



**GENERALIZED TEACHING AND ITS EFFECTS ON TEACHING AND LEARNING IN
SELECTED PRIMARY SCHOOLS OF CHIPILI DISTRICT IN LUAPULA PROVINCE**

BY

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**A dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfillment of the requirement for the award of the
Dgree of Master of Education in Educational Management**

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DECLARATION

I, **Justine Mwenya**, hereby declare that this dissertation is my own work and the works of other people have been appropriately acknowledge. I further declare that this work has never in part or whole been submitted to the University of Zambia and Zimbabwe Open University or any other institution for the award of any academic qualification.

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ABSTRACT

Education has become one of the most powerful weapons known for reducing poverty and inequalities in modern societies. It is also used for laying the foundation for a sustainable growth and development of any nation.

In recent years, there have been a number of innovations and reforms aimed at making education relevant to the needs of the society in Zambia. Despite the premium placed on education, there continue to be challenging and persistent issues negatively affecting teacher education. One of these challenges is the generalized approach in primary schools where teachers teach all the subjects in the curriculum.

In this modern era, where education is structured to suit the current economic, social demands of the nation, it has been empirically found difficult for many primary school teachers to execute effective teaching in all the subjects. This study was therefore, prompted by the above aspects in primary schools of Chipili District of Luapula Province in Zambia.

The purpose of the study was to examine generalized approach and its effects on teaching and learning in selected primary schools of Mupeta Zone in Chipili District of Luapula Province in Zambia. A sample of 30 respondents were selected, these included 22 class teachers, 5 Head teachers and 3 Standards Officers. The study employed mixed design and thematic analysis supported by inferential statistics were used to analyze data.

Research findings showed that generalized teaching does not promote efficiency and teachers because some subjects remain untaught due to lack of competence and expertism in subject's content. Teachers also failed to teach subjects as they appeared on the timetable due to their magnitude. These too contributed more to lost time.

In those primary schools that offered Junior Secondary Education, administrators also assigned the same generalized teachers to teach different subjects. This was also a departure from the current educational policies and standards guidelines.

Arising from the above findings, several recommendations were made to stakeholders. It was well emphasized that Teacher Education Department under the Ministry of General Education should review curriculum for primary colleges and universities where generalized teaching need to be subjected to grades 1 – 2 while grades 3 – 7 teachers must be specialized.

DEDICATION

I dedicate this study to my daughter Constance Musuku and son Genius Mwenya. Their academic performance is an inspiration to the whole family.

To my lovely wife Mavis Nkandu, my sincere gratitude for her love, moral support and encouragement of which helped me to remain strong, focused and achieve this great academic programme.

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I wish also to extend my sincere gratitude to all the lecturers at UNZAZOU whom I have interacted with in numerous academic works from my first year up to completion. The knowledge obtained from different courses is what has made it possible to come up with this document.

I cannot fail to pay tribute to all my respondents at District Education Board through Standards Officers, Head Teachers and class teachers in the Chipili District of Luapula Province in Zambia for their tolerance on providing necessary information. More thanks go to my research assistants who made it easier in collecting the field data.

ACRONYMS

| | |
|-------|---------------------------------------|
| BSAC | - British South African Company |
| CPD | - Continuous Professional Development |
| MOE | - Ministry of Education |
| MOF | - Ministry of Finance |
| TCZ | - Teaching Council of Zambia |
| TGM | - Teacher Group Meeting |
| UNIP | - United National Independence Party |
| ZATEC | - Zambia Teacher Education Course |
| ZATEP | - Zambia Teacher Education Programme |
| ZBEC | - Zambia Basic Education Course |
| ZIC | - Zonal Insert Coordinator |
| ZPC | - Zambia Primary Course |

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents a background to the study. The chapter also presents the statement of the problem, purpose of the study, objectives of the study, research questionnaires, significance of the study, limitations of the study and operational terms that will be used in the study.

1.1 Background

Education is paramount and key to any meaningful development. It is from this perspective that there is much departure from considering it as a consumption but rather an investment because skills emanated from education at different levels are fundamental to spur economic growth and sustainability in social and political set up of people.

Before Zambia got independence, it was a colony of British South Africa Company (BSA) for 34 years (1890 – 1924) and 40 years of British Government (1924 – 1964). During these period education was only restricted to few individuals and what were provided were for the benefits of colonial masters. This agrees with Musters (1999) assertion that British South Africans believed educating Africans served little purpose and would not contributed to territory's economic development (Kuster, 1992). Even though some primary schools were established for Africans there was a strong reluctance in making education accessible to everyone. Had it not been for the Missionaries, primary and secondary education could have delayed much longer coming to Zambia than was the case.

When the country got her sovereignty in 1964, the segregation exhibited in colonial era manifested into lack of skilled manpower. It was discovered that at independence, there were few graduates and unequally small number of people with post-secondary education. The Government therefore, saw education as the only instrument of bringing the country into the right track.

(Brenden, 2004: 23) explained that,

As the UNIP Government assumed power among the immediate priorities were the elimination of the racial segregation in schools, expansion of education provision and achievement of rapid output of high level manpower.

Schools, colleges and universities were needed and above all human personnel to actualize smooth operation of all these organizations more especially teachers and lecturers.

In the quest to offer universal basic education as articulated in 1977 Education Reforms, Primary Education was given highest in terms of funding and provision of other necessities. Tembo (2005: 12) states that the other factor which made the expansion of education possible at the primary school level in particular and generally all other levels during this period 1964 – 1975, was the increased allocation of both recurrent and capital funds in the national budget. However, lack of adequate men and women with high level of education compelled education system to make grade 9 a minimum entry qualification to Primary Teachers Colleges and employment of Untrained Teachers until early 1990s when the country had enough school leavers to be trained as Primary School Teachers. MOE (1977: 64) contends that in the primary sector there are a substantial number of untrained teachers who have been employed because the supply of trained teachers from

colleges has even at this level not kept the pace with the expansion of school enrolment. However, this is not the case with Zambia.

Primary education in Zambia is the foundation of everyone who gets in to school from grade 1 – 7 and primary school teachers are the one mandated to teach learners in these levels. Curriculum in primary teacher colleges in Zambia has been designed in such a way that teachers are trained to teach all subjects or study areas allocated to primary section. For instance, Mathematics, Integrated Science, Home Economics, Creative and Technology Studies (CTS) Zambian Languages, and Social and Development Studies (SDS). This approach is called generalized teaching.

Though the education system in Zambia has recorded tremendous achievements in curriculum development and changes as well as policy formulation and implementation, there are pitfalls towards training of teachers and teaching of pupils in primary schools. It is worth noting that teaching methodology of a teacher influences students' interest in that particular subject (Ohiwerei and Nwosu, 2009). It is the fact that teachers are different in the way they master subject content; one can be good in Mathematics but not in music, others can be also good in natural sciences but not in social related subjects. Ojo, et al, (2012) reports that in contrast, there seems to be a parallel discourse increasingly promoting the need for specialist teachers in the primary school setting. It is unlikely, however, that teachers approach all subjects with the same level of competence. When all these considerations remain unchecked, consequences are likely to trickle down to pupils' academic performance in secondary and higher education like universities where the institutions will continue recording minimal number of graduates in natural sciences.

In rural areas where shortage of staffs is common in most schools, teachers are subjected to double class teaching and secondments to teach grade 8 and 9 and in turn are given responsibility

allowances. This has also contributed to poor performance of learners in mathematics and science at grade 7 and grade 9 final examinations because the majority of teachers who teach grade 8 and 9 are generalists who do not possess enough teaching knowledge of the subjects. Zambia's National Assessment Survey Report of (2013: 73) shows that;

It is interesting to note that a proportion of 273 percent of the teachers in the survey teaching mathematics were not trained to teach the subject. This was caused by the mushrooming of basic schools which led to the secondments of primary teachers to the sector.

Though generalized teaching approach may have some positive attributes such as cost effective and building of interpersonal relationship between young children and a teacher, modern education emphasizes on the need to promote scientific management and the best way to consolidate effective teaching and learning among teachers and learners is by promoting specialization because it has more advantages in fostering Outcome Based Education (OBE) where pupils' academic performance also falls under. (Moe: 2013)

Now that the curriculum followed in teacher training colleges and classroom teaching situation in primary schools leaves much to be desired there is need to examine the effect on learner performance in order to come up with improved mechanisms for teaching and learning.

1.2 Statement of the Problem

The problem statement describes the context for the study and it also identifies the general analysis approach (Wiesma, 1995: 404). Achievement of quality education borders on different aspects like infrastructure, policies, political, economic and social stability. Others include curriculum content

and professional development. Zambia has recorded significant achievement in addressing major education concerns through access, provision and participation. The education system has also fulfilled its long planned desire to professionalize the teaching fraternity by establishing the Teaching Council of Zambia (TCZ) in 2013. Its mission is to efficiently regulate the teaching profession through accreditation of colleges of education, registration and certification of teachers to promote quality education. (www.tcz.zm).

Although there is great improvement towards positive things, continuous using of generalized approach by teachers in the primary sector remains a challenge where mastery of subject content is concerned. These have resulted into inefficiency in teaching especially where one lacks competency. Teachers also tend to favour certain subjects at the expense of others. There is also creation of vicious circle where poor subject skills are transmitted to pupils manifested into secondary schools, higher education and then back to primary school by those deployed as teachers. Therefore, it is from this complex background that the researcher intends to carry out a research aimed at establishing the generalized teaching approach and its effects on learner performance in selected schools in Chipili District of Luapula Province.

1.3 Purpose of the Study

The purpose of the study is to study the generalized teaching approach and its effect on learner performance in selected schools in Chipili District.

1.4 Research Objectives

1.4.1 General objectives

To examine the effect of generalized teaching approach on teaching and learning.

1.4.2 Specific Objectives

The objective of the study is to:

- (i) Establish factors that influence the use of generalized teaching approaches in primary schools.
- (ii) Analyze the challenges of generalized teaching and learning in primary schools.
- (iii) Explore mechanism to improve teaching and learning in primary schools.

1.5 Research Questions

The study will seek to answer the following questions:

- (i) What factors have led to the use of generalized teaching approach in primary schools?
- (ii) What challenges does generalize teaching and learning has on learners?
- (iii) Which mechanism should be employed to improve teaching and learning in primary schools?

1.6 Significance of the study

Moyo (2002: 8) states that significance of the study shows clearly both the practical and theoretical values of the study and what gaps it will plug. Owing to this narration, this study will make significant contribution to the body of knowledge related to the improvement of learner performance at different levels of education more especially primary and secondary. The outcomes of the study may help policy makers and school administrators to come up with effective means of enhancing teaching and learning in primary schools.

The study was important because if problems associated with generalized teaching approach identified and chart the way forward, it would pave way for improved learner performance in all the subjects. Meanwhile the Ministry of General Education, Teacher Education Department, college lecturers and Non – Governmental Organizations (NGOs) would also find the study helpful.

1.7 Scope and Delimitation

The study was carried out in Chipili District which was located on the Eastern part of Luapula Province. Based on the information collected from District Planning Officer as at 2018, the district had 38 primary schools with 234 male and 128 female teachers. Total enrolment stood at 6,373 boys and 5,791 girls. The area where the research carried out comprised of 5 schools with 49 teachers and 1222 pupils.

1.8 Limitation of the study

Bog and Gall (1983) describe limitations to mean those conditions which are beyond the control of the researcher and may also place restrictions on the conditions of the study. The research findings were not generalized to other provinces as the findings were to Chipili District. However, the research may be referred to other comparative studies of a similar nature in terms of topic, design and methodologies.

Secondly, schools were purposively selected with the consideration of access in terms of communication and transport; as a result, some views from other schools that could have added value to the outcome of the research were shuttered.

1.9 Operational Definitions

Profession - A body of knowledge

Curriculum - A course of study

Specialization - Training to be an expert in teaching a particular subject

Specialist - Someone who is an expert in a given field or subject matter.

Generalized Approach – Method of teaching grades and all subjects found in a particular grade by one teacher.

Generalist Teacher – A teacher who is trained to teach all subjects at Lower and Middle Basic School (1 – 7).

Vicious Circle - A circle chain where incompetent teachers producing incompetent learners who latter become teachers and produce other incompetent learners as well.

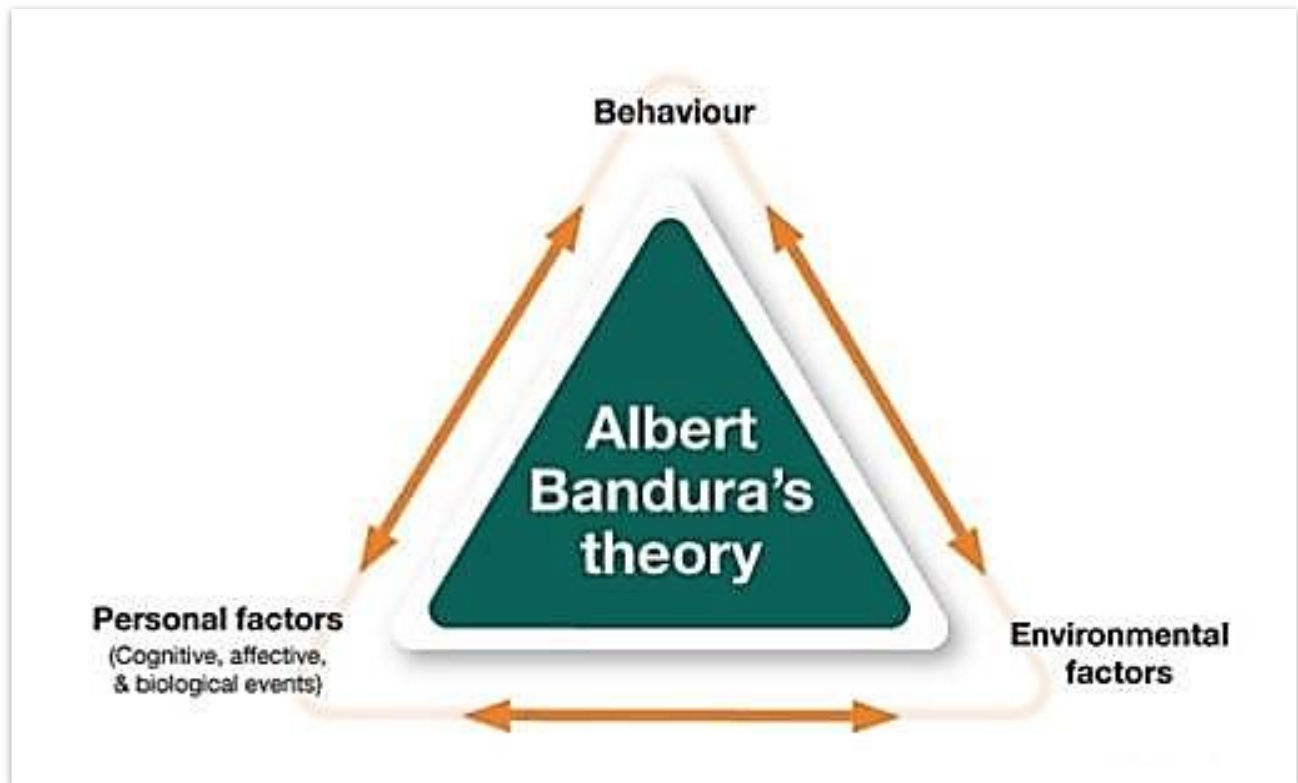
Secondment - Primary School Teacher recommended teaching at Junior Secondary.

Monopolization – Becoming a major provider of a given service.

Generalized teaching- One teacher giving instructions in all learning subjects

Primary Teachers- Someone who give instructions related to teaching primary school learners (Grade 1-7)

1.10 Theoretical Framework



Source: Gilligan C. (2017).

Figure 1: Theoretical Framework

This proposal seeks to utilize instruments stemming from Bandura's social learning theory (1977). As indicated, social learning theory is based on the work of Albert Bandura. It also referred to as Social Cognitive Theory (SCT). Also called reciprocal determinism, these three determinants interdepend on each other. The environment influences behavior, behavior influences the environment and both influence the individual who also influence them. It focuses on learning that occur by direct experience, observing, imitating and modeling. In relation to classroom situation, Bandura pointed that personality is an interaction between three factors, the environment, behaviour and persons psychological process. The necessary condition for effective modeling as

propagated by this theory are attention, retention, reproduction and motivation. The above theoretical framework was applicable to the study the researcher intended to embark on due to the fact that it covered major attributes of learning and teaching in primary schools. This includes learners, teachers, interactions, motivation and teaching approach. Saul (2016) reviewed that in society children are surrounded by many influential models such as parents within the family, character within the peer group and teacher at school. Teachers have a link towards the learning of young children. Nyerere (1988: 119) also says that teachers are the trainers of the builders of society, the author further states that pupils are influenced by the personal examples that teachers set through what they teach. All these are important in adding value to what the research intends to concentrate on.

1.11 Conceptual Framework

A conceptual framework is a plan or framework which shows or explains either diagrammatically or narrative form, the main themes to be studied. It spells out the key factors, concepts or valuables to be used and presumed relationship among them. Miles and Huberman (2008).

The conceptual framework of this proposal was formulated from reviewed literatures and concepts used in the theoretical framework. It can therefore be deduced that generalized teaching and learning have challenges related with relevance, the implications and interventions. When all these stated variables are worked on, it can lead to improved quality teaching and learning in primary schools.

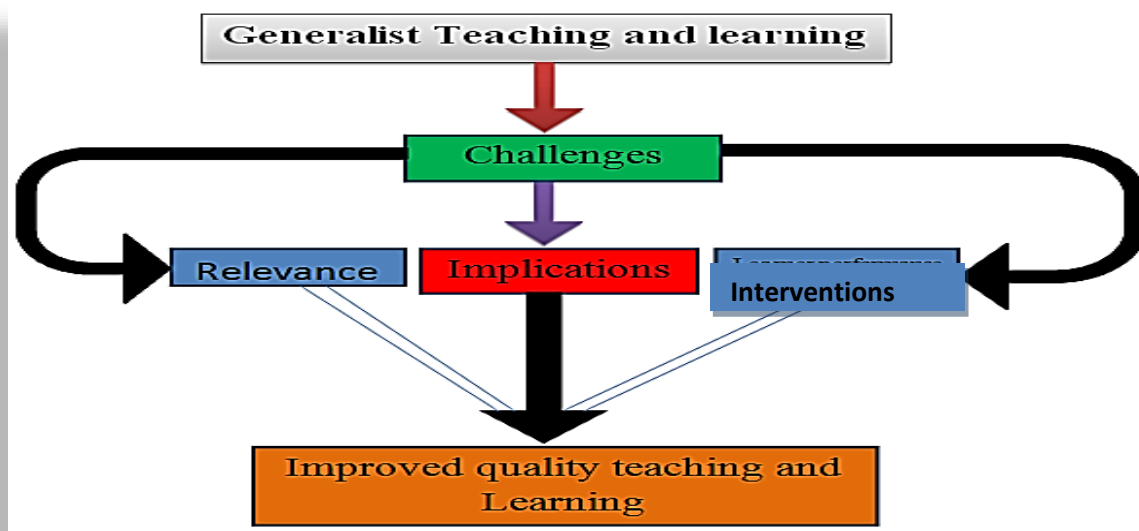


Figure 2: Conceptual Framework

Source: Formulated by Author, 2018

1.12. Outline of the Study

This section gives outline of five remained chapters to be discussed in a brief way. Chapter two will focus on literature review in relation to the study topic and developed objectives. More importantly this part will look at primary education in contextual framework both local and international level. An analysis of the literature is also considered. In as far as chapters three is concerned, the segment will cover research methodology. Here what will be emphasized more is research design, study population and sample, sampling procedure, research instruments and data collection procedure. Other areas to be considered include order of instrument administration and data analysis.

The prime segment of this study where research objectives and questions will be actualized will be found in chapter 4. Here the presentations of the findings will be done in line with the adopted

design called embedded design where qualitative findings will be fused into quantitative information.

The comprehensive discussion of chapter 4 will be done in chapter five. This will take into account developed themes from the objects and relate them to literature review and theoretical conception. Chapter 6 of this research will look at summary and recommendations. The other most obvious sub components that will be emanated from these will include contribution to the body of knowledge and prospects for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will be concerned with the review of literature related to the issue that was researched on. As at now, the chapter discusses brief history of education in Zambia; coupled with teacher education and training. The discussion will further review literature related with generalized teaching approach and its support. Furthermore, an aspect of specialization and its strength on enhancing pupils' academic performance will be tackled. In the last segment, analysis of the whole literature and identification of the gap will be done. The reason why the researcher intended to go into that direction is to collect enough information that will give an insight of the relevance, implications and interventions related to generalize teaching of which is critical to the specific objectives of this study.

According to Dube (2011: 57) literature review is a critical analysis of relevant literature on the problem under investigation. It consists of information about previous studies and treatment of the research problem by other research and shows the need for the current study.

2.1 Historical background of education in Zambia

When Zambia was under colonial administration from 1924 – 1964, education was not equitably distributed. The kind of education provided benefited colonial masters. Even though the first primary school was established for blacks in 1907 called Barotse National School in Kanyonyo area as outlined by Carmody (1992) there was a strong reluctance in making it accessible to everyone.

Missionaries therefore, took a major role in spreading primary and secondary education alongside with evangelization. This agrees with what Max (2018) reviewed historically, formal education was propagated by religious instructions as a way of spreading and preserving their traditions as well as training clergy.

It was therefore evident enough to point out that even the kind of training offered to a primary school teacher did not Centre much on broad knowledge but aimed at imparting basic knowledge on reading, writing simple arithmetic and little aspects on social matters of which were later transmitted on to children through teaching. Tembo (2005: 29) explains that the bottom line was to offer an elementary form of education that would tie in well with the native of spreading the gospel, hence, the stress on reading, writing and arithmetic.

When the country got her independence in 1964, the political ideology of humanism viewed education as the powerful means of transforming the country hence; efforts were made to bring to an end all forms of segregation in the education provision. Brenden (2004: 23) explained that, as UNIP Government assumed power among its immediate priorities were the elimination of the racial segregation in schools, expansion of education provision and achievement of rapid output of high level manpower.

The education act of 1966 gave government a virtual monopolization of education provision. This placed government on the position of being a major provider of education though there were other private sectors like missionaries who even after independence continued providing education to Zambian citizens. Important to note is the fact that the Zambian education system borrowed much of its structure and curriculum from the colonial government education system. Martin (1992) stressed that Zambia which became independent on 24th October, 1964 had had a relatively under

privileged education system which concentrated on the primary level even by the colonial African standards. The country adopted this colonial legacy of universal primary education and soon embarked on the development of numerous policies and reforms, for instance, the Education reforms of 1966 and that of 1977. This study is therefore informed by the above revelation that generalized teaching has a link to colonial and missionary type of Education where major emphasis did not place much emphasis on progression and completion but for acquiring essential basic skills.

Ayandale (1966: 287) reviewed that missionaries were satisfied to see an African reading the Bible to them was an indication that they had enough academic qualifications hence reluctant to provide higher primary and secondary Education.

Effective understanding of primary education in Zambia will be incomplete if what is happening at Teachers' Training Colleges is not discussed.

2.2 Primary Teacher Training in Zambia

Training for primary teachers in Zambia takes different durations. Training of Certificate holders which has almost phased out took two years. Diploma courses for teaching takes three years while degree is four years or less under certain circumstances such as fast track. MOE (2013: 63) shows that not until 2010, the duration of primary and secondary teacher education courses was two years.

Initially, the minimum entry for a primary school teacher was Form III of which is equivalent to the current Grade 10. MOE (1977) states that at present the minimum entry qualification to primary school Teachers College is Form III although colleges also accepted Form V. This entry qualification coincided much with aim of primary education (1 – 7) where important areas of learning placed much emphasis on communication skills, simple mathematical skills, science education, physical and health education, political education and social studies, spiritual and moral

education as well as production unit (MOE, 1977: 17). Phiri (2018) similarly narrates that entry requirements are therefore, high which is good because there is no specialization at primary level. Owing to these findings it is a clear demonstration that even after independence government did not pay particular attention towards negative effects associated with primary teachers teaching numerous subjects.

2.3 Generalized approach and its support

The nature of training where primary school teachers are trained to teach all subjects is referred to as generalist approach. Ardzejewka, (2010) contends that a generalist is a teacher who teaches all subjects in a given grade.

Similarly, Mac Maugh and Courtts (2010) in their effort to discuss the education and nature of primary teachers in Australia also reviewed that primary school teachers are generalists who have an ability to provide instructions in all key subject areas. Generalist approach therefore is a kind of teaching where teachers teach all subjects found in a particular grade allocated to her or him. This is not only peculiar to Zambia but it is practiced worldwide where developed and developing nations are included. Pine (2012) for instance noted that in the United States of America, elementary school teachers are generalistic. In America elementary education is equivalent to primary education in Zambia. Ardzejewka, (2010) also confirmed that in Australia, the primary school teacher is by and large considered a generalistic. Despite the study not bordering on comparative study, I decided to examine other countries within and outside African Region in order to get a wide perspective of primary education where generalized teaching is concerned. This is paramount because it will enable the researcher to relate some contextual aspects of this research with other findings. This will also help strengthening validation of research finding this is also

supported by (ESSER and PFETSCH 2004) who reaffirmed that the similarities and differences between research objects within the contexts of the systems and cultures they are situated in help interpret the result.

In African context, there are also literatures which show that the approach is not only restricted to Zambia but also in other regions within the continent. Samkange (2015) states that the primary school teacher in addition to the theories of education studies applied education during which the student teacher has to learn to teach all the subjects found in the primary school curriculum in Zimbabwe. The author further contends that the curriculum at teacher colleges that train primary school teachers remains predominantly generalized.

The philosophy behind generalist approach in primary school's borders on guidance and relationship between teacher and pupil. Several comparative studies which have been carried out where generalist and specialization approaches have been compared, they show that generalized teaching approach is more appropriate on building relationship at the tender age of education. For instance, in Zimbabwe, a study which was carried out shows that pupils become more disciplined with generalist teachers as a generalist spent more time with the pupil (Wellington, 2015). This promotes the development of personal relation as more is focused on developing behaviour and morale.

The above assumption is based on the understanding of the relationship which exists between a teacher and pupil of which can be equated to that of mother to child or father to child. Apart from teaching, a teacher needs to play a pastoral role. Here, Capel, Leask and Turner, (1996) pointed out that the pastoral role involves providing guidance and counseling, maintenance of discipline and providing spiritual guidance. This is also similar to what Ojo (2012) discovered when it was

reviewed that as generalist teaches the relationship between children and their teacher tend to be closer in primary school where they act as form tutor, specialist teacher and surrogate parent during the course of the day. This shows some of the relevance of generalized teaching and learning. Nevertheless, there are key issues that can be considered as relevant in our present day understanding of education. Samakage, (2005) reviewed these issues as intended beneficiaries of education system and how they benefit modern education. What stands out in view of what is to be researched about is that learning and teaching is the relevance of what we teach students and their impact on daily lives. Adler (1982) on the other hand gives three objectives of education. These include developing citizenship within children, contribute to the personal growth of individual and preparation for occupation in life. Primary education should not only restrict itself to improvement of relationship but also to help learners physically, mentally, socially and morally which is also in line with teacher curriculum manual. MoE (2001).

In African context, particularly Sub - Sahara region, the average age for a child to be enrolled in primary school in grade 1 is 6 years. At this stage, children are at the peak of developing their physical and mental aspect. In China where specialization for primary school teachers have been introduced, Pine (2012) clearly pointed out that, relations between the teacher and the pupil are impersonal. This may be detrimental to development of young children. Those who support the promotion of generalized teaching approach to primary circle base their argument on building concrete relationship between a child and teacher for better development. As noted by Jowawal (2012) pupils have problems with emulating the different teachers who come to them with different subjects. At the same time the different subject teachers are most likely to compete for space and time which may confuse the children. Much as this study may try to show the negative aspect of generalized teaching, the major focus of this proposal is to find better means of fostering effective

teaching and learning in primary schools taking into account age of learners and complexity of subject contents.

2.4 Generalized approach and the changing world

The dynamism of the world does not leave behind all aspects of human development of which education cannot be excluded. Modern era calls for shift to modernization where primary education considered to be a pre-requisite for economic development (Richard and Numann, 1990), Richard and Farrell (2005) seconded this notion by stating that research have acknowledged that teaching is a dynamic process requiring teachers to constantly review their practices. Primary education, including teaching require constant review for it to remain relevant and contribute to the economic growth of the nation more especially in developing countries where the majority of the citizens acquire it for the improvement of literacy level. Herryman (2013: 28) states that change in science and technology which have happened within industry and even more broadly are not reflected in the current education curriculum. The author further stated that; in the long-term any attempt to improve skills within the Zambian labour market will need to tackle the quality of primary and secondary education.

Though Master (2009: 79) claimed that ideally every primary school teacher would be an expert teacher of literacy, numeracy and science. The aim of primary education worldwide and in Zambia, particularly is beyond reading, writing and arithmetic (3rs) MOGE (2013: 2) outlined that in this age of global economy, governments around the world are revising their curricular. They are doing this to prepare learners for the challenges they will face in the rapid changing world.

The continuous use of generalist approach by primary teachers has been subjected to numerous debates throughout the world. Ardzejewka, (2010) for instance reviewed that the delivery of the

primary curriculum in Australia has been subjected to recent debate in Western countries. Alexander, Rose and Woodland (1992) lamented that in England it has been argued that the idea of the generalistic is outdated and does not reflect practice and as such four types of primary specialist teachers were introduced. In Botswana, Reuben (2008) reports that the Minister of Education, Jacob Nkate issued a Ministerial statement on July 8 2008 where he pronounced the introduction of specialization by primary school teachers in the coming year (2009). Samakange (2015) also confirmed that the introduction of subject specialization at primary school is a new development in Zimbabwe education.

Evidence from literature shows that generalized approach is opposed due to questionable teachers' efficiency, productivity and output. Institute of Teachers (NSWIT) (209) stipulates that pre-service primary teachers must undertake a pattern of study that prepare them to teach all special Key Learning Areas (KLAs) it is unlikely however that teachers approach all subjects with the same level of competence. This observation coincides well with what Helen (2017) voiced out when she noted that each individual has a unique set of talents, abilities and interests. This combination usually leads to career or labour specialization. All these assertions are true because despite all being teachers, they cannot articulate similar subject knowledge content. Therefore, subjecting teachers to multiple subject teaching will greatly have an effect on learners. Arising from the same concern, Alexander (1992) stressed that primary teachers cannot have equivalent expertise across subjects.

2.5 Subject Specialization

As quoted by Wellington (2015), opportunity culture organization views subject specialization as a mode to reach every student with excellent teachers. This is done by allowing teachers to teach

their best subjects whilst others cover other duties which may be considered of lesser importance in the development of the student. Ramsey (2000: 15) define subject specialization as teachers who have undertaken significant further studies gained through specifically designed courses. From these definitions subject specialization can also be described as the system where teachers are trained as experts to teach one or two subjects to learners. Subject specialization is derived from the theory of scientific management as advocated by Fredrick W. Taylor and Max Weber (1856 – 1915). The four principles of management propounded by Taylor as outlined by Mullins (1999) found to be effective means of enhancing organization development.

Concerns about introducing specialization to primary school have been voiced by many researchers and scholars interested in primary and secondary education. Specialization in relation to education entails breaking each study area or department into smaller subjects that are manageable to teach by an individual teacher. For instance, in the language department, there are different subjects that each teacher can offer on expert basis like English, Zambian Languages, French, Chinese and Literature in English. According to Kasher, (2005) specialization involves intentional narrowing of practice which contributes to competent delivery of service in education.

Subject specialization improves efficiency output and outcome which also implies that both teacher and pupil performance will also increase. Barley, Curtis and Numann (2001) raise important arguments about the role of subject specialization in school. For them specialization gives the teacher a strong ground in the areas of specialization. Of course, this grounding makes the teacher relevant, effective knowledgeable expert subject matter. Specialization is also good because teachers concentrate on what he / she is good at. All these lead to improved quality and learner academic performance.

2.6 Primary Teacher Education in Zambia and Prospects

Primary education in Zambia has witnessed major reforms in different areas. However, factors that contribute to quality education seem to be compromised especially on the quality of primary teachers produced by universities and colleges, the learning conditions and of course the provision of resources to support learning, Herryman (2013). This is also in line with Daughtery (1969) Observation that a number of teachers especially generalist teachers entered the profession inadequately prepared and had less or no technical knowledge to handle certain skills.

In as far as primary education system in Zambia is concerned; little has been done concerning the revising of teacher curriculum. Though Teacher Curriculum Manual (2001: 11) stipulates that the school curriculum and the teacher pre –education curriculum is both undergoing reforms in Zambia. Much emphasis in teacher education has been on training duration and programmes. For instance, in 1966, Zambia Primary Course was introduced (ZPC) where teachers were trained to teach either lower (1 – 4) (L2) or upper (5 – 7) U2. In 1977 Zambia Teacher Education Reform Programme (ZATERP) was adopted which resulted into the introduction of Zambia Teacher Education Course (ZATEC). In all these, generalized teaching approach has remained unrevised. What has even brought more challenges to teaching is the integration of related subjects into study areas. Phiri (2018) made interesting observations about these through the following remarks. The lumping together of subjects into study areas makes the identity of subjects difficult and as a result some very important subjects are not taught or are taught scantily in colleges of education.

On a similar note Netherlands Ministry of Foreign Affairs, (2008) in their effort to analyze ZATEC programme also narrated that in addition, college curriculum failed to adopt to change in the primary school curricular and consequently, teachers are not sufficiently prepared to teach

particular subjects. In other ways teacher education had not done enough to streamline primary teacher training curriculum. All these lead to the realization that generalist approach has some effect on pupil academic performance. The depicted key factor in line with the focus of this study is that teaching is complex and requires narrowing of subject mastering. There is more efficiency and conformability in teaching one all two subjects than beyond that. Primary teachers therefore could face a lot of challenges associated with teaching and learning.

2.7 Literature Analysis

From the literature reviewed, various lessons were drawn from. In the 19th Century globally, primary education aimed at improving reading writing and arithmetic. Secondly, the promotion of generalist approach is basically based on consolidating relationship between children and teachers at the earliest grades in primary education.

Though generalist approach is widely practiced many countries have replaced it with specialization due to its major effects on teaching and learning. These include lack of competencies by teachers to master all key learning areas in the given grades. Some subjects are wrongly taught or skipped because they are complex and require expertise in order to teach them well.

Lastly, in Zambia, ever since independence the country has scored major successes in improving education system especially in the areas of infrastructure, policy formulation and curriculum development for primary section. However, the changing of teacher training from generalized teaching to specialization just like in other African countries remains silent.

Though Pine (2012) defended the use of generalized teaching approach for the purpose of instilling interpersonal relationship between a developing child and a teacher, the author failed to analyze that child development is an ongoing process. As children progress in their academic ventures,

they tend to graduate towards multiple interactions of which is cardinal for deep learning. For instance, the way a 6 – 8 and years pupils can relate to teachers offering different subjects cannot be the same with what a 10 – 15 years' pupil can relate to the same teachers.

Grade teaching as a major characteristic of generalized teaching has a lot to do with modeling. Oma, (2006) for instance, postulate that the behavior of the teacher has more influence to learners because learners will imitate the behavior of the teacher regardless of whether it is good or bad. When that is brought to critical consideration and analysis is evidence enough to show that those who support the approach do not put into consideration the effect of bad habits portrayed by some teachers towards physical emotional and mental development of children. These may include excessive beer drinking, immoral conduct with learners, poor dressing, absenteeism and late reporting. Assuming that learners modeled all these types of behavior through imitation, what kind of learners can education produce? All these need to be considered where one teacher takes full control of a class. This researcher therefore disagrees with the assumption of promoting generalized teaching approach at the expense of nurturing children because certain behaviors of teachers are retrogressive. This study had greatly contributed to the gap which the approach had failed to address.

Primary education is the foundation for further education in any country and what determines effective teaching and learning is knowledge base of the teacher. When these is lacking it will adversely affect future learning. Akinbote (2007) reports that, the primary school years are very important years in a child's intellectual and all round development. Therefore, all primary school teachers should be intellectually sound to teach the school children with diverse interest and capabilities. Education tends to reproduce itself meaning pupils of today may be utilized tomorrow as teachers. Hence, when pupils develop poor background a circle of poor production will continue

revolving of which will not add value to national development. This point is seconded by Kartie (2007) who equally narrated that in the US and Australia, there is concern that low quality teacher education and development has led to a vicious cycle where teachers with less knowledge teach learners who then become teachers with less knowledge. Unless teachers are given opportunities to develop expertise in one or two subjects, breaking out of this circle will not be easy. Hence this research might be beneficial as it had exposed the effect of incompetence teaching in some subjects like mathematics and sciences on the academic progress of learners for instance, the effect of poor performance of learners in mathematics towards secondary and higher education. These have remained silent under generalized teaching approach and specialization as well.

Currently, there are a good number of primary schools that are offering junior secondary education but utilizing the same primary teachers who lack specialization. These contradict curriculum framework requirements of 2013 which requires a Junior Secondary Teacher to specialize in the teaching subject. Zambia National Assessment Survey Report of (2013: 16) indicates that the poor performance exhibited by the grade 9 learners could be partly attributed to the fact that some teachers do not have enough subject content to teach at Junior Secondary level. MOE (1996: 112) further notes that;

The existing basic schools are not adequately staffed with teachers qualified for subject based teaching in grade 8 and 9. In many cases the teaching in these grades is conducted by teachers who have been trained for teaching at lower and middle basic level. This is harmful to all levels of the basic school system.

Even in the above regard the research remained credible as it had addressed administrative and academic challenges associated with the allocating of unqualified staffs to teach at junior secondary. The above literature analysis has been summarized as outline in table 1 below.

Table 1: Summary of Literature Review

| AUTHOR | KEY ISSUES | GAPS |
|--|---|--|
| Max (2018) Tambo (2005) | Incense of primary education in Zambia. Reading, writing and arithmetic(3rs) | Did not reflect on the consequences of concentration on basic concepts on teaching and learning |
| Wellington (2015) Ojo (2012) Capeletal (1996) Jowawa (2012) | Relevance of generalized teaching | Did not reflect on the consequences of pupils imitating retrogressive behaviours from their teachers. Ongoing physical and mental development overlooked |
| Ardzejewka (2010) Pine (2012) Reuben (2018) Hellen (2017) | Movements towards specialization in primary schools. Incompetent teaching due to many subjects | No clear roadmap on the revision of the curriculum. Nature of teaching and learning competences not clearly spelt out |
| Barley and Numann (2001) Kasher (2005) | Roles of subject specialization in schools | No specific education level e. g primary, secondary and tertiary. Its limitation on young children not clearly outlined |
| MOGE (2013) MOE (1996) | Generalist teachers teaching grade 8/9 through secondments | Specific challenges for teachers not stated |

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter of the research describes the research design, study population, sample and sampling procedure, data collection instruments and data analysis procedures. This section is very crucial because it attempts to clarify the overall framework that forms the scope of the study in terms of methods used and the manner in which research questions intends to be addressed.

3.1 Research Approach

The research used mixed design method where both qualitative and quantitative aspects were employed. Johnson et al (2007) and Wisdom (2013) stipulate that the term mixed method refers to an emergent method of research that advance the systematic integration or mixing of quantitative and qualitative data within a single investigation or sustained programme of inquiry. This approach was picked because it took advantages of using multiple ways to explore a research problem; for instance, through sample and sampling techniques and interpretation of data findings.

The assertion made by John (2003) agrees with this upon indicating that mixed research can position research in a transformative framework because it complements the strength of a single design and overcome the weaknesses of a single design. The researcher opted to use this design so that the strengths and weaknesses geminated from qualitative and quantitative methods complement each other.

3.2 Research Design

Research design according to Ngoma (2006: 24) is the set of logical steps taken by a research to answer the research question. Moyo (2016: 22) also equates a research design to an overall plan for obtaining answers to the research questions or testing the research hypothesis. Alternatively, a design can also be seen as an arrangement of conditions for collection and analysis of data in a manner that fulfills both the importance and the need for the study, (Cohen, et al, 2007).

Categorically, there are six types of mixed design method however this research will only refine itself to embedded design. Data was collected and analyzed with qualitative information being incorporated into quantitative data. This was in line with Caracelli and Greenel (1993) who noted that the embedded design mixes the different data set at the design level with one type of data being embedded within a methodology framed by the other data.

Considering the nature of study and the kind of research design picked, sequential explanatory design was used where in the first place data was collected and analyzed quantitatively in the sequence manner. Thereafter, qualitative information in the second phase was built on the quantitative and the intermediate phase at last saw the connection of these into phases. Creswell, et al, (2003) states that, the rationale for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem.

3.3 Study Population and Sample

A population is a group of elements or causes whether individual objects or events that conform to specific criteria and to which we intend to generalize the result of research (Macmillan and Schumacher, 2001). Trochin (2006) also describe a population of study as a set of elements that the research focuses upon and which the result obtained by testing the sample should be

generalized. The definition above provides that a population consists of elements known to have similar characteristics. The population for this study made up of 5 primary schools, 49 teachers including administrators, 1222 learners and 3 Education Standards Officers at district education level.

3.4 Study Sample

According to Cohen (2007) a sample refers to the total number of subjects selected to participate in a given study. For any research to have internal and external validity there is need to come up with a sample which is more representative. The sample will consist of 22 lower primary teachers (1 – 4), 15 upper primary teachers (5 – 7) 5 head teachers, 3 Education Standards Officers (ESOs).

3.5 Sampling Procedure

Generally, probability and non- probability sampling are the major techniques involved in selecting samples. In probability sampling there is a mathematical way of choosing a sample whereby all members of the population have an equal chance of being selected to avoid biasness. Ngoma (2006). There are basically different types of probability sampling procedures, these include random, interval or systematic, stratified, cluster or rather multi- stage sampling techniques. As far as this research was concerned, stratified sampling was used to gather information from teachers teaching different grades, Head teachers and standards officers.

The other type of method is called non – probability.

Non- probability sampling is also a method of selecting participants with a bias towards certain individuals within the population considered to have certain desired characteristics. Examples of non – probability sampling procedure include incidental or availability sampling where the

interviewer will choose a right place where he / she is assured of finding many people to gather the required information. The other type of method is called judgment or purposively sampling procedure. Macmillan and Schumacher (2006) content that purposive sampling is done to increase the utility of information obtained from small sample. Nieuwenhilss (2007) also narrates that sample decisions are made for the purpose of obtaining the richest possible source of information to answer the research questions. In this study, grade teachers were purposively selected because these are the ones who teach and pupils were subjected to generalized teaching approach which the research focused on. Head teachers and Standards Officers too were purposively selected because they have rich information related to school administration and management.

3.6 Research Instruments

This unit focused on aspects of data collection techniques; Ngoma (2006: 55) says the process of data collection is of critical importance for the success of a study. In this regard, questionnaire, observation and interviews will be used.

3.6.1 Questionnaires

A questionnaire refers to a self-report instrument where the respondent writes his answers in response to printed questions on a document. The researcher opted to use this instrument in data collection because it was one of the easiest research instruments to test for validity and reliability. Questionnaires were also economical in terms of time and capital required. As noted by Sayaha (2012) questionnaires may be sources of information only when the informers are well educated and prepared to cooperate with the researcher. This was meant to work well because the sample comprised of almost highly educated participants who include teachers and Standards Officers.

The questionnaires for teachers (1-7) embraced open ended questions where a yes or no answers as well as description were involved as reflected in appendix 1-3.

3.7 Data Collection Procedure

According to Leedy and Ormrod (2005) the researcher should record any potential useful data thoroughly, accurately and systematically using field notes, audiotapes, sketches, photograph or any other suitable means. Since different techniques were used to gather information, triangulation was used. Arksey and Knight (1999) argue that the basic idea of triangulation allowed a wide range of different and multiple sources using a variety of methods. Out the four aspects of triangulation namely methodological, data, investigator and theory triangulation, this study restricted itself to methodological triangulation. To enable the researcher, collect the needed data from the sample participants. The confirmation of study letter from Assistant Director at the University of Zambia and informed consent was used as backings for obtaining permission to collect data from schools and District Education Office. This was consolidated mutual and professional understanding between respondents and the researcher.

Although research assistants were used the researcher also personally went and administer questionnaires. The period of data collection lasted for 30 days.

3.8 Order of instruments administration

Since the research employed only one instrument which is questionnaires they were administered in such a way that each selected sample score having specified numbers of participants were issued with required number of questionnaires related to teachers and one head teacher. This order was adopted because in all five schools, there were triple grade streams were the issue of information sharing of similar information could have been occurred due to similar grade teaching.

Additionally, schools were not closely linked were teachers can equally share similar information related to the answering of questionnaires. Hence the procedure supported the higher chances of obtaining representative responses.

3.9 Data Analysis

Data analysis is the stage at which collected information is processed. Tabachnick and Fidell (2007) re-affirmed that analysis of data is a process of inspecting, cleaning, transforming and modeling data with the goals of highlighting useful information, suggesting conclusion and supporting decision making. Using mixed design method implied that collected data was quantitatively and qualitatively analyzed and reviewed themes that emerged across the collected data in line with research questions or objectives. The strategy for data analysis and the timing of the analysis were driven by the overall rationale for using triangulation and concurrently methods. For instance, qualitative and quantitative data were prepared; review analyzed and presented using appropriate statistics, tables graphs and figures under quantitative. For qualitative description and narration were used.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter in the first place gives an outline of the participant's general information in terms of number, designation, gender and qualifications. It also takes into account the presentation of the major findings that emerged from the study in line with the objective that seeks to:

- Establish factors that influence the use of generalized teaching approach in primary schools.
- Analyze the implication of generalized teaching.
- Explore mechanism to improve teaching and learning in primary schools.

The chapter further recast the key findings in line with the above (3) objectives in sub-heading manner. The key findings could be discussed under objective (1) include improving relationship between teacher and learner, broadening teachers' knowledge and shortage of teachers. In as far as the second objective is concerned, the chapter focused more on inadequate number of periods taken per day, biasness in subject teaching and considering certain subjects as challenging. Others include problems in allocating subjects to teachers in junior secondary classes (8 and 9) as well as low comfortability level among teachers on the generalized approach.

As indicated in the third objective the discussion in this chapter focuses much on the introduction of specialization and intensification of Continuous Professional Development Meetings (CPD) as key findings that came out of the research.

On the other hand, actual participant's responses based on the open ended questions have been also presented in form of quotation as other additional and alternative research findings. The findings are also presented using statistical tables and reflective notes to support the provided responses.

4.1 Particulars of respondents

Table 2: Particulars of respondent

| PARTICULARS | FREQUENCY | TOTAL |
|--------------------|------------------|--------------|
| Head teachers | 5 | 5 |
| Standards Officers | 3 | 3 |
| Class Teachers | 22 | 22 |
| Total | 30 | 30 |

Source: Authors Field Data 2018

4.2 Gender Distribution

From the 30 participants as respondents 22 were male representing 73% while 8 made up of female and represented 27% see table 3:

Table 3: Gender

| POSITION | GENDER | | FREQUENCY |
|-----------------|---------------|----------|------------------|
| | M | F | |
| Head Teachers | 5 | 0 | 5 |
| ST / Officers | 2 | 1 | 3 |
| Class Teachers | 15 | 7 | 22 |
| TOTAL | 30 | 8 | 30 |

Source: Authors Field Data 2018

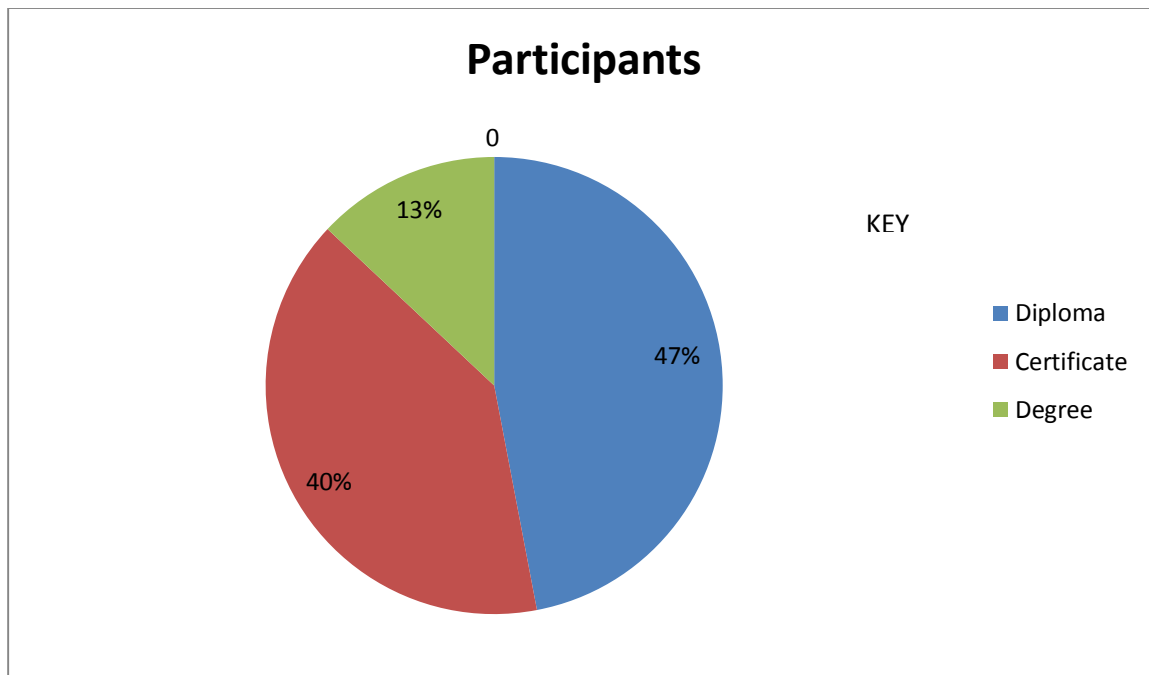
Table 4: Qualifications

| Primary Certificate | Diploma | Degree |
|---------------------|---------|--------|
| 12 | 14 | 4 |

Source Authors Field Data 2018

The above information was translated into the pie chart as outlined in Table 4.

Figure 3: Participants Qualification



Source: Source Authors Field Data 2018

The above illustrations show that majority of respondents were diploma holders (47%) followed by Certificate holders with 40% and degree holders constituted 13%.

4.3 Factors that has led to generalized teaching in primary schools

In order to find out the major factors for the introduction of generalized teaching in primary schools, respondents responded differently to (3) opinions or options given of which were consolidating teacher pupil relationship, broadening knowledge and lack of teachers. Below were the findings

4.4.1 Consolidating teacher pupil relationship

From 27 respondents, 12 were for the idea that generalized teaching in primary schools is promoted in order to consolidate the relationship between the teacher and pupils especially at the earliest stage and this represented 44%.

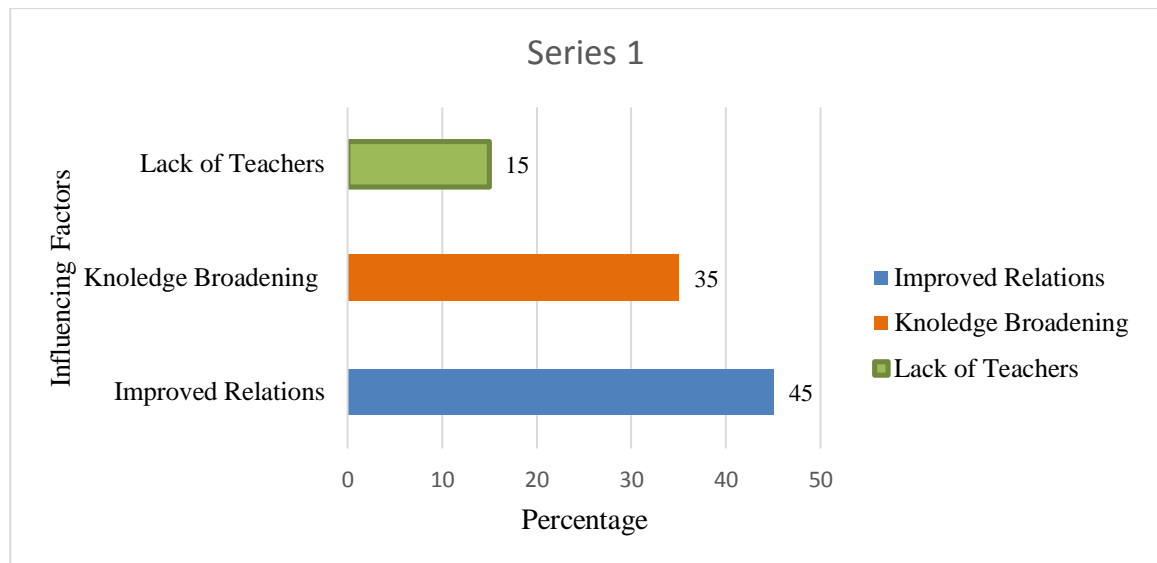
4.4.2 Broadening knowledge

10 respondents out of 27 respondents indicated that broadening knowledge is the major factor for promoting generalized teaching in primary schools and that response translated to 37%.

4.4.3 Lack of teachers

Out of the 27 participants who only excluded standards officers, 5 respondents responded in favour of lack of teachers as major factors towards promoting generalized teaching in primary schools and when converted to percentage gave 19%. Figure 4 clearly shows the summary of major findings basing on these 3 responses.

Figure 4: Factors that influence use of generalized teaching



Source: Authors Field Data 2018

There were other major findings advanced from the same 27 respondents basing on the open ended questions that compelled each of them to express their own views about the factors for the introduction of generalized teaching in primary schools. These were place into theme namely cost effective and consolidating children all round development.

4.4.4 Cost effective

Out of 30 respondents, 11 respondents responded in a similar manner that generalized teaching approach is mainly influenced by the fact that it is cost effective in the sense that it does not require magnitude of teachers to teach in different subjects. Hence saving government resources towards payment of salaries and other related allowances. Below were among the actual responses.

No need of employing multiple teachers in a single school.

4.4.5 Consolidating children's whole round development

It was also found that 16 respondents out of 30 respondents suggested that holistic development of children in primary schools can only be realized through generalized teaching among teachers. Below is among the actual responses provided.

A photograph of a handwritten note on lined paper. The text reads "It helps teachers holistically" in cursive script, followed by a horizontal line and a small flourish.

4.4.6 Encouragement of hardworking

2 respondents out of 30 respondents responded that teachers become hardworking as they are assigned to teach numerous subjects related to particular grades or classes as compared to the one teaching a single subject. Below is what came out of their suggestion.

A photograph of a handwritten note on lined paper. It contains two bullet points: "- Teacher became more experienced compared to the one teaching single subject" and "- The teacher became more hard working since he/she takes many challenges".

A photograph of a handwritten note on lined paper. The text reads "- IT HELPS TO BE STRONG AND GOOD. RESEARCHER" in all caps, with "RESEARCHER" written in a larger, bolder font.

4.5 Implications of Generalized Approach on Teaching and Learning

As the second objective seeks to find out, the study showed numerous challenges attributed to generalized teaching and what came out of the findings were inadequate teaching periods, biasness on subject coverage and low correlation between lower and upper primary on biasness of subject coverage as well as regarding some subjects as challenging due to lack of specialization. Others

included teacher low levels of comfortability with the approach, difficulty in allocating teacher's subjects to teach to junior secondary and poor learner academic performance.

4.5.1 Inadequate teaching Periods

22 teachers gave their average periods of teaching in one day and the following were the responses.

5 4 4 4 6 6 5 4 4 4 6

4 4 4 6 5 4 5 4 5 6 4

Using grouped data, the following information was analyzed as outlined in table 5 and 6.

Table 5: Frequency Table

| Periods | Frequency | Mid - Point | Frequency x Mid- Point |
|---------|-----------|-------------|------------------------|
| 3 – 4 | 12 | 3.5 | 42 |
| 5 – 6 | 10 | 5.5 | 55 |
| 7 - 8 | 0 | 7.5 | 0 |
| | | | $\Sigma fm = 97$ |

$$\bar{x} = \frac{97}{22} = 4.4$$

Source: Authors Field Data

Table 6: Measure of Central Location and Dispersion

| Mean | Median | Mode | Standard Deviation |
|------|--------|------|--------------------|
| 4.4 | 4.5 | 4 | 4.3 |

Source: Authors Field Data 2018

By comparing the measures for central location and dispersion the study shows that from the required 8 teaching periods in one day, teachers in Chipili District of Mupeta Zone, only manage to teach 4 periods in average.

4.5.2 Biasness on subject's coverage

In order to find out the most frequent taught subject, grades were grouped into two categories namely lower and upper grades. Lower primary had the range from grades 1 – 4 and upper primary from 5 – 7. Below was an illustration of the findings.

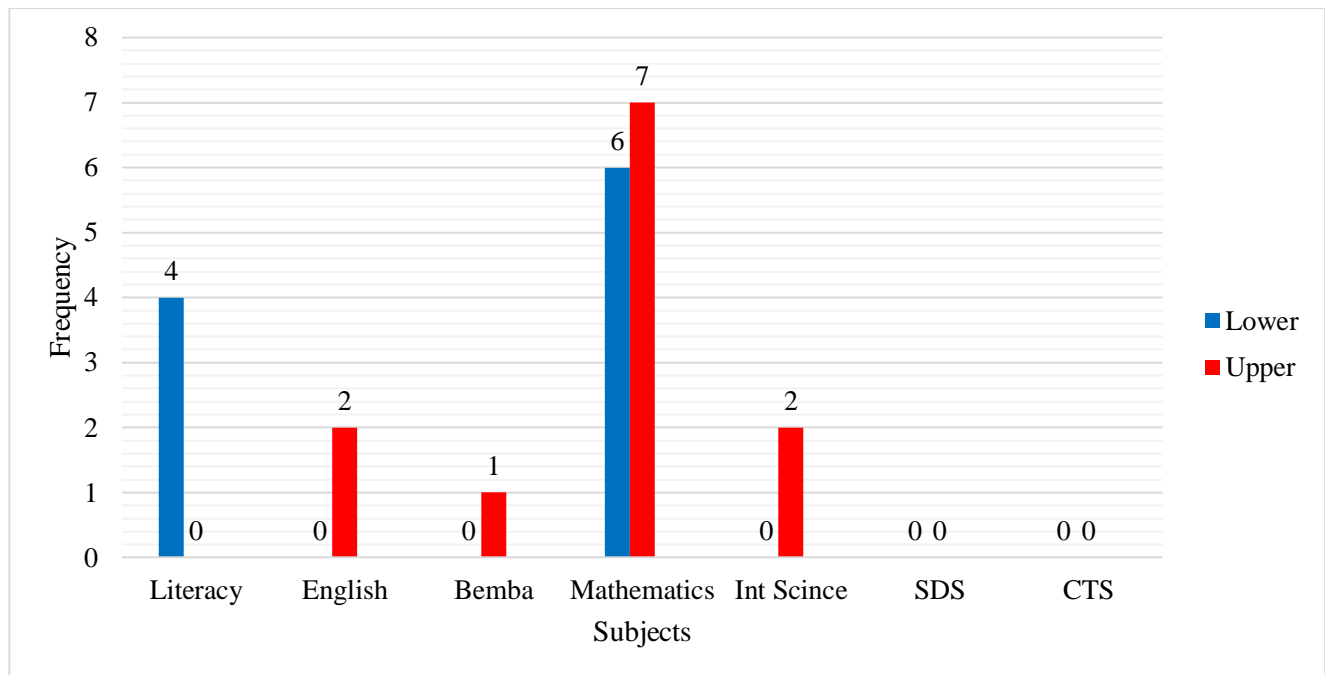
Table 7: Frequency Taught Subject

| Class | Subjects | | | | | | |
|-------------|----------|---------|-------|-------------|-----------------------|-----|---------|
| | Literacy | English | Bemba | Mathematics | Integrated Science | SDS | C. T. S |
| Lower 1 – 4 | 4 | | 0 | 6 | 0 | 0 | 0 |
| Upper 5 – 7 | 0 | 2 | 1 | 7 | 2 | 0 | 0 |
| Total | 4 | 2 | 1 | 13 | 2 | 0 | 0 |

Source: Authors Field Data 2018

The above information in table 7 was translated into the histogram in figure 5 below.

Figure 5: Frequency Taught Subject



Source: Authors Field Data 2018

The above information in both table 7 and figure 5 showed that in all 5 schools of Mupeta Zone in Chipili District teachers most frequently taught subject in both lower and upper primary is mathematics followed by literacy and Integrated science in lower primary. What followed second under upper primary was English which is not applied to lower primary school because the current policy demands giving instructions in all subjects in the local language. Creative and Technology Study (CTS) and Social and Development Study (SDS) remained low in terms of teaching in both lower and upper primary.

4.5.2.1 Correlation between lower and upper

In statistical analysis correlation is a technique used to investigate the relationship between 2 quantitative continuous variables. In other ways this aspect looks into the strength and direction of

a linear relationship between 2 variables in this case the correlation basically centered on investigating relationship between lower and upper primary on the biasness of subject teaching.

By using Pearson Product Moment Correlation Formula, the calculation was made based on the information depicted from table from table 7 and helped to build up information in table 8

Using Pearson's Product Moment Correlation.

$$\frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2 \times (n \sum y^2 - (\sum y)^2)}}$$

Table 8: Pearson's Product Moment Correlation (step 1)

| X | x ² | y | y ² | xy |
|---------------|-----------------|---------------|-----------------|----------------|
| 4 | 16 | 0 | 0 | 0 |
| 0 | 0 | 2 | 4 | 0 |
| 0 | 0 | 1 | 1 | 0 |
| 6 | 36 | 7 | 49 | 42 |
| 0 | 0 | 2 | 4 | 0 |
| 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 |
| $\sum x = 10$ | $\sum x^2 = 52$ | $\sum y = 12$ | $\sum y^2 = 58$ | $\sum xy = 42$ |

Source: Authors Field Data 2018

Substituting the formula (step 2)

$$r = \frac{294 - 120}{\sqrt{(364 - 100) \times 406 - 144}}$$

$$r = \frac{174}{\sqrt{69168}}$$

$$r = \frac{174}{262} = 0.66$$

Values based on correlation findings are always between +1 and -1 and any number beyond 0.5 is called strong uphill or positive linear relationship. Using Pearson Moment Correlation, the answer obtained was 0.66 and rounded to one decimal place became 0.7. In practical terms this means that the strength of relationship is positive between lower and upper primary on the biasness of subject coverage. In other ways this number 0.7 is trying to show that the trend of subject teaching biasness is applied to teachers who teach either upper or lower primary pupils.

4.5.3 Challenging Subjects

Guided by an open ended question numerous responses were obtained from respondents. What was discovered from information analysis was that learners are not taught effectively in all the subjects because teachers give much concentration on subjects they like and sideline those they find to be difficult for them to teach. Below is an outline of the responses obtained:

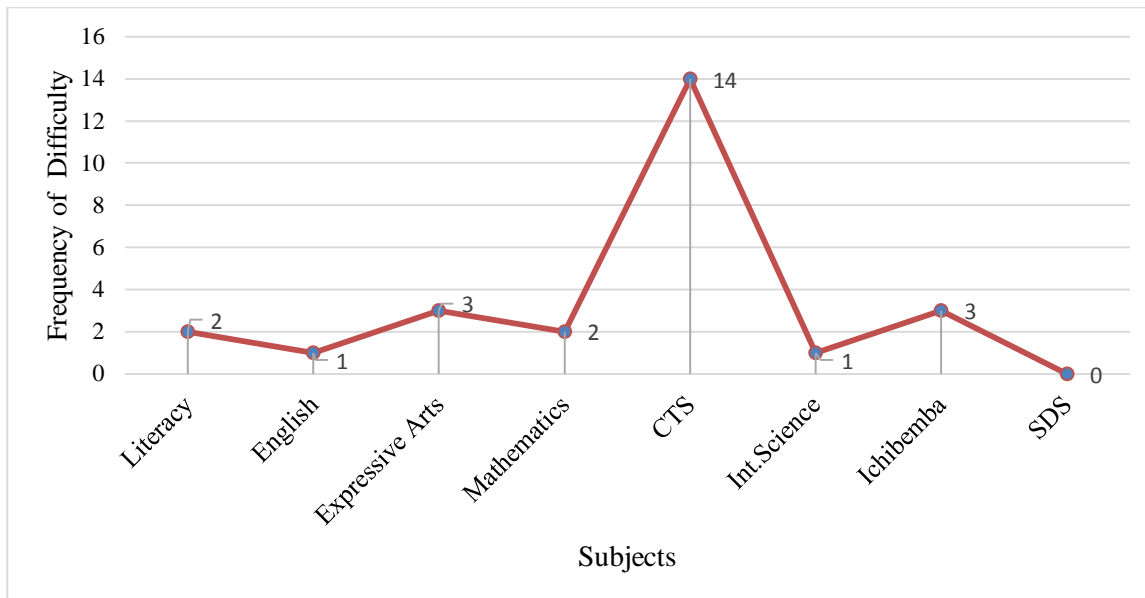
No one would be have more knowledge in all Subjects may be 55 percent out of 100 so you find that there is poor performance when that the pupils teach in examination class, may fail to

Table 9: Illustrates more on the challenging subjects.

| Subject | Score | Frequency |
|--------------------------------|-------|-----------|
| Literacy | 2 | 2 |
| Mathematics | 2 | 2 |
| English | 1 | 1 |
| Social and Development Studies | 0 | 0 |
| Integrated Science | 1 | 1 |
| Icibemba | 3 | 3 |
| Creative and Technology Study | 14 | 14 |
| Expressive Arts | 3 | 3 |

Source: Authors Field Data 2018

Figure 6: Difficult Subjects



Source: Author Field Data 2018

Basing on the information collected from 27 respondents, the findings in table 9 and figure 6 provided a comprehensive overview of the subjects and levels of difficulties. The findings indicated that Creative and Technology Study (CTS) was the most difficult subject teachers faced and constituted the majority response of (65%) followed by Zambian Language and Expressive Art with 11%. English, Integrated Science and Home Economics constituted 3.7%, Social and Developmental Studies was the least with 0%. These findings were similar to what came out from 3 questionnaires administered to Standards Officers. Two indicated that for the past one year, they had not monitored any teacher in Physical Education and Art and Design respectively during their monitoring tours. Only one Standard Officer indicated having monitored Art and Design as a stand-alone subject.

In the quest to find out about the level of comfortability in delivering generalized approach, 22 teachers were subjected to Yes or No type of response to determine their level of comfortability with generalized teaching. Responses were analyzed as tabulated in table 10.

Table 10: Level of Comfortability with generalized teaching

| RESPONSES | | |
|------------|-----|-----|
| | YES | NO |
| SCORE | 3 | 14 |
| PERCENTAGE | 19 | 86% |

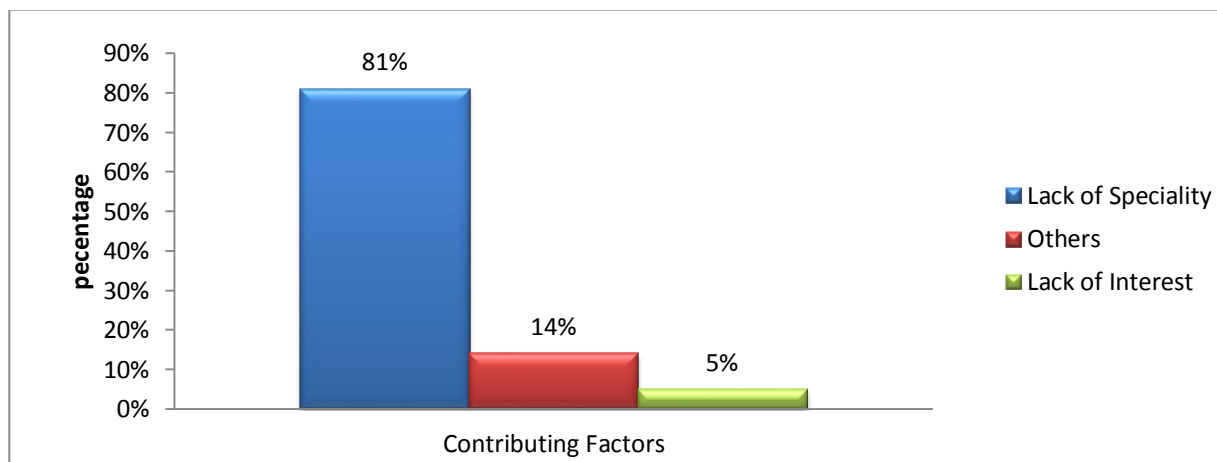
Source: Author Field Data 2018

The results above showed that 86% of the teachers were not comfortable with teaching all the subjects through grade teaching. Furthermore, the results indicated that 3 out of the 22 teachers

were comfortable to teach all the subjects in their respective allocated grades while 19 were not comfortable with the approach that translated to 86% as indicated in table 10 above.

Responses from the questionnaires on the contributing factors towards challenging subjects were summarized in figure 7.

Figure 7: Contributing Factors towards Challenging Subjects



Source: Author Field Data 2018

Figure 7 indicated that lack of specialization was the major contributing factor for the challenges faced in teaching certain subjects (81%) and 14 % attributed to others factors while lack of interest was 5%.

4.5.4 Allocation of subjects to teachers

In all 5 schools where questionnaires were administered specifically for head teachers, the findings were as presented in table 11.

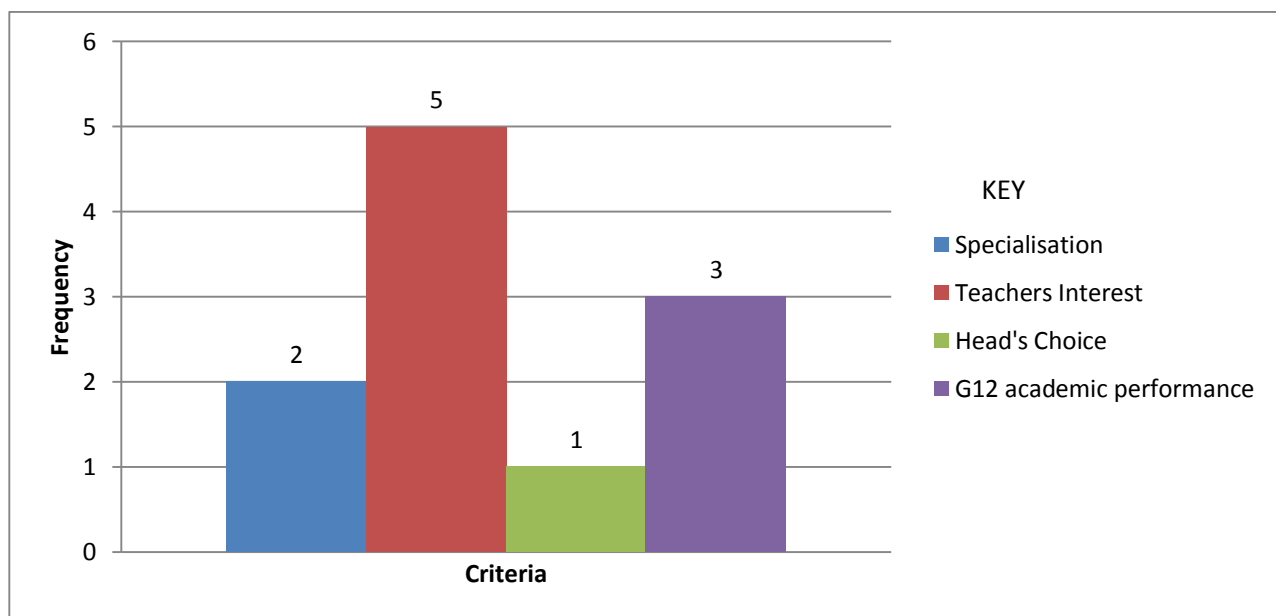
Table 11: Criteria used to allocate subjects

| School | CRITERIA | | | |
|--------|----------------|----------|-----------------------------|---------------|
| | Specialization | Interest | G12 Academic Qualifications | Head's choice |
| V | √ | √ | √ | |
| W | | √ | √ | |
| X | | √ | | √ |
| Y | √ | √ | | |
| Z | | √ | √ | |
| TOTAL | 2 | 5 | 3 | 1 |

Source: Author's field data, 2018

The above information was illustrated using histogram below in figure 8.

Figure 8: Criteria for allocating subjects to teachers



Source: Author field data, 2018

The above information in table 11 and figure 8 showed that teacher's interest was the most preferable criteria used by all 5 Head teachers to allocate subjects to teachers in junior secondary followed by grade 12 academic results. Specialization applied to 2 schools while Head teacher's own decision was only used by one school.

4.5.5 Poor learner academic performance

The study showed that learner performance is greatly affected through transition and progression. These include movement from one grade to another and from one level of education to the other, for instance from primary to secondary. 18 out of 30 respondents who translated to 60% indicted that learner performance in both summative and formative assessment were greatly affected because learners were not fully prepared in all the subjects. They lack skills and adequate information on certain subjects that teachers fail to teach effectively and competently. Below were among the actual responses.

16? POOR PERFORMANCE TO THE LEARNERS...

(a) Learner performance poor performance in both subjects due to lack of concepts.

no one would be have more knowledge in all subjects may be 55 percent out of 100 so you find that there is poor performance when that the pupils reach in examination class. they fail to perform good results

21. State some of the strengths of teaching all the subjects in a class by a single teacher.

4.6 Measures to improve teaching and learning in primary schools

In relation to research findings, based on the third objective which tried to look at mechanisms to improve teaching and learning, five themes were developed as major findings. These were introduction of specialization, intensification of continuous meetings, provision of teaching resources and avoiding frequent change of curriculum to primary schools.

4.6.1 Introduction of specialization

The information from the study showed that 24 respondents out of 27 supported the introduction of specialization in primary schools as means of improving their teaching and learning of learners. The ‘YES’ response translated to 89% while the ‘NO’ response converted to 11% as illustrated in table 12 below.

Table 12: Introduction of specialization

| Variation of Response | | Percentage |
|------------------------------|----|-------------------|
| Yes | 24 | 89 |

Meanwhile 27 respondents who included 22 class teachers and 5 Head teachers in their questionnaires were tasked to choose the stage at which specialization must be introduced and below were the findings.

Table 13: Introduction of Specialization

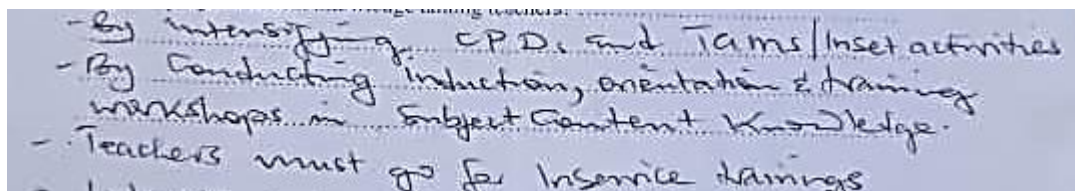
| Specialization | Response | | Variation of Response | | |
|----------------|----------|----|-----------------------|-----------|-----|
| | Yes | No | Grade | Frequency | % |
| | 24 | 3 | 1 – 7 | 8 | 30 |
| | | | 2 – 7 | 3 | 11 |
| | | | 3 – 7 | 16 | 59 |
| | TOTAL | | | 27 | 100 |

Source: Author's field data, 2018

The above findings above indicated that 59% of the teachers supported the introduction of specialization at grade 3 to 7 in primary school. 30% favoured the introduction of specialization from grade 1 up to 7 and 11% recommended its introduction at grade 2 up to grade 7.

4.6.2 Intensification of Continuous Professional Development meetings (CPD)

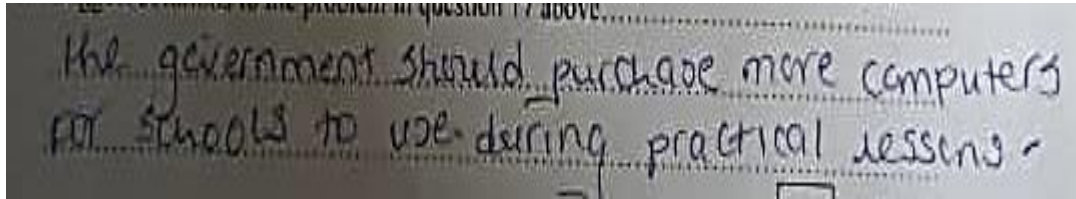
3 participants in their own views suggested that intensification of in-service programme will help to improve teaching and learning. Below were among the actual responses.



4.6.3 Provision of teaching resources

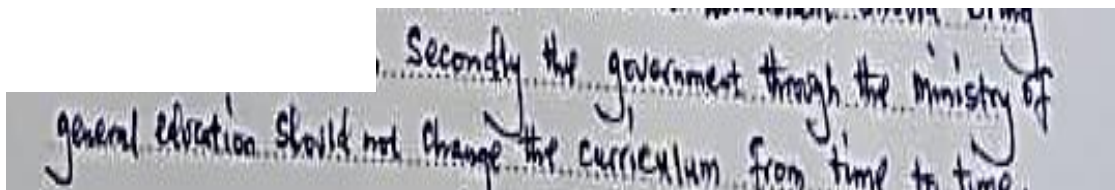
4 respondents out of 30 in their own views supported the provision of teaching and learning resources in schools as a way of improving teaching and learning. Some of the items alluded to

include computers, sports equipments and other necessary tools that add value to effective teaching and learning. The actual illustration of the response is given below.



4.6.4 Minimize frequent change of curriculum

Owing to the fact that the last research question aimed at finding measures to improve teaching and learning, it was also very interesting to find out that one out of 30 participants suggested that government under the ministry of general education need to minimize constant change of the curriculum. This response is outlined below.



4.6.5 Revamping monitoring of teachers

Monitoring of teachers in primary schools are done internally and externally just like in secondary schools. However, from the findings it was also indicated that external monitoring of teachers needs to be intensified in order to help them in their areas of needs. These external monitors include Senior Education Standard Officers (SESOs), Educational Standards Officers (ESOs) and Zonal Insert Coordinators (ZICs). These findings were provided by participants own suggestions as indicated below.

- Intensify both local and external monitoring as one way of helping teachers in the areas of concern.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter in the first place brings out general information of the respondents. More importantly it covers the findings that were presented in the preceding chapter based on generalized approach and its effects on teaching and learning. The presentation of the findings is presented in line with the answers obtained from research questions that guided the study. These were obtained from the three objectives which were based on:

- i) Establishing the relevance of using generalized teaching approach in primary school.
- ii) Analyzing the challenges of generalized approach on teachers and learner's academic performance in certain subjects.
- iii) Exploring mechanisms to improve teaching and learning in primary schools.

5.1 General Information

The general information of the respondents was presented in separate semi-themes namely particulars, gender and qualifications.

As indicated in table 1, 2, 3 and 4 of chapter 4 the study revealed that there were more class teachers who participated in the research followed by Head teachers. Standards Officers were the least in terms of numbers. From the 30 respondents, there were 22 males and 8 females respectively. This showed that more male participated in the research as compared to females. Nevertheless, the research provided a mixture to the response of the study. It was also reviewed that there were more diploma holders (47%) followed by certificate holders 40%. Degree holders made up of 15%.

Table 14: Comprehensive summary of general information

| POSITION | | | | GENDER | | | QUALIFICATION | | | |
|----------|-----------|-----------|-------|--------|--------|-------|---------------|---------|--------|-------|
| Head | C/Teacher | S/Officer | Total | Male | Female | Total | Certificate | Diploma | Degree | Total |
| 5 | 22 | 3 | 30 | 22 | 8 | 30 | 12 | 14 | 4 | 30 |

Source: Author's field data, 2018

5.2 Relevance of Generalized Teaching

As the first research question seeks to find out factors that have led to the generalized teaching in primary school. The discussion of the findings focuses much on the outcome of the findings. These are consolidation of relationship between teacher and learners, broadening knowledge, cost effective measures, promotion of whole round development and promotion of hard working.

5.2.1 Consolidating Teacher Pupil Relationship

In social learning theory especially the one propagated by Bandura Albert as outlined in the theoretical framework, behavior is assumed to be developed and regulated by external factors and influence of other people or individual is among the major factors towards that. In a classroom situation development of children required constant and closely supervision so that effective development occurs.

From the research carried out it has been argued that the reason why the approach of generalized teaching is promoted in primary schools is to consolidate the relationship between teachers and learners especially at the earliest stage as evidenced by the response obtained from 12 (44%) who

were in support of this reason. This factor is supported by what is reviewed in the literature. For instance, Ojo (2012) pointed out that through generalist teachers, the relationship between children and their teacher tend to be closer in primary school where they act as form tutor. Wellington (2015) equally put it in this way that the approach promotes the development of personal relations as more is focused on developing behavior and morale. All those literatures try to show that the primary stage is very critical in the development of the child and need to be handled with great care.

Nevertheless, much as these findings may restrict generalized teaching to improvement of relationship between teaches and learners there is also need to know that human development is a gradual process which demand change in physical and mental development of human beings Under critical analysis there is need to know that generalized teaching cannot be restricted to this fact because when children develop they are also ready to feature well into other teaching approaches as opposed to generalized teaching. For instance, a grade 7 pupil who is 15 years old can cop up with specialization as compared to a grade 2 learner who is 8 years old.

The aspect of promoting generalization at the expense of consolidating teacher pupil relationship on the other hand is challenged by the factors of modeling bad behavior from the class. Modeling is about building representation of things in real world and allowing ideas to be investigated. www.open.edu (2018). There are various retrogressive behaviors among primary school teachers that have a negative bearing on learners. These include, careless beer drinking, immoral conduct with pupils, indecent dressing especially among female counter parts, bad language and absenteeism. All these have not been considered much. The assertion made by Shila Kohi (2019) as a teacher is worth noting when expressed that teachers are role models for their students all day, every day so I take my action and behavior very seriously.

5.2.2 Broadening Knowledge

Within the same first objective, the findings further reviewed that broadening knowledge was another reason why the approach is relevant and promoted. Yohannes (2007) stipulated that the knowledge and interest of the teacher in one particular subject has an impact on the teaching and learning process. This finding is supported upon considering the complexity and nature of teaching a primary school teacher is subjected to. Indeed, primary school teachers broaden their knowledge by teaching so many subjects. Though effective delivering of teaching cannot be rated to satisfactory in all the subjects, they gain more knowledge from what they teach. This is also in agreement with Akinbote (2007) who noted that the primary school's years are very important years in a child's intellectual and whole round development. The author further advances that all primary school teachers should be intellectually sound to teach the school children with diverse interest and capabilities.

5.2.3 Promotion of Holistic Development

Teaching is not just a process of imparting knowledge and skills. It is also a process of changing or forming attitudes and behavior hence the teacher become a facilitator to learning. On the assertion that generalized teaching is supported in primary school, it was found that holistic development also remains as another major factor towards the promoting of the generalized approach. Holistic development is the whole round development which takes into account physical, economic, social, political and moral development. Similarly, Kalimaposo (2010:176) observed that one of the two major roles of a teacher is the production of a well-rounded, well integrated individual capable of playing a positive role in the society. All these are enshrined in

both current and previous education policies for instance the 1996 (educating our future) and 2013 (basic curriculum framework).

5.2.4 Cost Effective Measures

In Zambian context, the major provider of primary education is the state followed by other private enterprises like religious organizations and individual entities. This therefore implies that all education providers have huge responsibilities of meeting all obligations required to sustain their sectors. These obligations include material financial and human resources respectively. Where education is not considered as key investment in spurring economic development in all sectors, the institution receives little attention and in most cases considered as consumption. From the findings it was observed that generalized teaching is a cost effective measure as compared to specialization where magnitude of teachers could be needed. In practical terms this is true because in a normal establishment of a primary school with single streams from grades 1-7 only 7 teachers and 4 administrators are needed. According to the information availed by UNESCO (2006) on the expenditure for 2003 on education, it was shown that the ministry of allocated 4.2.1 of Gross Domestic Product. 1.1% was externally financed and total expenditure going to Basic Education stood at 45.7% of which 97.9% was for personnel emoluments. (Republic of Zambia 2005). This therefore, shows that Introduction of specialization to Primary schools will overstress government resources and maintaining generalized approach acts as a cost effective measure. This measure however, does not support the theoretical framework of this study where effective teaching and learning is emphasized through improved teaching and learning.

However, if specialization was to be applied to the same school establishment, about 24 teachers may be needed. What must be understood is also the fact that specialization can also be applied

where there is shortage of teachers though it gives much pressure on teachers due to work overload as little time of resting is spared to teachers.

5.3 Challenges of Generalized Teaching

As the second objective tried to look at challenges that comes as a result of using generalized teaching in primary school. This chapter apportion itself to discuss major themes arises from the findings. These are inadequate teaching periods, biasness of subject coverage, challenging subjects, poor learner transition and progression and problem in allocating subjects to grade 8 and 9. Below is an outline of the discussion.

5.3.1 Inadequate teaching periods

In the literature review it was clearly stated that generalized approach is discouraged due to its questionable teacher's efficiency, productivity and output. For instance, the institute of teachers (NSWIT 2009) stipulated that though primary teachers may undertake a pattern of study it is unlikely that teachers approach all subjects with the same level of competence.

The theoretical framework which guided this study also explains important factors that determine learning which also relate to this finding. Among the four factors of learning that is reproduction and motivation they have a major connection to the actual teaching of learners in the classroom situation of which teaching periods cannot be excluded. When periods are not well utilized, pupils will be half baked and during assessments performance will not be impressive and at the end learners will be demotivated.

By using statistical information in table 5 and 6 of chapter 4, it was discovered that the average periods teachers managed to teach out of 8 periods in one day were 4, this implied that in every

grade there were 50% lost periods. This also shows that curriculum in primary schools of Chipili District were not completely covered. Only half of what is supposed to be taken in each particular grade is covered in 1 year. The analysis made also showed that mathematics was the most frequently taught subject followed by literacy in lower grades (1-4). Subjects like Creative and Technology Studies, Social and Development Studies and Integrated Science were rarely taught. Equally, in upper section (5-7) statistics showed that teachers taught mathematics frequently at the expense of other subjects.

5.3.2. Biasness of Subject Coverage

Biasness in relation to classroom teaching according to Stephen (1989) is an inclination or preference especially one that interferes with impartial judgment.

In trying to find out the reasons why teachers concentrated much on certain subjects like mathematics was found that the subject was easily taken as it involves simple calculations where addition, subtraction and multiplication are more pronounced. This makes the teaching of mathematics in primary schools simple and motivational to learners. By applying Pearson Moment Correlation, it was revealed that biasness on subject coverage does not only apply to lower (1-4) grades but also to upper grades (5-7). The LEMESA project carried by UNESCO which centered on facilities for teaching and learning found that main teachers complain that science syllabus are inordinately long and that there is no sufficient time to cover the syllabus adequately. This offer the pretexts for skipping practical work even where equipments are available (UNESCO 2010).

5.3.3 Challenging Subjects

In the quest to find out the complexity of subjects in terms of teaching, the finding indicated that teachers faced challenges in teaching certain subjects and that problems came as a result of lack of

specialty. Creative and Technology Studies (CTS) was the most difficult subject teachers found challenging to teach. According to the current Zambian Primary Curriculum, Creative and Technology Study is the combination of three subjects namely Art and Design, Physical Education and Technology. In all the schools where the research took place these three subjects were not implemented either as study areas or stand-alone subjects.

In all the sample schools that formed part of the study, the findings also showed that teachers did not teach all the subjects with similar level of competences due to the fact that subjects were many and some of them required someone giving instructions to be specialized in order to teach well. This is in agreement with Reuben's (2008) observation that it has never been right for a teacher to teach seven subjects at once, his or her productivity had to be affected in one way or the other. Odoqwu (2000) further added that, in that regard, they prefer to devote their time and effort to other subjects. In the information gathered and analyses, 86% of teachers administered with questionnaires were not comfortable with generalized teaching, only 14% showed comfortability with the approach. This scenario is not only peculiar to Chipili District or Zambia as a whole but it is found even in developed countries. There are several research findings that show similar situation. For instance, Anderson (1962) in his quest to find out teacher's level of comfortability in relation to generalized teaching in India, he presented a strong case for specialization when he reported that only 4 out of 260 teachers considered themselves well prepared in all subjects. These is also a true reflection that the approach poses major challenges.

5.3.4 Learners transition and progression

The current Basic Curriculum Framework (2003) places much emphasis on the two tier systems, Academic and Vocational pathways. Primary education in this regard plays a major role in

imparting into learner's initial skills that are necessary for them to excel either academically or vocationally. This can only be achieved when learners are given a conducive atmosphere to learn well all the subjects. However, in the situation where teachers fail to teach effectively all the subjects to the required standards, learners transit and progress half-baked especially to junior secondary. The study carried out showed that generalized teaching has a negative effect on learners as teachers do not provide effective teaching in all the subjects. These were also evidenced by the responses obtained from standard officers on the progression and transition of learners where it was also shown that transition and progressions were greatly affected. These findings are also supported by other findings. For instance, Wellington (2015) through the Global Monitoring Report also indicates that for those children who are at primary school and have passed through school 40 % of them had not mastered the basic mathematics concepts and basic reading skills.

5.3.5 Use of Interest to Allocate Subjects (grades 8 and 9)

In all the 5 schools of Mupeta Zone, it was discovered that they offered junior secondary education (grade 8 and 9). As managers, school heads have to play a combination of roles which include interpersonal, informational and decisional roles which include both human and material resources. Wellington (2015) agreed to this when he reaffirmed that the school head uses his/her discretion to allocate subjects and classes which is one of his/her major functions as a manager.

The study showed that head teachers' main criteria used to allocate subjects to teachers did not based on specialization but teachers interest and this applied to all schools. Frances and Atlas (2018) in their quest to identify factors that predict successful and difficult transition to secondary, noted that a successful transition involved functioning well in two areas which firstly is being academically and behaviorally involved in school and secondly feeling a sense of belonging to

school. These findings marry with what was discussed in the previous reviewed literature where it was noted that the existing basic schools were not adequately staffed with teachers qualified for subjects based teaching in grades 8 and 9. The research carried out by wellington (2015) under Global journey of Advanced Research in Zimbabwe also indicated that the selection of a teacher to teach specific subjects was not based on the knowledge of the subject but teacher's interest. This too contradicts the current junior secondary education policy which requires a subject teacher to have a specialized diploma or degree in a relevant teaching subject.

5.4. Improving Teaching and Learning

The last objective of the study aimed at coming up with ways of improving teaching and learning in primary schools. Therefore, the major themes to be tackled in relation to the findings are introduction of specialization, intensification of continuous professional development meetings CPD, provision of teaching and learning resources, minimizing frequent change of curriculum and revamping monitoring of teachers.

5.4.1. Introduction of Specialization

Deriving from the idea of Adam Smith (1723-1790) specialization is defined as a strategy developed by a business to focus on the production of a very limited range of products or services in order to gain maximum productivity, expertise and leadership in the target field. These elements of specialization fit well in education provision because under strategic and financial management, education is considered as business because it has clients, products and apply defensive and offensive mechanisms to survive in the competitive environment.

What came out of the findings was that specialization must be introduced a means of improving teaching and learning as seen from the statistics where 24 out of 27 (89%) were in favour of the

introduction of specialization. In the literature review, it was analyzed that generalized teaching approach in primary schools should be replaced by specialization because the approach is outdated and considering the fact that primary curriculum is broad. Meanwhile, what has made this finding more interesting is to note that participants were able to categorically state the stage at which specialization must be introduced. This came out as a result of taking into account the appropriate age in corresponding to grade at which a child is capable of grasping ideas from different teachers offering different subjects. It was widely accepted that specialization need to be introduced at grade 3 while generalized approach be left to grade 1 up to 2 because at these stage children are not fully developed mentally, physically and emotionally. Those who supported grade 1-7 were 8, grade 2-7 were 3 (11%) and grade 3-7 were 16 (59%).

5.4.2 Intensification of Continuous Professional Development Meetings (CPDs)

There is a sense in the saying that “a good teacher always remains a student”. Teachers require updating their skills and knowledge continuously by reading or sharing experiences with other teachers. The rallying point here is that academic discussion is vital in exchanging practice in different methods of teaching, in order to acquire new knowledge in the subject areas and challenging problems arising from daily teaching. Yahanes (2018) postulates that the fact that once teachers are trained and then there is no effort to build their capacity to update their knowledge and methods of teaching is also among the problem which make generalized approach become worse in primary schools. Suggestion that intensifying CPDs meetings in primary school is supported owing to the above revelations.

The best way to conduct professional development programmes in primary school requires systematic laid down strategy because the idea sometimes is hampered by numerous factors like shortage of teachers in school especially in rural areas and lack of commitment by teachers and administrators to give the programme the seriousness it deserves. Very few schools conduct Teacher Group Meetings (TGMs) or other Zonal Inset Activities. Research carried out by Banda (2007) supports this based on the findings that low commitment of school managers on professional development of teachers was a major challenge of in-service training of teachers in Zambia.

5.4.3 Provision of Teaching Resources

In the research findings, the issue of provision of teaching and learning materials came out as participants' own view. Provision of teaching and learning materials were among the measures found to improve teaching and learning in primary schools. However, the four (4) principles of social learning theories as emphasized by Bandura shows that retention, reproduction and motivation can only take place when teaching and learning resources are available. In the current situation, most of the schools in rural area lack pre-requisites to effective teaching and learning. Even in the area where this research took place the whole 5 schools had not enough desks, electricity, science kits and good infrastructures. Classrooms were also bearing no teaching/learning aids stuck on the walls. This is also a true reflection that more need to be done on the part of teachers where innovation, resourcefulness and creativeness are concerned.

5.4.4 Minimizing Frequent Change of Curriculum

The other answer given or obtained as a measure to improve teaching and learning was avoiding constant change of curriculum as it brings about uncertainty among teachers and other

stakeholders. Though this finding may be validated by other discourse like requirement of capacity building and massive reprinting of text books, this can bring debate and criticism because we live in a dynamic world.

It is necessary that curriculum change or be reviewed from time to time because we know for the fact that education is dynamic to the extent that there are areas that demands for innovation and development in order to cope with current standards. For instance, worldwide there is a great shift to modernization where technological advancement is more pronounced which has triggered both developed and developing countries like Zambia to fuse in information communication technologies (ICTs) into education curriculum from primary up to secondary education. MOE (2013) clearly maintained that there are many pressures for curriculum review including responding to internal and external requirements driven by government or professional boards on the need to create and maintain the learning market delineating content, deliver the content and developing the learners.

5.4.5 Revamping Monitoring of Teachers

Monitoring of teachers be it internal or external play an important role in maintaining standards in teaching. In practical terms monitoring can be a useful instrument to evaluating the strength and weakness of an adopted curriculum at higher level of policy monitoring and evaluation. This finding as a measures improve teaching and learning is very much appropriate and in support of the study. As indicated in the conceptual framework, when challenges associated with relevance, implications and interventions are looked into, it will lead to improved quality teaching and learning in primary schools. Namfukwe (2016) in her effort to research on the impact of monitoring and evaluation on performance in upper primary schools in Mbala, similarly found that

Monitoring and evaluation influences the performance of upper primary school's teachers towards improving teaching and learning.

In yet another research carried out by Banda (2007) which focused on challenges of in-service training of teachers, he also pointed out that most schools in remote areas are not easily reached by ordinary vehicle but 4x4s. Road network is bad not enough capacity developed at local level to effectively monitor and submit quality report the author further noted that the funding is low hence, reduced monitoring. For standard officers to carry out their duties effectively, they need logistics like vehicles to enable them reach every school in their location.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This chapter presents the conclusion of the study and further makes recommendations to various stakeholders on things that need to be improved.

6.1. Conclusion

On the overall the study showed that generalized teaching was encouraged in primary schools to consolidate relationship between teachers and pupils at the earliest stage. The findings further demonstrated that broadening knowledge and consolidating holistic development of learners were also factors for promoting the approach. It was during this phase that an aspect of cost effective to government also came out as another supporting reason for encouraging the approach.

In an effort to discuss challenges attributed by generalized approach, several findings were highlighted. Among the most pronounced one included inadequate teaching periods, biasness in covering the subjects due to lack of specialization as well as poor academic performance of learners. It is also interesting to know that lack of specialization by many teachers in primary schools of Chipili district compelled school managers to use ineffective criteria to allocate teaching subject to junior secondary (8-9). Other suggested solution includes revamping monitoring and evaluation by equipping Standards Offices with logistics to enable them monitor regularly the way teachers are teaching and help in areas of needs. There is also a suggestion that government should minimize constant change of curriculum.

6.2 Contribution to the body of knowledge

This study has made several contributions to the body of knowledge in two distinct ways;

Firstly, based on the reviewed literature on generalized teaching and learning, not much have been talked about on the best way to implement specialization apart from replacement of generalized teaching with specialization. However, this study has made positive contribution based on the fact that it has tried to take a unique direction by providing modalities of introducing specialization where stage and grade are categorically stated upon considering basic factors of learning as outlined in theoretical framework. Secondly, the study has also shown that generalized teaching is a serious negative factor towards poor learner academic performance in primary schools.

6.3 Recommendations

The findings of the study highlighted on some issues that could be considered to improve teaching and learning in primary school education. The study therefore made the following recommendations based on the findings:

6.3.1 Recommendation towards Policy

In the research findings, introduction of specialization to primary school came clearly as measures to improve teaching in primary school. This study therefore, seeks to recommend that a policy should be enacted for primary teachers training colleges and universities by revising curriculum where generalize teaching will be left to grades 1 up to 2 and specialization from grades 3 up to grade 7.

In order to guide teachers effectively in all the subjects, District Education board standards section should comprise of subjects specialize Standards Officers just like Senior Education Standard

Officers at provisional level. This will foster effective monitoring and evaluation of teaching in all the subjects covered in primary schools.

6.3.2 Recommendations towards Practice

Continuous Professional Development meetings (CPDs) should be promoted to enhance capacity building among teachers. The head teachers, deputy heads and senior teachers too must ensure that internal monitoring is conducted so that all subjects in primary school are given equal attention. Since what could hamper specialization is lack of teachers, schools that are well-staffed with subject's specialists must introduce specialization starting at grade 3.

6.4. Prospects for future research

Upon concluding the findings, the study advances the following further research:

Increasing the scope of the study by adding more respondents and observe if the findings would be consistent. Conducting a comparative study of generalized teaching and specialization. This could provide vital information on where self-efficacy is more pronounced in teaching certain subjects like physical education, mathematics, science, Art and Design and English. This will also help to compare the rate of pupils' academic performance between specialization and generalization.

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APPENDICES

Appendix 1: Questionnaire for Teachers

COVER LETTER FOR DATA COLLECTION

Dear sir/ madam

REF: REQUEST FOR DATA

I am post graduate student perusing a Master's Degree in Education management at the University of Zambia. As the requirement of the course I am mandated to submit a research project on Relevance, Implications and Interventions of generalized teaching on learner performance. To achieve this, you have been selected to participate in this study. I humbly request you to fill the attached questionnaires to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence. Your name will not be mentioned in the report.

Your cooperation will be highly appreciated.

Thanking you in advance

Yours faithfully

INSTRUCTIONS

Read carefully and give answers according to the instructions.

PART A

Name of Respondent: Gender:

Class Taught:

Number of pupils: Boys Girls Total

Highest Professional Qualifications:

PART B:

1. How many periods are you supposed to teach in one day in line with your timetable?

.....

2. How many periods do you normally manage to teach in one day?

3. Are the periods taught in a day below or above four? ☒

Below Above

4. Give two reasons for your answer in question 3 above.

i. Below 4 Reasons.....

ii. Above 4 Reasons.....

5. List two subjects that you liked during your secondary education.

(i) (ii)

6. List down all the subjects found in your class.

- (i)
- (ii)
- (iii)
- (iv)
- (v)
- (vi)
- (vii)
- (viii)

7. Which subject do you teach most?.....

8. Give two reasons for your answer in question 7

.....
.....

9. Which subject do you enjoy teaching?

10. Give three reasons for your answer in questions 7 & 8 above.

- (i)
- (ii)
- (iii)

11. Which subject /subjects do you not teach regularly?.....

12. Give reasons for your answer in question 11 above.....

13. What subjects do you find difficult in teaching?

14. What could be the contributing factors to the problem in question 13 above

Lack of interest

☐

lack of specialty

☐

15. Do you feel comfortable teaching all subjects in your class? Tick ☒

Yes

☐

No

☐

16. If the answer in question 15 is no, what could be the reasons

.....

17. What are the consequences of your response in question

16?.....

18. Suggest solutions to the problem in question 17 above.....

.....

.....

19. Do you support the introduction of specialization in primary schools?

Yes

☐

No

☐☒

20. State some of the weaknesses of training to teach all subjects in a class by a single teacher

.....

.....

.....

21. State some of the strengths of training to teach all the subjects in a class by a single teacher.

.....

.....

.....

.....

22. Choose the stage at which specialist can be introduced and give reasons.

G 1 – 7 Reason.....

G2 – 7 Reason

G3 – 7 Reason

23. For the past six months, how many times have you taught Physical Education lessons

0 ☐ 1 ☐ 2 ☐ 4 ☐ above 6 ☐

24. How is your relationship between you and your children in the class in terms of?

Discipline. Poor Good ☐ very good ☐ ☐

(ii) Responding to learning instructions. Poor ☐ Good ☐ very good ☐

THANK YOU

Appendix 2: Questionnaire for Head Teachers

COVER LETTER FOR DATA COLLECTION

Dear sir/ madam

REF: REQUEST FOR DATA

I am post graduate student perusing a Master's Degree in Education management at the University of Zambia. As the requirement of the course I am mandated to submit a research project on Relevance, Implications and Interventions of generalized teaching on learner performance. To achieve this, you have been selected to participate in this study. I humbly request you to fill the attached questionnaires to generate data required for this study. Let me assure you that whatever information collected from your administrative jurisdiction will be treated with the highest level of confidentiality and for academic purposes only.

Your cooperation will be highly appreciated.

Thanking you in advance

Yours faithfully

SECTION A

Name: Gender:

Enrolment: Boys: Girls: ... Total:

1. Number of teachers: Male ☐ Female ☐ Total ☐

2. Do you regularly conduct your internal monitoring of teachers?

Yes ☐ No ☐

3. If 'Yes to question 2 above, how many subjects for this term?

.....

How many subjects are allocated to your primary section 1 – 7 List them.

.....

.....

.....

4. How many specialist teachers do you have at your institution?

.....

5. Tick the category of speciality

Mathematics ☐ Specify

Natural Sciences ☐ Specify

Social Sciences ☐ Specify

Languages ☐ Specify

Arts and Design ☐ Specify

Practical Studies ☐ Specify

6. From Grade 1 – 4 which subject / subjects do you monitor regularly among teachers?

.....
.....

7. From Grade 5 – 7 which subject / subjects do you not monitor regularly among teachers?

.....
.....

8. Give two reasons for your answer in question 6 above

(i)
.....

(ii)
.....

9. Give two reasons for the answer in question 7.

(i)
.....

(ii)
.....

10. Which subject do you observe teachers teach regular from grade 1-4 and 5-7 and give one reason

Grade 1-4..... Reasons

Grade 5-7..... Reasons.....

SECTION B

11. Tick from the list one major factor for primary school teachers to teach all the subjects in the class than using specialization.

- Shortage of teachers

☐

- Quality of teachers

☐

- Consolidating pupil relationship especially at earliest stage

☐

12. Apart from the above alternative answer give your own reason for question 10 above

.....

.....

.....

13. How comfortable are you that a teacher has to teach all the subjects?

.....

.....

14. What administrative challenges do you face in having teachers who are not specialized when it comes to:

(a) Assigning responsibilities:

Challenges:

.....

.....

(b) Allocating grades:

Challenges:

.....

.....

15. Which subject/subjects do you think your teachers find challenging to teach?

.....

16. From Grade 1 – 7, what academic challenges are associated with a teacher teaching all subjects in a given grade?

(i)

.....

(ii)

.....

(iii)

.....

(iv)

.....

17. What effect do the above challenges have on:

(a) Learner academic performance?

(b) Academic progression e. g from G 7 – 8.....

SECTION C:

18. Do you have Grade 8 and 9 at your school? Tick

☒

Yes

☐

No

☐

19. If 'Yes' which criteria do you use in allocating subjects to teachers? Tick what is applied.

Specialization

☐

Interest

☐

Academic results

☐

Head teacher's own decision

☐

20. If your answer in question 17 is not specialization, what negative effect does it have on learner academic performance?

.....
.....

21. List subjects that are not taught effectively and give reasons.

Subject Reasons

Subject Reasons

Subject Reasons

Subject Reasons

Subject Reasons

Subject Reasons

22. (a) What administrative challenges do you face in organizing and supervising teachers who are not specialized?

.....
.....

(c) To what extent do you agree that there should be specialization teaching in primary schools?

Disagree ☐ Slightly Disagree ☐ Undecided ☐ Agree ☐

Extremely Agree ☐

23. Apart from specialization, suggest other better ways of improving learning and teaching in primary.

24. From Grade 1 – 7, where do you think specialization should start from?

1 – 7 ☐

2 - 7 ☐

3 – 7 ☐

4 – 7 ☐

5 - 7 ☐

25. Do you accept that specialization is the only way to improve teaching and learner academic performance in primary schools?

Yes ☐ No ☐

26. Justify your answer in question 25

.....
.....
.....I

f your answer in 23 above is ‘No’, what other mechanisms can be used to improve learner performance and your administrative functions at your school?

.....
.....
.....

THANK YOU

Appendix 3: Questionnaire for Education Standard Officers

COVER LETTER FOR DATA COLLECTION

Dear sir/ madam

REF: REQUEST FOR DATA

I am post graduate student perusing a Master's Degree in Education management at the University of Zambia. As the requirement of the course I am mandated to submit a research project on generalized approach and its effects on teaching and learning. To achieve this, you have been selected to participate in this study. I humbly request you to fill the attached questionnaires to generate data required for this study. Let me assure you that whatever information collected from your administrative jurisdiction will be treated with the highest level of confidentiality and for academic purposes only.

Your cooperation will be highly appreciated.

Thanking you in advance

Yours faithfully

Name:

1. How many schools have you monitored for the past 3 months?

2. Which subjects do you monitor regularly to primary school teachers?

.....
.....
.....

3. Have you ever monitored the following subjects?

| | | | | |
|--------------------|-----|----------------------|----|----------------------|
| Physical Education | Yes | <input type="text"/> | No | <input type="text"/> |
|--------------------|-----|----------------------|----|----------------------|

| | | | | |
|----------------|-----|----------------------|----|----------------------|
| Art and Design | Yes | <input type="text"/> | No | <input type="text"/> |
|----------------|-----|----------------------|----|----------------------|

4. If your answer in question 3 is YES, what strengths and weaknesses did you come across?

Strength

Weaknesses

5. If your answer in question 3 is NO what are the contributing factors?

.....
.....
.....

6. As personnel in charge of standards what steps have you taken to promote the teaching of

these subjects?

.....
.....
.....

In your own opinion, is it okay for primary school teachers to teach all the subjects in their given grades?

Yes

☐

No

☐

7. If your answer to the question above is NO, give reasons.

.....

.....

.....

8. If your answer to the question above is YES, give reasons

.....

.....

.....

9. What challenges do unspecialized primary school teachers face in their teaching?

.....

.....

.....

10. Do you agree that lack of specialization by primary school have contributed to poor

performance in Mathematics and Science? (tick)

☒

YES,

☐

NO

☐

11. What effect does the above challenge in question 10 above will have on:

(a) Learner performance?

(b) Learner academic transition and progression?

(G 1 – 7)

- (G8 – 9)
12. If generalized approach is to be discouraged in primary school teachers' colleges where teachers are trained to teach all subjects, what other mechanism can be instituted to improve subject content knowledge among teachers?
13.
.....
.....

THANK YOU

Justine Mwenya

Computer No 716816196

The University of Zambia / Zimbabwe Open University

Appendix 4: Participant Consent Letter

The purpose of this research study is to find out on the Generalized Approach and its effects on Teaching / Learning. I understand that the research is being carried out in partial fulfillment of the requirements leading to the award of a Master's Degree in Educational Management.

I agree to be interviewed and take part in the study about the Generalized Approach and its effects. I understand that my participation is on a voluntary basis and I am free to withdraw from the study at any time. I also understand that all the information I will provide shall be confidential and my name will be anonymous throughout.

I agree to have the interview recorded.

Signature

Date

Appendix 5: Budget

| ITEM | COST | TOTAL AMOUNT(K) |
|---------------------|----------------|------------------------|
| REAMS OF PAPER | 3 x K65.00 | 195.00 |
| PRINTING DOCUMENTS | 4 x K250.00 | 1,000.00 |
| BINDING | 2 x 30.00 | 60.00 |
| PHOTOCOPYING | K1.00 PER COPY | 280.00 |
| TRANSPORT | | 200.00 |
| ACCOMMODATION | | 6,500.00 |
| RESEARCH ASSISTANTS | 2 x K350.00 | 700.00 |
| FOOD | | 5,000.00 |
| MISCELLANEOUS | | 1,500.00 |
| TOTAL | | 15,435.00 |