

THE TRAINING OF SOCIAL STUDIES TEACHERS
IN THE PRE-SERVICE PRIMARY COLLEGES IN
ZAMBIA: AN INVESTIGATION INTO THE USE
OF THE INQUIRY METHOD

BY

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of Zambia in partial fulfilment of the
requirements of the degree of Master of
Education.

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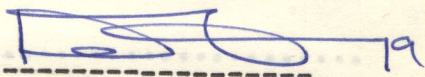
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DECLARATION

I, Jackson Chikonde Mulenga, declare that
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mitted for a degree at this or another
University.

Date

Signed



ABSTRACT

The purpose of the study

1. To determine the conceptions of inquiry method held by social studies college lecturers, and students in selected pre-service primary teachers' colleges and among serving teachers.
2. To establish the extent to which inquiry method is utilized in the training of social studies primary teachers in selected colleges.

This dissertation of Jackson Chikonde Mulenga is approved as fulfilling part of the requirements for the award of the degree of Master of Education of the University of Zambia.

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Date

Methodology

Eight social studies lecturers, one hundred and fifty second year students from the three selected primary teachers' colleges and twenty-five in-service teachers taking the Advanced Primary Course, constituted the subjects for the study.

Questionnaires, participant observation and taping of lessons, and analysis of documents from the three selected pre-service primary colleges were used to collect data.

Data collected were analysed within the theoretical framework of Beyer's conception of the inquiry method.

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2. To establish the extent to which inquiry method is utilized in the training of social studies primary teachers in selected colleges.
3. To make recommendations for the improvement in the utilization of the inquiry method in social studies curriculum in the primary teachers' colleges based on findings in (1) and (2) above.
4. To provide data that will form a basis for further research in this area.

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Findings

1. It was found that lack of knowledge and understanding of inquiry method is making it difficult for lecturers to use it in the training of social studies teachers. There is, further, a misconception of what constitutes an inquiry lesson.
2. Lack of teaching and learning resources, inadequate time allocated to the subject per week and the nature of the pre-service social studies syllabus, are among the factors making the successful utilization of the inquiry method difficult to achieve.
3. The present evaluation of social studies teacher education concentrates on the recall of previously learned facts, concepts, generalizations and patterns.

Recommendations

1. Social studies departments should be adequately stocked with books and journals on the methodology of social studies education.
2. In order to acquaint lecturers with the developments in social studies methodology, regular seminars should be organized at which experts would give lectures and demonstration lessons on inquiry method.
3. In order to help lecturers, students and practising teachers, a detailed supplement to the social studies teachers' handbooks should be prepared. This should

include the theoretical and practical aspects of the inquiry method.

4. A revision of the pre-service social studies syllabus should be undertaken, taking into account the requirements of inquiry method.
5. The examination should shift emphasis from recall to inquiry teaching skills and processes. Teaching practice should be assessed by social studies lecturers.

Conclusion

This study concludes that inquiry method is not used in the training of social studies teachers in the pre-service primary colleges in Zambia. Further more, the concept is a misnomer in the literature of social studies teacher education in Zambia. The expository method is still dominant. However, a number of causes for the failure to use inquiry method have been identified and measures to remedy the situation proposed.

It is assumed that the study will be of great help to all those particularly interested in social studies teacher education methodology.

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CHAPTER ONE

INTRODUCTION

Primary Education before Independence

At the time of Independence, Zambia inherited an eight-year primary course which was divided into three stages. The first stage was called Elementary School which composed of sub-standard A, sub-standard B, Standard One and Standard Two. The second stage which lasted two years consisted of Standard Three and Standard Four was called Middle School. The third stage comprised of Standard Five and was called Upper primary school.

In the rural areas, the three stages represented three distinct Schools. At Domas and some big Mission Stations the three stages were housed in one school. Selection examinations at the end of every stage were conducted to select those to enter the next stage. In the Urban areas children progressed from Sub-Standard A to Standard six at one school.

The subjects of the primary school curriculum were Religious Instructions, Arithmetic, Vernacular and Handwriting, English (introduced in Standard One), History (which in the Lower primary included Civics), Geography, General Science and Agricultural Science (Upper Primary), Nature Study (Lower Primary), Art, woodwork and Leather Work (in some schools in upper primary), Singing, Physical Education, Domestic Science (Upper Primary girls), Needle Work (Lower and Upper Primary) and Gardening (Lower Primary).

A brief background to the problem

Social Studies was not taught in the primary school and the pre-service primary teachers' colleges in Zambia until 1962. It was introduced following the 1961 Primary Education Committee's recommendation that Civics, History and Geography should be replaced by Social Studies. The then Ministry of African Education gave its approval and the syllabus was published in 1962. Until December, 1964 Social Studies

was confined to the lower primary classes.

Social Studies, before 1963, and if looked at as citizenship training as was conceived in the early 1960s in America, was realised in Zambia through Civics and History. These subjects were mainly concerned with the way the country was governed and its history. At upper primary level, History extended beyond local history to include European explorations and discoveries, Christianity and Islam, civilization, and above all the rise of the British Empire.

The method which was used to teach these distinct subjects of Civics, Geography and History was expository. This method included such techniques as story-telling, narratives and direct structural teacher-directed teaching. Some creative teachers, especially in the lower standards supplemented these techniques with acting, modelling and picture drawing. In the lower primary geography, lessons based on "travels in Northern Rhodesia," by Maxwell Robertson were arranged in form of 'Talks' and 'Journeys' such as "on the train from Lusaka to Livingstone". The teacher used summary and outdoor maps to illustrate places or relief features mentioned in his or her talk. Geography lessons in the upper primary classes were handled in the same way. History likewise took the form of story telling and lecturing as did Civics. In this approach the learner was a recipient of information handed to him or her by the teacher. The learner remained passive throughout the lesson since whatever questions were asked were recall ones. This was the approach then, which the trainee teachers learnt and which they were expected to use after training.

Prior to the introduction of Social Studies in the primary curriculum, Judith Temple, then lecturer at David Livingstone Teachers' College wrote four teachers' Social Studies handbooks entitled "This is my Home; This is my Province; This is my Country", which were

published in 1963, followed by "These are our Neighbours" in 1965. The books were used in standards One, Two, Three and Four respectively and later after January 1966, in Grades Three, Four, Five and Six when the Zambia Primary Course was reduced from eight years to seven years. Accompanying handbooks were maps, and in Grades five and six a pupil's workbook. However, Social Studies was not taught in Grade Seven until 1971.

The method used in presenting the material in the new Social Studies syllabus was still expository. The lessons were arranged in form of visits or journeys such as "A Visit to a Farm" or "A Journey from Lusaka to Choma". The teacher described the features and located them on the map. At the end of the 'journey' an exercise, which according to Temple (1963) was, "to help to fix in the children's mind the things they are being taught" (p.12), was completed by each pupil.

Although the expository method was used in her books, Temple (1963) cautioned the teachers about the disadvantages of this method as follows:

The best teachers are not those who teach the most information but those who arouse the children's curiosity and make them want to find out more for themselves (p.9).

So, Temple stressed the need for the teacher to talk less and let the children do activities. Emphasizing the need to forgo the teaching of Social Studies through the expository method she said:

Many of the facts they learn will be forgotten, but if their interest is aroused, they will go on learning after formal lessons are finished, especially in subjects like this (Social Studies) where lessons should be related to their own experience (p.9)

Primary Teacher Training Up To 1973

Primary teacher training colleges offered two courses lasting two years. First, the Lower Primary Course. This was intended for those who were to teach in the Lower Primary classes (Sub-Standard A to Standard II or Grades 1 to 4 after 1966). The minimum entry qualifi-

cation was a full Primary School Certificate, although towards the late 1960's, trainees with full Junior Secondary School Certificate were preferred. Second, the Upper Primary Course. This was designed for those who were to teach from Standard III to Standard VI or Grades Five to Seven. Training was restricted to those with either full Junior Secondary Certificate or Cambridge School Certificate.

Social Studies, as pointed out on page 1 was not introduced in schools until 1963. Trainees received instructions in the teaching of Civics, History and Geography as separate subjects. Teaching these subjects centered on the provision of background information to the trainee teachers. The methods used to present this information to the trainees were the same the trainees were expected to use when teaching almost the same information. The Department of Education also included in its curriculum, general methods which were discussed without specific references to any one subject of the Primary School Curriculum.

When the Social Studies teachers' books were published by Judith Temple as noted on page 2, lecturers tried to implement the expository method suggested in the books.

The view that knowledge involves understanding or insight and not memorization or recall of information necessitated a change in the methodology of not only Social Studies but many other subjects. Knowledge was viewed as being of little or no value if it could not be utilized in new situations or in a form very different from that in which it was originally encountered.

Realizing the important role of Social Studies in interpreting the nation's political situation, and the way man solves society's problems, the method of inquiry was seen as a vehicle through which such goals would be attained. Following this realization, the Ministry of

Education and Culture adopted the use of inquiry method in the Primary Social Studies and in the pre-service Social Studies Education. The Teacher Training College syllabus (1975) also laid emphasis on the use of inquiry method in Social Studies teacher education and urged lecturers to demonstrate the inquiry skills so that teachers would use them after completing their training.

The study, therefore, investigates into the conception and use of the inquiry method in the pre-service Social Studies education in the Primary Teachers' Colleges in Zambia.

The Statement of the Problem

The implementation of an innovation in classroom situations is always problematic. The use of inquiry method in Social Studies teaching is the case in point here. In Zambia, the 1971 Social Studies syllabus for primary school, the Curriculum Council Report (1975) and the 1975 Primary Teacher Training syllabus strongly recommended the use of inquiry method at both the Primary and the Teacher Training College levels. Kachulu (1979) observed that primary school teachers in Zambia mostly use expository method in teaching Social Studies. The problem then arises: What are the causes for the failure by trained teachers to use inquiry method in Social Studies teaching when they are supposed to have been trained in inquiry procedure?

Although possible explanations could be sought at the Primary School level, the assumption that the nature of training one receives is likely to influence his performance in the field makes it imperative to seek explanation from colleges. Teachers are products of colleges, and therefore would be expected to use the methods they were taught while undergoing training.

The Purpose of the study

The purpose of this study is fourfold:

1. To determine the conception of inquiry method held by Social Studies college lecturers, and students in selected pre-service Primary Teachers' Colleges in Zambia and among serving teachers.
2. To establish the extent to which inquiry method is utilized in the training of Social Studies primary teachers in selected colleges.
3. To make recommendations for the improvement in the utilization of the inquiry method in Social Studies Curriculum in the Primary Teachers' Colleges based on the findings in (1) and (2) above.
4. To provide data that will form the basis for further research in this area.

Research questions of the study

The following questions guided the investigation:

1. How do lecturers, students and in-service teachers conceive of the inquiry method in Social Studies?
2. What is the state of the inquiry method in the pre-service Primary Social Studies teacher education programmes in the selected colleges?
3. What conditions determine the successful use of the inquiry method?
4. How is the pre-service Social Studies teacher education curriculum organized? Does it avail itself of the ideas of the inquiry method?
5. What sort of questions constitute the pre-service Social Studies examinations?

The Rationale for the study

It is assumed by many teacher educators that inquiry method equips teachers with the needed concepts, knowledge, attitudes, skills and techniques to handle effectively Social Studies at Primary level as pointed out by Evans (1972, P. 278). In fact, outside Zambia, the use of inquiry method in Social Studies has been investigated to determine its applicability, particularly in the USA (Cousins, 1962; Metcalf, 1963, and Massialas, 1963). In Zambia, no such research has been conducted apart from the investigation conducted by Lampi and Krug (1981). However, a few writers have expressed their opinions on the teaching of Social Studies in Zambia (Kabogorwa, 1979; Kachulu, 1979 and Simukoko, 1977).

It is because of lack of research in this area that in his study, Moyo

(1980) recommended among other things, the need for research in the methods of teacher education.

Zambia, like many other developing nations faces problems of political, social and economic nature. Political, Social and Economic dimensions of these problems constitute part of the curriculum for both Social Studies primary and teacher education. These problems call for citizens who have attained skills in problem-solving. It is therefore assumed that the use of the inquiry method in Social Studies would be seen as a channel through which positive contribution in solving national problems could be attained. Because of its effective application during the pre-service teacher education programme, inquiry method is likely to produce teachers who might raise the creative thinking among Zambian School children, which is part of human development essential to national development.

Man is everyday confronted with problems. The nature of the discipline of knowledge requires the human mind to resolve these everyday problems. The use of the inquiry method in a subject such as Social Studies is instrumental in the development of skills in problem-solving.

The orthodox notion viewed the relationship between a student and the teacher as one in which the student occupied the role of a recipient of information transmitted by the teacher. This is now being challenged by the advocates of inquiry method who view the process of acquiring knowledge in terms of understanding and making meaning out of it. Emphasizing the role of the teacher in this new view of knowledge acquisition in the teaching-learning situation, Yates (1970) stated:

Teachers of our time are no longer mere disseminators of knowledge. It has become the teacher's main task to help the young people in coping with a welter of information and in putting it into some order (p.9)

It is the assumption here that ideas such as those articulated by Yates as cited above, can only be realized by the teachers who during their

pre-service training had been exposed to the use of the techniques of the inquiry method. The extent to which the inquiry method is used in Social Studies teacher education curriculum should be established. Hence the significance of the study.

Limitations of the study

It was not possible to have a larger sample due to time and financial constraints. The study is limited to Pre-Service Primary Teachers' Colleges in Zambia and to Social Studies teacher education Curriculum. The recommendations are therefore confined to Primary Teachers' Colleges.

DEFINITION OF TERMS

Pre-Service Primary Teachers' Colleges

These are institutions offering a two-year post junior and senior secondary education in primary teaching methods to prospective teachers in Zambia.

Social Studies

This is one of the subjects of both the primary school and primary teacher training curricula which replaced Civics, Geography and History as from 1963. However, it is not taken as an amalgamation or integration of subjects but as Adaralegbe (1975) and Adewole of the African Social Studies Programme (ASSP, 1974) defined it:

A study of how man influences and is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environments (Adaralegbe, p.29).

Social Studies Teacher Education

Institutionalized education programmes which are organised for the preparation of primary Social Studies teachers.

Expository Method

This is used interchangeably with the term traditional method. It is a teaching strategy in which the subject matter is organised and

presented in whole by the teacher to the student. The student, throughout the teaching-learning act remains passive, since the questions if ever asked are normally recall. Lecturing is the main technique of expository method.

Inquiry Method

A method is a way in which the subject matter may best be presented and impressed upon the mind. In this study, method and strategy will be used interchangeably.

The inquiry method is a way of presenting the subject matter to the learner in which the learner conceives a problem, an issue or a confrontation; or is presented with a problem by the teacher. The learner through academic and logical reasoning based on the available data, arrives at a solution which he then applies to new situations. In an inquiry lesson, the learner learns by inquiring through the five steps or phases of the inquiry method. These steps or phases were originally formulated by Dewey (1933) as the steps of the Reflective Thought. In this study, Beyer's (1979) modified steps of the theory of Inquiry method are used. These are:

1. Defining the problem or question
2. Developing tentative answers (hypotheses)
3. Testing tentative answers
4. Developing conclusions
5. Applying a conclusion to new data or experience.

The most predominant technique is questioning. Those questions which are divergent. Other techniques include discussion, role-play, case study and simulation. Since the use of data to validate the hypotheses is fundamental, inquiry method utilizes data gathering techniques such as interviews, questionnaires, reading and observation.

Technique

This is the procedure and practice which the teacher uses to accomplish the stated objective. If for instance, the objective is to pass on information, then lecturing technique may be found suitable; but if on the other hand the objective is to develop team spirit, then group discussion may be used.

CHAPTER TWO .
REVIEW OF RELATED LITERATURE

Social Studies is one of the twelve teaching subjects of the Pre-Service Primary Teachers' Curriculum. Pre-Service teachers taking Social Studies study its content and the manner in which it is taught. They are then sent out during teaching practice sessions to try and get the feel of what teaching is like in real-life situations in Primary Schools.

The importance attached to Social Studies education could be seen by emphasis put on it in the Second National Development Plan (SNDP), UNICEF sponsored report on "Children and Women in Zambia: A situation Analysis" (1979), and the Curriculum Council Report (1975).

The SNDP (1971) directed that the Curriculum Development Centre (C.D.C.) should give special attention to the development of Social Studies at primary level in addition to Environmental Science, Home-craft and Manual Craft Training. These subjects were recognized as important if the national goal for Primary Education was going to be realized. This goal stressed that the school should prepare the child for productive life in his own community and to face intelligently the social and economic changes the community was undergoing and the political changes from local to national level.

The UNICEF (1979) report identified Primary Social Studies, Civics and History as subjects which had received much attention during the first ten years of independence. However, the report stressed that the three subjects needed even more revision in the light of the nation's new aspirations because, "... these subject areas include an interpretation of the nation's political situation" (p.77). The Curriculum Council Report (1975) had earlier on stated that the interpretation of the national philosophy of humanism lay more on Social Studies than any other subjects of primary education.

The primary School Social Studies Curriculum was designed bearing in mind that for many pupils, Grade VII marks the end of formal school. These school leavers would be expected to play a greater role in moulding and developing their communities. According to the Curriculum Council Report (1975) the aim of primary Social Studies was:

To equip the school leavers with knowledge of their changing community and nation, the local and national political and economic values and organization, and a determination to rely on their own skills and hardwork for the further development of themselves and the society as a whole (p. 14).

The aims of the teacher training social Studies syllabus are based on the above general aim of Primary Social Studies Curriculum. Two of these aims are paraphrased below:

1. To make the student understand the socio-economic problems of Africa and the world in general and Zambia in particular, emphasizing the inter-relatedness of these problems and the need for student involvement in their solutions.
2. To let the student grasp certain modes of teaching and visual aids, as well as leave room for initiative and creativity.

What methods, therefore, would be most suitable for realizing these aims? The teacher training syllabus acknowledges the usefulness of teacher-centred methods and techniques such as lecturing, chalk and talk and story-telling when explaining and introducing work to students. However, it recommends the use of inquiry method and techniques throughout the course. Although it acknowledges the importance of inquiry method, and at the same time admits that it is a new development in Social Studies teacher education in Zambia, it does not really offer a clear definition of inquiry method let alone how to use it in the classroom.

In spite of this definition handicap in the Zambia teacher training Social Studies syllabus, inquiry as a concept has received considerable

attention elsewhere. According to Marsh (1975) the concept of inquiry was introduced into the literature by academics in the 1950s and 1960s. However, from the theoretical point of view, inquiry method is associated with Dewey (1916) although the actual theory of Reflective Method was not stated until 1933.

Fenton (1966) developed a teaching continuum on which he showed that there are basically two teaching methods with varying techniques. These are: expository and inquiry. According to this conceptual framework, expository method lies on the extreme left while inquiry lies on the extreme right. In between these two extremes are teaching strategies which are either leaning to the left or right depending on the role of the teacher and the learner in the teaching-learning act. Massialas and Cox (1966), and Beyer (1979) held the same view.

Although the ideas expressed above emphasize the existence of two main methods used in the teaching of Social Studies, other researchers and writers have come up with different methods of teaching the subject at school or college level. Irving Morrisset, Hawke Sharnovl, and Superka P. Douglas (1980) found that lecture and discussion methods are very common at school level, while Searles (1963) found group discussion, group reports, unit approach and individual reports common at college level.

There is a growing body of literature on inquiry method since it was coined by Dewey (1933). Recent research on the conception of inquiry method by Feely (JR) (1972) and Kaufman (1972) has revealed that "inquiry" exhibits a lot of meanings. The multiplicity of meanings has tended to influence and determine its application in the classroom. Marsh (1975) in his review of research on inquiry teaching in Social Studies, used reflective-thinking, problem-solving and research

to categorize the conceptions of inquiry method among the 28 researchers on the subject. The study showed that reflective-thinking, problem-solving and research have been used to mean inquiry method. Adewole (1974) associates inquiry method with reflective method, problem-solving, inductive learning, discovery and critical thinking. Inquiry, according to Dich (1980) is generated by conflict, an interest or a problem. He therefore feels that inquiry should be equated with problem-solving approach. Beyer (1979) accepting these contentions adds that although these terms do not mean exactly the same thing, they however share one common thing in their references "----to a specific way in which people manipulate data and sensory experience as they engage in learning" (p.69).

Although the review of literature above has yielded evidence to show that inquiry method means many things to many people, most researchers and authors on the use of the inquiry method are agreed on the processes or steps of the method (Adewole, 1974; Banks, 1977; Beyer, 1979; Massialas and Cox, 1966; Gillion, 1977; Kaufman, 1972; and Simukoko, 1977). They agree that inquiry process involves five steps or stages which the inquirer undergoes. These stages are based on Dewey's five phases of reflective thought as stated in chapter one of this study. It is assumed that these stages constitute the mental operations which are the basis of this inquiry method.

Inquiry use exhibits itself in three different ways. Johnson (1966) identified the three acts of the inquiry method which are paraphrased below:

First, inquiry use in everyday life. Man, once posed with a

problem, tries to find ways and means of solving the problem. If he fails with the first suggested ways, he then thinks out other ways of resolving the problem.

Second, inquiry use from the scientific point of view. A Scientist once faced with a problem, formulates testable hypotheses. He normally arrives at an explanation through experiments and the explanation later becomes a law. Any other scientist trying to replicate his findings has to follow the same steps and operate under the same conditions in-order to arrive at the same explanation.

Third, inquiry use in the Social sciences. In this use, a student studies a given theme which may be a problem or an issue of political, economic or social nature within the curriculum. Through academic and logical reasoning he works out the problem and arrives at a conclusion using evidence (data) available. It is this third aspect of inquiry use which is assumed relevant in this study.

As pointed out in chapter one, much of the available literature on Social Studies in Zambia discussing the use of inquiry method by educators, is based on personal experiences rather than on empirical findings with the exception of Lampi and Krug (1981). Lampi (1980), writing on the multiplicity of meanings associated with inquiry method, noted that this state of affairs has been a hindrance in communication among teachers of History in Zambia. This he concedes, is one of the factors leading to non-use of inquiry method in Secondary schools. Lampi and Krug (1981) noted that the use of inquiry method in Zambian secondary schools in History and Civics is made difficult by the nature of the curriculum which is overloaded; the examination system and parental expectations based on the results of the final examination; the overcrowded classrooms and lack

of teaching resources. Lukeke (1973) and Kachulu (1979) stress the importance of teaching resources if inquiry teaching is to succeed. Kachulu further points out that the teacher of Social Studies must create a learning atmosphere using the instructional resources. He suggests that the basis for inquiry use is the availability of adequate and suitable teaching material. Like many other advocates of the use of inquiry method such as Massialas and Cox, Kachulu concedes that inquiry method is more demanding of time and energy on the part of the teacher. Kaufman (1972) concluded that the use of inquiry method is determined by the nature of the objectives of the lesson. The Objectives, he further adds, determine whether the inquiry will be student-initiated or teacher-initiated. He concluded that the objectives which stress the affective domain result in student-initiated inquiry, whereas those which stress the cognitive domain result in teacher-initiated inquiry.

Bibens (1980) noted that questioning technique is basic for effective use of inquiry method. Lampi (1980) in his discussion of the two components of inquiry atmosphere, echoed this view. He however, warns that questions should be probing and not recall type. According to Lampi an inquiry atmosphere can be said to prevail if the classroom atmosphere is characterized by teacher-student interaction. Beyer (1979) has summed up this so well by saying:

A climate conducive to inquiry demands that we (teachers) redirect questions to the students, ask new questions, and give the students an opportunity to find out for themselves (p. 282).

Beyer goes on to explicate that "knowledge of how to inquire and willingness to engage in inquiry are basic attributes of successful and confident inquiry teachers" (p. 284).

In conclusion, the review of literature has shown that the opinions pertinent to the study regard Social Studies as a channel for understanding societal problems. These opinions also suggest that the goals of Social Studies education could best be attained through the use of the inquiry method at primary and teacher training levels. In addition, the review has shown that although inquiry is differently conceived by scholars, there is general agreement that the approach is student-centred, and that there are certain common elements which seem to permeate all the definitions. Also, it is generally agreed that inquiry in the classroom has definite steps to be followed.

CHAPTER THREE

METHODOLOGY

Population of the study

The subjects of the study came from the selected pre-service Primary colleges, namely: David Livingstone Teachers' College, Kitwe Teachers' College and Solwezi Teachers' College; and from Chalimbana National In-Service College (NISTCOL).

The colleges were not randomly selected because of the researcher's need to have only those with some characteristics which could be of much benefit to the study.

a. David Livingstone Teachers' College

This is the college where Judith Temple, the author of the first Social Studies books taught. It is the first college to have a resource centre in Zambia at the time of the study. It is also the only college known to have a lecturer with fifteen years of teaching Social Studies at the Primary teachers' college level.

b. Kitwe Teachers' College

This college is the only one with a capacity intake of over 500 trainee teachers. It has more lecturers per subject than any other college. It would provide more lecturers in Social Studies for the study than any other college.

c. Solwezi Teachers' College

This was the only new college at the time of the study. It was opened in 1977. It had Social Studies lecturers who had just graduated with a Diploma in Teacher Education from UNZA in 1976. For this reason it was felt that the new lecturers would initiate innovations in the teaching of Social Studies teacher education at the college.

d. Chalimbana National In-Service College

It is the only college running in-service courses for serving primary teachers.

The subjects comprised three groups as follows:

First, eight Social Studies lecturers drawn from the three selected Pre-Service Primary Colleges. Two of these had a Bachelor of Arts Degree with Education. They had majored in Geography and History and

Civics and Geography respectively. Their degree courses included Geography teaching methods, Civics teaching methods and History teaching methods in which, it was assumed, some new approaches to the teaching of Geography, History and Civics were introduced. These graduate lecturers had been teaching Social Studies for five years. Three lecturers held the Diploma in Teacher Education from the University of Zambia. This two year course was introduced in 1973 and was open to Serving Primary School teachers. The three lecturers had taken Social Studies as one of the teaching Subjects during their Diploma Course. One of these had been teaching Social Studies in the Colleges for five years, the other two had been teaching Social Studies in Colleges for three and two years respectively. Two other lecturers joined teacher training colleges with Primary teachers' Certificate and had been teaching Social Studies for seven and fifteen years respectively. They had during this time attended a one-year course in Education in Britain. The eighth lecturer did not return the questionnaire.

Second, one hundred and fifty post form five Second Year Students were selected; fifty from each of three selected Pre-Service Primary colleges. Second Year Students were preferred because of the researcher's wish to get those Subjects with some experience, not only in the theory of teaching but practical part of it too. It was also assumed that their Conception of the inquiry method would depend very much on their lecturers' understanding of the inquiry method, and the frequency of its use in Social Studies teacher education.

Third, twenty-five in-service teachers taking the Advanced Primary Course (A.P.C.) were taken. Eight of them were trained for Upper Primary classes. Two of these had full junior Secondary Certificate, Six had completed form V. Fifteen were trained for Lower Primary classes. Nine of these had only completed standard six. The

rest had completed Junior Secondary Course. At the time of being accepted for the A.P.C. all had completed five G.C.E. 'O' level Subjects including English Language or full form V certificate. Their teaching experience ranged from eight years to thirty-two years. Two of the respondents did not return the questionnaires. The In-Service teachers were taken on for the A.P.C. at a time when the concept of inquiry method was being discussed by Social Studies lecturers. Although the lecturers of the National In-Service college were not included in the population of the study, one would assume that they would introduce the inquiry method to the In-Service teachers.

Instrumentation

In order to answer some of the major questions, three questionnaires were developed. One questionnaire for lecturers, one for students and one for In-Service teachers.

Item C3 of the lecturers' questionnaire, C5 of the Students' questionnaire and C6 of the in-service teachers' questionnaire were adopted with modifications from Mary Surgrue and Jo. A Sweeneys' checklist "Am I an inquiry Teacher?" University of Michigan (1969). The following Items were modified as indicated below: Item C3a, the word, "Prepare" was substituted with "make". This was the case for Items C5a and C6a. Item C3c, the statement was re-phrased from " My Introductory lessons present some problem, question, contradiction, or unknown element that will maximise student thinking," to "I present my lessons in form of a problem, question or contradictions which form(s) the basis for student Investigations". This also applies to Items C5b and C6b. C3d was re-written from, " My questions are intended to lead the pupils to explore, explain, support and evaluate their ideas," to "I ask questions which lead students to explore, explain, support and evaluate their ideas". Item C3e the last part of the

Statement "... in a broad context of experience," was removed. This applies to Items C5d and C6d. Item C3f was re-written from "I encourage the students to arrive at value and policy positions of their own that they understand and can defend," to "I allow students to arrive at conclusions of their own which they can understand and can defend." Item C3g was re-written from "I allow for flexible seating, student movement, and maximum student use of materials and resources" to "I allow flexible seating and student movement to maximize student interaction." This applies to Items C5f and C6e. In Item C3h, the word 'right' after "single" in the original statement, was omitted and the last word "solution" was replaced with "answer". In the Items falling under C5 and C6, apart from these modifications, the statements were changed from first person singular to third person singular. This also applies to Items 1 - 10 of section A of the Investigator's observation schedule.

Section A of the questionnaires sought background information about the respondents. Section B asked respondents about their conception of the inquiry method. Section C asked about the state of the inquiry method, while Section D sought information about the organization and evaluation of Social Studies teacher education. While questions in Section B were similar throughout all questionnaires, the other Sections differed slightly in wording and structure.

An introductory note was attached to each questionnaire. This gave the reasons for the study and assured the respondents of the confidentiality and **anonymity of the findings**.

The questionnaires for lecturers and students were pilot tested at Kasama Teachers' College. These were then **modified** after a discussion with the lecturers concerned to ensure their validity in this study.

It was not possible to pilot test the questionnaire for in-service teachers because of lack of similar subjects apart from those who were to answer the questionnaire.

An observation schedule with Section A adopted with modification from Surgrue and Sweeneys' check-list (1969) stated above, was developed for the purpose of observing lessons taught by the lecturers. This was not pre-tested because at the time of pilot testing the questionnaires for lecturers and students, the colleges were in their last week of the term. There was very little teaching going on by then.

Finally, documents in use in colleges were analysed. These included the schemes of work for varying terms and years from each of the three selected colleges, past examination papers, and handouts on methods of teaching Social Studies. These were analysed within the theoretical framework of inquiry method as advanced by Dewey (1933) and developed and elaborated by Beyer (1979) as stated on page 9.

Sampling Procedure

Lecturers

No sampling was done since all Social Studies lecturers of each of the three selected primary colleges formed the subjects of the study.

Students

Second year academic classes were shared by all Social Studies department staff except for Solwezi, where there was only one lecturer who took charge of all classes.

It was therefore important to get representatives from each class to constitute the subjects of the study.

Solwezi and David Livingstone Teachers' Colleges had five classes of second year academic students while Kitwe had none.

Ten students from each of the second year classes at David Livingstone and Solwezi; and five from each of the first four classes, six from each of the last five classes from Kitwe formed the subjects of the study.

The students from each class were allotted numbers using the register. A method of "Pick-a-lot" was used. A total of one hundred and fifty students was thus sampled.

In-Service Teachers

Since the whole class of APC was used in the study, no sampling was necessary.

At the time of conducting the research, second year students at Kitwe and Solwezi were on teaching practice. This posed some problem in locating the respondents sampled. It also posed some problem in collecting the completed questionnaires. The procedure used for each college was as follows:

David Livingstone Teachers' College

The student leader announced the names at lunch. These assembled in the classroom. The purpose of the questionnaire was explained after which copies were distributed. The researcher then collected the completed questionnaires the following day during normal class periods.

Kitwe Teachers' College

The questionnaire was distributed after lunch and then after supper, as the students went out in groups and returned to college at different times after teaching hours. No explanation was done apart from the introductory note attached to each questionnaire. There was a low return of the questionnaires which could be attributed to students' pre-occupation with teaching practice preparations and the public holidays which followed, as most of the respondents went to their homes.

2

Five respondents sent their completed questionnaires by mail.

Solwezi Teachers' College

The Principal announced the names of the selected students at supper time and asked them to assemble in the hall. All turned up despite the fact that they were busy with teaching practice preparations. Fear for authority can not be ruled out for the the good turn up. The questionnaire was explained and distributed. The completed questionnaires were collected from the hostels by the male and female head students.

In-Service teachers

The questionnaire was explained and administered during normal lecture time. Completed questionnaires were collected the following day.

Lecturers

The questionnaires were distributed to lecturer's individually at each college visited. Each lecturer handed in his after completion.

Of 150 copies of the questionnaire administered to second year students 124 or 82.7% were returned. 23 or 92% out of 25 questionnaires administered to In-service teachers were returned. 7 or 87.6% out of 8 questionnaires administered to lecturers were returned.

Analysis of data

The questionnaires developed were semi-structured. The unstructured responses were first classified and then categorized. A classification scheme for each question item was developed by getting the first ten respondents and listing down their responses to the particular question item. Because of the small number of respondents, it was not possible to extend the number to have a larger category. The remaining responses which could not be fitted into the classificatory frame were fitted into miscellaneous category. The taped lessons were transcribed and analysed.

CHAPTER FOUR

MAIN FINDINGS OF THE STUDY

This chapter presents the major findings of the study which will be discussed under the following sub-headings which constituted the research questions: (a) The conceptions of the inquiry method, (b) the state of the inquiry method in Social Studies teacher education, (c) the conditions that determine the successful use of the inquiry method, (d) the organization of Social Studies teacher education, and (e) evaluation of Social Studies teacher education.

The conceptions of the inquiry method

Items B1 (appendices A4 and A5) and item B3 (appendix A6) asked the respondents to define inquiry method. The results as reported in appendix D1, show that inquiry method is conceived differently by lecturers, students and in-service teachers.

The analysis of documents from one of the three selected colleges reveals that inquiry method is not clearly understood and defined. The document defines inquiry method as finding out, investigation; and as inquiry through questioning skill, group work skill, research skill and use of apparatus (appendix E1). These conceptions of inquiry method differ from those adopted in this study.

When asked to list down the steps or stages of the inquiry method, variety of responses were given. In some cases, some of these could not be classified, as they were those of a lesson plan (appendix D2). Main, documentary evidence from one college reveals that the steps listed down as factors are in fact erroneous. These 'factors' include: (i) formulating the problem, (ii) formulating the hypothesis, (iii) designing the study, (iv) interpreting the data or findings, and (vi) synthesizing.

Items B3 and B5 (see appendices A4, A5 and A6 respectively) requested respondents to list down the techniques of inquiry method. The respondents gave problem-solving, deductive, inductive and discovery as techniques of inquiry method, while these in fact are methods. The techniques of research such as observation, recording of information, classifying information, interpreting, concluding and evaluation are given as techniques of inquiry method. Lecturing and story-telling are given as techniques of inquiry method, but are in fact techniques of expository method. However, the respondents also gave role-playing, questioning, case-study, discussion, interviews and field-trips which are associated with inquiry method as its techniques (see table 1 below for details). Methods and techniques are different as defined on pages 9 and 10 respectively. The respondents' grouping of methods, techniques of research method, techniques of expository and the techniques of inquiry method indicates that the respondents do not differentiate between method and technique. Secondly, they do not differentiate between the techniques of research and expository method. Thirdly, they do not differentiate between the techniques of expository method and those of inquiry method.

TABLE 1

LECTURERS', STUDENTS', AND IN-SERVICE TEACHERS' RESPONSES TO THE QUESTION "WHAT ARE THE TECHNIQUES OF INQUIRY METHOD?"

Respondent Group	Responses (techniques of Inquiry method)
Lecturers	Techniques of Inquiry method are: role playing; problem-solving; educational-games, case-studies, recording information, classifying information, Inductive, deductive, translation, discussion, Interviewing people, making field-trips, formulating hypotheses, questioning and teacher-pupil interaction.
Students	Techniques of Inquiry method are: discussion, questioning, educational Games, role-playing, case-studies, problem-solving, finding out, lecturing, recording, evaluating, observing, group work, story-telling, field-trips and reading.
In-Service Teachers	Techniques of Inquiry method are: questioning, teacher-preparations for teaching, discovery, resources, trial and error, discussion and confirmation.

Table 2 below indicates the responses to the question "What Methods are considered similar to inquiry method?" The respondents listed questioning, Interviews, role-playing, simulations, excursions, field-trips, lecturing, observation, group-work and map-study as methods similar to inquiry method. The In-Service teachers listed in addition, expository, story-telling, lecturing and deductive methods as similar to inquiry method when infact story-telling, lecturing and deductive methods are similar to expository method. Activity, though given as a method, occurs in the learning process when the learner is given something to do such as map drawing, writing, modelling, and so on. It can not be classified as a method. Discovery, Problem-Solving, project, inductive, research, team-teaching, child-centred and trial and error are given as methods similar to inquiry method. The respondents' grouping of techniques and methods and expository method and Inquiry oriented methods together indicates that they do not Specifically know which methods of teaching Social Studies are inquiry oriented and which are expository oriented. This may be due to the experiential background of the lecturer respondents and In-Service teachers respondents as noted in Chapter three.

TABLE 2

LECTURERS', STUDENTS' AND IN-SERVICE TEACHERS' RESPONSES TO THE QUESTION "WHAT METHODS ARE SIMILAR TO INQUIRY METHOD?"

Respondent Group	Responses (Methods assumed to be similar or same as Inquiry method)		
Lecturers	a. discovery method	b. problem-solving method	c. deductive method
	d. discussion method	e. Inductive method	f. Simulation method
	g. field-trip method	h. project method	i. map-study method
	l. research method	j. excursion method	k. dramatic method
	l. Work card method		
Students	a. discovery method	b. questioning method	c. Project method
	d. Problem-Solving method	e. group work method	f. field trip method
	g. Child-Centred method	h. discussion method	i. assignment method
	j. Observation method	k. lecturing method	l. Inductive method
	m. team-teaching method		
In-Service Teachers	a. discovery method	b. questioning method	c. expository method
	d. trial and error method	e. story-telling method	f. Group work method
	g. deductive method	h. Project method	i. activity method

The State of the inquiry method in Social Studies teacher education

The second objective of the study was to find out the extent to which the inquiry method is used in Social Studies teacher education. It was also felt that the extent to which this manifests itself is the classroom situation. Thus, in gathering the required information, respondents were asked to list down the methods used and to arrange the methods according to the frequency of use.

The results show that lecturing (mentioned 87 times) is the most popular method. This is followed by inquiry (mentioned 70 times), discussion (mentioned 28 times), questioning (mentioned 26 times), group work (mentioned 22 times), project (mentioned 21 times) and discovery (mentioned 20 times). The least commonly used methods include problem-solving, field-trip and teacher-centred (mentioned 3 times each), self-instruction, story-telling and pupil-centred (mentioned 4 times each). See appendix D3 for details.

The results also obtained through item C1 appendix A6 show that lecture method and inquiry method (mentioned 16 times each) are predominant at the in-service college. The least used methods are Look and Say and dramatization (mentioned once each) (See appendix D4).

Item C2 and item C4 (appendices A4 and A5 respectively) asked the respondents to list down the techniques of inquiry method used frequently in Social Studies teacher education. The results revealed that interviews, discussions, groupwork, research, field-trips and reading are common as conceived by lecturers. The students listed questioning, discussion, group work, research and projects, role-play, assignment, case-study, exposition, field-trips and reading. Exposition is a method which lies on the extreme left of the teaching continuum referred to in chapter three.

Item C3 (appendix A4) presented eight positive inquiry oriented teacher practices and requested the respondents to indicate how often they use such practices during the Social Studies lessons. Item C5 (appendix A5) presented six positive inquiry oriented teacher practices and requested the respondents to indicate how often the lecturers use such practices during Social Studies lessons. Item C6 (appendix A6) presented five positive inquiry oriented teacher practices and asked whether the lecturers perform each one of them during Social Studies lessons.

The results to item C3 (appendix A4) as reported in table 3 below show that three respondents thought they perform practice C3c frequently and the other three thought they perform it sometimes. Five respondents thought they use practice C3d regularly, one thought he did it frequently. On the remaining practices C3a, C3b, C3e, C3f, C3g, and C3h, all respondents agreed that they either regularly or frequently use such practices. Only one respondent thought he never uses practice C3h.

TABLE 3

LECTURERS' RESPONSES SHOWING HOW OFTEN THEY USE EACH OF THE EIGHT INQUIRY ORIENTED TEACHER PRACTICES

(N=6)*

Q-Item	Response									
	Regularly		Frequently		Sometimes		Rarely		Never	
	Resp.	%	Resp.	%	Resp.	%	Resp.	%	Resp.	%
C3a	2	33.33	4	66.66	-	-	-	-	-	-
C3b	2	33.33	3	50.00	-	-	1	16.66	-	-
C3c	-	-	3	50.00	3	50.00	-	-	-	-
C3d	5	83.33	1	16.66	-	-	-	-	-	-
C3e	2	33.33	3	50.00	1	16.66	-	-	-	-
C3f	3	50.00	1	16.66	2	33.33	-	-	-	-
C3g	3	50.00	2	33.33	1	16.66	-	-	-	-
C3h	2	33.33	2	33.33	1	16.66	-	-	1	16.66

*One respondent unknown

The results obtained through item C5 (appendix A5) as recorded in table 4 below show that lecturers use each of the six inquiry oriented teacher practices. The most highly rated under 'strongly agree' is C5E followed by C5D (57.85% and 51.66%). The lowly rated practice under 'strongly agree' is C5A (26.82%) which also has a negative response under 'strongly disagree' of 11.38% and 14.63% under 'disagree'. This is followed by C5F with 6.66% under 'strongly disagree', and 10% under 'disagree' (see table 4 below).

TABLE 4

STUDENTS' RESPONSES SHOWING THE LECTURERS' USE OF EACH OF THE INQUIRY ORIENTED TEACHER PRACTICES IN SOCIAL STUDIES LESSONS

Q-Item	Response									
	SA		AG		UN		D		SD	
	Resp.	%	Resp.	%	Resp.	%	Resp.	%	Resp.	%
C5A (n=123)*	33	26.82	55	44.71	3	2.43	18	14.63	14	11.38
C5B (n=122)	38	31.14	65	53.27	4	3.27	11	9.01	4	3.27
C5C (n=120)	51	42.50	51	42.50	5	4.16	9	7.50	4	3.33
C5D (n=120)	62	51.66	48	40.00	6	5.00	3	2.50	1	0.83
C5E (n=121)	70	57.85	44	36.36	4	3.30	3	2.47	0	0.00
C5F (n=120)	34	28.33	37	30.83	29	24.16	12	10.00	8	6.66

SA=Strongly Agree; AG=Agree; UN=Undecided;

D = Disagree; SD Strongly Disagree

C5A 1 respondent unknown
 C5B 2 respondents unknown
 C5C 4 respondents unknown
 C5D 4 respondents unknown
 C5D 3 respondents unknown
 C5F 4 respondents unknown

The results obtained through item C6 (appendix A6) as recorded in table 5 on page 33 show that lecturers at the National In-Service

college do exhibit all the five inquiry oriented teacher practices. However, negative responses under both 'disagree' and 'strongly disagree' were recorded on C6a, and C6e (9.09%) The results further reveal that questioning is associated with inquiry method. The inquiry oriented teacher practices C6b, C6c and C6d which deal with questioning are highly rated (see table 5 for details)

TABLE 5

IN-SERVICE TEACHERS' RESPONSES SHOWING THE LECTURERS' USE OF THE FIVE INQUIRY ORIENTED TEACHER PRACTICES

N=23*

Q-Item	Response									
	SA Resp.	%	AG Resp.	%	UN Resp.	%	D Resp.	%	SD Resp.	%
C6a	7	31.81	5	22.72	6	27.27	2	9.09	2	9.09
C6b	6	26.08	14	60.86	-	-	2	8.69	1	4.34
C6c	6	27.27	13	59.09	1	4.54	2	9.09	-	-
C6d	7	31.81	9	40.90	2	9.09	4	18.18	-	-
C6e	4	18.18	11	50.00	3	13.63	2	9.09	2	9.09

SA = Strongly Agree; AG = Agree; UN = Undecided; D = Disagree
SD = Strongly Disagree

* One respondent unknown for Q-item C6a, C6c, C6d and C6e.

The analysis of transcripts produced from the taped lessons (appendices B1 and B2) show that the lessons taught:

- were extremely teacher-centred.
- were drill type, utilizing the repetition drill technique, a main feature of Zambia Primary English Course.
- had no resources or data presented to the students.
- had no problem(s) presented to the students to resolve.

These results conform to the conceptions of inquiry teaching procedures or practices by in-service teachers which are reported later in this chapter. The responses from student respondents reported earlier on gave an impression that lecturers use inquiry method in Social Studies teacher education. However these conflict with the results of the analysis of transcript lessons observed.

Item C4, C8 and C7 (appendices A4, A5 and A6 respectively) asked the respondents to list down the roles of the teacher and the student in an inquiry lesson. The results show that the lecturer provides data or resources, asks questions, presents the topic or problem and guides the student. The student on the other hand works out an answer or solution to the question, he records data, reports the findings and participates in discussions.

Items C5 and C7 (appendices A4 and A5 respectively) asked respondents to list down the resources which are ideal for inquiry method. Books (not specified), maps, time-charts, diagrams and sketches, records and films were listed by all respondents.

The respondents were asked through item C6 (appendix A4) whether they found the present syllabus ideal for inquiry use and to give reasons. 5 or 71.41% thought it was not suitable, one or 14.28% thought it was, while the other one was uncertain. The reasons given for its unsuitability are: (a) the handbooks contain outdated information, (b) the syllabus is not flexible, (c) the students are inclined to follow the primary syllabus, (d) the syllabus is still based on Form III level, although entry qualification is now mostly Form V, and (e) the content and resources do not give room for use of inquiry method.

The conditions that determine the successful use of the inquiry method

The third aspect of the study was to establish from the respondents

conditions under which the use of the inquiry method would be successful or unsuccessful. From the responses provided by the lecturers, pre-service students and in-service teachers, the following factors were mentioned:

- a. availability of teaching and learning resources.
- b. allocation of more time to Social Studies per week than is the case at present.
- c. training of lecturers and teachers in inquiry method.
- d. use of questions which develop creativeness and curiosity.
- e. teaching topics that are familiar and related to the learner's experience and those which are of interest to the learner and the teacher.
- f. seating is flexible and not in rows to allow for group work.
- g. pre-service students should specialize in one or two teaching subjects.

In addition, lecturers thought an emphasis on the methods part of Social Studies teacher education would enhance the trainees' understanding of inquiry method, which would subsequently lead to its successful application in the classroom. The absence of these factors, would, according to the respondents, result in failure to make inquiry method a reality not only at college level but at primary as well.

In order to relate the conception of inquiry with its classroom application at primary level, the in-service teachers were asked through item C9 (appendix A6) to explain how they use inquiry method. The following teaching procedures were given as constituting inquiry lessons:

- a. teacher presents a picture, then asks oral questions or written questions.
- b. pupils read the text or passage, followed by questions.
- c. teacher presents learning materials and writes the questions on the board and then divides the class into groups to answer the questions. The group leader reports to the class.
- d. pupils on a conducted tour of a place are asked questions concerning the place visited.
- e. questions are put on the strips of papers, then put in a box, pupils pick one in turns, read it and others answer the question.

These conceptions of inquiry learning reflect the conceptions of inquiry method reported elsewhere in this chapter.

Item C9 (appendix A4) and C12 (appendix A6) asked the respondents to list down the methods they would like encouraged in Social Studies teacher education. They were also asked to give reasons. Inquiry method was listed first. The reasons advanced were that it enables students to find out and record information. Second, it is the best way of learning concepts, skills and developing generalizations. Third, students retain and remember easily what they discover on their own. The lecturer respondents also listed story-telling method. This, it was felt, teaches students how to imitate characters. Project Method, it was felt, enables students to take part in national projects, while field-trip method was seen as ideal in training students to examine and solve problems on the spot. Discussion method, was suggested as one through which students learn and acquire the skill for making sensible judgements. The in-service teachers, apart from listing inquiry method, the reasons which are stated above, also listed discovery method with the same reasons as inquiry method. However, they also listed inductive method and story-telling without giving reasons.

Apart from story-telling method, the rest fall under 'student-centred' methods. The reasons advanced for inquiry method by both lecturers and in-service teachers do justify the need to use it not only in Social Studies teacher education, but at primary level as well.

The organization of Social Studies teacher education

The findings of this part of the study resulted from Section D of the questionnaires.

Item D2 (appendix A4) sought to find out if lecturers divide their work into 'content' and 'method' and the number of periods

they assign to each.

In one institution, the results revealed that lecturers teach methods first in preparation for the first teaching practice. After the first teaching practice, content and methods are taught together until the next preparation for the second teaching practice. At the other college, lecturers thought no specific time is allocated to content and methods as distinct areas of study. However, one lecturer felt two periods each are assigned to content and methods respectively.

An analysis of the schemes of work from the three selected colleges (appendices C1, C2 and C3), and transcripts from lessons taped shows that a distinction between content and method is clearly made.

Items D3 and D4 (appendices A4 and A5 respectively) presented the respondents with five alternative ways of organizing the pre-service Social Studies syllabus. They were asked to indicate whether they strongly agree, agree, whether undecided, disagree or strongly disagree.

The results show that lecturers favour Social Studies teacher education to be organized in such a way that methods and content are combined with more emphasis on methods. Apparently, students also favour this type of organization. (see table 6)

(N=*)

Structure

	Response				
	Strongly Agree Resp. %	Agree Resp. %	Undecided Resp. %	Disagree Resp. %	Strongly Disagree Resp. %
A. Content should be taught in the first year, no methods	4 3.41	8 6.83	6 5.12	46 39.31	53 45.29
B. Methods should be taught in the second year, no content work	7 5.93	5 4.23	5 4.23	48 40.67	53 44.91
C. Methods and content combined with more emphasis on content	16 13.67	56 47.86	19 16.23	20 17.09	6 5.12
D. Methods and content combined with more emphasis on methods	59 49.16	36 30.00	8 6.66	10 8.33	7 5.83
E. Methods and content combined equal weighting	37 31.62	40 34.18	13 11.11	18 15.38	9 7.69

* N = 117 for A - 7 respondents unknown
 118 for B - 6 respondents unknown
 117 for C - 7 respondents unknown
 120 for D - 4 respondents unknown
 117 for E - 7 respondents unknown

Item D1 (appendix A6) presented the following areas of Social Studies teacher education: methodology, content, and both methodology and content. The respondents were asked to choose which one needs to be emphasized. The results show that 18 out of 23 thought 'both methodology and content' should be emphasized. The reasons advanced were that both methods and content are important in the teaching-learning act. The other reason is that trainee teachers need to be conversant with what to teach and how to teach it. Only one respondent chose 'methodology' because content is easily acquired by students while at school. Methods are unfamiliar to pre-service students and as such should take up most of the time. There was no response from four subjects on this item.

Items D4 and D5 (appendix A4) asked the respondents about who prepares and who should prepare Social Studies teacher education syllabus. The results show that lecturers are not quite conversant with who prepares the syllabus. One thought it is the teacher training inspectorate; two thought it is the CDC Social Studies staff; the other two thought individual Social Studies college lecturers do. However, all respondents agreed that Social Studies pre-service syllabus should be prepared by a committee of Social Studies lecturers, inspectors of primary schools and colleges, and CDC Social Studies staff.

Evaluation of Social Studies teacher education

The results of this part of the study were obtained through section D of the questionnaire (appendix A4), and the analysis of teacher training Social Studies past examination papers.

Item D6 and D7 (appendix A4) presented two ways of organizing Social Studies teacher education examination. The respondents were asked whether they strongly agree, agree, are undecided, disagree or

strongly disagree. The results indicate that the examination should stress both the student's acquisition and understanding of knowledge and ability to apply the techniques of teaching.

Item D8 (appendix A4) gave the respondents the following bodies: Psychological services; committee of Social Studies college lecturers; and individual college Social Studies lecturers, and asked them to choose who to prepare the paper-and-pencil examination. The results indicate that Social Studies examination should be prepared by a committee of Social Studies lecturers.

Item D9 (appendix A4) asked the respondents to indicate which of the following three alternatives should be examined in the content paper:

- a. recall of factual information
- b. inquiry skills and process
- c. knowledge of information and how it is acquired.

Five of the six respondents thought all areas should be examined, while one thought recall of factual information should not be examined.

Item D10 (appendix A4) asked the respondents to indicate which one of the following aspects should be examined in the methods paper:

- a. acquisition of teaching skills
- b. recall of inquiry skills and processes
- c. application of inquiry skills and processes.

The results indicate that the methods paper should test the acquisition of teaching skills.

Item D11 (appendix A4) asked the respondents to choose which one of the following aspects of Social Studies methods should be used to evaluate Social Studies teacher education methodology:

- a. lesson preparation
- b. preparation of teaching resources
- c. demonstration lessons by students
- d. peer-teaching
- e. teaching practice.

The respondents were all agreed that evaluation of Social Studies teacher education methodology should be done through all five areas. It was further revealed that teaching practice be given more emphasis. Teaching Practice needs emphasizing in the evaluation of Social Studies teacher education methodology because this is the culminating activity of the other four areas identified above. Teaching practice also offers the trainee teacher an opportunity to put into practice the methods learned, demonstrated and or peer-taught in the real classroom situation.

The analysis of past examination papers shows that the examination is divided into two parts. Paper one comprises multiple choice test items covering both content and methods. This tests mainly the recall of factual information. Paper two comprises essay type questions covering both content and methods, and also tests recall of previously learned information which the students are required to present in essay form.

Item D12 (appendix A4) required respondents to indicate whether it was the Social Studies lecturer or any other lecturer who assesses the students's Social Studies teaching ability. The results show that Social Studies lecturers assess the student although other subject lecturers do help especially where there are few Social Studies lecturers.

Item D13 (appendix A4) asked the respondents to suggest who they think should assess the student and then give reasons. The respondents felt that assessment during practice teaching should be done by any

Lecturer who visits the student because of the shortage of Social Studies lecturers.

The results generally show that Social Studies teacher education examination is composed of papers one and two. Each of these contains question items on content and methods. The examination tests the recall of information and not high levels of cognitive thinking and skills as outlined in the syllabus.

DISCUSSION OF FINDINGS

Conception of the inquiry method

The analysis of results showed in general that inquiry method is conceived differently by lecturers, students and in-service teachers. **Distinct** differences in conceptions also occurred between the lecturers and students. This study supports clearly earlier studies by Kaufman (1972) and Feely (JR) (1972) that inquiry method exhibits a lot of meanings.

The analysis of documents from the colleges showed that inquiry method is not understood by lecturers in the same way as that taken by this study. The "handouts" which were given to students lacked the qualifying elements of inquiry method. That is, the sensing of the problem, classifying and probing of the hypotheses (evidencing) which might enable the learner to understand what inquiry is all about.

The findings show that the steps or stages of the inquiry method as outlined earlier in this study are not known. These findings therefore do not support such earlier studies as Kaufman's (1972) which established five steps or **stages** involved in inquiry method similar to Beyer's (1979) five steps of inquiry method.

The findings on the techniques of inquiry method have established that there is a misconception between method and technique as noted elsewhere in this chapter. What is presented in the results section is a combination of techniques and methods. However, questioning and discussion came out predominantly as techniques of inquiry method. This supports the observation made by Kachulu (1979), Lukeke (1973 and Mulenga (1976-1978); and the findings of Bramson (1971) and Bibens (1980) that questioning technique is important in inquiry teaching. However, the failure by respondents to identify only the techniques of inquiry is evidence of their lack of knowledge and understanding of the inquiry method. Further more, their failure to isolate research, problem-solving, discovery and inductive methods from other methods and techniques shows their lack of understanding of the features of inquiry method which may be attributed to respondents' academic and experiential background.

The state of the inquiry method in Social Studies teacher education

The results obtained through section C of the questionnaires yield evidence in support of inquiry use in Social Studies teacher education. Inquiry method, as shown above, is listed as the second most commonly used method in pre-service Social Studies education. However, the over-whelming contention that inquiry method is used in Social Studies teacher education, is due to the conception of it as questioning, finding out, observation, recording of information and so on. The description of inquiry lesson given by in-service teachers which is reported above confirms this contention. This misconception of inquiry method is supportive of Mulenga's (1976-1978) observation that inquiry learning means grouping pupils and asking them questions; or presenting a picture or pictures to the students and then asking them questions about the picture.

Further more, the conception of inquiry method as asking questions may account for the overwhelming responses obtained from students that lecturers use inquiry method. This is shown by the fact that those inquiry oriented teacher practices reported in tables 3, 4 and 5 which concern asking questions scored higher than other inquiry oriented teacher practices. Equally, those who view inquiry method in this manner think the teacher's role is to ask questions whereas, the student's role would be to respond to the questions. On the other hand, those who conceive inquiry method as research would think collecting information, recording information as roles of the students, while that of the teacher is to prepare the topic or problem for research.

While the responses from students have shown that inquiry method is used in Social Studies teacher education, the analysis of transcript lessons observed has proved this to the contrary. This conflict, it can be inferred, is due to the misconceptions of inquiry method held by student respondents. The transcript lessons would be classified as inquiry lesson because of the misconceptions held about inquiry method since they contain such practices as: teacher asking questions; student visiting a field; students discussing in groups and group leaders reporting. However, when measured against the conception of inquiry method this study has taken (Beyer, 1979), both the student responses and the transcript lessons do not justify the claim that inquiry method is used in Social Studies teacher education. These findings, therefore, do not support any existing research such as that of Puglisi (1971) who showed that a lesson based on inquiry must begin with the identification of a problem, and then through other steps to a conclusion. They also do not support

Bayer (1979) who contended that, sensing a problem, as issue of a confrontation; stating possible solutions or hypotheses; and evidencing are the most purposeful elements for any lesson to be classified as inquiry lesson..

Conditions that determine the successful use of the inquiry method

The findings showed that teaching resources are important if inquiry method is to succeed. This supports the findings of the literature reported in chapter two that inquiry lessons in Social Studies depend on the availability of resources. The findings showed that the successful use of the inquiry method, requires more time for the teacher to prepare his or her work and for the student to execute the work. This supports observations by Kachulu (1979) and the study by Bibens (1980) that inquiry method demands more time for both the teacher and the student.

The Social Studies teacher education syllabus is not ideal for the successful use of inquiry method. The syllabus contains more topics to cover per year. Its rigidity can be attributed to the fact that it is drawn in line with the primary school Social Studies syllabus. Since the students are expected to be equipped with sufficient background information on each topic of the Primary Social Studies Syllabus, the lecturers are obliged to cover all these topics which are reproduced in the teacher training Social Studies Syllabus.

Questioning, as has been noted in chapter two of the review of literature, is an important technique in the use of inquiry method. The study shows that inquiry method is not successfully used in Social Studies teacher education. The Seven Lessons observed, with

the exception of one did not utilize any teaching resource.

Although the Seventh lesson used a textbook, the questions asked after students had read the chapter quietly were of recall type. e.g. When was Muhammad born? What is Hegira? And so on.

Organization of the Social Studies teacher education

The findings show that, whatever the organizational format the lecturers use, the traditional stereotype organizational of content and method reigns. However, a combination of both methods and content, laying emphasis on methods is seen as ideal.

The analysis of documents revealed that colleges draw up their own schemes based on the primary Social Studies syllabus. The teacher training Social Studies syllabus is used as a guide. This creates differences as each college may stress different aspects of the syllabus while the other does something different.

Evaluation of Social Studies teacher education

The findings of this section of the study show that Social Studies teacher education examination is composed of the paper-and-pencil test, and teaching practice.

The paper-and-pencil examination is divided into two papers, which test the recall of information.

Teaching practice, an important area through which the student's teaching ability is demonstrated is supervised by any lecturer regardless of his or her knowledge of Social Studies methodology and content.

The higher cognitive and affective objectives of comprehension, application, translation, interpretation, analysis, synthesis and evaluation are not covered in the examination. Since inquiry method involves the teaching of these skills as outlined by Bloom (ed) (1956) and Krathwohl et al (1964) it can be inferred that the present examination system does not measure inquiry thinking skills.

The evaluation of inquiry thinking skills requires the use of data (Beyer; 1979). The data used in such cases ought to be unfamiliar from that used during the teaching-learning period. The past examination papers analysed (1977, 1979 and 1980) did not have data. Only maps which required the candidate to fill in the towns or lakes and rivers or to name the geographical features marked on the map were used. This does not constitute testing inquiry thinking skills.

SUMMARY

This chapter presented and discussed the findings of the study. These findings were obtained through the questionnaires, lesson observations, and transcript and documentary analysis.

The findings show that inquiry method is conceived differently by lecturers, students and in-service teachers. Techniques and methods are not distinguished. The techniques could not be isolated from methods. Equally, methods with common features as inquiry method were not isolated from those that are not similar to inquiry method.

The syllabus is organized into contents and methods. Each is taught as a distinct dimension of Social Studies syllabus. The examination tests recall of information and is composed of two papers. There is also teaching practice evaluation.

The findings therefore show generally that inquiry method is not understood and therefore the claim that it is used in Social studies teacher education can be rejected.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of the findings

The findings, in view of the academic and experiential background of the respondents as presented in chapter three show that the lecturers', students' and in-service teachers' conceptions of the inquiry method varied greatly. The many concepts which are conceived as inquiry method are: discovery method; problem-solving; research; finding out; asking questions; exploring; observing; recording; reporting information and gathering information.

The stages or steps of inquiry method are not known to most of the respondents. Only one lecturer respondent group from one of the colleges investigated identified the five steps of inquiry method as understood in this study. The many so called steps from the rest of the respondents are steps of a lesson plan.

The techniques of inquiry method are not understood. The respondents could not isolate techniques of inquiry method from those of expository method. They also could not distinguish techniques from methods. While inductive, deductive, problem-solving and story-telling are conceived as methods, the same are said to be techniques.

Lecturing, inquiry, discussion, question and answer, and discovery methods are in common use in Social Studies teacher education. The techniques used are interviews, discussion, group work, research, field trips, case studies and role playing.

The teacher's role in an inquiry lesson is that of creating an atmosphere conducive to inquiry learning. He asks probing questions, prepares and provides learning resources, supplies additional information and sees that students move from one stage of inquiry process to the other. His role, therefore, changes from that of a purveyor of facts and regulator of learning, and as a fountain and authority of knowledge to that of a guide and helper.

In this study, it has been found out that inquiry teaching implies any one of the following modes of presenting the lessons:

- a. teacher presents a picture and then asks questions about it, pupils answer orally or in writing
- b. reading a text, or passage and answering questions about it
- c. group work with the teacher providing learning materials. Students discussing in groups and report their deliberations thereafter
- d. organizing educational games on individual basis or group competitions
- e. conducting excursions for students with follow up questions.

These conceptions of what an inquiry lesson is as held by practising teachers is reflective of the lessons presented by the lecturers which were observed and transcribed as reported in chapter four. This further reflects the conceptions of inquiry method held by some of the Social Studies teacher educators.

The findings showed further that lack of teaching and learning resources, rigid curriculum, insufficient time, and lack of understanding of the method of inquiry by lecturers and teachers inhibited the successful use of the method.

In this study, inquiry method, story-telling, discovery, project, discussion, field trip and inductive methods were identified as most ideal for Social Studies teacher education. This view is also shared

by Gross, E.R., et al (1978) who noted that inquiry method is an umbrella term which covers inductive learning, discovery learning and problem solving method.

Social Studies teacher education is divided into content and methods. These are taught as separate dimensions of Social Studies. The Findings showed that the two should be combined and taught as one. The syllabus should be prepared by a committee of Social Studies lecturers, inspectors of primary colleges and schools and Social Studies staff from the Curriculum Development Centre.

The review of the literature has indicated that an open climate for discussion must prevail if inquiry teaching is to succeed. According to the literature, a further condition for successful use of the inquiry method is the availability of teaching resources. However, as noted in chapter four, evidence from the observed lessons and from the analysis of documents revealed that this condition does not prevail in the colleges investigated.

It has been found out that the syllabus for pre-service Social Studies teacher education is closely alligned to primary Social Studies education which is examination oriented. Lecturers seem to be influenced by this practice of teaching for examinations as they in turn tend to prepare the pre-service students in the same way.

The present Social Studies teacher education evaluation, it has been revealed, concentrates on recall of previously learned facts, concepts, generalizations and patterns. Thinking skills as noted in chapter four are not evaluated. The study further revealed that, apart from the map and or tables, no other data are used in Social Studies teacher education evaluation. Teaching practice evaluation is not accorded the importance it deserves. Supervision and assessment is left to any lecturer regardless of his or her knowledge about the methodology and subject content of Social Studies

teacher education.

The findings further revealed that the examination is composed of two papers. These contain questions on both subject content and methodology. The study also revealed that the subjects are of the opinion that a committee of Social Studies lecturers should be formed to set the pre-service Social Studies examination. This examination should test inquiry teaching skills, processes and knowledge on the part of the candidates.

Conclusions

In view of the findings, the following conclusions are drawn.

The concept of inquiry method in the literature of Social Studies teacher education in Zambia is a misnomer. The lecturers, students and in-service teachers do not know and understand what inquiry method is all about. This is evidenced by their failure not only to define it, but also to identify inquiry steps or stages, and inquiry techniques. They failed to isolate inquiry techniques from techniques of expository method, and to distinguish techniques from methods.

It has also been established that inquiry method is not used in the training of Social Studies teachers in the selected primary colleges in Zambia. This is also evidenced from the nature and content of the Social Studies curriculum and examination system.

The expository method, it has been established, is predominant. Group work, discussions and questioning are used, not as inquiry techniques but to break the monotony of teacher exposition.

Since expository method is predominant in the training of Social Studies teachers, the use of inquiry method can not be realized in primary Social Studies education. Further more, the dependency

on Social Studies teachers' handbooks by lecturers and teachers, and lack of books on the methodology of Social Studies makes it difficult to use inquiry method.

Recommendations

The following recommendations are made on the basis of the major findings noted above:

1. Since knowledge and understanding of the method is important for its effective use in Social Studies teacher education, the following measures ought to be taken.
 - a. The Social Studies departments at each college should be equipped with adequate books on the methods of teaching Social Studies for lecturers' and students' use.
 - b. A detailed supplement to the Social Studies handbooks for lecturers, students and practising teachers outlining the theoretical aspects of the inquiry method and its application should be prepared. The present lessons contained in the handbooks should be replaced with guidelines of the method of approach. The present lists of facts to be covered have led both lecturers, students and teachers to commit them to memory and reproduce the same at a later date. The primary School Social Studies syllabus summarizes it all, "we want attitudes and skills, not lists of facts and dates" (Ministry of Education, 1971, p.41).
 - c. Seminars should be organized regularly at which experts on the methodology and philosophy of Social Studies education would give lectures and demonstrate the application of inquiry method in the classroom situation. It is assumed

that through such seminars, lecturers would come to appreciate the importance of the inquiry method in Social Studies teacher education.

2. The seven year primary Social Studies Course which the teacher training colleges are expected to cover in two years is too wide. The pre-Service course, should, therefore, concentrate on the development of thinking skills and their application to teaching using only selected themes from each grade level.
3. The present time allocated to the subject is insufficient. The three by forty-minute periods per week should be replaced by a two by eighty-minute periods.
4. A revision of the syllabus should be undertaken, taking into account the requirements of inquiry method. A committee consisting of college Social Studies lecturers, Social Studies staff from the Curriculum Development Centre and Social Studies Senior Inspectors should be formed to undertake the exercise.
5. The examination should be centralized. The candidates should be tested in inquiry teaching skills, processes and knowledge. Teaching Practice should be part and parcel of demonstration lessons and peer-teaching, and should be assessed by Social Studies lecturers.

Recommendations for further research

Massialas and Cox (1966) stated, "The researching of inquiry in Social Studies is as yet incomplete" (p.87). This statement, written sixteen years now is supported by the review of literature which showed that, research in inquiry method in teacher education in Zambia is almost non-existent. This

list of recommendations of possible areas for further research is not exhaustive.

1. Experimental research on the effectiveness of inquiry method over expository method in Social Studies education in Zambia.
2. An analysis of the Zambia Primary Course Social Studies Teachers' Handbooks.
3. Social Studies or Political Education?
4. The impact or effectiveness of Primary Social Studies background on the learning of History, Civics and Geography as separate subjects at Junior Secondary level in Zambia.
5. An analysis of the Social Studies method component of the Diploma in Teacher Education in Zambia. (This course is now suspended)
6. A replication of this study could be undertaken using a larger sample and more time for participant observation, and using all Surgrue and Sweeneys' (1959) inquiry teaching check-list.

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APPENDIX A1

The University of Zambia,
School of Education,
Department of Education,
P.O. Box 32379,
LUSAKA.

Dear Friend,

MASTER OF EDUCATION RESEARCH PROJECT

I am currently carrying out a research on the use of inquiry method in the training of Social Studies teachers in the Pre-Service Primary Colleges in Zambia.

This research is being carried out as part of the requirements for the Master of Education degree of this University which I am undertaking.

As part of your contribution to this project, which will go a long way towards improving the quality of Social Studies teacher education; may I kindly request you to complete the attached questionnaire honestly.

The information obtained will be treated in confidence and findings will remain ~~anonymous~~.

Thanking you in advance for your help.

Yours sincerely,

J.C. Mulenga, B.A. Ed., A.C.E. (UNZA)
GRADUATE STUDENT

APPENDIX A2

A circular letter to the Principals
of David Livingstone, Kitwe and
Solwezi Teachers' Colleges from
the Ministry of Education and
Culture.

APPENDIX A2

ME/101/16/21

Ministry of Education and Culture
P.O. Box 50093,
LUSAKA.

18th November 1981

The Principals of Teachers' Colleges,
David Livingstone,
Solwezi
KITWE

RESEARCH WORK: MR. J.C. MULENGA

The bearer, Mr. J.C. Mulenga is at UNZA doing his M.Ed. and is currently carrying out a research in the training of Social Studies teachers in the pre-service and in-service colleges in Zambia.

His research involves the administering of a questionnaire to second year students, in-service teachers and Social Studies Lecturers which he has already done. The second part involves observing and taping some lessons from the Social Studies lecturers which he still has to do.

I have been assured that this research has nothing to do with the general performance of lecturers involved and that the findings will be kept in confidence and will remain anonymous.

With this assurance there should not be any cause for concern. Your co-operation with Mr. Mulenga during his stay with you will be very much appreciated.

M. Chitondo
for/ACTING PERMANENT SECRETARY
MINISTRY OF EDUCATION AND CULTURE

c.c. All Principals concerned

APPENDIX A3

The investigator's observation schedule

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION

M.ED. RESEARCH

AN OBSERVATION SCHEDULE FOR THE SOCIAL STUDIES LESSONS
TAUGHT BY LECTURERS OF THE THREE SELECTED PRE-SERVICE
PRIMARY COLLEGES IN ZAMBIA

SECTION A (LECTURER PRACTICES IN AN INQUIRY ORIENTED LESSON)

- | | | |
|--|-----|----|
| 1. He prepared material which could be used to explain the subject matter | Yes | No |
| 2. He presents some problem, question, contradiction, or unknown element which form(s) the basis for student investigation | Yes | No |
| 3. He encourages student responses to a given introductory stimulus and deals with alternative patterns of exploration | Yes | No |
| 4. The students talk more than him and are free to discuss and interchange their ideas | Yes | No |
| 5. He asks questions which lead the students to test the validity of their ideas in a broad context of experience | Yes | No |
| 6. He asks questions which are intended to lead the students to explore, explain support and evaluate their ideas..... | Yes | No |
| 7. He allows for flexible seating, student movement and maximum student use of materials and resources. | Yes | No |
| 8. He treats each student's contribution as legitimate and important..... | Yes | No |
| 9. He redirects students' questions so that they are encouraged to arrive at their own answers. | Yes | No |
| 10. He allows students to arrive at conclusions of their own which they can understand and can defend.... | Yes | No |

SECTION B (LECTURER BEHAVIOUR DURING THE LESSON)

- | | | |
|---|-----|----|
| 1. He gives facts or opinions about the subject matter, | Yes | No |
| 2. He expresses his own ideas which students are expected to accept..... | Yes | No |
| 3. He gives orders or directions to which students are expected to comply..... | Yes | No |
| 4. He gives justification for his ideas | Yes | No |
| 5. He gives ideas intended to change student behaviour into accepting his ideas.... | Yes | No |
| 6. He asks rhetorical questions | Yes | No |

APPENDICES A4, A5, AND A6

Questionnaires for lecturers, students
and in-service teachers.

APPENDIX A4, P. 1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATION

M.ED. RESEARCH PROJECT.

A QUESTIONNAIRE FOR LECTURERS OF SOCIAL STUDIES IN THE SELECTED
PRE-SERVICE COLLEGE IN ZAMBIA ON: "THE TRAINING OF SOCIAL STUDIES
TEACHERS IN THE PRE-SERVICE PRIMARY TEACHERS COLLEGE IN ZAMBIA
AN INVESTIGATION INTO THE USE OF THE INQUIRY METHOD'

SECTION A. (PERSONAL CHARACTERISTICS).

Answer ALL questions. Write your answer in the space provided.

- What is your highest professional qualification? (i.e. T4, T3, B.A. Ed etc).
- State below the major subjects (if any) you took. (N.B. There are no major subjects taken for Primary Teachers' Certificate)
- When did you obtain your qualification stated in (1) above?
- When did you join the college teaching staff?
- How long have you been teaching Social Studies in the college?

SECTION B. (CONCEPTION OF INQUIRY METHOD)

Answer ALL questions. Write your answer in the space provided.

- What do you understand by inquiry method in Social Studies education?
- What are the steps (stages/phases) of the method of inquiry? List them down.
- What are the techniques of the method of inquiry? List them down.
- What other methods are similar (synonymous) to the method of inquiry? List them down.

SECTION C (STATE AND USE OF THE INQUIRY METHOD).

Read the statement below and circle the letter against the response you agree with.

Inquiry Method is ideal for the teaching of Social Studies in the Pre-Service Primary college in Zambia.

APPENDIX A4, P. 3

4. List down the roles of the teacher and the student in an inquiry lesson.
- a. Teacher:
- b. Student:
5. What teaching resources did you find ideal for use in an inquiry lesson? List them down.
6. Do you find the present teacher training Social Studies syllabus ideal for the use of the inquiry method?
- If 'no' give your reasons.
7. List down the conditions under which the use of inquiry method would be successful.
8. List down the conditions under which the use of inquiry method would not be successful.
9. What method(s) would you personally wish to be encouraged for Pre-Service Social Studies education? Give reasons.

SECTION D (ORGANIZATION OF PRE-SERVICE SOCIAL STUDIES EDUCATION)

1. How many periods of Social Studies are there in the Pre-Service Primary College per week?
2. Do you divide your work into 'content' and 'methods'?
- If 'yes' how many periods per week do you assign to each?
- a. content:
- b. methods:
- If 'No' to (2) above explain how you organize your work:

Read the statements below and then tick the response applicable.

3. How would you like the pre-service Social Studies 'organized'? Tick what is applicable. Note: Sa=Strongly agree; AG=Agree
 UN=Undecided; D=Disagree; SD=Strongly disagree

- | | SA | AG | UN | D | SD |
|--|----|----|----|---|----|
| a. Academic work (content) taught in the first year, no methods: | | | | | |
| b. Methods taught in the second year, no content work: | | | | | |
| c. Methods and content taught at the same time with more emphasis on content | | | | | |

APPENDIX A4, P. 4

d. Methods and content combined with more emphasis on method. -----

e. Methods and content combined with equal weighting. -----

4. Who prepares the pre-service Social Studies syllabus? Circle the letter against your choice.

a. Teacher training inspectorate

b. Curriculum Development Centre Social Studies staff

c. A committee drawn from the inspectorate, C.D.C. and Primary Colleges

d. Individual Social Studies college lecturers.

5. Who should prepare the pre-service Social Studies syllabus? Circle the letter against your choice.

a. Teacher training inspectorate

bb. Principals of teacher training colleges

c. A committee drawn from the inspectorate and colleges

d. A committee drawn from the Social Studies lecturers, Inspectors of primary schools and colleges: and C.D.C Social Studies staff.

e. A committee of heads of Social Studies departments from all primary pre-service colleges.

In the statements/questions below, tick the response applicable.

6. The pre-service Social Studies examination AS AG UN D SD should stress both the students' acquisition and understanding of knowledge and his ability to apply the techniques of teaching -----

7. The Pre-Service Social Studies examination should be in two parts (a) Paper-and pencil test and (b) practical -----

8. Who should prepare the Paper-and Pencil test? Circle the letter, representing your choice. -----

a. Psychological Service.

b. A committee drawn from Social Studies college lecturers -----

APPENDIX A4, P. 5

c. Individual college Social Studies lectures

9. The written examination on content should test: Tick the response of your choice

a. Recall of factual information SD AG UN D SD

b. Inquiry skills and Processes -----

c. Knowledge of information and how the information is acquired. -----

10. The written methods paper should stress.

a. Acquisition of teaching techniques -----

b. Recall of inquiry skills and processes -----

c. Application of inquiry skills and processes. -----

11. Methods of teaching Social Studies should be evaluated throughout the course through; Tick what is applicable.

a. SA AG UN D SD

a. Lesson Preparation -----

b. Preparation of teaching resources. -----

c. Demonstration lessons by students. -----

d. Peer-teaching; -----

e. Teaching Practice; -----

12. Who assesses the student's Social Studies teaching ability? Circle the letter against your response.

a. S Social Studies lecturers

b. Any lecturer who sees the student teach

13. Who do you think should grade the student teaching Social Studies? Give reason for your answer.

14. If you have any other information about the conception and use of the inquiry method in the pre-service Social Studies course and its organisation, kindly state below:

APPENDIX A5 P.1

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION
M.ED RESEARCH PROJECT

A QUESTIONNAIRE FOR SECOND YEAR STUDENTS OF THE THREE SELECTED PRE-SERVICE PRIMARY COLLEGES IN ZAMBIA ON: "THE TRAINING OF SOCIAL STUDIES TEACHERS IN THE PRE-SERVICE COLLEGES IN ZAMBIA: AN INVESTIGATION INTO THE USE OF THE INQUIRY METHOD".

SECTION A (PERSONAL CHARACTERISTICS)

Answer **ALL** Questions.

1. What is your academic qualification? Circle the letter representing your response.
 - A. Form II/III (Full Certificate)
 - B. Form IV (Cambridge full certificate- Division I, II or III)
 - C. Form IV (Cambridge - Division IV or Fail)
 - D. Form V (Full Certificate - Division I, II or III)
 - E. Form V (Division IV or Fail)
 - F. G.C.E 'O' Level full certificate (5 subjects including English Language).Any other: State
2. Did you teach Social Studies during your teaching practice? Circle what is applicable. A. Yes B. No

SECTION B (CONCEPTION OF THE INQUIRY METHOD)

1. What do you understand by inquiry method in Social Studies education?
2. What are the steps (stages or phases) of the method of inquiry?
3. What are the techniques of the method of inquiry? List them down
4. What other methods are similar (synonymous) to inquiry method? List them down

APPENDIX A5, P.2

SECTION C (STATE AND USE OF THE INQUIRY METHOD)

1. What methods does the lecturer use in his/her social studies lessons? List them down.
2. Which of the methods listed in (1) above does the lecture use most frequently? List in the order beginning with the most commonly used method, ending with the least used method.
3. Do you learn about 'inquiry method' in your social studies lessons? Circle one: A. Yes. B. No.
4. What techniques of inquiry methods does the lecturer use frequently during the social studies lessons? List them down?
5. Read the statements below about your social studies lecturer in initiating inquiry teaching practices. Tick the response applicable.
 Note: SA=Strongly agree; AG= Agree; UN= Undecided; D= Disagree; SD= Strongly disagree.

	SA	AG	UN	D	SD
A. He makes available a wide variety of resources and materials for students' use.	---	---	---	---	---
B. He presents his lessons in a form of a problem, question or contradictions which form(s) the basis for students' investigations.	---	---	---	---	---
C. He allows students to arrive at conclusions of thier own which they can understand and can defend.	---	---	---	---	---
D. He asks questions which are intended to lead students to test the validity of thier ideas.	---	---	---	---	---
E. He asks questions which lead students to explore, explain, support and evaluate their ideas.	---	---	---	---	---
F. He allows for flexible seating and movements to maximise student interaction.	---	---	---	---	---
6. Have you used the 'inquiry method' during your teaching practice? Circle one: A. Yes. B. No.
7. What teaching resources do you find ideal for use in an inquiry lesson? List them down.

APPENDIX A5, P. 3

- 8. What roles do the teacher and student play in an inquiry lesson?
 - A. Teacher
 - B. Student
- 9. List down the conditions under which the use of the inquiry method would be successful.
- 10. List down the conditions under which the use of the inquiry method would not be successful.

SECTION D (ORGANIZATION OF SOCIAL STUDIES TEACHER EDUCATION)

- 1. Does the lecturer divide his work into 'content' and 'method'?
Check what is applicable.
 - A. Yes.
 - B. No.
- 2. If 'No' to (1) above, how does he organise his work?
- 3. If 'Yes' to (1) above, how many periods does he spend on:
 - A. Content.
 - B. Methods.
- 4. How would you like the social studies teacher education organized?
Tick the response applicable.

	SA	AG	UN	D	SD
A. Content should be taught in the first year, no methods.	—	—	—	—	—
B. Methods should be taught in the second year, no content work.	—	—	—	—	—
C. Methods and content combined with more emphasis on content.	—	—	—	—	—
D. Methods and content combined with more emphasis on methods.	—	—	—	—	—
E. Methods and content combined with equal weighting.	—	—	—	—	—
- 5. If you have any other information about the conception and use of the inquiry method in the Pre-service Primary Social Studies course, kindly write below.

APPENDIX A6, P. 1
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION
M.ED RESEARCH PROJECT

A QUESTIONNAIRE FOR TEACHERS CURRENTLY ATTENDING IN-SERVICE COURSE AT NISTCOL ON: "THE TRAINING OF SOCIAL STUDIES TEACHERS IN THE PRE-SERVICE PRIMARY TEACHERS COLLEGES IN ZAMBIA: AN INVESTIGATION INTO THE USE OF THE INQUIRY METHOD"

SECTION A (PERSONAL CHARACTERISTICS) Answer ALL Questions

1. What is your present academic qualification? Circle what is applicable.
 - A. Grade VII/ Grade VIII or Standard VI
 - B. Form II/III (Full Certificate)
 - C. Form IV (Cambridge full certificate)
 - D. Form V (Division I, II, or III)
 - E. Form V (Division IV or Fail)
2. When did you complete your training as a teacher?
3. For which course were you trained? Circle what is applicable.
 - A. T2, B. T3, C. U2, D. U1, E. T4, F. L2, G. L1
4. At what college were you trained?

SECTION B (CONCEPTION OF INQUIRY METHOD)

1. What methods of social studies teaching do you normally use?
List them down.
2. Which of the methods listed in (1) above do you use most often?
List them in the order of frequency of use beginning with the most common and ending with the least common.
3. What do you understand by 'inquiry method'?
4. What are the steps(stages/phases) of inquiry method?
5. What are the techniques of the inquiry method? List them down.
6. What other methods are similar(synonymous) to the method of inquiry
List them down.

APPENDIX A6, P. 2SECTION C (STATE AND USE OF THE INQUIRY METHOD)

1. What methods does the lecturer use during the social studies lessons? List them down.
2. Did you learn about the use of the inquiry method during your pre-service training? Circle one
A. Yes B.No
3. Have you been introduced to inquiry method of social studies teaching since you began the in-service course? Circle one
A. Yes B. No
4. Do you believe in the use of the inquiry method in social studies teaching? Circle one
A. Yes B. No (Give reason(s) for your answer.)
5. Does the lecturer use inquiry method during the social studies lessons? Circle one
A. Yes B. No
6. Read the statements below and tick the response applicable about your social studies lecturer in initiating inquiry teaching skills.

Note: SA=Strongly agree, AG= Agree, UN= Undecided, D= Disagree, SD=Strongly disagree. SA AG UN D SD

- | | | | | | |
|---|---|---|---|---|---|
| a. He makes available a wide variety of resources and materials for students' use. | — | — | — | — | — |
| b. He presents his lesson in form of a problem, question or contradictions which form(s) the basis for students investigations. | — | — | — | — | — |
| c. He asks questions which lead students to explore, explain, support and evaluate their ideas. | — | — | — | — | — |
| d. He asks questions which are intended to lead students to test the validity of their ideas. | — | — | — | — | — |
| e. He allows for flexible seating and movements to maximize student interaction. | — | — | — | — | — |

APPENDIX A6, P. 3

7. List down the roles of the teacher and the student in an inquiry lesson.
 - A. Teacher
 - B. Student
8. Have you used the inquiry method during your years of teaching? Circle one
 - A. Yes
 - B. No
9. If "yes" to (8) above, explain briefly how you use it.
10. List down the conditions under which the use of the inquiry method would be successful.
11. List down the conditions under which the use of the inquiry method would not be successful.
12. What method(s) would you personally wish to be encouraged for social studies teaching? Give reasons.

SECTION D (ORGANIZATION OF SOCIAL STUDIES CURRICULUM)

1. What would you like to be emphasized in social studies teacher education? Check one
 - a. Methodology
 - b. Content
 - c. Both content and methodology.

Give reasons for your answer.
2. If you have any additional information about the use of inquiry method in social studies teacher education and the organization of the social studies teacher education, kindly write below.

APPENDICES B1 AND B2

Two of the five transcripts of the
Lessons observed.

APPENDIX B1, P. 1

Topic: Field trip method.

Resources: Nil

Class: Second year students.

Duration: 40 minutes.

Lecturer: Goodmorning, Ladies and Gentlemen.

Students: Good morning Sir.

Lecturer: We have been looking at 'field trip' as a method that we can use in the teaching of Social Studies. Ah! this method can be used either: in the lower primary or even upper primary. When we started looking at this method, ah.....! we even talked about it and then we divided our parts into groups each group looking at one aspect of the problem. Our problem was: "looking at the college garden".

Group one had a chance of looking at the measurement of our college garden. They measured the college garden and then came up with the area of the garden. The group will tell us. They also looked at the activities that are done in the vegetable garden. They were also asked to make suggestions and recommendations for the proper use of the college garden. Then we had group two which looked at the crops grown in the garden. They are going to tell us the types of crops grown in the garden; and we also expect them to give us suggestions and recommendations for the betterment of the crops grown in the garden. We had group three which also looked at the labour force, and equipment used in the garden. They looked at the labour force, finding out whether there are permanent workers.

APPENDIX B1, P.3

wasn'tt an easy task to find the area. We had to go around just slowly and slowly, bit by bit, so we came up with accurate measurements - area of a garden. So we had to have something like that (showing the figure representing the shape of the garden), and this helped us to find the area of the garden. Again we had to measure one ridge so as to find the carrying capacity of the garden as we all know about the garden we have those banana plantations just going in this direction (showing the direction on the board), and then in between that's where we have the beds in which we grow vegetables, tomatoes, etc.

So, when we took one ridge and measured it we came up with a; if this is one of the ridges we have to measure, that is, we have to measure the length of the ridge and then we had to measure the width of the ridge. Before I proceed with a to look at a ridge, the area we found of the garden was $5202m^2$. So as you can seen this is what we found, and if we calculate, using one ridge which gave us the one that is $2m \times 1m$, so we calculate it from $9m^2$ and we may come up with something like 7578 ridges that is if these places occupied by bananas were removed this is the amount of ridges we can have in the garden. But plus the banana portions the number could be reduced here to something less, than the number we have here. And so the garden has....., what the garden is eh....., is one of the aid to the college supply of food. That is, there are times when we do not get food for the college and can not get vegetables from other places, we always turn to our garden and get some.....

APPENDIX B1, P. 4.

vegetables from there and at times get tomatoes although this is not sufficient for the college since when we get vegetables from the college we only use it for just one meal. And that is why it is important that we try to have the garden expanded, so that we can have a constant supply of vegetables and could be: tomatoes, could be some other things like onions.

Now, to make good use of our garden, there are those things they require in order to produce enough to have ourselves, self-sufficient, and that is if we had enough fertilizer that can help us to increase the production of food, not only fertilizer, according to our garden workers there, we were told, they face problems like in the controlling of the crops we have there because they are attacked by insects which may hinder the good production of the food from there. That is, if we can have some insecticides and weed-killer. These would help us to produce more. Not only that we can still do more by introducing some other kind of food stuff, like our college garden at the moment has foodstuffs like carrots. We have some carrots there which can help us in provision for vitamin B and other things like a few things those which attack us due to lack of these foodstuffs can as well our health be maintained

: We have just been getting findings from group one about the assignment they had in as far as the measuring of the garden and the provision of foodstuffs from the garden. Now, before we move to group two, can you ask questions based on the work done by group one? Group one should be ready to answer the questions not necessarily one who was reporting but members

of group one.

Questioner: Why should bananas be removed because they act as wind breakers?

Answer: No, we didn't say that the bananas should be removed. We said, if those portions occupied by bananas were only occupied by vegetable work, then we would be having plenty of vegetables since at present we only get vegetable which we use only for one meal.

Questioner: Are you satisfied with this now?

Answer: (Silence)

Questioner: Any other question?

Questioner: Since you found out that there are a lot of insects and pests in the garden and you have not said anything about that, you have just told us that they are facing the problem with fertilizer and insecticide. What are your suggestions?

Answer: Our suggestion is to put forward what we discovered. That is, if we can-----, the college can have the provision for fertilizer and insecticide so that it can have more fertility.

Questioner: Any other questions?

Questioner: (This last question was not picked up as the voice was faint. It is left out together with the answer given).

Questioner: Can we have group two.

Group Two.

Answer: Group two. The first question was telling us to write about the crops grown in the vegetable garden; and we found out that the crops grown in the college garden are: cabbages, onions, tomatoes, maize, cassava, bananas, pawpaws, egg plant, pumpkins, rape, mangoes and others. These crops are doing well in that the people who are responsible for the garden

use fertilizers, chicken manure, pig manure and compost manure to help the crops grow in a Healthy way for human consumption. The crops grown in the college garden are; In the second (garden) to the dining hall, for consumption by the college or they are sold; mainly they are sold during the holidays and there are no people to eat them, and when they sell them the money is taken to the bursar. The bursar will decide whether to add to the money they use to buy us food when we are in the college or use it during the holidays for transport; they buy petrol for the vehicles. The last question was if there is a system for the accounting for consumption of the produce. Here we said that each time they get the vegetables from the garden they weigh it to find out the kilograms we take and eat and at the end of the term they calculate to find out the kilograms we have eaten in that term.

Lecturer: Ah, the Madam reporting from group two is through, she has been telling us about the crops grown in the garden and how we use the produce from the garden. I now invite questions from members to find out more from this group about the crops grown in the garden.

Questioner: (question rectified by the lecturer) Is there a system of accounting for consumption of garden produce? Do they have any records of the produce from the garden? Thus, accounting the produce from the garden.

Lecturer: Now, she is saying, during the holidays when you are not around, the produce from the garden is sold to the people from outside but, money is taken to the bursar. Are you clear about that?

Questioner: I want to find out from group two how the Irish potatoes grown in the garden are used because we have some people who do not take 'nshima'.

Answer: I am sure on that point when the Irish potatoes are ready, they are given to those who do not take 'nshima'.

Questioner: Group two says there is fertilizer, which the other group (group one) said there is no fertilizer.

Lecturer: Group one, you reported that there is no fertilizer, can you substantiate?

Group one: I am sorry, I was misquoted. I said, if we can have enough fertilizer not that there isn't any fertilizer.

Lecturer: Have we got his views? Other questions? Ah - we move to group three.

Group three

Lecturer: This is group three reporting on labour force and equipment used in the garden. We have only got two permanent workers in the garden (names the workers and when they began working in the garden) The workers are supervised by the lecturer (named). At the moment, the workers there are pleased with the work because they get their salaries and at the same time they are allowed to take something from the garden including; mangoes, bananas and vegetables. And at the same time they take the call of back to land. They said, they are also preparing to go back to the land because the lecturer gives them ideas on how to grow the crops, how to use fertilizer and other things. When they go back to land they will not be facing a lot of problems as experienced in the villages. Looking at the size of the garden, one can easily be convinced that the labour force

APPENDIX B1, P. 9

Questioner: Excuse me, how did you get information about the workers?

Answer: We got the information by talking to them, interviewing the

Questioner: (same student) what method? What method did you use?

Answer: It was cross-examination and interviewing.

Questioner: Before we go on with questions I would like to make a correction. One time you said the produce is taken to the garden instead of the dining hall or kitchen.

Questioner: He has just told us that these people working in the garden are free to get things from the garden. They are free to get; mangoes, vegetables, pawpaws etc. Now I don't think the cost of these is important for record.

Lecture: Anybody from the group?

(making the point clearer continued) He is saying, these workers are free to get anything from the garden, now is it important for the garden to have a clear record of what they are given? Because these workers have got.....

Answer: Not quite. Actually, in relation to what they get is nothing, is not much. It is something one can forgive them. They are handling foodstuffs. And being humanists we will definitely not mind.

Questioner: Mr. Mfula (group leader) is saying there are two workers in the garden but when we went there we found four workers in the garden. We are talking about permanent workers. I don't know what Mr. Mfula is talking about. I was there on Saturday.

Answer: These are not permanent workers.

Questioner: You spoke about extending the garden; when will they extend the garden?

Answer: They are trying to extend the garden at the moment because

of the labour force problem they are facing. Already there are only two permanent workers. What would happen if they extended the garden?

Questioner: I would like to know if the lecturer urges the community to work in the garden.

Answer: The lecturer is just assisting. It depends on those workers there. They might not know how to go about new developments and other things. So the lecturer is just helping to do that.

Questioner: Is the lecturer an expert in agriculture?

Answer: Not necessarily in agriculture but knows something about Agriculture, infact it does not need an expert to run the production unit.

Questioner: Mr. Zulu (a worker in the garden) started working in the garden in 1978, but he said that I started working in the college in 1976, is what he was saying, that is why I asked, 'what method did you use to get information from worker?

Students: (all) some noise and chorus comments.

Questioner: Mr. Mfula, I heard you talk about these people resigning going back to land. When will they go back to land? If you look at one of them, this man is ageing so we don't expect him to work here for too long. Did you try to find out from him, when he started working and when he plans to go back to land?

Answer: That can easily be arranged between him and employers. Before he retires he has to give a notice, so that they know he is retiring.

Lecturer: Group four

Leaders: Group four was trying to find out something about soil and fertilizers used in the garden. The first question was the types

of soil found there mainly is red loam, sand soil and loam soil. So we find that mainly, the types of crops grown in these soils; in red loam; cabbage, choumoullier, and onions, and in sand soil; ~~tomatoes~~; potatoes. Now we collected the two samples of soil. You can see them here (showing the two samples to the class). Now we thought that this is (showing the sample) loam soil and this is sand soil.

Now, the next thing we want to findout, in fallowing system. We tried to find out if the fallow system is used in the college garden; and to prove that we visited the college garden. So, fallowing is the system whereby, when crops are grown in this part of the garden, then the other part of the garden is left without crops growing there, and you find that one is practised in our garden. Now, this fallowing system is very important because it increases the fertility of the soil, when the land is very poor. So, you find that some of the gases are fixed for example nitrogen. Now, when that portion which is left fallow, the following year is cultivated and crops are grown there, we asked and we found out that the crops, the yield is improved. Then, what we found out, for the improvement of the fallow system, if land is left fallow for so many years, and then cultivate later, as you find, in order to work better, that is for better yield, the land must be left for 2 to 3 years, because when it is left for 2 to 3 years then I think such land will improve quite well.

Now, the next thing we tackled is fertilizer. We found that, there are two types of fertilizers. So, there is natural fertilizer and artificial fertilizer. Now, for artificial

Fertilizer we found out that they use X and D compound. These X and D compound they put around crops for the improvement of crops. Fertilizer improves crops there. So we also found out, fertilizer if not applied in the correct amount it harms the crop. Again, after a long time, this artificial fertilizer exhausts the soil, so that when it is used every year, thus crops cannot grow. So we also found out that those natural fertilizers needed are animal manure and chicken manure. So when animal manure is collected, it is not immediately applied to the crops, but is left for about a week and the reason is that when animal manure is collected it is warm and when applied, it can easily burn the crop. So after that animal manure is also applied in the correct amount and also helps the growth of crops.

Questioner: I am worried about the soils found in the college garden. Did you go to the extent of finding out about soil erosion since you talked about types of soil?

Answer: We went as far as finding about soil erosion. Now, you find that those workers there have already realized the dangers of soil erosion, so the way they make ridges in the garden is the way such that they prevent soil erosion, that is, the ridges are across the slope.

Questioner: You have talked about the fallow system. I have never seen, since I have been going to the garden, one portion not being used.

Answer: If you remember very carefully we went there in the school garden, we were on duty one Saturday, So we were ploughing a piece of garden which was not used to grow crops. The rest of the garden is not ploughed.

Questioner: Bwana reporter, you said that potatoes and tomatoes are grown only on sand soil. Do you mean to tell me that tomatoes and potatoes are grown only on such type of soil?

Answer: It is not like that, but it is in our college garden. Potatoes and tomatoes are grown on that type of soil.

Questioner: Are there no any other ways of improving the vegetables other than soil?

Answer: Actually, they say that to improve soil fertility is to use fertilizers. That is one of the ways.

Chairman: Let us have the last report. Next Group five.

Answer: The first thing we were finding out was the location of the garden, whether well situated or not. The group found out that it is not well situated in that it is too close to the students' hostel, as a result it is a breeding ground for mosquitoes which in turn bits students, and you know when people are bitten by mosquitoes, usually there is malaria. Secondly the dung manure used there stinks a lot so much that, from the dining hall once it is smelling actually even from here if one goes out, it is smelling. The other thing is, it's location does not allow for expansion of the garden, as other groups have pointed out, the garden itself is surrounded by different areas. You can see from the map, this (pointing to the map) map here is almost surrounded by buildings. There are hostels

here and there, here there are playing fields, so that does not allow for expansion of the field.

The other thing we talked about was, 'What is that place? The garden is actually supposed to be called a garden or an orchard? I think you can bare with us, that place is full of mangoes, mango trees rather, bananas and pawpaws. So we don't know whether that place is to be called a garden or an orchard. And, there are these plants like bananas, mangoes and pawpaws, you find that there is competition between the vegetables which are there and these plants I have just mentioned.

The other thing we looked at is: that place was to-----re-locate that place at eastern side. The first thing we said was, we would build more hostels for students to ease the present escalating problem of accommodation. If we had built some hostels there, then the problem would have easily been solved.

Secondly, there can be some drinks and other foodstuffs, because it is a central place from Ward E, Ward A, B, C and D, so we suggested that we can also build a basketball in this place. You know we do not have a basketball field at the moment. Do we? No! we don't have. So a basketball field could be built there. Another thing, there can be built a swimming pool for sporting activities as you know it is near the playing field and lastly instead of all these things I have mentioned we can also put up a pub where students can relax after working hours.

APPENDIX B1, P. 15

The second part of the lesson - questioning was not taped as the tape had finished. However, the final summary by the lecturer was an assignment to be done individually and the question was, "Give the advantages and disadvantages of the method (field study) and whether the method is appropriate for use in the primary school Social Studies teaching".

Topic: Provincial Administration (The District Organization).

Resource: Nil.

Class: Second Year Students.

Duration: 40 minutes.

Lecturer: (Writing the topic on the blackboard)

Now below this (pointing to the topic), let us read this sentence on the board.

Students: (All reading the topic) How our district is ruled.

Lecturer: Again !

Students: How our district is ruled.

Lecturer: Now who is at the head of a district? Hands up.

(he names the student)

Student: The District Governor D.G.

Lecturer: The District Governor. D.G. first.

Do you know some of his duties? Do you know some of his duties? Yes! (pointing to the student)

Student: He makes sure that there is development going on in his area.

Lecturer: Yes. two----- Yes, there.

Student: He presents problems -----.

Lecturer: Speak out! speak out!

Student: ----- gets problems from the people and then takes them for -----

Lecturer: For where?

Student: To the N.P.

Lecturer: There are two sides to this: Hah: First one is the political side and the second is the Civil Service side. Now, after

the D.G. in the district who is number two to him?

Student: District Political Secretary.

Lecturer: Yes, District Political Secretary. DPS. D.P.S.

Now, who comes after the District Political Secretary?

Who is number two in that line? Yes.

Student: The Women Brigade.

Lecturer: Women Brigade. Number what?

Student: Number two

Lecturer: Mama what?

Student: Mama Region.

Lecturer: Women Brigade. Who comes after the D.E.S.?

Student: Assistant District Executive Secretary.

Lecturer: Yes. Is he only one?

Student: There are two.

Lecturer: There are two: one and two. So we say, Assistant District Executive Secretary.

Students: (All) Assistant District Executive Secretary: one and two.

Lecturer: Following? Are you following? (referring to one student?)

Heah ----- ! Are you sure?

Student: Yes, I am following.

Lecturer: Who comes after the two assistant secretaries? Who comes?

Yes !

Student: Heads of departments.

Lecturer: Where?

Student: On the district level.

APPENDIX B2. P. 3.

Lecturer: Correct. Yes. Heads of departments e.g. let us give heads of departments. Let us take education. Who is the head of education at the district level?

Student: District Education Officer.

Lecturer: Yes! Is he right?

Students: (chorus) Yes.

Lecturer: Together!

Students: (All) District Education Officer.

Lecturer: How about that of healthy?

Students: District Medical Officer.

Lecturer: Usually-----!

Student: Chief Medical Officer.

Lecturer: -----no. Medical Superintendent. How about Veterinary?
Veterinary.

Student: Hah!

Lecturer: Veterinary, Yes.

Student: District Agricultural Officer.

Students: (All laughter.

Student: District Veterinary Officer.

Student: District Animal Husbandry.

Students: (All) laughter

Lecturer: Yes,-----(he names the student)

Student: I think, District Veterinary Officer

Lecturer: (corrects the pronunciation of veterinary). What about agricultural department?

Student: District Agricultural Officer.

Lecturer: Oh----- Yes, so, we have finished head of what -----?

Students ----- heads of departments.

APPENDIX B3, P. 4

Lecture: ----- at district -----.

Student: ----- level

Lecturer: What about here? (pointing on the political side)

Who comes under the Political Secretary?

Student: Youth Publicity Secretary.

Lecturer: Youth Publicity Secretary.

Students:(All) Youth Publicity Secretary.

Lecturer: Youth Publicity Secretary. All right?

Students: Yes.

Lecturer: And who comes under him? ---- Yes!

Student: Ward Chairman.

Lecturer: Is he right?

Students: (All) Yes.

Lecturer: Correct! Ward Chairman. Is this lady or man?

Students: Men.

Lecturer: Ward Chairman or Ward chair lady?

Students: Ward Chairman

Lecturer: Yes, more than -----.

Students: More than one.

Lecturer: So, Ward Chairman assisted by:- Who comes next to Ward
chairman? Yes -----!

Student: Branch Chairman.

Lecturer: Branch -----.

Student: Branch Chairmen.

Lecturer: Correct. Branch Chairmen. Branch Chairmen. Lastly?

Student: Section chairmen.

Lecturer: Section ---- chairmen.

APPENDIX B2, P. 5

Let us take this side quickly. What about -----? who comes under head of departments?

Students: Assistant heads of departments.

Lecturer: Assistant-----?

Student: Assistant head of department.

Lecturer: Such as----- who?

Student: Such as education officers.

Lecturer: Yes! E.O.S. What else?

Student: Headteachers.

Lecturer: No. E.Os

Student: Assistant Officers, such as Inspectors of schools, agricultural supervisors.

Lecturer: Come on! No! Again?

Student: Agricultural Officers, agricultural supervisors, medical -----

Lecturer: Okay! Here we say, assistant to the head. Followed by -----?

Student: Inspectors.

Lecturer: Inspectors, Yes, Inspectors and who else?

Student: Instructors, headteacher.

Lecturer: Headmasters.

That is just how our district is ruled or governed. There are two important people. Who are these? **Key officers.**

D.G. and -----.

Student: D.P.S.

Lecturer: No.

Student: D.E.S.

Lecturer: Now, you are going to be grouped into groups, and I want you to write all the duties of the D.G. in the district and I want you to write all the duties of the District Executive Secre-

APPENDIX B2, P. 6

tary in each district. Let us give a few examples before we go into our groups.

Student: One example of -----.

Lecturer: Yes -----.

Student: ----- of the -----

Lecturer: Duties of the D.E.S.

Student: I don't know.

Lecturer: Form V!!

Students: No! No! (followed by laughter)

Lecturer: (Divides the class into 5 groups and asks each group to choose a Secretary to write down the duties of the D.G.)

Students:(Asking) How about the District Executive Secretary?

Lecturer: Nothing. No! Nothing.

Student: Can't we use the books?

Lecturer: No. I don't want you to copy. I want you to use your knowledge.

Students: (All). Ha^h! Ha^h!

Lecturer: (instructs some groups to go out while other three groups remain in the classroom)

Group discussions in progress, lecturer remained seated doing some other things.

Group Work(Discussion): Group 1

Student 1: The D.G. makes sure that there is development going on in his area.

Student 2: How does he come to know that there is development going on in his area because -----.

Student 1: ----- I mean, he has been given a government vehicle. He

APPENDIX B2, P. 7

moves around in each area where development is supposed to be and then -----.

Student 3:-----takes whatever -----(silence)-----and sometimes is told by the people in higher positions what to do, so he takes the message from the top to the people in his district starting from the ----, say, provincial level to district level. He is like a messenger.

Student 4:What can he do if he finds that there is no development in his district?

Student 1:He tries to encourage the people.

Student 3:Not only encouraging people. I think, first, he takes the problems of the people to the M.P. who in turn takes the problems to the parliament.

Student 1:You said towards the -----.

Student 3:I mentioned -----.

Student 1:Mediator between the -----.

Student 3:Provincial level and the district level.

Student 4:Is he also the one who sees that government policy is followed in the district?

Student 1:Yah! Yah!

Student 4:Is the one?

Student 3:So he is the overall boss there.

Student 1:Of course! That's why he is the D.G. The District Governor.

Student 4:So, if the policies are not followed, he does what?

Student 1:He makes sure the policies -----.

Student 4:If the policies of the government are never followed in his district, what does he do?

Student 1: What are you talking about? What policies? Specify.

Student 4: Because there is ----, there was one incidence in Monze whereby it was said ----, I don't know what was happening. Just right in Monze district some people were not ----- in corroboration with the government. So the district governor there rules it ---- I don't know what he did but anyway he worked in such a way that he tried by all means to let the people in authority to know what was happening in the area.

Student 1: Okay! say, like teaching, I mean, say like in the class the monitor goes to control one of the students, I mean, what he does is to take him to somebody higher than that, so the same can happen to the D.G.

Student 4:-----and sometimes it is that the thing done is not very serious. Him can take the action.

Student 3:He makes -----. He sees that the laws are followed in his district, this is done with the corroboration of the police.

Student 4:Let us try the D.E.S. now.

Student 5:(Secretary) Have we finished?

Other Students: Just leave a gap.

Student 1:Duties of the D.E.S.

Student 3:Here, I think, ah! one is -----(interruptions) I think ah ----- the first thing is, he takes the problems of some of the department to the D.G., who in turn takes them to the M.P., who in turn takes them to Parliament where they are discussed.

Student 1:Okay! Okay! Let us put it thus:- the duties of the D.E.S. is to:- he gets all the problems from the heads of departments, then he compiles them together then sends them to the D.G.

APPENDIX B2, P. 9

who in turn sends them to the appropriate authorities.

Student 4: He compiles all the problems he gets from different departments up to the D.G. or over to the D.G. ^{I think} What is, you know wherever the governor goes also the D.E.S. goes. Don't you think so?

Student 3: Now, is this man (the D.E.S.) involved in writing? Can he work in corroboration with written work?

Student 4: It says, 'Secretary'. You know secretary does the writing. So wherever the governor goes he has the D.E.S. for he is the nearest man to the governor on the government side. Is it?

Student 1: No, on the Civil Service.

All Students: Yes.

Student 2: He is the tool, I see to the D.G.

Student 3: He is second in command.

Student 4: I am sorry, the other one is, when the D.G. is around the district, he is one who -----.

Student 3: No. This one is at the Civil Service. So the one who comes to take over this one on the political side; who is he?

Student 4: District Political Secretary.

(The discussion continued in the same way. The cassette was moved to group 3).

Group 3: This was the last part of group discussion which was taped.

Student 1: To start with he (referring to the D.G.) receives the complaints of the heads of departments.

Student 2: And presents them to the Provincial Political Secretary.

APPENDIX B2, P. 10

Student 3: Not to the district governor. If they follow the channel.

To the D.G.-----.

Student 4: Don't you think if the D.E.S., him being the head of the Civil Service and able to report to the D.G.-----. The D.G. will report to the Provincial Political Secretary, the Political Secretary will report to the member of the Central Committee.

Student 3: The D.G. is the head. He is actually the head of the two branches of government. The political branch and the government branch. So if the matter is civil, obviously he got to approach the civil service branch, and if it is party matters, then he has to see the Provincial Political Secretary. That is how I see it.

Student 2: In the district?

Student 3: Yah! and if the District Executive Secretary has a problem he doesn't take it to the District Governor.

Student 1: Yah! is what they were -----.

Student 4: Me, I was thinking, him being the head of the civil service in the district, he is supposed to report directly to the Permanent Secretary.

Student 1: May be if the Permanent Secretary of -----.

Student 4: No body, should go as far as that without reaching the notice of the D.G. -----. He has to be notified and later to the -----.

The District Governor. The D.G.

Student 5: (Secretary) I have already written than.

Student 3: Then from there where does he report? The D.G.?

Student 4: The D.G., to the Provincial level. He reports the matter to the Provincial level.

END OF THE LESSON

APPENDIX C1A SAMPLE OF THE SCHEMES OF WORK FROM DAVID LIVINGSTONE TEACHERS' COLLEGE

(To be completed in duplicate. One copy to be handed in to the Principal through the Head of Department after every four weeks).

Class: G 82.

Tutor: (name omitted)

Department: Social Studies.Term: II 1981Subject: Methods.Week: 1-4

Department Head's initials: _____

Principal's initials: _____

Week	Scheme	Record
1 Oct. 5 - 9	Spend this week on how to handle any activity lesson in each unit in Grade VI.	This work proved to be useful to all.
2 Oct. 12 - 23	Teach the Enquiry Method fully and give notes on it.	Brief introduction was done and notes given.
3 Oct. 19 - 23	Continue and complete notes on Inquiry Method.	The work was completed as planned.
4 Oct. 26 - 30	By using some records, teach the class the importance of using records as teaching aids.	The records proved very useful and thus enjoyed by all indeed.

N.B. This scheme continued on the same pattern up to the end of the term. - December 18th 1981.

APPENDIX C2KITWE TEACHERS' COLLEGE: A SAMPLE OF THE SCHEMES OF WORK

SOCIAL STUDIES DEPARTMENT: YEAR 1
TERM II, 1981.

	Topic	Activities
1.	Planning for Teaching of Social Studies. (a) Forecasting and Diary. (b) Lesson Plan.	Theory.
2.	Planning for Teaching Social Studies. (a) Lesson Plans. (b) Demonstration.	Written samples. lectures.
3.	Field Trip Method (1). (a) Definition. (b) Components of it.	Written Notes.
4.	Deductive and inductive methods. Assignment.	Comparison. Written Notes.
5.	Peer Teaching.	Students.
6.	Peer Teaching.	Students.

N.B. The scheme continues until the end of the term on the same pattern.

(1) One of the lessons on this was observed and taped.

APPENDIX C3, P. 1A SAMPLE OF SCHEMES OF WORK: SOLWEZI TEACHERS' COLLEGESOLWEZI TEACHERS' COLLEGETERM III SOCIAL STUDIES SCHEME: FIRST YEAR COURSEOBJECTIVES:

Given further intensive coaching and specialized individual remedial attention where necessary, students should having been exposed to the proposed content herein the scheme, be able to:-

- (a) Formulate behavioural objectives with less difficulty.
- (b) Use the behavioural objectives in relation to lesson preparation in the Handbooks.
- (c) Make up new or original designs of lesson plans to suit their classroom situations.
- (d) Search for, make or improvise teaching aids to help them illustrate their lessons.
- (e) Show sound background knowledge of pre and post independence Zambia, social problems in Zambia, the Zambian government, colonization and its techniques plus the general aspects of methodology as underhere outlined.

No.	Content	Source of Information
*1.	Behavioural objectives, more instructions on: Definition, situation, Action term and Acceptance level of statement. <u>Methodology</u> Picture discussion	UNZA Handout on behavioural objectives.
2.	Further Analysis of Social Studies handbooks relating to b/objectives and original lesson plans. <u>Methodology</u> Creation of teaching aids	Grade III-VI Teachers' Handbooks.

3. Students' Teaching lasting four weeks. Further coaching in Forecasts and Lesson Plan preparation.

4. The Zambian Government

Three powers of Government	Zambia constitution pp. 232 - 261.
(a) The Executive.	Zambia Junior Secondary Civics pp 19 - 33.
(b) The Judiciary.	
(c) The Legislature.	

Methodology
Case study - Judiciary.

N.B. The scheme continues up to topic 6 on the same pattern.

* A lesson based on this topic was observed and taped at this College.

APPENDICES AD1, AD2, AD3 and AD4

TABLES

TABLE AD 1LECTURERS', STUDENTS AND IN-SERVICE TEACHERS' CONCEPTIONS OF THE INQUIRY METHOD

<u>Respondent Group</u>	<u>Response (Meaning of Inquiry method)</u>
<u>Lecturers</u>	<ol style="list-style-type: none"> 1. Inquiry means asking questions and answering them. 2. Inquiry means finding out and recording information 3. Inquiry means scientific approach 4. Inquiry means investigating 5. Inquiry means observation 6. Inquiry means discovery method 7. Inquiry means gathering information
<u>Students</u>	<ol style="list-style-type: none"> 1. Inquiry method means finding out information 2. Inquiry method means discovering information 3. Inquiry method means asking questions 4. Inquiry method means problem-solving method 5. Inquiry method means researching 6. Inquiry method means observing and recording information 7. Inquiry method means exploring
<u>In-Service Teachers</u>	<ol style="list-style-type: none"> 1. Inquiry method means asking questions 2. Inquiry method means finding out 3. Inquiry method means problem-solving method 4. Inquiry method means exploring

Respondent Group

Response (Steps or stages of Inquiry & Method)

Student
(n=124)

1. Step IV : Evaluating hypotheses
Step V : Drawing conclusions
2. Step IV : Discussing answers.
3. Step I : Make appointment with the Project manager
Step II : Distribute the question-naire to students
Step III: Choose Group leaders.
Step I : State the goals
Step II : Prepare the questions
Step III: Practice
4. Step I : Teacher state the question(s)
Step II : Children answers the question(s)
Step III: Teacher writes answers on the board.
Step IV : Class discuss the answers.
Step I : Introduce the topic
Step II : Presenting the material
Step III: Draw conclusions
5. Step I : Introduce the topic
Step II : Class discusses the topic
Step III: Teacher asks questions.
6. Step I: Present the problem or topic
Step II : Explain the problem
Step III: Class reports
7. Step I : Introduce the topic
Step II : Class discusses the topic
Step III: Teacher asks questions.
8. Step I: Present the problem or topic
Step II : Explain the problem
Step III: Class reports
9. Step I : Teacher gives a topic and aids
Step II : Class discussion on the given topic
Step III: Collecting data
Step IV : Writing a report
Step V : Teacher approves the report
10. Step I : Teacher gives a topic and aids
Step II : Class discussion on the given topic
Step III: Collecting data
Step IV : Writing a report
Step V : Teacher approves the report
11. Step I : Teacher gives Instructions
Step II : Student ask questions on the chosen topic
Step III: Students write answers to the question

APPENDIX AD3TABLE AD3

METHODS USED BY LECTURERS IN SOCIAL STUDIES TEACHING AS UNDER-
STOOD BY STUDENTS OF THE THREE SELECTED COLLEGES IN ZAMBIA
ARRANGED ACCORDING TO THE FREQUENCY OF USE.

Method	Number of times mentioned
Lecture	87
Inquiry	70
Discussion	28
Questioning	26
Group work	22
Project	21
Discovery	20
Research	15
Inductive	12
Assignment	11
Deductive	10
Formal	9
Informal	6
Talk and chalk	6
Pupil-centred	4
Story-telling	4
Self-instruction	4
Teacher-centred	3
Field-trip	3
Problem-solving	3

APPENDIX AD4TABLE AD4

METHODS USED BY LECTURERS AT THE NATIONAL IN-SERVICE COLLEGE AS UNDERSTOOD BY TEACHERS ARRANGED ACCORDING TO THE FREQUENCY OF USE.

Method	Number of times mentioned
Lecture	16
Inquiry	16
Story-telling	10
Discovery	5
Questioning	3
Talk and Chalk	2
Dramatization	1
Look and Say	1

APPENDIX E

Handout on inquiry method from one
of the three selected primary
colleges in Zambia.

APPENDIX E, P.1HANDOUT ON INQUIRY METHOD PREPARED BY ONE OF THE THREE COLLEGES INVESTIGATEDInquiry Method

This, may be, the second idea in our approach to the teaching of social studies. Inquiry literally may mean "Finding out, investigating and so forth". This idea (inquiry) may be so broad that it may require analysing it in a more than one aspect namely:

- i. Inquiry through a questioning skill.
- ii. Inquiry through a group work skill.
- iii. Inquiry through a research skill.
- iv. Inquiry through the use of apparatus etc.

Let us begin by explaining the idea of a questioning skill. Here we may consider and assume that the teacher plays the role of a questioner and the pupil to do the answering. At the same time, it may turn to be the vice-versa, i.e. the pupil may ask his teacher for some clarity etc. As a skill, we believe that the teacher should prepare his questions together may be, with some apparatus which may be the basis of his questions. Such questions should make the pupil think continuously according to the way the teacher asks such questions. Another advice could be given for instance, if a teacher is to teach a lower grade, he ought to consider both the age and academic level of such a grade and the questions should match with such levels. For example if one teacher is teaching about, may be, duties of the family and another one is teaching about Africa's physical features, the levels of questions may obviously, vary in the nature, according to the levels of the grade.

APPENDIX E, P. 2

One lesson is for Lower Primary Grade while the other one is for the Upper Primary.

Group work method may require more organisation than the other inquiry skills. This is because if the teacher is not careful, he may spend more time on discussion session than may be, either the teacher's summary or the pupil's activities. The teacher ought to set his groups fairly quickly. Choose and allocate a sub topic to each group let each group discuss and later report to the class within a prescribed time. Examples of lessons such as Rhodesia or the D.D.C., the teacher may sub divide the lesson (Rhodesia) as follows: Group A. Physical features; Group B. Occupation; Group C. Vegetation; Group D. Shape and Position; Group E. Climate. The teacher should give books such as Atlases and other textbooks to his pupils for reference. After such a discussion session, each group may be asked to report to the class its findings, while the teacher may write the points on the chalk board for further discussions and summary.

As for a lesson like the D.D.C. for a Lower Primary Section the teacher together with his pupils may discuss together. They may discuss may be, points such as the composition of this committee members and its functions etc. In both cases pupils' activities may prove to be one of the criterion upon which a teacher may evaluate his lesson.

Research may be another technique which may involve more of a pupil than the teacher. In here, pupils may be set to research either from books such as Atlases, magazines, newspapers and other textbooks or from any observation. If research is conducted from books, the teacher has, may be, to refer his pupils to some particular pages

APPENDIX E, P. 3

Of such books in order to get the required information. While research from an observation could, may be, involve travelling to a particular scene which should be within an easy reach from the school. In both cases i.e research from books and a site seeing, the teacher ought perhaps, to apply some organisation if he is to succeed.

Finally, inquiry by use of apparatus, may prove to be one of the general approaches to a subject like S.S. it may also be found that when we use a broad method like INQUIRY, it may be practically useful by use of apparatus. Whether we use a questioning skill, group work, research or any other pupil centred approach, a piece of apparatus may prove to be more useful and practical than talking.

We may, therefore, be required to prepare as many apparatus as possible, these may be pictures, sketch maps, templates and many more the better for a S.S teacher.

As you read this lecture, please refer to your individual notes.