

**LECTURERS' PREPAREDNESS TO TRAIN TEACHERS OF
LITERACY AND LANGUAGE EDUCATION IN COLLEGES OF
EDUCATION IN ZAMBIA**

BY

MUTOLWA GWEN

**A Dissertation submitted to the University of Zambia in Partial
fulfillment of the Requirements for the Award of the Degree of Master
of Education in Applied Linguistics**

The University of Zambia

Lusaka

2019

COPYRIGHT

All rights reserved. No part of this dissertation may be altered, reproduced, stored in any retrieval system, and transmitted in any form by electronic, photocopying, recording or otherwise before seeking permission from the author or the University of Zambia.

Gwen Mutolwa 2018

DECLARATION

I, Mutolwa Gwen, declare that this study is my own work and that all resources used or quoted have been acknowledged by means of complete references and that neither I nor anyone at this University nor any other Educational Institution submitted this study for degree purposes.

Signed_____Date_____

APPROVAL

This dissertation by _____ is hereby approved as fulfilling the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia.

Examiner 1

Name:.....Date:.....

Signature:

Examiner 2

Name:.....Date:.....

Signature:

Examiner 3

Name:.....Date:

Signature:

Supervisor:.....Date:.....

Signature:

Chairperson Board of examiners:Date:

Signature:

ABSTRACT

The issue of literacy in Zambia has been the subject of concern due to the continued low literacy levels among Zambian pupils. Literacy should be the main focus if any improvement in the education system is to be done. The focus of literacy education is to improve the reading and writing skills of learners which should begin with teacher preparation.

The purpose of this study was to establish whether Literacy and Language lecturers were adequately prepared to train teachers in literacy and language education in colleges of education in Zambia. The study sought to establish the preparedness of literacy and language lecturers to prepare teacher trainees in literacy and language education, establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher and establish challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education.

The study employed a mixed method descriptive design which involved both qualitative and quantitative methods. A purposive sampling technique was used to come up with 49 respondents, that is, 45 college lecturers and four college administrators while simple random sampling was used to select colleges of education where data was collected. Data was collected through questionnaires and interviews.

The study found that while all literacy and language lecturers were professionally trained either as primary school teachers or secondary school teachers, they were not fully prepared to train teachers in literacy and language education. This was due to the failure to interpret the literacy and language teacher education programme, the literacy and language teacher education curriculum not being totally in line with the school curriculum in most areas of literacy and language education and failure by the ministry to update literacy and language lecturers on the latest developments of the school curriculum and shortage of lecturers was among challenges.

The study recommended that literacy and language lecturers need to be inducted and mentored upon appointment so as to prepare them to train teachers, the literacy and language curriculum should always be updated in line with the school curriculum in order for colleges of education to prepare students effectively, and there is need to engage literacy and language lectures in the formulation and /or revision of literacy policies.

Key words: *Lecturers, train, teachers, literacy and language, colleges of education*

DEDICATION

This dissertation is dedicated to my parents; Mr Dickson Mutolwa and Mrs Mary Munkombwe Mutolwa for teaching me the importance of education and always believing in me since I was a child. Thanks to the entire family for the prayers and support.

ACKNOWLEDGEMENTS

Special thanks, appreciation and gratitude go to my supervisor, Dr David Sani Mwanza, for the help, guidance, support and encouragement throughout this study. Thank you for always creating time and conducive working environments. May God grant you your hearts desires.

I also wish to thank 2016/18 Master of Education in Applied Linguistics (MEDAPLL) and Master of Education in Literacy and language (MEDLL) class members for being such a supportive academic family.

Special thanks also go to Malcolm Moffat College of Education administration and management for granting me permission to further my studies.

I wish to extend my indebtedness to all the Principals, Vice principals and Lecturers in primary colleges of education where data was collected for the cooperation and support during the time I was collecting data.

TABLE OF CONTENTS

COPYRIGHT.....	i
DECLARATION	ii
APPROVAL	iii
ABSTRACT.....	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ACRONYMS AND ABBREVIATIONS.....	xiii
DEFINITIONS OF TERMS	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview.....	1
1.2 Background.....	1
1.3 Statement of the problem.....	5
1.4 Purpose.....	6
1.5 Objectives	6
1.5 Research Questions.....	6
1.6 Significance of the Study	6
1.6 Delimitations of the Study	7
1.7 Limitations of the Study.....	7
1.8 Organisation of the dissertation	7
1.9 Summary	7
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE.....	9
2.1 Overview.....	9
2.2. Teacher training	9

2.3 The preparedness of literacy and language college lecturers to train teachers in literacy and language education.....	10
2.4 The teacher education programme’s responsiveness to the pedagogical needs of a primary school teacher	15
2.5 Challenges that literacy and language education lecturers face when preparing trainee teachers in literacy and language education.....	23
2.6. Summary.....	28
 CHAPTER THREE	30
THEORITICAL FRAMEWORK	30
3.1 Overview.....	30
3.2 Theoretical Framework.....	30
3.3 The Expertise Theory.....	30
3.4 Critical Discourse Analysis.....	33
3.5 Summary of chapter 3.....	35
 CHAPTER FOUR.....	37
METHODOLOGY	37
4.1. Overview.....	37
4.2. Research Design.....	37
4.3 Study Population.....	38
4.4 Study Sample	39
4.5 Sampling Techniques.....	39
4.6 Data Collection Instruments	40
4.7 Validity and Reliability.....	41
4.7.1. Validity	42
4.7.2. Reliability.....	42
4. 8. Data Collection Procedure	43
4.9 Data Analysis	43
4.10Ethical Consideration.....	44
4.11. Summary.....	44
 CHAPTER FIVE	45
PRESENTATION OF FINDINGS	45
5.1. Overview	45

This chapter presents research findings both qualitatively and quantitatively. Data has been presented under research questions. The findings are therefore, presented in line with the following research questions.....	45
5.2. Establish the preparedness of literacy and language college lecturers to train teachers in literacy and language education.....	45
5.2.1 Findings from interviews with college administrators.....	45
5.2.2. Findings from the literacy and language lecturers on their preparedness to train primary school teachers in literacy and language education.	46
5.2.3 Findings from literacy and language education lecturers on their preparedness to train teachers in literacy and language education – Quantitative data	48
5.2.4. Summary on objective number 1	53
5.3. Establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a primary school teacher	54
5.3.1. Findings from the college administrators: interview data.....	54
5.3.2. Findings from the literacy and language education college lecturers on the responsiveness of the literacy and language education teacher education programme to the needs primary school teacher.....	55
5.3.3. Findings from literacy and language education college lecturers on whether the literacy and language teacher education programme adequately responded to the pedagogical needs of a primary school teacher:	57
5.3.4. Summary on objective number 2	58
5.4. Challenges which literacy and language education lecturers face in preparing trainee teachers in literacy and language education.....	59
5.4.1 Findings from Interviews with the college Administrators on the challenges faced by literacy and language lecturers.....	59
5.4.2. Findings from the literacy and language lecturers on the challenges they face when training students in literacy and language education.	60
5.4.3 Summary of objective 3	61
5.5 Summary of Chapter 5.....	62
 CHAPTER SIX	63
DISCUSSION.....	63
6.1 Overview.....	63
6.2 To establish the preparedness of literacy and language college lecturers to train teachers in literacy and language education.....	63
6.3 To establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher	70
6.4. To establish challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education.....	74

6.5. Summary of chapter 6.....	78
CHAPTER SEVEN.....	80
CONCLUSION AND RECOMMENDATIONS.....	80
7.1. Overview.....	80
7.2. Conclusion	80
7.2.1. Establish the preparedness of literacy and language lecturers to train teachers in literacy and language education.....	80
7.2.2 To establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher	81
7.2.3 To identify challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education.....	81
7.3. Recommendations.....	82
7.3. Recommendations for Future Research	82
REFERENCES.....	83

LIST OF TABLES

Table 1: Level of Education of College Lecturers.....	44
Table 2: Qualification at the Time of Appointment as Lecturer.....	44
Table 4: Subject Specialisation at Degree Level.....	505
Table 5: Teaching Experience before Appointment	46
Table 6: I Was Adequately Prepared to Teach At College at Time of Appointment As.....	516
Table 7: I Had Enough Teaching Experience to Teach at the College at the Time of Appointment.....	517
Table 8: My Initial Training Was Relevant To Content I Teach at College.....	47
Table 9: I Was Adequately Inducted Into College Teaching When I First Reported For Work At College.....	528
Table 10: College Offers Continuous Professional Development Support To Literacy And Language Education Lecturers.....	538
Table 11: Teacher Education Programme Adequately Responds To Needs of Primary School Teachers.....	52
Table 12: I Have Adequate Knowledge about the Current Literacy Curriculum.....	583

LIST OF APPENDICES

APPENDIX A: Interview Guide for College Administrators.....	93
APPENDIX B: Interview Guide for College Lecturers.....	94
APPENDIX C: Lecturers’ Questionnaire.....	95
APPENDIX D: Introductory Letter.....	97
APPENDIX E: ethical clearance letter.....	98

ACRONYMS AND ABBREVIATIONS

CDA	–	Critical Discourse Analysis
CPD	–	Continuing Professional Development
DEB	–	District Education Board
FET	-	Further Education and Training
KIE	–	Kenya Institute of Education
KNUT	–	Kenyan National Union of Teachers
MEST	–	Ministry of Education Science and Technology
MoE	–	Ministry of Education
MoGE	–	Ministry of General Education
MUSTER	–	Multi-Site Teacher Education Research Project
NBTL	–	New Breakthrough to Literacy
NCCE	–	National Commission for Colleges of Education
NCTAF	–	National Commission on Teaching and America's Future
NCTE	–	National Commission of Teacher Education
NCV	–	National Certificate Vocational
PEO	–	Provincial Education Office
PES	–	Primary Education Studies
PRESET	–	Pre-service Education and Training
PTE	–	Primary Teacher Education
PTTCs	–	Public Teacher Training Colleges
TESS	–	Teacher Education and Specialised Services
TSC	–	Teaching Service Commission
TTCs	–	Teacher Training Colleges
UNESCO	–	United Nations Education, Scientific and Cultural Organization
UNZA	–	University of Zambia

DEFINITIONS OF TERMS

Continuing Professional Development – This is part of in-service process of offering training to practicing teachers which can be organised for a short period.

Curriculum: Combination of different training courses arranged in a sequence. This refers to subjects or learning areas that are studied or prescribed for study by learners or students at an institution of learning with the aim of achieving a formal qualification or certificate.

Familiar language: A language commonly used by children in a particular locality. It could be a zone or a community

Initial Literacy: The skills related to reading and writing that are taught first to an early grade learner.

Language of instruction: The language in which subject matter is taught in a public or private school setting.

Language-in- education policy: A document that explains how languages should be used in education.

Language of play: This is the language which children use outside the classroom.

Literacy: The ability to read fluently and write accurately for the purpose of communication.

Preparedness: Having the required skills, knowledge, experience and qualification to train primary school teachers in literacy.

School Curriculum: This refers to all that is planned to enable learners acquire and develop the desired knowledge, skills and attitudes as they interact with the curriculum in the school.

Teacher Education: the process of providing teachers and potential teachers with the knowledge, skills, attitudes and values necessary to perform the required tasks effectively in a classroom and the school.

Teacher training: The process of preparing teachers in their career development.

Trainee teacher: A person undergoing training as a teacher.

Pre-Service: The kind of Teacher Education intended for candidates who have no initial formal teaching orientation or experience.

In-service: The process of offering training to practicing teachers which may either take a short-time or a long time in order to upgrade or update them in their area of speciality.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study. It also outlines the statement of the problem, purpose of the study, research objectives and the research questions that were used to address the objectives of the study. The chapter also presents the significance of the study, delimitations and limitations of the study as well as operational definition of terms. The chapter ends with a summary.

1.2 Background

Effective teaching and reflective teaching have long been acknowledged as desirable goals of teacher education programs. Amuseghan (2000) stated that all nations over the world identify education as an instrument for national development. He added that the success of any education depends on its quality and its applications to solve problems and improve life in the society. In fact, teachers are most critical for the success or otherwise of the entire education system. Teachers are, therefore, key to improving quality education in any educational system. This explains why so much emphasis is given to the academic and professional qualifications which teachers need to have to ensure that they adequately master subject content and are prepared to handle a class and pupils. An equally important issue is the ability of the training apparatus, lecturers, to effectively equip future teachers and those already in class with the required professional skills and competencies to teach effectively (UNESCO, 2014). And it is often said that the quality of an educational system cannot be greater than the quality of its teachers, and yet often not much attention is paid to understanding how systems that produce teachers can be made more effective to impact on learning outcomes (Bunyi, Wangia, Magoma and Limboro, 2013). The inability of teacher training institutions to ensure adequate supply of well-trained pre-service teachers poses a big problem of quantity and quality of teachers in a country. According to Nsiangengo and Diasala (2009) better teacher training, coupled with more efficient career management, are important parts of the overall effort at improving teacher performance.

In Zambia, teacher education is offered by colleges of education, as well as universities. According to the Ministry of Education (2013), the duration of the course leading to a diploma in education shall be three years. The rationale is to accommodate more content in college curriculum so as to adequately prepare the student teachers. Colleges and Universities offering teacher training are either private or public. They offer primary diploma, secondary diploma and primary degree training and secondary degree. Public colleges training primary school diploma teachers in Zambia include: Malcolm Moffat, Mansa, Kasama, Chipata, Charles Lwanga, Mongu, Kitwe and Solwezi colleges of education (UNESCO, 2003). For one to be trained as a teacher in a primary college of education, one needs to have a grade twelve (12) certificate with five (5) O levels including English, Mathematics and Science. Perraton (2015) stated that teacher education includes four elements, which are improving the general educational background of the trainee teachers, increasing their knowledge and understanding of the subjects they are to teach, pedagogy and understanding of children and learning, and the development of practical skills and competences. Primary teacher education includes training teachers in all subjects found in primary schools including literacy.

The purpose of teacher education is to equip individuals with the personal and professional skills needed in schools and other learning contexts. Teachers are required to deliver content knowledge, develop skills and foster attitudes that will enable learners to reach their potential. Therefore, literacy and language lecturers should train teachers in such a way that they develop the literacy skills needed to effectively teach literacy to learners in schools. Pre-service teacher training takes different forms in a range of different institutional settings, public and private, including teacher training colleges, universities, specialist institutes or other training providers. Well-trained and supported teacher trainers are key to the success of any reform at institutional level (UNESCO, 2011). The Ministry of education (1977) pointed out that a good teacher is not a product of chance. He is the product of good education both academically and professionally. It is therefore necessary to provide the best possible training programmes in general as well as professional education to those in training in our teacher training institutions. The Ministry of Education (1996:108) equally acknowledged the link between training and improved performance by indicating that, “training and professional development therefore,

underpin what a teacher can accomplish in a school. The preparation of teachers in the understanding of their field and in how to teach requires lengthy and careful attention”. With so much emphasis on improving literacy skills in learners nowadays, it is important that teachers are well prepared in literacy and language education by the lecturers so that they in turn teach literacy without any challenges. This in turn may improve the literacy levels in schools.

Teacher quality is the responsibility of teacher education. Therefore, the teaching and learning of teacher education students is critical in building teacher candidates’ capacity to improve learners’ output or results (Zientek, 2007). Those who educate and train our teachers must themselves be highly competent and of superior quality and that the teacher training institutions must have adequate and appropriate facilities to do their job effectively (MoE, 1977). Luangala and Mulenga (2015) added that the quality of teachers therefore is determined by the teacher education regiment experience that a prospective teacher goes through. The European Commission (2013) also acknowledged that teacher educators are crucial players for maintaining and improving the high quality of the teaching workforce. They have a significant impact upon the quality of teaching and learning in schools. Yet they are often neglected in policy-making. Therefore, literacy and language teacher educators are expected to be competent and knowledgeable so that they can effectively train teachers in literacy and language education.

According to the Ministry of Education (2013), teacher training institutions should ensure that they put in place the right numbers with correct academic and professional qualifications for teaching and non-teaching staff. This will help in the effective implementation of the curricula at different levels. Any attempt to improve the quality of education in schools immediately places the preparation of teachers as the point of central focus, since teachers and teaching are accepted as important factors in the success or failure of children. Those appointed to teach literacy and language education should therefore have the right qualifications so that they prepare the teachers accordingly. They should also have both content and pedagogical knowledge about literacy. Caena (2012) reported that in most countries, however, there is not yet a shared understanding about the roles, competences or qualification requirements of teacher educators. This may be due to the fact that in those contexts, no single body is responsible for professional quality frameworks, or the recruitment or selection of

teacher educators. In Zambia, according to the Teaching Profession Act (2013), the college lecturer must have a minimum qualification of a Bachelor's degree from a recognized university. The lecturers appointed are expected to deliver the required content to the trainee teachers. The focus of any effective teacher education institution is on transforming its students into competent and committed teachers. To accomplish this, the institution must have sufficient expertise and autonomy to direct its efforts to the production of high quality teachers (MoE, 1992).

The Ministry of General Education (MoGE), revised the language-in- education policy which was implemented in 2014 and it effected the use of familiar Zambian languages best known to a learner, as language of learning as well as language for teaching initial literacy from Grades 1 to 4. English Language was introduced as a subject at Grade 2, while it was going to be the Language of instruction from Grade 5 to tertiary education (ZECF 2013). Since the curriculum was revised from early childhood to tertiary education, it implied that Zambian Languages were to be offered as subjects at both primary and secondary schools, while Colleges of Education would prepare teachers in line with requirements of the reviewed 2013 curriculum. The Ministry of Education (2013) further suggested that dedicated training in literacy instruction during teacher pre-service, a curriculum focused on literacy instruction and continued support to teach reading through in-service training, a focus on developing primary language skills as well as parental and community support around reading instruction may constitute some areas where we have faltered. This means that the revision of the curriculum meant even colleges of education were supposed to prepare teachers in line with what was practiced in schools in literacy teaching.

The issue of literacy in Zambia has, for some time been a subject of concern due to the low literacy levels observed among Zambian pupils, particularly among pupils in public primary schools. Therefore, the focus of literacy education is to improve the reading and writing skills of learners which should begin with teacher preparation. Mulama (2006) pointed out that adequate teacher professional preparation for any subject is necessary. This preparation should develop the teachers' understanding of the content, and nurture positive attitudes towards the subject matter. Therefore, it was concluded that literacy should be the main focus if any improvement in the education system is to be done. Mulama (2006) further added that the first factor that

leads to the low levels of literacy at the school is the ineffectiveness of teachers who teach literacy at the school. Other factors include: Lack of teaching materials, poor teacher training, socio-economical background of the learners' families and lack of commitment of the learners. If low literacy levels can be attributed to teachers, this means that literacy and language lecturers also be investigated on how they prepare teachers in literacy and language education in colleges of education.

Mwanza (2012) found out that teachers in selected primary schools in Lusaka were not adequately prepared to teach literacy in lower grades. Banda and Mwanza (2017) added that lack of translanguaging among some teachers was an alternative explanation for the persistent low literacy levels in Zambia. Thus, analysing the literacy conditions in Zambia, most research has focused on teacher, pupil and school based factors to explain the continued low literacy levels. All these studies have ignored the college lecturer who is equally an important factor in explaining the quality of teacher training and teacher graduates who eventually go to teach in primary schools. The Ministry of Education (1977) actually noted that the quality of teachers in schools is a reflection of those who trained them yet while teachers are being studied, those who trained them have remained immune to academic inquiry. It is from this background, therefore that this study attempts to establish college lecturers' preparedness to train teachers that would be responsive to the demands of literacy teaching in schools.

1.3 Statement of the problem

The teaching of literacy in Zambia has been the subject of interest among educationists and stakeholders due to the continued low literacy levels. Thus, analysing the literacy conditions in Zambia, most research has focused on teacher, pupil, policy and school based factors to explain the continued low literacy levels (Mwanza, 2012; Mulama, 2006; Tambulukani and Bus, 2011). While studies have been conducted on the low literacy levels focusing on teachers, pupils and school based factors, no study has been done on lecturers of literacy and language education who are teacher trainers. Thus, it is not known whether literacy and language college lecturers are adequately prepared to train teachers in literacy and language education.

1.4 Purpose

The purpose of this study was to establish whether Literacy and Language education lecturers were adequately prepared to train teachers in literacy and language education in selected primary colleges of education, in Zambia.

1.5 Objectives

The objectives of this study were to:

- i. establish the preparedness of literacy and language lecturers to train teachers in literacy and language education.
- ii. establish whether the Literacy and language teacher education programme in colleges adequately responded to the pedagogical needs of a teacher.
- iii. establish challenges which literacy and language lecturers faced in training teachers in literacy and language education.

1.5 Research Questions

This study sought to have the following questions answered.

- i. How prepared are literacy and language lecturers to train teachers of literacy and language education?
- ii. How responsive is the literacy and language teacher education programme in colleges to the pedagogical needs of a primary school teacher?
- iii. What challenges do literacy and language education lecturers face when training teachers in literacy and language education?

1.6 Significance of the Study

It is hoped that this study might generate information on whether lecturers are prepared to handle teachers in literacy and language education. The study may also work as a reflective tool to college management on the preparedness of lecturers and quality of teachers. The study may also provide suggestions on how lecturer quality can be improved. It will help to get views and opinions from college lecturers on how they can be incorporated in education curriculum implementation. e.g. literacy theories. Thus, the study may also inform the Ministry of Education on the necessity of involving teacher educators in implementing educational policies in order to prepare them to train teachers effectively. The study may contribute to the existing

literature on teacher education especially with regards to literacy curriculum implementation and the quality of teacher trainers in literacy and language education.

1.6 Delimitations of the Study

The study confined itself to literacy and language education lecturers and college administrators from public primary colleges of education in Zambia.

1.7 Limitations of the Study

The research sample consisted of public primary colleges of education lectures and administrators. This means that the findings of the study would only be reflective of the situation in the colleges under study. Since the study was limited to public primary colleges of education, it cannot be generalized to include private colleges of education and any other college outside the sample.

1.8 Organisation of the dissertation

The study is divided into seven chapters. Chapter One has provided and explained the background to the study, the statement of the problem, purpose, the research objectives and questions. It has also given the significance of the study, delimitation, limitations and the operational definitions used in the study. In Chapter Two, the relevant literature of the study will be discussed. Literature was reviewed from both foreign and local studies which supported and bridged the gap of the study. In Chapter Three, the methodology of the study particularly, the research design, research study area or site, study population, study sample, sampling techniques, instruments used for data collection, procedure for data collection and data analysis will be discussed. In Chapter Four, the theoretical frameworks guiding the study will be discussed. The findings of the study will be presented in Chapter Five. The research findings are presented in both qualitative and quantitative ways. The discussion was done in Chapter Six using the research objectives as the themes. Finally, Chapter Seven is conclusion and recommendations. Recommendations based on the findings of the study are given. The last part of the chapter gives suggestions for future research to prospective researchers. The pages that follow are for references and appendices

1.9 Summary

The first chapter has discussed the background on teacher education and literacy. The chapter discussed the following; statement of the problem, purpose of the study,

research objectives, research questions, significance of the study, delimitation and limitations of the study and finally operational definition of terms. The following chapter will review the literature related to lecturer preparedness to train teachers in literacy and language education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter reviews the literature relevant to the study. A brief overview on teacher training will be given and the review of related literature categorized according to objectives as follows: (a) the preparedness of literacy and language college lecturers to train teachers in literacy and language education; (b) the literacy and language teacher education programme's responsiveness to the pedagogical needs of a teacher; (c) challenges which literacy and language education lecturers face when training teachers in literacy and language education.

2.2. Teacher training

Teacher training is the primary indicator of quality education. It is the foundation of any education system (Isyaku, 2002). Teacher training involves the development of several abilities in the trainee teachers. Colleges of education are of great importance as they are meant to equip primary school teachers with habits of thought, dispositions, actions, skills, knowledge and attitudes that would make them effective teachers (Cruickshank and Metcalf, 1990). The purpose of teacher training therefore is to equip individuals with the personal and professional skills needed in schools and other learning contexts. The skills imparted in the students are meant to enhance their teaching skills once they are deployed. This means that the literacy and language education lecturers themselves are supposed to be equipped with the skills necessary for teacher training. Davis and Davis (1998) looked at teacher training as a process through which skills are developed, information is provided and attitudes nurtured. It is through this process that teacher trainers equip teachers with the necessary pedagogical skills and knowledge. Therefore, it is important that literacy and language education lecturers from colleges of education should not only have the right qualifications in order to train teachers but should also have the necessary skills and knowledge required to train primary school teachers. However, are literacy and language lecturers prepared to train teachers in literacy and language education? Do they have the necessary pedagogical knowledge and skills to effectively train teachers? According to Korthagen, Loughran and Russell (2006), teacher education programmes are increasingly being criticised for their lack of linkage to student

teachers' needs and for their little impact on practice. Literacy and language lecturers therefore need to be knowledgeable and ready to take the responsibility of training teachers.

2.3 The preparedness of literacy and language college lecturers to train teachers in literacy and language education

Literacy and language lecturers in colleges of education training teachers should be competent both in content and methodology. They need to understand what teaching and learning is about including what can help students acquire the various methods. The Ministry of Education (2013) stated that teacher training institutions in Zambia should ensure that they put in place the right numbers with correct academic and professional qualifications for teaching and non-teaching staff. This will help in the effective implementation of the curricula at different levels. This means that literacy and language education lecturers should be academically and professionally trained in order to train teachers effectively.

The study by Mutemeri (2010) conducted a study in South African universities to examine how teacher educators prepared teachers for teaching and learning within a context of quality. The study was qualitative and used phenomenology research design. The research sites used were four faculties of education nationally which were purposively sampled and students and lecturers were also purposively sampled. The main instrument for data collection was the interview guide. The findings showed that teacher educators were faced with challenges in training student teachers because of curriculum coherence in the sense that theory courses were not immediately translated into practice. Skills development was therefore not meeting the needs of most students as some students reflected inadequacies when they got to schools for practice teaching. Curricular balance was another challenge which was faced by the lecturers. It was found out that there was a general gap between theory and practice in teacher education. There was little connection between what student teachers learned in university classes and the practicalities of teaching in schools.

Further, Mutemeri (2010) also revealed that some teacher educators had no knowledge of what was going on in the schools. Further, admissions and faculty composition were other challenges faced. The data also revealed many teacher

educators had no recent experience in schools and had limited knowledge of subject areas they taught. It can therefore be concluded that there were so many factors such as curriculum imbalance and curriculum coherence which were observed to lecturers' failure to prepare students as expected. This means that lecturers themselves were not adequately prepared to train teachers because of so many hurdles such as methodology.

The study by Mutemeri can be linked to the present study as it was also focusing on teacher education. However, it differs with the current study because it focused on general teacher preparation while the current study focused on a specific study area which is literacy and language education. The current study's sample included lecturers from the literacy and language education section and college administrators in colleges of education while Mutemeri's sample was all the lecturers regardless of the section, and students from universities.

UNESCO (2011) stated that reaching teacher trainees also have to involve building the knowledge and skills of teacher trainers. They are gatekeepers as well as role models and a source of intellectual leadership for trainee teachers. Effective interventions will give teacher trainers access to new content knowledge, research skills, teaching methodologies and the opportunity to make a much greater impact on generations of new teachers entering the profession. Ngaruiya, Muchanje and Odundo (2015) investigated the effect of tutors' personal characteristics (age, qualification, gender, career aspiration and experience) on career progression in Public Teacher Training Colleges (PTTCs) in Kenya. The study was conducted as a descriptive survey with 264 tutors randomly sampled from eight public teacher colleges in Kenya. Data were collected using a questionnaire for tutors and an interview schedule for Principals. Random sampling was used to pick respondents involved in the study. The study found that age, gender, and experience were not significantly related to tutors' career progression but tutors' career aspiration and qualifications were found to be significantly related to tutors career progression.

Similarly, the current study focused on principals and literacy and language lecturers in colleges of education. The current study did not focus on lecturers' age and gender but on qualification and experience to find out if they affected their preparedness to train teachers in literacy and language education. Ngaruiya et al (2015) focused on

factors which that would help prepare lecturers for the job of training teachers. This according to them means that for tutors to be effective they need to be qualified professionally.

Another study by Ndirangu (2013) was conducted in Kenya and it focused on the effectiveness of teaching and learning of Kiswahili in Primary Teacher Training Colleges (PTTCs). The purpose of the study was to shed light to the educationist on the need of emphasizing on effective teaching and learning of Kiswahili. It focused on four public teacher training colleges (PTTCs) in the region, teachers, teacher trainees and teacher trainers. The study adopted descriptive survey design and was conducted in Central Region of Kenya. Instruments that were used for data collection were questionnaires for tutors and teacher trainees, an interview guide for heads of Kiswahili subject. The study findings were that all teachers included in the sample were adequately academically trained. However, majority of teachers had not been trained to teach in Public Teacher Training Colleges (PTTCs) because there was no training for one to become tutor. In addition, majority of teachers had not been in-serviced in teaching of Kiswahili in PTTCs.

Ndirangu's study is significant to the present study because it was looking at a specific study area, swahilli and the need for all primary teacher trainers, teachers and teacher trainees being trained in Kiswahili. The current study focused on literacy and language lecturers from colleges of education only but the study by Ndirangu focused on teacher trainers, teachers and trainee teachers. However, both studies focused on colleges of education.

In Zambia, Kamangala (2010) conducted a study which was looking at teacher preparedness to teach initial literacy in Zambian indigenous languages under the new breakthrough to literacy programmes. The study mainly focused on how pre-service teachers were prepared in primary teachers' colleges of education to handle initial literacy using Zambian local languages. A case study research design was utilized at Solwezi College of education and a survey research design was also employed for the sampled basic schools in Solwezi. The findings of the study showed that respondents expressed varying opinions regarding the teaching of initial literacy in a local language. Some respondents strongly felt that, they were not well prepared through

pre-service training in the college and in-service training in basic schools. Similarly, Chella (2015) carried out a study on preparedness of trainee teachers in initial literacy while on school experience in primary schools. Findings showed that the majority trainee teachers were not well prepared to teach initial literacy and this was as a result of teacher trainers not having the necessary literacy skills and knowledge. Another study was conducted by Kombe (2017) to establish whether teachers were adequately prepared to implement the 2014 revised literacy policy in selected primary schools in Kitwe. It was a mixed methods study. Among the respondents were 30 lecturers from primary colleges of education and teachers from primary schools. The study revealed that the lecturers were finding it difficult to implement the teacher education programme because they did not fully understand the content of the 2014 revised policy. The study also found out that while some teachers were trained on how to implement the revised curriculum, others were not trained.

The three studies focused on pre-service teaching initial literacy using NBTL (Kamangala), trainee teachers' preparedness in initial literacy while on school experience (Chella) and teacher implementation of the 2013 revised curriculum (Kombe). However, none of the studies looked at the preparedness of the literacy and language lecturers to train teachers in literacy and language education. Although the studies focused on teachers and students, they all found teachers and trainee teachers were not able to teach literacy effectively because their lecturers had inadequacies when it came to training teachers. But the studies did not focus on the literacy and language lecturers to find out why they were unable to train teachers in literacy and language education effectively. The present study focused on literacy and language lecturers in primary colleges of education and how prepared they were to train teachers in literacy and language education.

Changwe (2017) sought to investigate whether the mathematics teacher education curriculum at the University of Zambia (UNZA) adequately prepared student teachers in mathematical content knowledge and mathematical pedagogical content knowledge for teaching classroom mathematics in Zambian secondary schools. He used a mixed methods design and in particular the concurrent triangulation research design was used. Questionnaires were employed to collect data from UNZA products of mathematics education and fourth year (final year) student teachers who were on the

programme. Lecturers of mathematics content and mathematics teaching methods and the Standards Officers for Mathematics including some UNZA products of mathematics education were also interviewed. The main findings of the study indicated that the UNZA mathematics teacher education curriculum did not adequately prepare student teachers to teach mathematics. Teachers of mathematics lacked the relevant mathematical knowledge and the mathematical pedagogical knowledge upon graduation. This showed that some lecturers were not prepared to train teachers in mathematics content and methods because they had no idea about secondary school teaching and therefore were preparing students contrary to secondary mathematics teaching. Although the study by Changwe (2017) was carried out in mathematics education, it focused on how the lecturers in the mathematics course were interpreting the mathematics curriculum and whether they were able to train teachers in accordance with what was taught in secondary school. It can be linked to the current study because both of them focused on teacher education though at different levels, that is University and colleges of education, and in different study areas.

In summary, literature reviewed showed that there are many issues pertaining to the training of teachers from outside Zambia and within Zambia. Many studies conducted by various researchers show that they all focused on different topics concerning teacher education. The first objective reviewed literature in connection with how lecturers were prepared to train teachers in colleges of education. Mutemeri (2010) focused on teacher education generally, Ngaruiya, Muchanje and Odundo (2015) focused on tutors personal characteristics in line with training of teachers, Ndirangu (2013) focused on effectiveness of teaching and learning of Kiswahili in colleges, Kamangala (2010) studied teacher preparedness to teach initial literacy under NBTL, Chella (2015) preparedness of trainee teachers to teach initial literacy during school experience and Kombe (2017) focused on teacher preparedness to implement the 2014 revised literacy policy. None of the studies focused on finding out if lecturers were prepared to train teachers in literacy and language education.

2.4 The teacher education programme's responsiveness to the pedagogical needs of a primary school teacher

In order for any policy to be a success, there is need for the implementer to be knowledgeable and this knowledge can only be acquired through adequate preparation, training, orientation or re-orientation, or in-service training (World Bank, 1980). Fullan (1993) agrees with views from World Bank as noted from the following statement which says that: effective curriculum change and implementation requires time, personal interaction, in-service training and other forms of people based support. Teacher education is made up of teaching skills, pedagogical theory as well as professional skills. Teaching skills involve exposing student teachers to techniques, approaches and strategies that would enable them acquire didactic competence (NCTE, 1998). Chishimba (2001) stated that whatever student teachers study and practice should be similar to what they will be expected to do in their subsequent teaching. It is therefore important that lecturers of literacy and language education train teachers in literacy and language in such a way that they acquire the necessary pedagogical skills for teaching literacy in schools.

A study was conducted by Sanders (2009) in Ohio in two universities that were preparing teachers of English language. The study revealed that most of what was learnt in the two universities was far from what the prospective teachers had to teach upon graduation. The reason behind was focusing on passing examinations in order to complete the course. Sanders recommended that teachers needed to understand their subject matter, while at the same time faculties of education in the two universities were to be held accountable for the teachers' lack of knowledge and skills in their subject matter knowledge. Similarly, Raina (1999) had earlier reported that teacher education programmes in India have remained procrustean, offering the same menu to all without slightest regard for the syllabi in primary and secondary schools.

Unlike the current study which focused on primary colleges of education, Sanders focused on universities. It was concerned with teacher preparation and what was being offered to the students in English language to make them better teachers while the current study focused on whether literacy and language lecturers were prepared to train teachers in literacy. The study focused on English language in universities and

what was taught to the students. It was found out that there was no connection between what students learnt and its connection to what they were supposed to teach once deployed. Raina also had similar findings. The current study was concerned with the literacy and language teacher education programme and its connection to literacy curriculum in primary schools.

According to the National Commission on Teaching and America's Future (NCTAF) (2003), one of the requirements to being a good teacher is having a deep knowledge base of the subjects a teacher has to teach in order to effectively work with students. Therefore, an attribute to a quality teacher education programme is strong professional preparation in the subject area. Major and Tiro (2012) investigated the perceptions of student teachers of their teacher education programme in Botswana. They used in depth semi structured interview to collect data from 17 respondents in one Primary College of Education. The study found that the teacher education programme did not address the quality and the relevance that was expected to reflect in a trainee teacher as one joins the teaching profession. In addition, it was found that the teacher education programme contributed very little in as far as the development of an effective teacher was concerned. The respondents indicated that too much of time was spent on exploring theory and less time of hands on experience such as teaching experience. The study revealed that pedagogical aspects were not given much attention as much as the theoretical which means that student teachers lacked pedagogical skills. It is not known to what extent the literacy and language teacher education programme does not address the needs of a teacher.

Unlike the current study which focused on the literacy and language lecturers and the teacher education programme, the study by Major and Tiro focused on the perceptions of students on the teacher education programme. Both studies were conducted in primary colleges of education and focused on finding out whether the teacher education programme was relevant to the pedagogical needs of the primary school teacher.

In another study by Coskun and Daloglu (2010) evaluated a university pre-service English language teacher education programme at a Turkish university. The main aim of that study was to evaluate the pre-service English language curriculum by

analysing the components of the programme that were in need of improvement from the teachers' and students' perspectives. Data was collected from teachers and fourth year student teachers who had experience with the new teacher education programme. The data was collected by means of questionnaires and interviews. While teachers believed that the programme did not suffice to improve student teachers' linguistic competence, student teachers thought that the pedagogic side of the programme needed to be improved so as to help the graduates to acquire the needed competencies for teaching. Pandey (2009) reported a similar finding that a major problem facing teacher education programmes in India was the unrelatedness of what was taught at the colleges of education and classroom realities of schools. This divide between the classroom realities a teacher had to face upon graduation and the teacher education programmes students underwent was also expressed as a concern in the World Bank Report (1997).

Coskun and Daloglu collected data from university students and teachers and was meant to evaluate the English language curriculum. The current study only collected data from literacy and language education lecturers and college administrators and it was meant to find out if the literacy and language teacher education programme responded to the pedagogical needs of a primary school teacher. Common between the two studies was that need to find out if what the students were taught in colleges was in line with what was taught in schools. Both studies were meant to find out if students acquired the pedagogical skills whilst in college.

Kildan and Duran (2013) investigated the process of teacher education in South Africa. In that study, they evaluated the views of teacher trainees on the English language teacher education curriculum. The study involved 58 newly-appointed teacher trainees from different branches who had begun their teaching profession at educational institutions in Natal region in 2010. The study revealed that most of the teacher trainees who had participated in the study had expressed the view that the four year education provided by the faculties of education was insufficient. The study also revealed that teacher trainees felt themselves least prepared in professional education courses. Teacher trainees stated that, of the educational science courses taken at the faculties of education, the "Educational Psychology" course contributed most to their

profession while the “School Experience course” and “Teaching Practice” courses had no contributions to their education.

Kildan’s and Duran’s (2013) finding agreed with what other scholars on teacher education observed about teacher education programmes, who stated that today’s university-based teacher-education curriculum had lost touch with practice (schools) (Levine, 2011; Reid, 2011). This means that most college programmes do not help students acquire the necessary pedagogical skills and that the teacher trainers themselves do not have ideas about what is obtaining in schools. It is within this context that the current study sought to find out if the literacy and language teacher education programme responded to the needs of the teacher.

Adeosun, Oni and Oladipo (2009) carried out a study on teacher training, quality and effectiveness in the context of basic education in two Colleges of Education in Nigeria. The need to ensure quality teachers that will implement basic education motivated the study. The study therefore undertook an examination of the Primary Education Studies (PES) curriculum used in training teachers for basic education. Two Colleges of Education were isolated as a case study, using the Integrated Curriculum evaluation model. It employed purposive and random sampling procedures to select subjects from teacher trainees, trainers, in-service teachers, head teachers of basic schools, and officials of the National Commission for Colleges of Education (NCCE). The findings showed, among other things, that the content of PES curriculum is adequate, but the teaching strategies needed a lot of improvement. Morris (2002) indicated that for educators to be self-motivated and committed to their objectives, the mutual relationship between teachers should be promoted, all stakeholders should be involved in planning the curriculum, and there should be opportunities for growth and more innovative and effective teaching methods. What becomes clear is the need for teacher education and for educators to grasp the challenges and opportunities to assert their power over shaping the curriculum process that will produce competent, confident teachers (Kruss 2009).

The study is within the context of teacher training in primary colleges of education. It also involved teacher trainers and its main focus was the adequacy of the college curriculum generally. From the report given there is evidence to show that teacher

trainers were also the main focus although teacher trainees, in-service teachers, head teachers and officials from NCCE were also part of the respondents.

Bunyi, Wangia, Magoma and Limboro (2011) carried out a study of teacher education in Kenya. The study investigated the different kinds of knowledge that teachers at various stages of preparation have and their understanding of how this can be applied to construct classroom practice. The methods used were qualitative and quantitative. Data was collected in primary teachers training colleges and primary schools. Teacher educators were observed, interviewed and videotaped teaching lessons. Trainees were engaged in focus group discussions and questionnaires were also administered to them. They found out that there are gaps between the Primary Teacher Education (PTE) and the primary school reading and mathematics curricula. There are no training or induction programmes for PTTC teacher educators. Kolawole (2013) referring to the work of Okebukola (2005) stated that “the training programmes offered in some of these teacher education institutions are neither appropriate nor adequate.”

The current study focused on lecturers in literacy and language education only while Bunyi et al collected data from students in line with reading and mathematics curricula. However, both studies are concerned with the connection between the college curricular and the primary teachers curricular. Teacher educators’ understanding of the primary curricular is a similar aspect which both studies are concerned with.

In Kenya, Galabawa (2003) conducted a study to investigate primary teacher training institutions and departments. Three teacher training institutions were the focus of the study. Interviews and group discussions were held with officials from the Ministry of Education Science and Technology (MEST), the Kenyan national union of teachers (KNUT) and the Kenyan institute of Education (KIE) as well as officials from Teacher Service Commission (TSC). The findings include the harmony of the training system with the primary school system, the de-link of the teacher training colleges from tertiary level education offering diploma and the failure of lecturers to implement the curriculum with emphasis on practical skills rather than theory. The study highlighted that to make matters worse, many of the lecturers in the Teacher

Training Colleges reported to have had little or no experience of teaching in primary schools.

The current study focused on the college administrators and literacy and language lecturers in line with literacy teaching while the study being reviewed focused on MEST, KNUT, KIE and TSC officials and focused on the college curriculum linkage to primary schools. It also focused on having lecturers who have had no primary experience but training teachers to teach in primary schools. The current study also wanted to find out if the previous experience of literacy and language lecturers had any impact on their job as lecturers.

Kalimaposo (2010) had reported on the involvement of college lecturers and colleges of education in the curriculum innovation process. He noted that colleges of education and lecturers were not consulted in the curriculum innovation process and some lecturers indicated that they were only involved in the curriculum innovation process in the final stages to rubber stamp the programme in Zambia. The researcher also holds the view that literacy and language education lecturers should be involved in all activities concerning the curriculum especially that changes happen regularly. It is within this context that the research was carried out to find out whether lecturers were prepared to train teachers in literacy and language education. However, it can be noted that since lecturers were not involved in the curriculum innovation process, they did not train teachers in accordance with the requirements of schools and therefore it created a gap between how they were trained and what was expected of them in their subsequent teaching.

In Zambia, Mulenga (2015) in his doctoral study wanted to establish whether or not the English language teacher education curriculum at the University of Zambia (UNZA) had the relevant knowledge and skills for teaching English language in Zambian secondary schools. The study also was meant to find out if the curriculum could produce a quality teacher of English language despite curriculum designers not conducting a job analysis as the starting point of the curriculum designing process. The study used mixed method and data was collected from deans, lecturers, students and former UNZA students. One of the findings was that there was a gap that was

created between theory and practice which made the preparation of secondary school teachers to be ineffective and graduates of the English language teacher education curriculum did not acquire the relevant knowledge and skills for teaching the subject in secondary schools. The study also revealed that most of the lecturers teaching on the English language teacher education programme were not aware of the knowledge and skills that was taught in English language in secondary school because those who once taught in secondary school only did so many years ago and others had never taught in secondary school at all. The National Council for Teacher Quality (2007) revealed that teachers cannot teach what they do not understand and what they do not know. This is supported by several studies that have been done where researchers have argued that everything student teachers are taught in terms of knowledge and skills during their teacher education programme must be in line with the work they are going to do in their respective classrooms (Darling-Hammond, 2000; Chishimba, 2001).

Mulenga's study focused on university students while the current study focused on literacy and language lecturers in primary colleges of education. Both studies were trying to establish the effectiveness of the curriculum to train teachers. Mulenga involved students and lecturers but the current study only focused on lecturers. Both studies focused on the curriculum for specific subjects.

The core function of any teacher preparation programme offered by teacher education institutions is to help students acquire appropriate skills, knowledge, values and attitudes so that they can offer quality teaching and learning experiences to their learners (Futrell, 2010). The study conducted by Manchishi and Masaiti (2011) on how responsive the University of Zambia Pre-service teacher education programme was to schools and community elicited data from the University of Zambia (UNZA) graduate teachers in Lusaka, Kafue and Chongwe. The main findings of the study revealed that: there was a gap between what the UNZA programme was offering and what was obtaining in the high schools and that UNZA trainee teachers were weak in the delivery of subject matter (methodology) and that professional ethics were not part of the programme. There was equally inadequate preparation for trainee teachers with knowledge and skills to adapt to change in the classroom. The study done by Kajander (2010) indicated that during teacher education programme more time was

spent on content courses than on methodological courses. From the scholars' findings it is clear that what to teach is not superior to how to teach the concepts but the two should be considered to be of the same weight. Based on this fact, Chamberlain (2007: 895) argued that "pedagogical strategies that support students' making sense of the material are cardinal in the teaching and learning process."

The study by Manchishi and Masaiti (2011) made an observation based on the general perspective of programmes offered at UNZA, especially in the School of Education without specifying the study areas. The study focused on graduate students. The current study focused on the literacy and language teacher education programme in primary colleges of education and collected data only from literacy and language lecturers.

Although Kombe's (2017) study focused on teacher preparedness to implement the 2014 revised policy, it revealed that the teacher education programme under the revised policy was not responsive as colleges lacked sufficient information on the 2014 revised literacy policy to effect changes in their curriculum that would respond to primary school language of instruction. This implies that most colleges were training teachers based on the old literacy (PRP) while primary schools were implementing a different one. This was as a result of policy makers not availing information on the revised policy in full. She concluded the teacher education programme rational was defeated as it emphasized on the importance of adequate teacher preparation for the betterment of learners in the achievement of learning objectives. Similarly, Makina (2017) revealed that teachers were not adequately prepared to teach using communication language teaching (CLT) method during their initial training. This is also supported by Kashoki (1978) in his study on Zambia Adult Literacy Programme conducted in London where it was reported that there was inadequate preparation of trainee teachers with knowledge and skills to adapt to change in the classroom. In addition he further suggested that all institutions that provide teaching education in literacy to trainee teachers should render professional support and guidance. The findings are supported by several studies that have been done where researchers have argued that everything student teachers are taught must be in line with the work they are to do in schools (Darling-Hammond, 2000; Chishimba, 2001 and Mulenga, 2015).

In summary, the objective discussed literature related to find out whether teacher education programme was responsive to the pedagogical needs of a primary school teacher. Literature reviewed showed that the teacher education programme did not respond to the pedagogical needs of the teacher because there was no linkage between the college curriculum and the school curriculum. Literature also reviewed that lecturers were not training students in line with the school curriculum because they had no knowledge on the school curriculum. The gap between the studies reviewed and the current study is that the current study specifically looked at the teacher education programme in line with the pedagogical needs of the primary school teacher in literacy teaching.

2.5 Challenges that literacy and language education lecturers face when preparing trainee teachers in literacy and language education

Ministry of Education (1992) listed the following as quality-related problems in the colleges: An overloaded and inappropriate curriculum; promotion of rigid teacher-centered methodologies; an excessively demanding examinations system; staff with inadequate or unsuitable educational and professional qualifications; and shortage of educational resources of all kinds. Primary teacher training college lecturers have challenges when preparing teachers in literacy and language education. The objective discusses literature related to challenges experienced by lecturers.

In the United Kingdom, Sinkinson (1997) conducted a study on teachers who had moved from school teaching or advisory posts, in order to open up a debate on the transition from teaching to lecturing and to suggest areas of existing support and induction which may benefit from change. The study focused on university lecturers from six departments who had been lecturers in universities for three years and had taught in schools for six years. The lecturers responded to a questionnaire. Data from this study indicated the new lecturers faced some challenges as they received little or no support on guidance on lecturing, research, time management, and there was no formalized structures of induction though some admitted having received informal induction from more experienced lecturers within the department. MOE (1996:115) stated that, “teacher education is a continuing process that must be extended throughout the individual’s years of actual teaching”. This is so because the

curriculum keeps on changing and teachers move from one level to the next. There is need therefore to keep on learning new methods and techniques which come with the changes that take place in the education sector.

Sinkinson's (1997) study focused on university lecturers while the current study focused on primary colleges of education lecturers. The study was concerned with the challenges newly appointed university lecturers faced when they moved to the universities such as lack of support and guidance and failure to interpret the curriculum. The current study is also concerned with the challenges which lecturers face especially newly appointed ones as they train primary school teachers.

Mabale (2012) carried out a research based on the challenges faced by lecturers in the implementation of the National Certificate Vocational (NCV) curriculum at Mopani South East FET College, South Africa. A qualitative research method was used for the purpose of this study. The researcher focused attention on the lecturers at the Mopani South East FET College, who were the core NCV curriculum implementers. Interviews and document analyses were used in order to gather information. One of the findings was that while some teaching materials were available, some resources such as internet access, reference and research materials needed by lecturers were not available. Other challenges lecturers faced were overcrowded classrooms and unprepared students. The current study aimed at finding the challenges college lecturers faced in training students in literacy and language education while Mabale's (2012) study aimed at finding out challenges lecturers faced in implementing the curriculum. Lack of teaching and learning materials, overcrowded classrooms and unprepared students were some of the challenges which the lecturers had. However, it can be noted that the two studies are similar since both were focusing on colleges. A similar study by Ridge (2014) explored some of the challenges which teacher trainers face in South Africa in their attempt to enable trainee teachers to discover the full potential of the communicative approach to Language Teaching and to avoid its pitfalls. One of the challenges was that teacher trainers were given very little time to enable their students gain a comprehensive understanding of applied linguistics. In addition, some of the lecturers lacked adequate knowledge of pedagogy and lacked hands-on contact with the exigencies of teaching in schools.

Another study was conducted by Mutambwa, Takavarasha and Kahari (2014) on the quality of education in tertiary institutions: a case of language skills and teaching in Zimbabwe's teacher education colleges. Nine colleges of education were sampled. It was indicated that in all the nine colleges of education that were sampled during the study, there were no separate oral language skills course outlines approved by the department of teacher education at the University of Zimbabwe even where there were attempts to teach the course. In the majority cases, the course was embedded in language studies where only a few aspects of oral language skills were taught. The colleges did not teach the course due to shortage of qualified lecturers. It was further argued that in colleges of education where there were attempts to teach oral language skills, it was taught by any lecturer who also had an overload of courses to teach since oral language skills were to be taught by language lecturers that was English, Shona and Ndebele for obvious reasons. In terms of qualifications of lecturers, only one out of ten had a relevant Masters degree that qualified him or her to teach oral language skills. As such it had been argued that allowing lecturers who were not qualified to teach oral language skills at teacher training colleges had long-term implications not only on student teachers themselves, but also on their future learners in schools.

The study by Mutambwa et al (2014) focused on the teaching of oral skills in colleges of education. The current study focused on literacy teaching in colleges of education and the challenges which literacy and language lecturers faced when training teachers. The challenge was that there were few qualified staff to teach oral language and due to staff shortages even those who were not qualified taught language skills. The study sampled nine colleges of education while the current study only sampled four colleges of education.

In Zambia, Mwanza (2017) conducted a study to establish whether secondary school teachers in Lusaka urban of Zambia were adequately and actively involved in the curriculum development process. The concurrent embedded design of the mixed methods approach was employed. The findings of the study clearly suggested that teachers were dissatisfied with the existing practice of curriculum development which insignificantly involved them. The majority of secondary school teachers in Lusaka Urban had never participated in the development of the curriculum and this they thought was the main reason why they faced challenges with implementing it

effectively. She concluded that teachers were not adequately involved in the curriculum development process with their role being mainly to implement the already developed curriculum. Though the study focused on challenges faced by secondary school teachers in implementing the curriculum, it is similar to the current study because they both focused on challenges but at different levels and contexts.

Another challenge of teacher training is the lack of training and learning resources. The Ministry of Education (1996:40) recognized that quality education requires the availability and use of textbooks and other educational materials. Without these aids to the learning process, effective teaching and learning in the modern sense cannot take place. Suitable materials enable pupils to acquire and apply knowledge, to learn at their own pace and to assess their own progress. Phiri (2010) indicated that colleges of Education in Zambia did not have enough textbooks and other training and learning resources necessary for the moulding of teachers. The libraries in Colleges of Education are ill equipped. In most cases, the few books available are too shallow to mould a teacher's skills. Books that are found are those written by the Ministry of Education e.g. pupils books and teachers' handbooks. But books that talk about theories and approaches of teaching cannot be found in the colleges. If there are any, they are either obsolete publications or only one textbook which is not easily accessible to students. Students have to buy their own materials to produce what is demanded of them in the form of assignments. Mwanza (2016) in his study on how Eclecticism in English language teaching was understood and applied by Zambian teachers of English found out that teachers had challenges when teaching the eclectic approach to teach English because of lack of teaching and learning materials as it was difficult to use the method in the absence of teaching materials. Worse still, many secondary schools lacked libraries and if they were there, they did not have books. This contradicts with what Ivowi (2004) noted that to ensure that curriculum must be effectively implemented tools and materials must be provided sufficiently.

The Ministry of Education (1996) equally acknowledged that quality education requires the availability and use of textbooks and other educational materials. Without these aids to the learning process, effective teaching and learning in the modern sense cannot take place. The two studies focused on teaching and learning materials necessary to mould teachers in colleges of education and the current study also looked

at challenges which lecturers faced in training primary school teachers. This makes lecturers omit certain activities that they know students cannot access.

Manchishi and Mwanza (2013) in their study on the effectiveness of UNZA school teaching experiences revealed that students had challenges during the teaching practice which included lack of teaching and learning materials , discipline issues among pupils, lack of financial support, lack of accessibility to UNZA lecturers among others. Further, Manchishi and Mwanza (2016) conducted a study to establish whether or not peer teaching was still a strategy in teacher preparation at the University Of Zambia (UNZA). A qualitative study was used and 16 teacher educators and 40 final year student were interviewed. The findings were that the implementation of peer teaching was faced with a lot of challenges such as; lack of adequate staffing, over enrolment, lack of teaching materials and negative attitudes by both educators and student teachers. The study concluded that while peer teaching is still a useful strategy in teacher preparation at UNZA, its poor implementation and the challenges it faced made it less effective. The study by Manchishi and Mwanza aimed at establishing teacher preparation at UNZA but findings were noted when they conducted the 20176. The study current study focused on lecturer preparedness and the challenges which they faced as they trained teachers. The study collected data from lecturers and students while the current study focused on finding out the challenges which lecturers faced when training teachers.

A study done by Phiri (2010) revealed that colleges receive their candidates for training from secondary schools within the country. The candidates are required to have five credits or better including English and Mathematics. However, despite the good results of admitted students, their performance is generally poor. Mwanza (2016) found similar results about poor learner proficiency in English which was a challenge in teaching pupils using the eclectic method. Makina (2017) in her study on communicative language teaching found out that there were many factors that hindered teachers from using CLT. The teachers said that the large number of pupils was a huge hindrance in the application of CLT in the classroom. They stated that the large numbers of pupils made it almost impossible to use the group work technique as class management was hard. Another challenge that brought forward was the lack of resources in schools. The teachers lamented that the lack of teaching materials like

text books made it hard for them to use CLT in the classrooms. In addition, the teachers stated that the low English proficiency levels by the learners made it difficult for them to engage in CLT techniques. The teachers also stated that CLT was very involving and time consuming. Common among the above studies was the caliber of students in colleges of education and poor learner proficiency in English which shows that all the levels of education were affected by the caliber of learners.

In summary, literature discussed above has brought out a number of challenges experienced by different teacher training institutions. Some of the challenges which were highlighted included caliber of students, over enrolment, lack of teaching and learning resources, non-involvement in the curriculum innovation process, inadequate staffing and ill equipped libraries. Villegas-Reimers (1998) presented a list of problems that exist in teacher preparation in Latin America. Among these problems she included: the less than-ideal characteristics of most candidates who enter the profession; curricula of poor quality; too much emphasis on theory and little or none on practice; programmes that are too short; a weak relationship between programmes and school practices; the poor preparation of teacher educators; and lack of attractive characteristics of the teaching profession (such as low status and low salaries), which in turn affects who enters the profession, who stays and for how long.

2.6. Summary

In summary, the researcher attempted to carry out this study bearing in mind and having reviewed what other scholars had written both in Zambia and internationally on teacher education curriculum and literacy in different studies. Researchers in several studies had indicated that there was no relationship between what student teachers were taught during teacher education programme and what they were expected to teach in schools. The literature also revealed that most of the lecturers were lacking necessary literacy skills and knowledge to impart in the teachers and this brought in a lot of challenges in teacher education such as lack of teaching and learning materials, understaffing, over enrolment and curriculum imbalance between colleges and primary schools. However, the reviewed literature has shown a number of gaps such as focus on the curriculum generally, use of different research design, studies on teachers and students focus on schools and universities and English in

general. In the chapter that follows, an explanation of the theoretical framework that was used has been done.

CHAPTER THREE

THEORITICAL FRAMEWORK

3.1 Overview

The previous chapter reviewed literature that guided the study. This chapter presents the theoretical framework that helped frame the study. The chapter begins with a discussion on theoretical framework. It further highlights on the two theories which guided the study and how they relate to the study. The study was guided by two theories, the Expertise theory and Critical Discourse Analysis.

3.2 Theoretical Framework

A theory, according to Kerlinger (1986:9), is “a set of interrelated constructs, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena”. A framework is “a set of ideas that you use when you are forming your decisions and judgements” (MacMillan English dictionary, 2002:561). According to Kerlinger (1986), a theory can be used to successfully make predictions and this predictive power of the theory can help guide researchers to ask appropriate research questions. On the other hand, a framework provides structure within which the relationships between variables of a phenomenon are explained. LeCompte and Preissle (1993) defined a theoretical framework as a collection of interrelated concepts that can be used to direct research with the purpose of predicting and explaining the results of the research. The study was guided by two theories, the Expertise theory and Critical Discourse Analysis.

3.3 The Expertise Theory

Expertise theory represents an update on classical behavioral learning theories dating back to Pavlov, Watson, Thorndike, Tolman, Hull, and Skinner. However, by the 1970s and 1980s, the dominant theories for how adults succeeded in their work and careers had shifted heavily in the direction of trait-oriented theories. Glaser and Chi (1988) defined expertise as the profession of an organized body of conceptual and procedural knowledge that can be both readily accessible and used with superior metacognitive skill.

Ericsson's theory places its focus upon the experts of the world. According to Ericsson, Krampe and Tesch-Romer (1993), expert performance reflects a person's mastery of the available knowledge or current performance standards and relates to skills that master teachers and coaches know how to train. Expertise theory specifies how talent develops across specified fields or domains, focusing on cognitive task analysis, instruction and practice, and clearly specified learning outcomes against which one can objectively measure the development of expertise (Ericsson, 1993). The type of practice required to develop expertise, according to Ericsson, is not simply doing work. It is a cognitively effortful activity in which one is thinking about what one is doing. It involves a reflective component, including the opportunity to obtain feedback on the quality of one's performance through an expert coach.

According to Ericsson (1993), there are stages involved in the development of an elite performer but the main component primarily focused upon by Ericsson is that of deliberate practice, which is a very different construct from the practice undertaken by those not seeking to be experts in an area. For practice to be coined 'deliberate' the activity must be effortful, intense, and involve full concentration. Kiss (2014) added that practice means having a coach or mentor to provide feedback on key skills and strategies for practicing to develop them. The task which is to be completed must take into account preexisting knowledge and abilities with immediate and informative feedback which must be made available via the practice activity. This feedback must be received and attended to in order to make accurate adjustments and correct errors leading to the improvement of performance on the repeated tasks (Ericsson, 1996; Ericsson, Krampe, and Tesch-Romer, 1993). According to Ericsson (1996), the quantity of quality deliberate practice accumulated by a person in a specific domain is directly related to the attained level of performance. Like any profession or talent, mastering teaching takes thousands of hours of deliberate practice (Ericsson, Prietula, & Cokely, 2007). Here, "deliberate" means having a coach or mentor to provide feedback on key skills and strategies for practicing to develop them. Ericsson, Prietula and Cokely (2007) summarise expertise as being mostly explained by a combination of time, deliberate practice, and coaching where the coach guides the deliberate practice. They further stated that like any other profession or talent, mastering teaching takes hours of deliberate practice.

Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills (Ericsson, Prietula and Cokely, 2007). A new lecturer already has skills attained from the initial training and previous experience but there is need to improve the skills and knowledge so that the level of performance can equate the professional level. There is also need to smoothly transit from being either a primary or secondary school lecturer to a teacher trainer. In this view, a new lecturer has to go through different stages in order to attain the expected level of performance. The lecturer should value practice for improved performance and seek appropriate experienced lecturers for guidance. According to Shulman (1987) the knowledge needed for teaching are of three types: content knowledge (knowledge of the subject matter to be taught), pedagogical knowledge (knowledge of how to teach in general) and pedagogical content knowledge (knowledge of how to teach that is specific to what is being taught).

Literacy and language education lecturers need the pedagogical content knowledge so that they can specifically teach literacy and language education to teachers in line with what must be taught. When the lecturers become experts in their job, they will in turn become coaches so that they also train teachers effectively in content as well as methodology. This will have a positive effect on the students when they are deployed.

Higgins (2012: 2) stated that an educator is a coach who coaches individuals to become what is essential to develop into human beings who are fully alive. Content is important but students need guidance towards self-discovery and integration of what they have learnt into their lives. Hence, they will be able to use the same skills to enhance their teaching resulting into successful teaching and learning. This means that a coach, in this case a lecturer, should have more knowledge about what he or she is coaching. The students need guidance, meaning that this guidance should be provided by a person who knows the direction in this case a lecturer. Thus, this theory will be used to analyse lecturers' preparedness in pedagogical content knowledge and whether they undergo any induction upon appointment.

The theory is suitable for the study since it is meant to find out if lecturers were prepared to train student teachers in literacy and language education in primary colleges of education. The theory places its emphasis on the need for people, in this

case lecturers, to have mastery of the available knowledge and skills that they need as they train students (Ericsson, 1993). For them to become more knowledgeable about their new task, they should have prior knowledge to the new task. The major argument is that for lecturers to perform well in their job, they should first be initiated and inducted by those who have been in the profession before them. Thus, induction is a crucial stage in developing a competent and effective employee. Although this theory generally looks at employees without focus on one particular profession, its tenets are applicable to the requirements of one who is developing a lecturing career. In this study, the theory was used to analyse the activities which lecturers go through in their preparation for the lecturing job in colleges of education.

3.4 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is another theory which was used in the study. It emerged from 'critical linguistics' developed at the University of East Anglia in the 1970's. CDA was first developed by the Lancaster school of linguistics of which Norman Fairclough was the most prominent figure, Wodak (1989) and Van Dijk (1990) also made major contributions to this field of study. The CDA theory draws from social theory and contributions from Karl Marx and many others in order to examine ideologies and power relations involved in discourse (Wodak and Meyer, 2001). It is a field that is used to analyze the written and spoken texts to explore the discursive sources of power, dominance, inequality and bias. It critically evaluates how these discursive sources are maintained and reproduced within specific social, political, and historical contexts (Van Dijk, 1998). Fairclough (1995) defined as discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations, and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

Wodak and Meyer (2001) further explained that CDA is fundamentally concerned with analyzing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language. It examines, as Van Dijk

argued, patterns of access and control over contexts, genres, text and talk, their properties, as well as the discursive strategies of mind control. Van Dijk (1998) also believed that power and dominance are usually organized and institutionalized. The author continued to say that it studies discourse and its functions in society and the ways society and, especially, forms of inequality are expressed, represented, legitimated, or reproduced in text and talk. Van Dijk (ibid) also maintained that this social, cultural, and political organization of dominance also implies a hierarchy of power. Some members of dominant groups and organizations have a special role in planning, decision making and control over the relations and processes of the enactment of power. According to Van Dijk (2006), CDA is primarily interested and motivated by the endeavor to understand pressing social issues.

CDA generally argue that social practice and linguistic practice constitute one another and focus on investigating how societal power relations are established and reinforced through language use (Fairclough, 1995). Social structure is the patterned social arrangements in society that are both emergent from and determinant of the actions of the individuals. Social structure in this case can be the Government which may come up with an action plan (policy) which it wants put in effect by the individuals in this case institutions (schools or colleges of education). Looking at CDA as a theory what may happen is that the Government may want at all cost to have its policies implemented therefore, it will have to use its power to have these put in effect. Power involves control by one group over another, while dominance refers to hegemonic existence where the minds of the dominated are influenced “in such a way that they accept dominance, and act in the interest of the powerful out of their own free will” (Van Dijk 1993: 255). The policy makers control all the levels of the education system and other stakeholders accept the way the system is run.

Fairclough and Wodak (1997) state that language as used in speech and writing is actually a form of social practice. This implies that discourse is influenced by context and the social structures which frame it. They further explain that discourse constitute objects of knowledge, contexts as well as the relationships between the participants. This contributes to the production, reproduction and transformation of the social status quo. The theory in this case can be used to analyse the relationship between the policy makers and the colleges of education. Critical Discourse Analysis is suitable

for the study because apart from the lecturers having all the necessary skills and knowledge, there is need for them to have control over what they are supposed to impart in the students. This means that they should be engaged in policy formulation regarding teacher education because they train teachers. CDA is therefore used to analyse power relations which are observable such as between the ministry of education, the teacher training institutions and the schools and ideologies which inform stakeholders. Ideologies are reflected in the documents which are used to run the education system such as curriculum framework, the syllabus and other teaching documents as well as administrative manifestations. Power in this case also extends to the relationship between administrators and lecturers on one hand and experienced lecturers and newly appointed lecturers on the other hand.

Wodak and Meyer (2009) argued that CDA emphasizes on the need for interdisciplinary work in order to gain a proper understanding of how language functions in constituting and transmitting knowledge in organizing social institutions. In as much as there are powers that run the system, the trainers do not have much power to control whatever is offloaded on the market. Changes in the educational system are implemented regularly and this happens without much consideration of other stakeholders. The stakeholders in the education system are many but those mostly affected by the aspect of power relations are the policy makers, the teacher training institutions and teachers who are found in schools. For power to be distributed equally, all the stakeholders should be involved in making decisions on how the system should run. The operational assumption in CDA is that discourse takes place within society, and can only be understood in the interplay of social situation, action, actor, and societal structures (Meyer, 2001).

3.5 Summary of chapter 3

The chapter discussed the theoretical framework guiding the study. The study used two theories namely the expertise theory and the critical discourse analysis theory. The expertise theory focuses on a person's expert performance after being trained by a master teacher. The theory is relevant to the study because there is need for a lecturer to be a master teacher or lecturer for a student to be an expert performer once deployed. Therefore, a lecturer must be prepared to train students for them to acquire the necessary skills and knowledge. Critical Discourse Analysis theory focuses on the power relations that exist in society. If power is not equally distributed, some sectors

of the society maybe disadvantaged. In the education system, there is need to accord each level the necessary power for the system to run smoothly. Primary colleges of education are sometimes disadvantaged because they are not involved in the policy implementation of curriculum related issues. The next chapter discusses the methodology that was used in the study.

CHAPTER FOUR

METHODOLOGY

4.1. Overview

This chapter explains the methodology adopted for the study in terms of the research design, the population, sample size and sampling techniques, data collection instruments and data collection procedures, and data analysis. Finally, the chapter explains some of the ethical issues that were taken into account during the research. Methodology refers to a set of methods and principles used to perform a particular task (Kothari, 2004). Research methodology refers to the various steps and techniques that are generally adopted by a researcher in studying his or her research problem logically (Kothari, 2004).

4.2. Research Design

A research design is a plan that expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on those relationships (Cooper and Schindler, 2008). According to Kombo and Tromp (2006), a research design is glue that holds all of the elements in a research project together. This study used the mixed methods convergent parallel design. In this design, the researcher simultaneously collected both qualitative and quantitative data, compared them, and then used the results to provide answers to the research questions (Creswell, 2012). The main reason of using this design in this study was because of its ability to enable the researcher to collect and analyse both qualitative and quantitative data concurrently and merge the results to interpret the findings. (Creswell, 2009). Creswell (2012) further explained that this design is also appropriate when the researcher is dealing with a research problem whose questions are designed to elicit different types of data as either qualitative or quantitative.

The basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form and that a deeper and detailed understanding of the research problem is realised. Thus, the design provides a platform on which the researcher collects both qualitative and quantitative data, analyzes them separately, compares the findings from both data sets and makes an interpretation as to whether they support or contradict each other (Creswell, 2012). It

is this direct comparison of the data sets which provides a ‘convergence’ of data sources (Creswell, 2012). The mixed methods researcher compares the results from quantitative and qualitative analyses to determine if the two databases yield similar or dissimilar results. This comparison may occur in several ways.

As already stated, the study used mixed method in which both qualitative and quantitative approaches were integrated. According to Creswell (2015) a mixed method research is an approach to research in the social, behavioural and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems. Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007).

Bearing in mind the weaknesses and strengths of the two designs, the researcher used mixed methods design which tried to mitigate limitations and biases found in both the qualitative and quantitative designs. Kombo and Tromp (2006) explained that the mixed methods design maximizes the strengths and minimises the limitations of both qualitative and quantitative design. Qualitative research method focuses on phenomena that occur in natural setting, and the data are typically analysed without the use of statistics and it is subjective. Quantitative research is a means of testing objective theory by examining the relationship among variables (Creswell, 2009) and it is objective.

4.3 Study Population

In relation to research, a population is a group of individuals, objects or items from which samples are taken for measurement. It also refers to the larger group from which the sample is taken (Kombo and Tromp, 2006). A target population is an entire group of individuals, events or objects with common observable characteristics

(Crotty, 1990). Bryman (2001) defined a population as a group of elements or cases whether individuals, objects or events that conform to specific criteria and to which the research intends to generalise its results. According to Burns and Grove (2003) the population includes all the elements that meet certain criteria for fusion in a study.

The population of the study comprised all literacy and language education lecturers and administrators (vice principals) from all public Primary Colleges of Education in Zambia. The administrators (vice principals) were targeted because they were responsible for all academic affairs in the colleges of education, received new lecturers and were supposed to orient them concerning various aspects of the college, and handle all continuous development activities in the college. Lecturers of literacy and language education were targeted because they were involved in training the teachers and they were implementers of the literacy and language education curriculum in the college and they were in the position to assess the curriculum. Thus, since they were the subject of the study, they were the ones who could say whether or not they were prepared to train primary school teachers in literacy and language.

4.4 Study Sample

According to Kasonde (2013) sample size is the number of participants selected from the universe to constitute a desired sample. Best and Khan (2006) defined an ideal sample as a number that is large enough to serve as an adequate representation of the population which the researcher wishes to generalise and small enough to be selected economically in terms of subject availability and expense in both time and money. Best and Khan (2006) argued that an ideal sample size may depend on the nature of the population and the type of data that needs to be collected and analysed. In this study, a total of forty nine participants were sampled and this was broken down as follows: four college administrators (vice principals) and forty five lecturers from the literacy and language education section from four primary colleges of education.

4.5 Sampling Techniques

Sampling means making a selection from the population frame in order to identify the people or issues to be respondents or sources of information (White, 2005). Merriam (1998) stated that purposeful sampling is based on the assumption that the researcher

wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. The logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study. This means that the researcher must select the sample from which relevant data to the study can be captured. In this case, purposive sampling and simple random sampling were used. In purposive sampling, the researcher decides on what needs to be known and targets people who can and are willing to provide the information by virtue of their knowledge or experience (Bernard, 2002; Cohen et al., 2007; Lewis and Sheppard, 2006). Purposive sampling was used in this study to ensure that it captured the intended and rightful sample; that is, the lecturers, from literacy and language education section, and administrators from public primary colleges of education. The lecturers from literacy and language education were purposively selected because they were the correct people to collect data from for the study. All the literacy in the literacy and language education section present at the time of research were part of the sample.

The selection of colleges was done using simple random sampling. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples has the same probability of being selected (Kothari, 2004). Simple random sampling is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Kombo and Tromp, 2006). The scholars explained that the advantages of simple random sampling are that: the samples yield research data that can be generalised to a larger population. This was used in this study to select four colleges out of the larger population of all public colleges in a way that gave chance to any college to be selected. The researcher wrote a list of provinces in Zambia with primary colleges of education on nine pieces of paper. The researcher then put all the pieces of paper in an empty box of chalk and then picked four pieces from the box. The names of the colleges of education which were on the picked papers formed the sample.

4.6 Data Collection Instruments

According to Parahoo (1997) a research instrument is referred to as a tool used to collect data as well as used to measure knowledge and skills of respondents. The main

tools of data collection for this study were questionnaires and interview guides. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean, 1994). Orodho (2005) recommends the use of questionnaires because they can be used to collect large amount of data in a reasonably quick span of time. The questionnaires were used to collect and gather quantitative data from the lecturers on issues bordering on their preparedness to train teachers in literacy and language education.

Interviews consist of collecting data by asking questions. According to Kombo and Tromp (2006), the interview provides an opportunity to the interviewer to question thoroughly certain areas of inquiry. Borg (1963) asserted that no system of inquiry can be as revealing as an interview. This could be because the researcher meets face-to-face with individuals to interact and generate ideas in a discussion that borders on mutual interest. In addition, interviews are well suited for exploring and confirming ideas and provide in-depth information about particular cases of interest (Kombo and Tromp, 2006). Interviews were principally used in this study because of their flexibility which enabled the researcher to rephrase the questions and probe further to clearly get the actual views of the respondents. The study employed the semi-structured interview for data collection. The written questions in the semi-structured interview guide were of great use when interviewing the literacy and language education lecturers as well as the college administrators. The interview aimed at finding out if lecturers were prepared to train teachers in literacy and language education especially with the constant changes in the literacy and language curriculum in primary schools.

4.7 Validity and Reliability

Validity and reliability are very important features to consider for the credibility of research findings in any study. In the sub-sections below the researcher explains how this study ensured the aspects of validity and reliability.

4.7.1. Validity

Mulenga (2015) explained that validity is the degree to which results obtained from the analysis of data represent the phenomenon under study. The validity of the instruments was then verified by a pilot study which made adjustments to questions and correction of interview questions which were otherwise not targeting the ultimate research questions. As regards actual data collection, validity was employed through prolonged and persistent field work, recording and transcription of interviews as well as using verbatim accounts in the analysis. This was done through respondent validation wherever possible in order to give participants the opportunity to confirm that what the researcher captured was what had actually been said. The aspect of validity examines the extent to which the results of the study could be generalised to the real world (Achola and Bless, 1988). In other words, research findings are said to be valid if the research carried out depicts and brings out what it purported to bring out. One of the approaches of validating research findings is to use multiple methods of data collection. This is supported by Brewer and Patton (2002) who argued that the combination of methods complement each other by eliminating overlapping flaws. Besides, when methods are combined, which is known as triangulation, inconsistencies are taken care of, thus valid and reliable data emerges (Patton, 1990). In order to validate the findings in this study, the researcher recorded in a note book to check for unclear information and then cross check with the respondents. During cross checking, the researcher had to make use of the responses for the verification of the findings and was able to make follow ups on issues that needed clarity. This means that member check was done.

4.7.2. Reliability

Reliability is defined as ‘the consistency between independent measurements of the same phenomenon’ (Muzumara, 1998:49). Qualitative researchers regard reliability as the elimination of casual errors that can influence results. Since situations are continually changing, qualitative research is said to be difficult to replicate as it can be affected by a number of factors (Bryman, 2008). Nevertheless, the reliability of this study’s results was enhanced by the researcher’s use of different data collection instruments. The research used triangulation method by employing two different instruments namely; semi-structured interviews and questionnaires. The use of a

variety of methods enabled the researcher to cross-check the information that was gathered. All the data collection instruments that were used proved useful as they each contributed to the gathering of a rich source of information, thereby adding to the reliability of the findings.

4. 8. Data Collection Procedure

The researcher was given consent to go out and conduct the research by the University of Zambia, School of Education. Permission was also sought from college Principals. In the colleges, the researcher made arrangements with the principals for the best dates and time to visit and involve the lectures in the study. During the visit, the researcher administered the questionnaires to the lecturers. Respondents were requested to fill the questionnaire and hand it back to the researcher. After the questionnaires were duly completed and collected, the researcher booked an interview with the Vice Principal in the colleges. Thereafter, the lecturers were interviewed. Interview guides were used to interview the lecturers and administrators in order to obtain the desired results after which information was analysed. The responses obtained, and the observations made during the interviews were recorded in the field notebook. The obtained information was used to complement data that was generated from the questionnaires.

4.9 Data Analysis

The researcher assembled all the questionnaires and the interview guide responses obtained from the field after the collection exercise was completed. These instruments were serialized numerically for easy organization of the analysis. In this study the researcher analysed data using both qualitative and quantitative approaches. Data collected through interviews, qualitative data, was organized guided by research questions according to objectives and recorded. The data was then interpreted and discussed. In other words, thematic analysis was used, in this case, objectives and their corresponding research questions formed the themes. Braun and Clarke (2006) defined thematic analysis as a method of identifying, analyzing and reporting patterns within data. This was used because it is a method used for qualitative data so as to help put similar data together for easy analyzing. Quantitative data was analyzed using the statistical package for social sciences (SPSS) to generate descriptive statistical information in form of frequencies as well as percentages. Kombo and

Tromp (2006) state that statistics are a set of mathematical methods used to extract and clarify information from observable data. Statistics generate simple numbers to describe distributions.

4.10 Ethical Consideration

Cohen et al, (2000) states that ethical considerations relate to the dos and don'ts that the researcher must observe during the research process for the purposes of respecting and protecting the rights and privacy of the respondent. The consent to do this study was obtained from the University of Zambia, and then permission was sought from the college principals. In all phases of the research process, participants were protected against infringements of their rights hence they participated voluntarily. Respondents were also informed that they were free to withdraw from the study at any time if they wished to do so. The researcher recognized the privacy of respondents and assured them of confidentiality with regard to the information they would avail to the researcher. The researcher also assured the respondents that the information received would not be used for any other purpose other than that of the study. The researcher adhered to this by making this report and submission of the document only to the University of Zambia. Participants were briefed about the purpose of the study as well as the benefits to them and students in various learning institutions.

4.11. Summary

This chapter described the research methodology selected for the study and the rationale for the choices made has been presented. The research design used for this study was mixed method which used both qualitative and quantitative which is consistent with the type of instruments used to collect data. It explained why each item was used such as the research design, population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration. The next chapter presents the findings of the study.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1. Overview

This chapter presents research findings both qualitatively and quantitatively. Data has been presented under research questions. The findings are therefore, presented in line with the following research questions.

- i. How prepared are literacy and language lecturers to train teachers in literacy and language education?
- ii. How responsive is the literacy and language teacher education programme in colleges to the pedagogical needs of a teacher?
- iii. What challenges do literacy and language lecturers' face in training teachers in literacy and language education?

5.2. Establish the preparedness of literacy and language college lecturers to train teachers in literacy and language education.

The first objective sought to find out if literacy and language college lecturers were prepared to train teachers in literacy and language education in colleges of education. This objective was cardinal in the sense that colleges of education train teachers who are the implementers of the primary school curriculum. As such colleges are expected to be abreast with any new developments in the education system so that they train teachers in line with what they will be expected to do in schools. Thus, college lecturers are expected to be prepared in all aspects so as to guide the teacher to be. To collect data on objective number one, the interview guide was used as well as the questionnaire. The first part of this section presents the interview data while the second one presents the quantitative data.

5.2.1 Findings from interviews with college administrators

The findings showed that most of the literacy and language education lecturers were not prepared to train teachers. This was because of their qualification, teaching experiences, and failing to adapt the pedagogical skills and knowledge necessary for teacher training. Below are the responses from the administrators:

Most of the lecturers are not prepared. For some it is because of their qualifications. We expect the least qualification for a lecturer to be

bachelors degree but sometimes even diploma holders are sent to colleges. The system is now porous. Anyone can become a lecturer without any recommendations from the college. But colleges no longer have the powers to control the flow of staff. (College Administrator 1)

Some new lecturers find it difficult to adapt because of failure to interpret the college curriculum. Mostly those with a secondary trained background find challenges with the primary methodology. (College Administrator 2)

It takes time for the lecturers to be prepared. Mastery of the content is a challenge which most of the lecturers face. It is different from primary or secondary because a teacher works with thirty or forty minutes periods emphasizing on the same content. But with college content a lecturer is supposed to prepare for one or two hours, covering as much content as possible. (College Administrator 3)

We expect them to be prepared since they passed through training as teachers. They have to adjust and take up the position without any challenges since they initially trained as teachers and are experienced. Therefore, they should be able to interpret the curriculum without any challenges. To ascertain their preparedness, they are observed by the Head of Department and other experienced lecturers assigned to do so. (College Administrator 4)

The findings from college administrators revealed that literacy and language lecturers were not prepared to train teachers at the time of appointment. Most lecturers found challenges interpreting the literacy and language college curriculum as well as having pedagogical knowledge and skills for training teachers. Other administrators stated that some lecturers fail to effectively train teachers because of their qualifications at the time they were sent to colleges.

5.2.2. Findings from the literacy and language lecturers on their preparedness to train primary school teachers in literacy and language education.

The literacy and language education lecturers, who were the main source of data, were also asked how prepared they were to train teachers at the time of appointment. This was important since they were the trainers of teachers in literacy and language education who were deployed into schools and were expected to teach literacy and language to learners. Most of the lecturers said they were not prepared because of their previous training and experience which were not in primary education while others stated that they were partially prepared. Few reported that they were prepared

and ready to teach though with a few challenges. The following were some of the responses:

Being secondary trained, it was very difficult to adjust to primary teaching. This was because the methods and content were different from what the initial training was. Secondary teaching has a different approach to teaching. (Lecturer 1)

Every time I came from class I could not tell whether I was doing the right thing or not. And I always had fears of facing the next class because of uncertainty. It took time for me to gain confidence. My initial training as a teacher was at the university where I did BA.ED. (Lecturer 2)

The college curriculum requires thorough preparation and using a lot of methods and strategies in order to impart the necessary skills and knowledge to the students in each and every lesson which is different from the previous experience where as a teacher one is considered to be the master of everything and always at the centre. (Lecturer 3)

Some respondents said that they were partially prepared because there wasn't much difference with the initial training they undertook. Lecturer 4 stated that:

Initial training as a primary school teacher helped a lot because I was able to relate the way I was trained with what was expected of me. However, lack of confidence slowed down the progress because it was from teaching young ones to teaching adults. (lecturer 4 and 5)

It took time to settle but through trial and error and consultation, we managed to pull through. (Lecturer 6)

Others responded that they managed to pull through because they received help from the college the moment they reported.

We were prepared to train teachers because the moment we reported, we were oriented and inducted at college level as well as the departmental level. Lessons were observed from experience or long serving lecturers. Guidance was given by the Head of Department and we were free to approach any member of the section for any further guidance. We were attached to other experienced lecturers who became our mentors and they really helped us to settle. (Lecturer 7)

Two lecturers had their own views concerning their preparedness. They confirmed that before becoming lecturers, they were involved in different activities by Ministry of Education in connection to primary teaching and this helped them to fit in training teachers at primary colleges of education. They stated that they were engaged in

different primary teachers' workshops as trainers and benefited a lot. A follow up question was asked if at all they oriented the other members from literacy and language education section and their responses were as follows;

I would love to but the other members are not interested. They prefer that I orient all the students on any new developments in the system at college level. I do though it is difficult to organize such activities at college level especially that CPD activities are not usually done though time tabled because of the busy schedules for most of the lecturers. However, some of the lecturers consult in areas they are not conversant with. (Lecturer 11)

5.2.3 Findings from literacy and language education lecturers on their preparedness to train teachers in literacy and language education – Quantitative data

The literacy and language lecturers were asked to provide data concerning their level of education. This data was identified as important for the study because there was need to know if their professional qualification met the requirements for a literacy and language college lecture. The responses are presented in the table below.

Table 1: level of education of literacy and language lecturers

		Frequency	Percent	Valid Percent	C. Percent
Valid	Degree	28	65.1	65.1	65.1
	Masters degree	15	34.9	34.9	100.0
	Total	43	100.0	100.0	

According to the findings on the level of education for literacy and language college lecturers, 65.1 percent of the primary colleges of education lecturers were degree holders while 34 percent were master's degree holders. None of the lecturers were found to be certificate, diploma or PHD holders.

The literacy and language lecturers were also asked about their qualifications at the time they were appointed as college lecturers. This was done to find out if they were qualified at the time of appointment. The responses are shown in the table below.

Table 2: Qualifications at the time of appointment as a literacy and language lecturer

		Frequency	Percent	Valid Percent	C. Percent
Valid	Certificate	1	2.3	2.3	2.3
	Diploma	7	16.3	16.3	18.6
	Degree	29	67.4	67.4	86.0
	Masters degree	6	14.0	14.0	100.0
	PHD	0	0	0	100.0
	Total	43	100.0	100.0	

As shown in the table above, 2.3 percent of the lecturers were certificate holders at the time of appointment as college lecturers while 16.3 percent were diploma holders. Further, 67.4 percent were degree holders while 14 percent were master degree holders.

Further, Literacy and language education lecturers were asked to provide data regarding the type of first degree they acquired. This was done to find out if they had the appropriate qualification. The data was presented in the table below.

Table: 3 Type of degree acquired

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor of Education (primary)	7	16.3	16.3	16.3
	Bachelor of Arts with Education	30	69.8	69.8	86.0
	Others	6	14.0	14.0	100.0
	Total	43	100.0	100.0	

As reflected in table 3, majority of the primary teacher training college lecturers' first degree was Bachelor of Arts with education as indicated by 69.8 percent. Those whose first degree was Bachelor of Education in primary education was 16.3 percent. Others obtained other type of degrees and were represented by 14 percent.

The literacy and language lecturers were asked to provide data regarding their subject specialisation at first degree level. The responses were as presented in the table below.

Table 4: Subject specialisation at degree level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English single major	4	9.3	9.3	9.3
	LAL/Zambian Language single major	1	2.3	2.3	11.6
	English and LAL	11	25.6	25.6	37.2
	Language and literacy	2	4.7	4.7	41.9
	Others	25	58.1	58.1	100.0
	Total	43	100.0	100.0	

According to the data above, 58.1 percent of the lecturers were trained in other subject combinations with English / LAL at 25.6 percent and English single major at 9.3 percent. Language and literacy trained lecturers were at 4.7 percent while Zambian language/ LAL single major were only at 2.3 percent.

The teaching experience of literacy and language lecturers before appointment as college lecturers was also important data which was asked to be provided. The findings were presented in the table below.

Table 5: Teaching experience before appointment as literacy and language lecturer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary school teaching	4	9.3	9.3	9.3
	Secondary school teaching	17	39.5	39.5	48.8
	Both primary and secondary school teaching	21	48.8	48.8	97.7
	Other	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Most of the respondents taught at both primary and secondary school before becoming literacy and language lecturers as represented by 48.8 percent. Those who just taught at secondary school were 39.5 percent and 9.3 percent were primary school teachers before they became college lecturers. 2.3 percent represents those who neither taught at primary or secondary school but had other occupations before becoming lecturers.

The literacy and language lecturers were asked if they were adequately prepared to teach at the college at the time of appointment. The findings were presented in the table below.

Table 6: I was adequately prepared to teach at college at the time of appointment

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	22	51.2	51.2	51.2
	Agree	16	37.2	37.2	88.4
	Strongly agree	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

From the data presented in the table, 51.2 percent of the lecturers said that they were not prepared to train teachers at the time of their appointment while 37.2 percent said that they were prepared to train teachers. Further, 11.6 percent strongly agreed that they were very ready to train teachers at the time of appointment.

The respondents were asked if they had enough teaching experience in order to teach at the college at the time of their appointment. The data requested was meant to find out the lecturers' teaching experience either at primary or secondary school before they became primary college lecturers.

Table 7: I had the relevant teaching experience in order to teach literacy and language education at the college at the time of appointment

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	2	4.7	4.7	4.7
	Disagree	10	23.3	23.3	27.9
	Agree	19	44.2	44.2	72.1
	Strongly agree	12	27.9	27.9	100.0
	Total	43	100.0	100.0	

From the data presented in the table on the previous page, 44.2 percent agreed that they had enough teaching experience before being appointed as college lecturers while 27.9 percent strongly agreed. 23.3 percent of the respondents said they did not have enough teaching experience before being appointed as lecturers while 4.7

percent strongly disagreed that they did not have enough experience to teach at the college at the time they were appointed as lecturers.

Literacy and language education lecturers were also asked whether the initial training they had as teachers was relevant to the content that they were teaching in college. The responses were as follows;

Table 8: My initial training had the relevance train primary school teachers.

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	4	9.3	9.3	9.3
	Disagree	15	34.9	34.9	44.2
	Agree	16	37.2	37.2	81.4
	Strongly agree	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

According to the table above, 37.2 percent agreed that their initial training was relevant to the content they teach at college while 34.9 percent said that the initial training they had was not relevant to the content they teach at college. Further, 18.6 percent strongly agreed that the initial training they had was relevant to the content they taught at college while 9.3 percent strongly disagreed that they initial training has no connection with their current appointment.

The respondents were asked whether they received any form of induction into primary college teaching when they just reported for work as college lecturers. The findings were as follows;

Table 9: I was inducted into primary teacher training by the college

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	3	7.0	7.0	7.0
	Disagree	27	62.8	62.8	69.8
	Agree	12	27.9	27.9	97.7
	Strongly agree	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

From the data presented in the table on the previous page, 62.8 percent of the literacy and language lecturers stated that they were not inducted into college teaching when they first reported for work while 27.9 percent agreed that they were inducted.

The literacy and language lecturers were also asked whether the college offers continuous professional development to support literacy and language education lecturers. The following were the responses;

Table 10: College offers Continuous Professional Development support to literacy and language education lecturers.

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	1	2.3	2.3	2.3
	Disagree	21	48.8	48.8	51.2
	Agree	21	48.8	48.8	100.0
	Strongly agree	0	0	0	100.0
	Total	43	100.0	100.0	

The findings show that 48.8 percent of the lecturers stated that they were supported by the colleges in terms of Continuous Professional Development (CDP) while 48.8 percent stated that they are not supported by the college when it came to CPD.

5.2.4. Summary on objective number 1

The first objective sought to establish whether literacy and language education lecturers were prepared to train teachers in literacy and language education. The findings from face to face interviews were that most of the literacy and language lecturers were not prepared to train teachers at the time of appointment as lecturers. Administrators stated that many lecturers fail to interpret the literacy and language college curriculum, master the content and adjust to the level of the students. Lecturers from literacy and language education said that they were not prepared to train teachers in literacy and language education at the time of appointment because of different methods and content from their initial training, failing to prepare lectures with a lot of strategies and techniques in line with the college curriculum, and lack of confidence. Few said that they managed to adjust because of the induction and orientation they received from the college. From the questionnaires, the findings revealed that most of the lecturers were degree holders at the time of appointment represented by 65 percent and had English as one of the subjects studied. Most of the

lecturers had primary school teaching experience before their appointment as college lecturers. Further, 51 percent revealed that they were not adequately prepared to train teachers at the time of appointment although 44 percent indicated that they had enough teaching experience at the time of appointment as college lecturers. In terms of whether they were inducted when they first reported as college lecturers, 62.8 percent revealed that they were not inducted in any college programme when they became primary college lecturers.

5.3. Establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a primary school teacher

The second objective sought to establish whether the literacy and language teacher education programme adequately responded to the pedagogical needs of the primary school teacher. This objective was important because there was need to find out if what the literacy and language college lecturers were training the students was in line with what they would find in schools. Data was collected through face to face interviews with college administrators, and lecturers. Literacy and language college lecturers also responded to questions on the questionnaire in line with the objective.

5.3.1. Findings from the college administrators: interview data

The findings from the college administrators revealed that the literacy and language teacher education curriculum did not respond to the pedagogical needs of a primary school teacher.

The teacher education programme is content oriented. The time spent on pedagogical skills is less. Methodology is key for one to succeed as a primary school teacher because the primary classroom should be full of activities. (college administrator 1)

Constant changes in the primary school literacy curriculum create a gap between what students are taught and what goes on in the real classroom situation. Colleges may train students but when they are deployed to schools they find something else. (college Administrator 2)

When you look at the curriculum, there is no much emphasis on Zambian language. In short students are trained in English but are expected to teach Zambian language as well. (College Administrator 3)

It is difficult for students to do hands on activities because colleges are not supplied with materials used in primary schools hence teacher education not being responsive to the needs of the primary school teacher because they do not practice. (College administrator 4)

The college administrators responded that the literacy and language education teacher education programme did not respond to the pedagogical needs of a primary school teacher. They attributed this to the literacy and language education teacher education programme being more content oriented, less focus on methodology, constant changes in the primary school curriculum and less emphasis on Zambian language by the teacher education programme.

5.3.2. Findings from the literacy and language education college lecturers on the responsiveness of the literacy and language education teacher education programme to the needs primary school teacher.

On the issue of how responsive the literacy and language education teacher education programme was to the needs of a teacher. The findings showed that the literacy and language education teacher education programme was not responsive. Most of the interviewees had the following to say;

The teacher programme is not responsive to the needs of the teacher because it leaves the lecturer in a try and error situation about how to go about handling certain aspects. Those who join the teacher training institutions find it had to cope at first because adjustment takes time. And there is no institution which trains lecturers. (Lecturer 1)

The programme is not responsive because new developments in the primary education system do not pass through colleges. Students may be taught in colleges but when they go out there they find new things such as new methods of teaching literacy .There is also too much time spent on content and less on methodology. This makes it difficult to students to fully grasp the necessary skills to teaching because they are just rushed through. (Lecturer 18)

Colleges are not involved in any new programmes. There is no communication between the colleges and district in-service. For example books given to the schools are not provided to the colleges. This is because colleges report to the provincial office and districts feel it is the duty of provincial office to update lecturers on any education related issues, which never happens. (Lecturer 14)

It is not responsive because us as teacher trainers we don't know much about primary schools. We don't how they teach literacy. we interpret our programme to suit ourselves. (Lecturer 17)

Further another lecturer added that changes are constantly made to the primary school literacy curriculum and teachers are constantly updated on the literacy curriculum revision.

But you find that colleges of education programmes are not updated. We train students and when they go for school experience they find different things in schools. (Lecturer 19)

Another lecturer added;

Schools where students go to practice conclude that we don't know our work. But we cannot teach what we don't know. (Lecturer 20)

A follow up question was asked about what the lecturers were doing or what they think should be done for the literacy and language teacher education programme to be fully responsive to the needs of a teacher. Responses were as follows;

There is need to involve college lecturers in all the policy formulation programmes pertaining to teacher education. This should be so because the lecturers train teachers who later join the system. Therefore, lecturers as well as students should be abreast with any new developments in the system especially the revision of the curriculum. They should be involved in any changes involving schools especially primary schools in this case. (Lecturer 22)

It is the duty of Teacher education specialized services (TESS) to ensure that lecturers are abreast with any latest development in primary schools so that they teacher training can be effective. (Lecturer 25)

District education boards which have primary colleges of education in their districts should always make sure that they involve the colleges in whatever programmes the Ministry of Education brings on board so that there always is a link between colleges and primary schools. (Lecturer 27)

It is their duty to update colleges because colleges of education report to them. The task to in-service colleges is with the Provincial Education office (PEO). (Lecturer 29)

5.3.3. Findings from literacy and language education college lecturers on whether the literacy and language teacher education programme adequately responded to the pedagogical needs of a primary school teacher:

Quantitative data

The lecturers were asked if the literacy and language education teacher education programme responded to the pedagogical needs of a primary school teacher. The responses are reflected in the table on the previous page.

Table 11- The literacy and language education teacher education programme adequately responded to the needs of a primary school teacher.

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	1	2.3	2.3	2.3
	Disagree	25	58.1	58.1	60.5
	Agree	17	39.5	39.5	100.0
	Strongly agree	0	0	0	100.0
	Total	43	100.0	100.0	

The data shows that 58.1 percent of the literacy and language education lecturers stated that the literacy and language teacher education programme did not respond to the pedagogical needs of the primary school teacher while 39.5 percent agreed that the literacy and language teacher education programme responded to the pedagogical needs of a teacher. However, 2.3 percent strongly disagreed that the literacy and language teacher education programme did not respond to the teacher education programme.

The literacy and language lecturers were asked whether they were knowledgeable about the literacy programmes currently being offered in primary schools. Since there are so many changes to the literacy curriculum in primary schools, it was important to find out if lecturers were training students in line with what schools were currently practicing.

Table 12- I am familiar with current literacy curriculum.

		Frequency	Percent	Valid Percent	C. Percent
Valid	Strongly disagree	7	16.3	16.3	16.3
	Disagree	29	67.4	67.4	83.7
	Agree	7	16.3	16.3	100.0
	Strongly agree	0	0	0	100.0
	Total	43	100.0	100.0	

From the responses shown above, 67.4 percent said that they did not have any knowledge about the literacy programme currently being offered in primary schools while 16.3 percent agreed that they had some knowledge about the current literacy primary school curriculum. However, 16.3 percent stated that they were knowledgeable about the current literacy curriculum used in primary schools. The lecturers who stated that they had no knowledge about the current literacy curriculum offered in primary schools was represented by 83.7 percent.

5.3.4. Summary on objective number 2

In conclusion, most of the literacy and language education lecturers said that literacy and language teacher education programme was not responsive to the needs of a teacher. They said that there was a mismatch between the literacy and language college curriculum and the school curriculum in literacy. The school curriculum is constantly updated in literacy methodology while the college curriculum remains static. The course outline is more content oriented with less focus on methodology. Students are supposed to teach Zambian language as well when deployed but they are trained in English because Zambian language is not emphasized in the teacher education programme. Lecturers are just appointed from either primary or secondary training and there is no training for college lecturers which creates lapses with the needs of the teacher. Literacy and language materials such as books are not available to colleges of education and students but the same materials are found in schools which make it difficult for them to use. Findings from the questionnaires revealed that 58.1% of lecturers said that the literacy and language education teacher education programme did not respond to the pedagogical needs of a teacher. On the issue of the current primary school literacy curriculum, majority of the lecturers responded that they have no idea about the current literacy and language curriculum. This was represented by 83.7 percent of the respondents.

5.4. Challenges which literacy and language education lecturers face in preparing trainee teachers in literacy and language education.

The third objective sought to identify the challenges which literacy and language lecturers faced in training student teachers in literacy and language education. Administrators and literacy and language lecturers were interviewed to triangulate the data.

5.4.1 Findings from Interviews with the college Administrators on the challenges faced by literacy and language lecturers.

Most of the administrators stated that there were a number of challenges which the college has been facing in connection to literacy and language education section and which the lecturers themselves face. The responses were as follows

Lecturers or colleges of education are usually left out when it comes to any changes in the school curriculum. This makes work difficult for them as they just prepare students without knowing what is obtaining on the ground. You find that new and updated materials may be sent to schools but colleges may still be using outdated materials. (Administrator 1)

We invite the teachers from the demonstration school to train the lecturers and students on any latest developments. Sometimes we invite the resource centre coordinators to help in any way possible. Although the lecturers are trained or oriented the gap is still there as they always find challenges during the training. Some of the concepts are not properly explained. (Administrator 2)

The negative attitude of some lecturers is also worrying. They don't take work serious. They leave out whatever they are not comfortable with instead of consulting their colleagues. Some lecturers may have the knowhow about certain issues but fail to share with their colleagues. (Administrator 3)

Lack of seriousness makes students abandon their classes and attach themselves to other lecturers. This makes some classes to be overcrowded classrooms. (Administrator 3)

Lecturers are encouraged to have CPDs both at college level and section level. But due to pressure of work, they fail to meet to share information in connection with their work. (Administrator 4)

The other serious issue is the caliber of students nowadays. The students in colleges fail to perform according to the expectations of the lecturers. (Administrator 4)

Findings from revealed that literacy and language education lecturers encounter challenges when it comes to training students in literacy and language education because of the constant changes in the school curriculum. The caliber of students is another challenge which literacy and language lecturers face because many students fail to perform as expected. They also mentioned that some lecturers' attitude is also another challenge as most of them don't take work serious.

5.4.2. Findings from the literacy and language lecturers on the challenges they face when training students in literacy and language education.

Literacy and language lecturers, being trainers of teachers highlighted some of the challenges which they faced when training students in literacy and language education. The challenges included policy related and college related such as the following;

Policy issues are key to any country and for development to take place, all stakeholders must be involved at every level. We are usually left out as colleges of education when it comes to issues concerning education. Primary school teachers are trained and change the way of lesson delivery but when our students go there, they face challenges because of differences in training and implementation. As lecturers we also appear lost when students ask us. For example, the 2014 revised curriculum which was introduced to schools leaving out colleges. (Lecturer 30).

In terms of literacy in primary schools, some literacy and language education lecturers stated that students were prepared according to what the lecturers knew. Disconnection between literacy and language college curriculum and primary school literacy curriculum and attitude of practicum schools were some of the challenges some lecturers had the following to say:

We have no idea about what is going on in terms of literacy in primary schools. Students complain that when they go for school experience, they find different methods of teaching literacy from those they were trained. The picture out there is like lecturers don't train the students but the issue is they are not updated. Sometimes when there is a new programme these invited do not share with others when they come back. (Lecturer 36)

Schools where our students go for school experience don't allow them to teach literacy and language for fear of confusing the learners. When it is time for literacy, our students just observe permanent teachers teaching. (Lecturer 37)

We inform schools where our students go to practice not to exempt them from teaching literacy because the college does not prepare them to teach the subject. This is so because as colleges we fear to mislead the students whom may in turn mislead the learners. But this step disadvantages students because they may face challenges when deployed as teachers. (Lecturer 40)

Other challenges mentioned were lack of literacy and language materials, high enrolment levels, caliber of students and understaffing in the literacy and language department. Consider the following responses:

Teaching and learning materials are a challenge. The college does not procure the materials to be used by both students and lecturers. The ministry usually distributes materials to primary schools leaving out colleges of education. So you find that colleges may not have materials found in schools. (Lecturer 41)

High enrolment levels in colleges of education make us fail to teach literacy and language education effectively. There is no time for hands on activities because of the numbers. (Lecturer 42)

The caliber of the students leaves much to be desired. Most of the students do not perform according to the expectations. Presentation of work for most students is not at an acceptable Level. (Lecturer 43)

The literacy and language section is badly hit in terms of staff. They are situations where people are transferred but never replaced. We end up being overloaded and in the end effectiveness is not there as most attend to students to fulfill their duty and not to actually teach. In some instances colleges hire teachers from secondary schools to reduce on period overload from lecturers. (Lecturer 45)

5.4.3 Summary of objective 3

The administrators and literacy and language lecturers stated that the colleges have challenges when preparing students in literacy and language education. Some of the challenges highlighted were, inexperienced literacy and language lecturers, negative attitude of some literacy and language lecturers, caliber of students, lack of CPDs, understaffing in the literacy and language department and lack of training by the policy makers involving latest developments in the system especially the literacy curriculum at primary schools. Other challenges were lack of teaching and learning materials, and updated literacy materials.

5.5 Summary of Chapter 5

The chapter presented the findings of the study on literacy and language lecturer preparedness to train teachers in literacy and language education. The findings were presented according to research objectives and the following were some responses given by the respondents. The findings revealed that most of respondents were not adequately prepared to train teachers in literacy and language education because of a number of factors which included lack of pedagogical skills and knowledge for teacher training. Quantitatively, 51.2 percent of the literacy and language education lecturers said that they were not adequately prepared to train teachers at the time of appointment while 37.1 percent indicated that they were prepared. On whether the literacy and language teacher education programme was responsive to the needs of a teacher, the respondents mostly said the literacy and language teacher education programme was not responsive and gave a number of factors to support their arguments. They said that a lot of time is spent on content and less on methodology which is important to enhance the skills of a teacher. Other factors include the lack of literacy and language teacher education updates while the school literacy curriculum is regularly updated. Further, it was revealed that Zambia language which is taught in primary schools is not emphasized much when training. Quantitatively, 58.1 percent of the lecturers responded that the literacy and language teacher education programme does not respond to the needs of a primary school teacher while 39.5 percent responded that the literacy and language teacher education programme responded to the needs of a primary school teacher. Findings on the challenges literacy and language lecturers face brought out a number of issues. The respondents said that literacy and language lecturers are not updated on a number of issues concerning the literacy curriculum which makes it impossible to train students adequately in terms of what they are expected to find in schools. Other challenges include lack of literacy and language teaching materials and resources such as books, the caliber of students of fail to perform as expected, high enrolment levels and understaffing in the literacy and language department. Lastly, the chapter provided the summary of findings at the end of each research objective. The next chapter, which is chapter 6 discusses the findings of the study.

CHAPTER SIX

DISCUSSION

6.1 Overview

The purpose of the study was to find out if literacy and language lecturers were adequately prepared to train teachers in literacy and language education in primary colleges of education. In order to answer the research questions, the study objectives will guide the discussion. The discussion is based on findings presented in chapter five as well as the theoretical framework guiding this study and other related literature in chapter two. The findings will be discussed with a special reference to the results obtained from interviews and questionnaires. The discussion will be under the following objectives: Establish the preparedness of literacy and language college lecturers to train teacher in literacy and language education, establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher and identify challenges which literacy and language lecturers face in preparing teachers in literacy and language education. Thereafter, a summary of the chapter will be given.

6.2 To establish the preparedness of literacy and language college lecturers to train teachers in literacy and language education.

The implementation of the school curriculum depends on teachers, and lecturers are entrusted with the responsibility to train teachers so that they can effectively implement the curriculum in schools. Colleges of education are of great importance because they are meant to equip primary school teachers with habits of thought, dispositions, actions, skills, knowledge and attitudes that would make them effective teachers (Cruickshank and Metcalf, 1990). For lecturers to develop several abilities in teachers they should possess the right qualifications and skills which would enable them train teachers effectively.

The first objective of this study sought to find out how adequately prepared literacy and language education lecturers were to train teachers in literacy and language education. Data collected from college administrators revealed that qualifications for primary college lecturers was first degree but sometimes even diploma holders were appointed as lecturers in cases where the courses have few people with the right

qualifications. However, the study also revealed that all the literacy and language lecturers in the recorded site included in the sample were professionally trained and academically qualified to train teachers. The data showed that 65.1 percent had their first degree while 34.9 percent had the master's degree. However, it was also revealed that 69.8 percent obtained Bachelor of Arts with Education at first degree and 16.3 percent obtained Bachelor of Education (primary). This showed that most of the literacy and language lecturers were degree holders. This was the right qualification for lecturers training teachers at primary colleges of education. According to the Ministry of Education (2013), teacher training institutions in Zambia should ensure that they put in place the right numbers with correct academic professional qualifications for teaching and non-teaching staff. This will help in the effective implementation of the curricular at different levels. This means that those appointed as college lecturers should have the right qualification so that they can impart the necessary knowledge and skills to trainee teachers. In the context of this study, lecturers held the right level of qualification. However, having the right qualification does not guarantee being prepared. It should go with having the necessary content and pedagogical skills meant for a particular level.

Although college administrators stated that the qualification for one to be appointed as a primary college lecturer was the first degree, they further revealed that even diploma holders were appointed to train teachers in cases where the course did not have many people with degrees. They added that this may be one of the reasons why some lecturers were not prepared to train teachers because they failed to interpret the college curriculum. Some lecturers had challenges with the content and others with the methodology of the teacher education curriculum. Data revealed that at the time of appointment as college lecturers, 14 percent had masters degree, 67.8 percent had their first degree, 16.3 percent had secondary diploma and 2.3 percent had primary certificate. This was clearly shown from the data that 16.3 percent were diploma holders at the time of appointment and 2.3 percent were certificate holders. This means that some literacy and language lecturers did not meet the right qualifications for college lecturer at the time they were appointed. However, at the time of the research, all the literacy and language education lecturers had upgraded to degree level. It can be argued that although the lecturers upgraded in studies, their qualifications at the time of appointment had some effect on their lecturing. It can also

be argued that even those who had their first degree at the time of appointment had challenges training teachers because they were not trained to train primary school teachers. This means that qualifications at the time of appointment did not guarantee preparedness to train teachers. There was need to upgrade lecturers so that they would train teachers effectively. According to the Ministry of Education (1977) those who educate and train teachers must themselves be highly competent and of superior quality. This is closely related to what Mabale (2012) in South Africa reported that lecturers should be trained as far as possible in the content and methodology in order to build their confidence. UNESCO (2013) added that reaching teacher trainees also has to involve building the knowledge and skills of teacher trainers. This effective intervention will give teacher trainers access to new content knowledge, research skills, teaching methodologies and the opportunity to make a much greater impact on generations of new teachers entering the profession.

Since most Literacy and language education lecturers were secondary school teachers before appointment, data from the lecturers revealed that it took time for some of them to adjust since they were secondary trained. Some literacy and language lecturers revealed that being secondary trained was difficult for them to adjust to primary teacher trainers. They attributed the failure to the difference with the content and methodology they went through during their training and teaching. Others said that being primary trained helped them to relate their training to how they were supposed to train teachers. From the quantitative data gathered, most literacy and language lecturers started as primary school teachers because 48.8 percent had both primary and secondary teaching experience. This means that they started as primary school teachers, upgraded themselves as secondary school teachers and then went to teach at secondary school. 9.3 percent had primary school experience and 39.5 percent had secondary teaching experience. This means that some literacy and lecturers started as primary school teachers while other lecturers started as secondary school teachers. So they had the previous experience from their first appointment before being appointed as lecturers.

The findings reveal that most of the literacy and language college lecturers had a primary teaching background. This meant that although the college lecturers were professionally trained and academically qualified, they were not trained to train

college students. The qualifications they had were meant to either teach primary or secondary school learners. It can however be argued that having experience done at any level in the education system does not guarantee competence and effectiveness. This is because each level had its own content and methodology and handled differently. Therefore, for one to succeed at a particular level, there was need to upgrade in studies. This is in line with what Kunje and Lewin (2004) found that the majority of lecturers in Malawi were either secondary school teachers who had been seconded to colleges to train primary school teachers without any further training themselves. They recommended that seconded lecturers should undergo some form of training to equip them with the different skills which should in turn be transferred to the students. The study by Ngaruiya, Muchanje and Odundo (2015) in Kenya reported that career aspirations and qualifications were found to be significantly related to tutors career progression. However, since there was no training specifically meant to train lecturers, they are seconded on the basis of their previous professional qualifications and experience.

Literacy and language lecturers in primary colleges of education received different training before being appointed. They were therefore asked if their initial training had any effect to their current appointment. Most of those whose initial training was primary school teacher training stated that their initial training helped them a lot. They said that they were able to relate how they were trained with what was expected of them as they were training teachers. Those with a secondary school background admitted that they were not prepared to train teachers because they lacked the methodology used to train primary school teachers. This was because their initial training and teaching experience was different from what they were expected to do. Those with BA Ed also respond that they had failed to adjust to the level of the primary school teacher trainer. The result was that they failed to prepare students for school experience adequately because they lacked pedagogical skills. Although most of the lecturers had English as their major subject either at diploma or degree level, it was not a guarantee that they would easily train teachers. This is because their initial training curriculum did not include literacy but the focus was on language which is totally different from literacy. This means that despite a lecturer being trained as a teacher, it does not give assurance of successful training of teachers.

The findings on how relevant literacy and language lecturers' initial training was on the lecturers' current job revealed that 55.8 percent of the lecturers stated that their initial training helped them to adapt as college lecturers. However, 44.2 percent said that the initial training as teachers was not adequate to help them train teachers. This showed that to majority of the literacy and language lecturers their initial training helped them to take up the role of teacher trainers. However, this did not fully give assurance that they could easily train teachers because each stage in the education system has got its own way of teaching. Stuart and Tatto (2000) reported that teacher educators in African colleges of education and in-service teacher educators are rarely professionally trained as teacher educators. Rather, most teacher educators are subject specialists formerly teaching in high schools who have been recruited to teach at the teachers 'colleges. They further stated that sometimes the primary school teachers are also promoted to teacher education posts. This means that literacy and language lecturers are not trained as lecturers but simply seconded from either primary or secondary schools.

Research on the experiences of beginning teacher educators shows that transitioning from teacher to teacher educator comes with developing a clear understanding of their role, building professional confidence, learning the language of the profession, and gaining access to the knowledge base on teacher learning (Murray 2008b; Swennen et al. 2009). Since there is no training specifically meant for college lecturers, there is need for induction and orientation to prepare them to take up their new roles. This means that for literacy and language lecturers to be prepared for teacher training, they have to undergo some form of training, induction, orientation or mentoring. College administrators stated that they left the issue of induction to the HODs because they were directly involved with the lecturers and knew what was expected of them. Others mentioned that there was no need for induction because the appointed lecturers had a teaching background and were expected to fit in the college system.

The responses on the whether the literacy and language education lecturers were inducted or not were that majority of them were not inducted by the college when they were appointed as college lecturers. Most of them said that they were just given classes and teaching tools, leaving them to sink or swim. They had to use intuition to lecture. Moreover, other lecturers said that they were inducted and observed

experienced lecturers in classes before being given classes. This helped them to take up their new role as lecturers. Thus, the practice of induction is not uniform in colleges since some principals viewed it as important while others thought that it was not important because those appointed were initially trained as teachers. This is contrary to the what MOE (1977) stipulated that there should be short in-service and upgrading courses for teacher educators to ensure that they, too, keep up to date with new developments and techniques in the fields.

Statically, 69.8% of the literacy and language lecturers said that they were not inducted into college teaching and roles when they were appointed with only 30.2 percent stating that they were inducted. This shows that majority of the literacy and language lecturers were not inducted in the primary college programme. It meant that most of the lecturers found themselves in the sink or swim situation. They had to discover and learn on their own. However, one can also wonder the effect such a period had on the students. Firstly, they were not trained as college lecturers and they did not also receive any form of induction. This lack of induction is also reported by Bunyi, Wangia, Magoma and Limboro (2011) who found out that in Kenya that there was no training or induction programmes for Public Teacher Training Colleges (PTTCs) lecturers who like most of the Zambian counterparts were not prepared to train teachers in literacy and language education because they lacked the necessary teacher training knowledge. For literacy and language lecturers to effectively train teachers there was need for induction and orientation upon being appointed. Most teacher educators entering the profession had not undertaken specific training, and this makes the induction phase crucial in developing understanding of their particular roles, which entails second-order teaching competences. Ericsson's (1993) expertise theory acknowledges that one needs to master the required knowledge and skills in order to become a master. This becomes possible when one is guided in the specific domain and makes possible adjustments and correct errors leading to improvement.

Continuous Professional Development (CPD) ensures that one's knowledge is relevant and up to date. One is made aware of the changing trends and directions in his or her profession. (Kloosterman, 2004). It was also necessary to find out if the primary colleges of education offered CPD to literacy and language education lecturers. Data revealed that 51.2 percent stated that the colleges did not give any

support in form of CPD to literacy and language education lecturers with only 48.8 percent stated that the college offered CPD support. This means that some colleges were able to guide and support literacy and language education lecturers through CPDs while other colleges just left the new lecturers to figure out everything for themselves.

According to Lewin (2004) teacher educators at all levels, whether school or college based need to have Continuous Professional Development (CPD). He further said that this could ensure that they are aware of the recent developments. CPDs could also help new lecturers have perspectives that can run beyond their direct experiences and have a rich range of material to draw on to support and stimulate trainee teachers. Kamangala (2010) added that all lecturers earmarked for taking up the pre-service teacher training appointment at colleges should undergo some form of training in order to acquaint them with the new role. Banja (2016) in his study stated that to overcome many of the challenges and stress faced by newly appointed teacher educators, orientation and induction, as well as Continuous Professional Development were cardinal. It is therefore imperative for colleges of education to continuously hold CPD in departments or college level to update, share knowledge and experiences. This requires sensitisation which should go hand in hand with CPD/ induction policy in colleges of education. This will help to narrow the mismatch between their previous work and the new job. Through CPD and induction lecturers will acquire the skills needed to train teachers and in due course become experts themselves as coaches. Lecturers whose initial training was weak and had no induction, found challenges and may end up misleading the students who could in turn mislead the learners in schools.

In summary, findings revealed that although most of the literacy and language lecturers were professionally trained and held first and second degrees at the time of appointed as primary teacher trainers, they were not prepared to train primary school teachers. This was because they were not trained to train teachers. The other reason is that the initial training they had disadvantaged some of them when it came to primary teaching methods and they were not inducted or oriented in teacher training. The level of primary teacher training was totally different from their previous experiences and therefore there was need to induct or orient them in college lecturing. However, this

was not the case and it left most of the lecturers to figure out for themselves how to handle students at the college level.

6.3 To establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher

The second objective sought to establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher. From the research findings, a number of respondents revealed that the literacy and language teacher education programme did not respond to the pedagogical needs of a primary school teacher. The respondents said that there were lapses between the literacy and language college programme and the primary school curriculum in literacy. The methodology of teaching literacy in schools was constantly updated but colleges of education were not updated. Other lecturers interviewed said that a lot of topics in the literacy and language college curriculum centered on content rather than methodology. The students' content knowledge is enriched but they lacked pedagogical skills. This can be understood to mean that although teacher educators trained teachers in literacy teaching, the students lacked the practical aspect of it.

Statistically 60.5% of the respondents stated that the literacy and language teacher education programme did not respond to the pedagogical needs of a primary school teacher while 39.5% said that it responded to the pedagogical needs of the primary school teacher. This finding is in line with Adeosun, Oni and Oladipo (2009) results in Nigeria which showed that the Primary Education Studies (PES) curriculum used in teacher training colleges had adequate content but without appropriate and adequate methodology. Commending on similar results, Muliyunda (2009) argued that a teacher who has not received adequate orientation in methodology would face a lot of difficulties in delivering lessons to learners. This means that a teacher who has content should also have the pedagogical skills on how to deliver the content. Similarly, a lecturer should have both content and pedagogical skills when training the students in literacy.

Another cardinal point brought out by the literacy and language lecturers was lack of collaboration between policy makers and colleges of education during curriculum development and review. College administrators revealed that there was a gap

between what students were taught and what went on in the real classroom situation in primary schools. This led to a mismatch between what students were taught in colleges and what they found in schools. Literacy and language education lecturers also stated that primary colleges of education were not involved in policy formulation pertaining to literacy teaching. Some lecturers said that they didn't teach literacy to students because they didn't know how to teach it. It was also noted that the teacher education programme did not emphasise much on teaching in Zambian languages even when students were expected to teach lower grades in primary schools using Zambian languages. Chishimba (2001) advised that whatever student teachers study and practice should be similar to what they will be expected to do in their subsequent teaching. Thus colleges should be updated on any literacy developments as schools are updated with new methodologies on the curriculum. Mulenga (2015) revealed that most of the lecturers teaching on the English language teacher education programme were not aware of the knowledge and skills that was taught in English language in secondary school. This finding made the researcher to conclude that the theoretical teaching of the courses on the English language teacher education programme seemed to have been as a result of having lecturers who were ignorant about what is taught in secondary school. Thus such lecturers could not teach the course content in the light of what is to be taught in secondary school by student teachers upon graduation. The lack of connection between the teacher education curriculum at UNZA and the school curriculum in Zambia was not the only challenge that this study has found in terms of the link between teacher education programmes and the needs of their industry, the schools.

Therefore, an attribute to a quality teacher education programme is strong professional preparation in the subject area. Teachers cannot teach what they do not know (National Council for Teacher Quality, 2007). This means that for students to be adequately prepared, there is need for lecturers to be knowledgeable in particular subject areas and policies. This would help them to effectively train teachers. Schwillie, Dembe'le and Schubert (2007) argued that the impact of lecturers in teacher training colleges goes beyond the knowledge that they provide to would be teachers. The belief is that that teachers often teach in the same manner in which they were taught. Therefore, if the literacy and language college curriculum differs with the school literacy curriculum, there is a possibility that newly trained teachers may not

teach competently and effectively. Lecturers are usually left out in the whole process which leaves them with no choice but to completely ignore everything to the powers that control the system. In the end, the students suffer because of unequal distribution of power. Those that are left out in the curriculum development and implementation process may also develop negative attitude towards the whole process.

According to the findings from the interviews, the non-responsiveness of the literacy and language teacher education programme to the pedagogical needs of a primary school teacher compromises the effective delivery of education by most newly qualified teachers. The literacy and language lecturers revealed that there are so many adjustments which had been made to the primary school literacy curriculum without making similar adjustment to the literacy and language college curriculum. The lecturers said that they prepared students in literacy following what they had but when students went for school experience or were deployed they found new things forcing some schools denying them the chance of practicing how to teach literacy. Similar findings were reported in South Africa by Kildan and Duran (2013) who also found out that there was no link between university teacher education curriculum and the school curriculum. Similarly, Manchishi and Masaiti (2011) found out that there was a gap between what the UNZA programme was offering and what was obtaining in the high schools and that UNZA trainee teachers were weak in the delivery of subject matter (methodology). This reflects that problems of mismatch between curriculum and industrial are both at primary and secondary school level. This also resonates well with the findings of Luangala and Mulenga (2015) who argued that student teachers at the University of Zambia were not being fully prepared for their future job of teaching English language because they had not acquired relevant knowledge and skills for their programme. The teacher education curriculum that UNZA followed did not expose students to the skills and knowledge found in the secondary school syllabus that they had to teach upon graduation.

Due to the disjuncture between policy makers and teacher trainers, findings further showed that lecturers were not conversant with literacy education currently happening in schools. This means that majority of the literacy and language education lecturers were not knowledgeable of the literacy curriculum in primary schools. This in itself was dangerous because being teacher educators, they were supposed to be abreast

with any new developments concerning the primary curriculum, since they train teachers who are the implementers of the school curriculum at primary school level. They should therefore train teachers in line with what is obtaining on the ground. Statistically, 87.3 percent of the literacy and language education lecturers stated that they did not have adequate knowledge about the current literacy curriculum in primary schools. Only 16.3 percent said that they had some knowledge about the primary school curriculum. This simply means that most of the lecturers had no knowledge of literacy teaching. However, it can be started that lecturers failed to link primary school curriculum to secondary school curriculum because the curriculum developers failed to involve them in the programme. The Critical Discourse theory looks at how power is shared among people in society. In this case power is not equally distributed in terms of curriculum developing and implementers. Teachers are involved in the curriculum implementation but teacher trainers are left out. This creates a gap as the trainers end up training student teachers in methods and content which primary schools no longer use.

In India, Pandey (2009) also found out that a major problem facing teacher education programmes was the unrelatedness of what was taught at the colleges of education and class realities of schools. In the context of this study, the mismatch can be attributed to constant changes in the primary school curriculum without updating colleges of education. Kalimaposo (2010) also observed that sudden changes in the curriculum dampened the professional morale of lecturers in colleges of education as college lecturers did not have enough time to familiarize themselves with the ever changing curriculum in teacher education. Thus, curriculum formulation and change should involve both teachers and teacher educators because they are the interpreters and implementers of the same policies. Moshe (2012) advised that lecturers should be oriented with regard to the new curriculum. They have to attend workshops and small group meetings. These will elicit the implementation of the new curriculum and convince them to be more positive. When lecturers are oriented in any programme pertaining teacher education, they would implement it with commitment and understanding. This would help programmes to run with much success. This seems to suggest that, once a new or revised programme is put in place, the people who are directly involved that is, teachers and teacher trainers need to be oriented. In as much as there are powers that run the system, the teacher educators seem to have limited

power. Van Dijk (1998) also believed that power and dominance are usually organized and institutionalized. But for the curriculum to be accepted by all stakeholders there should be fair distribution of power with roles clearly spelt out. Some lecturers interviewed admitted that standards of training have seriously been compromised. Input from different stakeholders is important if a programme is to succeed. But if some groups are not involved in the formulation of the curriculum, then implementation may not succeed as other groups may be left out.

In conclusion, the findings revealed that the literacy and language education teacher education programme does not respond to the pedagogical needs of a primary school teacher. This was because there is no collaboration between policy makers and colleges of education during curriculum development and review. Therefore, adjustments made to the primary school literacy programme are not made to the literacy and language college programme. This leads to a mismatch between literacy and language college programmes and the primary school literacy programme. In this case the primary colleges of education are not involved meanwhile teachers in primary schools are involved and trained in the implementation process. When colleges are left out, it means students lose out as well but once deployed learners in schools may be affected. Some lecturers do not teach literacy because they do not know how it is taught.

6.4. To establish challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education.

The third objective sought to identify challenges which literacy and language lecturers faced in preparing trainee teachers in literacy and language education. Lecturers of literacy and language education faced a lot of challenges when preparing student teachers in Literacy and Language Education. The challenges they faced hindered them from effectively imparting the necessary skills and knowledge in the student teachers. College administrators interviewed stated that colleges experienced challenges especially with the continuous revision of the curriculum because they were usually left out when it came to orientation or training of teachers. This made it difficult for literacy and language lecturers to prepare teachers in line with how literacy is taught in schools. Lecturers also had similar responses in connection to policy issues and stated that it was the duty of the PEO's office to update colleges of

education on any latest development in both the primary and college curriculum. This was never the case as schools were updated by the DEBS office while colleges of education were left out. This is what Kalimaposo (2010) meant when he said that colleges of education and lecturers were not consulted in the curriculum innovation process and some lecturers indicated that they were only involved in the curriculum innovation process in the final stages to rubber stamp the programme. According to Van Dijk (1998), some members of dominant groups and organizations have a special role in planning, decision making and control over the relations and processes of the enactment of power. This means that colleges of education had no control over the way the curriculum was implemented. This became a challenge to colleges because there was a mismatch between how students were trained and what they found in schools concerning literacy. The lecturers therefore, had challenges with training students in line with what was offered in primary schools making them unprepared to train teachers in literacy and language education.

The literacy and language education lecturers also added that most schools did not allow the students to teach literacy during school experience for fear of misleading the learners and other lecturers admitted that they don't train students on how to teach literacy because they did not know how it was done. This is similar to what Sinkinson (1997) indicated that the new lecturers faced some challenges as they received little or no support on guidance on lecturing, research, time management, and there was no formalized structures of induction. However, other lecturers revealed that they requested from schools to exempt students from teaching literacy because colleges did not prepare them to teach literacy. They fear to mislead the students who may also mislead the learners in schools. This means that student teachers are not knowledgeable on literacy issues and therefore concentrate on the language aspect. This is in line with what Nambao (2012) and Chella (2015) observed that trainee teachers were not adequately prepared due to lack of knowledge by the teacher trainers. It can be argued that literacy and language education lecturers were not competent enough to train teachers in literacy because of lack of training themselves and they were not conversant with literacy teaching. This contradicts with Ericsson (1993) who emphasized on the need for people, in this case lecturers, to have mastery of the available knowledge and skills that they need as they train students.

Another point worth noting is that because of the quality of teachers of literacy who graduate from these colleges, primary school teachers and administrators have developed negative attitudes towards the literacy teachers on teaching practice. This is unfortunate because student teachers go on placement to learn. Thus, if they are not allowed to practice, then they do not get the opportunity to learn. Therefore, there is need to change the attitudes of serving teachers towards student teachers because as Mwanza (2017) puts it, teachers attitudes are key to the success or failure of policy/syllabus implementation. There is need for sensitization among stakeholders.

Another challenge brought out by lecturers was shortage of teaching and learning materials. Some literacy and language education lecturers stated that colleges did not procure the necessary literacy and language education materials like books for students and lecturers. The available books were outdated and other materials necessary to effectively carry out teaching and learning. This was worsened by irregular internet where one respondent mentioned that the library was not well stocked and the internet services were bad leaving the lecturers and students without source for materials. Similar findings were reported by Phiri (2015) who found out that Colleges of Education did not have enough textbooks and other training and learning resources necessary for the moulding of teachers. The libraries in Colleges of Education were ill equipped. This contradicted with what Ivowi (2004) noted that to ensure that the curriculum is effectively implemented, tools and materials must be provided sufficiently. Exposing students to literacy and language teaching and learning materials can also help them familiarize themselves with some of the materials they are expected to find in schools while on school experience or when deployed. Manchishi and Mwanza (2016) found out that the problem of teaching materials books and syllabuses posed a huge challenge and affected how well the students practiced teaching. This means that lack of exposing students to necessary materials used in schools would make students fail to use them effectively because of lack of exposure. According to Mogeni (2005) teaching materials should be used constantly by lecturers so as to improve learning and teaching.

Inadequate literacy and language education staff was also another challenge faced in colleges of education. Almost all the lecturers mentioned that staffing in the literacy and language department did not correspond with the number of programmes and

classes. They said that some lecturers in the section were transferred but not replaced. This had led to work overload and incompetence because lecturers usually become tired as they handled classes each and every period. They added that sometimes some classes suffered because all members of the section may have classes at the same time leaving some students unattended to. Other lecturers stated that they hired teachers with degrees from secondary schools to help them lecture. The concern about imparting of skills and knowledge was not considered but syllabus coverage was the concern. Manchishi and Mwanza (2016) observed that lack of adequate teaching staff at the University could not cope with the over enrolment which meant that the few lecturers handled the students resulting in less practical time allocated to each student to prepare for teaching practice. This meant that quality was compromised. Mutembwa, Takavarasha and Kahari (2014) had a similar observation were the teaching of oral language skills did not succeed in Zimbabwean universities because of shortage of qualified staff. This led to the course being taught by lecturers who had an overload of courses and those who were not qualified teach language skills. This means that issues of quality were compromised because even unqualified staff sometimes handled the course.

The caliber of some students was also another issue which was brought out by most of the lecturers. They stated that most of the students work was below the standard of a college student. Literacy and language lecturers said that they spent most of the time correcting work presented by students in terms of spellings and grammar. It can therefore be argued that in as much as the lecturers would want to produce effective teachers, they were being hindered by the caliber of students. The findings can be linked to the findings of Phiri (2015) who reported that colleges received their candidates for training from secondary schools within the country. The candidates were required to have five credits or better including English and Mathematics. However, despite the good results of some admitted students, their performance was generally poor. This gave lecturers a lot of work instead of focusing on the syllabus. The lecturers in some colleges also mentioned that high enrolment levels were also a challenge. This was regarded as a challenge because time to accommodate everyone on hands on activities was not enough. One lecturer gave an example that during peer teaching students were usually put in groups to prepare and teach one lesson. This is similar to what was revealed by Mabale (2012) who wrote that lecturers faced a

challenge of unprepared students who came from different communities with different qualifications. Mwanza (2016) and Makina (2017) studied pupils at secondary school and revealed that they had challenges with English profanely thereby hindering the effective delivery of the lesson.

In summary, the findings revealed that literacy and language education lecturers in primary colleges of education had challenges which ranged from lack of linkage between literacy and language college curriculum and primary school literacy curriculum, lack of literacy and language education teaching and learning materials, understaffing and the caliber of students. Villegas-Reimers (1998) presented a list of problems that exist in teacher preparation in Latin America. Among these problems she includes: the less than-ideal characteristics of most candidates who enter the profession; curricula of poor quality; too much emphasis on theory and little or none on practice; programmes that are too short; a weak relationship between programmes and school practices; the poor preparation of teacher educators; and lack of attractive characteristics of the teaching profession (such as low status and low salaries), which in turn affects who enters the profession, who stays and for how long.

6.5. Summary of chapter 6

The chapter discussed the findings in line with the research objectives meant to establish whether literacy and language lecturers are prepared to train teachers, establish whether the literacy and language teacher education programme responds to the pedagogical needs of the teacher and the challenges literacy and language education lecturers face when training teachers in literacy and language education. Data collected revealed that most literacy and language education lecturers had first and second degrees which were the right level of qualification but they were not prepared specifically for the task of preparing primary school teachers. This was due to lack of the right qualifications necessary to train teachers, failure to interpret the college curriculum, lack of pedagogical skills meant for the college level and lack of induction in the college and departmental affairs. Most of the lecturers said that the literacy and language teacher education programme did not respond to the pedagogical needs of primary school teachers. This was because there was a mismatch between primary school literacy curriculum and the literacy and language college curriculum. Lecturers were not conversant with the curriculum in primary

schools and therefore were not training students in literacy. They were not oriented by the ministry on any literacy development. Teaching in the lower section of primary schools in Zambian language but there is no emphasis on Zambian languages in the college curriculum. Challenges faced by college lecturers were also discussed. These included continuous revision of the primary literacy school syllabus, lack of pedagogical skills on literacy teaching, lack of literacy and language teaching and learning materials, inadequate staffing in the literacy and language department, caliber of students and high enrolment levels. Literature was also used to support the findings and the theory was applied as well. All these factors affected the quality of teaching and teacher training in colleges of education.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1. Overview

In this chapter, the researcher presents the summary of the main research findings which answered the research questions and finally recommendations are given. The study sought to establish whether literacy and language education lecturers were prepared to train teachers in literacy and language education in primary teacher training colleges of Zambia. The researcher has also endeavoured to conclude in relation to the research topic with the guidance of the following research questions; How prepared are literacy and language college lecturers to train teachers in literacy and language education, does the literacy and language teacher education programme adequately respond to the pedagogical needs of a teacher and what challenges do literacy and language lecturers face when preparing trainee teachers in literacy and language education and thereafter the recommendations and suggestions for further research have been presented.

7.2. Conclusion

The study brought out a number of issues concerning the preparedness of literacy and language college lecturers to train teachers in literacy and language education in relation to the research objectives. The research was guided by the following objectives: to establish the preparedness of literacy and language college lecturers to prepare teacher trainees in literacy and language education, establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher and identify challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education. The following are the conclusions:

7.2.1. Establish the preparedness of literacy and language lecturers to train teachers in literacy and language education.

Teacher educators are trainers of teachers and it is important to make sure that they are not only academically and professionally trained but also prepared to train teachers. The findings show that most of the literacy and language education lecturers

were not prepared when they were appointed to train teachers because of a number of factors. The transition from primary or secondary teaching creates a knowledge gap thereby leading to lecturers lacking the knowledge base for teacher training. There was no training for one to become a lecturer hence the need for induction, orientation and mentoring in colleges of education which according to the findings does not take place. The literacy and language education lecturers also have little or no knowledge in the current primary schools literacy curriculum thereby creating a gap between how they train students and what students are expected to teach in primary schools. Thus, although they hold first and second degrees, they lacked the appropriate preparation for the task of training primary school teachers of literacy.

7.2.2 To establish whether the literacy and language teacher education programme adequately responds to the pedagogical needs of a teacher

From the findings, many lecturers stated that the literacy and language teacher education programme did not respond to the pedagogical needs of a primary school teacher. This was attributed to constant change to the literacy curriculum without involving colleges thus creating a gap between the literacy and language teacher education programme and the literacy curriculum in primary schools. The literacy and language teacher education programme is more content oriented thereby lessening preparation of students in pedagogical skills. They also attributed the inadequacy to the failure by the ministry of education to involve literacy and language lecturers who train teachers in the curriculum revision process and availing information with regards to the updates on the primary school literacy curriculum. Thus, there was a mismatch between literacy and language teacher education curriculum and primary school literacy syllabus.

7.2.3 To identify challenges which literacy and language lecturers face in preparing trainee teachers in literacy and language education.

The unpreparedness of literacy and language lecturers to train student teachers in literacy and language education were due to a number of challenges. The findings revealed the following as challenges; continuous changes made to the primary literacy curriculum which leaves lecturers training students in outdated methodologies, lack of literacy teaching and learning materials including non-stocking of the library with new and latest books. Other challenges include inadequate staffing in the literacy and

language education department and high enrolment levels. The caliber of students who come with good grades but fail to perform according to expectations is also another challenge faced by literacy and language education lecturers.

7.3. Recommendations

Based on the findings and the conclusion, the following recommendations were made:

- a. Lecturers with relevant qualifications, i.e. diploma or degree in language, should be recruited.
- b. Colleges should induct and orient Literacy and language lecturers in the operations of the college when they are appointed as lecturers.
- c. Colleges of education should strengthen their relationships with schools to ensure that they are constantly updated in terms of curriculum literacy development in primary schools.
- d. The Ministry of Education should involve colleges in literacy curriculum formulation and implementation processes so that they are able to train teachers effectively.
- e. The Ministry of Education should update colleges on any changes made to the primary literacy curriculum so that what students learn corresponds with what is expected of them in primary schools once deployed.

7.3. Recommendations for Future Research

Research should be undertaken to;

- Explore the challenges newly deployed teachers face when teaching literacy in primary schools.

REFERENCES

- Achola, P.P.W. and Bless, C.W. (1988). *Fundamentals in social science methods: An African perspective*. Lusaka: Government printers.
- Adeosun, O., Oni, A., and Oladipo, A. (2009). Teacher training quality and effectiveness in the context of basic education: An examination of Primary Education Studies (PES) programme in the two colleges of education in Nigeria: *Journal of international cooperation in Education*, Vol.12 No.1 (2009) pp. 107-125
- Akyeampong, K. (2003). *Teacher Training in Ghana – Does it Count?* DFID Researching the Issues 49b. London: DFID.
- Amuseghan, A.S. (2000). *Nigeria Teachers: Challenges of Quality and Implications for Education*. AFTRA Conference presentation paper.
- Banda, F and Mwanza, D. S. (2017). Language-in-education policy and linguistic diversity in Zambia: An alternative explanation to low reading levels among primary school pupils. In Banja, Madalitso Khulupirika (ed.). *Selected readings in education*, 109-132. Lusaka: University of Zambia Press.
- Best, J.W. and Khan, J.V. (2006). *Research in Education (10th ed)*. Chicago: Pearson.
- Borg, W.R. (1963). *Educational research: An introduction*. London: Longman.
- Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101
- Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press.
- Bunyi, G.W., Wangia, J., Magoma, C.M. and Limboro, C.M. (2013). *Teacher preparation and continuing professional development in Kenya*. Nairobi: Kenyatta University.
- Burns, N. and Grove, S.K. (2003). *Understanding nursing research (3rd Ed)*. Philadelphia: Saunders Company.
- Caena, F. (2012). *Perspectives on Teacher Educator Policies in European Countries: an overview*. Working Document prepared for the peer learning conference

- 'Education²: Policy Support for Teacher Educators'. Brussels: European Commission.
- Changwe, R. (2017). *Effectiveness of the mathematics teacher education curriculum at the University of Zambia in preparing secondary school teachers of mathematics*. Masters dissertation.
- Chella, J. (2015). *Preparedness of Trainee Teachers in Initial Literacy while on School Experience in selected Primary schools in Kitwe District, Zambia*. Masters dissertation. Lusaka: UNZA.
- Chishimba, C.P. (2001). *Content-Based Teacher Education Approach versus Competence- Based Teacher Education Approach*. Prospects. Quarterly review of comparative education, XXXI (2), 229-238.
- Cochran-Smith, M. and Zeichner, K. (Eds.) (2005). *Studying teacher education: The report of the AERA Panel on Research and Teacher Education*. Washington: American Educational Research Association.
- Cohen, L., Manion, L., and Morrison, K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.
- Cohen, A. (2007). *Research Methods in Education*. London: Routledge
- Coskun, A. and Daloglu, A. (2010). Evaluating an English language teacher education programme through peacocks model. *Australian journal of Teacher Education*, v35 n6 p24-42 Oct 2010.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd Edition). London: Sage Publications.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. California: Sage Publications.
- Creswell, J. W. (2012). *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (4th Ed.). New York: Pearson
- Creswell, J. W. (2013). "Steps in Conducting a Scholarly Mixed Methods Study". DBER Speaker Series Pages 48. <http://digitalcommons.unl.edu/dberspeakers/48>.
- Creswell, J. W. (2015). *A Concise Introduction to Mixed Methods Research*. London: Sage Publishers.
- Creswell, J. and Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

- Cruickshank, D., and Metcalf, K. (1990) Training within teacher preparation. In Houston, R. (Ed) *Handbook of research on teacher education*. New York: Macmillan.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. , 8.
- Darling-Hammond, L. (2000). How Teacher Education Matters. *Journal of Teacher Education*. 51 (3), 166-173.
- Davis, S., and Davis, B. (1998). *Effective training strategies*. San Francisco: Barrett-Koehler publishers.
- Ericsson, Krampe and Tesch-Romer (1993). *The role of deliberate practice in the acquisition of expert performers*. *Psychological review*, 100, 363-406
- Ericsson, K. A., Prietula, M. J., and Cokely, E. T. (2007). The making of an expert. *Harvard Business Review*, 85(11), 147-147.
- European Commission. (2012b). *Supporting the Teaching Professions for Better Learning Outcomes*. Strasbourg, 20.11.2012. SWD (2012) 374 final.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language* . New York: Longman.
- Fairclough, N. (2000) 'Discourse, social theory and social research: the case of welfare reform', *Journal of Sociolinguistics*, 4 (2).
- Frazalur, R. Nabi, B.X., Yasmin, A., and Ajmal, J. (2011). *Relationship between training of teachers and effectiveness teaching*. Center for Promoting Ideas, USA. (2)4.
- Fullan, M.G. (1993). *The Complexity of the change process in Change probing the depth of Educational reform* pp.19-41. Falme Press
- Galabawa, J.C.J. (2003). *The status and related aspects of lead primary teachers training colleges in Kenya*. Report submitted to UNESCO.
- Isyaku, D. (2002). Teacher education in the 21st Century. In C.M. Anikweze, M.O. Ojo, and A.A Maiyanga (Eds) . *Teacher education in Nigeria*. Abuja: National Commission for colleges of education (NCCE).
- Ivowi, U.M.O. (2004). Curriculum implementation for school administration; Noah, A.O.K, shonibare, D.O. Ojo A.A and Olajuwon, T. (Eds) *curriculum implementation and professionalizing teaching in Nigeria*, Lagos: central educational service.

- Kalimaposo, K. K. (2010). *The Impact of Curriculum Innovations on Pre-service Primary Teacher Education in Zambia*. Unpublished PhD. Thesis. The University of Zambia.
- Kamangala, B. (2010). *An Investigation into Teacher Preparedness to Teach Initial Literacy in Zambian Indigenous Languages under the New Breakthrough to literacy Programme*. Masters Dissertation. Lusaka: University of Zambia.
- Kajander, A. (2010). Elementary Mathematics Teacher Preparation in an Era of Reform: The Development and Assessment of Mathematics for Teaching. *Canadian Journal of Education*, 33, (1), 228-255.
- Kagutunyi, N. M., (1990). *A study of problems encountered by tutors of Kiswahili with regards to preparation and Training of Kiswahili Teachers Trainees in selected PTTC*. Nairobi: Kenyatta University
- Kasonde, S. (2013). *Writing a research proposal in education research*. Lusaka: UNZA press.
- Kerlinger, F. N. (1986). *Foundations of behavioral research (3rd ed.)*. San Diego, CA: Harcourt Brace.
- Kolawole, C.O.O. (2013). “*Imperatives of Quality and Quantity in Teacher Preparation for the 21st Century Educational Institutions in Nigeria.*” A Paper Presented at the Maiden Faculty of Education Public Lecture, Adekunle Ajasin University, Akungba- Akoko, 8th May.
- Kombe, C. (2017). *Teachers’ preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district*. Masters dissertation.
- Kombo, D. K. and Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publication Africa.
- Kombo, D. K. and Tromp, D. L. A. (2011). *Proposal and Thesis Writing*. Nairobi: Pauline Publication Africa.
- Kashoki, M. (1978). Between Language Communication in Zambia. In Kashoki M., and Ohannessian, SE, *Eds. Language in Zambia*. London: International African Institute: 123-143.
- Kiss, J. (2014). *Journal of staff development*, v35, n6, p24-28, Dec 2014.
- Kloosterman, V. (2014). *Importance of Continuous Professional Development*. London: Macmillan

- Kombe, C. (2017). *Teachers' preparedness to implement the 2014 revised literacy policy in selected primary schools in Kitwe district*. Unpublished masters dissertation.
- Kothari, C.R. (2004) *Research Methodology. Methods and Techniques* (Second Revised Edition). New Delhi: New Age International (P) Ltd, Publishers
- Kruss, G. (2009). *Opportunities and Challenges for teacher education curriculum in South Africa. Teacher education in South Africa series*. Cape Town: HSRC Press
- Kunje, D. and Lewin, J. (1999). *Supporting untrained Teachers in Malawi*. International Journal of Education Development, 19, 157- 166
- Kunje ,D. and Lewin K. M. (2000) *The Costs and Financing of Teacher Education in Malawi MUSTER Discussion Paper No 2*, Centre for International Education, University of Sussex.
- Kunje, D. (2002). *The Malawi Integrated In-service Teacher Education Programme: an experiment with mixed mode training in Researching Teacher Education: The Multi- Site Teacher Education Project*. Special Issue of the International Journal of Educational Development 22 (3/4)
- Kunje, D., Lewin, K. M. and Stuart, J. S. (2003). *Primary Teacher Education in Malawi:Insight into Practice and Policy DFID Researching the Issues 49d*. DFID London.
- Lecompte, M.D. and Preissle, J. (1993). *Ethnography and qualitative design in educational research*. San Diego: Academic Press.
- Likando, M. (2013). *Primary Teachers' Training in Classroom Questioning Skills in Primary Teachers' Colleges of Education*. Lusaka: University of Zambia.
- Mabale, M.B. (2012). *Challenges faced by lecturers in the implementation of National Certificate Vocational Curriculum at Mopani South East FET College*.
- Major, T., and Tiro, L. (2012). Theory Vs. Practice: The Case of primary teacher education in Botswana. *International Journal of Scientific Research in Education*, 5(1), 63-70.
- Makina,Z.P. (2017). Teachers application of the communication language teaching approach in selected secondary schools of Mufulira district. Masters dissertation: Masters dissertation.
- Manchishi, P. C. (2013). *Reforming Zambian Pre-Service Teacher Education for Quality Learning*. Lusaka: The University of Zambia Press.

- Manchishi, P. C. and Mwanza, D. S. (2013). The University of Zambia School Teaching Experience: Is it effective? *Journal of Excellence in Higher Education*, 4 (2): 61 -77.
- Manchinshi, P.C. and Mwanza, D.S. (2016). *Teacher Preparation at the University of Zambia: Is Peer Teaching Still a Useful Strategy?* *International Journal of Humanities Social Science and Education* 3 (11) 88-100.
- Masaiti, G. and Manchishi, P. C. (2011). *The University of Zambia Pre-service Teacher Education Programme: Is it Responsive to Schools and Communities' Aspirations?* *European Journal of Educational Studies*, 3 (2), 311324.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Inc
- Miller, L. 2002. *Redefining Teachers, Resulting Schools: Connections, Commitments and Changes*. Dordrecht: Kluwet.
- Ministry of Education (1992) *Focus on Learning*. Lusaka: Ministry of Education.
- Ministry of Education.(1977). *Educational Reforms: Proposals and recommendations*. Lusaka: Government Printers.
- Ministry of Education. (1996). *Educating our Future*. Lusaka: Zambia Education Publishing House.
- Ministry of Education. (2013).*Curriculum Framework*. Lusaka: Curriculum Development Centre
- Morris, P. (2002). *Promoting curriculum reforms in the context of a political transition: an analysis of Hong Kongs' experiences*, *journal of Educational policy*, 17(1): 13-28.
- Mugenda, O. M and Mugenda, G. A. (1999). *Research Methods. Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mulama, S. (2006).*The sexuality education needs of teacher trainees in Kenya*. Downloaded on 05/08/2011 from <http://www.arsrc.org>.
- Mulenga, I. M. (2015). *English Language Teacher Education Curriculum Designing: Mixed Methods Analysis of the Programme at the University of Zambia*. PhD Thesis. The University of Zambia.
- Muliyunda, J.M. (2009). *Zambian Teachers' Perceptions and Expectations and Experiences of Teaching Initial Literacy in a Mother Tongue Language, using the New Breakthrough to Literacy Programme*. A Masters of Arts Dissertation. Dublin:University College of Dublin.

- Mutambwa, P., Takavarasha, K., and kahari, J. (2014). *The Quality of Education in Tertiary Institutes: A Case of Language Skills and Teaching in Zimbabwe's Teacher Education Colleges*. Harare: University of Zimbabwe.
- Mutemeri, J. (2013). *Teaching and learning of teacher education students in South African universities with a context of quality*. Cape Peninsula: University of Technology.
- Mwanza, D. S (2012). *The Language of Initial Literacy in a Cosmopolitan Environment: A Case of Nyanja in Lusaka District*. Unpublished Masters Dissertation, School of Education, University of Zambia.
- Mwanza. D. S. (2016). *A Critical Reflection on Eclecticism in the Teaching of English Grammar at Selected Zambian Secondary Schools*. Unpublished PhD Thesis, University of Western Cape, South Africa.
- Mwanza, D.S. (2017). Implications of Teachers' Attitudes Towards Unofficial Languages on English Language Teaching in Multilingual Zambia. *Journal of Language Studies*, 1 (1): 101-124.
- Mwanza, C. (2017). Teacher involvement in curriculum development in Zambia: A role analysis of selected secondary school teachers in lusaka district, Lusaka province, Zambia: Masters dissertation.
- National Council on Teacher Quality. (2007). *State teacher policy yearbook: Progress on teacher quality*, Ohio 2007. Washington, DC: National Council on Teacher Quality.
- Ndirangu W, C. (2013) *.Effectiveness in Teaching and Learning of Kiswahili in Primary Teacher Training Colleges in Central Kenya*. Masters dissertation. kenya: Kenyatta University
- Noel, F.M. and Ernesto, S.F. (2010). *A proposal to improve teachers in poor countries*. Paper presented at the meeting of the comparative and international Education society. March 1- 5 2010, Chicago.
- Nsiangengo, P and Diasala, A.J. *Teacher training colleges in the rural areas of Angola*. Published online: 21 January 2009_ UNESCO IBE 2009.
- Obanya, P. (2004). *The dilemma of education in Africa*. Ibadan: Heinemann Educational Books.

- Obanya, P. (2010). *Fundamentals of Teacher Education Development 1: Bringing Back the Teacher to the African School*. Addis Ababa: UNESCO International Institute for Capacity Building in Africa.
- Obioma, G. (2013). *The new Senior Secondary School Curriculum Structure at a Glance*. Abuja: NERDC Publishers.
- Orodho J.A. (2005) *Elements of Education and Social Science Research Methods*. Nairobi: Kanezja Publishers
- Oyenike, A. (2004). *Teacher Education Programmes and the Acquisition of 21st Century Skills: Issues and Challenges in Nigeria*. Lagos: University of Lagos.
- Pandey, S. (2009). Professionalization of teacher education in India: A critique of teacher education curriculum reform and its effectiveness. New Delhi: NCERT, 2009, ch.5pp.78-98.
- Parahoo, A.K. (1997). *Nursing Research: Principals, Processes and Issues*. London: Macmillan Press.
- Patton, M.Q. (1990). *Qualitative Research and Education Methods*. New bury park, CA: Sage
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. (3rd ed). Thousand Oaks, CA: Sage Publications.
- Perraton, H. (2015). *Teacher Education: The Role of Open and Distance Learning*. Vancouver: commonwealth of learning.
- Raina. K. (1999). *Indigenizing Teacher education in developing countries. The Indian context prospects*, vol. xxiv (1) pp5-25.
- Reimers, E.V. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: UNESCO.
- Ridge, E. (n.d). Communicative Language Teaching: Some Challenges for Teacher Trainers in South Africa. <http://perlinguam.jpurnals.ac.zm>
- Russels, A .2006. *Teacher induction programs: Trends and opportunities*. American Association of State Colleges and Universities, 3(10): 1-4.
- Sampa, K.F. (2003). *Zambia's Primary Reading Programme (PRP). Improving Access and Quality Education in Basic Schools*. Lusaka: Association for the Development of Education in Africa (ADEA).
- Stuart J.S. and Tatto, M.T. (2000). *Designs for Initial Teacher Preparation Programmes: an international view*. International Journal of Educational Research, 33 (5), 493-514.

- Schneider, R. M. and Plasman, K. (2011). *Science Teacher Learning Progressions: A Review of Science Teachers on Pedagogical Content Knowledge Development*. *Review of Educational Research* 81 (4), 530-565.
- Shulman, L. S. (1987). *Knowledge and Teaching: Foundations of the New Reform*. *Harvard Educational Review*, 57 (1), 1-22.
- Sinkinson, A. (1979). *Teachers into lecturers: an agenda for change, teacher development*, 1:1, 97-105, DOI: 10.1080/13664539 70020002
- Tambulukani, G. and Bus, A. G. (2012). *Linguistic diversity: A contributory factor to problems in reading in Zambian schools*. *Journal of Applied Linguistics*: 33/2: 141-160, Oxford University Press.
- Toili, W. W. (1987). “*The Role of the science instructional and Teacher Training Strategies in promotion of scientific literacy in Primary Schools in Kenya. Constraints and prospects*” K.I.E publication on international seminar on Primary Science Teachers Training.
- Uiseb, I.(2000). *Strength and weaknesses of Previous Century Influencing the Curriculum Reforms of the 21st Century*, volume 29 (1 & 2): 69-82. UNESCO, 2000. Dakar Framework of Action, Paris: UNESCO
- UNESCO. (2003). *Gender and Education for All: The Leap to Equality*. EFA Global Monitoring Report. Paris: UNESCO.
- UNESCO (2011). *Pre-service teacher training*. Paris: UNESCO
- Van Dijk, A. T. (1996). *Discourse, Power and Access*. In C.R. Caldas-Coulthard, and M.Coulthard (eds.). *Texts and Practices: Readings in Critical Discourse Analysis*. London: Routledge, pp. 84-106.
- Van Dijk, A. T. (2004). *From Text Grammar to Critical Discourse Analysis: A Brief Academic Autobiography Version 2*.
- Villegas-Reimers, E., Reimers, F. (1998) *The Preparation of Teachers in Latin America: Challenges and Trends*. Washington, DC: Latin America and the Caribbean Regional Office. The World Bank.
- Wang, S. 2007. *Research Process, Changes and Implementation of Mathematics Curriculum Standard in China*, Beijing: Capital Normal University
- White, C.J (2003). *Research Methods and Techniques*. Pretoria: Mustung.
- Wilson, N. and McLean, S. (1994) *Questionnaire Design: a Practical Introduction*. Newtown Abbey, Co. Antrim: University of Ulster Press.

- Wodak, R. (1989) 'Introduction', in R. Wodak (ed.), *Language, Power and Ideology*. Amsterdam: Benjamin, pp. i-ix
- Wodak, R (2001). The discourse-historical approach. In Wodak, R and Meyer, M. (Eds.), *Methods of critical discourse analysis* (pp.63-95). London: Sage.
- Wong, H. (2004). *Induction programs that keep new teachers teaching and improving* . NASSP Bulletin, 88(638), 41-58.
- World Bank report (1997). *Secondary education in India*. Washington DC, the world bank, 1997, ch.4. pp97 – 128.
- World Bank (2005). Africa Human Development Series “Recruiting, Retraining and Retaining Secondary School Teachers and Principals in Sub-Saharan Africa, working paper no. 99
- Yin, R.K. (1994). *Case study research: designing and methods* (2nd ed). Thousand Oaks, Ca: Sage
- Zeichner, K. M. and Liston, D. P. (1990). Theme: Restructuring Teacher Education. *Journal of Teacher Education*, 41(2), 3-20.
- Zeichner, K.M. and Liston, D.P. (2013). *Reflective Teaching: An introduction* 2nd edition. New York: Routledge
- Zientek, L. (2007). Preparing high quality teachers: Views from the classroom. *American Educational Research Journal*, vol.44, No. 4 (Dec., 2007), pp. 959-1001

APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR COLLEGE ADMINISTRATORS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

The aim of this interview is to gather information on lecturer preparedness in training student teachers in Literacy and Language Education, in Primary Colleges of Education. The information will purposely be used for this research only and will be treated with strict confidentiality.

1. How prepared are literacy and language education lecturers to train teachers of literacy and language?
2. How do you ascertain that literacy and language lecturers are prepared to train student teachers in literacy and language education?
3. Do you give any kind of capacity building support to literacy and language education lecturers?
4. What academic qualifications are needed for someone to be appointed as a lecturer of literacy and language?
5. Is there any kind of experience needed for one to become literacy and language lecturer?
6. What kind of orientation do you offer to newly appointed literacy and language lecturers?
7. Does the literacy and language teacher education programmes at this college adequately respond to the training needs of trainee teachers?
8. What challenges do you think literacy and language lecturers face when training teachers in literacy and language education?

APPENDIX B: INTERVIEW GUIDE FOR COLLEGE LECTURERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

The aim of this interview is to gather information on lecturer preparedness in training student teachers in Literacy and Language Education, in Primary Colleges of Education. The information will purposely be used for this research only and will be treated with strict confidentiality.

1. How prepared were you to train teachers in literacy and language education at the time you were appointed as a lecturer?
2. In your view, was initial training adequate for your job as a literacy and language lecturer?
3. Were you given any kind of training/orientation by the college when you were first appointed as a literacy and language lecturer?
4. Does the literacy and language teacher education programme offered at this college respond to the training needs of teachers adequately?
5. Is there any kind of capacity building support given to you by the college?
6. What challenges do you face when training teachers in literacy and language education?
7. Are you able to train teachers using the literacy programme currently being used in primary schools?

APPENDIX C: LECTURERS' QUESTIONNAIRE

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

I am a student at the University of Zambia studying for a Master of Education in Applied Linguistics. I am carrying out a research on lecturer preparedness in training student teachers in literacy and language education. You have been sampled to participate in this study because you are a college lecturer and therefore very relevant to the study. Please kindly respond as truthful as possible to the items in the instrument by a tick (✓) or give a brief explanation in the spaces provided. The information you will give will be treated with utmost confidence and will only be used for the sole purpose of this particular study.

1. Level of qualification
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Masters Degree
 - e. PhD
2. Qualification at the time of first appointment as a literacy and language college lecturer
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Masters Degree
 - e. PhD
3. Type of first Degree acquired
 - a. Bachelor of Education (primary)
 - b. Bachelor of Arts with Education
 - c. Other (specify).....
4. Subject specialisation at Degree level
 - a. English single major
 - b. LAL/Zambian Language single major
 - c. English and LAL
 - d. English and French
 - e. French and LAL
 - f. Language and Literacy
 - g. Other (specify).....
5. Teaching experience before appointment as literacy and language college lecturer
 - a. Primary school teaching
 - b. Secondary school teaching

- c. Both primary and secondary school teaching
 - d. Other (specify).....
6. I was adequately prepared to teach at college at the time of my appointment as a literacy and language college lecturer
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 7. I had enough teaching experience in order to teach at college at the time of my appointment?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 8. My initial training was relevant to the content that I teach in College now
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 9. I was adequately inducted into college teaching when I first reported for work at college
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 10. The literacy and language teacher education programme at our college adequately responds to the needs of primary school teachers
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 11. The college offers Continuous Professional Development Support to literacy and language education lecturers.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 12. I can train teachers using the literacy curriculum in primary schools.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

Thank you for participating.

APENDIX D: INTRODUCTORY LETTER.


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====

Date: 29 AUG 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ ~~PHD~~ STUDENTS

The bearer of this letter Mr./Ms. MUTOLWA GWEN.....Computer
number 2016145301..... is a duly registered student at the University of
Zambia, School of Education.

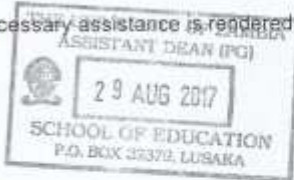
He/She is taking a Masters/~~PHD~~ programme in Education. The programme has a
fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully


Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS



APENDIX E: ETHICAL CLEARANCE LETTER



**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937
Fax: +260-211-290258/293937
Zambia
E-mail: dirgsa@unza.zm

P O Box 32379
Lusaka,

Approval of Study

18th September, 2017

Ref. No. 2017- September

The Principal Investigator

Dear, Madam

RE: "Lecturer Preparedness in Preparing Student Teachers in Literacy and Language Education in selected Primary Colleges in Zambia"

Reference is made to your request for waiver of ethical approval of the study. The University Of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study. In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

The University Of Zambia Humanities and Social Sciences Research-Ethics
Committee IRB