

**LECTURERS' ATTITUDE TOWARDS TEAM TEACHING IN SOCIAL,
SPIRITUAL AND MORAL EDUCATION: A CASE OF KITWE COLLEGE OF
EDUCATION**

by

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DECLARATION

I the undersigned, hereby declare that this dissertation entitled '*Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education at Kitwe College of Education*' is a presentation of my original research work except where specifically acknowledged.

Signed.....

Date.....

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CERTIFICATE OF APPROVAL

The University of Zambia signed up examiners approves this dissertation by Mary Mbulo as a fulfilling part of the requirements for the award of degree of masters in Primary Education.

Examiners' Signatures

Signed Date

Signed Date

Signed Date

DEDICATION

This dissertation is dedicated to my husband, Friday Mutelo, my three children Choolwe, Luyando and Lushomo, for their support, encouragement and patience exhibited throughout the period of my study. I also dedicate this piece of work to the icon of my life, my late mother, Esmart Beene Mbulo for making me who I am today.

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Finally, I would like to register my recognition and appreciation to the participants in the research study: the Principal, SSME lecturers and non SSME lecturers at Kitwe College of Education for their willingness to participate in the study. It is through their accounts that the objectives of the study were partly met.

CONTENTS

| | PAGE |
|---|-------------|
| Declaration..... | ii |
| Copyright | iii |
| Certificate of Approval | iv |
| Dedication | v |
| Acknowledgements..... | vi |
| List of Figures | ix |
| Acronyms and Abbreviations | x |
| Abstract..... | xi |
| CHAPTER ONE: Introduction to the study..... | 1 |
| 1.0 Introduction | 1 |
| 1.1 Background | 1 |
| 1.2 Statement of the Problem | 2 |
| 1.3 Purpose of the study | 2 |
| 1.4 Specific Objectives..... | 2 |
| 1.5 Research Questions | 3 |
| 1.6 Significance of the study | 3 |
| 1.7 Limitations | 3 |
| 1.8 Delimitation..... | 3 |
| 1.9 Definition of Terms | 4 |
| CHAPTER TWO: Literature Review | 5 |
| 2.0 Introduction | 5 |
| 2.1 Theoretical Framework | 5 |
| 2.2 Integrated Curricula in Primary Education | 7 |
| 2.3 Team Teaching..... | 8 |
| 2.3.1 Approaches to Team Teaching..... | 9 |
| 2.3.2 Value of Team Teaching | 12 |
| 2.3.3 Integrated Curricula in Zambia..... | 14 |
| CHAPTER THREE: Methodology..... | 17 |
| 3.0 Introduction | 17 |
| 3.1 Research Design..... | 17 |

| | |
|--|----|
| 3.2 Validity and Reliability | 18 |
| 3.3 Research Site | 19 |
| 3.4 Population..... | 20 |
| 3.5 Target Population and Sample Size | 21 |
| 3.6 Sampling Procedure | 21 |
| 3.7 Data Collection Methods and Instruments | 21 |
| 3.8 Data Collection Procedure | 22 |
| 3.9 Data Analysis | 24 |
| 3.10 Ethical Issues..... | 25 |
| CHAPTER FOUR: Presentation of Findings | 27 |
| 4.0 Introduction | 27 |
| 4.1 What are the Lecturers' Views on the Integrated Curriculum? | 27 |
| 4.2 What are the Lecturer's Attitudes towards Team Teaching in SSME? | 30 |
| 4.3 What is the Nature of Team Teaching across the Curriculum? | 36 |
| CHAPTER FIVE: Discussion of Findings | 41 |
| 5.0 Introduction | 41 |
| 5.1 Lecturers' Views on the Integrated Curriculum..... | 41 |
| 5.2 Lecturers' Attitude towards Team Teaching in SSME | 44 |
| 5.3 The Nature of Team Teaching across the Curriculum | 46 |
| CHAPTER SIX: Conclusion and Recommendations | 49 |
| 6.0 Introduction | 49 |
| 6.1 Conclusion..... | 49 |
| 6.2 Recommendations | 50 |
| 6.3 Areas for further research..... | 50 |
| REFERENCES | 51 |
| APPENDICES | 56 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: The Inductive Logic of Research in a Qualitative Study..... | 6 |
| Figure 2: Constant Comparisons in a Qualitative Research..... | 17 |
| Figure 3: Site..... | 18 |
| Figure 4: Data Analysis in Qualitative Research..... | 23 |

ACRONYMS AND ABBREVIATIONS

HoS- Head of Section

MoE- Ministry of Education

MESVTEE- Ministry of Education, Science, Vocational Training and Early Education

PEO- Provincial Educational Officer

RE- Religious Education

SDS- Social and Development Studies

SSME- Social, Spiritual and Moral Education

ZATEC- Zambia Teacher Education Course

ZATERP- Zambia Teacher Education Reform Project

ZBEC- Zambia Basic Teacher's Course

ZPC- Zambia Primary Course

ZPD- Zone of Proximal Development

ABSTRACT

The purpose of the research study was to study the Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education (SSME) in the Primary Colleges of Education. The implementation of an integrated curriculum in Primary Colleges of Education led to a major shift from traditional solo teaching to Team Teaching. Inevitably, the change was met with mixed feelings among stakeholders, particularly the lecturers themselves, hence the study.

The study used the qualitative approach through the grounded theory design. The eleven (11) participants of the study were drawn from a single College of Education, Kitwe College of Education. Data was collected through face to face interviews for the principal and four SSME lecturers, and a focus group discussion was carried out with six non-SSME lecturers. Observations of the SSME lecturers were conducted. The data was analysed thematically. The process of constant comparison was employed throughout the analysis from initial open coding until literature was integrated at the stage of theoretical development.

The results of the study showed that lecturers had mixed views on the integrated curriculum in that they said they had no problem with the integrated curriculum and yet they also lamented that the same curriculum was challenging to the students. The nature of team teaching across the curriculum was collaborative because a variety of behaviours such as communication, information sharing, coordination, cooperation, problem solving and negotiation were displayed. Classroom team teaching has not firmly taken off across the study areas. The overall attitude towards team teaching was positive.

Based on the foregoing findings, the study recommends that Ministry of Education, Science, Vocational Training and Early Education should provide the necessary materials and infrastructure to facilitate the use of different forms of team teaching which is one of the teaching methodologies and teaching strategies of the 21st century. For further research: Establish in detail the factors that contribute to the use of serial arrangement in team teaching.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background, statement of the problem, purpose of the research, the study's objectives and questions, the significance of the study, limitations, delimitations and the definitions of terms.

1.1 Background

Education in Zambia, like in most African countries, has undergone changes intended to improve the quality of teaching and learning. Teacher Education in particular has had three different primary teachers' training programmes since 1966 (MoE, 2000a). After independence Zambia had the first primary teachers' training programme called the Zambia Primary Course (ZPC) which ran from 1966 to 1973. The programme was teacher-centred, content based and highly prescriptive in nature (ibid). Being teacher centred, ZPC used the traditional solo teaching approach.

The programme that came after ZPC was the Zambia Basic Education course (ZBEC). This programme ran from 1974 to 1977. After 1977, three colleges Kitwe, Mufulira and Solwezi stopped offering ZBEC while the rest of the primary teacher training colleges continued with ZBEC. The three colleges ran a pilot project called Zambia Teacher Education Reform project (ZATERP) from 1998 to 1999.

The approaches to teaching the programme combined both teacher centred and learner centred approaches, (MoE, 2000a). After the pilot programme, a third primary teacher training programme known as Zambia Teacher Education Course (ZATEC) was implemented. ZATEC was an integrated programme which called for team teaching of the study areas. The team teaching approach in Zambia was therefore introduced as part of the teacher education reforms of 1998.

ZATEC was introduced as a way of alleviating primary school teacher shortage across the country as well as to improve learning outcomes in the primary school sector. The study areas included: Education Studies which had Philosophy of Education, Sociology of Education and Special Education; Literacy and Languages Education, which combined English and Zambian Languages; Mathematics and Science Education, which had Mathematics, Science and Agricultural Science (Mathematics

and Science have since been split into two separate study areas); Social, Spiritual and Moral Education which had Social Studies and Religious Education; Technology Studies which had Home Economics and Industrial Arts; and Expressive Arts which had Music, Art and Physical Education, (MoE, 2001).

As indicated above, the implementation of an integrated curriculum in Primary Colleges of Education necessitated a major shift from traditional solo teaching to team teaching. “Team teaching is an approach in which two or more persons are assigned to teach the same students at the same time for instructional purposes” (Gurman, 1989: 275).

A change from one primary teacher training programme to another comes with a corresponding influence in the way teacher educators organise their knowledge and methodology. While the government and the Ministry of Education (MoE) justified the team teaching approach for the integrated curriculum (MoE, 1998), we do not have a clear position on whether lecturers are for it or not. Therefore, the problem this study addressed was the lecturers’ attitude towards team teaching.

1.2 Statement of the Problem

The implementation of an integrated curriculum in Primary Colleges of Education under ZATEC led to a major shift from traditional solo teaching to team teaching. Team planning, team teaching and integrated assessment characterised the implementation of the integrated curriculum within the study areas such as SSME (MoE, 1998). Inevitably, the change was met with mixed feelings among stakeholders, particularly the lecturers themselves. Therefore, we do not know the lecturers’ attitude towards team teaching Social, Spiritual and Moral Education (SSME) in Primary Colleges of Education.

1.3 Purpose of the study

The purpose of the research was to find out the lecturers’ attitude towards team teaching in SSME in the Primary Colleges of Education.

1.4 Specific Objectives

The specific objectives of this study were as follows:

1. To find out the lecturers’ views on the integrated curriculum.

2. To find out the lecturers' attitude towards the team teaching of Social, Spiritual and Moral Education.
3. To establish the nature of team teaching across the curriculum at Kitwe College of Primary Education.

1.5 Research Questions

1. What are the lecturers' views on the integrated curriculum?
2. What are the lecturers' attitudes towards team teaching Social, Spiritual and Moral Education?
3. What is the nature of team teaching across the curriculum at Kitwe College of Education?

1.6 Significance of the study

This study is significant because it may help lecturers improve their teaching approach in SSME, which might in turn lead to improvement in students' performance in the subject areas. It may also help the Education Standards Officers to ensure that teacher education standards are improved. For the researchers, particularly at the University of Zambia, the study will add to existing academic literature on team teaching. Furthermore, policy makers may use the findings of the study to come up with more appropriate policies for the betterment of the education system in the country.

1.7 Limitations

Since the scope of the study was restricted to lecturers at Kitwe College of Education, the findings of the study may not be generalised statistically to all the colleges of education. Also the uncooperative attitude by the administrators towards the researcher made data collection difficult. Neither the Principal nor the Vice Principal was ready to be interviewed and they instead asked a senior lecturer to stand in for the Principal. Therefore, the data collected might not be fully representative of the role and position of the desired respondent.

1.8 Delimitation

The study was only conducted at Kitwe College of Education.

1.9 Definition of Terms

The definition of terms is important in understanding any research study. Therefore, the terms below are defined operatively or according to the meaning assigned to them in this study.

Attitude: Feeling or opinion about something or someone, or way of behaving that follows from this (Hornby, 2000). In this study, the word refers to the views and opinions of lecturers in Colleges of Education (such as Kitwe) producing primary school teachers towards team teaching.

Integration: This simply means to combine parts so that they work together. With regard to the curriculum, the term refers to the teaching and learning whereby similar content, topics and themes from different subjects are planned as one and taught together. In other words, it is the grouping of related subjects to form a study area (Simuchimba, 2005). In this study, the term refers to the combination of individual subjects into study areas such as Social, Spiritual and Moral Education.

Memoing: This is the intermediate step between coding and writing the first draft of a manuscript (Charmaz, 2012). In this study the term refers to the explanation of the thematic analysis of the data that were collected.

In conclusion, this chapter discussed the background, statement of the problem, purpose of the research, the study's objectives and research questions, the significance of the study, limitations, delimitation and the definitions of key terms. The next chapter reviews related literature on the topic of study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on the topic of study. The review and discussion of literature will be done under the following headings: theoretical framework, integrated curriculum in primary education, definition of and approaches to Team Teaching and integrated curricula in Zambia.

2.1 Theoretical Framework

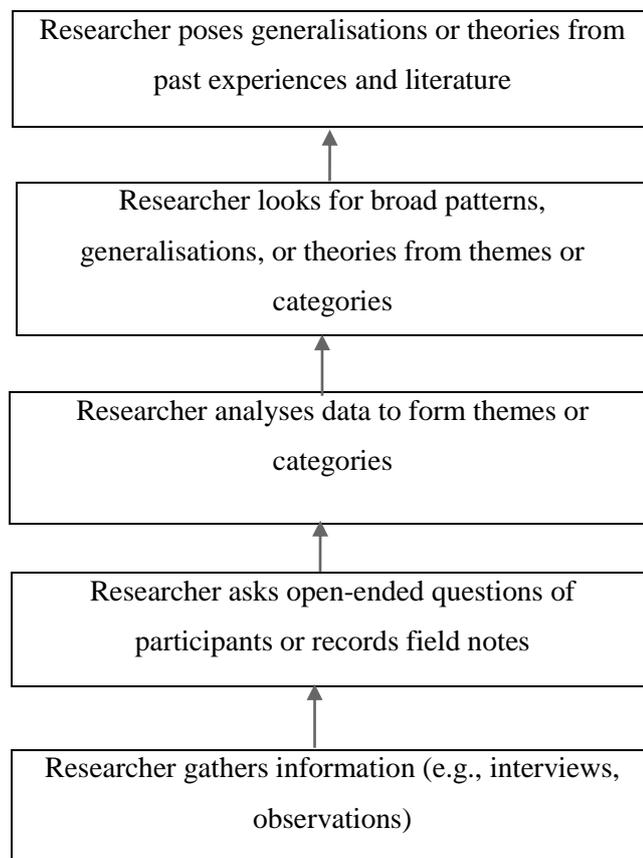
This study is based on the constructivist learning theory of Lev Vygotsky. A social constructivist view of education envisions teamwork as a new way of learning for students, and a new way of planning and teaching for teachers, (Fulton, 2003). Vygotsky (1978) provides the theoretical structure for considering teamwork as a social process in which meaning is constructed from discussion among group members. Vygotsky (ibid) forecast learning as a socially constructed experience involving more capable people guiding those less capable to understand ideas beyond their developmental level and describes this as the Zone of Proximal Development (ZPD). He believed that it is through social interaction and working together that we develop modern day society.

Even though the ZPD is generally discussed in relation to the development of children, the concept has been expanded to include associations among adults and is applicable to the team members in the SSME section as well as other sections they team up with. Vygotsky theorised that man learns through social engagements with others and that “knowledge construction is a social, cooperative venture” (Moran and John-Steiner, 2003). Building in on the Vygotskian framework, “all mental functions are first experienced socially, learned in interaction with others...” (ibid). An underlying assumption about teamwork is that meaning and knowledge are co-constructed. This view corresponds to a holistic social constructivist worldview in which relationship is the unit of analysis and environment is taken into account (Lincoln and Guba, 1985). “Constructivism assumes the relativism of multiple social realities, recognizes the mutual creation of knowledge by the viewer and the viewed, and aims toward interpretive understanding of subjects’ meanings” (Charmaz, 2000:510). A

constructivist approach recognizes that the categories, concepts and theoretical level of an analysis emerge from the researcher's interactions within the field and questions about the data.

Constructivism was adopted as the most suitable theory for this study because both constructivists and grounded theorists' "goal is to rely as much as possible on participants' views of the situation being studied" (Creswell, 2009:8). The researcher recognises the nature of both data collection and analysis. The grounded theorist's analysis tells a story about people, social processes, and a situation which does not simply give details of an objective viewer; instead it reflects the viewer as well as the viewed. Social constructivism works well with the design used for this study (grounded theory design); the theory becomes an end point through inductive processes of building from the data to broad themes to a generalised model or theory as illustrated in the figure below:

Figure 2.1 The Inductive Logic of Research in a Qualitative Study (Creswell, 2009).



2.2 Integrated Curricula in Primary Education

Avotri (1993) as cited by Chiyuka (2011) reported that Ghana shifted from the British subject-centred curriculum to an integrated curriculum and had it experimented in 1976. By 1987 the integrated curriculum was implemented national wide. The inquiry approach to teaching and learning, effective objectives, the development of vocational and creative skills and attainment of cognitive objectives were emphasised. The aim of the study was to find out how effective the new social studies curriculum and inquiry teaching and learning approach had been in developing positive attitudes to society and the environment in students educated in the integrated curriculum, as compared to those educated in the old curriculum. The results, however, showed that this was not the case as students in the old curriculum had a higher mean score than those in the new curriculum.

Avotri's research is similar to this study in the sense that it dealt with the implementation of an integrated curriculum. However, Avotri's work shows a major difference on the teaching approach from the study at hand. The studied Ghanaian integrated curriculum emphasised on the inquiry approach to teaching and learning, effective objectives, the development of vocational and creative skills and attainment of cognitive objectives while the Zambian integrated curriculum recommends team planning, team teaching and integrated assessment. From the foregoing, it is important to even understand the approaches recommended in policy documents like the integrated curriculum for primary colleges of education which recommends the principle of integration and how the implementers feel about such innovations.

Another country that has tried on the integrated curriculum is Botswana. The Ministry of Education (2000b) explains that the Botswana Ministry of Education integrated its subjects at lower and upper primary school level in order to facilitate the smooth teaching and learning of subjects. However, English, Setswana and Mathematics were not integrated. The curriculum integration in Zambia is slightly different from the Botswana one because Zambia has integrated all the subjects at primary level. However, it is still similar on the primary school level at which the integration took place. The Botswana scenario is important to this study which is intended to find out if the integration of the courses in primary colleges of Education is appreciated.

2.3 Team Teaching

Team teaching refers to two or more faculty members who jointly produce a course for a group of students (Davis, 1995). The arrangements for team teaching vary considerably among the teams as well as what constitutes the team or even what to call the arrangement. The arrangements are termed as team teaching, co-teaching, collaborative teaching, or cooperative teaching (Luckner, 1999). In this study, the term ‘Team Teaching’ will be used as a key word and defined in detail.

Some scholars prefer to define the concept of team teaching in the following words: “Team teaching is an approach in which two or more persons are assigned to the same students at one time for instructional purposes” (Gurman, 1989: 275). Despite these specific definitions, diversity in the constitution of the definition of team teaching persists. According to Easterby-Smith and Olve (1984: 221), “team teaching involves two or more teachers collaborating over the design or implementation of the course”. Davis (1995) classifies the team teaching approaches in a wide variety of arrangements. One of these is the serial arrangement in which instructors teach the same course but each takes a block of time. The teachers take turns in leading discussions or playing a role in demonstrating. Interesting as this arrangement appears in terms of division of labour with distinct advantages, it is characterised as “alternative solo performers” (Needleman and Leland, 1973: 2). Likewise, Pugach *et al* (1995) believe that such an arrangement violates the intent of team teaching.

In another arrangement are those who plan and implement together. The relationship is described as a ‘collaborative’ approach since “two or more teachers (who) regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons prepared for the same group of students” (Deighton, 1971: 89). Collaboration refers to the kind of interaction among professionals that encompasses a variety of behaviours, including: communication, information sharing, coordination, cooperation, problem solving and negotiation” (Friend and Pope, 2005: 58). In this arrangement, the instructors work far more cooperatively through the process, from planning to grading as well as active participation in class sessions, (Nudelman and Schlosser, 1976; Paul and MacAndrew, 1991).

Kochhar (2000) gives the characteristics of team teaching as a form of instructional organisation in which a number of teachers decide to join hands and take action willingly, with resources pooled together for the benefit of all concerned.

From the foregoing, it is clear that any study of team teaching such as the current one requires one to properly or clearly define the term and its application. The understanding of the definition of team teaching is important in finding out lecturers' views on the integrated curriculum, which led to team teaching as an approach in Primary Colleges of Education. Lack of clarity on the term can be confusing and can make it difficult to determine the nature of team teaching across the curriculum. In addition, the different definitions helped the researcher to review appropriate articles. So for purposes of this study, Deighton's (1971: 89) definition, "two or more teachers (who) regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons prepared for the same group of students" will be adopted.

In addition to team teaching effects on students, authors address the implications of team teaching on instructors (Davis, 1995). "As in a successful marriage, once partners figure out and understand each other's perspectives, they no longer are just two individuals, but a union that is fundamentally different from each person alone" (Villa, *et al*, 2004:10). However, "as the educators try to meet the continuing goal of changing our practice, the change and renewal await; inertia, impatience, fear of faddism, misinformation, lack of information and mistrust" (Smith, 2005 in Cramer 2006: 24). Nevertheless, Little and Hoel (2011), advocate for interdisciplinary team teaching in order to maximize student development and that the team taught settings are important for teaching expanded worldviews and diverse perspectives.

The foregoing study on the effects and implication of team teaching is of great importance to this study because it highlights the anticipated behaviours of the educators (apathy, impatience, fear of faddism, misinformation, lack of information and mistrust) in the process of trying to change our traditional teaching practices. It is almost a well-known fact that change comes with challenges.

2.3.1 Approaches to Team Teaching

It is important that team teachers have a clear understanding of the various co-teaching approaches before selecting one to use in the classroom. Some authors identified a

variation of models of co-teaching. Since various models are executed between educators, Piechura-Couture *et al* (2006) stress on the importance of understanding the models. Therefore, a number of sources are used in describing the variations of co-teaching. In order to give an insight into the variations (in relation to other authors), approaches presented by Villa *et al* (2004), are explained alongside with views of other scholars below.

Cook and Friend (1995) identify five variations of the co-teaching models: 1) One Teach, One Observe, where one teacher takes the role of instructional leader and the other assists students as needed, 2) Parallel Teaching, where teachers plan together but each takes responsibility for half of the class, 3) Station Teaching, where the room is divided into areas that each student travels to in order to receive segments of the curriculum from the teachers, 4) Alternative Teaching in which students are organised into a large group and the teachers assign who will work with each group, and 5) Team Teaching where both teachers take turns in leading instruction. Although it does not bring out findings of practical research, the work by Cook and Friend will be of great help in observations on how the lecturers do their team teaching.

Bauwen, Hourcade and Friend (1989) explain three variations; Complementary, Team Teaching and Supportive Learning Approach. The complementary instruction component occurs when general education teachers maintain primary responsibility for specific subject matter and special education teachers concentrate on helping students learn the survival skills necessary to master the subject matter. Team teaching is where a general teacher and special education teacher jointly plan the academic content for all the students. The supportive learning activities approach is defined as having the general educators teaching content and special educators implementing activities that supplement and support the general education content. The weakness with this article is that it is biased towards inclusive education for students with special needs. The approach is different from the current study in that it includes an ordinary educator and special educator.

Villa *et al* (2004), describe four variations of teaching: Supportive, Parallel, Complementary and Team Teaching. For supportive teaching one teacher takes the lead instructional role and the other(s) rotate among the students to provide the

necessary support. This model is usually favoured by professionals new to co-teaching. Parallel teaching occurs when two or more people work with different groups of students in different sections of the classroom. Parallel teaching is also referred to as the split class approach and the student teacher ratio is reduced. However, teaming strategies are not used due to teaching interaction being minimal. Nevertheless, the supportive teaching relationships tend to be more negative since one (assistant) turns out to be passive, feeling less influential in the success of the classroom. In view of the forgoing definitions, the researcher will establish team teaching approaches that foster collaboration and enhance teachers' professional development and identify elements that influence the perceptions and feeling of members of the teams.

Complementary teaching is when “co-teachers do something to enhance the instruction provided by other co-teacher(s)” (Villa *et al*, 2004:8). The authors hold that as co-teachers gain in their confidence, complementary teaching and team teaching become preferred approaches for students and teachers. Team teaching occurs when “teachers share the leadership and the responsibilities,” (Villa *et al*, 2004: 9). Team teachers work as a unit, demonstrating preparedness for activities, respect for one another and all students, and model desired behaviours (Connell and Rea, 2005). Over time, however, the ‘one teach-one assist model’ emerges in the research literature as the prevalent model in the co-taught classrooms studied (Scruggs *et al*, 2007). The scholarly work of Villa *et al* (2004), Connell and Rea (2005) and Scruggs, Mastropieri and Mcduffie (2007) can directly be linked to the lecturers' sensitivity towards team teaching because different ways of operations on team teaching result in varying amounts of collaboration among teachers.

While the categories may be different, there appears to be significant overlap in the above descriptions of the various approaches. Basso and McCoy (2007) cautions teachers not to overuse one co-teaching approach, especially the approach that places one teacher in an assistant role. Furthermore, “no one co-teaching approach is better than another, and when deciding which one to use, the goal always is to improve the educational outcomes of your students through the selected co-teaching approach,” (Villa *et al*, 2004: 9).

Therefore, knowledge on the various approaches to team teaching will help in finding out the lecturers' attitude towards team teaching, which could either be negative or positive to one or more strategies. This literature can directly be linked to how the lecturers feel about the team teaching of students for the sake of better results and their own professional growth.

2.3.2 Value of Team Teaching

The assumption is that team teaching as an approach is of great value to both the students and the lecturers and that there are a number of reasons for it to be recommended for an integrated curriculum. In a comparative study report conducted by Jackson (1964) between team taught and solitary-teacher taught classes involving elementary school, it was found that the team taught group score significant higher than the solitary-teacher-taught group in reading achievement. In addition, the team taught group scored significantly higher in work study. The principle message of these findings is, therefore, that the use of team teaching as implied above can have more value than solo teaching.

Despite Jackson's work not being current, it had similar results to Little and Hoel (2011)'s comparative study of team-taught and traditionally taught business sections whose objective was identifying student learning gains and reflecting, as a faculty, upon the experience. Little and Hoel reported that in the affective domain, there was initial discomfort with the interdisciplinary team teaching method on the part of both faculty and students. In the cognitive domain, both team-taught and traditionally taught sections perceived significant gains in understanding, gains in linking interdisciplinary thinking and understanding of both business and natural system to success. The findings suggested that affective and cognitive domain transformations experienced in team taught settings are important to teaching expanded world views and diverse perspectives. The study by Little and Hoel is important to this study in that the researcher will use the knowledge to find out if at all lecturers consider the learning domains in the planning of the work for the students, especially when scheming.

Scholars like Villa *et al* (2004) pointed out that, having two or more teachers dealing with the same learners automatically reduces the student-teacher ratio and allows for greater opportunity for attending to students' needs. The concept of student lecturer

ratio plays an important role to workers perspectives to duty. It can, therefore, be said that data arising from this study can safely be taken to constitute reasons for team teaching in an integrated curriculum of a Primary College of Education like Kitwe College of Education in Zambia. This is despite the fact that most of the studies of the scholarly work conducted on team teaching were based out of Zambia and or African continent.

Pope (2000) states that the teaching can also be made easier as learning problems can be identified earlier and in the process increase academic performance. Since problems are identified earlier the discipline problems are also reduced. According to Villa *et al* (2004), the social skills of the learners and their participation in the lessons increase. In addition, Cramer (2006) explains that students have a positive response to the team teaching model. It can be pointed out, therefore, that the fore going literature is helpful in gauging the views of the lecturers on student participation and performance both in academic and social skills in this particular study.

Gamsky's (1970) report on the study of team teaching, student achievement, and attitudes (furthermore) indicated that the team teaching approach did not compliment academic growth over traditional methods, but it did have a significant impact on student attitudes towards teachers, interest in subject matter, sense of personal freedom and self-reliance of which he used as subscales in his study. The study is closely related to this study in that Gamsky shows subscales that should be seen in team taught groups even in the Primary Colleges of Education, especially in SSME.

In order to enhance the students' benefit from team teaching, educators must pull together by sharing their work through team work as many skills are needed and it is not easy for one to be master of all. Friend and Pope (2005:59) confirm that "too much knowledge and too many skills are needed for any single professional to keep with and master." Therefore, the foregoing information will help the researcher to gain an insight into skills gained from team teaching and to gather data on how team members share their skills for all (the lecturers) to benefit as they socialise professionally. The literature will further enable the researcher to estimate the lecturers comfort in dealing with the integrated curriculum and team teaching.

Basso and McCoy (2007) reported that as educators interact, they become willing to try new things and they become creative. Team work creates opportunities for professional growth in the process of receiving personal and professional supports (Villa *et al*, 2004). Nickeison's (2010) qualitative case study of co-teaching relations at a rural high school in Riverview Unified District in Midwestern State (United State) also indicated that teachers experienced an increase in their sense of self and collective effectiveness as a result of growth and development through the relationship grounded in a co-teaching work.

The findings of the foregoing studies above are indispensable to the current study as they disclose the value of team teaching which can be related to the teaching of Social Spiritual and Moral Education in Primary Colleges of Education. It is apparent that the data arising from the research work of these authors is sufficient to enable useful conclusions to be drawn by the researcher. The findings, for instance, identified positive results of team teaching, i.e. high scores for team taught groups, significant gains in understanding, greater opportunity for attending to the learners, additional skills for the educators, opportunity for professional growth and the like.

2.3.3 Integrated Curricula in Zambia

Curriculum integration is a relatively new trend in education in Zambia. It refers to a curriculum in which similar topics of a subject area have been brought together and grouped into one study or learning area under which they are taught, (Farrant, 1990). Integration occurs when major concepts are joined together from broad themes. Each of the study areas has two or more contributory subjects from which its integrated content is drawn. In the integration of the primary teacher education curriculum, RE became only a contributory subject to Social, Spiritual and Moral Education (SSME) together with History, Geography and Civics (Simuchimba, 2005). In his discussion of the integration of RE into Social and Development Studies (SDS) in the primary school curriculum, Simuchimba only briefly referred to the attitude of teachers towards the integration of the subject into SDS. This current study will go further by finding out the lecturers' attitude towards the integrated Primary Teacher Education curriculum and the team teaching pedagogy that it came with.

Curriculum or subject integration is one of the principles of the Zambia Teacher Education Course that is offered in Basic colleges of Education (MoE, 2000). Team planning, team teaching and integrated assessment are the principles that underpin the implementation of the subject integrated curriculum within the study areas (MoE, 1998). The emphasis is the integrative approach to teaching. The integrative approach to teaching has three key concepts which are; activity based, integration and team work in planning or teaching (Silwimba *et al.*, 1998). This piece of literature is important to the current study in that the researcher will have to observe team planning, team teaching and integrated assessment in the process of getting the necessary data on the lecturer's views on the integrated curriculum, their attitude towards team teaching and the nature of team teaching across the curriculum in the Primary Colleges of Education.

With regard to the integration of RE into SDS, there were mixed feelings among RE scholars. For example Henze (2004), Carmody (2004) and Cheyeka (2005) argued that the integration of RE into SDS would lead to the demotion, marginalisation and eventually extinction of RE in schools. On the contrary, Simuchimba (2005) supported the integration of the curriculum and had no problem with such integration because there were many overlaps and similarities in our school subject syllabuses that could be integrated easily. Simuchimba further argued that the integrated curriculum allows the education system to be less content-based and more skills-based in approach. The different opinions of these authors on the integration of RE into SDS are important to this study because team teaching is a principle used in the teaching of an integrated curriculum. Divergent views like these helped the researcher to find out whether the lecturers in the study would have similar differences in their attitude towards the integrated curriculum as well as team teaching.

In conclusion, the foregoing review of literature shows that despite the different approaches used in implementation, there has been a shift from subject-centred curricula to integrated curricula in primary education. It also shows that integrated curricula call for team teaching rather than solo teaching. The literature further shows that there is a variation of models that can be used in team teaching and that team teaching as an approach is of great value to both the students and the lecturers. Additionally, literature shows that despite divergent views on curriculum integration,

team planning, team teaching and integrated assessment are the principles that underpin the integrated curriculum in Zambia. The next chapter will describe the design and methodology of the study.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter describes the design and methodology of the study. The chapter explains the target population, the sample and the sampling procedure, data collection procedure, methods, research instruments and data analysis.

3.1 Research Design

The study on the lecturers' attitude towards team teaching in SSME at Kitwe College of Education was qualitative in nature and combined the case study design and grounded theory designs. As a form of qualitative research, the design has its roots in sociology and is focused on understanding, explaining, and or predicting human behaviour. Grounded theory design involves a process where "...data collection, analysis, and theory stand in close relationship to each other....One begins with an area of study and what is relevant to that area is allowed to emerge" (Strauss and Corbin, 1998:12).

The grounded theory design was used to study the lecturers' attitude towards team teaching SSME as it is focused on understanding, explaining and predicting behaviour. This approach acknowledges subjectivity, importance of social context and situations that impact the experience of the participants (Chamz, 2008). The grounded theory design can also be used when there is no existing theory to guide the research process as it is the systematic generation of an integrated set of hypotheses. In other words, grounded theory is a general research method which guides the researcher on matters of data collection and detailed strict procedures for data analysis. This design or tool enabled the researcher to seek out and conceptualise the latent social patterns and structures of the areas of interest through the process of constant comparison. Grounded theory design further involves multiple stages of data collection, refinement and explaining interrelationships of categories of information.

The design is characterised by constant comparison of data with emerging categories and theoretical sampling of different groups to maximise the similarities and the differences of information (Creswell, 2009). Constant comparison is a simultaneous and concurrent process of coding and analysis (Partington, 2000). As categories start

to accumulate and gain depth, constant comparison compels the researcher to begin to reflect on the data and to commence conceptualization. “The comparative and interactive nature of grounded theory at every stage of analysis distinguishes grounded theory from other approaches and makes it an explicitly emergent method” (Charmaz, 2008:163). According to Glaser and Strauss (1967: 103), “the constant comparative method is designed to aid the analyst ... in generating a theory that is integrated, consistent, plausible and close to the data.”

The process of constant comparison was employed as illustrated in the figure below:

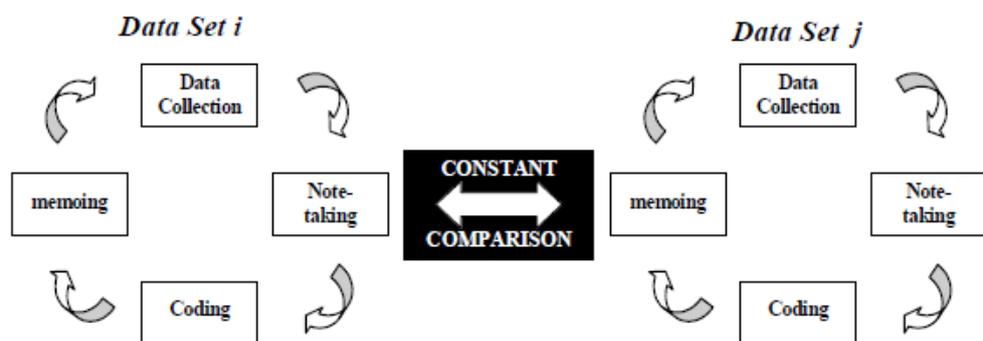


Figure 3.1 Constant Comparisons in a Qualitative Research (In, International Journal of Doctorial Studies, 2011: 105).

The process of constant comparison was employed throughout the data analysis from initial open coding until literature was integrated at the stage of theoretical development. In the case of the interviews, I compared data during the process of coding within interviews and between interviews. The goal was to compare selections of data to each other so that I could gauge the similarity or dissimilarity. The existing categories were also compared with the data to look for fit and whether the data collected was confirming or disconfirming the existing data. Observations were used to verify interview data on the ground.

3.2 Validity and Reliability

The concepts of validity and reliability are multi-faceted because both concepts take many forms or rather have many types of validity and reliability. Despite the

distinction, Cohen *et al* (2007) indicated that validity is the touchstone of all types of educational research. Nevertheless, the explanations of the two concepts will be biased towards qualitative validity and reliability. Unlike in quantitative research which refers to whether one can draw meaning and useful inferences from scores on particular instruments, qualitative validity means that the researcher checks for the accuracy of the findings by employing the inductive procedures (Creswell, 2009). Validity for this study was addressed through constant comparisons of the data until all the respondents were coming up with similar responses to the questions. Glaser and Strauss (1967) postulate that validity arises when no more new concepts emerge.

Reliability, according to (Cohen *et al*, 2007), is a measure of consistency and replicability over time, over instrument and over groups of respondents. Cohen and others' definition of reliability is biased towards quantitative research in which consistency and replicability is relevant. As earlier stated, reliability in this study was biased towards qualitative research in which it may be addressed in a methodological way instead of consistency and replicability. The researcher tried to achieve reliability by employing multiple stages of grounded theory design. The study referred to the extent to which the grounded theory met the goal of conceptualisation. "The problem of reproducibility, replication and objectivity are not pertinent to grounded theory method because conceptualisation is the goal, not description" (Glazer 2001:123). Furthermore, the tools used to gather data were reviewed by the supervisor and the lecturers who marked the proposal. So the tools can be said to be reliable because they were reviewed by experts and experienced researchers.

3.3 Research Site

The study was carried out at Kitwe Teachers' Primary College of Education in Kitwe district. The College was selected as the study site because it is one of the largest Primary Colleges of Education with a large number of teaching staff. Kitwe College of Education is situated in Mindolo township of Kitwe district which is on the Copperbelt Province of Zambia. Below is a map to make the location of the research site clear.



Figure 3.2 Site

The college was established in 1953. It is actually the biggest primary teachers' college in the country, with this motto: *wilekambewafye*, meaning “do not let me be a useless person in life”. Its capacity is twice that of the other nine colleges specialised in primary education in Zambia in terms of infrastructure, number of teacher educators, non-teaching staff and students.

3.4 Population

According to Kombo (2009:76), “a population is a group of individuals, objects or items from which samples are taken for measurement. Population refers to an entire group of persons or elements that have at least one thing in common.” In this study, the participants (lecturers) were drawn from a single College of Education i.e. Kitwe College of Education. Kitwe College of Education was sufficient for a small scale research study such as this one since the researcher could get all the needed information. Cohen *et al* (2007) state that the researcher targets a particular group knowing very well that it does not represent the wider population but simply it-self. Consequently, Kitwe Primary College of Education as a single institution represented itself.

3.5 Target Population and Sample Size

The sample size was constituted of one principal, four lecturers for SSME and six lecturers from other sections or study areas, making a total of eleven lecturers. There is no specified size of participants for research but this is dependent on certain attributes related to the purpose of the study as well as the nature of the population. In this study the sample size was largely determined by the method of the research. Cohen *et al* (2007) attest to the fact that in qualitative research the sample size is likely to be small.

3.6 Sampling Procedure

According to Cohen *et al* (2007), the sample is chosen for a specific purpose. Accordingly, the Principal and the four lecturers from the SSME section were purposively selected on the basis of their roles, experience and information the researcher sought to find out for the study; it was for this reason that this sampling technique was preferred for these respondents. On the other hand convenient sampling procedure was used for non-SSME lecturers, meaning that they were chosen on the basis of their availability to take part in the study. Purposive sampling and convenient sampling are both non-probability techniques (Kombo, 2009). Cohen *et al* (2007) state that the researcher targets a particular group knowing very well that it does not represent the wider population but instead it simply represents it-self. These techniques were used here because they are meant for small scale research such as this one.

3.7 Data Collection Methods and Instruments

Data was collected through face to face interviews, focus group discussions and observations. Face to face interviews were used for the principal and the four lecturers in the SSME Department. A focus group discussion was conducted with the six non SSME lecturers. Both face to face and focus group discussions were conducted using unstructured interview guides (see appendices). Interviews are a verbal method of obtaining data. Ghosh (2011) defines interviews as a systematic way in which a researcher enters imaginatively into a life of a comparative stranger who has data that the researcher requires.

Focus group discussions can be considered interviews on a specific topic with a small group of individuals (Patton, 2002). The focus group consisted of six respondents. A

focus group discussion allows participants to hear each other's responses to carefully prepared questions and construct their own response as they synthesize other participants' comments. This allows the researcher to obtain high-quality data in a social context (ibid). Due to the small number of participants, this data collection method was limited to one focus group of six non-SSME lecturers. The focus group discussion or interview in this study was conducted in a non-threatening environment in their own college staff room where participants had a degree of freedom and trust in each other and also the researcher. The group focus questions can be found in appendix C.

Observation as a method of collecting qualitative data was used. Observational evidence provides additional information and unusual aspects that may not be talked about in interview situations (Cohen *et al* 2007; Yin, 2009; Creswell, 2009). The researcher used an observation check list to collect the needed information during the observations. Direct observation of the activities in the SSME section at Kitwe College of Education allowed the researcher to approach data collection in an open-ended manner and discourage any preconceptions about the research site and the participants. The four SSME lecturers were observed despite having two more lecturers coming to join them for the meeting because all the members of the Section had to be present during the planning time. The observation took place for two days during the first week of the first term of 2014 when preparations for first year students were taking place. Some of the returning students were also writing supplementary examinations and re-opening departmental meetings were taking place.

3.8 Data Collection Procedure

The observation took place in the SSME section during team planning time. The observations took place in about 3-4 hours per day. Observation data was recorded using a pen and a checklist. According to Merriam (2001), notes can be included but these notes are not limited to written descriptions of the setting, people, and activities using the researchers' own words; direct quotations when applicable; and researchers' own comments about the observations can be incorporated. Observations of the lecturers during the re-opening week gave the researcher the opportunity to understand their attitude towards team teaching in actions and events.

Through the face to face interviews, focus group discussions and observations the researcher got direct and reliable data from the source. Apart from that, I also verified the responses through cross examination. As a result, the attitudes, feelings and opinions of the respondents were revealed. Unstructured interviews also made the respondents free to bring out information as much as possible. The data collected during the interviews was recorded using a voice recorder from which the data was transcribed (using) verbatim. Notes were also taken using paper and pen to allow for member checking and facilitate data analysis.

The researcher sought for permission from the Principal to conduct the one to one interviews, focus group discussion or interview and observations. Consent was also sought from all the respondents targeted in the study. Having been allowed to go ahead with the gathering of data from Kitwe Primary college of Education, the Principal assigned the Head of Section for SSME to organise his colleagues for the interviews. I was offered the Head of Section's office as the venue for carrying the interviews. Unstructured interviews were conducted. The interviews with the different respondents took slightly different time as shown below:

- Respondent 1 - 14 minutes, 13 seconds
- Respondent 2 - 14 minutes, 40 seconds
- Respondent 3 - 13 minutes, 46 seconds
- Respondent 4 - 14 minutes, 28 seconds.

After interviewing the lecturers in the SSME Section, the researcher went on to conduct a focus group discussion in the staff room. The focus group discussion lasted 15 minutes 28 seconds. The Vice Principal was also requested to stand in for the Principal, who then requested one of the old senior lecturers to represent the Vice Principal. In the process of recording, the researcher took note of any observations and incidents appropriate to the research study including body language. The observation took place in two days during the first week of the first term of 2014. I observed the preparations of the second year's supplementary examinations and the re-opening departmental planning meeting.

The researcher took time to listen to each of the recordings to have a general view of the responses. Thereafter, she sat to listen and do the typing using different colours for

each respondent. Similar responses by SSME lecturers were highlighted using a similar colour. The same procedure of using different colours to categorise the data was used for the focus group discussion and the interview with the Principal. Short comments as the data was being typed were also typed in italics with different colours for positive responses and negative responses. The draft was printed out for easy reading. This was done to ease the presentation of the findings, preparation for theorisation, and data analysis. The data was coded using the objectives of the study. Sets of responses for the principal, SSME lecturers and the focus group discussion were categorised under each of the themes. Using the grouped responses, the researcher was able to describe the data. Short notes for analysis were chronicled in italics alongside the observation notes and ideas that crossed the researchers' mind on the images of the data, interpretation and analysis.

3.9 Data Analysis

Data analysis commenced in the field as themes were emerging during data collection. "We grounded theorists code our emerging data as we collect it ..." (Chamz, 2000: 515). Unlike quantitative research that requires data to fit into preconceived standardized codes, the grounded theorist or qualitative researcher's interpretations of data shape the emergent codes in grounded theory. The researcher listened to the recorded interviews, compiled the responses of the respondents or transcribed them, read the transcripts and observation notes several times and gave labels (colours) to the components parts that seem to be of potential theoretical significance. In qualitative data analysis, coding tends to be in constant state of potential revision and fluidity (Bryman, 2008).

The researcher proceeded to open coding, the process of breaking down, examining, comparing, conceptualizing and categorizing data. An accurate account of events that both the researchers and participants observing the same event would agree with is accurate (Maxwell, 1992). The researcher wrote short phrases of memos, ideas or concepts arising from the texts, and afterwards began to develop categories. Memo writing prompts the researcher to study the data and codes in new ways. The code itself gives the researcher a specific title for the memo. The data was sifted and quotes sorted out by making comparisons within and between interviews. The data was re-arranged in appropriate themes; the lecturer's views on the integrated curriculum, the

lecturer's attitudes towards team teaching Social, Spiritual and Moral Education and the nature of team teaching across the curriculum. In short the researcher used the thematic data analysis procedure.

Data analysis in qualitative research follows a similar pattern of induction except that the analysis as suggested by Creswell (2009) has various interrelated stages that still build from the bottom to the top as shown below:

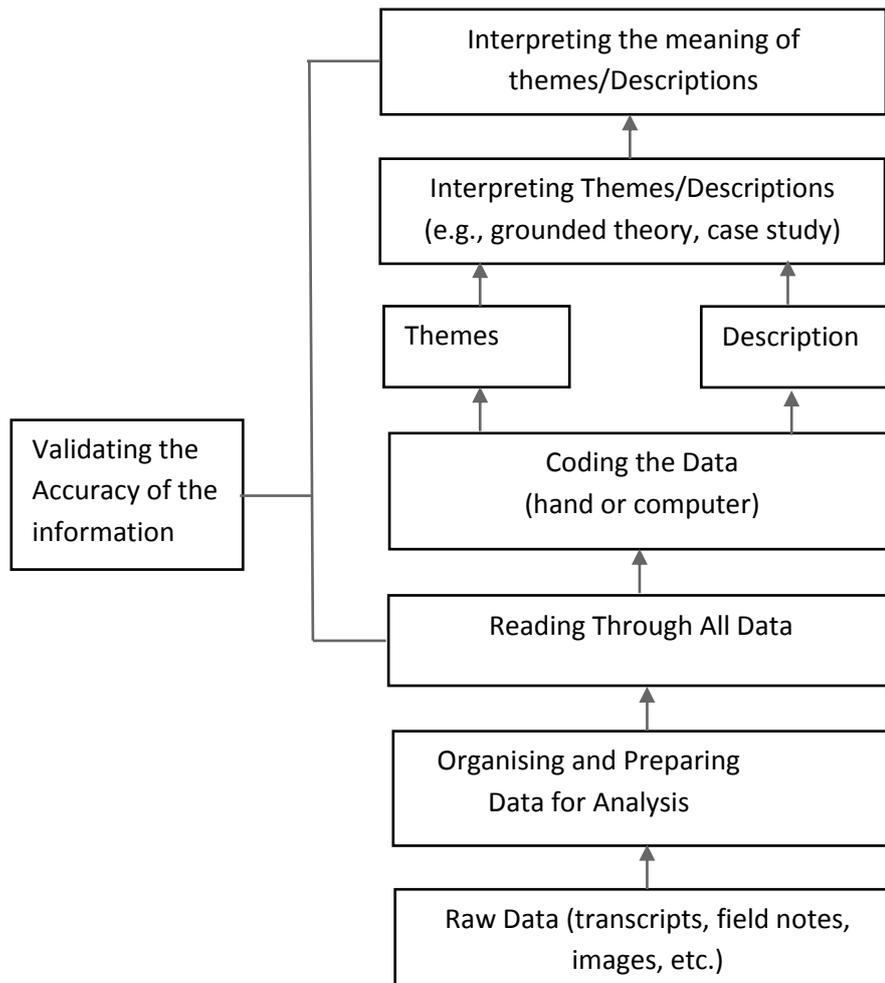


Figure 3.3 Data Analysis in Qualitative Research

3.10 Ethical Issues

With regarding to ethical issues, the data collected in this study was used for the intended purpose only and the names of respondents were kept anonymous and confidential. This is in line with Cohen *et al* (2007) who identify three areas of ethical issues during interpersonal interaction such in interviews. These include informed

consent, confidentiality and the consequences of interviews. As earlier explained, consent was sought from the participants before allowing them to participate in the study. Consent protects and respects the participant while placing some of the responsibility on both the participant and the researcher should anything go wrong in the research. So it is an important procedure in which individuals choose whether to participate in a study after being informed of facts that would be likely to influence their decisions, (Cohen *et al*, 2007).

In this chapter, four major components of the study were discussed; the research design, methods, data analysis, and ethical issues. The research methodology and procedures discussed in this chapter were applied in the collection and analysis of data for chapters four and five. The next chapter will thus present the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents research findings according to the three main research questions as stated in chapter one. These are: i) What are the lecturers' views on the integrated curriculum? ii) What are the lecturers' attitudes towards team teaching SSME? iii) What is the nature of team teaching across the curriculum at Kitwe College of Education? The same question statements are used as headings under which the findings are presented.

4.1 What are the Lecturers' Views on the Integrated Curriculum?

The interview of the Principal took place in his office to allow the researcher to do the recording with minimal disturbances and less noise, especially that it was the first day of the first week of the term. The researcher sought to find out the Principal's views on the integrated Primary Teacher Education Curriculum in the colleges of education. The Principal believed that the curriculum in the Colleges of Education has been matched with the one that is used in primary schools. In his view, the integration of the Primary Teacher Education Curriculum closed up the gap that had been there between the primary schools and the colleges of education. In articulating this point further, the Principal said:

What was taught in Colleges of Education was different from what was taught in primary schools. There was a gap between what was taught at the college and what was taught in the schools. As a result, the integrated curriculum was recommended as a link between what is taught in the colleges of education and schools. So what is taught in the colleges should be exactly the same as what is taught in primary schools in terms of subjects. The current graduates are equipped with what is to be taught in primary schools.

As a follow up question, the Principal was asked what the challenges of the integrated curriculum were. While the Principal approved of the integrated curriculum, he observed that the integrated curriculum still had problems. He said:

Subjects or courses that are integrated experience some kind of tag of war. For example, Home Economics and Art and Design and even SSME which have several subject components have grey areas that still need to be refined in terms of teaching.

The Principal added that the problems led to some subjects not to be integrated. He further explained:

Subjects like Mathematics and Science could not easily be integrated and that is why they were separated. There is no way Mathematics can be integrated with Science. The problem is that we are putting such programmes on paper without considering the necessary infrastructure to support the implementation.

The next to be interviewed after the Principal were the SSME lecturers. The interviews took place in the Head of Section's Office. The interviews with each lecturer took about twenty minutes. The Head of Section ensured that the members of the Section attended the interviews as arranged. Four lecturers from the Section were interviewed. The researcher asked: how do you find the integrated primary teacher education curriculum in the colleges of education? In response three out of four SSME lecturers indicated that the integrated curriculum was a challenge to the students because study areas like SSME had components like History, Civics, Religious Studies and Geography yet some of the students they taught had never taken Geography at secondary school. When students are exposed to such a curriculum they face challenges in the subject components they never did at secondary level. Expanding on the same, one of the lecturers explained:

A student in a College of Education has to do about seventeen components and is expected to pass all of them. For example, SSME is comprised of about five teaching subjects, History, Religious Studies, Geography, Civic Education and Moral Education but it is just called SSME, despite all these components.

In addition to the challenge above, another lecturer further explained that the integrated curriculum was not only a challenge in SSME but in other study areas such as Education and Professional Studies which had Philosophy of Education, Sociology of Education and Special Education. He further explained with an example.

Now look at this child, who did not do History at school, it means the History part will be difficult for this student. In Education you have philosophy, sociology, special education, psychology but it is called Education and Professional Studies. So there are seven study areas but with a lot of branches.

In contrast to the foregoing views, one lecturer had this to say:

The integrated curriculum is a very good programme in the sense that students are made to do their work and at the same time they have been made to be on their toes because of a lot of work involved; students have been made to be always doing something unlike in the past when they had to do separate subjects of the curriculum. So the integrated programme has made the students become more involved in their education.

Despite the challenges faced by students in some components in the curriculum, the SSME lecturers interviewed said that they still tried to do their best to teach the students and prepare them in all the components of SSME.

The next to be interviewed after the SSME lecturers were the six non-SSME lecturers who were conveniently sampled for the focus group interview. The focus group interview took place in the Staff Room just before the staff briefing. The researcher asked the lecturers how they found the integrated primary teacher education curriculum in the colleges of education. In response to the question, the lecturers' general view was that the integrated curriculum was good. The first respondent said:

There is a good reason for integration because life is integrated, in life there are no boundaries like now we are doing this, now we are doing that; we do things in an

integrated manner but we use different concepts. Life is about integration.

In response to the same question (on the lecturers' view on the integrated curriculum), one of the lecturers claimed that he did not understand the concept of integration and that he did not even know when it was implemented; hence he did not know what to say about it. So another member of the group explained the concept of integration by giving the following example:

Integration is where, for example, we have metal work, woodwork and drawing, which are practical oriented subjects. Then you look at Home Economics, Home Management, Food and Nutrition which are also not only related but are also practical subjects. So these two areas have a commonality because they are practical subjects, that's how they came up with Technology Studies.

Furthermore, in support of the integrated curriculum, one of the respondents echoed that:

Some common things can be taught at the same time to avoid repetition. For instance, mathematical concepts in physics and mathematics can be taught at once, in one of the two subjects.

From the foregoing data, the lecturers had mixed feelings about the integrated primary teacher education curriculum. Some lecturers had no problem with the curriculum as life is itself integrated and students were helped to participate fully in their education. On the other hand, other lecturers felt that the curriculum was a challenge to students due to the many subject components found in some of the study areas.

4.2 What are the Lecturers' Attitudes towards Team Teaching in SSME?

In answering the question, what do you understand by team teaching, the Principal defined the concept as a term used when members of the same faculty plan and teach together in the same class. The Principal was further asked in which study areas team

teaching was done or used. He said all the departments were encouraged to plan together.

The researcher asked what action plans or strategies the college had in place to facilitate team teaching. In response, the Principal said in order to support team teaching, the institution attempts to provide the appropriate environment and resources for team members. The Principal explained this in the following words:

What is required is supposed to be provided there and then, if possible. The administration intends to put in place more facilities and infrastructure such as computers and connectivity to E-Learning facilities to encourage team teaching with lecturers from the University of Zambia and Copperbelt University.

The researcher asked what challenges the college faced in the implementation of team teaching. In response, the Principal said it was difficult for the college to implement team teaching because the levels of staffing did not match with the number of students. The college was said to be understaffed in terms of meeting the requirements for the lecturers to plan together. Additionally, the Principal explained that the problem was not with the institution but with the system and the lecturers' academic background. He narrated as follows:

The Pay Roll Management System Control (PAYMC) space does not allow the staffing to be increased. Also lecturers that have a secondary training back ground face difficulties in copying with team teaching especially that they know more content than methods and they face the challenge of adjusting from content to methods, so it takes time for such lecturers since change is gradual.

In answer to the question, do you use team teaching in SSME? The Principal mentioned that team teaching is not only narrowed to the departments but to other areas such as Information Communication Technology (ICT) in the college as well. He said:

Team teaching in this college also involves other areas like Information Communication Technology (ICT) which is now a cross cutting issue. For example, these colleagues' help in lessons that use power point since most lecturers are not comfortable with computers. So as experts they assist in preparing the presentations.

The researcher further asked how the Principal compared team teaching to solo teaching. His response was as follows:

Team teaching is more beneficial as the go alone method is used in the old context of education. In Team teaching lecturers complement each other and strengthen their mode of delivery. Team teaching is a good pedagogical approach.

The next to be interviewed (after the Principal) were the four SSME lecturers. They were also asked the question; what do you understand by the term team teaching? In response, three out of four interviewed lecturers were able to define team teaching as planning and teaching together. One of the respondents defined team teaching in the following words:

Team teaching is where you have members of the department planning together on what they intend to do, executing that together in class and outside class.

Contrary to the general view, one respondent said that he had never heard of team teaching. He wondered whether the lecturers were team teaching yet not knowing that they were doing so. A follow up question was asked to find out if the lecturers ever planned as a group. In response, the lecturers accepted that they actually did plan together except that the teaching was done individually.

The researcher then asked whether team teaching was actually used in the college or not. The respondents acknowledged that team teaching was used in the college. So the researcher went on to find out if team teaching was used in SSME. The lecturers affirmed that it was and added that it worked well because of the many components in the study area. One of the lecturers had this to say on the same:

Team teaching is used in SSME as we do plan and scheme together, set the tests or examinations together, mark together and evaluate the students together.

Another respondent gave the following example in describing how team teaching was used in SSME:

For example, I did not do Civic Education but I may not depend on the book alone. I will have to ask a colleague to explain in details. There is no way you can work like an island because if you work like that, you are heading for failure more especially when it comes to examinations.

Additionally, another lecturer said:

One thing we do is team planning. We draw the schemes from the syllabus. For example, in our integrated SSME syllabus we sit to look at what will be offered for that particular term; like in the first term we will do History, next term Geography and so on.

The researcher sought to find out the lecturers preference between solo teaching and team teaching. The lecturers in the SSME Section preferred team teaching to solo teaching. They said team teaching was better than solo teaching because one could seek for help in a component which they may not be comfortable with. A specific comment from one of the respondents was that Solo teaching lacked interaction and one could be in their own world, teaching outdated information.

Additionally, another responded that it was better to teach as a team because you are able to share ideas and that team teaching was fundamental to the institution because of the way the subject areas are designed. The researcher further asked why the lecturers thought working as a team was better than working alone. One of the responses was as follows:

It is better to work as a team because we have different abilities and there are things you may learn from your colleagues, you share ideas. Team teaching is good because it

brings out all of your weaknesses and strengths and in the end it builds you. But for solo teaching you keep the weaknesses to yourself and do not improve.

Furthermore, another lecturer had this to say:

It is better to teach as a team because you share ideas, there are a lot of discoveries that are going on, you might have missed some information but your friends will fill you up. Current affairs keep on changing, so you need to work with your colleagues. It is one way of avoiding repetition.

The participants in the SSME Section did not leave out the learners' benefits from team teaching in their responses. Team teaching was said to be valuable in terms of student assessment. It was mentioned that learners benefited by having a variety of answers to a single examination question given out by different lecturers in the Section. This gave the learners more chances of scoring higher marks or grades than when only one person prepares the marking key.

Besides that, one of the lecturers said:

Sometimes you might be teaching what is not in line with other colleagues in the department, especially when it comes to preparing examination questions. If you were not involving other people to give you information, you will find that the questioning maybe shallow. But if you are working as a team it becomes very easy. You will find that this one prepares a question which even when the students come across it they would think he or she prepared that question and yet it was done by another person. So it helps to work as a team unlike when you work by yourself.

The researcher sought to find out what challenges the team had faced as a result of working as a team. The responses to this question reflected individuals' views or feelings. To this effect one lecturer said:

One of the challenges is that my colleague may not present a topic the way I might want it presented. Sometimes it is difficult to go to a colleague to expose my weakness, so we tend to remain in our cocoon to avoid exposing our weaknesses.

Another lecturer brought out the following:

Challenges sometimes come in when you become dependent on working as a team, when the person you want to ask is not around due to one problem or another, preparation of work becomes a challenge.

The researcher asked if there was anything else that the respondents would like to add to the discussion. In response, one of the lecturers said the use of internet in relation to team teaching was also informative.

An observation check list as a tool for collecting data in qualitative research was used. The activities in the SSME Section were observed in order to approach data collection in an open ended manner. On the 13th of January 2014, was the re-opening of the college and a lot of activities were taking place in preparation for the first term. There was a Staff briefing in the Staffroom at 10:00 hours, so since the planning meeting for the Section was to be held in the Staffroom it was scheduled for 14:00 hours. The researcher observed that the members of the SSME Section sat down to plan as a team for the term. The lecturers discussed the topics to be included from each component of the SSME study area for the first year's schemes of work and second year's schemes of work. The team agreed on the topics to be included and after that one member of the team was asked to type the agreed schemes of work.

Another activity that was observed was the setting of the supplementary examination for the students who had not done well in their promotion examinations. Each lecturer gave a brief explanation on the question(s) they were submitting for the examination. The colleagues gave their views on the question and additional answers to each question. Then another team member was given the task of compiling, typing and submitting a completed examination paper to the HoS.

The researcher observed that a Section Calendar of events was discussed, including tentative dates for the submission of complete continuous assessment. Likewise another lecturer was given the task to ensure that it was typed and submitted to the members of the department. The class allocation was done and each lecturer was assigned a class to handle. I observed that team work was led by the HoS. The roles of the lecturers were very critical to the success of the whole program. The lecturers combined the roles of mentors, instructors, assessors, facilitators and classroom managers. Among lecturers' specific roles were, to prepare weekly forecasts, prepare the lesson plans and orientation of new members of staff particularly the beginners.

On the 14th of January, 2014, there was invigilation of the supplementary examinations in the college hall for three hours. After the examinations the individual lecturers collected the papers for their students so that they could mark them. Similarly, the researcher observed that even the assignments were marked by individual lecturers for their students. The marks for both the assignments and examination results were submitted to the HoS who compiled the results for the Section. The results were analysed by all the SSME lecturers. The invigilation, evaluation and marking of the examination or assessment of the learners involved all the members of the section.

No class involving two or more lecturers teaching at the same time was observed as the lecturers go parallel after team planning. Responsibilities were assigned to group members before teaching and after the lessons were taught. The researcher observed great interpersonal communication during planning, setting of examinations and departmental meetings.

From the foregoing data, it is clear that the attitude of the lecturers towards team teaching in SSME was positive. Lecturers were in support of team teaching rather than solo teaching for several reasons such as lecturers having different abilities, sharing of ideas, complementing each other, learning from colleagues as well as learners having more options in examination papers.

4.3 What is the Nature of Team Teaching across the Curriculum?

The researcher sought to find out practical aspects of team teaching in the college. The Principal revealed that lecturers of the same section sat down together to plan and

sometimes they would ask a colleague to teach concepts within each other's areas of specialisation.

As earlier indicated, the next to be interviewed after the Principal were the SSME lecturers. The researcher sought to find out how team teaching was done in SSME. In response, it was explained that team teaching was basically used in planning and it worked out very well. An example was given concerning a Geography lesson in which a colleague who was good in calculations could be asked to team up with another who was weaker in calculations on a topic like 'time calculation'. In other sections or study areas similar strategies were used. One of the respondents had this to say concerning team teaching in the different sections and study areas:

This also happens in mathematics, where one lecturer may face a challenge in certain topics and may invite other lecturers to come in and help.

Additionally, another lecturer explained:

If one lecturer has a problem with a certain topic, a colleague can do the presentation of the topic while he or she observes in order to learn. The planning is done together as a department. Even in Educational courses some lecturers are more comfortable with Philosophy or Psychology. So when they sit to plan they plan as a team. Then they alternate in the teaching of the topics.

Another respondent had the following to add:

But if you are so conversant there is no problem, if you just want to ask you go and find out from your fellow lecturers to explain to you on how to go about the lesson. One may not be very good in some components in which another member of the department is.

The next to be interviewed after the SSME lecturers were the six non-SSME lecturers who were sampled for the focus group. The data collected from face to face interviews was supported by non-SSME lecturers who were interviewed as a group. Likewise, the

group was asked what they understand by team teaching. According to the group, team teaching was the teaching of one thing by more than one lecturer. The researcher also sought to find out if team teaching was used in the college or not. The respondents confirmed that team teaching was used in most of the study areas in the college.

The researcher sought to find out how team teaching was done if it was used in the different, study areas. The group members' general response was that team teaching was done through departmental planning. One of the respondents explained it as follows with an illustration:

Team teaching was used in the teaching of one thing by more than two or more teachers perhaps from different subject areas; for example we would like to teach dance but in dance there is PE, so a friend who understands movement from the PE perspective will help the students appreciate movement. Music will add rhythm and sound to that movement and perhaps a colleague who understands art patterns would want to use that movement in a patterned way. So you are teaching one thing from different disciplines, you are team teaching so that the learner understands this as a single unit. It is like a group of lecturers finding time to polish up the topic.

In addition, another participant in the discussion explained that another way of using team teaching was to teach the same topic at different levels and times with different lecturers.

Contrarily to the foregoing, one of the participants claimed not to understand team teaching. He said:

I do not understand team teaching and would like someone to explain to me. Is it a pedagogical approach? When did it start?

The researcher prompted the group by asking if there was any one who could explain further on team teaching. One of the participants responded with an example from the subject area of the lecturer who claimed not to be aware of team teaching; he said:

It is common with some of us with many subject components within one. But even in languages it can be applied. For example one lecturer has taken semantics, while the other lecturer has taken syntax. When you go to the University, within the discipline of languages, there are many different branches of specialisation.

In showing understanding of the concept, the lecturer who had a problem with the concept of team teaching gave the following illustration:

In maths it is all the same, so you would find that one is dealing with linear programming and so on. Here we are not specialised, there are components that I understand better which my colleague would not understand. Therefore, we have to sit down and plan together.

The researcher probed further by asking the members of the group on team teaching aspect practical in the college. An example was given from Technology Studies in which there is Home Economics and Industrial Arts. One of the respondents said:

We have Technology Studies where there is Home Economics and Industrial Arts. You find that you are talking about the same topic, so we sit and plan together.

Apart from the SSME study area, the other study areas where team teaching was said to take place were Education and Professional Studies, Literacy and Languages Education, Mathematics, Science and Technology Studies. It was found that all study areas that had many components involved all the lecturers in planning.

The researcher sought to find out the groups' preference between solo teaching and team teaching. The group's response was that team teaching was better than solo teaching because of the different abilities that lecturers have and that they would learn from their colleagues how to explain some topics in details. Furthermore, the focus group discussion confirmed what was discussed during the individual interviews with the SSME lecturers on the benefits of team teaching for students. It was pointed out that a single question can have several answers and brings out many options when

addressed by a team rather than an individual. The focus group was asked what challenges they faced as a result of working as a team. The group did not mention any specific challenge.

Besides the SSME lecturers, the researcher observed that lecturers in other Sections worked cooperatively as well. The lecturers in Technology Studies, Educational and Professional Studies, Literacy and Languages and Mathematics were busy preparing their schemes together and the supplementary examinations together in a similar pattern as the SSME lecturers.

From the foregoing, the nature of team teaching at Kitwe college of Education was more of planning together. Lecturers used the collaborative approach to team teaching in scheming and evaluation of the learners.

In this chapter, I have presented the findings of the study under three question headings: what are the lecturer's views on the integrated curriculum; what are the lecturer's attitudes towards team teaching in Social, Spiritual and Moral Education, and what is the nature of team teaching across the curriculum. Three themes emerged from the data; Lecturers had mixed feelings about the integrated primary teacher education curriculum. Some lecturers had no problem with the curriculum as life is itself integrated and students were helped to participate fully in their education while other lecturers felt that the curriculum was a challenge to students due to the many subject components found in some of the study areas. The attitude of the lecturers towards team teaching was positive. Lecturers were in support of team teaching rather than solo teaching for several reasons such as lecturers having different abilities, sharing of ideas, complementing each other, learning from colleagues as well as learners having more options in examination papers. The nature of team teaching across the curriculum is more of planning together. The planning include scheming together, setting of tests and examination papers together, marking of tests and examinations papers together and evaluating the learners together. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the findings presented in the previous chapter. The findings are discussed under headings derived from the three objectives of the study, which were: i) to find out the lecturers' views on the integrated curriculum; ii) to find out the lecturers' attitude towards the team teaching of Social, Spiritual and Moral Education; iii) to establish the nature of team teaching across the curriculum at Kitwe College of Primary Education.

5.1 Lecturers' Views on the Integrated Curriculum

As stated above, the first objective was to find out the lecturers' views on the integrated curriculum.

The data collected revealed that the lecturers themselves had no problem with the integrated curriculum and that they were able to work as a team to integrate the components of the curriculum which, among other things, included planning, assessment and evaluation of the learners. During planning, communication was open and interactive as the lecturers integrated the themes they adapted and modified the instructions to avoid repetition of topics. The findings of the study above are in line with the views of Ministry of Education (1998) that team planning, team teaching and integrated assessment are the principles that underpin the implementation of the integrated curriculum within the study areas. Silwimba *et al* (1998) also echoed the emphasis on the integrated approach to teaching and explained that the integrative approach to teaching has three key concepts namely; activity based, integration and team work in planning or teaching. The views above are also in line with the theoretical base of constructivist learning by Lev Vygotsky which guided the study. Moran and John-Steinner (2003) state that Vygotsky theorised that man learns through social engagements with others and that construction of knowledge is a social and cooperative venture.

The lecturers revealed that the integrated curriculum helped the learners to do their work in a more realistic manner as life generally was said not to be fragmented but integrated. In support of the finding, Fall *et al* (2000) point out that there is a strong

push to involve students in their learning, to let them create their own understanding, to encourage critical thinking, and to increase students' responsibility in schooling. The integrated curriculum adapts a learner centred approach by nature of its definition. According to Farrant (1990), an integrated curriculum refers to a curriculum in which similar topics of a subject area have been brought together and grouped into one study or learning area under which they are taught. Primary Programmes Framework for Teaching and Learning (2007:2) explains that "choosing meaningful connections among subject areas helps students build on the holistic view of the world and ensures more meaningful learning. Curriculum integration enables students to develop unified view of the curriculum to broaden the context of their learning."

Furthermore, the study discovered that five out of the eleven lecturers were impressed with the integrated curriculum for Primary Teacher Education because it was harmonised with the one used in primary schools in terms of components in the study areas. In support of the foregoing Ministry of Education, Science, Vocational Training and Early Education (2012) mentions that study areas in the Teacher Education Curriculum have been linked to the Primary School Curriculum so that the student teachers become familiar with school curriculum while at college. The core learning areas to be offered at primary level of education include: Literacy and Languages (or sign language or Braille); Integrated Science; Social Studies; Expressive Arts; Technology Studies; Mathematics; and Home Economics. As a way of harmonising the above learning areas in the primary school curriculum, the teaching courses in the teacher education curriculum included: "Mathematics Education, Integrated Science Education, Literacy and Languages Education, Expressive Arts, Technology Studies, Social Studies and Social Sciences," (ibid:52). The integration of the curriculum is also supported by Simuchimba (2005) who pointed out that integration of the curriculum was not a problem in that the overlaps and similarities in our school subject syllabus can be integrated easily. Simuchimba's view is sustained by Bishop (1985) who defined curriculum integration as the grouping together of subjects that are similar in content and the breaking down of barriers to form broad subject areas. Moreover learning is best achieved when the topics are presented in meaningful, connected patterns.

On the other hand, the study revealed that five out of eleven lecturers had some opposing views about the integrated curriculum. Their views were that the integrated curriculum posed a challenge to the students because of the many components that have been merged to make single study areas. Their major concern was about the learner who at secondary school level did not take some of the components that make up the integrated curriculum at college level. Literature also showed opposing views on the integrated curriculum. Authors like Henze (2004), Carmody (2004) and Cheyeka (2005) argued that the integration of RE into SDS would lead to demotion, marginalization and eventual extinction of RE.

The findings also revealed that lecturers for Mathematics and English singled out their subjects as not being easy to integrate. Their argument was that even the subjects that seemed to be well integrated had grey areas. However, it can be disputed that all the subjects can be integrated because there are many ways to make connections across the curriculum. For example, the use of figures cannot be ruled out when teaching English. Besides that the Mathematical and English concepts can be said to be used across the curriculum. The Primary Programmes Framework for Teaching (2007) confirms that even though the subjects are organised into separate subjects, course or programme areas, there are many connections across the curriculum.

The lecturers also said that there was no infrastructure in the system to support the implementation of the integrated curriculum. Remarks like ‘integration is difficult in the College of Education’ expressed apathy towards the implementation of the new curriculum. As much as the reasons sound valid, the bases of these lecturers argument are outweighed by several benefits of curriculum integration. Curriculum integration is important in the creation of analytical minds that will be able to connect interrelated concepts more naturally thereby making teaching and learning natural and not alien. In support of this view, Fall *et al* (2000) point out that interdisciplinary education offers higher levels for mastery of the content and real applications, which inevitably increases the opportunity for deeper levels of learning. Furthermore, teachers, like students, are given the opportunity to grow, to reflect and they are exposed to the richness that different perspectives offer.

It is clear from the findings and the foregoing discussion that the lecturers' views on the integrated curriculum were mixed as they perceived the integration of the curriculum differently. One group of lecturers had no problems with the integrated curriculum while the other thought that the integrated curriculum was a challenge to the students. However, the difference in opinion does not mean that the curriculum cannot be implemented. Lecturers can work together as a team. They need to share their work through team planning and team teaching where many skills are needed as no one can master all. As Friend and Pope (2005: 59) confirm: "Too much knowledge and too many skills are needed for any single professional to keep with and master."

5.2 Lecturers' Attitude towards Team Teaching in SSME

The data collected showed that the lecturers understood what team teaching meant. Team teaching was defined as a concept used when two or more members of the same department sit down to plan together and teach together in the same class. This definition of team teaching by the lecturers for SSME was in line with the definitions of the concept (of team teaching) by different scholars. For example, Gurman (1989: 275) saw team teaching as "an approach in which two or more persons are assigned to the same students at one time for instructional purposes", while Easterby-Smith and Olve (1984: 221) explained that team teaching "involves two or more teachers collaborating over the same design or implementation of the course".

The findings revealed that lecturers preferred team teaching to solo teaching. Team teaching was said to be better than solo teaching because of reasons such as having different abilities, sharing of ideas, complementing each other and the learning from each other, leading to professional growth. In line with this finding, Villa *et al* (2004) observes that team work creates opportunities for professional growth in the process of receiving personal and professional support. The above finding is also in line with the findings of a study conducted in Riverview United District in the United States at a rural high school by Nickeison (2010). He found that teachers experienced an increase in their sense of self and collective effectiveness as a result of growth and development through the relationship grounded in co-teaching.

The SSME lecturers were also of the view that learners benefited more when team taught than when solo taught. It was said that learners benefited by having a variety of

answer options to a single examination question because different lecturers in the SSME Section had contributed more answers to the marking key unlike when only one person prepares the marking key. The learners benefited from their lecturers' different abilities which made learning easier and resulted in high scores. Cramer (2006) is in agreement with this as he points out that students have a positive response to the team teaching model. In addition, Pope (2000) supports the view that the teaching is made easier through co-teaching as learning problems are identified quickly, thereby increasing academic performance.

The study revealed that team planning is highly encouraged by the college administration. The college administration expressed even bigger plans of improving team teaching as they intended to put in place facilities in conjunction with the University of Zambia and the Copperbelt University and infrastructure such as computers and connectivity for E-Learning as a way of encouraging team teaching. This is in line with Villa *et al* (2004)'s recommendation that administrators should support team teaching by allocating resources such as those that are technical, material or organizational. Additionally they should provide incentives like time, training, encouragement and opportunities to engage teachers or lecturers in team teaching.

The study also revealed that classroom team teaching was occasionally used by the SSME lecturers. It was used when a member of a team needed to learn how to handle a certain topic from a colleague who was trained in a certain component that may be difficult for the other to teach. For example, a lecturer who was trained in Geography maybe requested to teach a topic that may be difficult for the lecturer that specialised in Civic Education. So one lecturer would be teaching while the other observed and helped the learners where necessary as he or she would be learning from the colleague. This finding is in line with Vygotsky (1978)'s social learning theory (see theoretical framework in chapter 2) which provides the theoretical structure for considering teamwork as a social process in which meaning is constructed from discussion among group members. Vygotsky's theory guided the study as it (the study) saw learning as a socially constructed experience involving more capable people guiding those less capable to understand ideas beyond their developmental level. An underlying assumption about teamwork is that meaning and knowledge are co-constructed.

The findings above are also in line with Cook and Friend (1995) who identified the variation of co-teaching or team teaching models: one teach, one observe, where one teacher takes the role of instructional leader and the other assist students as needed. But Basso and McCoy (2007) cautions teachers not to over use one team teaching model, especially the ones that place one teacher in an assistant role. The lecturers need to know that there are more approaches that can improve the outcomes of the students.

Despite the lecturers being exceedingly in support of the idea of team teaching, the observations showed that two out of the eleven respondents had a negative attitude towards the integrated curriculum and team teaching. This negative attitude was clear from their responses, expressions and tone of their voices on the two concepts during the interviews. It seems there is some of resistance to change among some lecturers. In criticising such resistance to curriculum reforms, Simuchimba (2005) pointed out that the teachers' negative attitude and reluctance to accept change and make adjustments in their work as individuals and schools was likely to affect the smooth implementation of the integrated primary school curriculum. Flexibility and acceptance of new ideas by the lecturers is important if team teaching is to be successful.

5.3 The Nature of Team Teaching across the Curriculum

The data collected revealed that the kind of team teaching that is done at Kitwe College of Education involved planning together before actual team teaching. The planning included scheming, setting tests and examinations, marking of the tests and examinations, and evaluating the learners together. At the time of the study, lecturers in Technology Studies, Educational and Professional Studies, Literacy and Languages, Mathematics, and SSME were working collaboratively in scheming and setting of supplementary examinations. This finding is in line with authors who termed this kind of team teaching as collaboration. Thus Deighton (1971) referred to this kind of team teaching arrangement as a 'collaborative' approach since two or more teachers regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons for the same group of learners. Authors like Nudelman and

Schlosser (1976) and Paul and MacAndrew (1991) agree that in this arrangement, instructors work far more cooperatively through the process, from planning to grading of learners' work. In addition, according to Friend and Pope (2005: 58), "collaboration refers to the kind of interaction among professionals that encompasses a variety of behaviours, including: communication, information sharing, coordination, cooperation, problem solving and negotiation."

The data also showed that the teaming in most of the study areas also included computer skills specialists in the planning of the lessons. Having members of staff from other areas such as those teaching computers during the planning is in line with the views of Little and Hoel (2011) who are in support of interdisciplinary team teaching for purposes of maximising student development and successful and effective teaching of expanded world views and perspectives.

As alluded to above, data revealed that team teaching was actually used in all the study areas in the college. These included: Education and Professional Studies, which had Philosophy of Education, Sociology of Education and Special Education; Literacy and Languages Education, which combined English and Zambian Languages; Mathematics; Science Education, which had Science and Agricultural Science; Social, Spiritual and Moral Education which had Social Studies and Religious Education; Technology Studies, which had Home Economics and Industrial Arts; and Expressive Arts, which had Music, Art and Physical Education as contributory subjects under ZATEC (MoE, 1998). As an integrated curriculum, ZATEC naturally called for team teaching of the study areas in place of the traditional solo teaching.

In their team teaching the lecturers used more of the serial arrangement in which instructors teach the same study area and yet each lecturer is allocated a period of time or a block of time to teach a particular class. For instance, one lecturer takes up the first three weeks to teach a class and then another one takes up four weeks to teach the same class. Time allocation may differ depending on the topics to be taught. These findings are in line with one of Davis' (1995) classification of team teaching approach; the serial arrangement, in which instructors teach the same course but each takes a block of time by taking turns in leading the instruction. However, Needleman and Leland (1973) argued that the serial arrangement is characterised as alternative solo

performance. Similarly, Pugach *et al* (1995) observed that such an arrangement violates the intent of team teaching.

From the foregoing, the nature of team teaching at Kitwe College of Education was more of working together, a collaborative approach to team teaching involving scheming, testing and evaluation. Classroom team teaching was sometimes used after the planning.

This chapter discussed the data presented in chapter four. The discussion in this chapter was guided by headings derived from the three objectives of the study. The main issues from this discussion will help in concluding the study in the next chapter where recommendations are also given.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusion and the recommendations of the study. The chapter further suggests a number of areas where further research is needed. In chapter one the objectives of the study were stated as follows: to find out the lecturers' views on the integrated curriculum, to find out the lecturers' attitude towards team teaching in Social, Spiritual and Moral Education, and to establish the nature of team teaching across the curriculum at Kitwe College of Education.

6.1 Conclusion

From the findings of the study it can be concluded that lecturers had mixed views on the integrated curriculum. Thus one group of the lecturers had no problem with the integrated curriculum as it strongly helped to involve learners in their own education. Integration was perceived to be more realistic as life itself is integrated rather than fragmented. The integrated curriculum for Primary Teacher Education was also seen to be in harmony with the primary school curriculum, which was now also integrated. The other group of lecturers were of the view that integration of the Primary Teacher Education curriculum was not good because of the number of components in one study area which had proved to be a challenge to learners who had not done some components of a given study area at secondary school level. Besides that, some subjects such as Mathematics and English had proved to be difficult to integrate due to lack of infrastructure in the system to support the implementation of these particular subjects.

The lecturers' attitude towards team teaching in SSME was positive. Team teaching was preferred to solo teaching because of several reasons including having different abilities, sharing of ideas, complementing each other and strengthening their mode of delivery. Lecturers learnt from their colleagues as they interacted and that the learners also benefited in a similar way. Lecturers approved the idea of planning, assessing and evaluating learners' work together. Classroom team teaching was occasionally used. SSME members of staff interacted freely and took full responsibility for team planning activities. The attitude towards collaboration and team teaching was thus positive.

The nature of team teaching at Kitwe College of Education was such that it took the form of collaborative work rather than actual classroom team teaching. Classroom team teaching has not firmly taken off across the study areas though lecturers plan together as teams. They scheme, set tests and examinations and assess the learners together. However, team teaching in the SSME section is sometimes attempted. Behaviours such as communication, information sharing, coordination, cooperation, problem solving and negotiation other than team teaching were displayed. Thus the nature of team teaching at Kitwe College of Education is largely collaborative.

6.2 Recommendations

1. There is need for Ministry of Education, Science, Vocational Training and Early Education to re-evaluate the integrated curriculum to address the challenges faced by the learners due to the many components that have been merged to make a single study area. This will enable the lecturers use the justified team teaching approach for the integrated curriculum effectively.
2. The Ministry of Education, Science, Vocational Training and Early Education should provide the necessary materials and infrastructure to facilitate the use of different forms of team teaching which is one of the teaching methodologies and teaching strategies of the 21st century.
3. The college administration should organise seminars and workshops to encourage classroom team teaching so as to maximise the benefits of the integrated curriculum for both teachers and learners.

6.3 Areas for further research

In research it is not possible to attend to all the gaps related to the study. The following could be considered areas for further research:

1. Ascertain the students' views on the integrated curriculum.
2. Evaluate administrative support to team teaching.
3. Establish in detail the factors that contribute to the use of serial arrangement in team teaching.

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APPENDICES

Appendix A: Letter Seeking Authority to Conduct Educational Research

The University of Zambia

Directorate of Research and Graduate Studies

P.O. Box 32379

LUSAKA

U.F.S. The Provincial Education Officer

.....

.....

TO: The Principal

..... College of Education

RE: FIELD WORK FOR MASTERS' STUDENT: MBULO MARY.

The bearer of this letter, Mbulo Mary computer number **512801089** is a duly registered student at the University of Zambia, School of Education.

She is taking a Masters of Education in Primary Education. The programme has a fieldwork component which she has to complete. She is seeking your authority to allow her carry out an educational research inCollege of Education.

Yours faithfully,

Dr. Simwinga

ASSISTANT DIRECTOR

Appendix B: Informed Consent Form

The University of Zambia

Directorate of Research and Graduate Studies

Dear Respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. You are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Purpose: You are invited to participate in a research study on *team teaching* in primary colleges of education. The information generated from your participation will assist in identifying the lecturer's attitude towards Team Teaching in Social, Spiritual and Moral Education. I am conducting this research in partial fulfilment of the requirement for the degree of master of Education in Primary Education from The University of Zambia.

Participant selection: You were selected as a possible participant because of your experience in working with an integrated curriculum where the Team Teaching approach is used.

Explanation of procedures: If you voluntarily decide to participate, you will be asked questions during individual interview and focus group discussion, and to allow the researcher to observe you during teaching and team planning time. Individual and group interviews will be recorded using a digital voice recorder. Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

Discomfort or risks: All data collected from this research is treated with utmost confidentiality. Be assured that names will remain anonymous and untraceable in this research. The rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

Declaration of Consent: I have read and fully understood this document. I therefore agree to participate in this exercise.

Signature _____

Date _____

Respondent

Appendix C: Lecturers' Focus Group Discussion Guide

The University of Zambia

Directorate of Research and Graduate Studies

Title of the Research: Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education in Selected Primary Colleges of Education

1. How do you find the integrated primary teacher education curriculum in colleges of education?
2. What do you understand by Team Teaching?
3. Give examples of Team Teaching aspects practical in the college. In which study areas is Team Teaching done or used?
4. Do you think solo Teaching is better than Team Teaching? Why?
5. Is Team Teaching used by lecturers in this college?
6. What challenges has your team faced in regard to working as a team?
7. Do you use Team Teaching in SSME? If 'Yes' describe how it works. If 'No' explain why.
8. How do you compare Team Teaching to solo Teaching?
9. Is there anything else you would like to add to what we have discussed?

Appendix D: SSME Lecturers Individual Interview Guide

The University of Zambia

Directorate of Research and Graduate Studies

Title of the Research: Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education in Selected Primary Colleges of Education.

1. How do you find the integrated primary teacher education curriculum in colleges of education?
2. What do you understand by Team Teaching?
3. Is Team Teaching used by lecturers in this college?
4. How do you compare Team Teaching to solo teaching?
5. Give examples of Team Teaching aspects practical in the college. In which study areas is Team Teaching done or used?
6. Do you use Team Teaching in SSME? If 'Yes' describe how you use Team Teaching. If 'No' explain why.
7. Do you think working as a team is better than solo Teaching? Why?
8. What challenges has your team faced in regard to working as a team?
9. Is there anything else you would like to add to what we have discussed?

Appendix E: Principal's Interview Guide

The University of Zambia

Directorate of Research and Graduate Studies

Title of the Research: Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education in Selected Primary Colleges of Education.

1. How do you find the integrated primary teacher education curriculum in colleges of education?
2. What do you understand by Team Teaching?
3. Is Team Teaching used by lecturers in this college?
4. Do you think solo Teaching is better than Team Teaching? Why?
5. Give examples of Team Teaching aspects practical in the college. In which study areas is Team Teaching done or used?
6. What action plans or strategies do you have in place to facilitate Team Teaching?
7. What challenges have you faced in implementing Team Teaching in this college?
8. Do you use Team Teaching in SSME? If 'Yes' describe how it works. If 'No' explain why.
9. How do you compare Team Teaching to solo Teaching?
10. Is there anything else you would like to add to what we have discussed?

Appendix F: Observation Sheet

The University of Zambia

Directorate of Research and Graduate Studies

Title of the Research: Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education in Selected Primary Colleges of Education.

| Activity | Team work | No Team work | Comment |
|----------------|-----------|--------------|--|
| planning | ✓ | | Planning is shared outside the classroom |
| Teaching | | ✓ | Individualised teaching |
| Leading | ✓ | | The HoS spear heads Team Planning in the department |
| Responsibility | ✓ | | All the Lecturers are involved |
| Communicating | ✓ | | Communication is open and interactive |
| Assessing | ✓ | | A variety of assessment options are used with individualization of grading procedures in place |
| Evaluation | ✓ | | Measure for evaluation are subjective and provides options |

Appendix G: Time Line for Carrying Out the Research:

| ACTIVITY | June 2013 | July 2013 | Sept. 2013 | Oct. 2012 | Nov. 2013 | Jan. 2014 | Feb. 2014 | Mar. 2014 | Apr. 2014 | May 2014 |
|---|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|
| Problem formulation | | | | | | | | | | |
| Writing the proposal | | | | | | | | | | |
| Preparation & procurement of research instruments | | | | | | | | | | |
| Research trial of instruments | | | | | | | | | | |
| Field work (data collection) | | | | | | | | | | |
| Data processing and analysis | | | | | | | | | | |
| Writing of the research paper | | | | | | | | | | |
| Binding, presentation & submission of the paper. | | | | | | | | | | |

Appendix H: Research Budget

Stationary

ZMK Total

| | |
|---|----------|
| 6 Reams of white paper | 180.00 |
| 6 Pens | 20.00 |
| 1 Stapler | 50.00 |
| 1 Staples | 50.00 |
| 1 Perforator | 50.00 |
| 3 Writing pads | 120 |
| 2 Materials for posters | 600.00 |
| Binding of three copies | 600.00 |
| Field Work | |
| Trial of instruments | 400.00 |
| Transport- To and from the three colleges (600 x 3) | 1,800.00 |
| Subsistence Allowance for the three colleges (800 x 3) x3 | 7,200.00 |
| Instruments | |
| Video Recorder | 5,000.00 |
| Grand Total | 15,670 |