THE UNIVERSITY OF ZAMBIA

EFFECTS OF THE DIFFERENCES BETWEEN EXPRESSIVE ARTS AND CREATIVE TECHNOLOGY STUDIES ON THE TEACHING OF MUSIC IN SELECTED PRIMARY SCHOOLS OF THE COPPERBELT PROVINCE IN ZAMBIA.

BY

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2015

I, William Bwalya Walawala do solemnly declare that this dissertation represents my own work, which has not been submitted for any degree at this or another university.

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Approval

This dissertation of **William Bwalya Walawala** is approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Primary Education at The University of Zambia.

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Dedication

This work is dedicated to my Late Father, Levy Kapempe Walawala and my mother Jennifer Bwalya for the encouragement and support given to me during my educational journey from early years of my life to this level.

To my wife, Agness Chilombo, my son Bwalya and my daughter Chilombo for the unfailing love, understanding and encouragement accorded me during my studies.

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To all these people, I say may God bless you.

Abstract

The study was conducted to find out the effects of the differences between Expressive Arts (E/A) and Creative Technology Studies (CTS) on teaching music at primary school.

The objectives of the study were to; ascertain the differences between Expressive Arts Study Area and Creative Technology Studies, discover the effects of the differences between Expressive Arts Study Area and Creative Technology Studies on teaching music in primary school, and find out how the effects of the differences between Expressive Arts Study Area and Creative Technology Studies on teaching music at primary school were addressed in the Copperbelt Province in Zambia.

This study was done in a descriptive research design in which both qualitative and quantitative ways were used in collecting and analysing data. The questionnaire and focus group discussions were used to collect data. Further collection of data was done through observation of sampled class lesson presentation.

Targeted population included student-teachers, teachers, education administrators (head-teachers, senior teachers and curriculum specialists) and teacher educators who included Heads of sections and Senior Lecturers at pre-service Primary College of Education and District Resource Coordinators.

The results showed that, Ninety-two out of one hundred of the targeted population reported that there were differences between Expressive Arts Study Area in Colleges of Education and Creative Technology studies at primary school. Most of the respondents also reported that the differences had more negative effects on the teaching of music in primary school.

This study revealed that the major causes of the negative effects of the differences between Expressive Arts and Creative Technology studies on teaching music in primary schools were that; firstly, the curriculum developers did not harmonise or link content of the Primary College Education Syllabus to the syllabus content for Primary School. Secondly, consultation between the two syllabi developers was not there. Thirdly, the in-service and trainee teachers were not orientated on both syllabi when introduced. Fourthly, integration of subjects especially for Creative and Technology studies was not well done.

Some of the major recommendations from the research were that; firstly, contributory subjects in Creative Technology Studies syllabi needed more time so that each subject including music can have enough time to be taught. Secondly, there must be a linkage between Expressive Arts which is a college syllabus and Creative and Technology studies which is a primary school syllabus.

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ACRONYMS

BESSIP Basic Education Sub Sector Investment Programme

CDC Curriculum Development Centre

CTS Creative and Technology Studies

DESO District Education Standards Officer

E/A Expressive Arts

GRZ Government of the Republic of Zambia

MESVTEE Ministry of Education Science Vocation Training and Early Education

MOE Ministry of Education.

PE Physical education

TRC Teacher Resource Coordinator

ZATEC Zambia Teacher Education Course

ZBEC Zambia Basic Education Course

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter includes the introduction, the background of the study, statement of the problem, purpose of the study, general objectives of the study, main and specific research questions, and objectives of the study, significance of the study, delimitation of the study, limitations of the study and operational definitions.

1.1 Background.

Pre-service primary colleges of education are institutions where primary student teachers are equipped with knowledge, skills, altitudes and values to teach at primary school from grade 1 to grade 7. Expectations by all educationists and the community are that, the curriculum designers for this teacher education were supposed to design a curriculum that will prepare teachers to teach in primary schools effectively.

There should be content linkage between curriculum in the primary colleges of education and the one in primary schools. There should be more similarities than differences between these two curricular so that the teachers trained in the primary teachers colleges can be able to implement effectively the primary school curriculum after graduating.

Before 1999, the courses which were taught in primary teacher education were linked or were similar to the ones taught in primary schools in terms of the content (MOE ZATEC Tutors Guide 2000). However, this had not been the case after 2003.

The courses which were studied in all Primary Teacher's Colleges before 1999 were Mathematics, English and Zambian Languages, Social Studies, Religious Education, Music, Physical Education, Home Economics and Art and Design. These were also the courses taught in primary schools. In this case student teachers knew exactly the subjects they would go and teach at primary school when they were sent to teach on teaching practice or after being deployed as primary school teachers. There had been many differences between the Primary Teachers College Curriculum and Primary school pupils' curriculum after 1999. It was fifteen years down the line when this research was undertaken. This was after the new curricular for the primary school and primary teachers education were introduced.

From this back drop, this study was undertaken to find out more on these differences, by focusing on the differences between two syllabi. The two syllabi selected were Expressive Arts at Primary Colleges of Education and Creative and Technology Studies at Primary School. These two syllabi were taken because the researcher's interest was in finding out the effects of these differences on teaching music at Primary school as Music was a subject taught under both syllabi. Apart from Music being taught in both syllabi, the researcher was also interested in Music because it was one of the researcher's teaching subjects.

The changes started after 1991, just when the second Republic of Zambia began. The Government Republic of Zambia (GRZ), through the Ministry of Education (MOE) embarked on Education Reforms. These reforms included the curriculum review. It was during this time that the MOE developed the integrated curriculum in

the Primary Teachers' Training Colleges by the help of Danish government. Danish government offered aid to primary teacher education and the change of this curriculum was one of the conditions attached to the same aid. Though during the introduction of the new curriculum, it was difficult for the changes to be understood by many stakeholders, the benefits that the Danish government brought with the changes were so beneficial to all the ten primary colleges in Zambia that its implementation was accepted with less difficulties. Some of the good things that the Danish Government brought with the new curriculum included; the renovations of infrastructure for all the Primary Teachers' Colleges in Zambia, provision of strong utility vehicles that improved transportation and the allowances that were attached to every activity that were undertaken. In 1998 a new curriculum was introduced in primary teacher education which organised 18 courses taught at Primary Teachers' College into six study areas and later into seven. This was the Zambia Teacher Education Course (ZATEC) Curriculum in which Expressive Arts Study Area being studied in this research is found. (ZATEC guide, 2001).

During this same period, the Ministry of Education in Zambia was also making changes in the primary school curriculum. Through the Curriculum Development Centre (CDC), the MOE introduced an integrated curriculum in 2003 for primary schools, The Zambia Basic School Curriculum Framework and Syllabi. The pre-humble by the Permanent Secretary in the Zambia basic School Curriculum framework was that;

> *These syllabi were produced as a result of the Basic school Curriculum Reforms carried out by The Ministry of Education under the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002). (MOE ZBES CDC 2003).*

When the designing of integrated curriculum in primary school during this period in Zambia was being established, the pre-service primary Colleges of Education curriculum, in which subjects were re-planned and reorganised so that they could be taught effectively was also bend developed. The 2003 syllabi for primary schools curriculum, the 2000 Zambia Teacher Education certificate Course (ZATEC) curriculum, and the ZATEC 2008 to 2013 diploma syllabi for Primary Colleges of Education, were examples of the integrated syllabi that resulted in the above explained reforms.

In integrated syllabi, the subjects called contributory subjects are organised in groups called study areas. At this point, the government settled for using of the curriculum with integrated syllabi so that skills, values and knowledge intended for in the education delivery were effectively done. This was also following the global trend of integrating knowledge.

The organisation or grouping of subjects is what is called integration. At College level, this was done by regrouping subjects that were thought to have common skills, topics and content and put under common themes to make one group of subjects called study area. There was regrouping of about 18 subjects previously taught at Primary Teachers' Colleges, in 6 study areas. In 2004 after the course had been implemented; seventh study area was created after separating Mathematics and Science. The Colleges had seven study areas namely which were Science, Mathematics, Literacy and languages, Education and Professional Studies, Technology Studies, Social Spiritual Moral Education, and Expressive Arts study areas.

It was under Expressive Arts Study Area that Music, Art and Design and Physical Education were grouped as three contributory subjects. At primary school, these subjects fell under Creative and Technology Studies though they were just some of the contributory subjects to the study area, (MOE, ZATEC guide, 2001).

Under primary school the subjects were grouped into five study areas as explained by the Permanent Secretary in the preface of 2003 Zambia Basic School Syllabi, The learning areas were; Literacy and Language, Integrated Science, Creative and Technology Studies, Mathematics and Social and Developmental Studies. It is under Creative and Technology studies that Music, Art and Design and Physical Education which were taught under Expressive Arts in pre-service Primary Teachers' Colleges of Education fall. But there were other subjects in the same Creative and Technology Studies which are taught together with Music, Art and design and Physical Education which are; Home Economics, Industrial Arts, Computer skills and Entrepreneurship. (MOE, CDC 2003)

For almost 15 years, this is at the time the research was done, the Ministry of Education had been implementing these integrated curricular in the Primary Colleges of Education and Primary Schools. The question that arose was to find out whether there were any effects on teaching at primary schools that were caused by the differences between Primary Colleges of Education syllabi and Primary School syllabi. It is in answering this question that this study was undertaken.

Additionally, the need for teaching practical subjects which are believed to be one of the solutions in enhancing development of the nation is also now more needed than

before. The MOE re-emphasised this, “The curriculum focuses on the development of literacy, numeracy, practical skills and personality. The localised curriculum which forms the sixth learning area called Community Studies focuses on the development of survival skills,” (MOE CDC 2003:v).

The need to promote practical subjects had been evidently proven to be a way of enhancing development in any community. Many youths and adults earn a living through Music and Arts. They had also been seen to improve their lives through skills learnt in such practical subjects. In this vain, the Government of The Republic of Zambia (GRZ), proposed a 2012 curriculum review that stipulated the need to create a career path way in vocation and technical fields, (MOE, CDC, 2012). Teaching of practical subjects, such as music, therefore, need to be emphasised This is why there is need to find out any effects that come as a result of any changes in the curriculum on the teaching of practical subjects like Music in primary school.

In reference to the above explained importance of the practical subjects, studies like this need to be undertaken. Though this study focused only on the teaching of Music, the findings may be generalised to address the problems that may be experienced in teaching other practical subjects.

1.2 Statement of the problem

The ideal situation in teaching is that the syllabi at Primary Colleges of Education Should be similar or have a linkage to the syllabi taught in Primary School where the trainee teachers who graduate from these colleges will teach. In other words the syllabi at Primary Colleges of Education should reflect what should be taught at

Primary School. However, Expressive Arts Study area syllabi taught at Colleges of education in which music is taught was seen to have so many differences to Creative Technology Studies at primary schools in which Music is also taught at Primary School. The differences between Expressive Arts and Creative Technology studies was the problem that needed to be investigated as whether they had any effects on teaching music at primary school.

1.3 Purpose of the research

The purpose of this research was to find out the effects of the differences between Expressive Arts Study Area taught in Primary Colleges of Education and Creative and Technology Studies in Primary Schools on the teaching of music in primary school level

1.4 Main objective;

To find out effects of the differences between Expressive Arts study area and Creative Technology studies on teaching music in primary school.

1.5 Specific objectives;

1. To ascertain the differences between Expressive Arts study area and Creative Technology studies.
2. To find out the effects of the differences between Expressive Arts Study Area and Creative and Technology studies on teaching music at primary school.

3. To find out how the effects of the differences between Expressive Arts Study Area and Creative and Technology studies on teaching music in primary school would be addressed.

1.6 Main research question.

What effects do the differences between Expressive Arts study area and Creative and Technology Studies have on teaching music at primary school level?

1.7 Specific research questions

1. What are the differences between Expressive Arts study area and Creative Technology Studies?
2. What effects do the differences between Expressive Arts study area and Creative Technology Studies have on teaching music at primary school?
3. How would the effects of the differences between Expressive Arts Study Area and Creative and Technology studies on teaching music in primary school be addressed?

1.8 Significance of the study

The significance of this research is that, hopefully, the findings from this research would be useful to stakeholders of primary education in the development of policies, curricular and syllabi.

1.9 Limitations of the study

The study was limited to student teachers from Primary School Colleges, trained primary school class teachers who trained in Expressive Arts at College. All the research participants were strictly from the Copperbelt Province in Zambia.

1.10 Delimitations of the Study

The teachers who were preferred to participate in the study were those who were trained under ZATEC course in the Expressive Arts Study Area, trainee teachers and their supervisors like the senior teachers and resource coordinators also participated.

1.11 Operational definitions

Contributory Subjects: These are subjects organised or grouped or integrated to make one course or a study area.

Creative and Technology Studies: This is one of the five subjects or study areas or courses taught at primary school level in Zambia. It is a practical subject made up of seven contributory subjects which are Music, Art and Design, Physical Education, Home Economics, Industrial Arts, Computer and Entrepreneurship.

Curriculum: All the planned learning opportunities offered by the organisation to learners and the experiences learners encounter when the curriculum is implemented. This does not include the hidden curriculum, particularly in terms of curriculum development. Curriculum also means the subjects taught or elements of

subjects; the subjects taught at an educational institution, or the topics taught within a subject.

Education: The teaching and learning of knowledge, skills and values.

Expressive Arts Study Area: This is one of the seven courses taught in Primary Teachers' Colleges. It has three contributory subjects which are Music, Physical Education and Art and Design.

Integrating Subjects: This is the process of organising, grouping or combining more than one subject to make one study area.

Music: This is organisation of sounds and silences and it is a subject taught both in Primary Teachers' Education Colleges and Primary Schools in Zambia.

Primary Education: This is a level of Education in the Zambian Education System under the Ministry of Education, Science, Vocation and Early Education, where a child between 7 years and 13 or 16 is to be in school to learn or receive education. This level has grades 1 to 7 after which a child is given a primary school certificate.

Primary Teacher Education Course: This is a teacher education course for primary school trainee teacher in Zambia. After graduation the teachers are expected to teach in primary schools.

Syllabus: This is a list of content areas which are to be taught and assessed. Sometimes objectives and learning activities are included. A syllabus is subsumed within a curriculum.

ZATEC This was a primary teachers course which began in 2002 and had seven study areas.

1.12 Summary.

This chapter presented the background of the study, Statement of the problem, purpose of the study, general objective of the study, specific objectives of the study, research questions, and significance of the study, delimitation of the study, limitations of the study, operational definitions.

The next Chapter is Chapter two and it looks at the literature that was reviewed in the study. It covered reviewed in literature such thesis, books and journals.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The previous Chapter, Chapter one looked at Introduction. This Chapter discussed the background to the research, statement of the problem, research questions which corresponded with research objectives, significance of the study and operational definitions. Having discussed the previous, this Chapter two need also to be discussed. This chapter reviews the relevant literature on the research study, effects of the differences between Expressive Arts Study Area taught in Primary Teachers' Colleges and Creative Technology Studies taught in primary schools on the teaching of music at primary schools. The literature has been presented in line with the research questions and set objectives.

2.1 **The difference between Teacher Education Curriculum and Primary School Curriculum.**

The literature reviewed under this first part sheds light on how and when the Expressive Arts Syllabus taught at Primary Colleges of Education differed from Creative Technology studies taught at Primary School where in both syllabi music was taught.

In wanting to deliver holistic education in primary schools, any government like Zambia has to monitor, supervise, evaluate and revise curriculum for primary schools and Primary Colleges of Education. Because of this reason, the government began to make changes in the curriculum for both Primary Teachers' Colleges of Education and Primary school syllabi, (BESSIP 1999 to 2002).

After designing a Zambia Basic Curriculum Framework, the Ministry of Education through the Curriculum Development Centre started to implement new syllabi for Primary Schools, The Zambia Basic Education Syllabi GRADES 1-7 in 2003.

In the preface of these syllabi, the Permanent Secretary explained the reason why and how the Ministry of Education made a new curriculum. He said that the syllabi were produced as a result of the Basic school Curriculum Reforms carried out by The Ministry of Education under the Basic Education Sub Sector Investment Programme, (BESSIP). The reforms were necessitated by the need to solve long standing problems in the existing curriculum such as being overloaded, compartmentalised, examination oriented and inflexible. The reforms were also an attempt by the Ministry of Education to capture the latest knowledge in the fast changing world, BESSIP from 1999 to 2002.

Looking at the literature above, though the Ministry of Education wanted to address problems highlighted in the passage above, there is still gap seen on effective teaching of practical subjects like music in the reforms implemented above. This makes this research valid as the gap which is created on the effects of teaching at primary school as a result of the differences brought about by the two curricular was not addressed in the literature.

Before the implementation of the syllabi, there were 18 courses taught at primary Teachers, Colleges of Education. These are the 18 courses which were organised in seven study areas namely Education and Professional Studies, Literacy and languages, Mathematics, Integrated Science, Social and Spiritual Moral Education,

Technology Studies and Expressive Arts for the new primary school teacher course syllabi, MOE DTESS ZATEC TUTORS Hand book, 2000 and MOE CDC Primary Teachers Diploma Curriculum (2010).This was what is called integrated curriculum

The same organisation of courses into study areas was done at primary school level. Five study areas were made in which all old and new subjects were organised and grouped. This was as a result of reforms done on the curriculum that the MOE undertook. This position of the MOE reforms was explained by The Permanent Secretary for MOE;

> In response to these reforms, new syllabi have been developed in five learning areas. The learning areas are; Literacy and Languages, Integrated Science, Creative and Technology Studies, Mathematics and Social and Developmental Studies. (MOE CDC 2003:v).

Reviewing this literature with the view of finding the effects of teaching certain subjects like music which is being looked at in this research, leaves a gap as to whether the MOE looked at the effects of such changes on the teaching of certain subjects like in music at primary schools. There was nowhere where it had been mentioned that skills in such certain practical subjects were to be considered so that much needed skills were taught effectively.

The literature was considered because it had element of emphasising the reason behind the introduction of new teacher syllabi for primary school teacher course called Zambia Teacher Education Course, (ZATEC).

MOE, (2001), ZATEC Guide for the school based year reflected the following rationale for the change of the curriculum;

> In May 1996, The Government of the Republic of Zambia issued a comprehensive national policy on education known as “Educating Our Future”. One of the aims of this

> policy is to improve the quality of education and to increase the number of teachers at primary and Basic Education Level.
>
> The Ministry of Education intends to achieve these aims through the Zambian teacher Education Course (ZATEC), which represents a radical shift in teacher education. It is based on 1) the principal of integration of the traditional subjects rather that their differentiation. 2) a curriculum that is relevant and responsive to local needs. It stresses that active participation of students in and reflection on the learning process. It also encourages the development and appropriate use of a wide range of resources. Assessment procedures are flexible and innovative and stress the formative rather than the summative role of evaluation.
>
> ZATEC has been planned at a time of rapid change in education in Zambia and aims at producing teachers of high quality whose performance is based upon a thorough knowledge of the syllabus content and good professional practice, underpinned by an understanding of appropriate education theories. It is believed that the course will support student teachers (and the other two key players) in cultivating quality useful for personal and professional development through life."

This passage from the literature highlighted the establishment of the syllabi from which one of the syllabi studied in this research. The above passage explained also the reason why the change was inevitable. The reasons that included the need to solve the problem of crowded curriculum and repetition of topic in more than one subjects, among many other reasons, did not address the effects that the changes in the new syllabi brought on teaching certain subjects like music in primary schools.

One of the main principles, which is the integration of subjects in ZATEC syllabi had not been reflected in any of the literature as on how they effected the teaching of certain practical subjects like Music.

2.2 The integrated syllabi/curriculum.

Literature to explain integrated syllabi is decided to be discussed in this study because both curricular studied in this research were both integrated syllabi/curricular.

The new Primary school pre-service Teacher Education curriculum was developed on the principle of integration. Developing of integrated curriculum was decided as the best way to go because of the need to try and solve the problems of the other old curriculum. One of the problems of the old curriculum included, the overcrowded curriculum as reflected and this was a reason for allowing the development of an integrated curricular, MOE, (2001), ZATEC Guide for the School Based Year has reflected this explanation,

> The Ministry of Education intends to achieve these aims through the Zambian Teacher Education Course (ZATEC), which represents a radical shift in teacher education. It is based on 1) the principle of integration of the traditional subjects rather than their differentiation.

The following referred to literature explains what integrated syllabi/curricular is. This was also reviewed so that an understanding of the integrated can be presented too.

2.3 Concept of Integrated syllabi

The first literature reviewed were contribution from advocates of integration of learning like Huber who explained this the as "Integrative Learning for Liberal Education". These looked at integrated syllabus as a source of Integrative Learning which is a learning theory. A theory which is describing a movement toward integrated lessons helping students make connections across curricula. This higher education concept is distinct from the elementary and high school "integrated curriculum" movement, Huber, 2005.

Huber further explains that, Integrative Learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually."

In other words the explanation above is the making of connections within a major, between fields, between curriculum, curriculum, or between academic knowledge and practice.

Manilla (2002) explains more on the meaning of the integrated learning,

> "It is also further explained that Integrated studies involve bringing together traditionally separate subjects so that students can grasp a more authentic understanding."

Veronica Boix Mansilla, is a cofounder of the Interdisciplinary Studies Project at Project Zero. She further explains that "when [students] can bring together concepts, methods, or languages from two or more disciplines or established areas of expertise in order to explain a phenomenon, solve a problem, create a product, or raise a new question" they are demonstrating interdisciplinary understanding. For over a decade, Project Zero researchers at the Harvard Graduate School of Education have been studying interdisciplinary work across a range of settings. They have found interdisciplinary understanding to be crucial for modern-thinking students, Integrated Studies: A Short History | Edutopia."

She added that, "Edutopia highlighted Central York High School as a "School That Works" because of its successful integrated studies approach. For example, an AP government teacher and art teacher collaborated to create a joint project that asked

students to create a sculpture based on the principles presented by the AP government class. AP government teacher Dayna Laur states that, “Integrated studies projects [aim to] create a connectedness between disciplines that otherwise might seem unrelated to many students. Deliberately searching for ways in which you can mingle standards and content is imperative if you want to create truly authentic experiences because, in the world outside of the classroom, content is not stand-alone.””

The picture Mansilla gives in the figure below is that the world is not seen as an disintegrated parts but is seen as a whole with many parts belonging together.

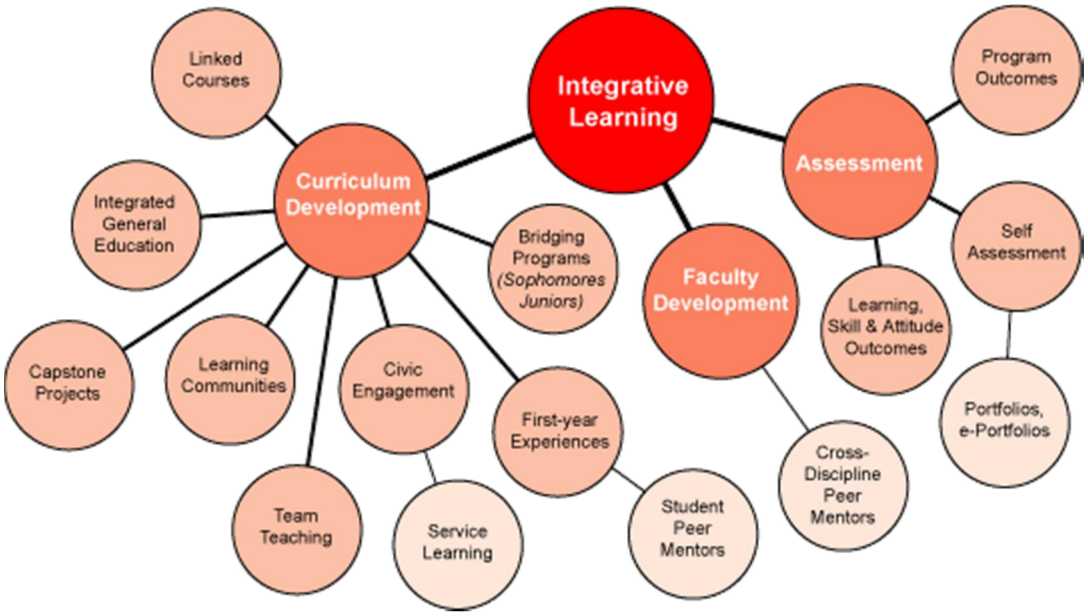

Figure 1: Concept map describing activities offered by universities to encourage integrative learning, Mansilla 2002.

To explain more on this she further adds that, “Local efforts can be reinvigorated through participation in a community of educators working toward similar goals, and that community, in turn, can contribute to building knowledge that informs efforts to

foster integrative learning at colleges and universities around the world. Such an approach will not only deepen our collective understanding of how students learn to integrate their undergraduate experiences and what that "might actually mean in practice"; it will give us the tools and knowledge and networks necessary to go beyond "hoping they 'get it' by the end."

To conclude on the explanation of integrated syllabi above this explanation is vital considering, Interdisciplinary curricula has been shown by several studies to support students' engagement and learning. Specifically integrating science with reading comprehension and writing lessons has been shown to improve students' understanding in both science and English language arts, Huber, Hutchings, & Gale, 2005.

Though Integrated syllabi seem to be a new way approach in the development of curriculum, it use had been fully explored in many countries including Zambia. And because of the various ways of interpreting the integrated curriculum, the fully developed integrated curriculum without challenges has not been developed.

Addition explanation about the curriculum was done by Drake and Burns 2004 in their book "Meeting Standard Through Integrated Curriculum". The approach in designing a curriculum was explained as one that involved the integration of subjects in one curriculum by looking at common themes, common concepts and a number of subjects to be considered in one syllabus.

The integrated syllabi that was done in Zambia and studied under this research the above principal was not well considered except in some few subject like Expressive

Arts. In Expressive Arts topics in integrated subjects were organised under themes. Themes like pattern and rhythm were used to teach most of the topics from all the three contributory subjects in Expressive Arts, MOE ZATEC Curriculum (2003)

This approach in itself raises a concern in effects of the difference between Teacher Education curriculum and the primary school curriculum on teaching music in primary school. The question raised in this case is that if themes used to integrate syllabus at college was for three subjects, can this theme apply when the subjects integrated are more than three as the case is in Creative and Technology studies. The literature also made the study to find out whether the developers of the creative and technology studies used the themes to develop the syllabi.

The other approach considered in integration as explained is the Intra-disciplinary Approach.

> "When teachers integrate the sub-disciplines within a subject area, they are using an intra-disciplinary approach. The third approach is Fusion. In this multidisciplinary approach, teachers fuse skills, knowledge, or even attitudes into the regular school curriculum. In some schools, for example, students learn respect for the environment in every subject area, good habits, morals of the community and many more.
>
> There are so many good reason that have been taken as reasons for using integrated curriculum or syllabi. This include even the notion that integration incorporates the idea of unity between forms of knowledge and the respective disciplines, Pring, 1973,135."

The above literature has given the meaning of integrated curriculum and how it is supposed to be developed. This literature guided and helped the study to establish differences between Expressive Arts and Creative and Technology Studies.

Wallace (2001), with reference to other writings, explains in his dissertation how integration should be taken. He explained that there should be to make sure teachers and students are helped to see the relations among subjects. If this is not done students are not likely to make connections. He further gave several suggested models of "correlation," some making interdisciplinary connections, and others transcending disciplines in an integrated fashion.

He further presented more explanation that "inter-relations" among studies within departments are such as those among Geography, History, Economics, and Politics. Another type of correlation involved identifying relations among departments, such as those of geography and the natural sciences. The relations among subjects within a department were usually "constant," while those among departments were “occasional,” implying that more opportunities existed for intra-department connections than inter-department. The third type of correlation was called “concentration,” which involved “the subordination of the secondary to primary studies.”

Wallace’s explanation gives a picture of how the teacher has to take the teaching in the integrated curriculum. This piece of literature further gives an insight on this study in terms of looking at how important it is to find out the effects of the differences in the teacher college curriculum and primary school curriculum. This literature further gives guidance to the teacher on how to make an integrated syllabus content that can be understood by learners and teachers.

The integrated curricular referred to in this study may have followed such explanation. However, the concern on whether the differences between the two integrated curricular in this study could have been caused by failure to meet the explanation above still remains unattended to.

The CTS integrated syllabus at primary school in Zambia had no literature to explain how the subjects grouped in this syllabus were related. The only relationship is that the subjects were grouped as practical subjects and not as subjects with many common themes.

2.4 Government position on integrated curriculum in Primary Colleges of Education and Primary schools.

The Ministry of Education in Zambia (CDC 2003:V) explained the reasons for changing the old curriculum to the integrated syllabi, MOE (2003),

> "The reforms were necessitated by the need to solve long standing problems in the existing curriculum such as being overloaded, compartmentalised, examinations oriented and inflexible. The reforms were also an attempt by the Ministry of Education to capture the latest in fast changing world, (BESSIP) from 1999 to 2002)."

The above passage explains the reasons why the integrated syllabi were put in place. There was no part of the passage where the effects of these changes were discussed. Additionally, literature did not show an orientation part in which certain issues like the differences between the two curricular were as a way of mitigating the effective teaching. The delivery part was not addressed fully.

The challenges in integration, as said above were mostly found at the delivery level when implementers who are teachers in class implement the curriculum. In Zambia, the highlighted challenges, implications and concerns in the above passages were also experienced by many teachers and other primary education stake holders. The position at the time of research was that apart from Kalimaposo (2010).

2.5 Colleges of Education Curriculum and the effects on primary school teaching

Apart from the common and general hear-say information from the teachers and other primary school education stakeholders, there is no substantive and asserted information from recognised research that can be referred to as stating the effects that were studied in this research. Nevertheless, the only research which helped the researcher and could also help and be referred to by CDC on the teacher education is the research dissertation which was done by Kalimaposo .

Kalimaposo (2010) presented findings on the innovations of the Pre-service primary teacher curriculum. Some recommendations that were raised included the following;

On the effects of the differences in school curriculum and college curriculum were identified and reported as;

> "It was reported that there was lack of interface between the school curriculum and college curriculum. Therefore, students had problems when they graduated as they found different subject integration in schools, Kalimaposos 2010:144."

Though this was discovered in Kalimaposo's study, there was no further study to find out whether these differences had any effect on the teaching of certain subjects

particularly music in primary schools. Finding these different integrated curriculum in primary school from the one in colleges of education may not, per say, mean that they have positive or negative effects on teaching. This study was done because there was a need to find out the effects of the discussed differences above.

Kalimaposo further reflected a report on the misunderstanding that were caused as a result of the differences between college and school curriculum.

> "It was reported that there were some misunderstandings in schools among teachers due to different orientations in teacher education. Some respondents felt that generations of teachers churned out of colleges under different orientations in teacher education produced conflicting ideas in schools. It was observed that the disconnect between the school curriculum and the teacher education curriculum and the different approaches in training resulted into problems among teachers, (Kalimaposo 2010:192)"

The passage above highlights some misunderstandings because of different orientation in teacher education. Additionally, the report says that there were conflicting ideas in schools among teachers because teachers were churned out of colleges under different orientation. The concerns raised in the above passage were as a result of what people said. But the question or concern as to whether further investigations done on the effects of these perceived differences on teaching certain subjects like music were done. This study specifically wanted to find out the effects of the perceived differences on teaching music in primary schools which could either be negative or positive.

Handling of classes by the same teachers who trained under the ZATEC course where Expressive Arts was taught was reported to have mixed reactions from the already serving teachers. Kalimaposo also reported that during focus group

discussions some veteran teachers said that they were not comfortable to leave a class in the hands of a ZATEC trained teacher. Additionally, it was said that members of the community appeared to have regard for the old timers rather than the new teachers.

The findings in the study by Kalimaposos shaded more light on the background on the changes that had been going on in the teacher Education curricular but did not itemised the effects on individual subjects.

Kalimaposo, further explained his findings on the education curriculum that; “Under ZPC and ZBEC each subject was taught discreetly. There was no integration of subjects and the learning was more of teacher centred type of instruction whereas under ZATERP and ZATEC, the element of subject integration was introduced. The fourteen subjects were collapsed in the six study areas. This integration and team teaching is said to have compromised the content of subjects, (Kalimaposos 2010:162)”

This statement above reflected what teachers who participated in this study by Kalimaposo knew. It was a general view from the respondent that there were some challenges between college curriculum and school curriculum. But it there was need to further investigate by looking at individual subjects. This is the reason for this study. Other studies needed to be undertaken to find out whether the innovations impacted the teaching in primary schools negatively or positively.

One more area that was considered in the study referred to, which also made the literature not to provide the answers to my study was that, the study focused on the innovations of teacher curriculum and not the other innovations which happened in the primary school curriculum. While innovations were going on in Colleges, other innovations were also going on Primary Colleges of Education. It will be, therefore, unfair to take innovations in the curriculum at Colleges of Education as a source of concern only. The innovations that were going on in the Primary School Curriculum needed also to be studied so that both curriculums were reflected upon.

The questions still stands as to whether the problems reported were brought about as a result of teacher curriculum innovations only, or it was also as a result of the innovations of the primary school curriculum that brought about differences in the two curriculums. As reflected above, the innovations at teacher education curriculum took place at the same time when innovations were done for primary school curriculum, (Zambia Basic School Curriculum 2003.) in this case studying both new curricular for teacher education and primary school curriculum as the case in this study gives a better analysis on any findings in such studies.

In other words this study did not look at one curriculum but looks at both College and School revised integrated curricular.

There was need also to understand the fact that compromising of the content of subject at teacher education level could not arise because the student teachers enrolled had enough content to teach Grades one to seven. This is confirmed by their Grade 12 results. The worry of the content being shallow would only apply,

firstly, if the community did not trust the grade 12 results that were fixed to be the entry qualification into Primary Colleges of Education. Secondly, if the integration curriculum or the courses studied had evidence that it did not cover much and the teachers who graduated failed to teach adequately. Confirmation of the explanation above could not be generalised to individual subjects as there was no study to that effect.

The other gap that was identified in the findings in Kalimaposo's study was that it was the perceptions of mainly old teachers that were negative. These could have probably reported negatively because they did not accept the new method of the teacher training and the curriculum. However, the question could still be raised as to whether the teachers who graduated from these kind of training did make children learn or failed to teach.

The study ended on the general perception of the impact of the teacher education curriculum innovations but did not go further to find out individual or specific related subject in terms of the differences between college subject and primary school subject and their effects on teaching.

To bridge this identified gap, this study, therefore, had gone further to sought or find out the differences between Expressive Arts which was taught at college level and Creative Technology Studies which was taught at primary school. under in both syllabi Music was taught. This why the study further sought to find out the effects of the discovered differences on teaching music at primary school.

The study by Kalimaposo established a platform which provoked further research on whether the differences are really there between teacher education curriculum and primary school curriculum and find out if there were any negative or positive effects on teaching subjects like music at primary schools.

2.6 Views on how Music could be taught.

Though music may be integrated in many subjects, the subject like any other practical subjects needs a teacher to allocate enough time to it because the skills to be taught requires concentration by both the leaner and the teacher.

Ngandu J 2009, highlighted a number of skills needed to be taught in music at primary school. These skills cannot be imparted in the children if the time allocated to the subject is little and the same time is shares with other subjects;

> An experience of all, or some of, these musical practices should impart to an individual the following skills: singing, dancing, drumming, dramatising, special instrument playing, music literacy, instrument making, arts and crafts and producing, plus skills of co-ordination, perception, language and numeracy." Ngandu J, 2009:126,

The above exhibited skills in music for the primary school level is evident enough to help curriculum designers and teachers to be careful when planning time for music because it will require more time than the time it will have in the integrated subject..

2.7 Conclusion

This Chapter has highlighted literature that has explained how the integrated syllabi like the one studied in this research can be of help and how they could create challenges. This chapter has also highlighted areas of concern on the challenges and other effects that differences between College curriculum and primary school

curriculum have on teaching in primary schools. What is not covered was what was discovered on effects of the differences between Expressive Arts and Creative Technology studies on teaching music in primary school. The next Chapter, which is Chapter three, there is discussion of methodology.

CHAPTER 3: METHODOLOGY

3.0 Introduction

The previous Chapter, which was Chapter two, discussed literature reviewed. The chapter looked at a number of literatures that had information on the topic and objectives in this study. Chapter 3 now outlines the methodology that was used in this study. It constitutes the research design, target population, sample size, sampling procedure, research instruments, data collection, data analysis, and ethical considerations

3.1 Research Design

This research used a descriptive survey design. In this study both qualitative and quantitative approaches were used in data collection and analysis. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey seeks to describe the state of affairs as it exists and can be used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Tromp and Kombo, 2006). A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study (Sidhu, 2005).

In view of the above definition and the way the study was to be conducted, a descriptive survey design was preferred in this study. This was because it permitted the researcher to collect data and study the relationships of one set of data to another. This made the study to produce quantifiable and generalizable conclusions.

3.2 Target Population

The targeted population of this study comprised curriculum specialists, teacher education officers, primary college Lecturers, primary college students from teaching practice, primary school head teachers, primary school teachers and pupils from selected primary schools in the Copperbelt Province in Zambia.

3.3 Sample Size

Sample size refers to the number of participants selected from the universe to constitute a desired sample (Bless and Craig, 1995). The total sample for this study comprised of 120 participants. These participants consisted of one (1) teacher education officers at MOE HQs, on (1) curriculum specialist, one (1) resource coordinator, 40 primary school student teachers, 40 primary school teachers (ZATEC graduates), 6 Expressive Arts Senior lecturers, 1 head of section expressive arts, five 5 head teachers, five 5 senior teacher. The other twenty were pupils who were also considered to participate.

3.4 Sampling Procedure:

This part guided the researcher on how to sample the population. The researcher followed the following procedures during sampling.

3.4.1 Sampling procedure for determining participating schools

All the schools from which respondents came were selected from the Copperbelt. Random sampling was used to select the primary schools.

3.4.2 Sampling procedure for selecting respondents

Random sampling was used to select resource coordinators, Senior teachers and head teachers from the already sampled selected schools. Purposive sampling was

used to ensure that specific groups are represented according to the researcher's discretion. In this case, the 40 teachers who were selected where those who had been trained under the ZATEC course during which they had been taught Expressive Arts Study. The teachers were equally purposely selected, 20 were teaching the lower grades and 20 were teaching the upper grades at primary school. The 40 student teachers were also purposefully selected in this way; 20 out of 40 students were those who had done their first teaching practice and from these 20, 10 taught lower and other ten at upper. The other twenty students were those who did their last teaching practice and again ten of them taught at upper grades and ten at lower grades. This method helped to target a group which was suitable to bring out rich information related to the central issue being studied for in-depth analysis (Kombo and Tromp, 2009).

3.4.3 Sampling procedure for selecting pupils

A simple random sampling was applied to select pupils in the study. This approach is appropriate as it prevents bias (Lay, 1976). The simple random technique had the advantage of allowing each pupil an equal chance of being selected for the sample and was a better way of obtaining a more representative sample of respondents for the kind of study. In addition pupils were selected as respondents because they were also stakeholders in as far as the provision of quality education is concerned.

Class registers were used in the selection of pupils. The researcher assigned numbers to all the names of pupils that appeared in the register. Thereafter, each number was written on a separate piece of paper. The pieces of paper were put in a

box and a raffle was conducted by the researcher. The pieces of paper were randomly drawn from the box for each school that participated in the study. This process was consistently conducted in all the four schools that were sampled.

3.5 Research Instruments.

The following were the instruments used in this research to collect the data which included questionnaire, interview and focus group discussion.

3.5.1. Questionnaire

This was administered to primary school student teachers, primary school teachers and primary Teacher's College lecturers. The questionnaire was designed by the researcher to solicit an in-depth set of data from selected student teachers, primary school teachers and primary teacher's College lecturers. The closed ended items in the questionnaire gave an advantage to the researcher to process data using the data processing system on a computer to generate tables and other charts that represented the findings. Howard (2014) suggests that in the use of a questionnaire, respondents have adequate time to give well thought out answers and the questionnaire is free from the bias of the researcher. The questionnaire further enhanced free expression of unique attitudes by respondents, ensured maximum participation and was more economical in terms of time.

3.5.2. Interview

It was necessary to use the interview to collect data from the pupils. An interview guide was used by the researcher during Focus Group Discussions held with pupils that was sampled for the study. The questions on the interview was semi-structured

to permit the respondents provide the much needed information in their own words. Bless and Craig (2005) states that an interview has an advantage over the questionnaire because the language of the interview can be adapted to the ability or educational level of the person being interviewed and such misinterpretation concerning questions can be avoided. In addition group interview will be preferred to individual ones as some children tend to feel uncomfortable speaking to adults on their own.

3.5.3. Interview for head teachers, teacher education officer, and curriculum development specialists.

Interviews were used for data collection from head teachers, teacher education officers, and curriculum development specialists. The use of interviews to generate data in qualitative research is widely recognised, (Powell 1992). Semi structured interviews were used with school head teachers. The reasons for the use of Semi structured interviews were that there was an advantage on the use of structured interviews over the questionnaire. This is because it will give more space to respondents and interviewers and allow them to explore issues emerging from the research. Interviews can be built around the emerging response of each interviewee rather than being bound by pre-decided issues.

3.6 Data Collection.

Primary data were collected through face to face interviews, focus group discussion and questionnaires. During the interviews, the researcher took notes and recorded data based on the conversation between the researcher and the respondents. The interviews were used to get opinions and other information needed from the respondents

The questionnaires were administered to get data from the student teachers, primary school teachers and primary teachers' College lecturers. The questionnaires were distributed to the respondents. Firstly, the researcher introduced himself and explained to respondents about the study and the measures taken to protect their confidentiality. Upon reaching the agreement the respondents were given the questionnaire to answer.

Focus group discussions were used to collect data from pupils. Secondary data were obtained from official records, reports, internet, dissertations, and books available in the libraries and from organizations such as UNDP and UNESCO where data related to the topic were obtained. The Ministry of Education, Science, Vocational Training and Early Education Headquarters Documentation Centre was also used to collect data.

3.7 Data analysis.

Data were analysed using both qualitative and quantitative methods. Qualitative data which were collected from open-ended items in the interviews were analysed using content analysis, as themes and sub– themes that emerged from the data. Qualitative data were analysed using thematic analysis.

For purpose of adding quality to the data collected, the researcher asked for more explanation from the participants. This was imperative to do especially when the response from the participants was not very clear. Respondents were allowed to explain further. They were also allowed explain in details with

The researcher had an opportunity to gather data by observing few lessons in Expressive Arts and Creative and Technology studies. The lesson observation was followed by a discussion with the teachers and a few pupils. This added clarity to points of observation where the researcher did not understand. It further gave deep understanding on how the lessons in Expressive Arts and Creative and Technology study were presented. Many details needed in this study were gotten and clarified.

The quantitative data collected from closed-ended questionnaire were analysed by the use of descriptive statistics in form of percentages and frequencies. The Statistical Package for Social Sciences (SPSS) was used to help in the analysis of data. Computer generated tables of frequencies and percentages were used in describing variables. These presented in the form of tables, pie charts and figures. This allowed objective interpretation for valid generalisation, conclusion and recommendations for future studies.

3.7 Ethical Consideration

Ethical concerns were key in the provision of a conducive atmosphere required for participants to answer questions with free and open minds. To facilitate smooth collection of data as per requirement in research, permission to conduct this study was sought from relevant educational authorities. The researcher explained to all respondents the aim of the research and the need for their involvement before the commencement of the interviews. Participants were assured that the information obtained would be used solely for the purpose of research. High confidentiality for information they provided was assured. An aspect of confidentiality in research

raises confidence in the participants and increases their level of participation (Lay, 1976).

3.8 Conclusion

This Chapter discussed the methodology that was used in this study. It had stated the research design, target population, sample size, sampling procedure, research instruments, data collection, data analysis, and ethical considerations, the next Chapter will discuss the presentation of findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

The previous Chapter discussed the methodology that was used in this study. It had stated the research design, target population, sample size, sampling procedure, research instruments, data collection, data analysis, and ethical considerations.

This Chapter four now will discuss the presentation of findings. It presents the findings of the study. The findings were guided and followed the research objectives. The research objectives were to; ascertain the differences between Expressive Arts Study Area and Creative and Technology Studies, find out the effects of the differences between Expressive Arts Study Area and Creative and Technology Studies on teaching music at primary school and find out how the effects of the differences between Expressive Arts Study Area and Creative and Technology Studies on teaching music in primary school could be addressed.

4.2 **The differences between Expressive Arts and Creative Technology studies.**

The first objective in this research was to find out if the participants had any knowledge about the differences between the Expressive Arts study Area (college syllabus and Creative Technology studies (primary school syllabus).

34 out of 40 students responded that there were differences between Expressive Arts and Creative Technology studies. This is 85% of the number of students who responded. 38 out of 40 trained teachers who responded to the research, which was 95% of the trained teachers asked, also said that there were differences between Expressive Arts a Creative and Technology studies. The other participants who

were reached were one teacher education officer from the Department of Teacher Education and Specialised Services from The Ministry of Education headquarters, the other one was one Curriculum development Centre Officer, four Headmasters of selected schools, six senior teachers and one teacher resources coordinator. All these educationists responded like the other respondents above that they knew that there were differences between the two syllabi studied in this research.

The response on the differences was that 92 out of 100 participants acknowledged that there were differences between expressive arts and creative technology studies. This means that 92% of the total respondents said that there were differences between the two studied syllabi. And only 8% of the respondents did not report that they had seen or known that there were differences.

It was an overwhelming fact that most of the respondents knew that there were differences between the Expressive Arts syllabi studied in primary colleges of Education and Creative and Technology studies taught in Primary school in which music is taught.

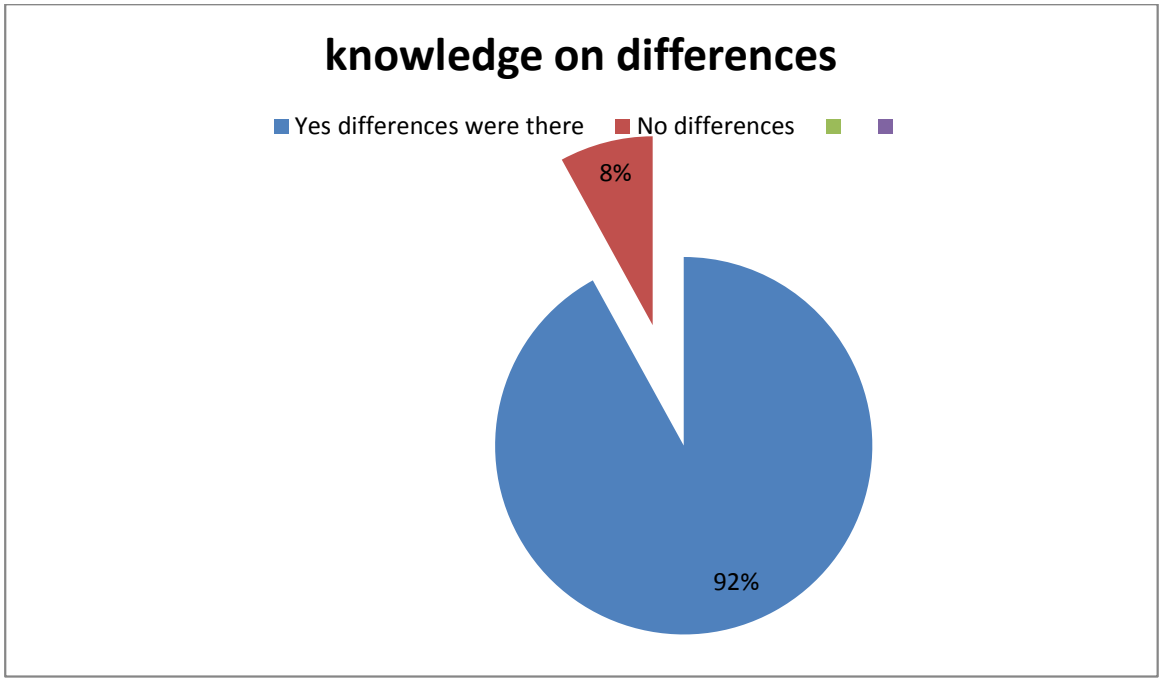

Figure2: Pie chart showing respondents knowledge on the differences between Expressive Arts and Creative technology studies

4.3 Examples of the differences.

The first research question that sought to find out the differences had a follow up question which aimed at getting examples of the differences. The respondents presented the following differences between Expressive Arts and Creative Technology Studies.

The first difference was on the number of contributory subjects in each of the two syllabi in the study. Ninety two out of one hundred respondents indicated that there was a difference in the number of contributory subjects in the two courses. In Expressive Arts there were three contributory subjects, while as in CTS there were seven contributory subjects.

As shown in Figure 2 below, 92 percent of the respondents indicated that there were differences in number of contributory subjects between the two syllabi. Contributory

subjects in Expressive Arts included Music, Physical Education and Art and Design. In Creative and Technology studies there were Home Economics, Music, Physical Education, Art and Design, Industrial Arts, Computer and Entrepreneurship.

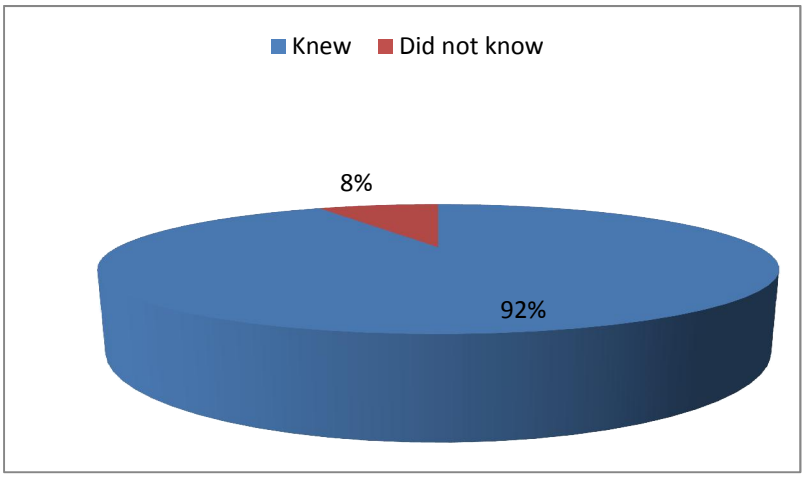

Figure 3: Showing the respondents' knowledge of the differences on contributory subjects.

The second difference reported by the respondents was on the teaching methods used in the two syllabi. In this part the research sought to find out if the methods used were similar and if they were suitable to be used in both syllabi.

The response on the teaching methods in both syllabi was that 85 out of 100 respondents indicated that they had observed differences in methods used in Expressive Arts and Creative and Technology studies. The respondents further explained that in Expressive Arts, methods like the demonstration was more applicable at college level. Many students responded that it was easy to use demonstration method at college in expressive arts because there was enough time and only three contributory subjects were taught. They responded that using such methods like demonstration was difficult in Creative and Technology studies

because the time was not enough for the demonstration of a skill. This was because many subjects were integrated and there was no time.

5 out of 100 respondents identified similarities in the use of methods like the lecture methods in both syllabi. As explained further below the research discovered that in both syllabi, the lecture method was used in the teaching of concepts.

Thirdly, the research sought to find out if there were differences in the teaching and learning objectives in Expressive Arts and Creative Technology studies. in this area of differences, 67 out of 100 respondents said there were differences in the teaching and learning objectives in both syllabi. The differences were that in Expressive Arts the objectives were more subject-specific but in Creative Technology Studies they were more general. In Creative and Technology Studies, the objectives were general because they were used to teach many concepts from all or most of the contributory subjects in the study area. The main reason for such teaching and learning objectives was to make the teacher cover many of the concepts in contributory subjects. In Expressive Arts, the objectives were specific because the teachers wanted to teach specific concepts in the few and specific subjects in the courses.

The fourth area was to find out differences on the concepts covered in the two syllabi. The respondents indicated that some concepts were similar though not as detailed explained as in Expressive Arts, in the college syllabus. Other also reported differently. Thirty four out of one hundred said that concepts were similar. Fifty four out of one hundred said the concepts were different. Fifteen out of one hundred said the concepts were similar but different in terms of being explained in details.

Figure 3 below gives a summary on the first research objectives which sought to find out the differences between Expressive Arts and Creative and Technology Studies. The differences reflected in Figure 3 include; the level of differences on the number of Contributory Subjects, Methods, Teaching and Learning Objectives, Subject Concepts, Subject Content and others areas as explained further in the research.

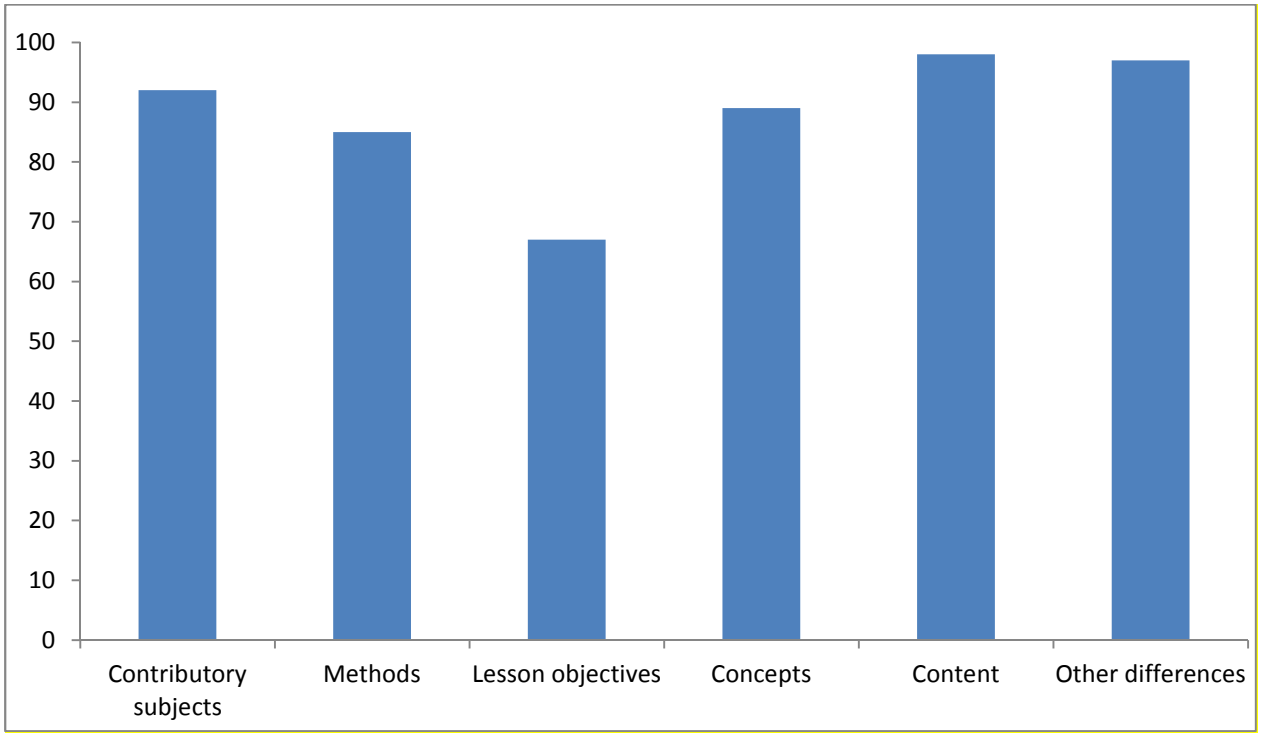

Figure 4: Bar charts showing the areas in which respondents identified the differences.

The level of differences reported in subject content coverage as shown above was that, 89 out of 100 respondents said the differences in this area were noted. The content, specifically in music under Creative and Technology Studies syllabi was not fully covered as time was not enough because the time was shared to teach content in other many contributory subjects. In Expressive Arts content of music was

covered fully because time was enough as only three subjects were taught under Expressive Arts.

Respondents identified other differences. In this category, 97 out of 100 respondents which were 97% indicated other differences which were explained by the respondents. These differences included the difference between time allocated to the subjects, the timetabling of the subjects and the way they administered the practical lessons. In Expressive Arts time was more for each subject because each subject was well time tabled. For this reason, a practical lesson for each contributory subject was well covered. The practical lesson on the other hand in Creative and technology studies was not well covered.

During open interviews as reported below, the respondents explained more on the differences identified on contributory subjects. It was reported that there were differences in the number of subjects in each of the study areas studied. The respondents also reported that Expressive Arts had three subjects which included Physical Education, Music and Art and Design. In Creative Technology studies there were; Home economics, Industrial Arts, Music, Art and Design, Physical Education, Entrepreneurship and Computer.

Further explanation was sought on whether the curriculum developers had the idea on these differences. The response from the curriculum specialist interviewed, student and trained teachers was that they discovered the differences when the curriculum was being implemented. The reason to this was that there was no

collaboration between the developers of the two curriculums. This was why they could not bridge the teachers college syllabi and pupil school syllabi.

The number of subjects in Creative Technology studies was more than the number of the subjects in Expressive Arts by four subjects. The differences in the number in these study areas created challenges in mastering the subjects.

It was very difficult to integrate the number of subjects in creative technology studies because; in the first place the subjects were more than the subjects learnt while at college. The integration of the seven subjects in one syllabi proved difficult when it came to present an integrated lesson as they were taught at College. At college because they had only learnt how to present an integrate lesson of three subjects in Expressive Arts at college.

One female respondent trained teacher at Mindolo Primary School said;

> *It is very difficult to master the number of subjects taught under CTS because they are too many. Even integration of subjects is too difficult. Sometimes I forget even to teach some subjects thinking they were covered in the previous weeks. But I find it easy to teach three subjects as taught in Expressive Arts.*

Most respondents as indicated in the Figure 3 above indicated that there were differences in methods of teaching. During the oral interview, respondents explained that though both study areas were integrated syllabi and Methods which were required in this case were those that could suit the integrated teaching, the teaching of Expressive Arts was easier than the teaching of CTS. It was difficult to apply any method when teaching CTS because the subjects where too many to be integrated

in one lesson. When teaching CTS, it was reported that some methods like demonstration could not be applied when explaining certain concepts from other subjects in one lesson.

One third year student in her response explained that;

> *What I have seen Sir is that, methods are difficult to use because one skill taught in one subject using one method may not be best taught using the same method in the other syllabi. For example, I failed to use expository when I was teaching pupils on how to play drums together with computer lesson in CTS. I decided to first finish teaching the details of computer lessons before I came back to demonstrate on how to teach playing of drums in music. This consumed a lot of time when I needed to have more time to cater for all skills to be taught in integrated subjects.*

In other words, the explanation of the student above meant that, it was difficult to use methods used to teach a lesson in Creative and Technology studies in Expressive Arts. Since the content taught in another syllabi were different, the method applied was also different. Some methods like demonstration were effectively applied in Expressive Arts because contributory subjects had similar concepts, were taught under similar themes and there was enough time for each subject and lesson.

The respondents also revealed that, due to lack of time, teachers did not demonstrate skills in music. This resulted in teachers not having enough time to allow the learners to practice the skills for some time in music under Creative and Technology studies at primary school. It was reported that teachers talked about concepts and did not demonstrate. This was done this way because teachers wanted learners to get just glimpses of the concepts in each of the seven subjects in

Creative and Technology Studies. Under Expressive Arts, it was reported that most of the skills in music were demonstrated and learners were allowed to practice.

As explained above, the study also sought to find out if there were similarities in the objectives that were used in teaching music at college and primary school.

A newly deployed teacher who was also interviewed added by explaining that, the objectives in Expressive Arts were more objective and specific while in Creative and Technology Studies they were general. He added that there were, however, a few of the objectives that were similar. One of the methods used in both syllabi was the discussion method which was used when the teacher was to introduce the lesson or discuss a background to a taught music, dance or song. To the larger extent, general learning objectives were more in Creative Technology Studies because one objective was designed to cover many concepts from other seven subjects in the same study area.

A number of second year students just from teaching practice also added that, the differences in objectives were identified in practical and theory lessons. They explained that, though the Creative Technology Studies syllabus were practical subjects, the objectives did not reflect the characteristics of teaching and learning objectives for practical lesson. In other words, teaching and learning objectives to guide in teaching a practical lesson were not well formulated. This was said so because they did not bring out the areas that would make practical skills adequately taught in Creative and Technology studies.

Usually, teaching or learning objectives that are used when teaching a practical subject specifies a kind of skill to be taught and developed. The objective should also bring out a specific skill to be taught. This means that the objective will state the need for the teacher to demonstrate the skill and for pupils to practice the skill.

The following examples of the differences in objectives were given by a second year student teacher;

> *In GRADE 5 CTS Lesson, the lesson objective was;*
> *By the end of the lesson pupils should be able to discuss some traditional dances from at least five provinces of Zambia.*
>
> *In EXPRESSIVE ARTS at college the lesson was;*
> *By the end of the lesson students should be able to perform one tradition dance of choice from any part of Zambia.*

The difference here is that in Creative and Technology studies lessons were mainly theory lesson presentation because the lesson involved discussions. On the other hand, in Expressive Arts the lessons required performance or demonstration of a skill which was practical. In other words lessons objectives in Creative and Technology Studies did not allow pupils to acquire a skill at the end of the lesson as it was the case in Expressive Arts.

The differences on content were also sought for in the study. Verbal responses indicated that like in the explanation of the differences on teaching and learning objectives, the differences found between the two syllabi on content were that, in Creative Technology Studies content was generalised and terminologies used were to cover all the subjects across the contributory subjects in Creative Technology studies. The content in Creative Technology Studies was not subject specific and

detailed. In Expressive Arts on the other hand, it was reported that the content was subject specific. The Content was also detailed in Expressive Arts as concepts used were to cover a few specific topics in the three contributory subjects. One of the respondents who was a student teacher, said.

> *When we were taught Expressive Arts at College, we were taught how to prepare an integrated lesson plan and how to teach the same lesson in Expressive Arts.*
>
> *For-instance, When teaching two types of skills in Physical Education; Manipulative and Locomotor-skills the teachers can also use other subjects in Expressive Arts to explain this.*
>
> *Manipulative skill is a skill of handling an objective. This could be explained in Art and Design. For example a teacher will demonstrate to learners how a pencil should be handled when drawing. It can also be taught in music on how to handle and use an instrument.*
>
> *Locomotor-skill is a skill that allows one to move from one point to the other. A teacher can use music to teach locomotor skill for example in a dance. And further explain and make learners practice the skill in Physical Education.*
>
> *He further explained that on the other hand in Creative and Technology Studies he could not teach many skills from all subjects in one lesson. This is because the subjects in Creative and Technology studies were many and different.*

A female senior teacher who supervised upper primary grades at Buntungwa Primary school in Kitwe, said,

> *'The teaching of concepts in Creative Technology Studies when the teacher wanted to cover more than one subject in one period was difficult. For instance, it was very difficult when a teacher decided to teach computer, Home Economics, and Music out of the seven subjects in Creative and Technology in one lesson.*
>
> *She reported further that, "In most cases teachers especially student teachers concentrated on one subject or two which they master more than the other subjects. In this case music is not taught well because most teachers find musical content too involving to be covered in a short period of time. The practical part of music is said to be*

time consuming because other subjects were also to be taught "

She further reported that,

"Preparation of lesson plans was difficult because integration of concepts from seven subjects proved cumbersome.'

Respondents also explained the other areas in which the differences were identified. A teacher at Ishuko Primary School in Kitwe explained that apart from the differences in contributory subjects for each Creative and Technology Studies and Expressive Arts, methods, objectives and content, there were other differences in time allocated to each subject.

He said that,

In a College of Education the three subjects in Expressive Arts were allocated 1 hour per subject. But in CTS all the seven subjects did not have specific period allocated to each subject to cover its content. Each teacher has to use his judgment on how much time to give to each of the seven subjects in CTS."

Additional explanation was collected on the time allocated to each subject. A second year student teacher from Kitwe College of Education who taught at Mama Monti Primary school in Kitwe explained that,

'My experience on the allocation of time to each subject is that, I could not find it easy to allocate time to each subject because in the syllabi the allocation of time for each specific subject was not indicated. The only time indicated was the allocation of time for all the seven subjects in Creative and Technology Studies.

When I was at college we learnt Music, Art and Design and Physical Education in one hour for each subject every week. And we knew the specific allocated time for

music on the time table. This made us easy to prepare for the lesson.

I found it very different and difficult when I went to teach at primary school because in Creative and Technology Studies specific time for each subject was not allocated. I did not know how much time was for music and other six subjects in Creative Technology studies. In other words I used my own discretion to allocate time to a subject I could teach.

This in itself was not good because I see a situation where a teacher will be fond of teaching only a few subjects that he or she could find easy to teach.'

4.4 Effects of the differences.

Effects of the differences between Expressive Arts and Creative Technology Studies as Identified by the respondents are as follows. Many differences which were identified were reported to have effects on teaching music in primary school. All the respondents indicated that the differences between the two study areas had effects on teaching music at primary school.

Further enquiry in the study sought to find out whether the effects of the differences between the two Expressive Arts and Creative and Technology studies were positive or negative in teaching music in primary schools. The other objective was to find out if the negative effects were more than positive effects, or there were more negative effects than positive. The responses reflected the kind of effects that were more prominent than the other. Explanation to each response was also recorded.

Experiences on how the effects were addressed by the respondents were also collected and recorded in this study.

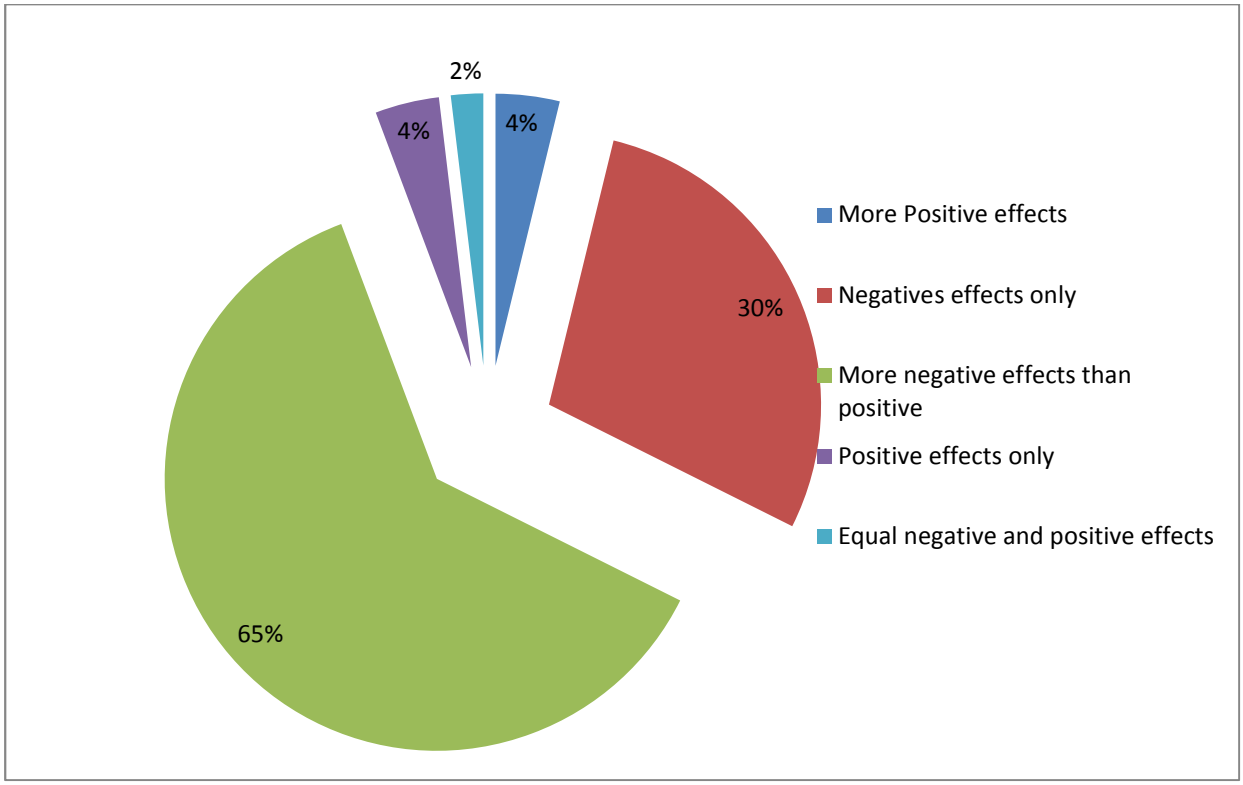

Figure 5: Pie Chart of responses showing the effects of the differences on teaching of music in primary school.

As reflected in the pie chart presented in Figure 4 above on the rating of the effects of the differences on teaching music in primary school, the respondents answered as follows; 4 out of 100 respondents said there were more positive effects, 30 out of 100 said there were negative effects only, 60 out of 100 said there were more negative effects, 4 out of 100 said there were positive effects only, and 2 out of 100 said there were equal negative and positive effects of the differences between the study areas.

The first response recorded from the respondents was that the difference in the number of contributory subjects created more of negative effects on teaching music in primary schools. Students at college were taught to integrate three subjects

namely, Music, Art and Design and Physical Education. The themes under which the students were taught in colleges were those that integrated three subjects.

Most of the respondents reported that they found difficulties integrating the seven subjects which they found in Creative and Technology Studies at Primary schools because at college they only integrated three subjects. In the integration of these three subjects in Expressive Arts, the students reported that they would have found it easy to teach because concepts were similar in all the contributory subjects.

One student teacher illustrated how it was easy to teach a lesson in Expressive Arts under the theme “pattern”. He explained that, Expressive Arts was easily taught under themes because the concepts in all the three subjects could easily be blended in under the theme.

He gave an example by explaining that the theme “Pattern” was one example of the themes under Expressive Arts where Physical Education, Music and Art and Design could be taught at once in an integrated lesson. This student explained that he was able to teach all the three subjects in one lesson under a given theme like pattern.

Given a theme For instance “Pattern”, the teacher could to teach concepts in all the three subjects at in one lesson. In Art and Design under the theme Pattern, the teacher would teach Pattern designing. In Music the teacher would teach rhythmic patterns. The same rhythmic pattern was taught in Physical Education under the same theme “pattern”. In Physical Education the teachers was able to teach learners the concept of pattern using a learning activity in Aerobics.

The explanation above was also expanded by one of the Expressive Arts lecturers at Kitwe College of Education. It was explained that it was easy to teach all the three contributory subject in one lesson under Expressive Arts. He said this could be done through an integrated lesson. He explained that the lesson could flow like this;

The teacher would want to use a three design pattern to teach a skill in Art and Design. The teacher may, in Art and Design use the drawing of letter Z to create a pattern. When drawing this letter, a teacher could teach pupils to draw three lines. The first line runs from left to right, the second runs from where the first line ends downward towards left and the third one from where the second ends from left to right.

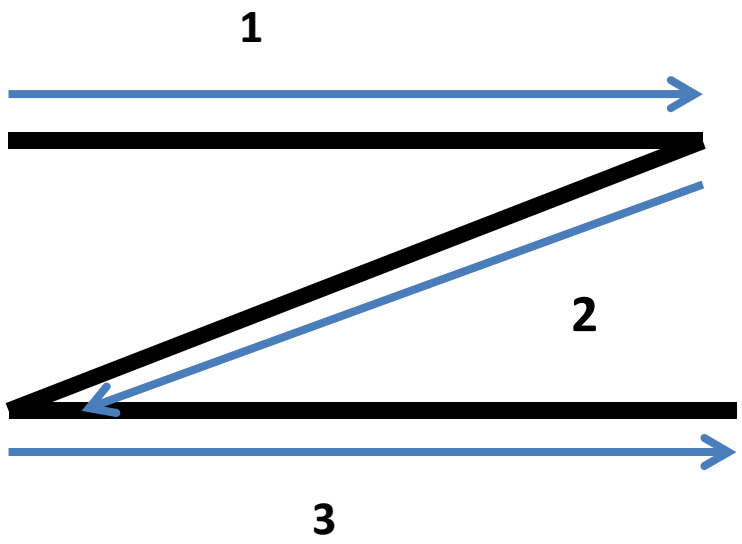

Figure 6: Showing steps in creating a three pattern design in Art and Design.

Repetition of this will create a pattern in Art and Design. The drawing of letter Z that creates a pattern when repeated, is developed from a three pattern design. The teacher will demonstrate the movement of his hand as explained;

The lecturer further explained that;

> *When you want to draw this letter you should start by first moving your hand from left to right, the second line will drawn by moving your hand starting from where your first line ended downwards toward left and the third one will move horizontally from left to right. In drawing this pattern a teacher will take 3 directions as a way of drawing*.

Figure 7: Example of the pattern design in Art and Design

The lecturer further explained that in teaching the three pattern design, *the teacher* can teach the same in music when teaching triple metre of music under music rhythmic patterns. When music plays in triple rhythmic pattern the beats can be identified and responded to in three counts. Conducting of music will also be in three, three pattern as shown below;

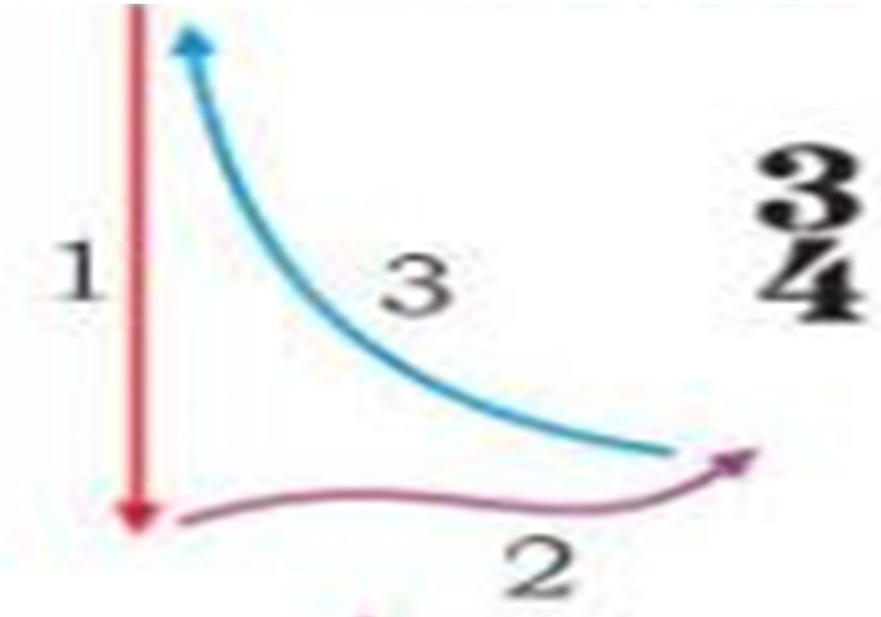

Figure 8: A drawing showing a three, three or triple time signature.

The three rhythmic patterns in music will be understood easily as it would have been introduced from Art and Design. In Art and Design learners would have been exposed to the drawing of letter Z by counting 1 2 3 to finish every line.

This lesson taught in Music could be concluded in Physical Education. In physical Education the teacher would teach the pattern concept under the topic in Aerobics. Aerobics is a topic in Physical Education which is in form of a metrical dance that goes in patterns like in two two, three three, or four four. In aerobics the exhibition of a dance will begin with movement of steps in any of the patterns as explained above.

The steps followed when teaching an Aerobics are;

Step 1.

A teacher asks the learners to clap in patterns of two two, three three or four four.

Step 2

The teacher will select one pattern, in this case, a three pattern design and demonstrate the rhythmic body movement according to the pattern involving the leg and the whole body. The three movements may be at the same place like making a triangle.

Step 3

The teacher will now play a piece of music that makes the learners and the teacher to move in a three pattern movement. Combinations of the rhythmic movement according to the music will result in a dance which is based on three pattern design.

After making the learners have demonstrated the taught skill or concept, the teacher would ask the student to develop other patterns from Art and Design and use them in

music and finally demonstrate them in Physical Education in lesson activity like aerobics. This kind of teaching concepts of more that subject under one theme may only apply in integrated syllabi where the subjects integrated have similar concepts and can be taught under one theme.

After the student teachers explained how easy it was to teach music in an integrated lesson under Expressive Arts, they also explained how difficult it was to teach the same subject, music in Creative and Technology studies. They reported that they found it difficult because there were seven subjects with different concepts and skills to be integrated. The students also explained that it was not possible to present an integrated lesson in which music and other six subjects could be taught since they did not learn the integration of these subjects in CTS while they were at college. They found it difficult to teach as the orientation of contributory subjects was not there.

4.4.1 Negative effects.

Negative effects of the differences between Expressive Arts and creative technology Studies were reported as follows. As presented in Figure 5 above, negative effects of the differences between the two syllabi were seen to be more than the positive.

Negative effects experienced included;

- The failure to integrate all the seven subjects in Creative Technology Studies.
- Specific objectives that address the teaching of musical skills were not formulated because general objectives were preferred in order to cater for concepts and general skills in all the seven subjects within given time.

- Time was not enough to teach music because many other subjects needed time to be taught.
- Methods that could allow a teacher to teach specific skills in music were not applied hence failure to cover music content fully.
- The combination of subjects in Creative Technology Studies which were not or different from Expressive Arts made teachers especially student teachers to fail to integrate the seven subjects. As a result teachers taught specific subject of interest of a particular teacher.

4.4.2 Positive effects.

Positive effects of the differences between Expressive Arts and Creative technology Studies were also reported. The positive effects of the differences in the two subjects that were reported included.

- The student teachers said they found it to be a positive effect because the numbers of subjects to be taught independently were put together in CTS reducing the problem of over-crowded time table.
- A few that liked music were at liberty to teach what they thought would be taught in detail in music at their own time.
- It inculcated in pupils the knowledge of the practical subjects which they (pupils) may decide to pursue as individual practical subjects for their career in future.

4.5 Suggested measures

Suggested measures to address the negative impact of the differences between Expressive measures Arts and Creative Technology studies on teaching music in

primary schools were presented. The last objective was to find out how the respondents would address the negative effects of the differences between Expressive Arts and Creative Technology Studies on teaching music in primary school. Almost all the respondents had suggestion of the measures to be taken to address the negative effects on teaching music.

The main group of respondents that were directly affected by these effects were student teachers and in-service teachers. These trained and student teachers respondents gave a number of reactions to the effects.

Firstly, the challenge to integrate the seven subjects in Creative Technology Studies as compared to how easy it was to integrate the three Subjects in Expressive Arts was handled in many different ways. Some teachers regrouped the subjects the way they were taught in college. In one lesson they could teach an integrated lesson that had Music, Physical Education and Art and Design. This was the way they were taught to teach at college in Expressive Arts. Home Economics and Industrial Arts were also taught in one other lesson. Then Computer and Entrepreneurship were also taught in another integrated lesson.

A third year student reported in an interview on how she addressed the challenges faced as a result the differences.

> *"I could not take these subjects in Creative and Technology Studies as belonging to one study area. I still taught them the way I was taught at college under Expressive Arts. This helped me to cover enough though not everything. Grouped or integrating Music, Art and Design and Physical education in one lesson, and Home Economics and Industrial Arts in another*

one lesson. But to be frank, I couldn't know how I could teach entrepreneurship and computer.

In short I would say when I wanted to teach the subjects that were grouped in Creative Technology Studies, I was forced to teach them the way they were taught at college and not as they were grouped in Creative and Technology Studies. By teaching in this manner it made me to cover enough music content."

The other student who had done his first teaching practice also contributed in response by saying;

'The only challenge that seemed to be surprising during my teaching practice was that even my supervisors were confused by the differences the two study areas exhibited. They complained that it was more difficulty to teach the subjects under CTS than it was to teach Expressive Arts.

Lack of allocation of time to each subject in CTS was another difference referred to that made many teachers to find it difficult to teach enough music concepts and skills.

The researcher extended his findings to pupils as a way of finding more data and explanation to the study. The pupils at this stage were involved because their responses were valid and added understanding in the study. The pupils who responded to this enquiry were 20.

The interview resulted into a number of discoveries;

The first thing that the researcher sought to do in involving the children was to find out if children knew the study area under which music subject was taught. In response, 14 out of 20 pupils knew that Creative Technology Studies was the subject in which music was taught. They were able to mention the other six subjects

that were taught. The remaining pupils were not very sure of what Creative Technology Studies subjects consisted of. In other words pupils understood very well what Creative and Technology studies consisted.

The other area that the study sought to find out was whether the children learnt music well. In response to this, pupils gave different answers. Four out of 20 pupils said they were learning because the teacher made them go out of the classroom and sometimes in the class room and sang songs and danced. 10 pupils who were mostly from upper classes said they were learning music but not the way they learnt when student teachers came into school during their teaching practice. They explained that sometimes the teacher did not finish teaching the lesson.

One male pupil respondent by explaining in icibemba language that;

> *''Limo ifyo chaleba lilyaline chayamba ukuwama ninshi ba sir kulanda ati tusambilileko nafimbi. Ninshi mwayamba ukusambilila limbi home economics nangu computer nangu Art and Design.''*
>
> *Translation in English,*
>
> *''What was happening sometimes was that, just when you begin to enjoy the lessons, the teacher could say it is enough lets learn other subjects also. At this time the teacher would start to teach another subjects like Home economics, Computer or Art and Design.''*

Another respondent from the pupils explained that;

> *"Even when we started the other subjects, we could not finish them because of time. The teacher could say let us learn another subject before the time finishes. The time in Creative and Technology Studies was like not there to finish what we started".*

A follow up question was asked to find out whether what was left was taught at another time during the week or term. 16 out 20 pupils responded that it was not always happening that the teacher finished what he had started in the previous lesson. The teacher would start another topic which could not be finished also.

It was discovered in this part that learners also identified that the skills were not well detailed in each contributory subject under CTS.

One boy in grade 6 explained his experience when they were in grade 5 and said that,

> *'Sir, when we were in grade five a teacher who was from the college, (meaning student teachers on teaching practice) taught crotchets. But when we changed the subject we could not go back until he went back to college. The madam who took over had never taught us about that anymore.''*

This was echoed by most of the respondents in the panel. They gave examples of a number of concepts that were introduced but could be exhausted by their teachers.

The pupils were further asked on how they thought they could lean music under CTS. A grade five pupil responded in Icibemba and said;

> *''Ukusambilila music kuti kwawama ngachakuti ba teacher balekokolako panono. Elyo ngatabale funda nama subjects ayengi pamuku umo kuti limbi twakwata inshita yakwishibapo fimo mu music.''*

Translated;

> *'' learning music could be good if the teacher has enough time of teaching music. And if the teacher is not teaching other subjects at once, may be we could learn much music.''*

These responses from the pupils echoed the responses from the teachers and other respondents who gave responses in this research as indicated above. For example, the response from a second year student from Kitwe College of Education who said that he could not find it easy to allocate time to teach subjects especially that there was no allocation for each subject and the subjects were too many to be taught in a short period of time.

The other report that was confirmed by the pupils was the response recorded above from the female senior teacher who supervised upper primary grade teachers. In part of her report she said, "… in most cases teachers concentrated on one subject or two which they master more than others. In this case music is not taught effectively …." This was clearly confirmed by pupils that music was not taught enough effectively in Creative and Technology Studies.

Another one of the many raised response was on the concepts. One pupil explained that;

> *'I sometimes get confused when it comes to remembering what we learnt in music lessons or other subjects under Creative Technology studies. Sometimes I get confused to differentiate what I learnt in Computer with what I learnt in Entrepreneurship. When the teacher switched to Music or Art and Design from computers the concept could not relate very well."*

This negative effect of differences that were brought about by changes in the curriculum at Teacher Training College and the one at school, created negative effects in teaching some practical subjects like Music in primary school. Though the above experiences were given by one pupil, the experience could have been the

same with other pupils. This confusion in understanding concepts was due to the many subjects in one study area. Pupils faced difficulties in understanding concepts for individual subjects in Creative and Technology Studies. They found it difficult to explain concept learnt in each subject as there was no enough time to consolidate the teaching of these concepts and skills in each subject.

Figure 9: permanent teacher and student teacher demonstrating a dance from North western.

Figure 10: Pupils performing dances at primary school

Figure 11: Pupils performing imfunkutu dance at primary school

Figure 12: Pupils singing and watching their friends dance

Figure 13: The picture shows student teachers performing at the summative practical assessment in Expressive Arts.

4.6 Conclusion

This Chapter presented the findings on the effects of the differences between Expressive Arts and Creative and Technology Studies The effects discovered were generally negative. Very few were positive. The responses from all the respondents indicated that there were negative effects on teaching music.

In the next Chapter which is Chapter 5, discussions of the finding according to the set objectives are presented. The objectives included to find out the differences, effects of the differences and how the teachers addressed the effects caused by the differences between expressive Arts and Technology Studies.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

The previous Chapter presented the findings on the effects of the differences between Expressive Arts and Creative and Technology Studies. The effects discovered were generally negative. Very few were positive. The responses from all the respondents indicated that there were negative effects on teaching music.

In this Chapter discussion of the research findings in relation to the research objectives are presented. The objectives of the study were to; 1) Find out the differences between Expressive Arts Study Area and Creative Technology Studies, 2) Find out the effects of the differences between Expressive Arts Study Area and Creative Technology Studies on teaching music at primary school and 3) find out the effects of the differences between Expressive Arts Study Area and Creative Technology Studies on teaching music in primary school would be addressed.

5.1 **The differences between Expressive Arts and Creative Technology studies.**

The discussion of the differences between Expressive Arts and Creative Technology studies are presented below. Analysis of the findings on the first objective in this research were that,

Firstly, all respondents reported that they had knowledge of the differences between Expressive Arts and Creative and Technology Studies syllabi. They also reported that these differences had effects on teaching of Music in primary schools. 34 out of 40 students who said that there were differences between Expressive Arts and Creative Technology studies was 85% of the number of the student respondents.

On the same first objective, the response of 38 out of 40 trained teachers who responded to the research which was 95% of the trained teachers also reported that they knew that there were differences between Expressive Arts and Creative Technology Studies.

These results indicated that the problem studied in this research was real and teachers, both trainee and trained teachers, experienced challenges caused by the differences of the two studied syllabi when teaching music at primary school.

This also indicated that almost all teachers who are in service were aware of the fact that differences existed between the College Curriculum (Expressive Arts) and primary school curriculum Creative and Technology Studies).

All the teacher education administrators and primary school teacher supervisor who were, 1 officer from Teacher Education and Specialised Department at Ministry Education Science Vocation Training and Early Education Headquarters), 1 Curriculum development Centre Officers, all 4 Head masters of selected schools, all 6 senior teachers and 1 teacher resources coordinator ascertained that they had knowledge of the differences between the two syllabi studied in this research.

The results of the responses on the knowledge of the differences as reflected above was100%. This shows that Education administrators had knowledge of the differences. This research therefore found fertile ground to find out the effects of

these differences and the measures which were being administered to address the negative effects.

In other words 92% of the respondents knew that there were differences between Expressive Arts and Creative Technology studies. These majority of respondents in general represents the majority in the community who knew the differences but stayed with the problem and struggled with the challenge.

5,2 The major differences Identified by Respondents between Expressive Arts and Creative Technology Studies.

From the responses the summary of the differences discovered were;

- The differences in Organised or contributory subjects. The researcher sought to find out the difference in number and type of contributory subjects that were organised in the study areas studied.

  The findings from the response were 92 out of 100 respondents who identified differences in organised subjects or contributory subjects. This meant that almost all teachers especially those who studied Expressive Arts experienced negative effects when teaching music at primary school due to the differences.

  The challenges faced included the difficulty in reconciling the three integration subjects learnt at College in Expressive Arts and the seven integrated subjects found at primary school.

Though the findings were that negative effects on teaching music were created by these differences in the syllabi, the fact still remained that teachers still experienced challenges in a similar way when teaching other subject in the same study area.

- Differences in the methods were also found to be between Expressive Arts and Creative and Technology Studies. The differences in the way the methods were used were discovered in this study. It was also found out that not all methods were applicable to be used for teaching in both syllabi.

  The difference in the teaching methods used in the two syllabi was reported by a bigger number of participants. This was 85% of the respondents.

  In Expressive Arts, demonstration method was applicable and students could do the observed activity and finish in time. In Creative and Technology studies, the demonstration method could not be exhausted as there was insufficient time to observe the demonstration and practice the skill demonstrated because time could not allow as many subjects needed to be taught within the given time.

- The other area was that the research sought to find out if the objectives formulated were similar. In the study it was discovered that the objectives were not similar and it further found out that it was difficult to have achievable objectives in Creative and Technology studies

- With regard to the differences, 67 out of 100 respondents, which was 67% of response indicated that they found the differences in lesson objectives set. The differences in objectives were that in Expressive Arts, the objectives were more subject specific but in Creative Technology Studies they were more general.

  These findings were so because in Creative Technology Studies the objectives were general to cater for the other concepts that were taught in other subjects. In expressive arts it was specific because the objectives were to cover specific subjects which were few.

- The next area was to find out whether the content covered in the two syllabi did have differences. The differences in content were identified by 89 out of 100 respondents. The differences stated was mainly attributed to the fact that in Expressive Arts the content covered was detailed in specific subjects which only three and could be covered under one or common theme. But in Creative and Technology Studies the content was different in the sense that content was from a wider range of topics from many subjects which could not even be easily integrated. The respondents also explained that the content was not specific and detailed in each particular subject as they were too many to be covered,

  Music content could not be well explained in Creative Technology studies the way it was explained in Expressive Arts because practical skills which were to be taught in Music demanded more time and that time could not be found in Creative and Technology Studies. If Music was to be taught in creative and

Technology Studies, the experience reported, as recorded in the previous Chapter, showed that Music content in the Creative Technology studies was not as detailed as it was when taught in Expressive Arts.

- In this study there were other differences which were reported by the respondents. Ninety seven out of one hundred respondents indicated other differences .

These other areas of difference the respondents reported included the difference in the allocation of time. On allocation of time to contributory subjects, respondents said that in Expressive Arts, time was specifically allocated for each contributory subject while as in Creative Technology Studies the time was not allocated to the specific subject in the study area. This difference was a negative effect on teaching music at primary school. The student found it difficult to allocate time for teaching music the way they were taught at College under Expressive Arts.

5.4 Effects of the differences.

Discussions on the effects of the differences between Expressive Arts and Creative Technology Studies on teaching Music in primary schools as Identified by the respondents are presented as below.

The findings on effects were that differences which were identified were reported to have effects on teaching music in primary schools. The response from all the student and trained teachers and education administrators indicated that the differences between the two study areas had effects on teaching music at primary school.

The 4 out of 100 respondents who said there were positive effects indicate that the positive effects were less. This could be taken that positive effects caused by the differences identified could not make much impact on the teaching of music in primary schools as they were minimal.

Thirty out of one hundred responded that there were only negative effects. This was not healthy as already more than a quarter found that the differences had negative effects on teaching music at primary school.

Four out of hundred indicated that the differences had positive effects only on teaching music in primary school. This is just 4% of the respondents. The position as reflected by this percentile means that the differences did not made any positive to be desired for better improvement in the teaching of music.

Sixty out of hundred indicated that the differences had more negatives effects than positive on teaching music in primary schools. In other words 60% of the respondents experienced negative effects of the differences between Expressive Arts and Creative and Technology Studies on teaching music. This picture is not good because the aim of providing education in Zambia will not be met if such a negative picture is obtained. The picture obtained in this study can be generalized to other practical subjects because they fall under the same study area at primary school.

Two out of one hundred said there were both negative and positive effects of the differences between the Expressive Arts and Creative and Technology Studies on teaching Music primary schools. This percentile confirms the negative position of effects on teaching Music at primary school. In other words the respondents who said there both negative and positive effects of the differences were very few in numbers as compared to the ones who said there were more negative effects.

5.4.1 Summary of negatives effects

Summary of negatives effects of the differences between Expressive Arts and Creative technology Studies. As presented in the figures 2, 3 and 4 above, the negative effects of the differences between the two syllabi on teaching music in primary schools on the copper-belt were more than the positive ones. The summary of the negatives effects on teaching music at primary school were:

- The inability to integrate all the seven subjects in Creative and Technology Studies.
- Specific objectives that address the teaching of Musical skills were not formulated because general objectives were preferred to cater for time and general skills in all the seven subjects.
- Time was not enough to teach music because many other subjects needed time to be taught.
- Methods that could allow a teacher to teach specific skills in music were not applied hence failure to cover music content fully.
- The combination of subjects in Creative Technology Studies which were not in Expressive Arts made teachers especially student teachers to fail to integrate

the seven subjects. As a result teachers taught specific subjects of their interest.

5.4.2 Summary of the positive effects.

Summary of the positive effects of the differences between Expressive Arts and creative technology Studies The positive effects were summarised as follows;

- The student and trained teachers found a positive effect of the differences in the sense that the numbers of subjects to be taught independently were put together in Creative and Technology Studies. This was positive because it enhanced the reduction of the problem of over-crowded time table.
- Positive of the differences was also discovered because those who liked music were at liberty to teach what they thought would be taught in details in music at their own time because the time allocation for each contributory subjects was not specified.
- The other positive effect identified from this was that pupils were at early stage exposed to the knowledge of many practical subjects which they (pupils) may decide to pursue as individual practical subjects for their career in future.

5.5 Measures Taken.

This part discusses measures the respondents took to address the effects. Discussions on the respondent's suggestion on how to address the effects are also presented.

The responses indicate that all the teachers had taken measures to address the problems.

- Teachers re-arranged the subjects to suit how they wanted to teach them. For example teachers grouped Music, Art and Design and could be taught in one lesson. Entrepreneurship and Computer were also taught as one. Home Economics and Industrial Arts were also taught in one lesson. Computer was sometimes combined with Technology or Entrepreneurship.
- Teacher's re- constructed the lesson objectives. Due to the grouping of the subjects that individual teachers did, the teachers reconstructed the objectives to suit the lesson presented.
- Though Music was not fully taught in Creative and Technology Studies, there were other subjects and co curriculum activities in which teachers could teach music. Social studies, for instance is a subject in which traditional ceremonies were taught. During the lesson presentations in such topics, the teacher teaches Music.

Conclusion

In conclusion, there were more negative effects of the differences between Expressive Arts and Creative Technology studies on teaching of music in primary school than positive effects. Recommendations suggested in this research could be considered whenever the curriculum developers start working on the curriculum review, so that the negative effects experienced as reported in this study could be avoided.

The next chapter covers information on the recommendations that the respondents gave during the research. The recommendations in this chapter may not only be

applied in primary school teaching, but may also be applied in the developing and implementations of syllabi at level of Education within and outside Zambia.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

In the previous Chapter discussions of the findings were presented. There were more negative effects of the differences between Expressive Arts and Creative Technology studies on teaching of music in primary school than positive effects. Recommendations suggested in this research could be considered whenever the curriculum developers start working on the curriculum review, so that negative effects experienced as reported in this study can be avoided.

This chapter covers information on the conclusions and recommendations discovered from the study. The recommendations in this chapter may not only be applied in primary school teaching, but also in the developing and implementations of syllabi at the primary and College level of Education within and outside Zambia.

6.1 Conclusion

Music like other practical subjects has not received much attention in primary school education. This became even worse when the syllabus, Creative and Technology Studies, that had seven subjects in which music was also taught were introduced in schools.

Teachers were left without guidance to the extent that some subjects were not taught. The teachers had liberty to choose which subject to give preference more than the other.

There is need for The Ministry of Education Science Vocation Training and Early Education to closely supervise and monitor the revision, development implementation of the new curriculum. This help in making sure learners get quality and equitable knowledge, skills and altitudes needed in their lives.

Despite integration of subjects being the modern and effective way of solving problem like the crowded curriculum or timetable, enough resources should be put in place so that a good job is done in developing such curricular.

6.2 General recommendations

The recommendations made as a result of this research are;

- Syllabi studied in the colleges by primary school teachers should have a lot of similarities with the syllabi at primary school.
- Primary school student teachers should be taught how to teach the subjects in primary school.
- Consultation when changing curriculum for teacher education or primary school should involve stakeholders from both Colleges of Education and primary schools. There should be corroboration between the syllabi and stakeholders for the two levels of education,
- There should be harmonization of course content in the syllabi at college and primary schools.
- There should be induction for newly trained teachers when they get deployed in schools.
- Whenever there are new developments or change in curriculum, the Ministry of Education has to look for resources to do the Continuing Professional

Development for all the serving teachers so that they are trained on how to implement the new curriculum.

6.3 Differences between Expressive Arts and Creative Technology studies.

On the differences between Expressive Arts and Creative Technology studies the recommendation are as follows..

- Syllabi should revert to the previous syllabi where Music was planned individually and taught individually.
- There was need to allocate more time to contributory subjects.
- If integration should be done let few subjects with common themes and concepts like Music, Art and Design and Physical Education be grouped in one.
- Emphasis should be put on practical subjects like Music because many learners may earn a living when they drop out of school. They may also use the same skills to support themselves to enhance their further education.

6.4 Way Forward.

During this research, it was discovered that the Ministry of Education Science, Vocational Training and Early Education was about to launch a new curriculum that seemed to be in a position to solve most of the negative effects discovered in this study.

Apart from the application taking into consideration the above recommendations, there is need to supply enough resources directed to the in-service training of teachers so that they are equipped with skills to handle the curriculum effectively.

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APPENDICES

Appendix 1 Questionnaire for Teachers

To the Research Participants:

I am William Bwalya Walawala, a Post Graduate Student at The University of Zambia in The Department of Primary Education. I am conducting Research on the Effects of the Differences between Expressive Arts and Creative and Technology Studies on Teaching Music in selected Primary Schools in the Copperbelt Province of Zambia. I wish to request you to freely participate in this research by providing information as needed in this study. Any piece of information you will provide will be treated as confidential.

All parts in this questionnaire require you to fill in where required or tick as guided in the questions. Make sure all questions are answered accordingly.

PART ONE

1. PROVINCE: LUAPULA [ ] COPPERBELT [ ]
2. SCHOOL: ……
3. Sex: M [ ] F. [ ]
4. AGE RANGE: a. 20-30 [ ] b. 31-40 [ ] c. 41-50 [ ] d. 51-55 [ ]
5. WORK EXPERIENCE: a. 1- 10[ ] b. 11-19 [ ] c. 20-30 [ ] d.31-35 [ ].
6. GRADE TUAGHT; …….

PART B

1. Have you identified any differences in the organisation of contributory subjects between Expressive Arts syllabus in Teacher Training Colleges and Creative and Technology Syllabus in Primary Schools? Yes. [ ] No. [ ]
2. If the answer is NO give reasons;
    a. Not oriented.[ ]
    b. No interest. [ ].
    c. Others. [ ]
        i. Specify others ……
        ……..
        ……..
3. If the answer is yes to question 1 above, in which areas have you seen the differences; tick any or all if they all apply
    a. Organisation of Contributory subjects. [ ]
    b. Methods of teaching [ ]
    c. Objectives. [ ]
    d. Content. [ ]
    e. Others. [ ]
        i. Specify others ……
        ……
        ……..
4. What Effects are experienced?
    a. Positive effects only [ ] b. Negative effects only. [ ] c. More positive effects than negative [ ]. d. More negative than positive effects [ ].

    Both positive and Negative effects are experienced [ ]

5. Rate the effects of the difference on teaching Music at primary school. Excellently=1 Average=2 Below Average 3 Not=4
    a. Other contributory subjects take time for Music. [ ]
    b. Learners confuse concepts in Music with those in other contributory subjects.[]
    c. Lesson objectives are achieved [ ]
    d. Teaching methods are successfully applied. [ ]
    e. Materials are always available [ ]
    f. Overlapping of concepts is controlled. [ ]
    g. Depth of content to be taught is covered. [ ]
    h. Others [ ]
        i. Specify other Positive effects ……
        ……..……
        ……
        ii. Specify other negative effects. ……..……
        ……..……..
        ……
6. Suggest how the negative effects can be addressed ……..……
……
……
7. Other Comments ……..……..……
……..……
……

Appendix 2 Questionnaire for Student Teachers

This questionnaire is for student teachers.

To the Research Participants:

I am William Bwalya Walawala, a Post Graduate Student at The University of Zambia in The Department of Primary Education. I am conducting Research on the Effects of the Differences between Expressive Arts and Creative and Technology Studies on Teaching Music in selected Primary Schools in the Copperbelt Province of Zambia. I wish to request you to freely participate in this research by providing information as needed in this study. Any piece of information you will provide will be treated as confidential.

All parts in this questionnaire require you to fill in where required or tick as guided in the questions. Make sure all questions are answered accordingly.

PART ONE

1. PROVINCE: COPPEBELT [ ]
2. SCHOOL: ……
3. Sex: M [ ] F. [ ]
4. AGE RANGE: a. 20-30 [ ] b. 31-40 [ ] c. 41-50 [ ] d. 51-55 [ ]
5. LAST SCHOOL BASED EXPERIENCE TP: a. FIRST[ ] b. SECOND [ ]
6. GRADE TUAGHT; …….

PART B

1. Have you identified any differences in the organisation of contributory subjects between Expressive Arts syllabus in Teacher Training Colleges and Creative and Technology Syllabus in primary Schools? Yes. [ ] No. [ ]
2. If the answer is NO give reasons;
    a. Not oriented.[ ]
    b. No interest. [ ].
    c. Others. [ ]
        i. Specify others …….
        ……..
        ……..
3. If the answer is yes in question 1 above, in which areas have you seen the differences; tick any or all if they all apply
    a. Organisation of Contributory subjects. [ ]
    b. Methods of teaching [ ]
    c. Objectives. [ ]
    d. Content. [ ]
    e. Others. [ ]
        i. Specify others
        ……
        ……
        ……..
4. What Effects are experienced?
    a. Positive effects only [ ] b. Negative effects only. [ ] c. More positive effects than negative [ ]. d. More negative than positive effects [ ].

Both positive and Negative effects are experienced [ ]

5. Rate the effects of the difference on teaching Music at primary school. Excellently=1 Average=2 Below Average 3 Not=4
    a. Other contributory subjects take time for Music. [ ]
    b. Learners confuse concepts in music with those in other contributory subjects.[]
    c. Lesson objectives are achieved [ ]
    d. Teaching methods are successfully applied. [ ]
    e. Materials are always available [ ]
    f. Overlapping of concepts is controlled. [ ]
    g. Depth of content to be taught is covered. [ ]
    h. Others [ ]
        i. Specify other Positive effects ……..
        ……..……
        ……
        ……
        ii. Specify other negative effects. ……..……
        ……..
        ……
        ……
        ……
6. Suggest how the negative effects can be addressed c
7. Other Comments …….
    ……
    ……..

Appendix 3 Group Interview Guide for pupils

This is a group interview guide for pupils.

To the Research Participants:

I am William Bwalya Walawala, a Post Graduate Student at The University of Zambia in The Department of Primary Education. I am conducting Research on the Effects of the Differences between Expressive Arts and Creative and Technology Studies on Teaching Music in selected Primary Schools in the Copperbelt Province of Zambia. I wish to request you to freely participate in this research by providing information as needed in this study. Any piece of information you will provide will be treated as confidential.

PART ONE

1. PROVINCE: COPPERBELT [ ]
2. SCHOOL: ……
3. No. of Pupils Sex: M [ ] F. [ ]
4. AGE RANGE: a. 7- 10[ ] b. 11- 14 [ ]
5. GRADES; 1- 4 [ ] 5-7 [ ]

PART TWO

6. Do you know the number of subjects you learn in school? Yes. [ ] No. [ ]
7. How many? Correct. [ ] Not correct [ ].
8. Name them. 1[ ] 2 [ ] 3 [ ] 4 [ ] 5 correct [ ]
9. Under which study area do you learn Music;
    i. Correct[ ] ii. Not correct [ ].
10. Which other subjects do you learn under the same study area?
    i. Correct. [ ]. ii. Not correct. [ ]
11. Rate your learning experience in music: Most often =1 often=2 less often=3 not at all=4
    i. Learn Twice a week [ ] b. Learn Once a week [ ] c. Learn once in a while[ ] d. Time is enough for learning [ ] e. Time is not enough for learning
    f. Material not enough [ ] g. Don't finish the lessons [ ] h. Concept in contributory subjects are mixed and confusing[ ] i. Other [ ]
        i. Specify; ……
        ……
        ……
    ii. Explain ……..
    ……
12. How would you want to learn music?
    ……..
    …….
    ……..
    ……
    ……..

Appendix 4 : Interview Guide for all target groups.

Interview Guide for Student and Trained Teachers, Senior Teachers, Teacher Education Officers, Senior Lecturers at colleges of Education, Head Teachers and Curriculum Development Centre Specialists.

To the Research Participants:

I am William Bwalya Walawala, a Post Graduate Student at The University of Zambia in The Department of Primary Education. I am conducting Research on the Effects of the Differences between Expressive Arts and Creative and Technology Studies on Teaching Music in selected Primary Schools in the Copperbelt Province of Zambia. I wish to request you to freely participate in this research by providing information as needed in this study. Any piece of information you will provide will be treated as confidential.

PART ONE

1. LEVEL; DISTRICT [ ] PROVINCE; [ ] MOE HQ [ ]
2. PROVINCE: NW. [ ] LUAP [ ] MUCHINGA [ ] COPPERBELT [ ]
3. POSITION: ……
4. STATION……
5. Sex: M [ ] F. [ ]
6. AGE RANGE: a. 20-30 [ ] b. 31-40 [ ] c. 41-50 [ ] d. 51-55 [ ]
7. WORK EXPERIENCE: a. 1- 10[ ] b. 11-19 [ ] c. 20-30 [ ] d.31-35 [ ].

PART B

1. Have you identified any differences in the organisation of contributory subjects between Expressive Arts syllabus in Teacher Training Colleges and Creative and Technology Syllabus in primary Schools? Yes. [ ] No. [ ]
2. If the answer is NO give reasons;
    a. Not oriented.[ ]
    b. No interest. [ ].
    c. Others. [ ]
        i. Specify others
        ……
        ……..
        ……..
3. If the answer is yes to question 1 above, in which areas have you seen the differences; tick any or all if they all apply
    a. Organisation of Contributory subjects. [ ]
    b. Methods of teaching [ ]
    c. Objectives. [ ]
    d. Content. [ ]
    e. Others. [ ]
        i. Specify others
        ……
        ……
        ……..
4. What Effects are experienced teaching music?
    a. Positive effects only [ ] b. Negative effects only. [ ] c. More positive effects than negative [ ]. d. More negative than positive effects [ ].
    b. Both positive and Negative effects are experienced [ ]

5. Rate the effects of the difference on teaching music at primary school. Most often=1 often=2 Less often 3 Not at all=4
    a. Other contributory subjects take time for Music. [ ]
    b. Learners confuse concepts in music with those in other contributory subjects.[]
    c. Lesson objectives are achieved [ ]
    d. Teaching methods are successfully applied. [ ]
    e. Materials are always available [ ]
    f. Overlapping of concepts with other contributory subject is controlled. [ ]
    g. Depth of content to be taught is covered. [ ]
    h. Others [ ]
        i. Specify other Positive effects
        ……..…….
        ……
        ……
        ……
        ii. Specify other negative effects.
        ……..…….
        ……
        ……
        ……
6. Suggest how the negative effects can be addressed.…….
    ……
    ……
7. Other Comments.
    ……
    ……
    ……

Appendix 5. Examples of Time signature and conducting patterns in music.