the theoretical framework of the study in the introduction, hypotheses, assumptions and research design.

#### Organisation of the Review

The review revealed a very large body of literature on INSET emanating from previous research. A summary of selected sources was arranged as presented below. The review of literature centered on the historical background of INSET, Zambia's 1977 Educational Reforms, policy on INSET, goals and objectives of INSET, INSET needs current then, implicit INSET needs in the Educational Reforms, teachers' reactions to and preferences for INSET programmes, problems regarding INSET provision and summary of the review. Each one of these sub-headings was discussed and summarised separately below.

#### An Historical Background

In most African countries, political independence was followed by economic, social and educational changes. Zambia attempted to revamp her British-type educational system to make it more relevant and efficient (Stannard, 1972:29). Curricula and teaching methods were reviewed and modified (Thompson, 1982:7). A survey of INSET needs in some African countries was conducted by Trevaskis (1969). Vivian (1977)

researched further on INSET in Africa. The 1979 Swaziland Commonwealth conference on INSET was followed by INSET Africa Project (Waddimba, 1982a). A report published in 1982 covered both the 1979 Conference and INSET Africa Project (Greenland, 1982:5).

Most of the research efforts cited above were directed at primary school teachers and primary teacher-educators. In Zambia, research on INSET also attracted attention mainly at primary teachers and primary teacher-educator levels (Waddimba, 1982a, b; Chishimba & Kibria, 1982). This study attempted to bridge the historical gap on secondary INSET in Zambia.

#### Some Characteristics of Zambia's 1977 Educational Reforms

Zambia's desire to implement her 1977 Educational Reforms appeared to have intensified the need for INSET. As indicated below by pages and chapters, the Educational Reforms (Ministry of Education, 1977) aimed at developing each individual fully for the benefit of society. To achieve this broad aim, basic education was to be provided up to Grade nine (p.11). The curriculum was to be diversified (Chap.3). Syllabi and examinations were to be localised (Chaps. 6-7). The educational system was to be expanded and improved (p.77). "Education For Development" was to be stressed through humanism, self-reliance and production units (Chap.2). Teacher education was to be improved to enable teachers to cope with the anticipated changes (Chap.11).

According to the Educational Reforms (Ministry of Education, 1977:11) the new school structure comprised nine years of basic education and three years of senior secondary education. The Educational Reforms (p.29) were intended to meet Zambia's changing developmental needs. Several implementational problems such as an increased student population, need for additional funds and a greater demand for teachers, classrooms, laboratories, furniture, materials, equipment, teachers' accommodation, provision of necessary INSET and other related needs were anticipated (p.17).

Klassen and Leavitt (1978:27) had evidence which showed that Nigeria was faced with similar problems when she introduced universal primary education (UPE). The expressed and implicit INSET needs in Zambia should preferably be derived from research-based data in studies like the current one.

#### Zambia's National Policy on INSET

There was no specifically stated policy on INSET in Zambia (Waddimba, 1982a:6-7). Policy on INSET needed to be written clearly (Waddimba, 1982a:70). At the time of research, policy on INSET was only deduced from excerpts in the Educational Reforms and the Third National Development Plan (Waddimba, 1982a:6-7). According to the Educational Reforms (Ministry of Education, 1977:12) inservice education was aimed at increasing the understanding, competence and productivity of workers. As far as teaching was concerned, INSET policy statements, research and implementation emphasised more on primary teachers and teacher-educators (Waddimba, 1982a).

The findings from this study might contribute towards policy development on INSET for junior secondary school history teachers.

### Goals and Objectives of INSET in Zambia

The goals and objectives of INSET in Zambia were also not stated specifically. Like the policy, INSET goals and objectives needed to be written clearly in a separate and comprehensive booklet (Waddimba, 1982a:70). It was not clear whether the various "policy" excerpts cited in Waddimba (1982a:6-7) also constituted the goals and objectives of INSET in Zambia. Waddimba (1982a:6) defined goals as long-range general aims and objectives as specific short-term or intermediate performance outcomes.

A few items from Trevaskis (1969:45) seemed suitable for inclusion in the objectives of secondary school INSET in Zambia. The programmes offered should preferably lead to the award of higher teaching qualifications. There was need to broaden the participants academically. Participants needed advanced training in teaching methods and skills of curriculum construction, development and evaluation. Some programmes might be aimed at preparing participants for new responsibilities or at improving their managerial, administrative and supervisory skills. Findings from this study might contribute towards establishing relevant secondary school INSET goals and objectives.

Needs for INSET at  
the Time of Research

Previous research showed that INSET was needed as part of a continuous process of educating teachers (Bude & Greenland, 1983:31). While INSET officials and the TNDP put the priority on primary school teachers and teacher-educators, the Educational Reforms did not indicate any priorities for INSET and there were indications that secondary school INSET was also needed (Waddimba, 1982a:8). Changes in curricula required every teacher or teacher trainer to be equipped with new techniques and strategies (Mumbuna, Zambia Daily Mail, 23/6/83).

Inservice teacher education was important for the professional growth of teachers (Denemark & Macdonald, 1967; Etzioni, 1969; Finnegan, 1972; Hogben, 1980). Compared to the initial training of engineers and other professionals, preservice teacher education appeared short and limited in content (Hogben, 1980:56; Waddimba, 1982a:1). According to the Teacher Education Year Book (1975:220), INSET increased competence in teachers. Waddimba (1982a:1) and Case (1981) concurred that INSET was an integral part of teacher education which enabled teachers to update their knowledge, skills and attitudes. Agyeman-Dickson (1965) found that INSET brought to history teachers materials that were either unfamiliar or inaccessible. Through INSET, teachers were expected to learn historical research methods. Hogben (1980) noted that only a few teachers were trained in skills of critiquing and interpreting historical research findings correctly.



In Zambia, the more the history syllabi were localised the more expatriate teachers would be rendered unqualified to teach it so that implementation of the new curricula depended on the few indigeneous teachers (Stannard, 1972:32). The foregoing INSET needs were in agreement with the purpose of the study stated earlier.

Implicit INSET Needs in the  
1977 Educational Reforms

Successful implementation of the desired innovations in the 1977 Educational Reforms depended on the commitment, competence and resourcefulness of teachers (Ministry of Education, 1977:61). In this study the contention was that the Educational Reforms (Ministry of Education, 1977, Chap.11) contained several implicit INSET needs.

The proposed educational structure warranted a revised curriculum. Curriculum development was the key to educational change (Waddimba, 1982a:10). Through School Curriculum Committees and Subject Associations, teachers were expected to be involved in the formulation of curriculum goals, objectives and content in the Educational Reforms (Ministry of Education, 1977:30). In the reforms, some teachers were expected to serve on the appropriate Subject Curriculum Committees of the Curriculum Council (Ministry of Education, 1977:30). As implementers of change, teachers needed to be involved in the planning, execution and evaluation of educational innovations. Teachers seconded or appointed to a Curriculum Development Centre (CDC) needed knowledge and

skills relating to curriculum design, implementation and evaluation (Greenland, 1982:97). The problem was that some teachers did not know how to formulate curriculum goals and objectives (Waddimba, 1982a:4). There were some goals for primary education but for secondary, there was nothing written (Waddimba, 1982a:4). Ideally, INSET should be provided to teachers, inspectors, teacher-educators, curriculum specialists and education officers before the Educational Reforms were implemented in Zambia (Waddimba, 1982a:17). The cheapest form of INSET was the on-the-job training (Greenland, 1982:97). It was important that personnel involved in curriculum development were trained in presenting statistical data meaningfully, preparing research proposals and conducting appropriate data analysis (Waddimba, 1982a:5). Unless educated through INSET, the involvement of teachers in curriculum development as recommended by the Educational Reforms might not materialise (Waddimba, 1982a:5). It was logical and necessary that teachers were provided with relevant INSET (Banning, 1964).

The expansion of the educational system called for increased educational materials and equipment (Ministry of Education, 1977:34). To lessen dependence on foreign educational materials and equipment, schools were required to be self-sufficient in the production of such items (Ministry of Education, 1977:34). Teachers were expected to produce some educational materials and equipment at their schools or the Teachers' Centres (Ministry of Education, 1977:66).

Similar ideas led to the establishment of a Teaching Aids Production Unit in Botswana (Thompson, 1982:101). In Zambia, this measure was likely to cut imports on educational materials and equipment while schools might be adequately supplied with locally made substitutes (Ministry of Education, 1977:34). The implementation of this innovation suggested that teachers had necessary knowledge, skills and values relating to the production and use of local educational materials and equipment. In this connection, the proposed Teachers' Centres were of great importance. Teachers' Centres had many functions (Thompson, 1982:26). They enabled teachers to discuss and define new objectives, content and methods. Training in the production, evaluation and improvement of curriculum materials might be provided to teachers. Centres kept teachers informed about the latest research and developments in curricula and education. However, at the time of writing this dissertation Teachers' Centres were still non-existent.

Another change envisaged by the Educational Reforms was the introduction of Social Studies. History and Geography at primary and junior secondary levels of education would be replaced by Social Studies in The Proposed Structure of the New School Curriculum (Ministry of Education and Culture, 1982:4). The implementation of this innovation suggested that Social Studies teachers had adequate interdisciplinary knowledge of History and Geography. This study attempted to find out the teachers' INSET needs implicit in the 1977 Educational Reforms.

Teachers' Reactions To And  
Preferences For INSET

In any profession, knowledge and skills needed to be supported with appropriate attitudes, motivation and commitment. Case (1981:117) argued that INSET enhanced the morale, confidence and vitality of teachers to make schools more exciting, happier and humane. Bad schools were usually staffed by demoralised, frustrated and apathetic teachers. Lee (1975:5) concurred that INSET motivated teachers to work harder in their profession. Teachers who lacked appropriate attitudes, motivation and commitment were normally unable to implement the required educational changes effectively (Gross et al., 1981). Thompson (1982:120) assumed that effective participants at INSET needed to be sufficiently motivated to apply what they learnt. Along similar lines, the success of the Educational Reforms in Zambia lay partly in the ability of teachers and headmasters to change their attitudes in accordance with the demands of the innovation (Haamujompa, Times of Zambia, 1/9/83:5).

The reaction of teachers towards INSET was reported to be mixed. Plans to mount INSET programmes were usually made on the assumption that teachers needed INSET (Arends et al., 1978:197; Cane, 1969a:4). It was possible that some teachers did not need INSET (Cane, 1969a:4; Waddimba, 1982a:46; Bude & Greenland, 1983:63; Thompson, 1982). Studies conducted in Sweden, Ghana and the United States of America found that the teachers disinterested in INSET believed there was no

difference between preservice and inservice courses (Axelson, 1970; Adu-Ampoma, 1972; Arenda et al., 1978).

Similarly, teachers who were members of active subject associations which conducted conferences and research did not regard INSET as necessary (Johnson, 1969). Such teachers regarded subject association activities as "INSET" programmes (Johnson, 1969).

While some teachers seemed disinterested in INSET courses, others welcomed such programmes. Interested ones included primary and secondary teachers as well as teacher-educators (Cane, 1969a,b; Ingvarson, 1982; Chishimba & Kibria, 1982:20; Waddimba, 1982a; Bude & Greenland, 1983). Teachers with relevant knowledge, skills and attitudes were capable of operationalising an innovation among students and colleagues (Hoyle, 1972:24). Some teachers became interested in INSET as a result of inducements or benefits that accrued to them on successful completion of a programme (Bude & Greenland, 1983:61). Desirable inducements included the acquisition of a new formal qualification, incremental credits, better promotion prospects, increased status or prestige and other benefits (Bude & Greenland, 1983:62).

Involvement of teachers in the planning, running and evaluation of INSET might improve motivation and attitudes. This study was designed partly to find out the teachers' preferences so that these needs might be incorporated in the plans for INSET.

Problems Regarding the  
Provision of INSET

Whereas some problems might always exist, the more such problems were minimised the more effective INSET might be. Relevance of INSET to teachers' needs might minimise problems but it was not easy to meet all the needs (Arends et al., 1978:197). One of the problems facing INSET programmes was resistance (Adu-Ampoma, 1972:6). Teachers who felt that INSET courses did not meet their needs either resisted attending such programmes or dropped out (Adu-Ampoma, 1972:6). Drop-outs from INSET should be investigated to determine the cause of resistance (Bude & Greenland, 1983:66).

Some teachers withdrew from INSET because they lacked knowledge of its rationale, objectives and benefits. All INSET activities should indicate their objectives and benefits to teachers and the educational system (Bude & Greenland, 1983:65). In Gambia, Zimbabwe and Kenya, teachers withdrew from INSET because participation did not lead to a new qualification and salary increase (Greenland, 1982:109). Similarly, lack of remuneration and promotion prospects caused disinterest in INSET activities among primary school teachers in Zambia (Waddimba, 1982a:47). Also headmasters did not sufficiently encourage INSET participants to implement their new ideas so that both the attendants and prospective participants were frustrated (Waddimba, 1982:45).

Timing and the duration of INSET were considered to be as important as course content (Cane, 1969a). Unsuitable

times of INSET attendance such as evenings, week-ends and vacations acted as disincentives to married teachers particularly women with children (Thompson, 1982:16). Problems of this nature might be resolved by mutual consultation between teachers and organisers of INSET (Bude & Greenland, 1983:64).

The biggest problem facing INSET programmes in Zambia was lack of funds. Only K143,000 was allocated to INSET for primary school teachers in 1981 (Waddimba, 1982a:13). There was no amount indicated for secondary INSET. Shortages of funds implied that budgetary allocation to INSET activities needed to be increased and/or international aid be sought to augment the meagre resources (Waddimba, 1982a:71). Alternatively, a cost-benefit analysis of all different INSET courses offerable at any given time might reveal the cheap but relevant and beneficial programme for adoption (Bude & Greenland, 1983:66).

#### Summary of the Review of Literature

While teachers viewed INSET with mixed feelings (Cane, 1969a,b; Ingvarson, 1982; Waddimba, 1982a; Budde & Greenland, 1983; Axelson, 1970; Adu-Ampoma, 1972; Arends et al., 1978; Johnson, 1969) substantial overwhelming evidence indicated that INSET was always needed (Denemark & Macdonald, 1967; Etzioni, 1969; Finnegan, 1972; Hogben, 1980; Case, 1981; Agyeman-Dickson, 1965, Teacher Education Year Book, 1975:220). In Africa and Zambia, the need for INSET at primary school level was long recognised (Trevaskis, 1969;

Vivian, 1977; Thompson, 1982; Bude & Greenland, 1983; Waddimba, 1982a; Chishimba & Kibria, 1982). Although Zambia's policy on INSET was neither specific nor written, the Educational Reforms (Ministry of Education, 1977:66) and Stannard (1972:29) appreciated the need for INSET at all levels if the innovations' goals, objectives and implicit needs succeeded despite associated problems (Cane, 1969a; Adu-Ampoma, 1972:6; Arends et al., 1978:197; Greenland, 1982:109; Thompson, 1982:16; Waddimba, 1982a: 13,45,47,71; Bude & Greenland, 1983:64,65,66). The rationale for the present study is that it might help to bridge the historical long standing gap on secondary INSET in Zambia. Apart from expanding the existing literature on INSET and as stated in its significance, findings from the study might contribute toward an improvement of INSET policy, improved teacher education, and facilitate implementation of the 1977 Educational Reforms of Zambia.



### CHAPTER III

#### METHOD

In accordance with each hypothesis, the methods chapter describes the population, sample, sampling procedure, type of data collected, data collection methods, development of the instrument, pilot-testing of the instrument, administration of the instrument, reliability, validity and data analysis. One of these is summarised as presented below.

#### Population

Zambia had about 115 government and aided secondary schools in October, 1983. A breakdown of schools by province is compiled as shown in Appendix (D). The number of Zambian secondary teachers at each secondary school averaged three so the entire population was about 345.

According to the Educational Statistics 1979 (Ministry of Education and Culture, 1982a:66,95) student enrolment was higher at junior than senior secondary level while most secondary school teachers were diplomates. By implication, there were more history classes, students and teachers at junior than senior secondary school level. The study is deemed appropriate to deal with junior secondary school teachers.

### Sample

One hundred serving Zambian junior secondary history teachers (29 per cent of the estimated population) were selected randomly from 50 government and aided secondary schools (43 per cent of all such schools) in five provinces of Zambia (56 per cent of all the provinces). A randomised sample of such magnitude was considered appropriate to cater for the needs of the study.

### Sampling Procedure

The researcher compiled a list of all the provinces in Zambia. Using this list, five provinces out of nine were selected randomly. The Ministry of General Education And Culture provided a list of all government and aided secondary schools in the chosen provinces. Using this list, ten secondary schools were chosen randomly from each province. With assistance from headmasters, history teachers were identified. Two junior secondary history teachers were picked randomly (if applicable) from every school. The resultant sample was assumed to be scientifically chosen and representative of the population. Appendix (D) contained the provinces, schools and teachers selected.

### Type Of Data Collected Per Hypothesis

With the use of weighted questionnaire items, data based on INSET needs at the time of research as well as INSET needs implied in the Educational Reforms were collected for testing hypothesis one ( $H_0$  one). The data for testing hypothesis two

(h<sub>o</sub> two) were based on the teachers' preferences of INSET organisational arrangements synthesised into questionnaire items.

### Data Collection Procedure

An instrument for data collection was developed, pilot-tested, revised and administered to the sample. Each one of these stages was outlined as presented below.

### Development Of The Instrument

Required data were obtained from a five-part questionnaire constructed by the investigator. The parts were designated into Sections (A), (B), (C), (D) and (E).

Section (A) collected the respondents' biographical data deemed relevant to the study such as names, sex, age, marital status, educational institutions attended, qualifications, experience, schools at which they taught history and their additional responsibilities. The items and statements used in Section (A) were synthesised from relevant sources in the review of literature and the researcher's conceptualisation.

Details of sample secondary schools thought essential to the study were collected in Section (B). These included the number of history classes at each grade, administrative agencies, type of schools by sex and schools' geographical location. The items and statements used in Section (B) were obtained from relevant sources in the review of literature. Appendix (A) contained the statistical formulae used in calculating the means, standard deviations and variance.

Some items and statements relating to INSET needs at the time of research were identified from relevant sources in the review of literature. Several five-point Likert-type scales based on the identified items and statements were constructed in Section (C) for use by teachers. The scales were weighted from one to five whereby numerals meant (1) No training; (2) Minimal training; (3) Much training; (4) A great deal of training; and (5) Complete training. Subjects rated each statement on the scale indicating their degree of agreement or disagreement.

Thus the content of INSET preferred by teachers at the time of research was identified in Section (C). From data collected, the teachers' agreement or disagreement on the need for INSET in areas identified was quantified. Using the resultant quantitative information, the intensity of INSET needs current then, was estimated. The teachers' priority order of the extent to which they needed INSET in areas identified was then shown. Testing of hypothesis one ( $H_0$  one) needed the results from Sections (C) and (D).

Scales similar to those of Section (C) were constructed in Section (D) using items and statement pertaining to implicit INSET needs in the Educational Reforms. The response format was also similar to that employed in Section (C).

Using items and statements employed in Section (D), the content of INSET implied in the 1977 Educational Reforms was specified. With data collected, the teachers' degree of

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agreement or disagreement on the necessity of INSET in areas specified was measured. From the resultant quantitative information, the intensity of INSET needs implied in the Educational Reforms was assessed. The teachers' priority order of the extent to which INSET was required in implicit needs was determined. Hypothesis one ( $H_0$  one) was tested using the results from Sections (C) and (D).

As in Sections (C) and (D), items and statements for Section (E) were also derived from relevant works in the review of literature. Using the statements, a five-point Likert-type scale was constructed on each item for teachers to rate their preferences, views and interests appropriately. Scales were weighted from one to five. The response format was similar to that adopted in Sections (C) and (D). Teachers indicated their extent of agreement or disagreement on the scale for each statement.

Ten aims were envisaged to be achieved by Section (E). The major one was to find out the type of INSET organisational arrangements preferred by teachers (Items 5.1.11 - 5.1.4). Another, was to discover the type of INSET instructional method preferred by teachers (Item 5.1.5. - 5.1.8). A category of lecturers deemed by teachers to be suitable INSET instructors was selected (Item 5.1.9). Levels of award or certification to which INSET was required to contribute as perceived by teachers were established (Item 5.1.10). In Item (5.1.11) the teachers' views on the ways and means of meeting INSET costs were shown quantitatively. Item (5.1.12)

examined the teachers' interests and participation in professional organisations related to teaching. Teachers' views on the usefulness and benefits of INSET were analysed in items (5.1.13 - 5.1.15). The degree of teachers' agreement or disagreement on each item was illustrated quantitatively. Besides that, the intensity of the teachers' preferences, views and interests between items was compared and ranked according to priority. Hypothesis two ( $h_0$  two) was tested using the results from Section (E).

#### Pilot Testing Of The Instrument

In attitude assessment studies, subjects tended to give answers which were expected by the researcher (Arends et al., 1978:198). As a result, teachers communicated their needs hesitantly to someone who might not help them. The problem was that needs assessors cued teachers' responses by providing choices on a scale for rating or ranking (Arends et al., 1978:198). Besides, teachers might meet their problems or develop new ones by the time INSET resulting from a needs assessment was provided (Arends et al., 1978:198). These and other related problems stressed the need to pilot-test the instrument. The instrument for this study was pilot-tested among seven Zambian postgraduate students at the University of Zambia who formerly taught history at secondary school level. It was then discussed with the supervisor during several sessions. Pilot trials and subsequent discussions revealed many weaknesses which necessitated an extensive revision of the instrument.

Subjects responded anonymously to the revised instrument. Secondly, an assurance was given to teachers that their responses were confidential (Section A, Item 1.1.). Names of educational institutions attended by subjects were no longer required (Section A, Item 1.5). Section (D) was reduced from ten to nine items. The eighth (Item 4.8) was reduced to one statement for rating.

To ensure that Section (E) discriminated enough on the scales, positions were described differently. By increasing items to fifteen, the teachers' views on the usefulness and benefits of INSET as well as their interests and participation in professional organisations were incorporated into Section (E). The items, statements and scales used in the revised instrument were presented in Appendix (B).

#### Administration Of The Instrument

From October to December, 1983 the investigator travelled to every selected province and school to deliver the instrument. Completed questionnaires were posted back to the researcher before basic education, Social Studies and new curricula were introduced in January, 1984.

Initially, 100 questionnaires were distributed to 100 Zambian junior secondary history teachers at 50 schools in five provinces. Ninety four copies (94 per cent) were returned by 47 schools but only 89 copies (89 per cent) from 45 schools (90 per cent) were correctly filled and used.

Four copies (four per cent) were improperly completed, therefore not used. A copy (one per cent) filled in by a non-Zambian respondent was invalidated. Only six copies (six per cent) in three schools were not returned to the researcher by subjects and schools concerned.

### Reliability of the Instrument

Researchers needed reliable measuring procedures which produced valid and comparable results if the sample were re-tested under equivalent conditions (Dyer, 1979:117). Reliability of measuring instruments depended on many factors including the number of items they contained (Ahmann & Glock, 1975:242; Dyer, 1979:118). The 34 items in Sections (C), (D) and (E) were deemed sufficient for reliability. Using the data collected, internal consistency reliability indices were calculated on all 34 items using Cronbach's coefficient of alpha (Cronbach, 1970:160-161; Mehrens & Lehman, 1978:99). Cronbach alphas ranged from .21 to .99 and averaged .77 for all the scales. The alphas were summarised in Appendix (B). A high alpha reliability coefficient indicated that the items and scales were homogeneous and unidimensional respectively. There was greater homogeneity in Section (D) whereas homogeneity seemed lowest in Section (E). The alphas were computed by a formula incorporated in Appendix (B) after administering the instrument to the sample.

Coefficient alpha had many appropriate properties considered suitable to measure the instrument's reliability. The single instrument consisting of several items was administered only once. There was no time limit imposed on subjects to complete



the instrument. Alpha reliability was calculated on undichotomised items after administering the instrument. Calculation of reliability on each item and between items was possible. The statistic was capable of being expressed in percentages since it ranged from zero to one.

### Validity Of The Instrument

Validity was an important characteristic of a measuring instrument (Ahmann & Glock, 1975:221). The instrument's content validity was ensured by the relevance of its items, statements and scales to the topic of the study. Secondly, the items, statements and scales had further content validity in that they were drawn from relevant research literature about INSET and the Educational Reforms in Zambia. High content validity was assumed to enable instruments to measure what they are supposed to measure.

### Data Analysis

The respondents' personal particulars from Section (A) were analysed as shown in Appendix (C) while details of sample schools collected from Section (B) were summarised as presented in Appendix (D).

Teachers' responses to Sections (C), (D) and (E) were tabulated and analysed per hypothesis. The data on the scale of each item-statement was ranked from one to five in terms of magnitude. Using the ranks, Kendall Coefficient of concordance (W) was calculated. Since both "N" and "k" never

exceeded seven (7) on all items and in all sections, W was tested for significance at appropriate degrees of freedom by comparing  $1-W$  against the tabled .01 Beta-distribution value in Table 16 of Biometrika Tables For Statisticians Volume I (Moore & Edwards, 1965:98-99; Pearson & Hartley, 1976:160). For W to be statistically significant,  $1-W$  must be below the tabled .01 Beta value (Moore & Edwards, 1965:99). The formulae employed in computing the ties (t), concordance (W) and degrees of freedom (df) were summarised in Appendix (B). Using the resultant Kendall coefficients of concordance, the hypotheses were tested.

Kendall's concordance (W) possessed many appropriate properties deemed suitable to test the study's hypotheses. Concordance coefficient (W) measured the teachers' attitudes, agreement, preferences, views and interests about INSET. Being a function of variance, it represented an index of the divergence of agreement in a given set of data. A statistically significant value of W should be interpreted to mean that the respondents (k) applied basically the same method in rating or ranking the objects (N) under study. High and low values of W represented high and low agreement respectively. Zero and one values of W represented no agreement and perfect agreement respectively. The values of W which ranged from zero to one might be expressed in percentages.

## CHAPTER IV

### RESULTS AND DISCUSSION

The findings per hypothesis are summarised and discussed as presented below while some additional data are appended as indicated.

#### Results

The biographical data are summarised in Appendix (C) while the data on sample schools are summarised in Appendix (D). The results per hypothesis are elaborated as shown below.

#### INSET Needs Preferred by Teachers at the Time of Conducting Research

Findings from Section (C) are summarised in Table 1 with additional results in Appendix (E). The content of INSET preferred by teachers at the time of research is presented in column two of Table 1 and Appendix (E). Columns three and four of Table 1 and Appendix (E) show respectively the intensity of INSET needs current then and the teachers' level of agreement on the need for INSET in areas identified. The teachers' priority order of the extent to which they needed INSET in areas identified is shown in column five of Table 1. Each Kendall concordance (W) was tested at the level shown in column four of Table 1 and Appendix (E).

The main finding from Section (C) was that all the Kendall Coefficients of concordance were significant at .01 level. Hypothesis one ( $h_0$  one) was not supported. Teachers used essentially the same method in rating the statements on item-scales. Findings from Section (C) were used jointly with those of Section (D) in testing hypothesis one ( $h_0$  one).

Implicit INSET Needs in  
The 1977 Educational Reforms

The results from Section (D) are summarised as presented in Table 2. Further details are included in Appendix (F). The content of INSET needs implied in the Educational Reforms is shown in column two of Table 2 and Appendix (F). Column three of Table 2 and Appendix (F) show the intensity of the implicit INSET needs. The teachers' degree of agreement to have INSET in implicit needs is shown in columns three and four of Table 2 and Appendix (F). Column four of Table 2 and Appendix (F) show the level at which each Kendall coefficient of concordance (W) was tested. The ranked concordance in column five of Table 2 constitute the teachers' priority order of the extent they required INSET in the implicit needs.

As in Section (C), all the Kendall coefficients of concordance were significant at .01 level. Significant relationships indicated that teachers rated the statement on the item-scales systematically. The concordance in Section (D) were higher than those of Section (C). Teachers needed INSET much more in the implicit needs. The message was that teachers needed a great deal of INSET to implement the Educational Reforms of 1977.

The finding of significant relationships only in Sections (C) and (D) meant that the first null hypothesis of no agreement among junior secondary history teachers on their INSET needs for effective implementation of the 1977 Educational Reforms, was not supported and therefore rejected. Following the rejection of hypothesis one ( $h_0$  one) it became necessary to accept the alternative hypothesis ( $h_1$  one) which stated that there was agreement among junior secondary history teachers on their INSET needs for effective implementation of the Educational Reforms established in 1977. The implication of rejecting hypothesis one ( $h_0$  one) and accepting the alternative hypothesis ( $h_1$  one) needed to be studied thoroughly and acted upon appropriately.

INSET Organisational Arrangements  
Preferred by Teachers at the Time of Research

Findings from Section (E) are summarised and presented in Table 3. Other details are incorporated into Appendix (G). Statements on which teachers made their preferences, views and interests known are listed in column two of Table 3 and Appendix (G). Columns three and four of Table 3 and Appendix (G) indicate the teachers' level of agreement on each item. The intensity of the teachers' preferences, views and interests is shown in column three of Table 3 and Appendix (G). In column five of Table 3, the ranked concordances constitute the teachers' priority order of their preferences, views and interests.

All the Kendall coefficients of concordance in Section (E) were significant at .01 level. There was a significant agreement in teachers' preferences, views and interests about INSET. Teachers were agreed on certain ways of organising and arranging their INSET. The second null hypothesis ( $h_0$  two) of no agreement among junior secondary history teachers on their INSET organisational preferences was not supported and subsequently rejected. Rejection of hypothesis two ( $h_0$  two) necessitated the acceptance of the second alternative hypothesis ( $h_1$  two) which stated that there was agreement among junior secondary history teachers on their INSET organisational preferences.

TABLE 1

INSET Needs Preferred By Teachers At The Time Of Research

1	2	3	4	5
Item No.	Description	Kendall W	Significance Level	Agreement order
3.1.1.	Schemes and records of work -----	.73	.01	4
3.1.2.	Preparation of different types of lessons -----	.95	.01	2
3.1.3.	Preparation of concise lesson plans -----	.66	.01	6
3.1.4.	Preparation of different types of lesson notes -----	.32	.01	8
3.1.5.	Knowledge of different teaching methods -----	.31	.01	9
3.1.6.	Effective use of audio-visual aids -----	.71	.01	5
3.1.7.	Construction and effective use of three-dimensional aids in teaching -----	.22	.01	10
3.1.8.	Effective use of different types of boards -----	.37	.01	7
3.1.9.	Effective use of projected aids in teaching -----	.97	.01	1
3.1.10.	Construction and effective use of teacher-made resources -----	.87	.01	3

**Implicit INSET Needs In The 1977 Educational Reforms**

1	2	3	4	5
Item No.	Description	Kendall W	Significance Level	Agreement Order
4.1.1.	Application of inquiry method in teaching and learning history ---	.96	.01	1
4.1.2.	Teachers' ability to compute and use statistics in teaching and learning history -----	.85	.01	3.5
4.1.3.	Teachers' additional knowledge relevant to the new social studies syllabus -----	.85	.01	3.5
4.1.4.	Curriculum planning, development and implementation -----	.95	.01	2
4.1.5.	Formulation of curriculum goals and objectives -----	.84	.01	5
4.1.6.	Evaluation in teaching and learning -----	.77	.01	6
4.1.7.	Guidance and counselling in schools by teachers -----	.59	.01	7
4.1.9.	Making and maintenance of teaching materials and equipment by teachers -----	.56	.01	8

N.B. 4.1.8. had only one (1) statement to rate so that only descriptive statistics - frequency and percentages were worked as shown hereunder:

4.1.8.	Application of educational psychology in history teaching	1	2	3	4	5	Total
	Frequency and percentage in each cell	6 (7%)	17 (19%)	19 (21%)	25 (28%)	22 (25%)	89 (100%)



### Discussion of the Findings

The reliability established earlier indicated that the instrument could produce reliable and valid results. Whereas the biographical data showed 63 per cent of teachers were in the young range of age group from 26 to 36 years, results showed that all teacher-categories needed INSET. Despite the academic qualification ratio of 60 per cent diplomates to 37 per cent graduates and three per cent postgraduates, all groups expressed the need for INSET. Even if most history teachers taught at junior secondary level and most schools were government, coeducational, urban and day, all categories expressed the need for INSET.

Results supported the theoretical framework of the study that INSET was an integral aspect of teacher education. Both the then current and implicit needs relating to the Educational Reforms were significant. Teachers concurred with the literature (Waddimba, 1982a:70) that there was need to specify policy, goals and objectives, that teachers' vested needs should be considered and that teachers should be consulted. Both Tables 1 and 2 concurred that teachers said the need was always present but with drastic changes, the need became higher (Table 2). Furthermore, both Tables 1 and 2 concurred with the theoretical framework that type of need as well as priorities varied according to circumstances. The limitations of preservice teacher education expressed earlier were confirmed. The purpose to reveal needs and priorities was achieved.

Purpose two of the study which sought to identify teachers' INSET organisational preferences, was achieved since results revealed the teachers' preferences on organisational arrangements of INSET. Teachers concurred with the literature on the need for INSET regarding motivation. Teachers **are** favourable to INSET as the literature revealed (Arends et al., 1978; Cane, 1969a,b; Ingvarson, 1982; Waddimba, 1982a; Chishimba & Kibria, 1982). Further, teachers concurred with the literature that INSET could enable them to operationalise educational changes (Hoyle, 1972). Involvement of teachers in INSET organisational arrangements according to their preferences could reduce resistance to INSET by teachers.

The alternative hypothesis two ( $h_1$  two) was fulfilled that teachers had vested preferences about INSET. In order for INSET to succeed, teachers' preferences should be considered by authorities dealing with INSET. Unless the heed was taken, the caution seemed to be that the Educational Reforms might not materialise. The results per hypothesis supported all the assumptions formulated as part of the theoretical framework of the study.

In columns five of Tables 1 and 2, the teachers' top priority order of INSET needs at the time of research and in the implicit needs as indicated by high concordances, is accorded to items 3.1.9; 3.1.2; 3.1.10; 3.1.1; 4.1.1; 4.1.4; 4.1.2 and 4.1.3 respectively. Since low concordance denotes low agreement, it is clear that teachers' INSET needs **are** lower in items 3.1.7; 3.1.5; 4.1.9 and 4.1.7 of Tables 1 and 2 despite all being

statistically significant. Teachers' top priority order for INSET organisational preferences shown in column five of Table 3 regarding INSET arrangement and teaching method is placed on items 5.1.1 and 5.1.8 respectively. Teachers seem to have less liking for the type of INSET organisational arrangements and teaching methods suggested in items 5.1.3 and 5.1.5 respectively.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Presented separately below are the summary, conclusions and recommendations of the study whose main purpose is to specify teachers' inservice teacher education priority needs and organisational preferences of INSET.

#### Summary

The theoretical framework of this study was that teacher education had preservice and inservice as its integral parts. Besides that, teaching, like all professions required lifelong education through inservice programmes. INSET was necessitated by the continuously changing needs of the society, individuals and disciplines. The provision and organisational arrangement of INSET should come after clarification of policy, goals objectives or needs. Views like these and others including mutual consultation between teachers and INSET authorities affected the success or failure of educational innovations or inservice teacher education.

The problem in Zambia was that despite being cited in the Third National Development Plan and the Educational Reforms, inservice education lacked specific policy, goals and objectives. Preservice teacher education limitations like short duration and inadequate entry qualifications at diploma level where the majority of junior secondary teachers came from, compounded the need for inservice education.

Secondary school inservice teacher education lacked evaluation and research-based data as its basis. Although the Educational Reforms were a substantial educational innovation, teachers' priorities and organisational arrangement preferences were unknown.

Two null hypotheses were tested on the purpose of the study being to specify teachers' INSET needs related to effective implementation of the Educational Reforms and identification of teachers' preferences on organisational arrangements of inservice teacher education. The implication of the hypotheses, assumptions in the study and the findings of the study were expected to facilitate the improvement of teacher education and implementation of Zambia's 1977 Educational Reforms.

A random sample of junior secondary history teachers in five provinces was studied. A weighted Likert-type questionnaire was constructed, pilot-tested and delivered to the subjects but posted back to the author. Kendall's coefficient of concordance (W) was used to analyse the data statistically. Both hypotheses were rejected because there was agreement among teachers on INSET needs, priorities and preferred organisational arrangements. The results concurred with the theory that policy, goals, objectives and inservice education were needed always and to implement innovations.

### Conclusions

Arising from the findings of the study, it was in order to conclude that:

1. There was such strong need for inservice teacher education that junior secondary history teacher groups agreed on the need for most proposed types of priorities prior to implementation of innovations.
2. The Educational Reforms were such an enormous educational innovation that inservice teacher education was needed to implement the changes. The need was so great that all the proposed needs were significant, but priorities were established as well. The need for inservice education to implement the Educational Reforms was higher than the need for inservice education prior to implementing the innovations.
3. Teachers' groups have vested and common INSET organisational arrangement preferences necessitating teachers' involvement in INSET affairs if INSET as well as the reforms were to materialise.
4. Despite vested group interests, all categories of teachers needed INSET all the time, but more especially for implementing major educational innovations like Zambia's Educational Reforms of 1977.
5. The theoretical framework of the study, the related literature and results concurred that preservice and inservice were integral parts of teacher education; that policy, goals and objectives should be specified before INSET provision; and that successful implementation of Educational Reforms required teacher involvement.

### Recommendations

The results of the study led to the following recommendations that the authorities should:

1. Specify INSET policy, goals and objectives in general which the respective interested parties should breakdown further into subject area needs.
2. Conduct evaluation and research studies whose findings should form the bases for INSET policy, goals, objectives, plans and provision.
3. Consult teachers about their needs and organisational preferences for INSET.

4. Provide INSET relevant to category of teachers.
5. Incorporate the expressed INSET needs in both preservice and inservice teacher education.
6. Establish a co-operative coordinated forum whereby interaction and dialogue take place for subject panels, curriculum and examination committees, curriculum specialists, school inspectorate, University, teachers' colleges and schools.
7. Establish national INSET coordinating authorities which would be semi-centralised and semi-decentralised.
8. Solicit for special national and international funding or financial sponsorship commensurate with the enormous expressed INSET needs.
9. Institutionalise courses at the University of Zambia to train specialists in INSET in general as well as by subject areas.
10. Reactivate and expedite plans for and development of Resource Centres and Teachers' Centres in Zambia.
11. Establish University-based agency to cater for secondary teachers' and teacher educators' INSET needs on a regular and continuous basis.
12. Incorporate inbuilt INSET evaluation mechanisms in every INSET programmes.
13. Conduct further research on INSET and use research and evaluation results for improvement purposes.

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APPENDIX A

FORMULAE USED IN THE DISSERTATION

Mean Value

$$\bar{X} = \frac{\sum x}{n}$$

Standard Deviation (S.D)

$$\delta = \sqrt{\frac{\sum x^2 - n\bar{x}^2}{n}}$$

Variance (S<sup>2</sup>)

$$S = \sqrt{\frac{\sum x^2 - n\bar{x}^2}{n - 1}}$$

$$S^2 = \text{Variance}$$

Kendall Coefficient of  
Concordance Without Ties

$$W = \frac{S}{\frac{1}{12} K^2 (n^3 - n)}$$

Kendall Coefficient of  
Concordance With Ties

$$W = \frac{S}{\frac{1}{12} K^2 (n^3 - n) - K \Sigma (T)}$$

Value of Tied Ranks

$$t = \frac{1}{12} \Sigma (t^3 - t)$$

Degrees Of Freedom

$$df_{v_1} = (n - 1) - \frac{2}{k}$$

$$df_{v_2} = (k - 1) \left[ (n - 1) - \frac{2}{k} \right]$$

Alpha Reliability Coefficient

$$\alpha = \frac{n}{n - 1} \left[ 1 - \frac{\sum s_i^2}{Sx^2} \right]$$

APPENDIX B

THE INSTRUMENT

Inservice Teacher Education Questionnaire For  
Zambian Junior Secondary History Teachers

SECTION A: Personal Data

- 1.1. N.B. Information obtained from the respondents will strictly be treated confidential.
- 1.2. Are you male or female? Place an "X" in the appropriate box below.

Male	
Female	

- 1.3. How old are you? Place an "X" in the box next to your appropriate age-group.

Below	25		
26	-	35	
36	-	45	
46	-	55	
56	and	above	

- 1.4. What is your present marital status? Place an "X" in the appropriate box below.

Married	
Single	
Widowed	
Divorced	
Separated	

- 1.5. Give details below of your own education and teacher training. Please use capital letters where appropriate.

Level of Education	Duration of course in years	Qualification obtained	Year when obtained
Primary			
Secondary			
College			
University			

- 1.6. Indicate below how long you have been teaching. Place an "X" in the box against your appropriate years of teaching experience.

Less than 1 year	
1 - 2 years	
3 - 5 years	
6 - 10 years	
11 - 15 years	
16 years and above	

- 1.7. State below the number of secondary schools at which you have taught History. Place an "X" in the box adjacent to the appropriate number of schools.

1 School only	
2 Schools	
3 Schools	
4 Schools	
5 Schools	
6 Schools and over	

- 1.8. Besides teaching History, what are your other additional responsibilities? Place an "X" in each appropriate box below.

Headmaster/Headmistress	
Deputy Head	
Head of History Department	
Head of Dept. (other subject, please specify)	
Deputy Head of Dept. (any subject)	
Other (please specify)	

2.0. SECTION B: Details of Sample Schools

- 2.1. Full name and address of the school in capital letters.

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- 2.2. Number of classes taking History at each Level:

Grade 8 \_\_\_\_\_

Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_

Grade 11 \_\_\_\_\_

Grade 12 \_\_\_\_\_

Total                     

- 2.3. Which agency runs the school? Place an "X" in the appropriate box below.

Government	
Mission/Church	



- 2.4. Is the school for boys' or girls' only or both?  
Place an "X" in the appropriate box below.

Boys' Secondary School	
Girls' Secondary School	
Co-education Secondary School	

- 2.5. Where is the school located? Place an "X" in the appropriate box below.

In a very remote rural area	
In an urban area	
In a Peri-urban area	
In a rural area near a major tarred road	

- 3.0. SECTION C: Teachers' INSET Needs At The Time of Research

- 3.1. Most teachers have definite ideas on the subject of inservice teacher education. Below is a list of some current needs for inservice teacher education. You are requested to indicate the amount of training you need on each content aspect. Besides each statement, place an "X" in the box that approximately corresponds to your opinion.

- 3.1.1. Schemes and records of work

	1	2	3	4	
	No train- ing	Minimal train- ing	Much train- ing	A great deal of training	Com tra
Preparing schemes of work					
Implementing schemes of work					
Types of records of work					
Use of records of work					

### 3.1.2. Preparation of different types of lessons

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
The ordinary lesson					
The revision lesson					

### 3.1.3. Preparation of concise lesson plans

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Lesson goals and objectives					
Proper organisation of a lesson					
Choosing appropriate content					
Resources, materials and equipment					
Methods per stage of lesson					

### 3.1.4.. Preparation of different types of lesson notes

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Point-form notes					
Topical outlines					
Blackboard summaries					
Comprehension/essay writing					

3.1.5. Knowledge of different teaching methods

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Exposition					
Groupwork on Projects					
Field excursion in History					
Document Study					
Drama, games and simulation					
Individual guided discovery					

3.1.6. Effective use of audio-visual aids

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
TV and Closed-circuit - television					
Playing back taped sound on tape recorder					
Radio forum and other programmes					
Films, film strips and slides					
Teacher-made resources					

3.1.7. Construction and effective use of three-dimensional aids in teaching

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Simple models					
Sectional/Cutaway models					
Scale models					
Rescaled models					

3.1.8. Effective use of different types of boards

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Chalk boards					
Felt boards					
Magnetic boards					
Flannelgraphs and plastigraphs					

3.1.9. Effective use of projected aids in teaching

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Overhead projectors					
Diascopes					
Episcopes					
Epidiascopes					

3.1.10 Construction and effective use of teacher - made resources such as posters, charts, maps, pictures, and displays.

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Posters					
Flip and wall charts					
Pictures					
Maps					
Displays					

4.0. SECTION D: Implicit INSET Needs In The 1977 Educational Reforms.

4.1. The effective and successful implementation of the educational reforms in Zambia will largely depend on the competence and commitment of teachers in the system. Listed below are some implicit needs for inservice teacher education deduced from the 1977 Educational Reforms. You are requested to indicate the amount of training you need on each item. Besides each item, place an "X" in the box that approximately reflects your opinion

4.1.1. Application of inquiry method in teaching and learning history

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Preparation of inquiry project proposals					
Interpretation of project findings					
How to write inquiry project reports					
How to critique and use inquiry project reports					

4.1.2. Teachers' ability to compute and use statistics in teaching and learning history.

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Application of descriptive statistics					
Interpretation of individual scores					
How to conduct small-scale classroom research					
How to critique journal reports					

4.1.3. Teachers' additional knowledge relevant to the new Social Studies syllabus.

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Teaching of practical and productive skills in history					
Detailed inter-disciplinary knowledge of history and Geography					
Knowledge of marketing research in history					
Application of history knowledge to everyday life situations					

4.1.4. Curriculum planning, development, and implementation

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
General theoretical knowledge of curriculum studies					
Specific knowledge of curriculum planning					
Knowledge of curriculum development and innovation					
Knowledge of curriculum implementation					

4.1.5. Formulation of curriculum goals and objectives by teachers

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
General theoretical knowledge of curriculum goals and objectives					
Detailed knowledge of curriculum goals					
Detailed knowledge of curriculum objectives					
Application of curriculum goals and objectives in teaching					

#### 4.1.6. Evaluation in teaching and learning

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Theoretical knowledge of various evaluation models					
Techniques of evaluating a lesson					
Methods of evaluating curriculum materials					
Achievement testing and measurement					
Continuous assessment					
Evaluation of interests, attitudes and emotions					
Uses of evaluation in teaching and learning					

#### 4.1.7. Guidance and counselling in schools by teachers

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Theoretical knowledge of guidance and counselling					
Guidance and counselling of students in history subjects/courses					
Guidance and counselling of students in careers related to history					
Guidance and counselling of students in social problems					



4.1.8. Additional knowledge of educational psychology.

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Application of educational psychology in history teaching					

4.1.9. Making and maintenance of teaching materials and equipment by teachers.

	1	2	3	4	5
	No training	Minimal training	Much training	A great deal of training	Complete training
Preparation of school magazines and class newsletters					
Preparation of teachers' guides and students' workbooks					
Storage and maintenance of teaching materials and equipment					
Pupils' historical collections for the school museum					
How to train students to use audio-visual aids effectively					

5.0. SECTION E: INSET Organisational Arrangements  
Preferred By Teachers.

5.1. Below are several statements relating to different types of inservice teacher education programmes and possible organisational arrangements. Each statement has 5 items. You are requested to choose ONE item ONLY from them. Besides the chosen item, indicate by an "X" in the appropriate box how much you like or dislike it.

5.1.1. Residential programmes of the following duration (choose one)

	1	2	3	4	5
	Dislike it completely	Dislike it a little	Not sure	Like it a little	Like it greatly
1 - 2 weeks					
3 - 4 Weeks					
2 - 3 Months					
4 - 10 Months					
1 - 2 Years					

5.1.2. Non-residential programmes of the following nature (choose one)

	1	2	3	4	5
	Not at all preferred	Preferred a little	Preferred much more	Preferred a great deal	Comp pref
Day-release					
Evening classes					
Week-end meetings					
Specially supervised classes					
Combination of all					

5.1.3. Centralised programmes to be held at one of the following places (choose one)

	1	2	3	4	5
	Completely not desired	Almost 'not desired	Desired a little	Greatly desired	Extre desir
Chalimbana					
Teachers' Centres					
Inspectorate					
Curriculum Development Centre					
University of Zambia					

5.1.4. Decentralised programmes to be held at one of the following places (choose one)

	1	2	3	4	5
	Strongly disa- pprove	Disapprove	Reservedly approve	Approve	S
Every School					
Resource Schools					
District Centres					
Regional Centres					
Secondary Teachers' Colleges					

5.1.5. Correspondence method of instruction preferred while doing an inservice teacher education course (choose one)

	1	2	3	4	5
	Very Inadequate	Inadequate	It does not matter	Fairly adequate	Very adequate
Lecture notes only					
Lecture notes and special assignments					
Special assignments only					
Home study newsletters					
All the above					

5.1.6. Type of full-time methods preferred (choose one)

	1	2	3	4	5
	Not at all valuable	Barely valuable	Has some value	Valuable	Extremely valuable
Lectures only					
Lectures with tutorials and assignments					
Lectures with tutorials only					
Lectures with projects					
Projects alone					

5.1.7. Type of radio and TV lessons preferred (choose one)

	1	2	3	4	5
	Useless	Not useful	Neutral	Fairly useful	Very useful
Lecture broadcasts only					
Lectures and discussions					
Radio discussions only					
Taped sound on radio or cassette					
T.V. demonstrations					

5.1.8. Type of workshops and seminars preferred (choose one)

	1	2	3	4	5
	Not at all interesting	Not Interesting	Don't know	Fairly interesting	Very interesting
Paper presentations by History specialists					
Groupwork by teachers					
Demonstrations by specialists					
Micro-teaching by teachers					
Historical Association of Zambia meetings					

5.1.9. Lecturers preferred for inservice teacher education programmes  
(choose one)

	1	2	3	4	5
	Not at all preferred	Preferred a little	Preferred much more	Preferred a great deal	Compl prefe
Lecturers from Secondary Teachers' Colleges					
History subject inspectors					
Curriculum officers from curriculum Development Centre					
History and education lecturers from University of Zambia					
Lecturers from overseas educational institutions					

5.1.10 The preferred level of award or certification to which inservice  
teacher education should contribute (choose one)

	1	2	3	4	5
	Not at all desirable	Desirable a little	Much More desirable	Greatly desired	Extrem desire
Upgrading course only					
Special certificate					
Advanced Diploma					
First Degree					
Higher Degree					

5.1.11. The preferred way of meeting costs for inservice teacher education programmes (choose one)

	1	2	3	4	5
	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Directorate of Manpower Planning and Development					
International agencies					
School Production Units and Parent Teachers' Associations to help raise funds					
Teachers to meet part of the costs					
Joint sponsorship					

5.1.12. How would you describe your interest and participation in following bodies for teachers. Besides each organisation, place an "X" in the box which approximately reflects your opinion.

	1	2	3	4	5
	Not a member	Was initially an active member	Non-active member	Fairly active member	Very active member
Historical Association Of Zambia (HAZ)					
Zambia National Union Of Teachers (ZNUT)					
Secondary School Teachers Association Of Zambia (SESTAZ)					
Adult Education Association Of Zambia (AEA Z)					
Other (Specify)					

5.1.13. How valuable or useful might inservice teacher education course be to your teaching situation in the areas outlined below? Besides each statement, place an "X" in the box which approximately reflects your opinion.

	1	2	3	4	5
	Would never use	Probably never use	Might use	Use only occasionally	Use regular
New subject knowledge					
New teaching methods					
New knowledge relating to effective use of educational aids					
New knowledge relating to preparation and maintenance of educational materials and equipment					
Knowledge of curriculum studies					

5.1.14. What is your current view of inservice teacher education in relation to the aspects of a teacher stated below? Besides each statement, place an "X" in the box which approximately reflects your opinion.

	1	2	3	4	5
	Should not apply	Probably not apply	Might or may not apply	Probably apply	Should apply
Raising teachers' morale					
Increasing promotion chances					
Implementing current educational reforms					
Raising teachers' social status					
Leading to salary increment					



5.1.15. Who do you think should benefit most from the introduction of inservice teacher education for secondary teachers? Besides each statement, place an "X" in the box that best represents your opinion.

	1	2	3	4	5
	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Students and their parents					
Teachers only					
Teachers, students and parents					
Schools and the government					
The whole country					

T H E       E N D

THANK YOU FOR YOUR COOPERATION

ALPHA RELIABILITY COEFFICIENTS

Section of Instrument	Item Numbers	Range of $\alpha$	Average $\alpha$
C	3.1.1 - 3.1.10	.63	.76
D	4.1.1 - 4.1.9	.09	.95
E	5.1.1.- 5.1.15	.73	.60

APPENDIX C

THE RESPONDENTS' BIOGRAPHICAL DATA

Sex  
(N = 89)

Gender	Frequency	%
Male	65	73
Female	24	27
Total	89	100

Age  
(N = 89)

Years	Frequency	%
20 - 25	14	16
26 - 35	56	63
36 - 45	16	18
46 - 55	2	2
56 - 65	1	1
Total	89	100

Marital Status

(N = 89)

Attribute	Frequency	%
Single	34	38.2
Married	52	58.4
Separated	0	0.0
Divorced	3	3.4
Widowed	0	0.0
Total	89	100.0

Qualifications

(N = 89)

Certificate	Frequency	%
Grade 7	53	59.6
Standard 6	13	14.6
Cambridge Certificate	54	60.7
G.C.E. 'O' Level	7	7.9
G.C.E. 'A' Level	1	1.1
Primary Teachers' Certificate	3	3.4
U2	5	5.6
ACE	3	3.4
Diploma in Education	53	59.5
B.A. (Education)	33	37.0
PGCE	2	2.2
M.A.	1	1.1

NB: Most teachers possessed multiple qualifications

Experience  
(N = 89)

Years	Frequency	%
0 - 1	6	7
1 - 2	21	24
3 - 5	19	21
6 - 10	26	29
11 - 15	4	4
16 - 20	13	15
Total	89	100

Number of Schools At Which  
Respondents Taught History  
(N = 89)

Schools	Frequency	%
1	43	48
2	22	25
3	14	16
4	7	8
5	1	1
6	2	2
Total	89	100

Additional Responsibilities Of The Respondents  
(N = 89)

Responsibility	Frequency	%
Headmaster/Headmistress	1	1
Deputy Head	1	1
Head of History Department	24	28
Head of other Subject Department	15	17
Deputy Head of any Subject Department	11	12
Other extra-curricula responsibilities	26	29
No additional responsibilities	11	12
Total	89	100

NOTE: Most teachers had multiple responsibilities.

# APPENDIX D

## DETAILS OF SAMPLE SCHOOLS

### Number of Government And Aided Secondary Schools By Province

Serial No.	Province	Number of Schools
1	Copperbelt	26
2	Southern	19
3	Lusaka	15
4	Northern	13
5	Central	10
6	Eastern	10
7	Western	9
8	Luapula	8
9	North-Western	5

N.B. Small schools recently established on self-help basis were excluded from this list.

### Sample Of Provinces, Schools And Teachers Selected Randomly

Serial No.	Provinces	Schools	Teachers
1	Eastern	10	20
2	Central	10	20
3	Southern	10	20
4	Copperbelt	10	20
5	Lusaka	10	20
	N = 5	N = 50	N = 100

Number of Classes Taking History In All Sample Schools And At Each Grade

Statistical Technique Employed	History Classes In All Sample Schools	History Classes At Each Grade Level Of Sample Schools					
	Grades 8 - 12	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
N (Schools)	45	45	45	45	45	45	
$\sum X$ (Classes)	886 (100%)	246 (27.8%)	235 (26.5%)	227 (25.6%)	91 (10.3%)	87 (9.8%)	
$\bar{X}$ (Classes)	19.688	5.466	5.222	5.044	2.022	1.933	
$\sigma$ (S.D.)	6.882	2.050	1.907	1.737	0.954	0.952	
$s^2$ (Variance)	48.441	4.297	3.721	3.087	0.931	0.925	

Distribution Of Sample Schools By Province, Sex, Agency And Location  
(N = 45)

Province	Schools That Responded	Boys' Secondary Schools	Girls' Secondary Schools	Co-Educational Secondary Schools	Govern-ment Secondary Schools	Church/Mission/Aided Secondary Schools	Secondary Schools in Very Remote Rural Areas	Secondary Schools In Urban Areas	Second-ary Schools in Peri-urban Areas	Second-ary Schools In Rural Areas Near Major Tarrred Road
Lusaka	10	4	3	3	8	2	-	9	1	-
Eastern	8	1	1	6	7	1	-	5	-	2
Copperbelt	10	1	1	8	10	-	-	10	-	-
Southern	8	4	2	2	3	5	2	6	1	-
Central	9	1	1	7	7	2	1	3	2	3
Total	45	11	8	26	35	10	3	33	4	5
Percentage	100	24	18	58	78	22	7	73	9	11
100%		100%			100%		100%			



INSET NEEDS PREFERRED BY TEACHERS AT THE TIME OF RESEARCH

1	2	3					4	
		1	2	3	4	5	Relationship between ranks	
		No training Frequency	Minimal training Frequency	Much training Frequency	A great deal of training Frequency	complete training Frequency	Kendall W	Significant Level
3.1.1.	0	22	27	13	13	14	.73	.01
	1	17	28	13	15	16		
	2	13	31	19	13	13		
	3	23	29	13	9	15		
	4							
3.1.2.	0						.95	.01
	1	23	20	18	11	17		
	2	20	31	15	9	14		
3.1.3.	0						.66	.01
	1	10	17	19	19	24		
	2	7	23	23	14	22		
	3	9	13	28	17	22		
	4	8	17	27	16	21		
	5	9	24	23	20	13		

3.1.4.	0	<u>Preparation of different types of lesson notes</u>	20	30	20	9	15	.32	.01
	1	Point-form notes	18	29	19	10	15		
	2	Topical outlines	22	28	17	11	11		
	3	Blackboard summaries	8	15	20	23	23		
	4	Comprehension and essay writing							
3.1.5.	0	<u>Knowledge of different teaching methods</u>	26	21	19	9	14	.31	.01
	1	Exposition	9	17	24	16	23		
	2	Groupwork on projects	9	22	18	13	27		
	3	Field excursions in history	8	22	19	20	20		
	4	Document study	7	16	18	25	22		
	5	Drama, games and simulation	6	11	26	22	24		
	6	Individual guided discovery							
3.1.6.	0	<u>Effective use of audio-visual aids</u>	6	8	19	17	39	.71	.01
	1	T.V. and closed-circuit-television	12	15	30	14	18		
	2	Playing back taped sound on tape recorder	14	21	19	18	17		
	3	Radio forum and other programmes	5	12	21	18	33		
	4	Films, film strips and slides	7	17	22	21	22		
	5	Teacher-made resources							
3.1.7.	0	<u>Construction and effective use of three-dimensional aids in teaching</u>	19	33	17	10	10	.22	.01
	1	Simple models	8	19	22	25	15		
	2	Sectional and or cutway models	5	16	21	21	26		
	3	Scale models	6	18	18	14	33		
	4	Rescaled models							

3.1.8.z	0	<u>Effective use of different types of boards</u> Chalk boards Felt boards Magnetic boards Flannelgraphs and plastigraphs	46 12 10 8	23 31 22 20	9 19 19 16	5 13 20 16	6 14 18 29	.37	.01
3.1.9.	0 1 2 3 4	<u>Effective use of projected aids in teaching</u> Overhead projectors Diascopes Episcopes Epidiascopes	8 8 8 7	21 14 11 12	20 13 16 15	17 12 11 11	23 42 43 44	.93	.01
3.1.10.	0 1 2 3 4 5	<u>Construction and effective use of teacher-made resources</u> Posters Flip and wall charts Pictures Maps Displays	26 14 16 18 18	31 31 24 23 25	19 28 28 21 25	7 7 12 13 12	6 9 9 14 9	.87	.01

# APPENDIX F

## IMPLICIT ~~INSET~~ NEEDS IN THE 1977 EDUCATIONAL REFORMS

1	2	3					4	
		1	2	3	4	5	Relationship Between Ranks	
Item No.	Description	No training	Minimal training	Much training	A great deal of training	Complete training	Kendall W	Significance Level
		Frequency	Frequency	Frequency	Frequency	Frequency		
4.1.1. 0	<u>Application of inquiry method in teaching and learning history</u>							
1	Preparation of inquiry project proposal	6	10	24	19	30		
2	Interpretation of project reports	6	9	23	22	29		
3	How to write inquiry project reports	7	10	18	21	33	.96	.01
4	How to critique and use inquiry project reports	6	9	19	18	37		

4.1.2.	0	<u>Teachers' ability to compute and use Statistics in teaching and learning history</u>								
	1	Application of descriptive statistics	6	18	14	11	40			
	2	Interpretation of individual scores	4	18	17	14	36			
	3	How to conduct a small-scale classroom research	5	20	19	18	27	.85	.01	
	4	How to critique journal reports	5	13	16	25	30			
4.1.3.	0	<u>Teachers' additional knowledge relevant to the new Social Studies Syllabus</u>								
	1	Teaching of practical and productive skills in history	5	18	23	19	24			
	2	Detailed interdisciplinary knowledge of geography and history	2	17	24	21	25	.85	.01	
	3	Knowledge of marketing research in history	2	14	17	27	29			
	4	Application of history knowledge to everyday life situations	5	23	20	16	25			
4.1.4.	0	<u>Curriculum planning, development and implementation</u>								
	1	General theoretical knowledge of curriculum studies	0	16	27	19	27			
	2	Specific knowledge of curriculum planning	1	11	23	16	38	.95	.01	
	3	Knowledge of curriculum development and innovation	2	9	20	23	35			
	4	Knowledge of curriculum implementation	1	8	22	19	39			

4.1.5.	0	<u>Formulation of curriculum goals and objectives</u>							
	1	General theoretical knowledge of curriculum goals and objectives	3	15	28	24	19		
	2	Detailed knowledge of curriculum goals	2	14	20	21	32	.84	
	3	Detailed knowledge of curriculum objectives	2	15	18	19	35		.01
	4	Application of curriculum goals and objectives in teaching	3	14	20	18	34		
4.1.6.	0	<u>Evaluation in teaching and learning</u>							
	1	Theoretical knowledge of various evaluation models	2	18	26	20	23		
	2	Techniques of evaluating a lesson	4	17	26	17	25		
	3	Methods of evaluating curriculum materials	1	12	23	21	32		
	4	Achievement testing and measurement	6	17	18	16	32		
	5	Continuous assessment	12	28	23	9	17		
	6	Evaluation of interests, attitudes and emotions	3	20	23	9	34	.77	.01
	7	Uses of evaluation in teaching and learning	6	14	26	19	24		
4.1.7.	0	<u>Guidance and counselling in schools by teachers</u>							
	1	Theoretical knowledge of guidance and counselling	8	21	25	19	16	.59	.01
	2	Guidance and counselling of students in history subjects and courses	4	21	27	19	18		
	3	Guidance and counselling of students in careers related to history	3	18	25	22	21		
	4	Guidance and counselling of students in social problems	11	21	17	18	22		

4.1.8. 0	Application of educational psychology in history teaching	6(7%)	17(19%)	19(21%)	25(28%)	22(25%)	89(100%)
4.1.9. 0	<u>Making and maintenance of teaching materials and equipment by teachers</u>						
1	Preparation of school magazines and class newsletters	7	26	30	18	8	
2	Preparation of teachers' guides and students' workbooks	4	21	21	21	22	
3	Storage and maintenance of teaching materials and equipment	10	36	24	11	8	.56
4	Pupils' historical collections for the school museum	12	29	25	14	9	
5	How to train students to use audio-visual aids effectively	3	17	29	23	17	.01

# APPENDIX G

## INSET ORGANISATIONAL ARRANGEMENTS PREFERRED BY TEACHERS

1	2	3					4	
		1	2	3	4	5	Relationship between Ranks	
		Dislike it completely Frequency	Dislike it a little Frequency	Not sure Frequency	Like it a little Frequency	Like it greatly Frequency	Kendall W	Significance Level
5.1.1. 0	Residential programmes of the following duration (choose one)							
1	1 - 2 weeks	4	2	6	4	5		
2	3 - 4 weeks	1	2	3	3	9		
3	2 - 3 months	1	2	3	6	3		
4	4 - 10 months	1	0	1	0	8		
5	1 - 2 years	1	1	4	0	19		.01
5.1.2. 0	Non-residential programmes of the following nature (choose one)	Not at all preferred	Preferred a little	Preferred much more	Preferred a great deal	Completely preferred		
1	Day release	6	3	2	4	5		
2	Evening classes	4	2	3	1	0		
3	Week-end meetings	5	2	3	2	4		
4	Specially supervised classes	2	3	2	4	5		
5	Combination of all	7	5	3	4	8	.32	.01



5.1.3. 0	<u>Centralised programmes to be held at one of the following places (choose one)</u>	Completely not desired	Almost not desired	Desired a little	Greatly desired	Extremely desired	
1	Chalimbana	2	1	0	2	0	
2	Teachers' Centres	3	0	2	1	4	
3	Inspectorate	2	4	3	1	0	
4	Curriculum Development Centre	2	1	0	4	7	
5	University of Zambia	0	0	1	20	29	.10
5.1.4. 0	<u>Decentralised programmes to be held at one of the following places (choose one)</u>	Strongly disapprove	Disapprove	Reservedly approve	Approve	Strongly approve	
1	Every school	2	2	3	3	2	
2	Resource schools	0	2	0	4	3	
3	District Centres	2	0	2	4	1	
4	Regional Centres	1	0	3	10	12	
5	Secondary Teachers' Colleges	1	1	3	8	21	.54
5.1.5. 0	<u>Correspondence method of instruction preferred while doing an inservice teacher education course (choose one)</u>	Very inadequate	Inadequate	It does not matter	Fairly adequate	Very adequate	
1	Lecture notes only	2	3	0	1	0	
2	Lecture notes and special assignments	0	2	1	9	19	
3	Special assignments only	3	3	2	0	1	
4	Home study newsletters	1	4	1	2	0	
5	All the above	3	1	3	6	22	.11
							.01

5.1.6. 0	Type of full-time teaching methods preferred (choose one)	Not at all valuable	Barely valuable	Has some value	Valuable	Extremely valuable	
1	Lectures only	3	0	0	2	0	.26
2	Lectures with tutorials and assignments	1	0	2	15	37	
3	Lectures with tutorials only	2	0	3	4	3	
4	Lectures with projects	1	2	0	4	5	
5	Projects alone	2	1	1	1	0	
5.1.7. 0	Type of radio and TV lessons preferred (choose one)	Useless	Not useful	Neutral	Fairly useful	Very useful	
1	Lecture broadcasts only	2	2	1	0	1	.16
2	Lectures and discussions	1	0	3	15	20	
3	Radio discussions only	1	0	2	3	1	
4	Taped sound on radio or cassette	1	0	0	3	5	
5	T.V. demonstrations	0	0	2	5	18	
5.1.8. 0	Type of workshops and seminars preferred (choose one)	Not at all interesting	Not interesting	Don't know	Fairly interesting	Very interesting	
1	Paper presentations by history specialists	1	0	0	5	9	.85
2	Group-work by teachers	2	0	1	8	11	
3	Demonstrations by specialists	0	1	2	7	17	
4	Micro-teaching by teachers	3	0	0	4	4	
5	Historical Association of Zambia meetings	0	0	1	5	8	

5.1.9.	0	<u>Lectures preferred for inservice teacher education programmes (choose one)</u>	Not at all preferred	Preferred a little	Preferred much more	Preferred a great deal	Completely preferred		
	1	Lecturers from Secondary Teachers' Colleges	1	2	1	7	3		
	2	History subject inspectors	4	1	1	0	1		
	3	Curriculum Officers from Curriculum Development Centre	0	3	2	5	3		.01
	4	History and education lecturers from University of Zambia	1	0	7	14	25		.24
	5	Lecturers from overseas educational institutions	3	0	0	0	5		
5.1.10	0	<u>The preferred level of certification or award to which inservice teacher education should contribute (choose one)</u>	Not at all desirable	Desirable a little	Much more desirable	Greatly desired	Extremely desired		
	1	Upgrading course only	1	1	3	2	4		
	2	Special certificate	0	2	4	2	3		
	3	Advanced Diploma	2	0	0	8	5		
	4	First degree	0	0	2	9	20		
	5	Higher Degree	2	0	3	2	14	.65	.01

5.1.11. 0	<u>The preferred way of meeting costs for inservice teacher education programmes</u>	strongly disagree	Disagree	Don't know	Agree	Strongly agree	
1	Directorate of Manpower Planning and Development	1	0	2	10	21	
2	International agencies	3	2	3	0	9	
3	School Production Units and Parent Teachers' Associations to help raise funds	5	0	0	2	0	.41
4	Teachers to meet part of the costs	7	1	0	4	2	
5	Joint sponsorship	1	0	0	6	10	.01
5.1.12. 0	<u>The respondents' interest and participation in the following bodies for teachers</u>	Not a member	Was initially a member	Non-active member	Fairly active member	Very active member	
1	Historical Association of Zambia	30	14	12	20	13	
2	Zambia National Union of Teachers	7	5	54	14	9	.52.
3	Secondary School Teachers Association of Zambia	40	3	13	21	12	
4	Adult Education Association Of Zambia	65	3	6	10	5	.01
5	Others (specify)	11	2	2	3	4	

5.1.13. 0	How valuable or useful might inservice teacher education be to your teaching on the following	Would never use	Probably never use	Might use	Use only occasionally	Use regularly	
1	New subject knowledge	3	4	11	17	54	.95
2	New teaching methods	2	1	12	21	53	
3	New knowledge relating to effective use of educational aids	3	1	17	24	44	
4	New knowledge relating to preparation and maintenance of educational materials and equipment	3	5	12	24	45	
5	Knowledge of curriculum studies	11	10	12	24	32	
5.1.14. 0	What is your current view of inservice teacher education in relation to the aspects of a teacher stated below?	Should not apply	Probably not apply	Might or may not apply	Probably apply	Should apply	.90
1	Raising teachers' morale	2	3	10	16	58	
2	Increasing promotion chances	5	3	14	20	47	
3	Implementing current educational reforms	3	7	19	18	42	
4	Raising teachers' social status	7	6	19	16	41	
5	Leading to salary increment	5	2	11	9	62	
							.01

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree	
5.1.15. 0 <u>Who do you think should benefit most from the introduction of inservice teacher education for secondary teachers?</u>						
1 Students and their parents	20	17	12	29	11	
2 Teachers only	35	30	8	7	9	.18
3 Teachers, students and parents	4	6	9	25	45	.01
4 Schools and the government	19	9	10	22	29	
5 The whole country	1	3	4	17	64	