



INFUSION OF MULTIPLE INTELLIGENCE IN THE ZAMBIAN PRIMARY SCHOOL CURRICULUM. VIEWS OF TEACHERS IN THREE SELECTED PRIMARY SCHOOLS IN CHONGWE DISTRICT.

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Abstract

The paper aimed at assessing views of teachers in incorporating multiple intelligence in the curriculum at three selected primary schools in Chongwe district. The study employed a case study design. The sample comprised of 12 teachers, and 3 headteachers. Data was collected using semi-structured interviews and document analysis. From the findings of this study, it has been established that the curriculum incorporates multiple intelligence in that the subjects contained in the curriculum and the methodology are well linked to eight intelligence areas as established by Gardener (1983). The teachers and headteachers all agree that the 2013 curriculum incorporates multiple intelligence in that the teaching of the arts through subjects such as CTS starts as early as grade two as outlined in the curriculum. The study recommends that MoGE should ensure that through Continuous Professional Development (CPD) teachers in primary schools are oriented on multiple intelligences so that teachers can share the experiences on the ways to enhance learners' abilities.

Key words: Intelligence, Multiple intelligence, Primary school, curriculum, infusion.

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