I dedicate this dissertation to my wife Beatrice Chiyuka and my beloved children Mawana, Chisambo and Kumwena for their support, love and patience during my study period. God bless you all.
# TABLE OF CONTENTS

Title page............................................................................................................. i
Declaration.......................................................................................................... ii
Dedication ................................................................................................ iii
Acknowledgement .......................................................................................... vii
Acronyms ........................................................................................................ viii
Abstract ........................................................................................................... ix

## CHAPTER 1 ................................................................. ................................. 1
Introduction .................................................................................................... 1
  1.1 Background............................................................................................... 1
  1.2 Statements of the problem......................................................................... 3
  1.3 Purpose of study....................................................................................... 3
  1.4 Aim........................................................................................................... 3
  1.5 Specific objectives..................................................................................... 4
  1.6 Research questions.................................................................................. 4
  1.7 Significance of the study......................................................................... 4
  1.8 Limitation of the study.......................................................................... 5
  1.9 Definition of terms.................................................................................. 5

## CHAPTER 2 ................................................................. ................................. 7
Review of Literature.......................................................................................... 7
  2.1 Theory and definition of curriculum integration.................................. 7
  2.2 History of integrated curriculum........................................................... 9
  2.3 Foreign related literature.......................................................................... 13
  2.4 African studies on curriculum integration.......................................... 20
  2.5 Zambian studies on curriculum integration....................................... 23

## CHAPTER 3 ................................................................. ................................. 30
Research methodology..................................................................................... 30
  3.1 Research design....................................................................................... 30
  3.2 Research methods.................................................................................... 32
  3.3 Data analysis .......................................................................................... 34
CHAPTER 4………………………………………………………………………………..35
Presentation of findings.......................................................................................35
  4.1 Effectiveness of teaching RE as part of SDS.................................................38
    4.1.1 School managers....................................................................................38
    4.1.2 Teachers...............................................................................................39
    4.1.3 Pupils....................................................................................................42
  4.2 Attitudes of teachers towards the teaching of RE as part of SDS...........44
    4.2.1 School managers....................................................................................44
    4.2.2 Teacher...............................................................................................45
    4.2.3 Pupils....................................................................................................46
  4.3 Competence of the teachers teaching RE as part of SDS in
    Handling an integrated curriculum...............................................................47
    4.3.1 School manager....................................................................................47
    4.3.2 Teachers...............................................................................................49

CHAPTER 5…………………………………………………………………………..52
Discussion of research findings........................................................................52
  5.1 Effectiveness of teaching RE as part of SDS.................................................52
  5.2 Attitudes of teachers towards the teaching of RE as part of SDS...........60
  5.3 Competence of the teachers teaching RE as part of SDS in
    Handling an integrated Curriculum...............................................................64

CHAPTER 6………………………………………………………………………….67
Conclusion and recommendations..................................................................67
  6.1 Conclusion..................................................................................................67
  6.2 Recommendations......................................................................................68
  6.3 Recommendations for further research....................................................69

REFERENCES.................................................................................................71
| Appendix: 1 | Interview guide for basic school head teachers | 74 |
| Appendix: 2 | Interview guide for basic school teachers | 75 |
| Appendix: 3 | Focus group discussion with pupils | 76 |
| Appendix: 4 | Observation check list | 77 |
| Appendix: 5 | Religious Education syllabus | 78 |
| Appendix: 6 | Social Studies syllabus | 84 |
| Appendix: 7 | Social and Development Studies syllabus | 125 |
ACKNOWLEDGEMENT

First and foremost, I would like to thank the Almighty God for his grace that provided the ability, strength, guidance and protection through out the research study. Glory be to His name.

I wish to acknowledge my sincere gratitude to my supervisor, Dr. Melvin Simuchimba, for his effective and efficient guidance through out the report writing. Others whose assistances deserve to be acknowledged are Dr. A. Cheyeka, Dr. P. Manchishi, Dr. H .Mwachalimba, Dr . J. Luangala and Mr.G. Sumbwa for the commitment and dedication in their teaching work, which helped me to reach this far.

Special thanks to my family for their support, tolerance, perseverance and patience during the period of my absence from home in pursuit to the studies.

I also wish to thank Chomba Mulando and Joseph Chita for continuous encouragements during studies and Nelly Mwale for her library services.

I also thank the teachers and pupils of Kikombe, Solwezi, Rodwell Mwepu and Tumvanganai basic schools whose responses made the process of data collection successful. Finally I say ‘thank you’ to Mrs. Malichi the District Resource Centre Coordinator (DRCC) for Solwezi for assisting me with some useful documents.

May God richly bless you all.
ACRONYMS

CDC        Curriculum Development Centre
CPD        Continuous Professional Development
DRCC       District Resource Centre Coordinator
FGI        Focus Group Discussion
HIM        Head teacher Inset Meeting
MOE        Ministry of Education
RE         Religious Education
SDS        Social and Development Studies
SIMON      School In-service Monitoring
SS         Social Studies
TGMs       Teacher Group Meetings
UK         United Kingdom
UNZA       University of Zambia
ZBEC       Zambia Basic Education Course
ZIPs       Zone inset Providers
ZPC        Zambia Primary Course
ABSTRACT
In 2004, the Ministry of Education (MOE) through Curriculum Development Centre (CDC) introduced the new integrated curriculum approach to lower and middle basic school level in Zambia. In the new curriculum Religious Education (RE) is taught as part of Social and Development Studies (SDS). This research study therefore, was aimed at finding out the effectiveness of teaching Religious Education RE as part of SDS.

The objectives of the study were to: (1) to assess the effectiveness of teaching RE as part of SDS; (2) to examine the attitude of teachers towards the teaching of RE as part of SDS; and (3) to establish the qualifications of the teachers teaching RE as part of SDS in the integrated curriculum.

The study was carried out in Solwezi district, North-Western Province. Four Solwezi urban basic schools were purposively selected for the study. The total sample was 140 respondents, i.e. 96 pupils, 40 teachers and 4 administrators were used to collect data. One-to-one interviews, focus group interviews and lesson observations methods of data collections were used. Qualitative methods were used to analyse the data.

The findings of the study revealed that the teaching of RE as part of SDS is not effective because teachers are not adequately trained in the new integrated curriculum approach. The lack of teaching and learning materials in schools has contributed to ineffective teaching and learning of RE under SDS. In addition, there is no serious monitoring of teachers leading to some teachers leaving out some RE topics. Failure by CDC and District Education Standard Officers to make follow-ups on the implementation of the new integrated curriculum approach is another factor that has contributed to the ineffectiveness of the teaching of RE as part of SDS. The negative attitude by teachers towards the change of methodology has also contributed to the non effective teaching and learning of RE. Some teachers are giving out unexplained work to pupils because of not knowing what to do.
The study recommends that teachers should be retrained in the new integrated methods and that teaching and learning resources, should be provided in schools if the programme is to be successful.