TEACHERS’ AND LEARNERS’ VIEWS ON THE INTEGRATION OF MULTIPLE INTELLIGENCES IN INSTRUCTIONAL STYLE OF TEACHING AND LEARNING IN PRIMARY SCHOOLS: A CASE OF SELECTED PRIMARY SCHOOLS IN LUWINGU DISTRICT, ZAMBIA

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MAY, 2013
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Andrew Chipili

A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Educational Psychology

The University of Zambia
Lusaka

May, 2013