

602
Diploma in Adult
Education
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THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION

AN EVALUATION OF INSTRUCTIONAL AND
LEARNING MATERIALS IN PRIMARY SCHOOLS. THE
CASE STUDY OF CHADIZA SCHOOLS

A Report in Partial Fulfillment of the Requirements for The
Award of a Diploma in Adult Education at the
University of Zambia

By

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1993/94

DEDICATION

To my mother and father, who started it all by giving me life. May their souls rest in peace.

To my wife Ireen and our beloved children Masuzyo, Misozi, Esnart, Memory, Setrida and Doreen for the inspiration and encouragement. Finally, to God almighty, the fountain of all goodness, for giving me chance to study at this university.

INTRODUCTION

The aim of education is to promote literacy in an individual.

The educational reforms of 1977, clearly stated that the education to be given to Zambians would:

Promote their development that will effect continued satisfactory adjustment to an individual's life at each stage of his/her development (educ. Reforms 1977:5).

In order to achieve this, it is the duty of the educational institutions concerned and the government of the day, to see to it that necessary instructional materials are provided to enable the educators carry out their work effectively. This, however is not the case in Zambia now judging from the outcry from the people in the country, especially parents of school going children, that the education which is given to their children is far much below the required standard. Many parents have complained that, even after having spent seven years of primary education, some children cannot read and write and easily relapse into illiteracy.

Looking at the initial aims of primary education in Zambia, according to the education reforms of 1977,

Primary school education should be preparatory for further learning and for most parents, sights are set on the selection for secondary school grades (8-12).

But this is not the case in Zambia today as most primary schools have declined instead of developing.

According to Kelly (1991:45).

Many schools have been allowed to deteriorate to the extent that major capital expenditure is now required to rehabilitate them.

Of late primary schools, according to the outcry in the country,

do not have sufficient instructional and learning materials like, text books, teachers hand books, chalk, exercise books, rulers, mannila papers, radios, T.v. etc. This has in a way made teachers to improvise where they can or just let nature take its toll.

This research re-evaluated the availability of instructional and learning materials in primary schools of Chadiza district.

CHAPTER I

Statement of the Problem

Many Zambians today talk about the falling of educational standards. in primary schools. Many parents anticipate that this has come about due to lack of instructional and learning materials like teachers hand books, pupils text books, exercise books, rulers, supplementary readers of instructional and learning materials which he said:

raises the quality of learning activities
and boosts student achievement.

The educational reforms of (1977:5) had recommended among other things the provision of the right kind of:

environment and opportunities for learning
to promote the development of an individual.

The provision of the right kind of environment, meant that government was going to provide all the necessary materials in primary schools to enable educators and learners boost educational standards.

It was viewed like the ones mentioned above which had prompted the researcher to evaluate the type of instructional and learning materials currently in use in our primary schools, especially those of Chadiza district. Many people anticipated that primary schools were the most important schools as they serve as bases of education. Once a child lacks good foundational base, then it is difficult for such a child to progress further in education.

Purpose of Study

This study evaluated the instructional and learning materials currently used in primary schools of Chadiza district. The study

tried to:

1. Determine whether instructional and learning materials were used in all subjects being offered.
2. Determine whether teachers had an access to teaching materials.
3. Determine whether teachers did improvise instructional materials in the absence of the recommended ones.
4. Determine whether pupils had an access to text books, rulers, exercise books etc. during the process of learning.

Objectives of the Study

In order to come up with dependable data and solutions to the problem under study, the researcher had the following objectives:

1. to investigate whether teachers had an access to instructional materials in schools.
2. to investigate whether pupils had an access to learning materials.
3. to determine how often teachers went for in service training in instructional materials.
4. to determine whether headmasters ordered the recommended instructional and learning materials for their schools.
5. to determine whether resource centres were functioning in primary schools.

Relevance of Study

This study was relevant as it may bring to light whether the government and the ministry of education in particular, is implementing its policies to the full, regarding provision of both instructional and learning materials in primary schools.

Assumptions of Study

It was assumed that primary school teachers lacked instructional and learning materials. Many schools, it was believed did not have the above mentioned materials to assist them in carrying out their duties effectively. This, it was assumed was due to school administrators who did not order the right instructional and learning materials. Sometimes, it was further assumed, materials concerned were just banked in offices by headmasters, who did not allow teachers and pupils to use them.

Limitation of Study

This study was limited to Chadiza district because of the following reasons:

1. There wasn't enough time to visit all the primary schools in the country and even Chadiza district due to limited time that had been given to carry out this research.
2. The research had not been adequately funded and hence the researcher could not manage to visit all the primary schools in the district.

Definition of Terms

1. Abstract : Thought of, as a quality rather than an object or fact; not real or solid.
2. Anticipate : Sometimes considered non-standard to expect:
We are anticipating trouble when the factory opens again.
3. Deteriorate: To cause to, become worse: his deteriorating health.
4. Insatiable: Something that cannot be satisfied: an insatiable love for music, you cannot be hungry again, you are insatiable.
5. Relapse : To fall back (into evil or illness) after improvement. A return to a former and worse state especially of health after an improvement. Here it means relapsing into illiteracy.
6. Resource Centre: A place within a school, where teachers meet to share and discuss new skills, techniques etc. about teaching.
7. Surrogate : A person, acting for another, such as a priest or judge (a person or thing) acting or used in place of another; substitute: A surrogate material etc.

All the above meanings were got from the Longman Dictionary of Contemporary English, 1978 edition.

CHAPTER II

LITERATURE REVIEW

If educators are to effectively carry out their work and give quality education to their students, then there is need for them to have instructional materials in all subjects. (Unelson 1970: 142) says "the content and method of teaching in all subjects should be adapted to local conditions. Special attention should be given to the preparation of suitable text books and study of the educational use of vernaculars". He further states that education should see to it that it renders the individual, "more efficient in his/her condition of life, whatever it may be and to promote the advancement of the community as a whole".

Quality education then can only be afforded if the instructional materials are available to both the teacher and the learners. This seems not to be the case in Zambia now, hence the outcry from many parents. Mwanakatwe (1971:71) says, "parental interest in the education of their children is considerable, their children's thirst for education is insatiable, factors which have increased popular demand for more and better education".

Kelly, (1991:105) points out the importance of instructional materials when he says, "the greater availability and use of instructional materials raises the quality of learning activities and boosts student achievement. In Zambia the availability of text books has declined steadily, the availability of writing materials is not assured and most school administrators agree that the situation is worse now than in the past".

By instructional materials, it is meant all materials necessary in imparting knowledge to the pupils e.g. radios, TV, cinema, libraries. And talking about libraries, Kelly says, "the presence and active use of a school library boosts reading achievement. Libraries are almost non-existent in Zambian primary schools".

Radio and other instructional media Kelly insists efficiently raise students achievement. But the question at issue is that radios, TV which were given to schools years back are no longer in use. Although Zambia has educational broadcasts, students do not listen to them as the radios are not there.

Classroom blocks are also part of instructional materials. But some schools have not been painted since they were built. The floors are in tatters and as a result do not inspire the students. Coombs and Lauras points out that, "better physical facilities motivate students to learn. The information we have received from observation, discussion and reading leaves us in no doubt that most primary and secondary schools in Zambia are in a state of physical decay".

Most teachers are not retrained once they have completed their initial training. This has made many teachers to be outdated. Kelly says, "in service teacher training programmes will raise the quality of instruction, leading to higher student achievement.

So if students are to get the best education from our schools and be able to contribute constructively in the development of

their nation, good quality education must be afforded them and this can only come about if our primary schools, which are the bases of education, are provided with the right and effective instructional materials which will help in sharpening their educational base.

In the book, "Teaching and Media" (pp. 120) emphasis was made on the importance of having a variety of instructional materials.

This is what was said:

The variety of conditions you may provide when reaching students to name is infinite. As an identifying, students learn to name these referents at three levels: actual, surrogate (representational) and abstract (verbal).

It was further said in the same book that:

Students learn to name such referents as geometric solids, colours of objects, or the process of condensation. All of these referents can actually be brought into classroom. Sometimes it is either impossible or inconvenient to bring real objects or events into classroom or to bring the learners to them. Surrogate objects, events, or characteristics may be employed in such instances.

As it can be seen from the above explanation, instructional materials are very essential to an educator. For it is clearly known that when learners identify they are always afforded with two stimuli namely:

1. A name or symbol
2. The object (event or characteristic to which name symbol refers.

In the book, "The role of Media in instructional setting", (pp: 204) mention has been made on the importance of having many instructional materials. This is what it says:

The abundance of resources and the free access to them probably contribute more to independent study by individuals than any other factor.

According to the latest book, "Focus on learning," (1992: 31) blame has been heaped on the government of the day. This is what was said:

From the look of things, it seems as if the government of the day is not putting much effort to redress the situation in primary schools. Much attention is given to institutions of high learning, especially the universities.

Until the governments of this country realise the essentiality of primary education as the "main base" of education, where good foundation is ought to be concentrated, Zambia will not produce the much needed trained manpower, to man its government and industries. Much money will continue to go out to pay the expatriates.

The only remedy then, is to provide the necessary educational instructional materials to enable primary schools lay a firm educational standards. This can only be done through training teachers providing all the needed instructional and learning materials. A review team set in 1992, to look into problems of education in Zambia said:

The vitality and equality of an education system are revealed very plainly by relative abundance of books, writing materials and educational aids of all kinds, while the virtual absence of such items bespeaks real educational impoverishment. Focus on learning (1992: 31).

CHAPTER THREE

METHODOLOGY

3.1 Population

The population for this study was taken from all the primary schools in Chadiza district. The teachers and Headmasters were part and parcel of the whole population.

3.2 Sample Population

The sample population comprised of 15 headmasters and 68 teachers. Together 83 respondents were administered with questionnaires and interviewed. The respondents were randomly chosen using cards bearing yes and no. A pick a lot mechanism was used.

3.3 Data Collection

The researcher used a structured questionnaire and interviews to obtain information from teachers and headmasters. Further information was got from analysis of the type of instructional and learning materials each school had.

The findings were presented and responses from two types of questionnaires were compiled and analysed through descriptive statistics. The data was analysed manually.

CHAPTER FOUR

DISCUSSION OF THE RESULTS OF FINDINGS FROM HEADMASTERS OF PRIMARY SCHOOLS OF CHADIZA

TABLE 4:1 Sex of respondents:

SEX	FREQUENCY	PERCENTAGE
Male	15	100.0
Female	0	0.0
TOTAL	15	100.0

TABLE 4:2 Academic Qualification

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
Grade 9/Form III	2	13.3
Grade 12	13	86.7
TOTAL	15	100.0

86% of the Headmasters were of grade 12 qualifications. Only 13.3% had form II qualifications. This entails that with grade 12, Headmasters, many schools in the district can produce better results if given the required instructional materials.

TABLE 4:3 Professional Qualification

PROF. QUALIFICATION	FREQUENCY	PERCENTAGE
Z.P.C.	10	66.7
A.P.C.	5	33.3
TOTAL	15	100.0

66.7% of the Headmasters have the Zambia Primary course and 33.3% have Advanced Primary course certificates. This shows that all the Headmasters are conversant with the primary course and can produce better results.

TABLE 4.4 Ordering of materials in a year.

ORDERS BY	FREQUENCY	PERCENTAGE
Headmaster	5	33.3
Inspector	10	66.7
TOTAL	15	100.0

66.7% of the Headmasters do not order books as this work has been withdrawn from them. Instead all orders for primary schools are done by the D.E.O's office. 33.3% and these are Headmasters whose schools are near the Boma said they do order books. This shows the reason why materials are not there in schools.

TABLE 4.5 Checking of teacher's preparation books.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	14	93.3
No	1	6.7
TOTAL	15	100.0

Of the 15 Headmasters interviewed, 93.3% said they checked the teacher's preparation books fortnightly. Only 6.7% of the respondents

don't check their teacher's books. This means that most of the Head/teachers supervise the work of their teachers.

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TABLE 4.6 Checking of pupils exercise books.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	14	93.3
No	1	6.7
TOTAL	15	100.0

93.3% of the Headmasters do check pupils exercise books, to check whether children learn new things every week. Only 6.7% of the respondents don't inspect the pupil's exercise books. This shows that if given the necessary instructional and learning materials, many children can have a very good basic foundation.

TOTAL 4.7 Holding of professional academic meetings.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	13	86.7
No	2	13.3
TOTAL	15	100.0

According to this table 86.7% of the Headmasters hold professional meetings with their teachers. Only 13.3% don't hold these meetings. This is a healthy sign as through such meetings teachers are able to share experiences and hence raise the standards of teaching.

TABLE 4.8 Number of times meetings are held in a term.

ANSWERS	FREQUENCY	PERCENTAGE
Once	10	66.7
Twice	5	33.3
TOTAL	15	100.0

66.7% of the Headmasters hold professional meetings only once in a term. 33.3% hold these meetings twice in the term. This shows that not much is done by Headmasters to enhance professionalism in schools. It was my view that professional meetings should be held regularly to enhance professionalism.

TABLE 4.9 Working relationship with teachers.

ANSWERS	FREQUENCY	PERCENTAGE
Good	13	86.7
Fair	2	13.3
TOTAL	15	100.0

According to the above data, working relationships between administrators and their staff are good as 86.7% shows it so. 13.3% of the administrators said working relationship with their staff are fair. This shows that given the necessary materials, learning can be enhanced in primary schools.

TABLE 10 Problems in the acquisition of materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	9	60.0
No	6	40.0

60% of the Headmasters said they face a lot of problems in the acquisition of both instructional and learning materials. 40% said they did not face problems. These were schools close to the Boma.

Discussions and findings from primary school teachers of Chadiza.

TABLE 4.11 Sex of respondents.

ANSWERS	FREQUENCY	PERCENTAGE
Male	50	73.5
Female	18	26.5
TOTAL	68	100.0

73.5% of the respondents were male and only 26.5% were female. This shows that there are more male teachers than female teachers in Chadiza district.

TABLE 4.12 In service training in instructional materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	5	7.4
No	63	92.6
TOTAL	68	100.0

According to the above collected data, 92.6% of the teachers have never been sent for inservice training in instructional materials since leaving college. Of the 68 teachers interviewed only 7.4%

had been retrained. This shows that retraining of teachers is not done especially with the continuous changes in the methods and techniques in the ministry of education.

TABLE 4.13 Inspection by inspector of schools.

ANSWER	FREQUENCY	PERCENTAGE
Yes	14	20.5
No	54	79.5
TOTAL	68	100.0

79.5% of the respondents said they have not been inspected for quite sometime. Only 20.5% and these were mostly teachers teaching near the Boma were inspected. This revealed lack of commitment to duty on the part of inspectors and hence the falling standards in education.

TABLE 4.14 Times inspected by inspector of schools this year.

ANSWER	FREQUENCY	PERCENTAGE
Inspected Once	14	20.5
Not inspected	54	79.5
TOTAL	68	100.0

Inspected only once this year. According to the above collected data 79.5% of the respondents have not been inspected by the inspector of schools. Only a meagre 20.5% of the respondents were inspected. Infact many teachers said they have never been inspected

since leaving college. This in itself has a big effect on the falling standards in primary education.

TABLE 4.12 Professional qualifications

ANSWERS	FREQUENCY	PERCENTAGE
Z.P.C.	65	95.5
UNTRAINED	3	4.5
TOTAL	68	100.0

According to the above collected data, 95.5% of the respondents had been trained in the Zambia primary course. Only 4.5% of the respondents were untrained. This shows that if properly handled these teachers can perform well. What they lack are the necessary instructional materials.

TABLE 4.13 Academic qualification of respondents.

ANSWERS	FREQUENCY	PERCENTAGE
Form II/Grade 9	10	14.7
Grade 12	58	85.7
TOTAL	68	100.0

85.3% of the respondents were of grade 12 qualifications. 14.7% were either fform II or Grade 9 qualifications. This means that most of the teachers are well educated and can handle the primary course well.

TABLE 4:14 Availability of Instructional Materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	15	22.1
No	53	77.9
TOTAL	68	100.0

77.9% of the respondents said they did not have instructional materials and learning materials. 22.1% said they had. The most badly hit subjects were science, home economics, and English grade III teachers handbooks.

TABLE 4:15 Accessibility to instructional materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	13	19.2
No	55	80.8
TOTAL	68	100.0

80.8% of the respondents donts did not have an access to the instructional materials found in their schools. 19.2% however, had an access to them. This clearly shows that some Headmasters did not give some materials to teachers to use. Instead they banked them in their offices.

TABLE 4:16 Does your headmaster order the right instructional materials?

ANSWERS	FREQUENCY	PERCENTAGE
Yes	12	17.6

TOTAL	68	100.0
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82.4% of the respondents said their headmasters do not order the right instructional materials as this duty was withdrawn from them. The DEC's office orders on behalf of schools. 17.6% of the respondents, especially those near the Boma said their headmasters ordered the right materials. These had an upper hand in taking required materials as they came.

TABLE 4:17 Does he involve you in ordering instructional materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	10	14.7
No	58	85.3
TOTAL	68	100.0

85.3% of the respondents said headmasters do not consult them about materials they need to be ordered for their classes. 14.7% said they were consulted each time the Head ordered books. This shows that Heads do not consult teachers who should be in a better position to know what they need for their classes and instead order things which are not needed.

TABLE 4:18 Availability of learning materials.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	21	30.8
No	47	69.2
TOTAL	68	100.0

Most of the schools visited do not have all the necessary instructional and learning materials. 69.2% of the respondents confirmed the non-availability of these materials. Even the 30.8% which had, still lacked some e.g. in science, homecraft. Library books were not there.

TABLE 4.19 School resource centre.

ANSWER	FREQUENCY	PERCENTAGE
Yes	9	13.2
No	59	86.8
TOTAL	68	100.0

86.8% of the respondents said resource centres were not there. The 13.2% of the respondents who said they had such centres, did not know what they were for. It seemed they were just formed but teachers were not conversant about them.

TABLE 4.20 Functionality of the resource centre.

ANSWER	FREQUENCY	PERCENTAGE
Yes	9	13.2
No	59	86.8
TOTAL	68	100.0

As can be deduced from the above collected data 86.8% confirmed that there were no resource centres in their schools. 13.2% said they had them but they were not functional. This clearly points out that the falling standards in education have come about through negligence on the part of educators.

CHAPTER FIVE

Summary

Of the 15 primary schools visited in Chadiza district, it was clearly seen that all the schools do not have sufficient instructional and learning materials. The results from the questionnaires and interviews revealed that Headmasters, who are the custodians of education in school, are not given the chance to order books and instructional materials for their schools. Infact it was discovered that the few instructional and learning materials found in these schools are ordered by the inspector of schools without consulting the Headmasters who are in a better position to know what their schools need.

When asked why they are not given the chance to order learning and instructional materials, all of the Headmasters said they did not know why this task was withdrawn from them.

It was further revealed that even Headmasters have not taken up the initiative to advise the inspector of schools on what their schools lack.

When teachers were asked whether they are consulted by their Headmasters as to what instructional and learning materials they need in the grades they teach, most of the teachers said they were never consulted.

When asked as to whether resource centres were functional in their

schools, most of the teachers did not know what they were all about. A few teachers however said they had resource centres which were none functional.

It was interesting to note however that most Headmasters checked both teachers preparation books and pupils exercise books. Both professional and administrative meetings were done in all the schools visited. Most Headmasters agreed that they held these meetings once in a term/which was not adequate.

Most of the Headmasters interviewed were of grade 12 qualifications. A good number of them were young and energetic.

On the whole, most of the Headmasters said they were on good working relationships with their teachers. This was good.

However the most pressing problem encountered by Headmasters was on acquisition of teaching materials.

CONCLUSION

From the findings of this study, the researcher has come up with the answer that primary education is not achieving the objectives as laid down in both the educational reforms and the present curriculum due to non availability of instructional and learning materials. In subjects like science, art, home economics and religious education, in most schools visited, instructional and learning materials were non-existent.

With the type of teachers manning primary schools now, (most of them are of grade 12 qualification). Children in schools were to receive good education. The only remedy to solve this problem is to provide all the necessary instructional and learning materials to all primary schools in the country.

Most of the schools visited have not been painted since they were built and that in itself does not inspire the children to learn.

Recommendations:

In view of the researcher's findings, the following recommendations to the policy makers and future researchers are made:

Policy makers and implementors

1. The government has to see to it that all primary schools are provided with all necessary teaching and learning materials. This is the only way in which quality education can come about in Zambia.
2. Inspectors of schools must visit schools regularly. This will motivate teachers and solve some of the problems teachers face in their day to day work.
3. Headmasters and teachers must be sent for in service training in instructional materials regularly in order to keep up in pace. It would do well to send teachers for in service every after 5 years.
4. Resource centres must be created in every school and inspectors must visit them regularly. In this way teachers will keep in pace of any changes made in the curriculum.

5. Inspectors should be provided with transport to enable them visit and inspect schools regularly.

6. Supplementary leaders should be given to primary schools.

In fact the introduction of libraries would bring about good results as children's vocabulary would grow by the time they graduate from primary schools.

Future researchers:

1. It is important to conduct research in the teaching of science, art, music, P.E and religious education. These subjects are not fully taught in primary schools.

2. Research should as well be conducted on the attitudes of inspectors towards their work. For although they are not given transport, at least effort was supposed to be ^{made} on their part to visit each school at least once a year which most of them seem not to be doing

References

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3. Kelly, M.J. (1991). Education in a Declining Economy. The case study of Zambia 1975-1985. The World Bank - Washington.
4. Mwanakatwe, J.M. (1968). The Growth of Education in Zambia Since Independence. Oxford University Press. Kenya.
5. Teaching and Media

ESTIMATED BUDGET

1.	Travelling Allowance	=	K30,000
2.	One box Stencils	=	5,000
3.	2 Tubes Duplicating Ink	=	10,000
4.	3 Copies Binding	=	3,000
5.	2 Pens	=	300
6.	Subsistence Allowance	=	40,000

WORK PLAN

1.	Formulation of Topic	-	5th July, 1994
2.	Writing Proposal	-	1st August, 1994
3.	Submission of Proposal	-	10th August, 1994
4.	Data Collection	-	5th September, 1994
5.	Draft Writing of Report	-	30th October, 1994
6.	Presentation of Report	-	12th December, 1994

QUESTIONNAIRE FOR HEADMASTERS

Instructions

Answer all the questions. Do not write your name if you do not want to. All answers will be treated confidentially.

1. Sex.....
2. Name of your school.....
3. Academic qualifications.....
4. Professional qualifications.....
.....
5. For how long have you been headmaster?.....
6. Does your school have instructional materials in all subjects?
.....
7. If not, why.....
.....
8. How many times do you order school materials in a year?
.....
9. Do they always come?.....
10. Do you check your teacher's preparation books?.....
11. Do you check pupils' books?.....
12. Do you sometimes hold professional meetings with your teachers?
./.....
13. How many times do you hold these meetings in a term?.....
14. What is the working relation like with your teachers?.....
.....
15. Do you have or encounter problems in the acquisition of instructional and learning materials for your school? If so
.....
.....
.....

END OF INTERVIEW
THANK YOU VERY MUCH

HEADMASTERS

Below are twenty two instructional materials used in primary schools.
Please indicate by marking.

- | | <u>AVAILABLE</u> | <u>NOT AVAILABLE</u> |
|--|------------------|----------------------|
| 1. Teachers handbooks in all subjects. | | |
| 2. Pupils textbooks in all subjects. | | |
| 3. Wall charts | | |
| 4. Colour charts | | |
| 5. Flash cards | | |
| 6. Chalk boards | | |
| 7. Flannel boards | | |
| 8. Pupils rulers | | |
| 9. Homecrafts equipments | | |
| 10. Industrial arts materials | | |
| 11. Numerical cards | | |
| 12. Maps | | |
| 13. Temperatures | | |
| 14. Board rulers | | |
| 15. Pupils rulers | | |
| 16. Science equipments | | |
| 17. Radio | | |
| 18. Television | | |
| 19. Slates | | |
| 20. Colour paints for use in art | | |
| 21. Manilla paper | | |
| 22. School library books | | |

THANK YOU

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Teachers

Below are twenty instructional materials used in primary schools.

To the right are columns labelled Always, Usually, Seldom and Never. Say whether you use the materials in question always, usually, seldom or never.

<u>Teachers</u>	<u>Always</u>	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>
1. Handbooks in all subjects				
2. Wall charts				
3. Colour charts				
4. Pupils textbooks in all subs.				
5. Flash cards				
6. Chalk board				
7. Numeral cards				
8. Temperatures				
9. Manila paper				
10. Notice board				
11. Pupils work books				
12. Class supplementary Readers				
13. Word to picture matching				
14. Board ruler				
15. Educational games				
16. Science laboratory				
17. Workshop tools				
18. Radio				
19. Television set				
20. Slates				
21. Rulers for pupils				
22. Exercise books				

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