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## DECLARATION

I, **Chipili Andrew**, do hereby make solemn declaration that this dissertation is a representation of my own work and that it has not been submitted previously for a degree at this or any other university. All the other people's work I have consulted have been acknowledged.

Signature: .....

Date: .....

## **DEDICATION**

I dedicate this piece of work to my almighty God for his protection, guidance, wisdom and natural intellect rendered to me during my study and research period.

## CERTIFICATE OF APPROVAL

This dissertation by **Chipili Andrew** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia.

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## ABSTRACT

This study aimed at investigating teachers' and learners' on integration of multiple intelligences in instructional styles of teaching and learning. It was structured to explore if teachers engaged the aspect of multiple intelligences in their instructional teaching styles as a way of promoting creativity in the teachers particularly in relation to multiple intelligences..

A descriptive survey approach was used in conducting this study. Data was collected through semi-structured questionnaires to a sample of 40 teachers and 60 learners who were purposively sampled from the six selected primary schools in Luwingu District. The study mainly used quantitative methods of data collection. However qualitative methods of data collection were also employed to supplement the quantitative methods. Thematic analysis was used to analyse qualitative while quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) to generate statistical tables and figures.

The study revealed that, teachers did not fully engage the eight multiple intelligences in their instructional styles of teaching and learning in the classroom. The study further showed that as much as some of the teachers involved the approach of multiple intelligences in their instructional styles of teaching, it was found that the approach did not aim at addressing the individual learners' intelligences that were appropriate for their learning but that the approach was used unknowingly or misapplied.

The study recommended that: (a) the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) should (i) incorporate multiple intelligence into the existing curriculum to equip student teachers in colleges and universities with the skills and knowledge in order to enhance the quality of education (ii) take full responsibility of conducting in-service training on the integration of multiple intelligences in instructional teaching styles as a way to reinforce the application of the eight multiple intelligences so as to enhance effective teaching and learning in a classroom situation. (b) teachers should (i) engage eight multiple intelligences in their instructional styles of teaching across all the subjects in the curriculum to cultivate the

learners' interest in all subjects (ii) explore and establish the individual learning styles to enhance the learners' active participation in the learning process.