

AUTHOR'S DECLARATION

I, Brain Neeta Makufele, do hereby solemnly declare that this dissertation represents my work and that it has never been previously submitted for a degree at this or any other University.

Signed :.....

Date :.....

DEDICATION

This work is dedicated to the precious memory of my late parents, Mr Neeta Makufele and Mrs Martha Kwaleyela Matakala Makufele and my late sister, Mildred Namuchana Makufele.

My beloved Parents and sister, I wish you were still alive to see how your inspiration direction, counsel and belief in me has led to a firm foundation for me.

It is further dedicated to my wife Phyllis, children Kwaleyela, Imasiku, Namatama, Nomai and Brian Junior, and niece Rebecca whose support and encouragement in the course of this study will forever inspire me.

APPROVAL

This dissertation by Brian Neeta Makufele is approved as a partial fulfilment of the requirements for the award of the Master of Education (Geography Education) degree of the University of Zambia.

Signed :..... Date :.....

Signed :..... Date :.....

Signed :..... Date :.....

COPYRIGHT

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

ACKNOWLEDGEMENTS

This study has been completed successfully due to the support and help I received from many people. My greatest gratitude goes to my supervisor, Dr. C.M. Namafe for his patience, good counsel, encouragement and guidance during the course of this study. I am greatly indebted to Dr. Namafe for being there for me especially at the time of uncertainty about the study, after the tragic road traffic accident in which I was involved in 2007. In spite of the injuries I had as a result of the accident, Dr Namafe inspired me to soldier on to the end of the study.

I would like to thank also Dr P. C. Manchisi, Dr Mark Mulenga, Mr G. Kajoba and Professor Singh, my lectures at the University of Zambia for their encouragement. I am indebted to Mr N.M. Siluyele, the former Secretary to the Bursaries Committee for his untiring support, understanding and encouragement during the course of the study. I am grateful, too, to my workmates at the Bursaries Committee for their support and understanding at the time of the study.

Special thanks go to the Head teachers, teachers of geography in the various high schools in Lusaka where the study was done and also the Zambian Ministry of Education officials at the Curriculum Development Centre (CDC) and Standards office at Headquarters and Provincial Education Office. I am very grateful to the Provincial Education Officer, Mrs A.M. Nzala for taking a keen interest in the study and facilitating it in Lusaka.

I am indebted, too, to my colleagues and class mates, especially Mr Kasonde Mundende, Mrs Moonga and Mrs Bimbe for their cooperation, support and appropriate advice on academic issues in the course of the study.

I am grateful further to Mr Steven Zimba and Ms Grace Ng`andu for sparing their time from their busy schedules to edit this work.

My other gratitude goes to my niece Rebecca Makufele for the typing services rendered to me despite her busy schedule as a student at University of Zambia. I would also like to thank my nephew Elton S.M. Mufiti for sparing his time to edit the tables and for the typing services he had also rendered in the course of the study.

I am greatly indebted to my wife and children for their understanding and patience during the time I was involved in the masters' programme. They were able to endure my long absence from home and for this I owe them the success of the completion of this study.

LIST OF TABLES

Table 1-Type of high schools where the respondents served	28
Table 2- Category of high schools where teachers served.....	29
Table 3- Qualification of teachers of geography in the sampled high schools	30
Table 4- Subject combination of the teachers in the sampled high schools	31
Table 5- Number of periods of geography per teacher in the sampled schools	32
Table 6- Years of service of the teachers in the sampled high schools	32
Table 7-Teachers negatively affected by non availability of teaching and learning materials (TLM).....	33
Table 8- Specific TLM that affected teachers of geography in the sampled high schools.....	34
Table 9- Collaboration among teachers of geography in the sampled high schools.....	35
Table10- Specific areas of collaboration among teachers of geography.....	35
Table 11- Level of collaboration among the teachers of geography in the sampled high schools.....	36
Table12- Collaboration of teachers of geography with those from other schools in the sampled high schools.....	37
Table 13- Teachers able to produce TLM in the sampled high schools.....	38
Table 14- Specific TLM produced by teachers in the sampled high schools.....	39
Table 15- Factors hindering collaboration among teachers of geography in the sampled high schools.....	40
Table 16- Existence of collaboration between teachers and publishers.....	41
Table 17- Programmes provided by the MoE for teachers to produce TLM.....	41
Table 18- Incentives provided by the MoE for teachers to produce TLM.....	42
Table 19- Ways of enhancing collaboration among teachers of geography in the production of teaching and learning materials.....	43
Table 20- Mode of teachers’ production of TLM in the sampled high schools.....	44
Table 21- Type of TLM produced by teachers individually in the sampled high schools.....	45
Table 22- Mode of collaborative effort by teachers of geography in the sampled high schools.....	45
Table 23: How school administrators have encouraged collaboration among geography	

teachers in the production of TLM in the sampled schools.....	46
Table 24- Factors stated by school administrators to be hindering collaboration among teachers of geography in the production of TLM in sampled high schools.....	47
Table 25- Measures put in place by school administrators to encourage teachers of geography to produce TLM.....	48

TABLE OF CONTENTS

Author’s Declaration.....	i
Dedication.....	ii
Approval.....	iii
Copyright.....	iv
Acknowledgements.....	v
List of Tables.....	vii
Table of contents.....	ix
Appendices.....	xii
Acronyms.....	xiii
Abstract.....	xiv
CHAPTER ONE: BACKGROUND	1
Introduction to the study	1
Background to the Study.....	3
Statement of the Problem.....	5
Purpose of the study.....	5
Research Questions	6
Research Objectives	6
Significance of the study.....	6
Limitations of the study.....	7
CHAPTER TWO: LITERATURE REVIEW.....	9
Introduction.....	9
Importance of education to human resource development.....	9
The high school sub- sector of the education system of Zambia.....	11
The significance of teaching and learning materials in high schools in Zambia.....	11
The state of teaching and learning materials in high schools in Zambia.....	12
The teacher’s role in the provision of teaching and learning materials.....	13
Collaboration among teachers in the production of teaching and learning materials.....	16

Checks and Balances in collaboration effort in the production of teaching and learning materials.....	20
Key issues that arose from the Literature Review.....	21
CHAPTER THREE:RESEARCH METHODOLOGY.....	23
Introduction.....	23
Research Design.....	23
Population.....	23
Sample and sampling Procedures.....	24
Research Instruments.....	24
Validity	25
Administration of the Research Instruments.....	25
Problems Encountered During the Administration of the Research Instruments.....	26
Data Analysis and Interpretation	26
Ethical Considerations.....	26
CHAPTER FOUR: PRESENTATION OF FINDINGS AND DATA ANALYSIS.....	27
Introduction.....	27
Respondents’ Location.....	27
Respondents’ Qualifications.....	29
Effect of Non- availability of teaching and learning materials on teachers of geography.....	33
Collaboration among teachers of geography in school.....	34
Collaboration among teachers of geography with those from other schools in the production of teaching and learning materials.....	37
The production of teaching and learning materials in schools.....	37
Factors that hindered collaboration among teachers of geography in the production of teaching and learning materials.....	39
Collaboration between teachers of geography and book publishers in the production of teaching and learning materials.....	40

Incentives and programmes provided by the Ministry of Education for teachers to produce teaching and learning materials.....	41
Views from the school administration on the production of teaching and learning materials in schools.....	43
How teachers of geography produced teaching and learning materials in schools.....	44
How school administrators have encouraged collaboration among teachers of geography in the production of teaching and learning materials in the sampled high schools.....	46
How the production of teaching and learning materials could be enhanced in the sampled high schools.....	48
Views from the book publishers on the production of teaching and learning materials in schools.....	49
Views from the Ministry of Education on the production of teaching and learning materials in schools.....	49
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	52
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	61
Conclusion.....	61
Recommendations.....	62
Future research.....	64
References.....	66

APPENDICES

Appendix (i) – List of high schools where the study was done in Lusaka

Appendix (ii) – Map of Zambia

Appendix (iii) – Map of Lusaka showing the location of some high schools in the sample

Appendix (iv) – Questionnaire for Teachers of geography

Appendix (v) – Questionnaire for school administrators

Appendix (vi) – Questionnaire for Ministry of Education (MoE) officials

Appendix (vii) – Questionnaire for Zambian book publishers

ACRONYMS

APU	-	Academic Production Unit
BESSIP	-	Basic Education Sub-Sector Investment Programme
CDC	-	Curriculum Development Centre
CEC	-	Copperbelt Energy Corporation
DEBS	-	District Education Board Secretary
DODI	-	Discussion, Observation, Demonstration and Implementation.
ECZ	-	Examinations Council of Zambia
EFA	-	Education for All
FAO	-	Food and Agricultural Organisation
FAPED	-	Forum of African Parliamentarians for Education
GRZ	-	Government of the Republic of Zambia
MOE	-	Ministry of Education
MP	-	Member of Parliament
PE	-	Physical Education
PEMS	-	Paris Evangelical Missionary Society
PTA	-	Parents and Teachers Association
RE	-	Religious Education
SPRINT	-	School Programme of In-Service For the Term
TG's	-	Teachers` Groups
TLM	-	Teaching and Learning Materials
TRCs	-	Teachers Resource Centres
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation.
UNICEF	-	United Nations International Children's Emergency Fund
UNIP	-	United National Independence Party
ZGA	-	Zambia Geographical Association
ZIS	-	Zambia Information Services

ABSTRACT

The study investigated collaboration among Zambian high school teachers of geography in the production of teaching and learning materials (TLM) in selected high schools of Lusaka. The study addressed the question “Do teachers of geography collaborate effectively in the production of teaching and learning materials?”

The general objectives of the study were three fold. Firstly, the researcher wanted to find out whether or not teachers effectively collaborated in the production of TLM. Secondly, the researcher wanted to investigate the levels and forms of collaboration among teachers of geography in the production of teaching and learning materials. Thirdly, the objective of the study was to find out what provisions Zambian book publishers had towards potentially collaborating teachers who wished to produce teaching and learning materials; and to determine whether or not the Zambian Ministry of Education (MoE), in line with its policy statement, offered any incentives to teachers who wished to produce teaching and learning materials.

In order to determine the extent to which teachers collaborated in the production of teaching and learning materials, a sample of twelve (12) high schools was randomly drawn from twenty (20) Government and Grant-aided high schools of Lusaka city. A descriptive survey design was used in order to gather detailed information. Both qualitative and quantitative methods were used in the study.

The major research instruments used in the study were the questionnaire, interviews and observations.

In data processing, descriptive statistics were used to analyse the data. Numerical data were summarised using frequency distributions, percentages and graphic presentations in form of tables. Statistics consisting of figures and corresponding percentages were obtained using the statistical package for social sciences (SPSS). Non-structured questions were analysed through categorisation and coding of themes.

The study found out that Zambian high school teachers of geography were not collaborating effectively to produce TLM in their schools. The majority of the teachers (75%) were found to be working individually to produce their own materials. The teachers, however, co-operated on issues that were not related to the production of TLM such as meetings, setting common tests, sports activities, and so on. Consequently, the levels of collaboration among the teachers of geography in the production of TLM in the sampled schools were found to be very low, standing at 8.3%. It was unfortunate that a reasonable number of teachers (16.7%) at the time of the study could not state how they produced their TLM in the sampled high schools.

The study revealed that there were very few TLM in the schools. It was noted during the study that high schools were relying heavily on the High School Geography Pupils' book and that there were not enough books in the schools to cater for both the normal classes in the morning and the Academic Production Unit (APU) classes in the afternoon.

It was established during the study that there was no collaboration between the teachers of geography and the Zambian book publishers. It was also noted that some of the teachers were not even aware of the incentives that the book publishers had for those who were able to produce materials. The study also revealed that there were no deliberate incentives or programmes put in place by the Ministry of Education (MoE) in order to encourage teachers to produce TLM.

Another finding of the study was the dissatisfaction among teachers of geography with their conditions of service. This resulted in most of them (70%) devoting much of their time to income generating ventures such as the production of pamphlets for sale, provision of extra-tuition and other activities in order to supplement their salaries.