

AUTHOR'S DECLARATION

I, JUDITH SANTAMBO hereby declare that the work in this dissertation is my own original work and that it has not been previously submitted for a degree at this or any other university.

Signed:.....

Date:.....

DEDICATION

First and foremost, this dissertation is dedicated to my heavenly Father, the Lord Jesus and the Holy Ghost for the supernatural financial support, ability and guidance rendered to me in the compilation of this document. It is secondly dedicated to my Loving Husband, Teddy Samuzimu Kapale, for his support and sacrificial attitude throughout my study. It is finally dedicated to my lovely children, Hope, Isaac, Teddy and Favour for their enduring spirit during my study period at the University of Zambia.

CERTIFICATE OF APPROVAL

This dissertation of Judith Santambo is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

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List of Acronyms

DANIDA	Danish International Development Aid
DESO	District Education Standards Officer
ECZ	Examinations Council of Zambia
MOE	The Ministry of Education
NGO	Non Governmental Organization
ZATEC	Zambia Teacher Education Course
ZATERP	Zambia Teacher Education Reform Programme.
ZERP	Zambia Educational Rehabilitation Project.

Operational Definition of Terms

Basic Colleges of Education

These are Colleges of Education that train lower and Middle Basic School teachers. They were formerly known as primary teacher training Colleges.

Basic Education

Refers to the initial level of Education that runs from Grades one to nine. It has three phases of lower (from grade one to four), middle (from grade five to seven) and upper (from grades eight to nine) (MOE, 1977)

Continuous Assessment

This is an assessment system which continues throughout the course through tests and assignments.

Curriculum

This is defined as a sum total of planned learning experiences/courses/subjects offered by learning institutions to learners for a stipulated period (MOE, 2000).

Curriculum Development Centre

This is a specialized department found in the Ministry of Education that is given the mandate of designing, producing, monitoring and evaluating curriculums and teaching and learning resources for different levels of Education, except for the universities and their associate colleges (MOE, 2000).

Differentiated Curriculum

This is a type of Educational curriculum that is offered to learners where by subjects/courses that make it up are taught separately while maintaining minimal links and unique sharp boundaries. It also known as the segregated curriculum (MOE/DANIDA, 1999).

Formative Assessment

Several tasks given to trainee teachers that do not affect their final assessment in the whole teacher training course, but just builds them up (ZATEC Tutor's guide, 2001)

Head of Section

This is a Senior position given to a Senior lecturer who heads a Study area in a Basic College of Education

Integrated Assessment

This is the unified form of evaluating the trainee teacher's performance that includes tasks from all the contributory subjects that form up a study area (MOE/DANIOA, 1998).

Module

This is a unit of content, a convenient way of breaking down what has to be learned into manageable parts.

Mission Statement

This is a broad statement that gives direction and sets boundaries to the work of an organization.

Quality Education

This is defined as the type of Education where the teaching and learning process develops the analytic skills of learners, promotes children's ability to form and transform concepts, enables learners to acquire as well use knowledge, stimulate learners to express their beliefs intelligibly while empowering them to develop and live by a personally held set of values (MOE, 1996).

School Mentor

A trained teacher in the school who gives professional guidance to trainee teachers who are on school teaching practice.

Study Area

This is a unified learning area made up of content related contributory subjects that stand as a single department in a Basic College of Education on which an integrated teaching and summative assessment is based.

Subject Integrated Curriculum

This is a curriculum whereby subjects with some relationship or connectedness in their contents is grouped together in the same learning areas with the principle of team planning/teaching and assessment taking place (MOE, 2003).

Summative Assessment

This is assessment done at the end of a certain teaching and learning period.

Zambia Teacher Education Course

This is the current Teacher Education Course offered in Basic colleges of Education. It is based on the principles of integration of the traditional subjects rather than their differentiation, Learner centered methodology, Activity based, College and School based training and Criterion based assessment.

Zambia Teacher Education Reform Programme

This was a Teacher Education Reform Programme that ran as a pilot programme from 1998 to 2000 in three basic colleges of Education of Solwezi, Kitwe and Mufulira.

ABSTRACT

The study was a case study that sought to establish the effects of the subject integrated curriculum at Solwezi College of Education on Quality Education. Questionnaires, focus group discussion guide, interview guide and observation guides were used to collect data from 100 respondents.

The study revealed some of the following effects of the Subject Integrated Curriculum on Quality Education, at Solwezi College of Education: Learner centered methodologies helped students to acquire the necessary basic knowledge, skills, values, attitudes and methodologies required for effective teaching. The integrative teaching and assessment resulted in students' good performance as students' strength and weaknesses in different contributory subjects were complemented.

However, there was insufficient coverage of syllabuses in study areas that had too many contributory subjects. The study area concept and operation of the curriculum inhibited practical study areas from conducting comprehensive, consecutive practical lessons due to inadequate time, leading to students graduating with more basic theories but limited practical skills. Some lecturers belonging to study areas where it was mandatory to deliver the whole integrated syllabus contents despite not having professional background training in all failed to holistically impart the needed contents into trainee students. Grouping of unrelated contributory subjects into same study areas led to discrete coverage of contents of contributory subjects within study areas, leading to students failing to learn subject integration at training level. The format of the subject integrated curriculum of Solwezi College did not match with that of the Lower/Middle Basic Schools.

One of the major recommendations that the study made was that, MOE should re- classify study areas by only grouping related contributory subjects together, to enhance realistic coverage of study area syllabuses and effective subject integration within study areas.