THE UNIVERSITY OF ZAMBIA

THE IMPACT OF CURRICULUM INNOVATIONS ON PRE-SERVICE PRIMARY TEACHER EDUCATION IN ZAMBIA

By

KALISTO KATONGO KALIMAPOSO

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION. GREAT EAST ROAD CAMPUS, LUSAKA, ZAMBIA.

A Thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy in Sociology of Education of the University of Zambia.

2010
COPY RIGHT DECLARATION

All rights reserved. No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form or by any means, photocopying, recording or otherwise without the prior permission of the author or the University of Zambia.

AUTHOR’S DECLARATION

I, Kalisto Katongo Kalimaposo do hereby solemnly declare that this thesis represents my own work and that it has never been previously submitted for a degree at the University of Zambia or any other university.

Signed:_________________________________________________

Date: _________________________________________________
APPROVAL

This thesis of Kalisto Katongo Kalimaposo is approved as fulfilling the requirements for the degree of Doctor of Philosophy in Sociology of Education by the University of Zambia.

Signed:_____________________________Date:__________________

Signed:_____________________________Date:__________________

Signed:_____________________________Date:__________________

Signed:_____________________________Date:__________________
DEDICATION

To my mother, Pelina Kalimaposo who nursed me when I was afflicted by measles that almost blighted my vision. Without her care and sacrifice I would not have reached this far. At the time of writing this thesis my mother suffered a stroke when I was collecting data in 2008 and passed away on 19th May, 2010. She was put to rest on 22nd May, 2010. MHSRIP.
ABSTRACT

The study investigated the impact of curriculum innovations on pre-service primary teacher education in Zambia. The study collected views from teacher educators in Colleges of Education, educational administrators from Teacher Education Department, Curriculum Development Centre, Examinations Council of Zambia, Civil Society Organizations working in primary teacher education and eminent educationists in Zambia familiar with issues in teacher education. A descriptive survey design was used to carry out the research. The study employed both qualitative and quantitative techniques. This design involved the use of questionnaires, in depth interviews, focus group discussions and analysis of documents. The questionnaire mainly used a Likert response format. The Likert format requested respondents to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with the statements posed in the questionnaire items. The study employed purposive and snow ball sampling procedures.

The study found that curriculum innovations in pre-service primary teacher education in Zambia were too rapid. Most of the respondents interviewed 124 (89%) observed that curriculum innovations in pre-service teacher education in Zambia were too rapid. Most of the respondents strongly felt that the curriculum should be allowed to run a considerable period of time before it was phased out. It was noted that the curriculum innovations in pre-service primary teacher education appeared haphazard as there were too many programmes introduced within a short period. Most college lecturers and some eminent retired educationists noted that the Ministry of Education had tried six curriculum innovations since independence, and most of these curricula had been on experimental basis.

It was observed that ad hoc changes dampened the professional morale of lecturers in colleges of education as college lecturers did not have enough time to familiarize themselves with the ever changing curriculum in teacher education. On the involvement of college lecturers and colleges of education in the curriculum innovation process, it was reported that colleges of education and lecturers were not consulted in the curriculum innovation process, some lecturers indicated that they were only involved in the curriculum innovation process in the final stages to rubber stamp the programme. Some key informants noted that innovations were brought as policy packages already decided upon by GRZ and the external funding agency. Lecturers complained that they were just being used as implementation conduits. It was noted that the MoE imposed curricula changes on colleges of education and lecturers who were opposed to changes were threatened to be disciplined.

The study recommended that sporadic changes of the teacher education curriculum without evaluation of programmes should be discouraged as some changes appeared haphazard. In addition, monitoring and evaluation of teacher education programmes should be encouraged in order to generate vital information to foster research based decision making and to improve efficiency and effectiveness of teacher education programmes.

It was recommended that the MoE should strengthen the Directorate of Teacher Education and Specialised Services (TESS) so as to have a strong internal coordinating mechanism to administer operations in teacher education. It was observed that TESS would be better served if it had a sufficient strength of academic officers who were sensitive to the needs of the profession and had appropriate administrative as well as academic experiences.
ACKNOWLEDGEMENTS

Though thy beginning was small, yet thy latter end should greatly increase (Job 8: 7).

My sincere gratitude goes to my supervisor Prof. C.P. Chishimba and my co-supervisor Dr. O.C. Chakulimba who worked tirelessly to ensure that my study was approved. I am indebted to them for the valuable advice, criticism, suggestions and inspiring ideas I received during this immense study.

The completion of this study has been a labour of sacrifice and giving on the part of many individuals and organizations, some of whom I may not remember to acknowledge. However, I would like to mention the support I received so generously from the Dean, School of Education for facilitating my trip to present a paper at an International Conference on Teacher Education in Sub-Saharan Africa in Ghana at the University of Cape Coast. The exposure I had at this conference helped me a lot in enriching my theoretical perspective in teacher education. I am grateful to my employers, the University of Zambia for awarding me a research fellowship.

My field work would not have succeeded without the support of the Director in the Directorate of Teacher Education and Specialised Services of the Ministry of Education. Permission was granted to me to visit some selected Basic Colleges of Education. I appreciate the support and co-operation I received from College Principals and lecturers in Colleges of Education and Teacher Resource Centres. I am grateful to all the Civil Society Organizations working in primary teacher education for their time and sharing their experiences with me.
I thank most sincerely all my friends and colleagues too numerous to mention for the various assistance they rendered to me during the period of study. I am indebted to the Living Way Bible Church for the wonderful fellowship and spiritual support I received from the Brethren. I shall forever be grateful to my spiritual father, Bishop Harrison Sakala for all that he has done for me.

I am extremely grateful to my wife Alice, my son Katongo and my niece Kasonde who were always there for me when things became difficult.

Over and above all, I ascribe the success of this work to the Lord God Almighty who gave me the grace to reach this far, to Him be the glory.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the thesis</td>
<td>(i)</td>
</tr>
<tr>
<td>Copyright declaration</td>
<td>(ii)</td>
</tr>
<tr>
<td>Author’s declaration</td>
<td>(iii)</td>
</tr>
<tr>
<td>Approval</td>
<td>(iv)</td>
</tr>
<tr>
<td>Dedication</td>
<td>(v)</td>
</tr>
<tr>
<td>Abstract</td>
<td>(vi)</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>(vii)</td>
</tr>
<tr>
<td>Table of contents</td>
<td>(ix)</td>
</tr>
<tr>
<td>List of tables</td>
<td>(xii)</td>
</tr>
</tbody>
</table>

## Chapter One: Introduction

- Introduction                         | 1   |
- Statement of the problem             | 4   |
- General objective                    | 5   |
- Specific objectives                  | 5   |
- Research questions                   | 5   |
- Significance of the study            | 6   |
- Justification of the study from the sociological perspective | 8   |
- Theoretical framework                | 6   |
- Definition of terms                  | 12  |
- Summary                              | 14  |
Chapter Two: Concept of Curriculum

Innovation and Change ................................. 15
- The rate of innovation ................................. 22
- Reasons for and sources of curriculum change .......... 26
- Dynamics of curriculum change ........................ 28
- Curriculum change process ............................. 31
- Curriculum change strategies ........................... 38
- Summary ............................................... 53

Chapter Three: Literature review ............................. 54
- Teacher training before independence .................. 54
- Teacher training after independence .................... 62
- Teacher education: An international review .......... 68
- Models of Pre-service Education ...................... 71
- Content of initial teacher preparation programmes .... 74
- Challenges and limitations of initial teacher preparation programmes ................................. 76
- Case studies of curriculum reforms in teacher education .... 78
- Dilemmas in teacher education .......................... 97
- Summary ............................................... 112

Chapter Four: Methodology ................................. 113
- Epistemological issues in educational research ........ 113
- Research design ....................................... 114
- Justification for the research design ............... 115
- Population .............................................. 117
- Sample .................................................. 118
Sampling procedure…………………………………………………..120
Data collection techniques………………………………………………121
Survey Questionnaire……………………………………………………122
Semi-structured interviews………………………………………………123
Focus group discussions…………………………………………………..125
In-depth interviews…………………………………………………………126
Analysis of documents……………………………………………………127
Reliability and validity of documents………………………………………..128
Content validity……………………………………………………………..128
Construct validity……………………………………………………………..128
Data processing techniques………………………………………………129
Limitations of the study……………………………………………………132
Summary…………………………………………………………………..133

Chapter Five: Presentation of findings……………………………………134
Summary…………………………………………………………………..157

Chapter Six: Discussion of findings………………………………………158
Summary…………………………………………………………………..188

Chapter Seven: Conclusion and Recommendations………………………..189
Conclusion…………………………………………………………………..189
Recommendations………………………………………………………….200

Bibliography…………………………………………………………………..203

Appendices……………………………………………………………………220
Appendix A – Letters of Introduction………………………………………..221
Appendix B – Interview Guides………………………………………………224
Appendix C - Focus Group Discussion Guide……………………………..242
LIST OF TABLES

Table 1: Curriculum Innovations in pre-service primary teacher education in Zambia are too rapid.................................135

Table 2: Curriculum Innovations in pre-service primary teacher education in Zambia has improved the standard of graduates in primary colleges of education.............................................................136

Table 3: There is confusion in schools due to different orientations in teacher training......................................................138

Table 4: Most of the college lecturers are unhappy with the frequent changes in pre-service primary teacher education curriculum.................................................................139

Table 5: College lecturers are not consulted in the curriculum innovation process..........................................................140

Table 6: Most of the college lecturers do not understand the reasons for curriculum innovations in pre-service primary teacher education in Zambia..............................................................142

Table 7: Frequent curriculum innovations in pre-service primary teacher education have contributed to the low standards of teacher education in Zambia..............................................................143

Table 8: Which one of the following primary teacher education programme do you prefer..................................................144

Table 9: How do you rate the following teacher education courses in terms of pre-service teacher education in Zambia............................ 146

Table 10: Primary colleges of education have problems in managing teacher education programmes.........................................................147
Table 11: Curriculum innovations in pre-service primary teacher education have had a negative impact on the colleges of education in Zambia………………..149

Table 12: Curriculum innovations in pre-service primary teacher education in Zambia are drawn and implemented in a haste…………………………..150

Table 13: Curriculum innovations in pre-service primary teacher education are initiated and financed by external agents……………………………………152

Table 14: Piecemeal curriculum innovations in pre-service primary teacher education in Zambia have not served the desired purposes……………………153

Table 15: Curriculum innovation in pre-service primary teacher education have had a positive effect on the primary colleges of education in Zambia……154
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC</td>
<td>Curriculum Development Centre</td>
</tr>
<tr>
<td>CE</td>
<td>College of Education</td>
</tr>
<tr>
<td>COL</td>
<td>Commonwealth of Learning</td>
</tr>
<tr>
<td>DANIDA</td>
<td>Danish International Development Agency</td>
</tr>
<tr>
<td>ECZ</td>
<td>Examinations Council of Zambia</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussions</td>
</tr>
<tr>
<td>FIBATTA</td>
<td>Field Based Teacher Training Approach</td>
</tr>
<tr>
<td>GRZ</td>
<td>Government of the Republic of Zambia</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NISTCOL</td>
<td>National In-service Teachers’ College</td>
</tr>
<tr>
<td>TED</td>
<td>Teacher Education Department</td>
</tr>
<tr>
<td>TESS</td>
<td>Teacher Education and Specialised Services</td>
</tr>
<tr>
<td>TRC</td>
<td>Teacher Resource Centre</td>
</tr>
<tr>
<td>TTI</td>
<td>Teacher Training Inspectorate</td>
</tr>
<tr>
<td>UME</td>
<td>University Matriculation Examination</td>
</tr>
<tr>
<td>UNZA</td>
<td>University of Zambia</td>
</tr>
<tr>
<td>ZATEC</td>
<td>Zambia Teacher Education Course</td>
</tr>
<tr>
<td>ZATERP</td>
<td>Zambia Teacher Education Reform Programme</td>
</tr>
<tr>
<td>ZBEC</td>
<td>Zambia Basic Education Course</td>
</tr>
<tr>
<td>ZINTEC</td>
<td>Zimbabwe Integrated Teacher Education Course</td>
</tr>
<tr>
<td>ZPC</td>
<td>Zambia Primary Course</td>
</tr>
</tbody>
</table>