

**PRIMARY TEACHERS TRAINING IN CLASSROOM QUESTIONING  
SKILLS IN PRIMARY TEACHERS' COLLEGES OF EDUCATION: A  
CASE OF SERVING PRIMARY SCHOOL TEACHERS IN LUKULU  
DISTRICT**

**BY**

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**The University of Zambia**

**2013**

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SKILLS IN PRIMARY TEACHERS COLLEGES OF EDUCATION: A  
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DISTRICT**

**A Dissertation submitted to the University of Zambia in partial fulfilment of  
the Requirement of the Award of the Degree of Master of Education in  
Educational Psychology**

**THE UNIVERSITY OF ZAMBIA**

**2013**

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## **AUTHOR'S DECLARATION**

I, **MundiaLikando**, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other university.

**Sign:** \_\_\_\_\_

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## CERTIFICATE OF APPROVAL

This dissertation of **Mundia Likando** is approved as partial fulfilment of the requirements for the award of the Master of Education in Educational psychology by the University of Zambia.

### Examiners' Signatures

1. .... Date.....
2. .... Date.....
3. .... Date.....

## ABSTRACT

This study sought to find out perceptions that primary school teachers have on their training and preparation in classroom questioning skills in primary teachers' colleges of education. The study was guided by the following questions: 1) what are the perceptions primary school teachers have on their training and preparation in classroom questioning skills in primary teacher colleges of education? ii) What type of classroom questioning do teachers prefer using in their classrooms? iii) Is there a relationship between the teacher's initial training and preparation in primary teachers' colleges of education and the type of classroom questioning they prefer using in classrooms?

A descriptive survey research design was deployed. The study comprised 100 serving primary school teachers as respondents and these were chosen using systematic sampling. Questionnaires, semi-structured interviews and observation check list were used to collect data.

The findings of this research indicate that:

- i. Serving primary school teachers were of the view that they were not well trained in classroom questioning skills during their pre-service training.
- ii. with regard to low-order and high-order questioning, the serving primary school teachers preferred using low-order classroom questioning to high-order classroom questioning.
- iii. the type of classroom questioning that primary school teachers used in their classes was related to the way they were trained and prepared in primary teachers colleges of education.

The study recommended that there is need for participatory teacher training programmes because in this training model, teachers take an active role in the training process. Training of teachers moves away from being theoretical to being practical. Pre and post service teacher training programmes should focus on training primary school teachers in classroom questioning skills. Teacher Group Meetings (TGMs) should be utilised to improve teacher skills in classroom questioning skills.

## **DEDICATION**

To my inspirational family: Judith, Thabo, Sam and Helen. This chapter of life would have been purposeless without you.

## **ACKNOWLEDGEMENT**

I would like to give thanks to the almighty God for giving me more days, without God I am nothing.

My heartfelt thanks go to my supervisor, Dr. Sophie Kasonde-Ng'andu, for her generous assistance, inspiration, patience and constructive suggestions that made it possible for me to undertake this study.

Thanks to the respondents in Lukulu district I worked with for their assistance and cooperation during this study.

I also acknowledge the assistance and encouragement I received from my fellow Educational psychologist students more especially Kaumba Samwangala, GibsonMweemba and Andrew Zimba.

Finally, I would like to thank my parents, sister, brothers, wife and my three children who needed my financial, physical, spiritual and emotional support but underwent hardships to enable me complete my study.

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## **LIST OF ABBREVIATION**

<b>CTS</b>	Creative and Technology Studies
<b>EFL</b>	English for Learners
<b>TGM</b>	Teacher Group Meetings
<b>SDS</b>	Social Development Studies
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SMSG</b>	School Mathematics Study Group
<b>ZATEC</b>	Zambia Teacher Education Course