

UNIVERSITY OF KWAZULU-NATAL

**The Perspective of Educationists in the Adoption of a Specialist Approach in Teaching at
Primary School Level in Swaziland: Focus on the Manzini Region**

by

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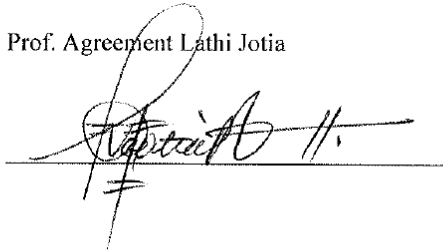
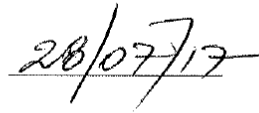
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SUPERVISOR'S STATEMENT PAGE

This dissertation has been submitted with/without my approval.

Prof. Agreement Lathi Jotia

Date

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DECLARATION OF OWN WORK

I, Victor Mbon'seni Xaba, declare that this dissertation entitled:

The Perspective of Educationists in the Adoption of a Specialist Approach in Teaching at Primary School Level in Swaziland: Focus on the Manzini Region

- i). Is my own work except where otherwise indicated.
- ii). It has not been submitted before for any degree or examination at any other university.
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Date: 30 July 2017

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DEDICATION

This study is dedicated to my father the late Msolwa Lomaphunyuka “Shiyamampondo” Xaba. A great man - he was able to educate all his nine children though he did not have any educational background. He made sure that all his children reach form five where they will then decide for themselves what to do with their lives. His contribution towards the development of Swaziland will remain visible through generations.

ABSTRACT

The study investigated the extent to which the concept of specialization is understood by those in the education system in Swaziland. The philosophy of specialization at primary school level comes at a time when Swaziland is making a leap towards the much publicized vision 2022, ‘first world status.’ After so many innovative ideas in different sectors of the kingdom, the Ministry of Education and Training in particular, no one has questioned the quality of the education system at primary school level in terms of moving from the traditional “generalist approach” to a “specialist approach”. On the basis of the findings, the study challenges the whole education system in Swaziland to review its policies to allow specialization at primary school level. The study stretched further to explore if the teachers produced by Swaziland’s tertiary institutions are faring well in the primary education system of the country to ensure the quality of the product of Swaziland’s education system through the use of specialization approach.

A qualitative research approach was adopted under the social constructivist paradigm. As a phenomenological type of qualitative research, data generation depended on gathering deep information and perception through inductive, qualitative methods such as interviews, discussions and participant observation. The study used the theoretical framework of specialization to reflect on how the specialist approach can be framed by an education system to ensure its workability and efficiency. Primary school teachers, university lecturers, primary school inspectors, official from the National Curriculum Centre (NCC) and the Director of Education were interviewed.

The study reveals that teachers are not comfortable with teaching all the subjects. The study argues that teachers ought to be given a leeway to choose subjects they feel comfortable to teach than being imposed to teach areas outside their specialization which they feel uncomfortable to teach. The study also illuminates the need to revamp the teacher training college curriculum to ensure that it is in line with specialization. Specialization ought to start at least at second year in teacher training institutions to give strength to subjects picked by student teachers for specialization. There is an ultimate call for those responsible in the deployment of teachers (Teaching Service Commission) to work hand in hand with heads of schools to ensure a balanced deployment of teachers in line with their specialization. The study also sets a departure point for other scholars to pursue research in the field of specialization at primary school, especially bringing on board those in the Public Service Ministry in Swaziland who are responsible for the employment of the civil service.

TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	I
SUPERVISOR’S STATEMENT PAGE.....	II
DECLARATION.....	III
ACKNOWLEDGEMENTS.....	IV
DEDICATION.....	V
ABSTRACT.....	VI
CHAPTER 1: INTRODUCTION TO THE STUDY	
1.0 INTRODUCTION.....	15
1.1 AIMS AND RATIONALE FOR THE STUDY	18
1.2 OBJECTIVES OF THE STUDY	19
1.3 RESEARCH QUESTIONS.....	19
1.4 BACKGROUND OF THE STUDY	20
1.4.1 SPECIALIST APPROACH AT INTERNATIONAL LEVEL.....	20
1.4.2 SPECIALIST APPROACH IN SWAZILAND.....	20
1.5 STATEMENT OF THE PROBLEM.....	25

1.6 SIGNIFICANCE OF THE STUDY	25
1.7 LIMITATIONS OF THE STUDY	26
1.8 DEFINITION OF TERMS	27
1.8.1 EDUCATION	27
1.8.2 EDUCATIONIST	27
1.8.3 SPECIALIST APPROACH	27
1.8.4 GENERALIST APPROACH	28
1.9 THEORETICAL FRAMEWORK	28
1.9.1 THE INVISIBLE HAND	31
1.9.2 ROLE AND SCHEDULE FOR EXCELLENT TEACHERS	36
1.9.3 NEW ROLES FOR OTHER STAFF	37
1.9.4 IMPACT ON STUDENTS	37
1.9.5 SCHEDULING PAYMENTS	38
1.9.6 PAY CHANGES	38
1.9.7 COST SAVINGS TO BE SHARED BY EXCELLENT TEACHERS AND SCHOOL ...	38
1.9.8 ESTIMATED REACH CALCULATION ASSUMPTION	39
1.9.9 CRITICAL IMPLIMENTATION DECISION	39

1.9.10 EXAMPLE OF SUBJECT SPECIALIZATION AT PRIMARY SCHOOL LEVEL.....	40
1.10 STRUCTURE OF DISSERTATION.....	42
1.11 SUMMARY.....	42
CHAPER 2: REVIEW OF RELATED LITERATURE	
2.0 INTRODUCTION.....	44
2.1 THE EMERGENCE OF SUBJECT SPECIALISM AS A THEME.....	45
2.2 TEACHER SUBJECT KNOWLEDGE AND EFFECTIVE TEACHING.....	47
2.3 EFFECTIVE TEACHING.....	49
2.4 THE INSPECTION EVIDENCE.....	50
2.5 SUBJECT SPECIALIZATION AND ITS IMPACT ON TEACHER PROFESSIONALISM.....	52
2.6 TEACHERS PROFESSIONAL QUALIFICATION AND CURRICULUM IMPLEMENTATION.....	54
2.7 SPECIALIZATION IN SCIENCE.....	61
2.8 SPECIALIZATION IN PHYSICAL EDUCATION.....	64
2.9 OTHER RESEARCH FINDINGS.....	68
2.10 TRANSITION FROM PRIMARY TO SECONDARY.....	72
2.11 SUMMARY.....	74

CHAPTER 3: METHODOLOGICAL APPROACH

3.0 INTRODUCTION.....	76
3.1 METHODOLOGICAL ISSUES.....	77
3.2 QUALITATIVE RESEARCH.....	77
3.3 NARRATIVE INQUIRY.....	78
3.4 RESEARCHER POSITIONALITY.....	79
3.5 RESEARCH DESIGN.....	80
3.6 THE GEOGRAPHIC AND ECONOMIC CONTEXT.....	83
3.7 RESEARCH PARTICIPANTS.....	83
3.8 METHODS OF DATA GENERATION.....	85
3.8.1 INTERVIEWS.....	86
3.8.2 PARTICIPANT OBSERVATION.....	87
3.9 SAMPLING PROCEDURES.....	90
3.10 DATA ANALYSIS.....	91
3.11 RESEARCH INSTRUMENTS.....	92
3.12 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT.....	93
3.13 LIMITATIONS AND CHALLENGES OF THE STUDY.....	94

3.14 ETHICAL ISSUES	94
3.15 SUMMARY	96
CHAPTER 4: PRESENTATION OF FINDINGS	
4.0 INTRODUCTION.....	96
4.1 TEACHERS’ PERSPECTIVES ON ADOPTING A SPECIALIST APPROACH AT PRIMARY SCHOOL LEVEL.....	96
4.1.1 TEACHERS REACTION ON SUBJECT SPECIALIST VIS-À-VIS THE GENERALIST APPROACH IN TEACHING.....	96
4.2 COMFORTABILITY OF TEACHERS IN TEACHING ALL SUBJECTS DESPITE COLLEGE SPECIALIZATION.....	100
4.3 TEACHERS PREFER SPECIALIZATION OVER THE GENERALIST APPROACH.....	104
4.4 LEARNERS PERFORMANCE VERSUS SPECIALIZATION AND NON-SUBJECT SPECIALIZATION TEACHING.....	106
4.5 TEACHERS’ ADVICE TO THE MINISTRY WITH REGARDS TO SPECIALIZATION.....	109
4.6 UNIVERSITY AND COLLEGE LECTURERS’ VIEWS ON SPECIALIZATION.....	111
4.6.1 SPECIALIZATION MOTIVATES TEACHERS AND YIELDS QUALITY IN TEACHING.....	111

4.7 PEDAGOGICAL IMPLICATIONS: SPECIALIZATION VERSUS GENERALIZATION.....	116
4.8 IMPACT OF GENERALIZATION.....	119
4.9 TEACHERS' ATTITUDE TOWARDS SPECIALIZATION.....	120
4.10 THE INSPECTORATE'S VIEWS ON SPECIALIZATION AT PRIMARY SCHOOL.....	121
4.11 FINDINGS FROM THE NATIONAL CURRICULUM CENTRE (NCC): SPECIALIZATION VERSUS GENERALIST APPROACH.....	124
4.12 THE DIRECTOR OF EDUCATION'S VIEWS ON SPECIALIZATION.....	127
4.13 THE DIRECTOR OF EDUCATION'S VIEWS ON TEACHING FROM A GENERALIST PERSPECTIVE.....	128
4.14 SPECIALIZATION VERSUS GENERALIST APPROACH: THE REALITY FROM THE VIDEO CAPTIONS.....	132
4.15 SUMMARY.....	134

CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION.....	136
5.1 SUMMARY OF STUDY.....	137
5.2 PREFERENCE FOR GENERALIZATION IN LOWER GRADES.....	140

5.3 THE ULTIMATE CALL FOR A SPECIALIZED TEACHING IN SWAZILAND PRIMARY SCHOOLS.....	144
5.4 LACK OF SPECIALIZATION CHALLENGES AND IMPACT ON QUALITY EDUCATION.....	149
5.5 VIEWS OF TEACHER TRAINERS ON SPECIALIZATION.....	152
5.6 RECOMMENDATIONS.....	154
5.7 IMPLICATIONS TO POLICY IN THE EDUCATION SYSTEM IN SWAZILAND.....	159
5.8 RECOMMENDATIONS FOR FURTHER STUDIES.....	162
5.9 CONCLUDING REMARKS.....	163
REFERENCES.....	165
APPENDICES.....	176

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 INTRODUCTION

In Swaziland, the trend is that primary school teachers teach all subjects, which is a generalist approach to teaching. The generalist approach is problematic in that teachers in primary schools in Swaziland are specialist teachers following the introduction of the Primary Teachers Diploma programme which allows teacher trainees to specialize in their final year at college. The Primary Teacher's Diploma substituted the Primary Teachers Certificate which embraced the generalist philosophy in teaching at primary school level. It is worth noting that Bachelor of Education (B.Ed-primary) students are expected to specialize from their first year at university (MoET, 2010) although they will be expected to teach all subjects when they go to the field of work. As such, this study was aimed at finding out the perspective of educationists in the adoption of the specialist approach to teaching at the primary level in the education system as an innovation aimed at maximizing the quality of teaching and learning in primary schools in Swaziland.

Education has become one of the most powerful weapons known for reducing poverty and inequalities in modern societies. It is also used for laying the foundation for a sustainable growth and development of a nation (Bruns, Mingat & Rakotamalala, 2003). Primary education, in particular, is the level of education that develops in the individual the capacity to read, write and calculate (Bruns, Mingat & Rakotamalala, 2003). This denotes that when someone is educated, they will be able to use the skills they have acquired to deal with poverty issues through acquiring jobs or being self-employed as earning a living in modern societies requires that one be

well acquainted with skills of reading, writing and calculating. If a learner can be well acquainted with such skills at primary school level she/he can be self-reliant considering that they will be taught by specialists in those fields of Mathematics and English or siSwati which are regarded as a base for the other subjects. Akinbote (2007) reports that, the primary school years are very important years in a child's intellectual and all around development. Therefore all primary school teachers should be intellectually sound to teach the school children with diverse interests and capabilities. Intellectual soundness requires that one should be an expert in a certain field of study (Akinbote, 2007). A teacher who has specialized knowledge in a certain area will definitely lay a good foundation to these young stars with diverse interests and capabilities.

Considering the generalist approach, which is widely practiced in primary schools, teachers may fall short of certain foundational skills to infuse to their learners. Akintomide, Ehindero & Ojo (2012) discovered that years of teaching experience for generalists teachers did not influence them to be well versed with all the subjects. This, by implication, indicates that primary school teachers in general prefer specialized teaching to generalized teaching irrespective of their years of experience. Williams (2009) argued that through specialist teaching, the specialist teacher “would hone their knowledge by teaching across year levels and by delivering the same lessons to numerous classes within the same year level”. William (2009) further claimed that curriculum and learning objectives would become truly standardized as specialist not only deliver deep knowledge but also uniformly plan and evaluate lessons”. Support for this position was found in an OFSTED (2009) survey which reported that teachers “were less secure about aspects of a lesson which required subject-specific knowledge, they were unable to provide with opportunities for deep learning” (OFSTED, 2009). The study is aimed at bringing about a clear picture regarding whether the generalist approach to teaching is still workable in primary schools

in Swaziland or the country needs to embrace a new dimension where teachers will be expected to teach according to specialization. It would help inform the Ministry of Education and Training and teacher training institutions to know the measures that could be taken to ensure that the education system is relevant to the needs of the learners in the classroom. The study is of great significance considering that teachers who are fresh from colleges or universities seem to have a mammoth task in embracing the generalist approach and tend to be uncomfortable in teaching other subjects they did not specialize on (Akintomide, Ehindero & Ojo (2012).

It is worth noting that the Swaziland education system is very committed to the generalist approach. This commitment is, to some extent, influenced by the country's efforts to manage/reduce the civil servants as per the advice from the International Monetary Fund (IMF). The IMF has argued that this is one way to ensure economic growth of the country as the country has been the hardest hit in terms of global-economic-melt-down in the past five years (Ministry of Economic Planning and Development, 2009). According to the recommendations of the concluding statements of the IMF Missions, the Swaziland government has focused on creation of fiscal space. On the expenditure side, the government has focused on the introduction of mechanisms to tighten control on actual expenditure, implement an Economic Recovery Programme, continue implementing procurement reforms, implementing the Public Service Bill which will right-size the civil service and control the creation of new positions and implement Enhanced Voluntary Early Retirement Scheme (EVERS). It is worth noting that the generalist approach, in a way, helps to reduce government's expenditure in paying the labor force. In primary schools each class has a teacher who stays with them for most of the week and teaches them the whole curriculum. This could be the reason why there are few teachers at primary school as compared to secondary schools although there are so many classes in primary schools.

In secondary schools, learners are taught by different subject specialists each session during the week and may have ten or more different teachers (Burchett, 2005). This is actually what the study is contesting for; the embracement of a specialist approach so that learners can be taught specialist teachers.

1.1 AIMS AND RATIONALE FOR THE STUDY

The study was aimed at examining the perspectives of teachers regarding subject specialization since Swaziland has been embracing the generalist approach for some years now. The generalist approach is an approach whereby teachers would teach all subjects instead of them specializing (Domain, 2005). The fact that Swaziland is heading towards vision 2022 (first world status) as per the vision of his Majesty King Mswati 111, there is need to evaluate even teaching practices so that they are in line with world standards as most first world countries have already embraced the specialist approach at primary school level (Akintomide, Ehindero & Ojo (2012).

The study also explored views of teachers, college lecturers on the advantages that could be brought by the specialist approach in comparison with the generalist approach. The study also investigated the level of comfortability and competence of teachers in teaching all subjects in class. The study also explored the challenges faced by teachers who are expected to teach all subjects yet they are not specialists in certain subjects. The study was aimed at exploring skills that teachers acquired at teacher training institutions regarding the teaching of all subjects. The findings of the study will help to get into depth as to whether the generalist approach is still relevant to primary school teachers more so they were trained to become specialists.

In a nutshell, the aim of this study was to get the perspectives of educators regarding the concept of specialization at primary school level. Specialist teachers are known to bring a better understanding of a subject matter (Bailey, Curtis & Nunan, 2001) and this will definitely enhance quality teaching and learning at primary school level in Swaziland thus ensuring quality results even at Swaziland Primary Certificate (SPC) examinations.

1.2 Objectives of the study

- To explore the perspective of educationists in the adoption of a specialist approach at primary school level.
- To examine out how comfortable teachers are with the generalized teaching in primary schools.
- To investigate the challenges encountered by teachers in teaching certain subjects which are not in the area of their specialization.
- To explore the extent to which teachers and college lecturers agree with specialized teaching in primary schools.

1.3 Research Questions

- What are the advantages of the specialist approach in comparison with the generalist approach according to primary teacher's experience in the field of teaching?
- Are teachers comfortable with generalized teaching in primary schools?
- What are the challenges faced by teachers who are not specialists in certain subjects?
- To what extent do teachers, college lecturers agree with specialized teaching in primary schools?

1.4 Background of the study

1.4.1 Specialist approach at international level

The phenomenon called specialist approach was first drawn in Primary Education in England through a Survey by Her Majesty's Inspectors of Schools (DES, 1978). This pre-dates the Education Reform Act (ERA) of 1988 by ten years. It was this act, with the introduction of a National Curriculum in England and Wales, which provoked further discussion of the deployment of subject specialists (Campbell, 1992) which resulted from ERA in that the teacher was faced with teaching 'nine or ten National Curriculum subjects. To differentiate teaching accordingly, and to cover the detailed curriculum specifications embodied in attainment targets for each subject and level, Campbell proposed that a solution to this 'nightmare' was an increase in teaching by specialist teachers.

By the time that Campbell coined his memorable phrase (teaching by specialist teachers), the idea of subject specialists had already officially aired. Alexander, Rose and Woodhead (1992) introduced the classification of primary teachers' roles as 'generalist/consultant', 'semi specialist'. The move by Campbell recognized that the National Curriculum made great demands on the subject knowledge of teachers. While it did not recommend any one model, it clearly implied that greater attention needed to be given to subject specialists that had not been the case previously. Consequently, teacher education institutions in England began to prepare students as subject consultants (Edward, 1992).

The discussion paper provoked both responses by Campbell (1992) and Alexander, et al (1992) (for example: Thomas, 1992; Watkinson, 1992) and further exposition of the ideas contained in it (Richards, 1994). The three OFSTED reports of 1993, 1994 and 1997 made it clear that using

subject specialists in some way or other is now the ‘official’ practice which primary schools in England are expected to adopt. There is very little analysis of the problem and the proposed solution and no independent research evidence to point to the relative effectiveness of generic class teachers and subject specialists. The subject-based National Curriculum was not to be argued with (Ball, 1995) and the problems stemmed from it were to be solved by following further the logic of a subject based curriculum.

In September 1998 the Universities Council for the Education of Teachers (UCET) published their occasional paper on Subject Specialists - Primary Schools (Thornton, 1998) which sets out to ‘give an insight into the nature of subject specialization in primary schools; the way in which the concept has developed over time; the ways in which it is understood and interpreted by key players and the educational arguments for and against its adoption’ (p. 68). Swaziland, being a British colony for many years until 1968 had adopted so many things from Britain in terms of governance including the system of education in the country. This could be one of the reasons why the issue of primary school teachers specializing began to be a central issue in the beginning of the 1980s when teacher training colleges adopted the diploma programme.

1.4.2 Specialist Approach in Swaziland

Swaziland has been embracing the generalist approach for a very long time until the era when teacher training colleges introduced the Primary Teachers’ Diploma. According to the Report on Teacher Curricula in Swaziland from Post-Independence to 2004, there were developments from Lower Primary Certificate (LPC) to Primary Teacher’s Certificate (PTC) and Primary Teacher’s Diploma (PTD) (Tungesvick, 1998). Teachers with LPC had standard 6 (Grade 8) as their highest academic level, but had no O-level certificates. These are mainly teachers who were

educated through a programme that was started by missionaries to develop teachers whose main role was to help people learn to read and write. During this time, the school curriculum was more practical (skills-related to arts and craft, farming and industry), and Christianity based, rather than being robust in academic content.

Soon after the country became independent, in the bid to improve the education system, the Imbokodvo National Party decided to improve the teacher education programme. The view expressed at the time was that “...the contents of the syllabi for the training of teachers need examination to ensure that we get the right type of teachers properly oriented with special reference to Swaziland...” (Imbokodvo Manifesto, 1972:26). Teacher education was to ensure that teachers were ready to inculcate a set of values believed by the ruling party to be ‘Swazi’.

The 1975 Review Commission introduced a teacher education programme that upgraded the LPC to a PTC. Initially this was a two-year teacher education programme at post Junior Certificate. The programme’s entry requirements were later upgraded to O-level, due to demand, but without any change in the curriculum. In addition to principles of education and teaching methods, practical arts were taught to teachers to ensure that learners continued to be taught handcrafts for use in their everyday lives. The students did not specialize in any subject, but were prepared to handle all subjects taught at primary schools. PTC continued to be the basic teacher education programme for teachers at primary school level.

Through interventions by USAID, the PTC was replaced by Primary Teachers Diploma (PTD), which is a post O-level qualification. Its duration is three years post O-level, with sufficient time being allocated for methodology and practical training (NERCOM, 1985:88). The curriculum is organized as follows:

(i) Compulsory Courses:

- Principles and Methods of Education, Psychology and Sociology of Education and School Administration.
- Arts and Craft – teaching of traditional craft is crucial so that culture could be further introduced in the school curriculum. It also includes blackboard work and developing teaching aids that student teachers can use later on during teaching practice.
- Physical Education – involves music and sports (such as netball, football and athletics).

(ii) Student teachers are also allowed to specialize in one of the following combinations:

- Mathematics and Science.
- English and siSwati – according to NERCOM (1985) including siSwati in the curriculum was an opportunity not only to understand the language but also to promote the teaching of Swazi culture. It stipulates that teaching siSwati should include elements of culture such as “Swazi ceremonies, folklore, folktales and all other aspects of Swazi way of life” (p.14).
- Home Economics and Agriculture – Agriculture – Home Economics should “provide teachers with skills to teach cookery, nutrition and related areas in the primary schools” (p. 48), and Agriculture “give students a more positive attitude towards agriculture which provides livelihood of majority of Swazi people” (p.510). There was need for maintenance of social harmony through reducing the extent to which missionary education is considered to have destroyed Swazi culture; so subjects like siSwati were fit

for their instrumental role of exposing school learners to Swazi culture so that they remained respectful and loyal to authority. In short it was to produce teachers who would not threaten the views and the way of life of the Swazis, but preserve the country's hegemony.

- History, Religious Knowledge and Geography (Social Studies) – these were to be the key to exposing learners to what the Swazi society valued. “Social Studies was the tool used by the colonial powers to divorce Africans from their cultural heritage and it is now the tool that African educationists use to return the young to their roots’ (NERCOM, 1985:14). The report also highlighted that “teacher education (should) prepare suitable and competent persons to transmit by the best possible means culture, training and knowledge to all sectors of the schooling system” (p.87).

The National Policy Statement (1999) states that to be in a position to respond to the requirements of the new programme there was an urgent need to reorient teacher education. The Ministry of Education and Training shall provide in-service facilities to improve knowledge and expertise of serving teachers and keep them in step with current trends of the teaching profession. The Bachelor of Education is the latest programme that is offered in two of the country's tertiary institutions that train teachers. It is worth noting that this programme channels teachers into specialization from the beginning of the four years of training. Considering the fact that teachers are specializing in colleges/universities (National Policy Statement on Education (1999)), it is quite long overdue for the Ministry of Education and Training to rethink the approach that has been utilized since the establishment of primary education in Swaziland. With all the effort by government in improving the expertise of teachers, it is certainly detrimental to these specialist teachers in their capacity as professionals to continue embracing the generalist

approach in the field of work when they have already been trained in accordance with the specialist approach. It is on the basis of the above that this study sought to get the perspectives of educationist (teachers and college lecturers) in the adoption of a specialist approach in teaching at primary school level.

1.5 Statement of the Problem

In Swaziland's education system, the trend is that primary school teachers are expected to teach all subjects which is a generalist approach to teaching (Teaching Service Commission Act, 1982) although they are specialists in certain subject areas. Some teachers do not teach even a single subject related to the area of their specialization. Teaching a subject one has not specialized in compromises the efficiency of the teachers and the content learnt by the learners (Bailey, Curtis & Nunan, 2001). Due to lack of specialization in content, in some cases, learners obtain subject matter knowledge that is not factual and that which is also shallow. An unspecialized teacher cannot clearly explicate the concepts embedded in the subject because she or he does not have a deeper understanding of the subject (Macdonald, Bryne, Ewing and Sheridan, 2008). The content will be fraught with misconceptions. Akintomide, et al (2012) substantiate that students perform better in a subject specialization system than in a current system based on generalist approaches. Thus this study is aimed at getting the perspective of educationists (teachers and university/college lecturers) on the adoption of a specialist approach at primary school level in Swaziland for better quality education.

1.6 Significance of Study

This study is significant because the findings from the study will be a reference or a sign post to various stakeholders that are directly or indirectly involved in creating and revising the

curriculum framework in primary schools in Swaziland for future innovations. The study will come in handy whenever the Ministry of Education and Training consider ways of improving the primary curriculum to ensure quality education at primary school level in Swaziland. This study will also help the Ministry of Education and Training to review its policies on curriculum at primary school level as well as in teacher training institutions as the country moves forwards first world status as per the vision of his majesty king Mswati 111, vision 2022. This will also inform the deployment of teachers at primary school level to be informed by the specialist approach. The distribution of human resources will be reconsidered as well as resources that could be needed to meet the demands that come with the specialist approach at primary school level.

1.7 Limitations of the Study

A comprehensive study like this one is much likely to be affected by time as the process of obtaining perspective of informants requires in-depth interviews. This requires that the researcher moves from one point to another collecting data through interviews since interviews require full concentration from participants, the researcher will set up an appointment with participants and they should agree on a date when they are free. This might cause the data collecting process to take a long time. The researcher will ensure that he contacts the relevant people on time so that he can group participants according to their availability on the day of interviews. Those participants who will not be available on a certain date will be roped in for another date until all the participants are exhausted.

1.8 Definition of terms

1.8.1 *Education*

According to Cambridge Advanced Learner's Dictionary (2008) education is the process of teaching or learning in a school or college, or the knowledge that you get from this. It is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectual for mature life (www.augsburg.edu/socialwork/aboutgeneralist-approach/).

1.8.2 *Educationist*

An educationist is a person who has a special knowledge of the principles and methods of teaching (Cambridge Advanced Learner's Dictionary, 2008). In this case it would include primary school teachers and college and university lecturers responsible for the training of teachers.

1.8.3 *Specialist Approach*

It is an approach of profiling people on the basis of personality types, to identify their strengths and weaknesses as the members of a team.

(<http://www.businessdictionary.com/definition/Belbin-team-roles.html#ixzz3AAh9vxI>)

Germain (2005) defines specialist approach as an approach that advocates for the use of experts in the field of work. Someone who is widely recognized as a reliable source of technique and status by peers or the public in a specific well-distinguished domain.

The Dictionary of Military and Associated Terms (2005) defines specialist approach as an arrangement within an alliance where in a member or group of members most suited by virtue of

technical skills, location or other qualifications assumes greater responsibility for a specific task or significant portion thereof for one or more other members.

1.8.4 Generalist Approach

It is a state of being competent in several different disciplines, fields of study and activities (Dobbs, 1986). A generalist is a classroom teacher, primary or pre-school, who has not specialized in any one curriculum area, but works with Portuguese, mathematics, social sciences, art and craft, drama and PE and foreign language (Ardzejewska, McMaugh & Coutts, 2010).

1.9 Theoretical Framework

The concept of specialization in the scholarly world emanates from Plato (428-348 BC). In his book, the Republic, Plato argued that societies are invariably formed for a particular purpose. Individual human beings are not self-sufficient; no one working alone can acquire all the genuine necessities of life. In order to resolve this difficulty, we gather together into communities for the mutual achievement of our common goals. This succeeds because we can work more efficiently if each of us specializes in the practice of a special craft: I make all the shoes; you grow all the vegetables; she does all the carpentry, etc. Thus Plato held that separation of functions and specialization of labor are the keys to the establishment of a worthwhile society (<http://www.amazon/The-Revolution-Ancient-Valley-Civilization-ebook/dp/B00SWIAGQU>).

The division of labor and specialization movement is a theory which, Adam Smith (1723-1790), Frederick Taylor (1856-1915), Henri Fayol (1841-1925) and Max Webber (1864-1925) are known for but the most notable work is that of Adam Smith (Duncan, 1989). He is known as the father of modern economists. Responding to a question on Wealth of Nations regarding why some nations are rich whilst others are poor, Smith identified specialization and division of labor

as the main driver of productivity and economic progress (Hall and Sobel, 2006). By observing the work of a French pin factory, Smith noted that each individual worker, if working alone and being responsible for making the entire pin, could not make more than 20 pins per day. But when the progress was divided up so that, for example, one worker draws out the wire, another straightens it, a third cuts it, the fourth points it, a fifth grinds it at the top for receiving the head, and a sixth puts the head on the pin, that the average output per worker jumps to four thousand eight hundred pins per worker per day (Hall and Sobel, 2006). In teaching and learning, the different parts of a pin could be equated to the different subjects that make up the school curriculum. Teachers are specialists in different parts of the curriculum and as they spend more time teaching the same subject it will help in developing the expertise of the teacher, thus producing quality results which benefit the learner (Ardzejewska, MacMaugh and Coutts, 2010).

Marx Webber (1864-1920), in his bureaucratic management approach mentioned division of labor and specialization as one of the characteristics of the bureaucratic management approach (Cole, 2004). He accentuated that all responsibilities in an organization are rationalized to the point where each employee will have the necessary expertise to master a particular task. This necessitates granting each employee the requisite authority to complete all such tasks. In a bureaucratic system of organization, jobs are broken down into simple, routine and well defined tasks. Organizational leaders are selected and appointed on the basis of demonstrated competence to perform the tasks. Complicated tasks are split into relatively simple and manageable parts and an individual person assigned to manage such a task. Specialization is emphasized to increase efficiency and achieve organizational goals. Weber believed that division of labor should be based on technical qualifications, officials/managers appointments should be based on qualifications (Cole, 2004).

Sobel (2006) postulates that the division of labor allows individual workers to specialize in specific phases of production process and collectively produce more than if each were to produce individually. Likewise, when individuals specialize across different industries similar gains are realized. This increase in labor productivity not only yields higher output, but also leads to increase in wage rates. This is to say, in primary education, if teachers are allowed to specialize in their different fields their teaching is more productive than when they are generalists, teaching all subjects. Subject departments in schools can be likened to industries specializing in different areas of production for the benefit of consumers (William, 2009), which in the case of a school are learners and parents respectively.

Smith (1776), however, also presents an often overlooked caveat to this argument. A group's ability to specialize (and thus increase productivity, output and wages) is limited by the 'extent' (or size) of the market to which it sells. Specifically, in large markets more specialization is possible. In large markets, for example, small specialty stores are able to succeed. This same specialty would likely not be able to survive in a small town (Hall and Sobel, 2006). This implies that specialization is very successful in bigger markets and also the services in the specialization should be broadened. This is quite relevant to the status quo in primary education in Swaziland. The inception of Free Primary Education (FPE) has brought forth an enormous increase in enrolments. The enrolments represent the market, the fact that the market is large it suits specialization as Smith highlighted that specialization is much possible in large markets.

The implications for managers of Smith's observation concerning the benefits of a division of labor and specialization are clear. Workers are more productive if the steps involved in production are divided and workers are allowed to specialize in specific tasks (Henderson, 2007). It is on the basis of the above that a case is made for Swaziland that tasks given to each and every primary school teacher is defined according to their area of specialization rather than being a jack of all trades which is a generalist point of view.

1.9.1 *The Invisible Hand*

Sobel (2006) accentuates that Smith's *Invisible Hand* is very significant if we are to understand specialization for economic growth. The *Invisible Hand* explains how a decentralized capitalist system, which lacks any central planner, can still manage to thrive and produce goods and services valued by consumers. The key insight at work in Smith's theory is that a free market aligns the incentives of a *self-interested* individual with the objectives of society. Specifically, anyone who earns money from his/her labor can do so only by offering a good or service valued to someone else. To the extent the individual wishes to earn the highest possible wage, therefore increasing his/her standard of living, he/she will be nominated to pursue that activity most highly valued by those around him. It is the pursuit of these highly-valued activities which create the most wealth for society. The implication is that in teaching and learning a specialist teacher is intrinsically motivated to do well in his area of specialization (self-interest). He/she realizes that excelling in his area of specialization will bring forth recognition and promotion which are a form of wages. This is a self-imposed policy that has been adopted by most head teachers in Swaziland that every teacher who excels in his/her work will be given recognition in terms of incentives. This has seen teachers given vouchers by their respective schools for holidays in faraway places like Cape Town in South Africa. As the specialist teacher applies extra effort and

given the fact that teaching a subject of self-interest (specialization) comes naturally to him/her, people that will benefit the most are the learners as they are going to score higher marks. An opt-quoted passage in *Wealth of Nations* reads, “It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but to their regard to their own interest...he intends only his own gain, and he is in this, as many other cases led by an invisible hand to promote an end which was no part of his intention,” (Smith [1776] 1994, I.15, IV, 485). The invisible hand succeeds at aligning individuals incentives with societal prosperity. School managers that adopt specialization in their institution will feel they have made their staff more comfortable with working conditions while also meeting societal needs.

Smith also noted this, again in reference to the differences in countries’ successes, “Little else is requisite to carry a state to the highest degree of opulence from the lowest barbarism but peace, easy taxes, and tolerable administration of justice; all the rest being brought about by the natural course of things” (Smith [1776] 1994, IV, 485). To invoke modern terminology, Smith was referring to the role of institutions in determining economic outcomes. In this context, institutions are the ‘rules of the game’ under which individuals operate (North, 1990). When the institutions allow the invisible hand to align interests, wealth is created; when the rules of the game get in the way, however, less desirable outcomes are created. This is to say if educational institutions like primary schools are flexible enough to allow interest (specialization); nature will just take its course in ensuring that specialist teachers perform in their highest level of ability. This will ensure that schools produce quality results but if they will stick to orthodox ways of generalization there will be less production (Akintomide, Ehindero & Ojo, 2012).

In the context of management, the invisible hand has clear implications. It is a plea for decentralization rather than command and control (i.e...central planning) by firm managers (Henderson, 2007). Decentralized decision-making can and will result in the best outcomes, as long as the proper 'rules of the game' are in place. In particular, all that is required is that an incentive structure exists to align the individual self-interest of workers with the outcomes desired by the firm. For example, incentives such as stock options or profit sharing can help to create this alignment of individual incentives with firm objectives (Sobel, 2006). The issue of decentralization is prevalent in school as departmentalization. All subjects have their own department which is a structure that aligns with self-interest as in the case of high schools (Salman, 2009). The incentive structure could be that school principals would set standards that if a certain subject department produces better results in terms of academic performance incentives will be provided.

Witter-Merithew (2010) also gives an account that specialization in teaching is also well-documented. The type of degree specialization at undergraduate levels is a common measure of teaching emphasis. Teacher's degree of specialization for instance differs from elementary to secondary school teachers (Mack-Kirschner, 2003). The National Center for Education Statistics (NCES) reports that the vast majority of elementary teachers major in education or education specialization such as special education, curriculum and instruction, or educational administration for their undergraduate or graduate degree. The majority of secondary teachers major in a specific academic subject or in a specialization in a given subject area for their undergraduate or graduate degree (Bobbitt & McMillen, 1995). It is interesting to note however, that although specialization occurs increasingly among teachers, particularly at secondary level, school systems are requiring teachers to teach subject matter for which they have not been

trained more and more frequently due to teacher shortages. Thus the purpose of this study, was to advocate for the adoption of a specialist approach in teaching where teachers will teach according to specialization at primary school level to ensure quality teaching and learning in all primary schools (MacDonald, Bryne, Ewing and Sheridan, 2008). This is also to challenge the Ministry of Education and Training (MOET) in Swaziland that more teacher training institutions be put in place to meet the demand for specialization. Furthermore, government of the Kingdom of Swaziland needs to review its budget for the MoET to cater for the great number of teachers to be employed to allow specialization. Adnett, Davies and Bougheas (2002), in their research to address the issue of education economics, alluded that specialization encourages schools to focus their efforts and their resources, facilitating a shared vision that has been put forward as a key characteristic of effective schools. Specialization improves performance of the teacher, school and pupil. This comes about as subject specialization gives the teacher a strong grounding in the area of specialization. Such grounding makes the teacher relevant, effective and efficient as the teacher becomes knowledgeable in the subject area and an expert on subject matter (Bailey, Curtis and Nunan, 2001). Kapfunde (2000) relay that specialization provides an opportunity for a teacher to specialize in doing that single task which ensures efficiency in education production. Specialization increases both teacher and pupil performances and this contributes to high pass rate which is an indicator of high output in schools (Kasher, 2005).

A good model on specialization is rolled down by Public Impact (2012). In their preamble on redesigning schools (models to reach every student with excellent teachers) they accentuate that the best teachers teach one or two priority subjects, leaving other subjects and many non-instructional tasks to teammates (Public Impact, 2012). A likely combination would be subject pairs: 1) Mathematics/Science and Language Arts/Social Studies. A third set of adults-learning

coaches, teaching assistants, or other designated adults-supervise students during homeroom, other unstructured time, and transitions, and they cover most administrative work and other non-instructional tasks. They all collaborate as a team to ensure student's learning and development. Higher pay for excellent teachers can be funded by lower pay for the learning coaches/assistants and elimination of some non-classroom instructional specialist positions. Subjects for specialization will vary based on school priorities and available teachers; the math/science and language arts/social studies pairs are just one example (Public Impact, 2012).

The Subject Specialization model enables excellent primary teachers to reach more students by focusing on their best subjects and teaching those subjects to two or more classes of students, rather than just one (Public Impact, 2012). Teachers save time needed for expanded student reach by narrowing their subject coverage and by utilizing third set of adults who cover other duties. Students who would not normally have the best teachers in core subjects can have them in this model in very big class sizes. Both well-performing and struggling schools can benefit from this model. Schools with a typical number of excellent teachers (or more) may be able to close small but persistent gaps completely, without diminishing results for other students. Struggling schools can produce catch-up gains on a deliberately planned schedule by helping the best available teachers reach designated students each year, again without diminishing outcomes for other students (Public Impact, 2012).

Schools may implement this model in some grades or subjects but not others, or across whole schools. This model also may allow teachers who are excellent in one core subject pair (e.g., mathematics/science), but not the other (e.g., Language arts/social studies) to produce excellent results by focusing on their areas of strength (Public Impact, 2012). Schools may choose to have

all teachers specialize by subject regardless of their prior effectiveness, to allow all teachers to focus their efforts on a narrower range of content.

By specializing teachers can reach more students while maintaining or gaining planning time. For example, primary teachers in most schools today spend about eight of their nearly 32 instructional hours weekly on Mathematics and Science combined. Therefore, in the primary Subject Specialization model, excellent mathematics/science teachers can teach up to four classes. However, by limiting reach to three classes of students, these teachers may gain up to eight in-school planning hours weekly. A second set of excellent teachers could teach two classes of combined language arts and social studies, on which teachers now spend about 14 hours weekly, potentially gaining up to four planning hours weekly (Public Impact, 2012).

Classroom specialists and the learning coaches and teaching assistants must collaborate to monitor and ensure students' overall development – their academic, social, emotional, behavioral, and time-management skills.

1.9.2 Role and Schedule for Excellent Teachers

Teachers who produce excellent results in one or two related subjects specialize in those subjects. Schools take other subjects and many administrative and other non-instructional tasks off these teachers' workloads. Their schedules are focused entirely on planning and teaching the designated subject(s), monitoring student learning, and collaborating with other teachers and staff to ensure student learning and development. They either rotate one classroom to the next on a schedule, as in most secondary schools today (Public Impact, 2012).

1.9.3 New Roles for Other Staff

When schools are organized using this model, a third role arises for learning coaches, teaching assistants, or other designated adults. These team members do not have instructional duties, but instead supervise students during home room, lunch, recess, other unstructured time, and transitions. And they cover administrative work and other non-instructional tasks. These learning coaches or teaching assistants must have strong interpersonal and behavior management skills to develop students' social and emotional skills when students are not with subject-specialized teachers. They also must collaborate with subject-specialized teachers. They also collaborate with the core academic and other teachers (art, music, languages, etc.) to communicate important information about students' overall development. Some teachers who specialize but have not achieved prior excellent outcomes may improve with a narrower subject range (Public Impact, 2012).

When excellent teachers reach more students successfully, schools may be able to reduce the number of non-classroom instructional specialist positions for remedial and advanced instruction. Some non-classroom instructional specialists may be candidates for specialized classroom teaching roles. Tutors may provide small-group and individual instruction at the direction of specialized teachers, freeing excellent teachers to increase the number of students they reach effectively (Public Impact, 2012).

1.9.4 Impact on Students

Under this model, far more students have the best core subject teachers already available in a school. This can benefit advanced, average and struggling students equally, depending on how

students are assigned to the excellent, core specialized teachers who extend their reach (Public Impact, 2012).

1.9.5 Scheduling Changes

Specialized teachers work with multiple classes of students. Schools must coordinate schedules across affected classrooms, regardless of whether the specializing teachers or students switch rooms. Mathematics teachers may be able to extend their reach further than language arts teachers in schools that maintain the current time allocations among subjects. Scheduling and staffing levels will need to accommodate differences in reach accordingly (e.g., three or four classes for each language arts/social studies teacher).

1.9.6 Pay Changes

Specialized teachers can earn substantially more. Schools can pay even more to those who reach more students and achieve excellent outcomes for those students. Learning coaches and teaching assistants are paid less than certified teachers, because these roles do not require high levels of academic content skills and may require fewer work hours than instructional roles (Public Impact, 2012).

1.9.7 Cost Savings to Be Shared by Excellent Teachers and School

This model can be budget neutral. Schools can save money by paying less for learning coaches and teaching assistants and by reducing non-classroom instructional specialist positions. They can then share that financial benefit with teachers who increase their reach by specializing in core subjects. They can then share that financial benefit with teachers who increase their reach by specializing in core subjects (<http://opportunityculture.org/reach/pay-teachers-more/>). With

this model changes to class or group size is not necessary. There is also no need for change in facilities and technology.

1.9.8 Estimated Reach Calculation Assumptions

Primary teachers in most schools spend about eight of their nearly 32 instructional hours weekly on mathematics and science, and about 14 hours on language arts and social studies (out of an average workweek that is over 50 hours). Teaching three classes of mathematics and science adds up to 24 hours weekly, which leaves up to eight in-school hours for additional planning for the two extra classes. Some schools may choose to have mathematics and science teachers teach four classes. Teaching two language arts and social classes amounts to 28 hours to monitor and plan for the additional classes of students. Thus, reach increases vary from 100% to 300% more than a typical one-class-one-teacher arrangement (Public Impact, 2012).

1.9.9 Critical Implementation Decisions

Critical implementation decisions may include which teachers will teach more classes of mathematics/science and language arts/social studies. There is need to consider past learning results in each subject and efficiency in monitoring learning and in planning instruction. It is also crucial to consider how many classes each specialized teacher will teach, at first, then later. Need to consider which students will be reached first if not enough excellent specialized teachers are available for all. Also consider the differing populations and needs of students who are struggling, advanced, learning English, or who have special needs. Consider which students will benefit most, as well as overall student mix in classrooms and the demonstrated strengths of available teachers with differing students (Public Impact, 2012).

There is also need to consider the specific job expectations for learning coaches or teaching assistants; in that regard there is a number of questions that schools need to ask. These include: what titles will the school use? Will people in this position collaborate with subject teachers to ensure students' social, emotional and behavioral development? What administrative and non-instructional duties will each coach or assistant perform, and for which specializing teachers? The allocation of non-classroom instructional specialists needs to change? Which non-classroom instructional specialists need to change? Which non-classroom instructional specialist roles can be eliminated? Might some switch roles (for example, instructional specialist becomes classroom specialist)? How will pay change for specialized teachers? Others? How much pay will be contingent on outcomes? For existing schools changing to specialist instruction (rather than new schools), consider options for transitioning non-core and non-classroom specialist roles. These may include: voluntary attrition, early retirement, voluntary shifting of current teachers into alternative positions, or (where warranted) dismissal of ineffective teacher(s) (Public Impact, 2012). How will change be communicated to staff and other stake-holders to convey the value of specialization to students and teachers? There is also need to consider changes in policies and practices related to hiring, retention, dismissal, professional development, leadership and teacher evaluation (Public Impact, 2012).

1.9.10 Example of Subject Specialization at Primary School Level

In the generalist perspective four teachers would teach all subjects in self-contained primary classroom. In subject specialization, teacher A is the best mathematics teacher and will teach four mathematics/science classes, extending reach by 300%. Previously, teachers spent eight hours per week per class on mathematics and science. In this example, Teacher A spends 32 hours per week teaching mathematics and science only. Teacher B and C are best available

language arts teachers. They will teach two classes each of language arts/social studies, extending their reach by 100%. They will also cover homeroom and dismissal time for some students. Teacher D retires, and this position is replaced by a learning coach. The person in this position focuses on homeroom, lunch, recess, transitions between classrooms and administrative duties, replacing all of this time for Teacher A, and some of it for Teachers B and C. Teacher A is relieved of homeroom, parent communications unrelated to individual students, and administrative duties. Teacher B and C and the new Language Coach D take these duties from A. Higher pay for Teachers A, B and C is enabled by lower pay for Learning Coach D and fewer non-classroom specialists. Class size will not change (Public Impact, 2012).

Alternative versions of this model are possible with larger groups of teachers. For example, a school could extend Teacher A (mathematics/science) to three classes only, leaving one-fourth of former instructional time for additional planning. Every student now has the best available teachers in core subjects and multiple adults with whom they can bond. If concerns arise, teachers can confer with other teachers who know each child. They all work as a team who develop the whole child. At scale, this model would allow reaching every primary school child with in-person, top-25% mathematics teachers, without class-size increases (Public Impact, 2012).

1.10 STRUCTURE OF DISSERTATION

Chapter one introduces the whole study. It also consists of aims and rationale for the study; the research questions; background of the study which helps us to understand specialization internationally and also nationally, in a way of getting a brief history on the phenomena being studied. It also outlines of the significance and limitations of the study and gives definition of terms which will assist in giving more clarity and direction to the whole study.

Chapter two is a review of related literature and findings from other scholars regarding specialization at primary school level.

Chapter three consists of research design and methodology which describes how the research was conducted and which instruments were used in data collection process.

Chapter 4 presents findings and discussions which are guided by the objectives of the study. This is the gist of the study, where we get to know the perspective of those who were interviewed pertaining to specialization at primary school level.

Chapter 5 gives a summary, conclusions and recommendations. Recommendations act as a sign post for further studies on the same topic.

1.11 SUMMARY

This chapter introduced the study and also highlighted objectives and research questions for the study. Background information on specialization was also discussed focusing on the international platform as well as the local one. The problem statement was also defined clearly as well as the significance of the study. The theoretical framework helped us to understand the concept of specialization. Limitations of the study were also highlighted and how they will be dealt with.

Important terms were also defined in this chapter. The next chapter is the review of related literature to the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

There has been a massive interest in the field of research on specialization at primary school level globally. However, in the case of Swaziland it is worth noting that there is no literature on subject specialization at primary school level. This chapter will be discussing foregoing literature on specialization by scholars in different parts of the world. It will come in handy in guiding the study on “*the perspective of educationists in the adoption of a specialist approach at primary school level in Swaziland*”. The literature comes in different facets; we will first look at the views of pioneering researchers in specialization at primary school level, their premise in terms of the concept as well as the successes of their philosophy. Sub topics in the reviewed literature include: The Emergence of Subject Specialism as a Theme; Teacher Subject Knowledge and Effective Teaching; Effective Teaching and The Inspection Evidence. Other topics covered by the literature are: Influence of Teachers, Professional Qualification and Area of Specialization; Teachers’ Professional Qualification and Curriculum Implementation; Specialization in Science; Specialization in Physical Education; Other Research Findings; Transition from Primary to Secondary. Efforts have been made to link these subtopics on specialization to Swaziland education system as well as locating the gaps in literature which certainly justify pursuance of this study.

2.1 THE EMERGENCE OF SUBJECT SPECIALISM AS A THEME

The first evidence of literature for the need for specialization at primary school level is traced in England in a publication of a Primary Survey by Her Majesty's Institutions (HMI, 1978). This was the first endorsement of more subject-specialist teaching in primary schools after the Plowden Report (1967) which only discussed the role of subject coordinators in primary schools mainly within the context of advice and support for class teachers. The Primary Survey (HMI, 1978) represented a substantial challenge to the orthodoxy of generalist class-teaching. It was followed logically by centrally initiated controls over teacher education with the establishment of the Council for the Accreditation of Teacher Education (CATE) in the mid-1980s, and the requirement for trainee primary teachers was to have or to acquire a subject specialism for teaching in primary schools.

The Primary Survey (HMI, 1978) recorded 'the best of both worlds', in that it emphasized both the benefits of subject-specialist teaching, particularly in the later years of primary education and those undifferentiated cross-curriculum study. Paragraph 8.41 extols the virtues of the class teacher system:

....the teacher can get to know the children well and to know their strengths and weaknesses; the one teacher concerned can readily adjust the daily programme to suit special circumstances; it is simpler for one teacher than for a group of teachers to ensure that the previous parts of the curriculum are coordinated and also to reinforce work done in one part of the curriculum are coordinated and also to reinforce work done in one part of the curriculum with work done in another.....potentially, and often in practice, these are important advantages and care should be taken to retain and use them (p.41).

This is immediately followed by;

....they are not overriding advantages in all cases. When a teacher is unable to deal satisfactorily with an important aspect of the curriculum, other ways of making this provision have to be found. If a teacher is only a little unsure, advice and guidance from a specialist, probably another member of staff, may be enough. In other cases, more often with older children than with younger children and much more often in junior than in infant schools, it may be necessary for the specialist teacher to teach either the whole class or a group of children for particular topics. In some cases, specialists may have to take full responsibility for the teaching of a class or classes other than their own in an area of the curriculum such as music, where expertise is short; perhaps more subjects, in particular science, should be added to the list, at least for children (p.41).

According to Thornton (1998) the Primary Survey formally marked the beginning of a growing trend to speak of, research into and offer guidance for, the conception and delivery of the primary curriculum in terms of traditional subject categories, organized by and around subject-specialists and potentially delivered through subject-specialist teaching. The House of Commons Select Committee (England) (1986: para 14.76) offered the view that,

It is advantageous to maintain the class/teacher system as far as possible; but it is unreasonable to expect one teacher to cope unsupported with the depth and width of modern curriculum (p.76).

Deducing from the foregoing quotes, one can illuminate that there was need for subject specialism even at this point though it was not prioritized as they were still hooked to the generalist approach. It depicts how a system can be stubborn to change even when there is an

opportunity to step into something new. This is typical with every system, even that of Swaziland which has in some ways accepted the specialist approach but does not want to fully adopt it as a new curriculum implementation approach.

Pre-ERA research clearly demonstrated that a gap existed between how the primary curriculum was perceived and how it was actually practiced. Nevertheless, such findings failed to counter the increasing demand for more subject-specialist teaching in primary schools (Thornton, 1998). A case could therefore be made that subject specialization is one approach that needs to be embraced if we are to achieve quality education in our primary schools. As for Swaziland, looking forward to embracing first world status by the year 2022, such innovations should have been implemented in the education fraternity.

2.2 TEACHER SUBJECT KNOWLEDGE AND EFFECTIVE TEACHING

Research by Bennett and Carre (1993) confirms the importance of subject knowledge for effective teaching. Clearly, teachers cannot teach well that which they do not know themselves. The key question is, do they or can they be expected to know all that the National Curriculum requires them to teach? 'Managing' is not enough. With help if necessary, without help if not, all teachers should be competent to teach that which they teach (Thornton, 1995). If they are not, or cannot reasonably become, competent, then others must teach for them that which they are not competent to teach. Anything less is unfair to their pupils. Some primary teachers are clearly able to fulfill this, others are clearly not, nor, some argue, is it reasonable to expect them to do so (HMI, 1997; Better Schools, 1985). The fact of the matter is that subject specialization is a key issue if we were to improve the standard of teaching and learning in our schools. There is growing need for subject specialization especially in the case of Swaziland where primary

schools have now embraced free primary education. There is need for competent teachers to teach the large numbers of learners in class, teachers who will have the passion to make thorough research on the latest trends of teaching that particular subject because they are specialists (Halas, Dixon , Wintrup and Janzen (2005).

One strong argument for better subject knowledge and subject specialist teaching focuses on teachers in-depth understanding of the underlying concepts, principles and ways of thinking that underpin the subject in order to be effective teachers of that subject (Shulman, 1984). They need such depth in order to cope with novel situations (Bennett, 1993). However, such in-depth subject-knowledge, whilst necessary, is not a sufficient condition on its own for effective teaching. Effective primary teachers need much more. And their effectiveness is in large part influenced by the context in which they work and how that context is managed (Bennett et al, 1993). When teachers specialize, chances are that they will be more effective in teaching a particular subject as they have acquired in-depth subject knowledge as well as the passion to get deep into latest pedagogies in teaching that particular subject, as curriculum is all about inventing and re-inventing it for effective implementation (Hughes, 1987).

Dunne and Wragg (1994) outline nine dimensions of effective teaching, observable in teachers' daily work and about which teachers must make constant decisions. Maynard (1996) quotes O'Hear as stating that, "all that is essentially required in order to become a good teacher is sound knowledge and love of the subject one is teaching" (p.34). Research evidence does not support this view. Teachers' subject knowledge is just one of many dimensions in effective teaching. It is a necessary but not sufficient condition (Summons, Hillman & Mortimore, 1995). The Exeter research (Bennett and Carre, 1993) with PGCE primary students sought to discover if 'student-teachers teach their subject specialism to higher levels of competence than other students' for

whom it was not a subject specialism. Reporting on the same research project, Bennet and Turner-Bisset (1993), while acknowledging small sample size, found that, “Subject knowledge for teaching was a more powerful influence than specialist curriculum courses on teaching performance” (p.164). They note that this finding is in line with other recent studies undertaken in America. However they argue, as does Campbell (1994), that a clearer understanding is needed of any relationship between knowledge base and teacher performance. Such data is scarce, but Brown and Askew (1997), found that A level knowledge of mathematics was, in fact, related to lower levels of teacher effectiveness, not higher, at least within a sample of 73 teachers.

The level of teacher subject-knowledge required for teaching is a complex issue and unlikely to be amenable to ‘quick fix’ solutions. It is just one aspect of effective teaching. Wragg (1994) and Alexander (1992b) note that there are unlikely to be clear cut answers to questions relating to teacher effectiveness, pupil outcomes and the contrasting primary teacher roles of generalist or subject-specialist:

The truth of the matter is that some generalist class-teachers are extremely effective across the board, while some (subject) specialists are extremely ineffective even within the one professed subject (Alexander, 1992: 204).

2.3 EFFECTIVE TEACHING

Alexander (1995: 66) states that, ‘effectiveness as a criterion on its own is meaningless’. Unless if you want to paraphrase the statement. The debate about effectiveness (or ‘good practice’, to use Alexander’s terms) is riddled with value judgments and political assertions. Elliot (1996) argues that so many qualifications are now attached to criteria for school effectiveness

(instability over time, contextual differences and differential effects on different groupings of pupils) that the cited criteria have themselves become meaningless. A system of education is framed by the state and the state will always regard its education system to be the best ever. The effectiveness of an education always depends on government's priority. For example, in Swaziland the focus is on Free Primary Education (FPE) and there is little said about the quality of the product of the education system.

2.4 THE INSPECTION EVIDENCE

Clearly some primary teachers lack the required knowledge-base for teaching the whole curriculum. In 1983 HMI (Teaching Quality, 1983) found that, 'in nearly a quarter of the primary school lessons seen teachers showed signs of insecurity in the subject being taught' (p.10). By 1988, new teachers were thought to lack mastery of the subject taught in more than half the classes observed (HMI, 1988). However, in 1992 OFSTED (paragraph 3:10) found that;

Overall, the subject knowledge of the primary school teachers was at least satisfactory in 83% of lessons, with 20% assessed as very good...an improvement of 6% on the 1987 survey. Of these very good lessons, nearly two-thirds were taught by teachers with specialist expertise in the subject... The data suggest that when one of the teacher's own specialist subjects was part of the lesson, the level of performance was enhanced.

However, 83% 'satisfactory' lessons is not an indicator of major problems with current methods of organizing and deploying primary teachers despite the increase in subject knowledge required by National Curriculum (Thornton, 1995).

OFSTED confirmed previous HMI reports that poor teaching is associated with weak pedagogical skills, teaching to average ability levels/non-differentiation of work, low

expectations of pupils and teachers' lack of subject knowledge and understanding is cited as the main reason for unsatisfactory or poor pupil performance (OFSTED, 1994: paragraph 12). Despite the increase in subject knowledge required by primary teachers the factors affecting teacher effectiveness remain the same and it is difficult to see how a move to greater subject specialism will resolve weakness in, for example, pedagogical skills and teacher expectations (Thornton, 1995). Considering the issue of Swaziland where training as a primary teacher only takes three years, this makes the product of these institutions to fall short of pedagogical skills. The first two years of tertiary could be utilized in teacher trainees getting deeper into their area of specialization in terms of content and the final year (which is third year) be solely directed to pedagogy. This could be where prospective teachers would be equipped with the best method of teaching their area of specialization. The status quo in primary schools in Swaziland is that most primary school teachers are lacking in pedagogical skills due to their level of training which deprive them to fully embrace the specialist approach (NERCOM, 1985).

OFSTED claim that, "...by Key Stage 2 teachers in one in eight schools have insufficient expertise, particularly in information technology, design and technology, mathematics, science and religious education." (p.26). And that, "...pupils taught by 'semi specialists' achieved higher standards than those in lessons taught by non-specialists", (OFSTED, 1997: paragraph 3: 26). The 1997 report continues, "The quality of teaching of subject-specialists is almost always better than that of non-specialists. In virtually all lessons where high standards are achieved, teachers have sound or good knowledge of the subject they are actually teaching" (paragraph 18: 3).

2.5 SUBJECT SPECIALIZATION AND ITS IMPACT ON TEACHER'S PROFESSIONALISM

Area of specialization is the course; subject or specific field a teacher studied or majored in while undergoing the teacher training programme. It is common knowledge that a teacher cannot give what he does not have (Emmanue and Ambe, 2014). In Nigeria school system, due to lack of teachers in some subject areas, any teacher could be assigned to teach any subject at any time and at the principals' discretion. This makes one to wonder if this short cut to teaching has any effect in the curriculum overall process (Emmanue and Ambe, 2014). The teacher's area of specialization has a large body of scholarship spread across the years. Some works like those of Emeh and Enukoha (1995) provided theoretical support for the importance of area of specialization and teachers effectiveness in delivering curriculum content. Also, Durojaiye (1986), Ifiok (2005), Ekpenyong (1990), NERDC (1996), Green (1996) Lawrenz (1995) and Amadi (1987) all argued from a theoretical perspective on the importance of the area of specialization in teaching. This means that their literature was based on the ideas that relate to a specialization not the practical experiences of specialization. The empirical research findings of Patton (2000) and Okpala (1999) also have a bearing on the teaching area of specialization and its effectiveness. This is evidence that so many researchers in the scholarly have made an attempt to treat the issue of specialization at primary school level to an extent.

Duroijaiye (1986) stated that the major task of a teacher is to guide the students to acquire the knowledge he has acquired, to train his pupils in social, technical and academic skills and to guide the learning process which he has passed through himself. Ifiok (2005) observed that lack of subject based-qualified teachers hampers curriculum implementation in most primary schools in Nigeria. Green (1996) opined that the first step in educational reform is to improve the method

of training teachers based on their various fields of specialization in order to produce well qualified teachers based for efficient curriculum implementation. Green (1996) carried out a research on the appraisal of implementation of National Policy on Education (NPE) in Cross River State: implication for physics teaching in new millennium. The researcher developed a 15 point questionnaire which was a structured obtain information on qualification (s). Nine schools were used for the study. The findings revealed that most of the physics teachers in the (3) three Local Government Areas sampled were not trained in subjects they were teaching. Their shallow knowledge in these areas made them to exhibit in effective teaching characteristics as follows: mystification of the subjects, disregard for the curriculum and test and evaluation are done on familiar questions and marks are generously awarded to give the impression of good teaching. This study is directly relevant to Swaziland in that most of the schools, especially in the rural areas, do not have the relevant teachers thus the poor academic performance in most rural schools in Swaziland (Educational Management and Information Systems Report (EMIS), 2013).

Green (1996) stated that a strong background in the subject for teachers is a necessary and important indicator of their ability to teach the subject. Lawrenz (1995) observed that teacher's knowledge on the subject matter is positively related to student's achievements. Subject specialization is 'sine qua non' for every teacher. Generally, it is assumed and expected that the teacher must acquire a reasonable major of knowledge of the subject in order to reasonably cope with the demands of teaching. An area of specialization culminates to subject matter knowledge; knowledge is dynamic and the acquisition of current information is sometimes costly and not easy to acquire. Prowess in teaching subjects like English lies on their training (Lawrenz, 1995). By this statement, the author recognizes that College work serves to adequately equip would-be teachers with sufficient knowledge of content of their subject of specialization. It is important in

the case of Swaziland primary schools to note that most of the teachers who are teaching in our primary schools do not have a strong background in the subject as most of them have only done specialization at third year (final year) of their primary teachers diploma (PTD) and only a few have taken their studies to the level of Bachelor of Education (B.Ed) of which most of them are heads of schools. The rest of the teachers are contract teachers, those who have done humanities and other relevant fields (EMIS. 2013).

2.6 TEACHERS' PROFESSIONAL QUALIFICATION AND CURRICULUM IMPLEMENTATION

Many textbooks, encyclopedia and journal articles have been published on teachers professional qualifications and teaching effectiveness. Some authors have advanced theoretical arguments in support of the topic. Among the works are those of Synder, Bolin and Zumuralf (1999), Fullan (2003), Duruamaku (1995), Fennema and Franke (2006). Fatini (2006), Elton (2005) and the laws and guidelines presented by Teachers Registration council of Nigeria (2005), outline that teachers are to be employed as qualified teachers for effective teaching and learning and the area of specialization is considered by the council during recruitment of teachers. Though Brady and Kenny (1999) opinion was against teachers professional qualification and their effectiveness in teaching most studies tend to support the notion that efficiency in teaching and learning go hand in hand with teachers professional qualification.

Kantor (2007) and Anyacho (2002) provided empirical perspectives to the topic as did Achunine (2001), Eliot, Kratochill, Cook and Travex (2000), House (2003) and Ifiok (2005). Through their work, they attest to the fact that highly qualified professionals tend to be more effective in the world of work as compared their counterparts with low qualifications (2005). Considering the

fact that teachers implement the curriculum on a day to day basis, they play an enormous role in the effective implementation of any curriculum thus the need for raising the standard in terms of efficiency and the appropriate qualifications always come in handy. Synder, Bolin and Zumuralf (1999) stated that the public is demanding results and holding teachers' accountable when the results are not meeting expectations. The teacher has been forced to become more expert and more professional. There are still some who believe that anyone can teach. But teachers are having increasing success in demonstrating that persons employed as teachers should know something as well as the subject matter they are going to teach. The same is true with Swaziland that there should be an empirical yardstick that is to be utilized by those who employ teachers for the quality of our education system just like the Swaziland Qualifications Authority which has already been put in place to regulate institutions of higher learning. This regulatory board must go to an extent to monitor other commissions like the Teaching Service Commission (TSC) which employs teachers.

Fennena and Franke (2006) opined that the perception of teachers for effective teaching of any subject depends to a large extent on the teachers' understanding of the nature of the subject matter and that perception of proper teaching is a consequence of a teacher being able to pass-on the content of the subject matter. Ifiok (2005) also opined that a lack of required background and orientation relevant to curriculum, on the part of the teacher, leads to poor attitudes towards the implementation of a new curriculum, no matter how expertly the pages of the curriculum were designed and put together.

Ukanupong (2000) affirmed that training has positive statistical significant effect on psychology of a teacher's self-efficacy towards teaching. He goes further to state that teachers with lower educational qualifications will definitely implement the curriculum in the wrong way. House

(2003), confirms that the shortage of qualified teachers is because the proportion of graduates of education that work as teachers is low, though it varies, according to the type of teacher education, teachers' attitude and approach to work; which is determined by the motivation from their employers. Fennema and Franke (2006), in their study of the effect of teachers' behavior and achievement, found that highly qualified teachers follow good approaches in teaching and that students taught by this group of teachers have greater academic performance because of positive attitude of the teachers. Fennema and Franke (2006) also stated that highly qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mastery of the subject. The state of affairs in Swaziland is that most form five leavers resort to teaching because there is always space in institutions of higher learning for students who want to enroll for the teaching programme. Newspapers have also revealed that there is still ample space for prospective teachers as there are still many teachers needed by the TSC to fill up posts in hundreds of schools (especially) primary schools all over the country. This is one of the reasons why most university graduates are employed as primary school teachers. The study will be informative even to the Teaching Service Commission (TSC) to get the perspective of these teachers who have been employed to teach in various primary schools in the country though some of them were trained to teach at high school.

In ascertaining the relationship between qualification of environmental education teachers and their understanding of the subject matter, Fien (1999) stated that, if it is desired that teachers have better understanding of their functions, consideration needs to be given for the inclusion in their curriculum topics towards Environmental Education. However, Brady and Kenney (1999) found out that there was no significant relationship between natural science teachers' scores on a test and their educational qualifications. This is to say that though teachers' educational

qualification may be very important, teacher's perception of the curriculum contents may not actually depend on those qualifications alone. It is obvious that a teacher cannot communicate the knowledge he does not possess. So, the first responsibility of a teacher is to be thoroughly knowledgeable as well as possess pedagogical techniques for making teaching effective. This was the view of Gayford and Dorion (2004) who believed that the teachers' principal duty is instructional. Students must be taught what they need to know so that when they leave school to face challenges of life, they will brace up to such challenges. Wallace (2003) explained that the main qualities of an effective teacher include good knowledge of the subject, perception of the content and effective methods of presenting the curriculum. Alade (2006) observes that the type of training a teacher receives is a major factor in determining the quality of teachers' perception of the curriculum implementation and that his performance is a function of the background education he had. This is true with the state of affairs in Swaziland; the most sought after teachers by primary schools in the country are those who have enrolled at colleges like Ngwane Teacher Training College, William Pitcher Teacher Training College and Nazarene Teacher Training College now known as Southern African Nazarene University (SANU). These are teacher training institutions that produce mostly primary school teachers. Primary school teachers trained in these institutions have some leeway to choose the schools they want to be posted to. These teachers are considered to have obtained good academic background to teach at primary school level.

Kantor (2007) studied elementary teachers in North and South Carolina to determine if certain professional teaching variables influenced curriculum implementation. One of the professional teaching factors studied was degree earned. He found that teachers employed by schools practicing 'the methods are the key' view (n=101) had (1) more teachers teaching without a

degree of education (18.8%), (2) more teachers teaching without a degree in education (28.7%), (3) fewer teachers teaching with master in education (40%). Conversely, teachers employed by school practicing the 'teachers are the key' view (n=74) had (1) fewer teachers teaching without a college degree (6.7%), (3) more teachers teaching with master degree in education (8.1%). One of the professional teaching factors studied was degree earned. Furthermore, Kantor (2007) found that teacher's professionalism and years in service significantly relate with his success in curriculum implementation. These findings depict the importance of specialization whereby a teacher would teach the same subject over the years and grow into it. The teacher who furthers his/her studies in the same field of specialization acquires more in terms of pedagogical content knowledge PCK as supported by Appleton and Kindt (2002). In the Swaziland case there is no framework that has been drawn on how head teachers together with the Teaching Service Commission are expected to conduct the deployment of teachers. For example, a headteacher is free to do whatsoever s/he feels suits him/her in terms of staffing. That is the reason why schools tend to operate in different approaches with regard to staffing. Hence the need to pursue the study of this kind to try to ensure that there is also a uniform way of operation in schools in terms of staffing which will be guided by the specialist approach.

In studying elementary school Mathematics lessons, Leinhardt and Greeno (1986) compared an expert's (specialist) opening homework review with that of a novice (non-specialist). The expert teacher was found to be brief, taking about one-third less time than the novice did. This expert was able to pick up information about attendance, about who did or did not do the homework, and was able to identify who was going to need help later in the lesson. She elicited correct answers most of the time throughout the activity and also managed all the homework corrected. Moreover, she did so at a brisk pace and never lost control of the lesson. She also had developed

routines to record attendance and to handle choral responding during the homework checks and hand raising to get attention. This expert also used clear signals to start and finish the lesson segments. In contrast, when the novice was enacting an opening homework review as part of a mathematics lesson, she was not able to get a fix on who did and did not do the homework, she had problems taking attendance, and she asked ambiguous questions that led her to misunderstand the difficulty of the homework. At some point the novice lost control of the pace. She never learnt which students were going to have more difficulty later in the lesson. It is important to note that the novice showed lack of familiarity with well-practised routines. She seemed not to act in habitual ways (Leinhardt and Greeno, 1986). The same is true with Swaziland that specialist teachers are believed to be in possession of pedagogical prowess to execute their curriculum implementation in a much peculiar manner as compared to those who are non-specialists.

There are also differences in the emotionality display by teachers at various levels of expertise and experience. When the developmental stage of competence is reached, it is accompanied by a qualitatively different kind of emotionality and sense of responsibility for work of the performer. Evidence is brought up by Berliner (1988) in his book, 'In Pursuit of the Expert Pedagogue', in the study which experts, advanced beginners, and novices planned and then taught a lesson [in a university based laboratory context]. The novices in the study were quite happy with their performance, although the researchers did not rate it highly. Advanced beginners were generally affectless in describing their experience. They had a task to do and they did it. The experts, however, were quite angry about their participation in the task and disappointed about their performance.

In retrospect, and on the basis of the interviews, it appeared that the researchers had inadvertently taken away some of the experts' edge. Firstly, the experts were able to deduce that an artificial teaching situation had been created by the researchers. Secondly, according to their standards, they did not have enough time to prepare the lesson. Thirdly, they felt the learners were not trained in the routines that make the experts' classroom hum. One expert expressed his anger by walking out of the study. Another stopped in the middle of the lesson and had to be coaxed to continue. One started crying during the playback of her videotape. All were upset. Two weeks after the study, one expert, when asked what she remembered of her experience, said:

I just remember it as the worst experience in my entire life, and I was depressed... The things that stick out in my mind are the negative things. I remember just being frustrated the whole time I taught the lesson... I don't like what happened. I've been real depressed and down [since then] (interviewed expert).

Other comments by experts were about their feelings of discomfort, stress, terror, and so forth. In this situation, advanced beginners and novices were virtually untouched at any emotional level, but experts were affected deeply. In addition, they felt that in some way they had let the researchers down – their sense of responsibility played a part in their feelings. Expert teachers, apparently like other experts, show more emotionality about the successes and failures of their work. Generally, the above literature speaks to the fact that specialists hold their qualification in high esteem. They will never be willing to perform at a lowest level than they have set or have been set by their tutors. Should they fail to deliver, they will always turn the blame to themselves to have let down their designation. Therefore, the same applies to Swaziland, if we want to see a change in the quality of results for Swaziland Primary Certificate (SPC) specialization ought to

be given the attention it deserves so as to increase quality teaching and learning at primary school level in Swaziland.

2.7 SPECIALIZATION IN SCIENCE

The issue of subject specialization has been a concern for several decades back. Ken Appleton carried out a study on how beginning teachers cope with Science? Towards an understanding of Science Teaching Practice (Appleton, 1977). Some of the discoveries were that primary teachers lack science content knowledge and therefore the science Pedagogical Content Knowledge (PCK) that enables them to teach science. Aspects of beginning school teachers' science teaching practices were consequently examined in order to understand better the basis of their practice. In particular, science (PCK) and its relationship to "activities that work" were considered, illuminated by findings about activities that work from a separate study with practicing teachers. The main assertion arising from this study is that activities that work had a close relationship with science PCK. A number of implications for primary science curriculum emerge from this assertion, such as considerations for pre-service teacher education Science courses and the nature of the primary science curriculum (Appleton, 1977). Lessons for Swaziland are that key subjects like science need to be taught only by specialist teachers who are believed to have acquired pedagogical content knowledge as stated by Appleton (1977). This study will dig deep into that through acquiring the views of teachers and college lecturers on such issues of content knowledge.

A recurring theme in much of the literature about primary science education has been the degree of preparedness and apparent reluctance of many teachers to teach science (for example: Abell and Roth, 1992; Appleton, 1977, 1995; Department of Employment Education and Training

[DEET], 1989; Harlen, 1997; Mellado, Blanco, & Ruiz, 1998, Smith & Neale, 1991). The essence of these and other reports is that significant numbers of primary teachers avoid teaching science, are not knowledgeable about science, and lack confidence to teach it. There are consequent concerns expressed in different countries about the quality of education available to primary school students, such as in recent reports in Australia by the Australian Foundation for Science (1991) and Goodrum, Hackling and Rennie (2001). It was within this context that aspects of primary school teachers' science were considered in two studies in Queensland, Australia (Appleton & Kindt, 1998, 1999). The first study examined beginning teachers' development as teachers of science (Appleton & Kindt, 2002) and the second explored teachers understanding of the notion of "activities at work" (Appleton, 2002). While examining the data in the second study, they reflected upon and re-examined the data from the first study in order to gain further insights into teaching practices of the beginning teachers, particularly from the perspective of teachers' science pedagogical content knowledge (PCK) (Shulman, 1986, 1987). This reflection led to new insights regarding science, PCK and primary school teachers and how the beginning teachers' science PCK influences their science teaching practice. Swaziland therefore needs to get the perspective of not only science teachers but all teachers as per the sample and find out how pedagogical content knowledge influence their aver-all implementation of curriculum.

Since the introduction of science (as opposed to "nature study") to the primary curriculum in Australia thirty to forty years ago, surveys of science teaching have revealed that many primary school teachers do not teach science and frequently when it is taught, strategies used tend to be teacher discussions, teacher explanations, watching science television shows, library research and teacher demonstration (Australian Science, Technology and Engineering Council, 1997;

DEET, 1989, Goodrum et al., 2001; Symington, 1974; Varley, 1975). While a number of factors, such as lack of equipment have been cited as reasons for this, there is overwhelming evidence that a major contributing factor is the tendency for primary school teachers to have limited science background knowledge and to lack confidence in teaching science. This was identified long ago by Varley (1975) and Symington (1974) and has been consistently reported since (for example, Appleton, 1991; Australian Foundation for Science, 1991; Australia Science, Technology and Engineering Council, 1997; DEET, 1989; Goodrum et al., 2001). For instance, primary school teachers (including pre-service teachers) tend to have little science content knowledge in the physical sciences (for example, Appleton, 1991; Varley, 1975) and lack of self-confidence, in teaching (Appleton, 1991; Ginns & Waters, 1994). In Swaziland, science is one of the highly dreaded subjects after mathematics. Considering the attitude of most primary school teachers towards this subject and the outcry on shortage of materials to teach the subject efficiently, the Ministry of Education and Training needs to raise the standard with regard to curriculum made available at college level for science teachers to ensure that a breed of quality science teachers is produced in tertiary institutions in Swaziland. This refers to teachers who will be in possession of a strong science background and with all the confidence needed to teach the subject.

Hope and Townsend (1983) found that pre-service teachers tend to hold similar misconceptions in science to their students and Symington and Hayes (1989) noted how pre-service teachers avoided acquiring the necessary science background knowledge when preparing science lessons. When teachers lack confidence to teach science, they tend to use teaching strategies which allow them to maintain control of the classroom knowledge flow, but in terms of contemporary science curricular, these strategies are not appropriate ways of engaging students in science (Symington,

1980). These findings are consistent with those in other countries (Abell & Roth, 1992; Harlen, 1997; Symington, 1980).

An intuitive response within Australia to these difficulties has been to increase the amount of science content in pre-service programs (DEET, 1989), but there is evidence to suggest that this does not lead to desired changes (for example, Skamp, 1989, 1997). On the other hand, some success has been reported in both pre-service and in-service settings where science content is dealt with in non-traditional ways (Jane, Martin & Tyler, 1991; Welsh & Lynch, 1985), or in a pedagogical context with strong foci on student misconceptions, constructivists views of learning and gender equity (Clark, 2001); Hardy, Bearlin & Kirkwood, 1990; Napper & Crawford, 1990). The trend in this report about science content background knowledge and pedagogical contexts can be further illuminated by the construct of pedagogical content knowledge.

From the foregoing, one may therefore conclude in the words of Elton (2005) that “no teacher can perceive the process of education beyond the limits of his mental culture. It is imperative that a teacher has a broad and liberal education, sound knowledge of child psychology and be knowledgeable about social factors affecting a child that comes to school. He must continue to read widely and deeply to be able to up with the new developments. Moreover, he must be academically competent in the subject or subject he teaches (Achunine, 2001).

2.8 SPECIALIZATION IN PHYSICAL EDUCATION

In a study by Faucette and Patterson (1990) comparing teaching behaviours and learners activity levels in classes taught by physical education specialist and non-specialist (classroom teachers) delivery of curriculum in physical education was found to be efficient is teachers specialize. The specialists in this study exhibited significantly higher levels of effective teaching behaviors.

Additionally, these teachers selected activities and organized the physical education environment in ways that created higher levels of activity for the students. It was recommended that since more effective teaching behaviors and higher levels of activity for students are goals throughout the United States, perhaps steps should be taken to increase the number of specialists in elementary schools or at least to supplement classroom teachers' knowledge of effective teaching behaviors. Until schools are able to increase the number of physical education specialists in elementary classes, extensive in-service education programs with a physical education focus should be developed for non-specialists teaching the subject. Without this mandate the physical education learners will continue to endure a mix of low activity games, or worse, simple recess, during physical education classes (Faucette and Patterson, 1990). The general issue and benefit of specialization is that every subject is given the attention it deserves; there are no core subjects when it comes to specialization. In Swaziland, for instance, physical education has never been treated as a subject by most teachers in primary schools. This could be attributed to the fact that most of the teachers in our primary schools lack the 'know how' in terms of teaching physical education in class. There are also no inspectors for the physical education subject in the country. This has resulted in the dismal failure of physical education since its inception in 2008.

In other studies carried out in Australia, a number of researchers have expressed concern over the lack of confidence and qualifications of classroom teachers to teach PE. Notably, it was generally acknowledged that the lack of success of the 'Daily PE Program', introduced in Australian primary schools over two decades ago, was attributed to a lack of knowledge and confidence of classroom teachers. In a comprehensive review and critique of Daily PE, Kirk (1989) explained how the quality of Daily PE lessons had reduced significantly as a result of poor teacher practice. Kirk, Colquhoun & Gore (1988) found that classrooms did not possess the

skills or knowledge needed to deliver adequate PE lessons. Tinning and Hawkins (1988) described how PE lessons had become supervised ‘fitness sessions’ and teachers had stopped teaching skills.

A Senate Inquiry into Physical and Sport Education 1992 documented problems with PE teaching in Australian primary schools citing a lack of confidence and qualifications of classroom teachers as key inhibiting factors (SSCERA, 1992). Several recommendations to improve the quality of programs were outlined. However, despite this comprehensive evaluative report, several Australian studies have since provided evidence that the situation has not improved and that many classroom teachers lack the qualifications to deliver PE programs and have experienced inadequate teacher training in PE (Thompson, 1996; Moore et al., Morgan & Bourke, 2005). Studies carried out in Swaziland through the National Curriculum Centre (NCC, 2007) depicted that there are no physical Education teachers in schools. This motivated the scouting of teachers who were given scholarship by countries like Cuba and Russia to further their studies on physical education (NCC Report, 2007).

Not surprisingly, a significant majority of non-specialist teachers are critical of their PE teacher training (DeCorby et al., 2005; Morgan & Bourke, 2005). Recently, Morgan and Bourke (2005) found that classroom teachers believe they require more extensive teacher training delivered through longer courses with greater exposure to PE teaching. Morgan and Bourke (2005) found a strong relationship between teachers’ training in PE and their perceived confidence to teach PE. Teachers felt significantly less confident to teach those PE content areas for which they perceived they had received poorer quality training. In a study examining the perceptions of pre-service non-specialist teachers in PE, Moore, Webb & Dickson (1997) concluded that many

university courses for teachers are not effective in developing the necessary confidence to adequately teach PE.

Other studies have offered explanations for teachers' low levels of confidence. Xiang, Low & McBride (2002) found that many classroom teachers believed they did not possess the knowledge or ability to teach PE after observing a number of PE lessons. Moreover, Carney and Chedzoy (1998) asserted that the lack of confidence non-specialists have for teaching PE is related to lack of belief in their own ability to perform skills and activities competently. Generally, the same applies to Swaziland in that physical education is taught as part of other subjects taught in tertiary institutions. There is no specialization for Physical Education at diploma level in Swaziland (NERCOM, 1985).

However, despite evidence that non-specialists lack confidence in teaching PE, it has been reported that they generally believe that PE is a valuable component of the curriculum (Morgan, in press; DeCorby, Halas, Dixon, Wintrup & Janzen, 2005). Morgan (in press) found that non-specialists believed in the benefits of PE but would generally prefer to teach other subjects rather than PE due to a perceived lack of knowledge and ability. Key authors (DeCorby, et al, 2005) explained that these positive perceptions did not guarantee the delivery of quality PE or that students develop desired knowledge and skills. This directly speaks to the Swaziland Education System in that as stated in the IMBOKODVO MANIFESTO (1972) stipulates that there should be practical subjects in the curriculum. The INQABA (Schools as Centers of Care and Support) document published in (2009) has been the latest document to support the IMBOKODVO MANIFESTO of 1972. The latest document highlights how the Swaziland Education System will embrace Pragmatism, a philosophy that propagates manual work, which is what physical education is all about. If such documents put much emphasis on subjects like physical education,

there is need for Swaziland to review her education system to be in line with the vision of these two documents even in terms of improving the teaching of subjects like physical education by ensuring that there are specialist teachers even in this field.

2.9 OTHER RESEARCH FINDINGS

According to studies carried out by Morgan and Hansen (2007) on recommendations to improve school physical education: Classroom teachers' perspectives, found that 60% of their sample of New South Wales primary school teachers in Australia would prefer to have a specialist teacher in subjects of Music, Creative and Practical Arts, Computers and Science and Technology. The research posits that specialist teachers bring a number of important dimensions to a subject. Hennessy, (2000) for example, argues that specialist teachers bring greater confidence to the classroom, while Wilson Macdonald, Bryne, Ewing and Sheridan (2008) contend that subject specialists use their specialized content knowledge to empower students to produce a higher quality of work. Fromyhr (1995) reported that these specialists show greater enthusiasm while others report that specialists value the subject more highly (Halas, Dixon, Wintrup and Janzen (2005). Asked specifically about Physical Education (PE), these attributed their desire for use of specialists to the belief that PE would be taught consistently by specialist teachers. Similar arguments have been made for Music (Australian Government, 2005) and Science (Abell, 1990; Jones & Edmunds, 2005). On a different note, Gazette (2008) believes that teacher subject specialization leads to teacher isolation in two ways; first the teacher is distanced from other subjects since she now concentrates on her one subject; secondly, the teacher becomes isolated from other teachers other than those teaching the same subject as themselves. After a survey by NERCOM (1985) it was recommended that prospective primary school teachers would specialize at third level which is the final level in Swaziland teacher training institutions for

diploma holders. This was a recommendation made when the diploma course was inceptioned in 1985. Since then there has been no further developments in terms of specialization at primary school thus the need for a study that will pursue the issue of specialization even further so as to ensure quality teaching and learning in the country.

In a research carried out by Weiss, Banilower, McMahon and Smith (2001) on elementary teacher's perceptions of their preparedness to teach various disciplines in self-contained classes, where the teacher is responsible for teaching multiple subjects, 76 percent of these teachers reported feeling very well qualified to language arts. In contrast, only 18 percent of these teachers reported feeling very well qualified to teach physical science. Social studies – 52%, Mathematics – 60%, Life Science – 29%, Earth Science – 25%. According to Ardzejewska, McMaugh and Coutts (2010: page 109) specialization has its advantages. First, teachers tend to like it because it gives them the opportunity to concentrate on that which they are most capable of, instead of being 'jacks of all trades'. Specialization gives a teacher a sense of professionalism which is self-serving in that in turn gives the teacher a sense of professionalism. There is evidence that students perform better in subject specialization system than in the current system. Specialization tends to increase teacher efficiency and effectiveness (Akintomide and Ehindero, 2012). This emphasizes what Bailey, Curtis and Nunan (2001) stated that subject specialization is thought to make an individual more relevant, efficient and effective in his/her teaching endeavor. The thoroughness with which such a person will be displaying his/her expertise or teaching skills will be so profound that they will reveal a high level of knowledge, understanding and mastery of the subject matter. A contention is made with reference to Swaziland that even though there is a move world over for subject specialization, the country is still backward in terms of embracing the new phenomena called specialization at primary school. This leaves a lot

questions as to whether we are going to experience the most spoken about vision 2022 as per his majesty the king's vision for the country.

On another note, a study by Nthobaseng (2000) investigated the impact of the introduction of Diploma programme to primary teachers training with various stakeholders including a number of Diploma graduates in Botswana. The graduates reported that the Diploma programme had prepared them well in the subject that they selected as their majors and that it had improved their overall classroom instruction. They felt that it is not surprising that specialization should be a preferred instructional method in primary schools. Sharpe (2001) agrees with this position and highlights three particular advantages of specialization in terms of language instruction: the production of language experts, the introduction of linguistic role models in schools and the correct teaching of intonation and pronunciation. What this therefore means in the case of Swaziland is that we need to take a leap forward in terms ensuring quality education in our primary education system by trying out the specialist approach and see how workable it can be for our education system.

Odogwu (2000) reported that primary school teachers have limited mathematical knowledge because they are not specialists. In that regard they prefer to devote their time and effort to other subjects. The foundation laid for mathematics at primary should be strong and firm. However, it has been observed that mathematics is ranked high among subjects that are poorly handled by teachers and greatly dreaded by pupils. He emphasized that the status of mathematics in primary school determines largely its status in the secondary school. This in turn determines the success or failure of it in the University. Considering this aspect, one feels it is crucial that primary school teachers specialize when teaching at school as this will increase proficiency in a respective subject matter. In other contexts it has been argued that the generalist primary teacher

might be more appropriately employed as an ‘expert’ deliverer of prioritized key learning areas such as literacy, numeracy and science. Solon and Solon (2005) reported that teachers are of the opinion that the generalist teaching requirements of curriculum reform especially for skills, attitudes and behaviours associated with “Making a Living” subject places high demand on teacher’s knowledge and skills of the strands and sub-strand teaching relationships.

In England it has been argued that the idea of the generalist is outdated and does not reflect practice (Alexander, Rose and Woodhead, 1992) and as such, four types of primary specialist were introduced (OFSTED, 1997). In his review into improving Literacy, Numeracy and Science learning in Queensland, Australia, Masters (2009) claimed that ideally, every primary school would be having an expert teacher of literacy, numeracy and science, thus explicitly prioritizing the development of teacher competencies in some subject areas over others. This review further recommended that teachers be offered the opportunity to develop specialized subject knowledge and also advocated the employment of specialist teachers. Williams (2009) further articulated this vision by suggesting that primary schools would emulate the practice of high schools, forming curriculum departments with specialist teachers, whereby the specialist teacher would hone their knowledge by teaching across year levels and by delivering the same lessons to numerous classes within the same year level. Williams further claimed that “curriculum and learning objectives would become truly standardized as specialists not only deliver deep knowledge but also uniformly plan and evaluate lessons (p.10)”. Support for this has already been highlighted in an OFSTED (2009, p.7) survey which reported that when teachers “were less secure about aspects which required subject-specific knowledge” they were unable to provide students with opportunities for deep learning. Such discourses represent a shift from the ideologically valued position of subject generalist to one which appears to value the ‘deep

knowledge' of the subject specialist. This is in line with what the research seeks to find out regarding the perspectives of primary school teachers in adopting a specialist model of teaching. The concern for Swaziland on the basis of the above literature is that we are still not attempting that which is suggested by Masters (2009) that there should be experts at least in some core subjects in our curriculum. The fact that our high schools are already into the specialist approach, primary schools can learn something from this model as William (2009) asserts.

Although there is evidence of emerging support for the specialist primary teacher, there is little evidence of the extent or breath of specialist teacher use in North South Wales government schools in Australia. The suggestion that specialist teacher usage might be relatively common in Australian schools is supported by only one study revealing that specialists are at work as teachers of literacy, Music and PE (listed in order of frequency) (Angus et al., 2007).

2.10 TRANSITION FROM PRIMARY TO SECONDARY

The transition from primary to post-primary can also be viewed as one of the key reasons the specialist approach should be adopted at primary school level. According to Hargreaves and Galton (2002) learners encounter a range of almost universal organizational changes as they transfer from primary to post-primary schooling. These changes are largely reflective of the different organizational and administrative context of primary and post-primary schools, their differing educational aims and philosophies, and their differing physical and social environments. Among the main adjustments to be made by learners are changes in the physical environment and school size, the number of teachers and subjects, the structured time table and the way subjects are taught. These changes correspond with the move from a child-centered primary school system to a post-primary system characterized by teacher and subject

differentiation. The move is from a generalist environment, in terms of both the physical classroom environment and teacher background, into one with a more specialist subject focus (Ferguson and Fraser, 1999). Similarly, the long-term traditional separation of primary and post-primary sectors in Ireland is identified by Burke (1987) as being responsible for difficulties experienced by pupils in transferring from one level to the other. Burke argues that difficulties relate to the new subjects taken by students, more structured time-tabling, having more teachers. Such changes would have been avoided earlier should all primary schools adopted the specialist approach to match the organizational behavior of secondary schools. This is what has been articulated by William (2009) in a study carried out in Australia earlier on in the literature.

Swaziland is also experiencing almost the same challenge in as far as transition from primary to secondary is concerned. According to EMIS report (2011), more learners fail form one. This could be associated with the transition from a generalist primary to a specialist secondary curriculum. This study supports what have been suggested by Hargreaves and Galton (2001) that higher grades in primary schools should adopt more of the specialist approach to prepare learner for secondary schooling.

O'Brien (2001) comments that in general there is 'a gulf in the curriculum and the approach to learning between first and second levels' (p.85). In particular, the distance between the culture of 'care' in primary school and the academic and exam-oriented culture of post-primary education was seen as a major obstacle to successful transfer. Furthermore, several commentators have referred to the impact of differences in the nature of pre-service training provided to teachers at primary and post-primary levels (Naughton, 2000; Burke, 1987). The need for co-ordination, or at least commonalities, in the training of primary and post-primary teachers is raised as a means of addressing these issues (Burke, 1987). These commentators refer to the situation as it relates

to the 1971 primary curriculum. It is possible that the difference in approaches between primary and post-primary schools may become even more marked when the 1999 revised primary curriculum, with its emphasis on the child as an active learner, comes fully on stream.

The literature review generally speaks to the fact that there is a need to review terms of curriculum implementation at primary school level and also improve the level of training for primary teachers to be in line with the specialist approach. The terms by which teachers are recruited should also be revisited to be in synch with the specialist approach at primary.

2.11 SUMMARY

There seems to be a prevailing gap in literature, considering the study carried out by HMI (1978), there are no emphasis on specialization at primary school level. Their study tends to delve much on subject matter knowledge. They depict specialization to be a different phenomenon from subject matter knowledge which I believe has a close link. Thus this research study will ensure that such gaps in literature are covered in order to come up with solid outcomes in terms of specialization whether it is effective or ineffective. The research will also cover the gap on whether specialists can be professed as ineffective and effective as per the statement by Alexander (1992). There is also skepticism in the literature towards the move to greater subject specialism (Thornton, 1995) and the fact that there seems to be less literature on Swaziland's education systems means that this study is essential in that it will help in obtaining the views of those in the education system in Swaziland on specialization being adopted fully.

Other studies only focus on one curriculum, for example physical education specialists or science specialists. This makes them to fall short of views from other fields of curriculum. Thus the objective of this study is to ensure that every area of the curriculum is explored, to obtain

perspectives of teachers as well as college lecturers on the phenomena of specialist approach. It is also worth noting that such a study has never been carried out in Swaziland. The setting will also play a major role in filling up gaps from other studies as most of them were carried out in Europe, Australia, America and North Africa (Nigeria).

This chapter focused on preceding literature on specialization. It also aimed at filling gaps in literature by considering the state of affairs in Swaziland as far as the phenomena specialization is concerned. The next chapter will focus more of the research methodology and will outline how the whole study will be carried out in a way of gathering.

CHAPTER 3

METHODOLOGICAL APPROACH

3.0 INTRODUCTION

In this chapter the researcher describes and discusses the design and the methodology that was used in data collection. This study employed the qualitative research design. A qualitative research is typically used to answer questions about the complex nature of a phenomenon, often with the purpose of describing and understanding the phenomenon from the participants' point of view. The qualitative research is also referred to as interpretive, constructivist, or post positivist approach (Leedy and Ormrod 2005). The study used in-depth, semi-structured interviews and purposeful sampling to collect data and looked for meaningful units that reflect various aspects of the experience to analyze data. This chapter discusses the researcher's positionality and also the design of the study under the following sub-headings: the geographical and social economic context, research participants, methods of data generation, data analysis, validity and trustworthiness, ethical considerations, limitations and anticipated challenges of the study.

Jameson and Hillier (2003) share that the word research is from the French word *rechercher*, meaning to seek or search again. Seeking implies action and intention. Searching again implies ongoing action and commitment. If we consult a thesaurus, research is linked to number of words including analysis, delving, examination, scrutiny, exploring and probing. There is something about research that involves action, intent and commitment to finding out something (Jotia, 2006). Therefore within this study, focus was on the perspective of educationists (teachers, college lecturers, primary inspectors and director of education) on the adoption of a specialist approach at primary school level in Swaziland.

3.1 METHODOLOGICAL ISSUES

According to Cohen, Manion & Morrison (2007) methodology is the philosophy that shapes the fundamentals of an entire research approach which has to be backed by evidence. The methodology in this study depicted the perspective of educationists in the adoption of a specialist approach in teaching at primary school level. In a sense, what this means is that in order to gather meaningful data it is very key to get a methodology that is deemed most suitable for the sort of phenomenon under question. It is crucial for one to understand that the methodology should be one that has been proven overtime to be very effective in gathering perspectives in research (Gubrium & Holstein, 2000).

3.2 QUALITATIVE RESEARCH

Leedy and Ormrod (2005) define qualitative research as a research that focuses on a phenomenon that occurs in natural settings – that is, in the “real world”. It also involves those phenomena in all their complexity. McMillan and Schumacher (2006) state that qualitative research is an enquiry which requires the researcher to collect face to face data by interacting with selected persons in their natural setting. It describes and examines people’s individual and common societal actions, values, views and perceptions (Cohen, Manion & Morrison, 2007). Maree & van der Westhuizen (2007) describe this as essential for theory generation, policy expansion, enrichment of educational practice, explanation of social issues and achievements stimulation. This study chose to use qualitative research methodology so as to ensure that these societal actions, values, views and perceptions are given the attention they deserve in order to build towards a better and more effective society. As Swaziland is embarking on a global

initiative, which is, Education for Sustainable Development (Ministry of Education and Training (2011), there is need for policy expansion and enrichment of educational practice.

3.3 NARRATIVE INQUIRY

Narrative inquiry serves a researcher who wishes to understand a phenomenon or an experience rather than to formulate a logical or scientific explanation. As a research approach, it provides an effective way to undertake the systematic study of personal experiences and meaning of how the active participants have constructed events (Denzin & Lincoln 2000; Gaskell, 2008). In this study narrative inquiry was used in the form of oral interviews. It was used deliberately to capture the perspective of educationists in the adoption of a specialist approach in teaching at primary school level. This inquiry was based on the assumption that the researcher could not directly capture another person's lived experiences. Thus it was a prerequisite for participants to speak for themselves on their experiences on the phenomenon under study. Establishing and maintaining rapport and a relationship of mutual trust was important for the participants to feel secure that no harm was intended resulting in an open interaction where they were more willing to share their experiences, thoughts and feelings in a more genuine mode (Baxter & Jack, 2008). The researcher made sure that he meets prior to the day of interview with informants to create an atmosphere of friendship and make the informants understand the phenomenon in question so that they were able to relate to it without any probing. This was to make the informants, especially college/university lecturer to be so eager to share their experiences on assessment of teachers during teaching practice as well as their point of views with regard to the phenomenon as they are the ones who organize the curriculum for prospective teachers.

Through narrative inquiry, the researcher was able to have access to personal experiences of informants who shared their experiences of teaching under the generalist approach and were able to share their views on how workable the specialist approach could be for quality teaching and learning at primary school level in Swaziland.

3.4 RESEARCHER POSITIONALITY

When discussing the role of a researcher in a study, Berg (1998) in Jotia (2006) states that the researcher is expected to study the world without having to impose his/her views or taking positions on social and political matters. From another angle, Patton (1990) as well as Rubin (1995) sees the researcher in qualitative methodology as the primary research instrument. Van Maanen, Dabbs and Faulker (1982) also advise that qualitative researchers to gather information from the position of both an insider and outsider. The researcher was an insider by the fact that he is also a primary teacher; he is well versed with all the approaches used at the primary school level and also went through the same training at college level as it is still done to date. He was also an outsider as he cannot get into the feelings and experiences of other teachers about the phenomenon and this is the reason why he had to get their perspectives on the issue in question. Considering also the fact that some of the informants were college/university lecturers, this further motivated the researcher to approach the study as an outsider.

The researcher's beliefs are based on the constructivist paradigm. Constructivism flags a basic tenet of the approach, namely, that reality is socially constructed (Robson, 2002). Constructivist researchers consider that the task of a researcher is to understand the multiple social constructions of meaning and knowledge. Hence they tend to use research methods such as interviews and observation which require them to acquire multiple perspectives (Robson, 2002).

The research participants are viewed as helping to construct the reality with the researcher. The questions to be asked informants were constructed by both the researcher and informants which is a constructivist's perspective.

The researcher spent some time with teachers tabling the issue of adoption of the specialist approach at primary school level and this will help in creating the eagerness to deliberate their views on the phenomenon in question. The same approach applied with university/college lecturers. The researcher's positionality is for the notion that the specialist approach be adopted at primary school level considering the status quo, that teachers are specialist by virtue of their training and the fact that they tend to gravitate towards those subject they have specialized on whenever given the opportunity to choose subjects to teach in primary schools. After a stint visit to most primary schools, the researcher noted that though all primary schools embraced the generalist approach, there are elements of the specialist approach as well. Teachers are still not comfortable given the fact that they are teaching all subjects though they are specialists in certain subject areas. There has never been a platform to discuss such issues in the Swaziland educational sphere. As the phenomenon is a social construct, it is crucial that the whole issue be discussed with the relevant stakeholders in the education sector, which are teachers and college lecturers to get their views on the phenomenon in question.

3.5 RESEARCH DESIGN

This study employed the phenomenological research design. It is a type of qualitative method that attempts to understand participants' perspectives and views of social realities (Leedy and Ormrod, 2005). The focus is on a particular phenomenon as it is typically lived and perceived by human beings. According to Robson (2002) phenomenological research focuses on subjective

experience of the individuals studied. For instance, we venture into questions like; what is their experience like? How can one understand and describe what happens to them from their own point of view? As the term suggests, at its heart is the attempt to understand a particular phenomenon. Phenomenology has its roots in the philosophy of Husserl (1977). He named his philosophy ‘phenomenology’, the science of pure ‘phenomena’ (Eagleton, 1983, p.55). According to Husserl the aim of phenomenology is the return to the concrete, captured by the slogan ‘Back to the things themselves!’ (Eagleton, 1983, p.56; Kruger, 1988, p.28; Moustakas, 1994, p.26). Holloway points out that Husserl was a student of Franz Brentano (1838 – 1917), who provided the basis for phenomenology. Brentano first stressed the ‘international nature of consciousness’ or the ‘internal experience of being conscious of something’ (Holloway, 1997, p. 117). A student of Husserl, Martin Heidegger (1889-1976), introduced the concept of ‘Dasein’ or ‘Being there’ and the dialogue between a person and her world. Heidegger and Husserl respectively explored the ‘lived-world’ and ‘Lebenswelt’ in terms of an average existence in an ordinary world (Schwandt, 1997). A follower, Alfred Schultz (1899 – 1956), furthered the idea that “the human world comprises various provinces of meaning” (Vandenberg, 1997, p. 7).

According to Giorgi in Stones (1988, p.14) the operative word in phenomenological research is ‘describe’. The aim of the researcher is to describe as accurately as possible the phenomenon, refraining from pre-given framework, but remaining true to the facts. According to Welman and Kruger (1999, p. 1890) “the phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved”. Husserl’s philosophical phenomenology provided a point of departure for Alfred Schultz who turned it “toward the ways in which ordinary members of society attend to their everyday lives” (Gubrium & Holstein, 2000, pp. 488-489). A researcher applying phenomenology is concerned with the lived

experiences of the people involved, or who were involved, with the issue that is being researched (Greene, 1997; Holloway, 1997; Kruger, 1988; Kvale, 1996; Maypole & Davies, 2001; Robinson & Reed, 1998).

Husserl's core idea of phenomenology is that analysis does not start with the objective world but, as is the case in natural science and much of the social science as well, with 'mental directedness', or that which the mental is about, or directed to. Husserl did not speak of the mental directedness of real people, but rather suggested using phenomenological reduction as means to secure a foundation of knowledge. However, his followers argued that one should start from real people but retain the idea of mental directedness. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation.

In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s) (Lester, 1999). Phenomenological researchers depend almost exclusively on interviews (perhaps one or two hours in length) with a carefully selected set of participants (Creswell, 1998). The actual implementation of a phenomenological study is as much in the hands of the participants as in the hands of the researcher (Tesch, 1994, p. 147). In some cases, the researcher has a personal experience related to the phenomenon in question and wants to gain a better understanding of the experience of others. By looking at multiple perspectives on the same situation, the researcher can then make some generalizations of what something is like from an insider's perspective (Leedy and Ormrod, 2005). Phenomenological approach falls under flexible designs in research. It involves largely interviews and observations. Flexible designs in this case means that in

phenomenological research there is no one proper way to gather and analyze data. This is true of this study as the researcher employed different forms of gathering data. , Unstructured interviews and narrative enquiry are examples of flexible designs that are going to be utilized by the study.

3.6 THE GEOGRAPHICAL AND ECONOMIC CONTEXT

The study was conducted in the Manzini region of Swaziland. The selection of this region was done on the basis that, it has a relevant population which includes amongst others educationists like university/college lecturers and teachers who are all within reach for sampling. The Manzini region was picked on the basis of convenient sampling as the researcher is based in the Hhohho region in Mbabane which is almost 42 kilometers from most of areas that were covered by the study. This was more economical and convenient for the researcher as he did not spend large sums of money for data collection. Manzini is the only administrative region in Swaziland that has many tertiary institutions for training teachers. Being a highly industrialized region, Manzini has the largest population which makes the regional schools to be affected by overcrowded classrooms in its schools due to migration of people from other regions to find jobs in industries in Matsapha, which is an industrial centre. Class numbers do affect teaching and learning in the classroom.

3.7 RESEARCH PARTICIPANTS

According to Creswell (1998), a typical sample size in a phenomenological research is 5 to 25 individuals, all of whom have a direct experience with the phenomenon being studied. Marshall & Rossman, (1999) further state that an investigator needs to consider a rationale for identifying and using a particular setting and population for data collection. Spradley (1979) also adds to this statement by stating that in qualitative research informants are chosen on the basis of their

involvement and role in any given policy. The number of participants for the whole research added up to eighteen (n=18). All the participants involved in this research were from the Ministry of Education and Training (MOET). This is due to the fact that though they are from various sectors in the Ministry of Education and Training they are in a way connected to the phenomena in question. They include college lecturers (n=4), primary school teachers (n=10), primary school inspectors (n=2), an official from the National Curriculum Centre (n=1) and the Director of Education in Swaziland (n=1). College lecturers will be chosen from institutions of higher learning according to their academic disciplines; Home Economics/Agriculture (n=1), languages (n=1), social sciences (n=2), mathematics/sciences (n=1). There are three females (n=3) and only one male (n=1) in this population. These college/university lecturers are the ones involved in teaching and assessing student teachers during teaching practice. This gave the study a true reflection of how practicing teachers who have not specialized fare during teaching practice. One of the college/university lecturers is leading the team that is upgrading teacher training college curriculum from merely Primary Teachers Diploma (PTD) to a Bachelor of Education Degree (B.Ed). It is worth noting that the university is the one that influenced subject specialization at primary school level as they were the first to adopt Primary Teachers Diploma (PTD) (NERCOM, 1985). The university has been enrolling in-service teachers who have PTD for a higher qualification of Bachelor of Education (B.Ed) for a very long time. As mentioned in chapter one, this programme prescribes that teachers specialize from first year to fourth year of the degree programme (NERCOM, 1985). University & college lecturers are the ones who have a clear understanding of the curriculum for practicing teachers at teacher training institutions.

The primary school teachers were also picked according to academic disciplines; social studies (n=3), mathematics/science (n=2), languages (n=3) agriculture/home economics (n=2) for a total of ten (n=10). This population included four (n=4) males and six (n=6) females; difference in gender could be justified on the premise that there are more female teachers than male teachers in primary schools. These teachers were picked purposefully from five (n=5) primary schools in the Manzini region. To ensure that the population of teachers is a true representative of Swaziland education system in primary schools the researcher included two (n=2) primary schools in the rural areas to add to the three (n=3) primary schools in the urban areas engaged in the study; this adds up to five (n=5) primary schools in total. The researcher ensured that he includes teachers who are new to the profession; who have been in field of teaching for not more than five years and those that have been in the profession for more than five years. Teachers are leading the list of participants because they have hands on experience with the phenomena. They are acquainted with every approach in teaching, be it specialist or generalist approach. Primary school inspectors (n=2) were also be engaged in the study considering the fact that they are the ones who are responsible for supervising teachers. The Director of Education (n=1) was also engaged in the study.

3.8 METHODS OF DATA GENERATION

As phenomenologists' findings depend much on interviews, the researcher made use of a voice recorder to interview informants (Leedy and Ormrod, 2005). Lester (1999) accentuate that phenomenologists rely on gathering deep information and perception through inductive, qualitative methods such as interviews, discussions and participant observation.

3.8.1 Interviews

Interviews become necessary when researchers feel the need to meet face-to-face with individuals to interact and generate ideas in a discourse that borders on mutual interest (Annum, 2014). It is an interaction where oral questions are posed by the interviewer to elicit oral response from the interviewee. Specifically with research interviews, the researcher had to identify a potential source of information, and structure the interaction in a manner that will bring about relevant information from his/her respondent. The creation of a cordial atmosphere is therefore vital to the success of such an interaction. Apart from face-to-face interviews, they can also be conducted over the phone or the computer terminal via conferencing technology (Shank, 2002). Interviews range from formal to less formal and to completely informal interviews.

According to Annum (2014) there are four main kinds of interview: (a) the structured interview; (b) the unstructured interview; (c) the non-directive interview; and (d) the focus interview. On another note, Leedy and Ormrod (2005) make mention of another form of interview which they call semi-structured interviews which the researcher picked to be more relevant to the study as it allows the researcher to form structured open-ended questions. Such questions allow the research to follow standard questions with one or more individually tailored questions to get clarification or probe a person's reasoning (Leedy and Ormrod, 2005). Semi-structured open ended questions are considered very effective in eliciting perceptions, feelings, attitudes and ideas on a topic relevant to group's experiences (Mushoriwa, 2009). The study utilized semi-structured interviews as they are much suitable in eliciting perspectives.

Bogdan & Biklen (2003) indicate that even when an interview guide is employed, qualitative interviews offer the interviewer considerable latitude to pursue a range of topics and offer the subjects a chance to shape the content of the interview. When the interviewer controls the content too rigidly, when the subjects cannot tell their story personally in their own words, the interviewer falls out of qualitative range (Jotia, 2006). The researcher ensured that the interview with respondents was free flowing through making use of open ended questions. Probes were used minimally whenever the researcher felt the respondents wanted to say more on the issue in question. Bogdan & Biklen (2003) further add that good interviews are those in which the subjects are at ease and talk freely about their points of view, and they also provide data that is filled with words that reveal the respondents' perspectives. The researcher ensured that a good rapport is developed between the researcher and respondents prior to the interview. This was done by visiting research sites prior to the actual observation day to ensure everybody is acquainted with the researcher, especially because the study was carried in the classroom. Learners were in the interest of the researcher that they somehow get used to his face so that they may be more relaxed during lesson observation though they are not part of the sample.

The responses from informants were recorded through the use of an audio tape and were further transcribed to enable the researcher to make an effective analysis.

3.8.2 Participant-Observation

This method of data generation was much suitable when gathering data from teachers. A key feature of participant observation is that the observer seeks to become some kind of member of the observed group (Robson, 2002). This involves not only a physical presence and sharing of life experiences, but also entry into their social and 'symbolic' world through learning their

social conventions and habits, their use of language and verbal communication, and so on. Robson (2002) substantiates that when working with people, the scientific aims can be pursued by explaining the meaning of the experiences of the observed through the experiences of the observer. This arises from a perspective that the social world involves subjective meanings and experiences constructed by participants in social situations. The task of interpreting these meanings and experiences can only be achieved through participation with those involved (Manis and Meltzer (2000). Taking from the angle that the researcher has been a teacher for fifteen years it put him in a good position to understand teacher's feelings during dissemination of information to learners as well as evaluating objectives after a lesson. This made him to understand exactly what those he had been observing (teachers) are going through during the whole exercise.

Bernard (1994:134) observes that participant observation involves getting close to people and making them feel comfortable enough with one's presence so that one can observe and record information about their lives. Goetz & LeCompe (1984) share that participant observation is about eliciting from people the ways in which they organize their world. The researcher sought permission from the administration of the different schools to ensure that he becomes a frequent visitor in the school and be able to sit down in class during lesson presentation and have a video caption without intimidating the presenter. This helped in ensuring that the results are more factual as they will be captured in a natural environment.

While conducting an audio interview the researcher was taking field notes to ensure that any form of expressions from the informants was noted down for analysis purposes; these include gestures, jokes and tone of the voice. Leedy and Ormrod (2005:145) delineate that recording events can be problematic. Written notes are often insufficient to capture the richness of what

one is observing. Yet audiotapes aren't always completely dependable either. Background noises may make tape-recorded conversations only partially audible. A video camera can capture only the events happening in a particular direction and the very presence of tape recorders and video cameras may make participants uncomfortable. They offered the following suggestions if one want to conduct observations as part of a qualitative study:

1. Before you begin your study, experiment with various data recording strategies (field-notes, audiotapes, videotapes), identify the particular methods that work best for you, and practice using them in other contexts.
2. When you begin your observations, have someone introduce you to the people you are watching. At this point, you should briefly describe your study and get participants' consent.
3. As you observe, remain relatively quiet and inconspicuous, yet be friendly to anyone who approaches you. You certainly don't want to discourage people from developing relationships with you and, perhaps later, taking you into their confidence.
4. If you take field notes, consider dividing each page of your notebook into two columns. Use the left column to record your observations (making notes, drawing maps, etc), and use the right column to write your preliminary interpretations (Leedy and Ormrod, 2005: p.145).

The researcher religiously followed these nuggets; the first thing was to experiment with different data recording strategies. Being in a school environment, the researcher was able to test his different recording strategies with colleagues at work as most of the devices have never been used before (audio recorders and video recorders). The researcher was also able to take some few field notes as per Leedy and Ormrod's suggestion. This helped the researcher to gain more confidence for the actual interview and observation schedule. The principals of the different

schools where data is to be generated introduced the researcher to the teachers concerned and the researcher was able to describe briefly his study and get their consent. This was done some weeks before the actual data collection day. During observation, the researcher was introduced to learners as a visiting teacher to normalize the atmosphere in class. When taking field notes during interviews, the researcher divided the note book into two to write observations on one part and interpretations on the other part. This was essential so as to not confuse the actual observations with their interpretations (Leedy and Ormrod, 2005).

3.9 SAMPLING PROCEDURE

Sampling is another method of data generation in phenomenological research (Leedy and Ormrod, 2005). Participants in this study comprised of teachers, teacher training college lecturers and university lecturers. The researcher employed purposive sampling as the study was only focusing on educationists thus the singling out of primary teachers, teacher training college lecturers, inspectors of primary schools and the Director of Education. Leedy and Ormrod (2005) assert that in purposive sampling people or other units are chosen, as the name implies, for a particular purpose. The researcher also used convenient sampling considering the fact that most institutions of higher learning nearest to him are in the Manzini region. According to Robson (2002) convenience sampling involves choosing the nearest and most convenient persons to act as respondents. Manzini was the most convenient place for the researcher to carry out the study since the researcher was based in Mbabane a city not very far from the Manzini region.

3.10 DATA ANALYSIS

Qualitative data analysis aims at examining the meaningful and symbolic content of qualitative data (Nieuwenhuis, 2007). This is a process that calls for creativity, disciplining of mind and a systematic approach when handling qualitatively collected data (Taylor-Powell & Renner, 2003). It tries to ascertain how participants make sense of a specific phenomenon by analyzing their understanding, facts, values, emotions and experiences. It should be offered in a manner that brings direction and clear understanding of the purpose of the study (Cohen, Manion & Morrison, 2007). As the researcher highlighted earlier on that he will use the voice recorder and video clips, these are considered to be very effective in detecting emotions while gathering facts and experiences from conversations with those interviewed. The transcription of data from voice recorders also helped the researcher to come up with a systematic way of analyzing data as he was able to look for common themes among those interviewed for analysis purposes.

There is no single “right” way to analyze data in a qualitative study. According to Leedy and Ormrod (2005), the researcher begins with a large body of information and must go through inductive reasoning, sort and categorize it and gradually boil it down to a small set of abstract underlying themes. In most qualitative research, data analysis and interpretation are closely interwoven, and both are often enmeshed with data collection as well. The central task during data analysis is to identify common themes in people’s descriptions of their experiences (Barrit, 1986). After transcribing the interviews, the researcher identified statements that relate to the topic; group statements into “meaning units”; sought divergent perspectives; and constructed a composite (Creswell, 1998). Field notes were analyzed to depict gestures, jokes and tone of the voice during in-depth interviews. Data analysis is a process that calls for creativity, disciplining of the mind and a systematic approach when handling qualitatively collected data (Taylor-Powell

& Renner 2003). Creswell (1998) comes up with steps a researcher must follow after transcribing interviews and the following steps were followed in this study:

1. *Identify statements that relate to the topic.* The researcher separated relevant from irrelevant information in the interview and then broke the relevant information into small segments (e.g. phrases or sentences) that each reflect single, specific thought.
2. *Group statements into “meaningful units.”* The researcher grouped the segments into categories that reflect the various aspects (“meanings”) of the phenomenon as it was experienced.
3. *Seek divergent perspectives.* The researcher looked and considered the various ways in which different people considers the phenomenon.
4. *Construct a composite.* The researcher uses the various meanings identified to develop an overall description of the phenomenon as people typically experience it.

The final result was a general description of the phenomenon as seen through the eyes of people who have experienced it firsthand. The focus was on common themes in the experience despite diversity in the individuals and setting studied (Leedy and Ormrod, 2005).

3.11 RESEARCH INSTRUMENTS

In order for the research to achieve the desired results, the study employed the qualitative data collection techniques. As it has been highlighted earlier on, phenomenological researchers depend almost exclusively on lengthy interviews with a carefully selected sample of participants (Robson, 2002). It involves the use of in-depth and unstructured interviews. The study utilized the interview schedule as a major research instrument together with a voice recorder for

interviews; this went hand in hand with observation. Interviews with participants were captured through the use of a voice recorder. Teachers were captured teaching through the use of a video recorder. As mentioned earlier, these devices were tested before the interview and video recording to determine if they were functioning well. This helped in enhancing their validity even before the actual data gathering day.

3.12 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

Researchers have argued that qualitative research has a higher validity because it stays closer to the meaning of social existence than is research that produces numerical findings because direct knowledge of the of social world is not socially constructed is impossible to produce (Hitchcock and Hughes, 2001). The validity of a measurement instrument is the extent to which the instrument measures what it is actually intended to measure. On the other hand the reliability of measurement instrument is the extent to which it yields consistent results when the characteristic being measured hasn't changed (Leedy and Ormrod, 2005). The interview schedule was given to experts in the area of perception. These experts were asked to rate the different interview schedules if they were suitable for finding out the perspective of educationists towards adopting the specialist approach in teaching at primary school level. They rated the questions up to the total number of questions in each interview schedule. These ratings were used to establish the inter-rater reliability coefficient. The use of a voice recorder ensured that the researcher has verbatim record of all participants and this was meant to increase the validity and reliability of the research instrument. When using the video, attention was on the picture quality, sound and capacity. This helped to project if the video would be able to cover all the recordings intended. The quality of sound quality was also crucial when testing the voice recorder.

3.13 LIMITATIONS AND CHALLENGES OF THE STUDY

The researcher envisaged time to be one of the greatest limitations to the study. It would have been more appropriate to take video clips of teachers teaching various subjects at different dates. The researcher made sure that the atmosphere was as neutral as possible for example he visited the classes to be involved prior to the actual day of gathering data, for familiarization to ensure authenticity of discoveries during video recording. The fact that the researcher resides in another region far from the area where the research was carried out brought up challenges in terms of reaching participants on time. The researcher communicated frequently with participants and ensured that he left his place of residence on time so that he met with participants at least fifteen minutes before the actual time for collecting data.

3.14 ETHICAL ISSUES

Mushoriwa (2009) defines ethical considerations as rules of right conduct and practices in research. One is dealing with issues of what is right or wrong: proper or improper, good or bad. (Chiromo, 2009) alludes that research ethics are principles of right and wrong that guide researchers when conducting their research. Leedy and Ormrod (2005) accentuate that the use of human subjects in research is quite common and whenever human beings are focus of investigation, we must look closely at the ethical implications of what we are proposing to do. Most ethical issues in research fall into one of four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues (Creswell, 2007). For the study to be conducted, it was compulsory to obtain ethical clearance from the University of KwaZulu-Natal and for consent from the Ministry of Education and Training. The researcher obtained permission from the principals of the five schools involved in the research. There were

also consent forms for participants (teachers, college lecturers, inspectors of schools and director of education). The rights and welfare of the participants and the school will be protected. All parties were assured anonymity and confidentiality. Pseudonyms were used to protect the participants. Participants were told about the whole research well in advance and they were made aware that their participation was voluntary; hence, they would be free to withdraw from the study at any stage and for whatever reason (Cohen, Manion & Morrison, 2007). Some of those targeted, especially teachers, on first encounter were a bit cagey on the video clips that were to be taken, the researcher ensured them of confidentiality and anonymity. One teacher asked,

Are you not going to expose the video footage publicly during your presentations after the study? I hate appearing on videos.

The teacher was assured that none of such will happen as the video clips would be destroyed after the final presentation of dissertation. Learners were not recorded in the video clips as they were not targeted by the research. The teacher to be captured teaching had to explain to them earlier of the researchers' presence so they could be no disturbance on their part.

3.15 SUMMARY

In this chapter, the researcher discussed the research design of the study. The study employed the phenomenological research design which is a qualitative approach for data collection. This chapter also discussed why this design was appropriate for the study. The chapter discussed the sample population, which are nineteen participants (n=18) from different sectors in the Ministry of Education and Training. The chapter also highlighted the sample procedure, research instruments, and validity of research instrument, ethical issues, data collection procedure and data analysis procedure. The next chapter presents the findings of this study.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 INTRODUCTION

As stated in chapter one, the purpose of this study was to get the perspective of educationists in the adoption of a specialist approach in teaching at primary school level in Swaziland. This chapter therefore presents an analysis of data generated from teachers, university/college lecturers, officials from the National Curriculum Centre, primary school inspectors and officials from the Ministry of Education and Training in Swaziland. As mentioned in chapter three, the data was collected through interviews, video recordings and participant-observation.

Roberts (2004) advises that if a researcher is analyzing data (for example: interview transcripts and observations), there is need to take time to be thoroughly familiar with the data in order to make sense of what people said and to integrate what different respondents said. The research questions posed in chapter one enabled the researcher to understand and generate categories; themes and patterns pertinent to the study and responses to those questions are given in this section. Data were coded according to emerging themes and patterns.

4.1 TEACHERS PERSPECTIVES ON ADOPTING A SPECIALIST APPROACH AT PRIMARY SCHOOL LEVEL

4.1.1 Teacher's Reaction on Subject Specialist vis-à-vis the Generalist Approach in Teaching

When teachers were asked regarding the notion of subject specialist vis-à-vis the generalist approach in teaching, they felt they need to be given the opportunity to use the skills they learnt at college to teach the subject they specialized on. One teacher who specialized in Science and

Mathematics asserted that subject specialization helps the teacher to have a wider scope to the subject. They said;

It helps the teacher to share more than is in the curriculum material. It helps to broaden the teacher's understanding of the subject. When I teach the subject I specialized on I feel enthusiastic, it gets into my veins, but when I teach other subjects I teach without even understanding the subject matter,' concurred a consumer science specialist in a separate interview. (Interview excerpt).

This is exactly what was deliberated by Shulman (1984) that a strong argument for better subject knowledge and subject specialist teaching focuses on teacher in-depth understanding of the underlying concepts, principles and ways of thinking that underpin the subject in order to be effective teacher of that subject. When teachers specialize, chances are that they will be more effective in teaching a particular subject as they have acquired in-depth subject knowledge as well as the passion to get deep into latest pedagogies in teaching that particular subject, as curriculum is all about inventing and re-inventing it for effective implementation (Hughes, 1987).

On another note, a language specialist lobbied that a person is able to teach according to what he/she knows best, for example, she highlighted her strong negative attitude towards Mathematics;

When you assign me to teach a subject like Mathematics, you are definitely destroying the future of the learners because I will never give my best. (Interview excerpt).

What the above statement implies is that teachers naturally have a negative attitude towards some subjects they never specialized on; their assumption is that what I did not specialize on in is my weaker part. They also feel like there is no room for improvement in those subjects since they are not their area of specialization. This makes one to deduce that specialization at third level at college made these teachers to base their proficiency with the subject they specialized on. This means that the teacher training college curriculum makes one to feel he/she is a specialist in a certain field though the specialization might be at third year.

A languages specialist felt that specialization should start in the upper grades, like grade four. Another language specialist felt that generalization should be done only in grade one and two considering the fact that the curriculum content taught at this stage is not that much heavier. The Primary Survey (HMI, 1978) recorded ‘the best of both worlds,’ in that it emphasized both the benefits of subject-specialist teaching, particularly in the later years of primary education and those undifferentiated cross curriculum study. It registers;

The teacher can get to know the children well and be able to know their strengths and weaknesses; the one teacher concerned can readily adjust the daily programme to suit special circumstances; it is simpler for one teacher than a group of teachers to ensure that the previous parts of the curriculum are coordinated and also to reinforce work done in on part of the curriculum with work done in another (HMI, 1978: 41)

However, a science specialist in a rural school felt that specialization should start from the lower grades as indicated below;

It could be more effective if specialization is adopted from Grade one. This could be helpful to learners in the lower grades as they will be taught by specialists in languages.

In rural schools we are experiencing the challenges of literacy; children get to grade one being unable to read a word either in English or SiSwati. Language specialists will instill phonics to the learners at an early age. This will help learners not to encounter problems with spelling. They will be able to read with understanding and be able to pronounce words effectively. The same applies with a Mathematics specialist. There are special skills they learn on how to deal with different kinds of learners. (Interview excerpt).

A Science specialist teacher in an urban school pointed out that their school has already embraced the specialist approach from grade one. When he first came to the school there was a bit of specialization from grade five. This was really causing problems because the school is a triple stream (A, B, C). The learners could not link very well with the teacher who is a specialist in grade five. Stream A will be good only in Mathematics, stream B will be good only in English and stream C in another subject area and they will be very weak in other subjects. The specialist teachers in grade five had to work very hard to balance up with the subject which the learners are good at. They stated;

In 2014 we introduced specialization in grade four, 2015 grade three, 2016 grade two and grade one. It has been a cumbersome task because some teachers were now used to generalization. (Interview excerpt).

Generally the data above speaks to the point that change to specialist approach is eminent but one has to work with changing the perception of a generalist teacher into adopting the specialist approach to teaching. It also illuminates the fact that specialization can be adopted at primary school level as early as Grade 1.

4.2 COMFORT-ABILITY OF TEACHERS IN TEACHING ALL SUBJECTS DESPITE COLLEGE SPECIALIZATION

Most of the teachers interviewed voiced their discomfort in teaching all subjects because they were professionally trained as specialists. A science specialist teacher felt that it is not good to teach all subjects because at college, during third year, there were some special things that he learnt specifically for that area of specialization. He made an example of English where specialists would get deep into phonology and morphology which he heard the linguists bragging to have knowledge of. Sharpe (2001) agrees with this position and highlights three particular advantages of specialization in terms of language instruction: the production of language experts, the introduction of linguistic role models in schools and the correct teaching of intonation and pronunciation. However, the same teacher also hinted that though he is a scientist he has a soft spot for social studies as it is related to his hobbies. He added;

I am a scientist by specialization and passion but somehow Social Studies is also a part of me...it is related to my hobbies. I like historical things and general things which are in history and geography”. “...but I always have a challenge of breaking it down to the level of the learners at primary school level. (Interview excerpt).

This teacher also related that, a teacher can be good in a subject he/she has not specialized on. For example; he is the head of the Social Studies department in his school though he is a Science and Mathematics specialist by virtue of training. On the other hand, he is part of the Mathematics panel in the school. He concluded by stating that though he may be involved in Social Studies, he is a Science and Mathematics specialist as he has even furthered his studies in the same area of specialization. Elton (2005:132) alludes that “no teacher can perceive the process of education

beyond the limits of his mental culture.” It is imperative that a teacher has a broad and liberal education, sound knowledge of child psychology and be knowledgeable about social factors affecting a child that comes to school. He must continue to read widely and deeply to be able to up with the new developments. Moreover, he must be academically competent in the subject or subjects he teaches (Achunine, 2001).

Kantor (2007) found that teacher’s professionalism and years in service significantly relates with his success in curriculum implementation. A language specialist who also teaches Religious Education in her school in a densely populated city of Manzini expressed her comfortability when teaching English than Religious Education. She argued that adapting in teaching a subject out of specialization goes with time because during the first five years of her teaching career she would always feel uncomfortable to teach Religious Education. But now she has become used, maybe it could be that the syllabus has not changed. As for English, her area of specialization, even if the syllabus changes, she is always comfortable.

She explained;

During staffing teachers are not given the opportunity to choose the subjects to teach. You are just told by the headteacher what class to teach and even the subjects. In our school we have an advantage that it is a big school, therefore we are able to make arrangements with other teachers in the same level as we have a triple stream (ABC). This enables us to choose our area of interest. If the other teachers do not want to work with you, you will end up having problems. We once had a problem in a certain stream where all teachers were language teachers. This forced the teacher to teach all subjects in

her class. In that situation you end up compromising because you cannot teach all the subjects effectively. (Interview excerpt).

The above assertion should shed light to those who are responsible for the posting of teachers, the Teaching Service Commission in particular working hand in hand with heads of schools, to ensure proper deployment of teachers across the country. This will definitely ensure that the relevant skills are evenly distributed across all schools in the country. There should not be any biasness where you find that Mathematics and Science teachers are only found in accessible schools especially those in towns. These rare skills are also required in the remote areas of the kingdom for quality education across the country. Being a participant observer, it is worth noting that the most appropriate teachers, those with Primary Teachers Diploma (PTD) tend to shun the remote schools for urban or semi urban schools. This results to an influx of irrelevant teachers in the rural areas, teachers with Bachelor of Humanities, Animal Science, Bachelor of Laws and so on. This makes one to wonder the type of product will be produced in our primary schools, especially in the most remote schools of the kingdom.

On another note, a languages teacher in an urban school stated that she normally asks another teacher to come and teach on her behalf subjects she never specialized on.

These days because I am teaching about map reading in Social Studies, grade seven, I usually ask another teacher who is teaching grade five to come and teach for me and I will go and teach his class. This is a way of augmenting for him in his language class, as he is a Social Studies specialist. The Grade 5 class would benefit a lot as I will come with a lot of precision, being a language specialist myself. There are some parts in Social Studies which I feel I am really good at, things to do with the political aspect of the

syllabus. I am not comfortable in taking up everything in the subject; graphical skills really make me feel uncomfortable. (Interview excerpt).

This assertion supports what was deliberated on by the House of Commons Select Committee (England), (1986: para 14.76). In their argument on subject specialism, they stated that it is unreasonable to expect one teacher to cope unsupported with the depth and the width of modern curriculum. Research by Bennet and Carre (1993) clearly reveals that teachers cannot teach well that which they do not know themselves. With help if necessary, without help if not, all teachers should be competent to that which they teach (Thornton, 1995). If they are not, or cannot reasonably become competent then others must teach for them that which they are not competent to teach. Anything less is unfair for the pupils (HMI, 1997, Better Schools, 1995).

A Consumer Science teacher highlighted clearly that she teaches the other subjects out of the area of specialization just to get money. She noted;

I accepted to teach all the subjects because it was the terms of employment with the employer. (Interview excerpt).

Another Consumer Science teacher also voiced out that she was uncomfortable when teaching the subject she did not specialize on. She is only comfortable when teaching her area of specialization. She argued that she is teaching SiSwati because she has a few number of periods in Consumer Science.

On the basis of the above, a conclusion can be drawn that most teachers at primary school level are not comfortable in teaching subjects out of specialization. They are just doing it to honor the contract they signed with the employer (government).

4.3 TEACHERS PREFER SPECIALIZATION OVER THE GENERALIST APPROACH

All the participants revealed how uncomfortable they felt when assigned to teach all subjects during their first days as teachers. One Science and Mathematics specialist shared that some of the subjects that you are expected to teach at primary school level were also a problem to you as a teacher even during your school days and now you are standing before your class to deliver and because of the system you don't have a choice, you ought to teach. They lamented;

Fortunately enough I was able to voice it out during a staff meeting. My fellow colleagues understood and that's when I was given the leeway to choose the subjects to teach. (Interview excerpt).

Duroijaye (1986) stated that the major task of a teacher is to guide the learners to acquire the knowledge he has acquired to train his pupils in social, technical and academic skills and to guide the learning process which he has passed through himself. Ifiok (2005) observed that lack of subject based-qualified teachers hampers curriculum implementation in most primary schools.

A language specialist revealed that in her case it was much better during her first years of teaching because she was assigned to teach grade one. She shared that;

It was better because the content is understandable but had a problem of breaking it down to the level of the learners in other subjects. I could understand the content but had a problem of passing on the necessary skills to the learners. When you have specialized

you are able to simplify whatever is in front of you to the level of the learners. (Interview excerpt).

Other two science specialists interviewed expressed their disappointment with regards to teaching a subject out of their specialization. However, in what could be regarded as serendipitous, one of them revealed that he ended up falling in love with one of the subjects he felt forced to teach. They said;

I ended up falling in love with teaching Social Studies in a way that when advancing my studies for the Bachelor of Education programme I chose social studies because I just developed interest on the subject. I was forced to take Social Studies because the other fields would have been a menace to me. (Interview excerpt).

A Social Studies specialist shared that his attitude towards generalization was negative during his first years as a primary school teacher.

I had an overload because I had to read a lot especially in those subjects I did not specialize on. There was need for a thorough preparation before I go to class to gather more information on the topic at hand. (interview excerpt).

A Consumer Science specialist expressed how bad and lost she felt when ordered to teach all subjects.

I didn't know what I was really doing. I became comfortable with some, but even to date I cannot teach some of the subjects like Mathematics. (Interview excerpt).

A language specialist teacher expressed how cumbersome it was to teach any subject disregarding specialization. They said sadly;

If only we had specialized from the word go, there would have been more precision, accuracy and confidence. The work load burdened me because I am still human. It is really tiring to fake everything. Halfling the subjects by taking those you are comfortable with and those you specialized on reduces the workload. (Interview excerpt).

The above data relays the message that tertiary institutions should consider specializing from first year to ensure precision in teaching and learning at primary school level in Swaziland. There should also be considerations made by head teachers working hand in hand with the Teaching Service Commission in ensuring that teachers are posted according to their area of specialization. Head teachers should also consider those areas whereby teachers are comfortable to teach to ensure quality teaching and learning in our primary schools.

4.4 LEARNER'S PERFORMANCE VERSUS SPECIALIZATION AND NON-SUBJECT SPECIALIZATION TEACHING

OFSTED confirmed previous HMI reports that poor teaching is associated with weak pedagogical skills, teaching to average ability levels/non-differentiation of work, low expectations of pupils and teachers lack of subject knowledge and understanding with weak pedagogical skills cited as the main reason for unsatisfactory or poor pupil performance (OFSTED, 1997: Paragraph 12). The data collected reveals that performance of teachers on the subject they specialized on is much better than that which they did not specialize on. One informant relayed;

When you teach a subject from your heart you tend to impart that to the learners that will increase their level of understanding. If you teach Science from the specialist perspective, you are more likely to produce scientists...But in the subject you did not specialize on

there would be gaps when you are teaching. Sometimes you realize the following day that “I missed this part”. Even the children, their faces can tell you that the teacher is not well versed in the subject. This ends up developing negative attitude to the subject. (Interview excerpt).

According to data collected, when you are a specialist in a certain area you tend to rub off the skills and the love of that subject to the learners. One languages teacher commented that she was visited by her deputy that morning and was overwhelmed by the manner her learners are answering the questions, “My deputy remarked that my English lesson is just phenomenal”. This could be attributed to the fact that she is a specialist in that area.

Another languages teacher also remarked that in the other subjects she did not specialize on it all depends on the learner’s ability. She also added that she does the teaching knowing very well deep in her heart that she has not done justice to the learner. She noted embarrassingly;

Sometimes they correct me in that subject, being an adult I will tell them that it is their duty to go and research. (Interview excerpt).

OFSTED (1997: paragraph 3: 26), “The quality of teaching of subject-specialists is almost always better than that of non-specialists. In virtually all lessons where high standards are achieved, teachers have sound or good knowledge of the subject they are actually teaching.” A Science specialist who has been exposed into marking an Agriculture external examination paper revealed that his level of content knowledge was exposed during the marking. He was really uncomfortable even when marking because it was not his area of specialization. However, when marking Science external examination the following year, he was so comfortable in a way that he

was amongst those taking a lead in contributing to the rest of the marking team on how answers should be framed.

On another note, data generated from a teacher who has a year in the teaching service depicts that it is really difficult to tell if learners are performing in your area of specialization because of the learners' attitude towards the subject. Odogwu (2000) alluded that the foundation laid for mathematics at primary should be strong and firm. However, it has been observed that mathematics is ranked high among subjects that are poorly handled by teachers and greatly dreaded by pupils. He emphasized that the status of mathematics in primary schools determines largely its status in the secondary school. This in turn determines the success or failure of it in the University. He narrated;

Learners think Mathematics is a difficult subject. But I can see some improvement each time I am giving them a test. In the other subject (Social Studies) which is out of my specialization at college, I find learners doing quite well. (Interview excerpt).

The revelation from the data summarily points to the fact that specialists are achievement oriented. The fact that the Mathematics specialist teacher could feel that his learners are not doing well in this area makes one to realize the attitude specialist teachers have towards their area of specialization. They are self-driven to achieve; anything less is disappointing to them.

4.5 TEACHERS ADVICE TO THE MINISTRY OF EDUCATION WITH REGARDS TO SPECIALIZATION

When asked about advice they could give the Ministry of Education with regards to specialization, the teachers at primary school level felt that there is urgent need to adopt that which is done by high schools. Specialization will strengthen the teacher's abilities and the teacher will be able to go for the knowledge he got at tertiary level. Allowance may be given for those subjects that the teacher is passionate with even though he did not specialize on them. Another data gathered supported departmentalization at primary school level as stated below;

Let primary schools have the heads of department, so that when the staffing is done the headteacher will sit down with the heads of department and the heads of department would have consulted teachers in their departments before finalizing the staffing with the headteacher. This will enable teachers to be staffed according to their areas of specialization. (Interview excerpt).

Williams (2009) suggested that primary schools would emulate the practice of high schools, forming curriculum departments with specialist teachers, whereby the specialist teacher would hone their knowledge by teaching across year levels and by delivering the same lessons to numerous classes within the same year level.

Teaching learners subjects one is much comfortable helps in sharpening skills in that area. It will also help these teachers to bring good results as well as passion drives them in their specialization. The data continues to delineate that teachers used in grade four to grade seven should be posted with respect to their area of specialization. Emmanue and Ambe (2014) make a case that due to lack of teachers in some subject areas, any teacher could be assigned to teach

any subject at any time and at the principals' discretion. This makes one to wonder if this short cut to teaching has any positive effect in the curriculum overall process (Emmanue and Ambe, 2014). One informant added;

There should be proper allocation of teachers. Head teachers should also be sensitized about this. Even when they are recruiting in colleges and universities, there should be a proper communication from all primary schools in the country with the tertiary institution with regards to vacant posts in schools, considering specialization. You find that there are fields of specialization that are already saturated [languages specialist] (Interview excerpt).

Another science specialist interviewed also said;

We are living in a world that is changing so fast. We cannot hold on to orthodox practices, we need to be innovative as a country and try new things. Specialization should be introduced at college level and teachers be posted according to their specialization. We need to produce a product that is well evolved, not lacking in any area of our primary school curriculum. The fact that in other schools you only find languages and social studies teachers, the product of those primary schools will fall short of numeracy and scientific skills. (Interview excerpt).

The bottom-line factor on the basis of the above findings is that there is need for curriculum change in our education system. There should be no compromises with regards to the posting of teachers. Teachers should not be posted on the basis that they seek employment but according to the ultimate success of our primary education system. That will be achieved by adopting an

approach that is motivated by self-interest, not financial benefits as is the status quo in our primary schools in Swaziland.

4.6 UNIVERSITY AND COLLEGE LECTURERS' VIEWS ON SPECIALIZATION

4.6.1 Specialization Motivates Teachers and Yields Quality in Teaching

Sobel (2006) accentuates that Smith's *invisible hand* is very significant if we are to understand specialization for economic growth. The key insight at work in Smith's theory is that a free market aligns the incentives of a self-interested individual with the objectives of society. Specifically, anyone who earns money from his/her labor can do so only by offering a good service valued to someone else. To the extent the individual wishes to earn the highest possible wage, therefore increasing his or her standard of living, he/she will be nominated to pursue that activity most highly valued by those around him. It is the pursuit of highly-valued activities which create the most wealth for society. The implication is that a specialist teacher is intrinsically motivated to do well in his area of specialization (self-interest). He/she realizes that excelling in his area of specialization will bring forth recognition and promotion which are a form of wages. An oft-quoted passage in *Wealth of Nations* reads, "It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but to their regard to their own interest...he intends only his own gain, and he is in this, as many other cases led by an invisible hand to promote an end which was no part of his intention," (Smith [1776] 1994, I.15, IV, 485). The invisible hand succeeds at aligning individuals incentives with societal prosperity. School managers that adopt specialization in their institutions will feel they have made their staff more comfortable with working while meeting societal needs as there will be quality education in our country.

Data gathered from university lecturers reveals that human beings have different tastes in terms of what they like. There are things that we like and those that we do not like. The data continues to reveal that they have never heard of a teacher that is good at teaching all subjects. This is the reason why they make choices at tertiary institutions. Subject specialization brings quality production. One performs well in what he/she knows best (Smith, 1723-1790). A university lecturer who has more than twenty years in her field as a lecturer argued that;

Comparatively, a teacher who has specialized will perform well as compared to the teacher who has not specialized. For a teacher who has not specialized in a subject there will always be some hiccups less he/she becomes determined. They will work very hard to reach the level of a specialist. (Interview excerpt).

On another note, they felt that infant teachers, that is grade one to grade three, should be trained on their own. There should be no specialization for infant teachers. They should be taught to stick to one class for the rest of the day. Infants need to get used to the learning environment at school where there are so many subjects. It can confuse infants to have more than one teacher since they are still trying to adapt to the learning system. One lecturer noted that specialization can be suitable for the higher grades. This could be preparation for high school because there is only specialization at high school.

According to the data gathered, university students specialize from the first year of their Bachelor of Education programme. This makes one doubt if they will fit well (be comfortable) in the generalist approach at primary schools in Swaziland, especially the lower grades which is mostly based on generalization. A case was made that;

What they are practicing at other tertiary institutions (student teachers learning all the subjects and then specializing at third year) is much suitable for the generalist approach which could be a focus on the lower grades. In order for a teacher to have strength in a particular subject, then we need to consider the specialist approach. The contract that is signed compels teachers to teach all subjects. This does not favour specialization. (Interview excerpt).

When probed why the university makes students specialize from first year of the Bachelor of Education programme, a lecturer highlighted that one year is not enough for a fully-fledged specialist. She argued that prospective teachers need to be well acquainted with the relevant teaching approaches to the subject they are specializing on. However, another university lecturer felt ‘specialist’ is an improper term to use for someone who has specialized only at third year. He classified specializing at third year as partial specialization. He argued;

Using my observation from teaching practice (7 years of experience), subject specialization is needed but partially. The primary school content is simplified, it may not require specialization. It can easily be adapted by someone who has graduated for Primary Teachers Diploma (PTD). It is simplified to meet the needs that are prevailing at primary school level. It would be so restricting to have specialization starting from first year. We do not need that because it will lead to redundancy where we have somebody who is on the streets saying, “...well I did Social Studies but there is no job, because that area is overloaded, so I am still looking for a post”. (Interview excerpt).

The PTD students produced by the tertiary institutions are much suitable for primary level as they are the over-all handlers of the primary school curriculum material. Considering the school curriculum, it is simple enough to be handled by any of those. The lecturer added;

I have observed a specific case in one of the schools in the Manzini region. There is a teacher by the name of Okonkwo (pseudonym), he did not specialize in Science but he just had the passion for sciences and he is teaching them effectively. He just decided when he started working that he will specialize in Sciences. (Interview excerpt).

He further argued that the science specialists he is teaching at the tertiary institution seem not to be passionate enough. He was teaching them about the theories of learning: constructivism, cognitivism and behaviorism. When given a task to prepare a lesson plan reflecting on what they have been taught, they asked why they were still being taught such content at third year since they have already done teaching practice. They said they were ready to teach science. They are going to teach it just like the others...“...we don’t care”. (Interview excerpt).

Deducing from the above assertion one could easily tell that the generalist approach is a bit confusing even when teaching tertiary students. These prospective teachers felt they had done enough on methodology, therefore it was useless to be taught how to prepare. This illuminates the need to revise the tertiary curriculum to benefit these prospective teachers. It sounds as though they are being bored by the generalist approach to training teachers. Being trained to teach so many subjects seemed so monotonous in a way that they ended up venting their frustration to their lecturer and supervisor. As a participant observer, one can allude to the fact that attempting all these subjects at college when doing Primary Teachers Diploma somehow causes frustration to prospective teachers. As a prospective teacher, knowing very well that you

are passionate with Social Studies, it is really agitating and agonizing to be bottled up to a traditional approach that dictates to you the terms of operation in the curriculum. The data further highlights that subject specialization can be good at higher level. It suggested that upper primary schools should adopt specialization. One lecturer observed;

Maybe the passion for the subject for the specialist teachers would be enhanced if they specialized at first year. Lecturers are also feeling discouraged teaching students at tertiary level. The fact that student teachers are only allowed to specialize during their final year does not make them true specialists. Maybe if they can specialize at first year, maybe there could be better results. (Interview excerpt).

On another note, the data reveals that college lecturers feel that the Ministry of Labour and Security, Ministry of Public Service and that of Economic Planning and Development are key to whether there could be specialization or not at primary level. These are Ministries responsible for regulating the civil service sector, they might say "...we don't want a situation where there will be floating primary school teachers".

A Social Studies lecturer felt that generalization is best for government because she is always economizing. This means that our government is considered to be more concerned on how much they are saving money than ensuring a good service to the masses. She further said that government will always ensure that they engage one teacher to teach all subjects for economic purposes. According to economic performance report from the Ministry of Economic Planning and Development (2009) Swaziland is working hard to reduce the civil service as per advice from the International Monetary Fund (IMF) to ensure economic growth of the country. Swaziland had been contemplating on implementing an Economic Recovery Programme by

implementing the Public Service Bill which will right-size the civil service and control the creation of new positions, implement Enhanced Voluntary Early Retirement Scheme (EVERS).

One of the lecturers alluded that their institution, being a private one, has discussed the issue of specialization and felt that the logistics and issue of time table would work against them. They wanted to specialize at second year. If they wanted to specialize from first year, they had to get green light from government. Specialization would need a lot of infrastructural infusion. There will be need for construction of more lecture theatres to accommodate the different disciplines.

The general observation from the above data is that some institutions that train teachers see the need for specialization but they still do not have suitable infrastructure that will accommodate such innovations. There is also fear that change will come with more work in tertiary institutions. Observation further depicts that some of the innovations, like the adoption of the specialist approach at primary school level all depends on government's stand point. There could be no inception of new innovations if the government could not see the need.

4.7 PEDAGOGICAL IMPLICATIONS: SPECIALIZATION VERSUS GENERALIZATION

Data obtained from university lecturers with regards to pedagogical issues is that they only concentrate on the principles of teaching rather than content knowledge during teaching practice. What this means is that during teaching practice teacher training college supervisors will award marks according to delivery of lesson topic. For example, they will look at whether the teacher taught according to objectives; learner and teach interaction; use of relevant teaching methods; use of teaching aids where necessary. She said;

We do not consider how much knowledge the teacher has in the particular subject.

(Interview excerpt).

The lecturer further observed that some people are talented in delivering lessons. They can use teaching learning aids and methods that will in the end yield learning. Student teachers can teach without learning and can also teach while learning. As student teachers learn while teaching, they may be assured that learners have also learnt. Effective teaching also depends on the determination of the teacher. Some teachers can prepare thoroughly (research) for an effective lesson presentation. So the argument is that it does not depend only on the fact that someone is a specialist or not. The educator noted that some specialists can be surpassed by those who are non-specialists due to determination.

Data obtained from another tertiary institution on the same point reveals that a specialist and a non-specialist can display the same teaching prowess. In fact, it is contested that sometimes the non-specialist can be better in a subject they did not specialize in. A lecturer argued;

Maybe there could be a significant difference between the two if they could be made to specialize from first year. Specialization could help shape them better. Specialization can provoke the intellectual rigor that you will expect of a student. The heart, the values and attitudes towards the subject could be cultivated well if we can specialize from first year at college. (Interview excerpt).

From another dimension, observations by one social studies lecturer differ a little bit;

As a social studies lecturer for over fifteen years, I have seen student teachers who have specialized in social studies doing very well during teaching practice because they do what they like best. When you are a specialist you don't have hiccups. You specialize

because you like that subject. When you do something out of choice you tend to love what you do.

Summarily, a case could be made on the basis of the above that specialization does enhance teacher's proficiency in delivering a subject matter. There is a close connection between specialization and interest. The inspectorate also highlighted some valuable points with regards to pedagogical implications. They alluded that learners will benefit significantly with specialization at primary school level. A teacher who is a specialist will go beyond the general information on the subject and delve more on content issues from an informed professional position.

On another note, the inspectorate revealed that specialization has worked well in schools that are practicing it. Teachers are empowered which in turn yields good results. They added;

There is a very good English teacher around the city, she is an English specialist and produces good results in her school. The inspectorate office has asked her to go and help other schools in the region. The lady has opened doors for all teachers who want help with regards to English language. The inspectorate ended up forming a team of English specialists (those they have found to be good in English) and those teachers were utilized in a workshop that has been called recently for all English teachers at primary level. However, it has not been written down that primary schools must specialize. (Interview excerpt)

4.8 IMPACT OF GENERALIZATION

Generalization is a bit problematic in single stream schools where you find that one teacher will teach all subjects. If the teacher is not good in all the subjects it will have a negative impact on the learners. The teacher may also not be well acquainted with ways of teaching. An inspector of schools argued that;

This could be detrimental to the learners if the teacher is underperforming in all the subjects. Sometimes you may find that the learners have an attitude towards the teacher. If he/she teaches all the subjects, the results could be catastrophic. Learners will hate learning. But if another teacher will come for another subject in the same grade that will balance up the negative situation (Interview excerpt).

From the excerpt above, it becomes clear that even those in the inspectorate position in primary schools in Swaziland do not believe in the traditional generalist approach of teaching for effective teaching in our primary schools. Ifiok (2005) opined that a lack of required background and orientation relevant to curriculum, on the part of the teacher, leads to poor attitudes towards the implementation of a new curriculum, no matter how expertly the pages of the curriculum were designed and put together.

When the inspectors were asked to elaborate with regards to the lower grades they felt specialization cannot be good enough for learners in Grade one and two because of their cognitive level. One of the inspectors argued;

Changing teachers could be a bit confusing to them. We always advise head teachers that they should deploy the best teachers in grade one and two to lay a good foundation in

primary schools. If the grade one teacher is not good he/she will set a very poor base for the learners (Interview excerpt).

4.9 TEACHERS' ATTITUDE TOWARDS SPECIALIZATION

One university lecturer felt that student teachers do not care whether they are specializing or not. They are motivated to specialize on a particular subject because it is marketable. There is no passion at all. For example, in the case of other colleges like Ngwane College, people who have specialized in Consumer Science and Agriculture cannot be able to further their studies due to their field of specialization. This could prompt most of these learners who enroll in these institutions to decide to specialize in the other fields like social studies, languages, and sciences because they know there is a B. Ed programme for such subjects if they want to further their studies. The lecturer stated; "What I specialize on now may take me further". What this means is that teachers always consider the job market before choosing their area of specialization. The issue of having no B. Ed programme for Consumer Science and Agriculture is raising eyebrows as to whether those who are framing the curriculum do have the interest of quality education in the kingdom of Swaziland.

Another university lecturer felt that if we need to deduce attitudes of student teachers towards specialization we need to ask them. He commented that the effect of non-specialization is not promising. It is negative, looking at partial specialization done at third year; better attitude can come if they may specialize at first year. The most crucial component in subject specialization is the lecturers. They should love it and adopt it, they should be willing to dig deeper. There is lack of motivation at primary because of the generalist approach. The lecturer said that he was asked to teach all subjects at a private school and that demoralized him a lot. Fromyhr (1995) reported

that specialist teachers show greater enthusiasm. From another view point, a lecturer charged that those who specialize are even soaring higher in their field of specialization especially those in the social studies whose general feeling is that it is good to specialize. Fennema and Franke (2006) in their study of the effects of teachers' behavior and achievement found that highly qualified teachers (specialists) follow good approaches in teaching and that students taught by this grade of teachers have greater academic performance because of positive attitude of the teachers. They present their materials in an interesting way that gives students a feeling of understanding and mastery of subject.

4.10 THE INSPECTORATE'S VIEWS ON SPECIALIZATION AT PRIMARY SCHOOL

Data from the inspectorate reveals that in a general sense, specialization occurs at primary schools in Swaziland although it has not been pronounced at an official level. When asked about the existence of specialization at primary school, an Inspector reacted;

I have seen this in some schools whereby a teacher who is a specialist in Mathematics would teach his specialist subject from grade five to grade seven depending on the school quota. Such schools are performing very well. Specialization is good but it depends on the head teacher, if he is able to encourage his/her teachers to select subjects according to their area of specialization even according to passion. It is worth noting that some head teachers have not been trained on specialization. They enrolled at college when there was no specialization, so they do not see the importance of the whole thing. (Interview excerpt).

House (2003) reveals that the type of teacher education, teachers' attitude and approach to work, which is determined by the motivation from their employers, are key to effective teaching and teachers' self-efficacy towards teaching. The Teaching Service Commission (TSC), responsible for the employment of teachers has a role to play in this area as well as heads of schools, which are immediate supervisors. The motivation could come through the acknowledgement of the specialist approach to teaching at primary school level.

According to McMaugh and Coutts (2016) specialization has its advantages (p.86); first the teachers tend to like it because it gives them the opportunity to concentrate on that which they are most capable of, instead of being 'jack of all trades'. The inspectorate conceded that specialization should be adopted at primary school level. They added that there is no teacher who is a master of all the disciplines. When the teacher is at school, he/she is supposed to teach according to specialization. He added;

Learners will benefit to the maximum. The teacher who is a specialist will go beyond the general information on the subject. He will bring in information that is research based.
(Interview excerpt).

Sharpe (2001) highlights three particular advantages of specialization in terms of language instruction: the production of language experts, the introduction of linguistic role models in schools and correct teaching of intonation and pronunciation. Another inspector of schools viewed that teachers will be equipped specifically for those subjects they specialized on should they be allowed to specialize at primary school level. For example, a language teacher will be equipped with an approach that will enhance the way she conducts his/her lessons. She added that;

The people who are supposed to in-service these teachers will be able to in-service them specifically for those subjects. Any innovation that comes will be specifically directed to that field. (Interview excerpt).

The underlining factor is that there is a great need for experts at primary school level. There is a great need for teachers who will cultivate the love for the different disciplines. Learners, after finishing school, should give credit to the primary teacher who nurtured them into being good in spoken English in terms of pronunciation; a primary school teacher who planted the love for Mathematics, critical thinking in subjects like Science; love for nature, civics and history in subjects like Social Studies.

She further conceded that the issue of generalization is a disservice. During in-service training, one teacher undergoes training for languages in 2013, 2014 and 2015 and all of a sudden the same teacher who has grown in this particular field will change to teach Mathematics. This will lead to demoralization on the side of the teacher and also all the knowledge he/she has acquired over the years through infusion will be wasted in the drain. There is also no sense of achievement to those who organize these workshops for teachers because there is no continuity.

The data from the inspectorate reveals clearly that they are rallying behind specialization at primary school level. They deliberated the fact that they are the ones who came up with the issue of subject panels in schools. Generalization will always cause confusion, for example, approaches in languages and those of mathematics have discrepancies thus expecting a teacher to teach these two subjects will always cause problems.

The data further states that it is not every person who can teach a child. It is this generalist approach that causes anyone regardless of their training to teach at primary school level. This creates the assumption that the primary school curriculum is not well framed (it is a confused curriculum). This is a way of devaluing the primary school curriculum.

4.11 FINDINGS FROM THE NATIONAL CURRICULUM CENTRE (NCC): SPECIALIZATION VERSUS GENERALIST APPROACH

According to the data from the National Curriculum Centre, it will be better for a teacher to teach according to their area of specialization as they are doing in secondary schools. There is need for Pedagogical Content Knowledge (PCK) for a teacher to understand the pedagogy to use; the teacher must first understand the content. If you are a specialist you are able to understand the strategies that you are going to use better than a non-specialist. If you are a science specialist you understand that the nature of science is practical. You know that you cannot teach any lesson for science without the practical aspect. A curriculum specialist hinted;

As an evaluator, I have worked with primary school teachers, when asked what they will always want to see change; they would always say they would like to teach according to their area of specialization. When asking them about difficulty in teaching a subject, they always base that on specialization. That makes a teacher develop an attitude towards that subject. If the teacher has developed that attitude, what do you expect him or her to say to the learners? Attitude just passes on spontaneously to the learners. As a teacher you impart attitude of the subject to your learners. Learners would want to pursue a field in science because of the attitude of the teacher who taught the subject at primary level. A siSwati adage says, '*Lugotjwa Lusemati*', which translates that if you need to develop

good values and attitude to a person that need to be done while they are still young.
(Interview excerpt).

The specialist approach would plant a positive attitude to the different subjects taught in primary schools. A positive attitude will enable the country to have adequate specialists in different fields. The data reveals that if one is a specialist, they are likely to know the terminology to be used when teaching and that will enhance performance. In the case of generalization, if it were possible to get an all-rounder teacher, who would enable the learners to see the knowledge as a whole. This implies that if the primary school teachers were equally good in every subject they are teaching at school, then there will be no need for the specialist approach. The curriculum specialist echoed;

The problem we may have with specialization is that learners may see knowledge as different compartments, for example, if they learnt HIV in science, learners may not relate that it is still the same HIV they are learning in Social Studies.

You find that you ask a question in Science, they get it right and then another teacher asks the same question in another subject, they fail to answer because they would think it's a different subject. They are not seeing knowledge in an integrated manner but if it were the same teacher, they could easily relate. (Interview excerpt).

With the above excerpt the notion is that the generalist approach enables integration in the curriculum. The generalist approach regards knowledge as a whole than different compartments. The data also revealed that there is a curriculum reform coming which will make sure that learners see knowledge as a whole. The curriculum specialist also added;

There is a new curriculum coming for grade one which will merge general science and social science. The National Curriculum Centre will make sure that they get the right teachers to teach the combined subject. Even in the curriculum development of the subject there is need for a curriculum developer who will merge the two subjects (social studies and science). NCC is working hand in hand with teacher training colleges. (Interview excerpt).

The above assertion puts it clearly that there is still need for a bit of generalization in primary schools especially in the lower grades (HMI report, 1997, Better Schools, 1995). What this means therefore is that if specialization could be adopted at primary school level there will still be a need for the class teacher system in Grade one to Grade three considering the cognitive development of the learners at that stage.

The data from the National Curriculum Centre reveals that specialization has been discussed with institutions but in the Ministry of Education and Training they see this as a need for more resources. For example, the Ministry sees it as beneficial but will always consider the cost. The recommendations were that specialization be practiced at the higher grades because exchanging teachers at lower grades can be more problematic in that there has to be changes in the training of teachers for the primary teachers' diploma. Instead of prospective teachers specializing at third year, they will have to specialize at first year. There was also the need to increase intake in colleges and that will cause government to run out of financial resources to cater for these large numbers of student teachers.

One can therefore conclude that specialization at primary school is quite a viable undertaking but the issue of finances is one that has caused developing countries like Swaziland to stick to the generalist approach to teaching. This compromises the quality of our education system.

4.12 THE DIRECTOR OF EDUCATION'S VIEWS ON SPECIALIZATION

Data gathered reveals that the Ministry of Education and Training has no control over the posting of teachers. The posting of teachers is controlled by the Ministry of Public Service. The policy of the Ministry of Education and training for primary school teachers is that you allocate a teacher to a class or grade level. Primary school teachers are trained to teach all subjects (NECORM, 1988). It is a government policy which has financial implications and government feels that primary school teachers are well equipped to teach at primary school level because they are trained to teach all subjects. While at secondary level they are trained only to teach the subjects they have been trained to teach at secondary level. The Director shared;

The Ministry of Education and Training is adhering to that policy (primary school teachers teach all subjects) and it hasn't changed yet. Changing to specialization at primary school level has a big financial implication. This means there are more teachers that need to be employed to teach at primary school level. Swaziland has about 600 primary schools which are more in number than secondary schools. (Interview excerpt).

The data further reveals that there has been shortage of primary school teachers. At the present moment the Ministry of Education and Training has employed about four to five thousand contract teachers. It is not good for primary school learners because that is taken as a foundation. There is need for relevantly qualified teachers to teach at primary school level. Therefore the ministry has asked teacher training colleges to increase their intake. William Pitcher, one of the

teacher training colleges, has been asked to re-establish their intake of primary school teachers. There are also private colleges that are also training primary school teachers but still there is a great demand for these teachers. (Interview excerpt).

The data from the office of the Director of Education is mum on specialization versus generalization. She alluded to the fact that the office of the director is the one that regulates policies in the Ministry of Education and Training. Having that mandate makes the office to implement policies. The office would not delve on which approach is good between the two. Deducing from the interview with the director's office, they are in full support of the current system of generalization because of financial implications. That could be reason why she argued that:

Teachers can find the subjects they like within the generalist approach. When you are an adult you need to make a research on the job you want to take as your career path. Those who trained to be teachers made a choice that they wanted to be teachers so they should stop complaining of the system because they are already in it. If you do not want smoke; get out of the kitchen, stop complaining its hot here. (Interview excerpt).

4.13 THE DIRECTOR'S VIEWS ON TEACHING FROM A GENERALIST PERSPECTIVE

The data stipulates that primary school teachers are trained specifically for those subjects they eventually teach at school. For one to be a primary school teacher it means his/her level of performance in O'Level or GCSE was not up to the par, so that is why they end up in a certain level. An observation was made that when you enter a tertiary institution you enter an institution that has different approaches and skills that will make you the best teacher.

The data further states that there was a misconception about specialization. Specialization was not meant for teachers to use when they are posted but it is used to help a teacher who wants to further his or her studies (NERCOM, 1985). Third year in these tertiary institutions is for teaching practice and also for personal interest, when you want to further your studies not for work. There is no person who can specialize within a couple of weeks. The generalist approach depicts that you are a teacher for one class (group of learners). According to the data, generalists have passion. Most teachers took the profession due to financial benefits not that they loved the profession (job security). The Director observed;

Most people who are in teaching are people who did not get the right grades in form five.

A teacher can find the subject he/she enjoys within the generalist approach. The office of the director is not operating on feelings (Interview excerpt).

Alexander (1995), states that effective teaching or ‘good practice’ is riddled with value judgments and political assertions. What can be termed as ‘good practice’ in a country all depends on the priorities of the system of government that rules the country. From the light of the above interview with the office of the director of education it is clear that Swaziland is still holding on to the generalist approach. It is clear that this system of education is not by any means ready to embrace specialization. The data highlighted financial implications behind the approach used by the education system. This illuminates the fact that Swaziland is holding on to the generalist approach due to financial implications. This is exactly what was argued by some of the participants that generalization is beneficial to government, not to the masses of primary school teachers out there.

All the above assertions depict exactly what Emmanue and Ambe (2014) discovered in Nigeria regarding the issue of the shortage of teachers, where it turned out that any teacher could be assigned to teach any subject any time and at the principals' discretion. Emmanue and Ambe (2014) refer to this as short-cut to teaching and wonders if it will ensure effective teaching. This makes it so clear that the issue of generalization is a major concern all over the continent and globally; the question is that, is it really bearing quality results or we are only concerned with the fact that there should be a teacher in front of every learner in our classrooms.

The data from the director of education further states that primary school teaching is a matter of choice:

If you have a problem in teaching in this system, you better not join at all. Swaziland is not all about community service. No one is forced to join a profession. It is an individual's choice. If you choose primary teaching, you shouldn't complain just do your job (interview excerpt).

Summarily, the assertion above depicts a false connotation that there is nothing like passion when one is working as a teacher. Teachers are regarded as workers who have passion for money rather than work. It further states that primary school teachers in Swaziland need to accept the status quo in the system of education. This reveals that there is no room for innovations. According to the data the Ministry of Education and Training is only working towards ensuring that there is a properly qualified teacher in front of every group of learners in a class. The director accentuated;

The Ministry of Education is looking forward to a time where there will be enough primary school teachers; considering the increase in intake at Ngwane College; re-

establishment of William Pitcher primary programme; the emergence of private institutions that train primary school teachers (interview excerpt).

The underlining factor could be that those in the ultimate authority in our education system are only interested in seeing teachers adequately deployed in all schools in the country. There seems to be less care as to whether those teachers who have been employed will bring in quality in our education system.

Data from the inspectorate suggested that people who are supposed to be talking about specialization at primary should be people who have undergone primary teaching because they have the experience of being a primary school teacher. They shed the light that;

You cannot say a person should suffer because she failed to make a grade at form five. Are you saying in effect the person who is laying the foundation for our children is someone who has failed somewhere? Is that what we want to pass on to our children? We want our children to be high achievers. We want them to have a better future; hence we should be putting our best in the foundation phase. (interview excerpt).

The above assertion illuminates a strong debate between those who have experienced the phenomenon in question and those who are basing their points in terms of theory. Those who have experienced primary teaching tend to support the issue of specialization.

4.14 SPECIALIZATION VERSUS GENERALIST APPROACH: THE REALITY FROM THE VIDEO CAPTIONS

Data reveals that some of the teachers who also teach subjects they never specialized on would sometimes ask another teacher who is a specialist in a certain area to assist them on certain topics. That delayed the capturing of data as the researcher had to wait for the day the informants would be teaching the subject they did not specialize on. This on its own proves that teachers are not comfortable with the subjects they never specialized on.

There is need for competent teachers to teach the large numbers of learners in class. There is need for teachers who will have the passion to make thorough research on the latest trends of teaching that particular subject because they are specialists (Halas, Dixon, Wintrup and Janzen, 2005). The data captured in a rural school reveals that a non-specialist English teacher was struggling in teaching a subject she never specialized on. This teacher was caught teaching English in grade six a subject she never specialized on in her three years at college. The researcher's observation is that the teacher was struggling a little bit with phonics and she was a little bit restless as someone not quite sure if she was delivering the right stuff. However, when capturing a linguist specialist in another school the same morning, one could not help being drawn to the lesson and being captivated by the proficiency in language being exuded by the language specialist. The learners were so responsive to the questions posed to them. It made one to feel capturing more and more. This scene drew the researcher back to what one university lecturer commented with regards to specialization. She alluded to the fact that some teachers are just gifted but the gift in this instance was in the area of specialization. This makes one to have an impression that specialization does have an influence in the overall effectiveness of a lesson. Alade (2006) observes that the type of training a teacher receives is a major factor in determining

the quality of teachers' perception of the curriculum implementation and that his/her performance is a function of the background of education he/she had.

When teachers specialize, chances are that they will be more effective in teaching a particular subject as they have acquired in-depth subject knowledge as well as the passion to get into latest pedagogies in teaching that particular subject, as curriculum is all about inventing and re-inventing it for effective implementation (Hughes, 1987). In a lesson presentation captured from an urban school with over hundred learners in one class, it was so intriguing to see the command the teacher displayed over an English lesson. The learners were to discuss in groups and later come up with what they see on the pictures. The lesson went so smoothly with orderliness and one could credit that to specialization. When the same teacher was captured later for a social studies class it was another story, though she was good in expressing herself but she did not fare very well in getting into details of map reading. When having a discussion with her later she alluded to the fact that she always ask her colleague who is good in graphical skills to come on board to augment what she falls short of.

Wragg (1994) and Alexander (1992) note that there are unlikely to be clear cut answers to questions relating to teacher effectiveness, pupil outcomes and contrasting primary teacher roles of generalist or subject-specialist. Reflecting on data gathered through video captions a science specialist proved to be equally good even in social studies in terms of lesson presentation. The real feel of depth could be noted in mathematics which is his specialization. The teacher was presenting on adding mixed numbers with a unit fraction in his Grade 7 class. The specialist was able suffice all the methods that could lead to the correct answer, even the use of diagrams was so perfect. This could be attributed to his mathematics proficiency. Watching him teach social studies made one to feel that the teacher is equally good. This could support an assertion by one

of the university lectures who believed that subject specialism at primary could be more beneficial in the learners later years;.

Indicators for success of subject specialization might not be different at primary level because the exam is the same. The indicators can be seen at high school. There could be better form ones. Form ones who are rich in process skills: inference, observation, and predicting, measuring, formulating, classifying, interpretation of data, identifying and controlling variables. When they reach form five, if they are doing subjects like science, we would have better scientists because of their base. If this research was carried out ten years back, we would be having a lot of students going to engineering, actual science, etc; production of better science students at high school. (Interview excerpt).

A Consumer Science specialist proofed to be equally good in both specialist and non-specialist subject. During an interview she expressed her passion for Consumer Science which she said she became fond of while still at primary school. Some of the observations gathered while teaching a non-specialist subject were that the Consumer Science specialist struggled in writing the correct spelling of some siSwati words on the board though she was exuding confidence while presenting. This makes one be skeptical of the product that would be produced by such a teacher as she fails to get into the details of what the learners have to grasp; correct spellings and phonics which are a base to languages.

4.15 SUMMARY

There is need for Swaziland to reframe her education system with regards to innovations like adopting the specialist approach in teaching. Revelations from the above data illuminates the need for specialism in our primary schools. There is need for the Ministry of Education and

Training to work hand in hand with other stake holders like tertiary institutions, National Curriculum Centre as well as all primary school head teachers to ensure quality teaching and learning in our primary schools. As we are moving towards vision 2022, we are looking forward to a better product our school system. The product of the education system should be that which is holistically developed in all areas of the curriculum. Swaziland needs to produce better scientists, better social scientists, better engineers, better writers of English and Siswati books, better philosophers who will influence the present age. All this could be achieved through the perfection of our primary education system and specialization being the way to go.

This chapter presented data as gathered from the field. The next chapter will be on the Discussion and Recommendations.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents a summary of the study and also discusses the findings and draws conclusions from the data presented in chapter 4. It also addresses the implications of the research findings to education in Swaziland. The chapter further draws from the literature presented in chapter two and provides a discussion for the implications for action and recommendations for further research/study, which can ultimately contribute towards the improvement of policy issues in education and provide a platform for better understanding of the concept of specialization at primary school level. It is important to yet again stress the research objectives that guided the study:

- To get the perspective of educationists in the adoption of a specialist approach at primary school level.
- To find out how comfortable teachers are with the generalized teaching in primary schools.
- To examine the challenges encountered by teachers in teaching certain subjects which are not in the area of their specialization.
- To explore the extent to which teachers, college/university lecturers and other officials from the Ministry of Education agree with specialized teaching in primary schools.

5.1 SUMMARY OF THE STUDY

The dissertation is an investigation on the perspective of educationists in the adoption of a specialist approach in teaching at primary school level in Swaziland, focusing on the Manzini region. Swaziland made a great leap after independence in a verge to improve the education system especially on the part of training of teachers. After 1968, Swaziland's focus was on ensuring that the education provided in tertiary institution is in line with Swazi culture and the development agenda. There was little emphasis on the quality of the product of the education system. There were review commissions that were set up to improve tertiary education (NERCOM, 1985). The transition from LPC to PTC to PTD was a great move at post-independence. However, findings from the research imply that there is a need for a paradigm shift that will overhaul Swaziland's education system with regards to primary education. The shift should bring forth quality education at bay. There has been an influx of teachers who have done PTD which has some little bit of specialization and B. Ed primary where there is more emphasis on specialization. Swaziland needs to view this as a wake-up call to review the way teachers are being posted in our primary schools.

The study revealed that almost all the respondents are for the specialist approach to teaching. Those who are highly affected, primary school teachers, felt that if they are given another subject it should be that which they are passionate about. The research reveals that teachers are not comfortable with generalized teaching. Most of the teachers thought it could be better if generalization is only implemented from grade one to grade three. The inspectorate, the National Curriculum Centre as well as university lecturers shared the same sentiments. The European Commission (2007), stresses that feeling comfortable with the subject will promote effective and innovative teaching and learning. Out of the ten teachers interviewed with

regards to the extent of their comfortability in teaching subjects they never specialized on, eight out of ten teachers accentuated that they are not comfortable with the generalist approach to teaching. The study revealed that though the education system in Swaziland is still rallying behind the generalist approach at primary school level teachers are not embracing it. The fact that the study consisted of teachers who have been in the field for over ten years illuminates how the approach is unworkable for the primary education system in Swaziland. On the basis of video captions one cannot help in getting a clear picture of the morale of teachers in our primary schools. They seem not to do their work in habitual ways (Leinhardt and Greeno, 1986). It is remarkably below the standard which one would have envisaged considering that we are moving towards achieving the much talked about first world status, where the livelihood of all Swazi citizens is expected to be at a certain level that is appealing to anyone experiencing it. Most teachers in our primary schools are so much demoralized because of the terms of employment they found themselves in (Leinhardt and Greeno, 1986). They wish they could be specializing as per their training at tertiary. Some of them voiced out that for one to withstand such conditions there is need for one to be intrinsically motivated. The study revealed that even those who seemed to be comfortable with generalization their stance on the approach was partial. The partiality was based on that the teacher be given another subject out of specialization which he/she has passion for. A Mathematic specialist explained;

I feel subjects like Social Studies and R/E can be taught by anyone but as for Science, Mathematics, siSwati, Consumer Science and English there is a need for a specialist. (Interview excerpt).

On another note, a Grade 7 teacher expressed her uncomfortability even with Social Studies because she is a language specialist. She explained how she usually asks other teachers to come and teach for her and she will also go and teach for them in the area of their interest. Thornton (1995) argued that all teachers should be competent to teach that which they teach. If they are not or cannot reasonably become competent, then others must teach for them that which they are not competent to teach. Anything less is unfair for their pupils. This underlying factor depicts the fact that there is no teacher who is a jack of all trades, he/she may be good and dedicated as some university lecturers have said but he/she will always be lacking in a certain area thus the need for another teacher to come in who has a prowess in that area (McMaugh and Coutts, 2010). Drawing from the theoretical framework Plato (428-348 BC) argues that individual human beings are not self-sufficient; no one working alone can acquire all the genuine necessities of life. In order to resolve this difficulty, we gather together into communities for a mutual achievement of our common goals. This succeeds because we can work more efficiently if each of us specializes in the practice of a special craft: I make all the shoes; you grow all the vegetables; she does all the carpentry; etc. Thus Plato held that separation of functions and specialization of labor are key to the establishment of a worthwhile society (<http://www.amazon/The-Revolution-Ancient-Valley-Civilization-ebook/dp/BOOSWIAGQU>).

The study therefore reveals that our education system needs to ensure that the Ministry of Education, through the Teaching Service Commission (TSC) posts teachers in-line with their area of specialization. The Ministry of Education and Training needs to make sure that there is a proper line of communication between TSC and heads of schools to ensure that teachers who are posted into our primary schools fit according to the priority of the school in terms of specialization. This will consequently enhance the quality of our education system. House of

Commons Select Committee (England) 1986: paragraph 14.76) states that it is unreasonable to expect one teacher to cope unsupported with the depth and width of modern curriculum; which means that there is need for other teachers in each and every stream who will take over in other subject areas where the teacher feels uncomfortable, that is how specialization come on board.

5.2 PREFERENCE FOR GENERALIZATION IN THE LOWER GRADES

According to Hargreaves and Galton (2002) learners encounter a range of almost universal organizational changes as they transfer from primary to post-primary schooling. These changes are largely reflective of the different organizational and administrative context of primary and post-primary schools, their differing educational aims and philosophies, and their differing physical and social environments. Among the main adjustments to be made by learners are changes in physical environment and school size, the number of teachers and subjects, the structured time table and the way subjects are taught. These changes correspond with the move from child-centered primary school system to a post-primary school system characterized by teacher and subject differentiation. The move is from a generalist environment, in terms of both physical and classroom environment, the physical classroom environment and teacher background, into one with a more specialist subject focus (Ferguson and Fraser, 1999). Similarly, the long-term traditional separation of primary and post-primary was identified by Burke (1987) as being responsible for difficulties experienced by pupils in transferring from one level to the other. Burke argues that difficulties relate to new subjects taken by students, more structured time-tabling and having more teachers. Such changes would have been avoided earlier if all primary schools would have adopted the specialist approach at primary school level to match the organizational behavior of secondary schools.

When quizzed on the issue of generalization vis-à-vis specialization, almost all the informants rallied behind specialization in the higher grades. There was a view that an infant teacher, that is Grade One to Grade Three, should be trained on their own. The general consensus is that there should be no specialization for infant teachers. They should be taught to stick to one class for the rest of the day (Hargreaves and Galton, 2001). A university lecturer argued that;

Infants need to get used to the learning environment at school where there are so many subjects. It can confuse infants to have more than one teacher. They are still trying to adapt to the learning system. Specialization is suitable for the higher grades. This could be preparation for high school because there is only specialization at high school. (Interview excerpt).

The Primary Survey (HMI, 1978) recorded ‘the best of both worlds’, in that the benefits of subject-specialists teaching, particularly in the later years of primary education and those of undifferentiated cross-curriculum study. The survey explained that;

When a teacher is unable to deal satisfactorily with an important aspect of the curriculum, other ways of making this provision have to be found. If a teacher is only a little unsure, advice and guidance from a specialist, probably another member of staff may be enough. In other cases, more often with older children than younger children and much more often in junior than in infant schools, it may be necessary for the specialist teacher to teach either the whole class or a group of children for particular topics. In some cases, specialists may have to take full responsibility for teaching of a class or classes other than

their own in an area of curriculum such as music, where expertise is short; perhaps more subjects, in particular science, should be added to the list, at least for children. (p.42)

These nuggets point it so clear that there is need for specialized teaching at primary, especially in the later years of primary education, beginning from Grade Four to Grade Seven (Hargreaves and Galton, 2001). These levels require teachers who are knowledgeable with their work. It can be confusing to always bring a specialist teacher when a generalist teacher is encountering problems on a particular topic. This is a call for a more organized primary school system where a teacher will be gauged according to the expertise he/she possesses. One primary school inspector deliberated that if the Swaziland education system continues with generalization in primary schools, then there is a portrayal of the image that the primary school curriculum is not well framed, 'anyone can teach a child to read, write and do computations'. Kantor (2007) and Anyacho (2002) provided empirical perspectives to the topic as did Achunine (2001), Eliot, Kratochill, Cook and Travex (2000), House (2003) and Ifiok (2005) to the effect that highly qualified professionals tend to be more effective in the world of work as compared to their counterparts with low qualifications.

In a different angle, some of those interviewed felt that specialization should start in Grade One.

Recapping on chapter 4, an interviewed teacher shared;

It could be more effective if specialization is adopted from Grade One. This could be helpful to learners in the lower grades as they will be taught by specialists in languages. In rural areas we are experiencing the challenges of literacy; children get to grade one being unable to read a word in English or Siswati. Language specialists will instill

phonics to learners at an early age. This will help learners not to encounter problems with spelling and pronunciation during reading (interview except).

Sharpe (2001) agrees with this position and highlights three particular advantages of specialization in terms of language instruction: the production of language experts, the introduction of linguistic role models in the school and the correct teaching of intonation and pronunciation. On another note, an English specialist alluded that she was comfortable with all the subjects in Grade Two except for Mathematics. This should be a wakeup call that there is need for specialist even in the lower grades. Odogwu (2000) reported that primary school teachers have limited mathematical knowledge because they are not specialists. In that regard they prefer to devote their time and effort to other subjects. He continues to say that the foundation for Mathematics should be strong and firm. However, it has been observed that mathematics is ranked high among subjects that are poorly handled by teachers and greatly dreaded by pupils. He emphasized that the status of mathematics in primary school determines largely its status in the secondary school.

The National Curriculum Centre evaluator highlighted the siSwati adage '*lugotjwa lusemati*', which translates that you can mold a child to be whatever you want him/her to be while still in his/her tender age. This brings forth a strong case that the phenomenon called specialization can even be extended to lower grades. This is a situation whereby we can have Grade ones who are critical thinkers and problem solvers due to the fact that they are mentored by a specialist in Mathematics. Children only need guidance at school as early as Grade one, not someone who will act as their mother. Paulo Freire points it so clear that in democratic education the duty of a teacher is to give guidance in the learning environment (Reese, 2002). This notion is attested by John Dewey (1858-1952) who brings on board the issue of personality and aptitudes; a teacher

should be in the class to help the child discover his/her world, the child places of interest (<http://www.highbeam.com/DocPrint.aspx?DocId=1G2:3403200180>). It is only a specialist teacher (a teacher who is passionate with what he/she is teaching) who can be good enough to help a child stumble into his/her place of interest in such a wide curriculum. Durkheim (1858-1920) conceded that the role of school is preparing young people for society (Pretorious, 2005). Thus education at primary school level in Swaziland should be taken seriously if we are aiming for a quality product in our education system.

Some of the educationists interviewed attributed their love for certain subjects to the teacher who inculcated the love for the subject at a tender age. This becomes a matter of concern on the generalization aspect if it has not already done much harm to the product of our education system. The fact that generalization allows teachers to teach even those subjects they don't feel comfortable with reflects a pitfall with our education system. Our education system requires an overhaul. Green (1996) opined that the first step in educational reform is to improve the method of training teachers based on their various fields of specialization in order to produce well qualified teachers based on their various fields of specialization in order to produce well qualified teachers for efficient curriculum implementation.

5.3 THE ULTIMATE CALL FOR A SPECIALIZED TEACHING IN SWAZILAND PRIMARY SCHOOLS

The Kingdom of Swaziland has seen the achievement of one of the Millennium Development Goals (MDGs) in the year 2015, goal number 2, which is universal primary education (<http://www.org/millenniumgoals/education.html>). As we are celebrating this landmark achievement, we need to ask ourselves if what we are punching fists about is really beneficial to

the upcoming generation in terms of quality education. The government of Swaziland should view this as a challenge in terms of the quality of the product of our education system. This is the period where we need teachers who are proficient in their work. Since the burden of parents paying school fees has been lifted off them, there is a common tendency among parents of not committing themselves in the progress of their children in primary schools because they no longer feel the pinch of paying school fees (Dlamini, 2015). There is need for teachers who will be strategic when it comes to delivering the curriculum content; people who will go an extra mile to ensure that they deliver a rich curriculum content. OFSTED confirmed previous HMI reports that poor teaching is associated with weak pedagogical skills, teaching to average ability levels/non-differentiation of work, low expectations of pupils and teachers lack of subject knowledge and understanding, with weak pedagogical skills cited as the main reason for unsatisfactory or poor pupil performance (OFSTED, 1994: Paragraph 12). An inspector of schools alluded that specialization is working very well in those schools that have adopted it. Teachers are empowered with explicit skills in the area of specialization through growth in that area as they teach their area of specialization all over again, they are sharpened to be more proficient in that area which tends to ensure good results. In schools where specialization has been adopted there are subject panels, this creates order in schools other than fumbling around. The inspector of primary schools substantiated;

There is a very good English teacher around the city, who is good in English and she produces good results in her school. So the inspectors have asked her to go and help other schools in the region. The lady has opened doors for all teachers who want help with regards to English language. This has resulted in the formation of a team of specialist

teachers who are utilized during workshops to empower other teachers (Interview excerpt).

The inspector did highlight that this has not been written down in black and white as a policy in Swaziland that primary school teachers must specialize but this initiative by the inspectorate has really improved the standard of English in the Manzini region. This notion supports the call for specialization in Swaziland primary schools. There should be a proper chain of command in our primary schools, for example, if a teacher is transferred to another school the Ministry of Education and Training (TSC in particular) should have coordinated with the school principal that there is need for a teacher with a particular expertise. During the researcher's conversation with one of the teachers, they revealed how one of their friends was stressed by being given Science and Mathematics when she was transferred to another school though she has been teaching Social Studies (her area of specialization) in her former school for the past four years. Such actions kill the standard of our primary education because a teacher who has been to workshops for her area of specialization the past four years will have to forfeit her area of specialization because of the generalist system in primary school. An inspector of primary school lamented the persistent misuse of public funds through in-service training workshops as they are not beneficial if we continue with generalization. She argued;

If a teacher who has undergone in-service for several years is forced to take other subjects other than the ones she/he has been trained during workshops, demoralization chips in. This is also a waste of public funds organizing such workshops because at the end of it all the very teacher who has been empowered will be forced to take other subjects due to generalization (Interview excerpt).

This view proves beyond doubt that the generalist system that has been utilized for many years here in Swaziland has to be substituted with the most relevant and organized approach of specialization. The battles that the Ministry of Education has been fighting in ensuring quality education will soon be over. There will be no more week long in-service training workshops every year for those schools which did not make the grade in Swaziland Primary Certificate Examination (SPCE). There will be no situation whereby rural schools (the most affected by generalization) are trailing behind in terms of quality results whereas urban schools are soaring even higher because they have the best teachers and their administrators (head teachers) are able to forge specialization because of the pull of highly qualified teachers. Specialization will enable social justice in terms of deployment of qualified primary school teachers in Swaziland. This also brings forth the issue of equality in education; Akinpelu (2005) posits that social equality is that everybody should be treated 'fairly', that he should receive from society as much as will be adequate to make him develop a feeling of belonging to a society. He further says that equality in educational opportunity includes the central distribution of teachers so that equality can be maintained in teacher exposure and efficiency and effectiveness in their performance. A case can be made of Swaziland where remote schools tend to be falling behind in acquiring qualified teachers and that compromises efficiency and effectiveness in the performance of such schools consequently affecting 'quality education for sustainable development'.

Findings from the Director of Education reveal that there are over 600 unqualified (contract) teachers who teach in our primary schools. These are teachers who did not enroll in our four tertiary institutions that provide the primary programme. They also include those who have registered in private institutions that train primary school teachers. These are teachers who go for classes over the weekend. The Educational Management Information System report (2011)

reveals that most contract teachers are posted in rural primary schools. These contract teachers have their contract renewed every two years and they are free to move to any other school of their choice after the two year contract. This causes schools in the rural areas to always run short of quality teachers. To substantiate this, a languages teacher observed;

If there could be a policy in the Ministry of Education with regards to specialization so that primary schools will be eligible to declare vacant posts in areas of specialization. This will prevent having language teachers in one school while other schools have only science teachers. There will be deficit in other areas of specialization. There is need for proper allocation of teachers in primary schools (Interview excerpt).

Berliner (1988) in his book, *'In pursuit of the Expert Pedagogue'*, the study reveals experts, advanced beginners and novices having planned and then taught a lesson [in a university based laboratory] and the results are that the novices in the study were quite happy with the performance, although the researchers did not rate them highly. Advanced beginners were generally affectless in describing their experience. They had a task to do which they accomplished. The experts, however, were quite angry about their participation in the task and disappointed about their performance. This reflects that when someone is driven by passion he/she always strives to excel in his/her field of expertise, they never settle for mediocrity. An English specialist argued that people need to be driven by passion and knowledge also. Teaching learners subjects you are most comfortable with sharpens their skill in that area. This also helps teachers to bring good results as well, as they are driven by passion. The vast knowledge will also be imparted to the learners.

The Education and Training Sector Policy (2011) delineates that curriculum development is the cornerstone of an effective education system and must be in balance with teacher education and the expertise of professional as well as the supply of resources. Swaziland is really working hard in developing her curriculum but the issue at hand is the issue of expertise. Teachers in primary schools in Swaziland have expertise in certain subject areas so there is need to balance up teacher education and supply of human resource if we are to attain 'education for sustainable development', which is a major theme in our Education Sector Policy (2011).

5.4 LACK OF SPECIALIZATION CHALLENGES AND IMPACT ON QUALITY EDUCATION

Drawing from literature, inspection evidence clearly reveals that primary school teachers lack the required knowledge-base for the whole curriculum. In 1983 HMI (Teaching Quality, 1983) found that, 'in nearly a quarter of the primary school lessons seen teachers showed signs of insecurity in the subject being taught' (p.10). By 1988, new teachers were thought to lack mastery of the subject taught in more than half the classes observed (HMI, 1988). According to the findings from university lecturers they disclosed that student teachers who are not specialist in a certain field tend to have hiccups when teaching the subject they did not specialize on. A Social Studies lecturer alluded that those who did not specialize lack the depth in subject matter when assessed during teaching practice. She related;

When I am assessing student teachers; it is quite interesting to note that there is a distinction between non-specialists and specialists. Specialists tend to flow when delivering content whilst non-specialist have a lot of loopholes especially when they are to

go to the depth of the subject matter in Social Studies, for examples, non-specialist have greater challenges when they are to teach map reading (Interview excerpt).

Some teachers interviewed highlighted their strong negative attitude towards subjects they never specialized on. A language specialist lobbied that a teacher is able to teach according to what he knows best. Lack of subject specialization compromises quality teaching and learning in our primary schools in Swaziland. The language specialist argued;

When you assign me to teach a subject like Mathematics, you are definitely destroying the future of the learners because I will never give my best (Interview excerpt).

Findings from video captions also reveal the distinctive factor in terms of quality of lesson delivery of specialist vis-à-vis non-specialist teachers. Most of the teachers who were engaged in the study proved to fall short of enthusiasm in the subject they did not specialize on. Their attitude also depict that ‘I am not sure of what am doing’. The teachers are lacking confidence in the subjects they are teaching out of specialization. A Consumer Science teacher remarked after a video caption of her mathematics class in Grade four;

I hope you now realize how poor I am in these subjects I did not specialize on (Interview excerpt).

Carney and Chedzoy (1998) asserted that lack of confidence non-specialists have is related to lack of belief in their own ability to perform skills and activities completely. The above excerpt depicts how non-specialization compromises quality teaching and learning in our primary schools in Swaziland. How can we expect a teacher to deliver when he/she is not sure? This is a call for greater subject knowledge and understanding among primary school teachers. This could only be achieved through specialization.

OFSTED confirmed previous HMI reports that poor teaching is associated with weak pedagogical skills, teaching to average ability levels/non-differentiation of work, low expectations of pupils and teachers lack of subject knowledge and understanding, with weak pedagogical skills cited as the main reason for unsatisfactory or poor pupil performance (OFSTED, 1994: paragraph 12). The status quo in primary schools in Swaziland is that most primary school teachers are lacking in pedagogical skills due to their level training which deprive them to fully embrace the specialist approach (NERCOM, 1985).

OFSTED in a study carried out in England claim that, "...by Key Stage 2 teachers in one in eight schools have insufficient expertise, particularly in information technology, design and technology, mathematics, science and religious education," And that, "...pupils taught by 'semi specialists' achieved higher standards than those in lessons taught by non-specialists", (OFSTED, 1997: paragraph 3: 26). This is also attested by Masters (2009) who claims that ideally every primary school would be having an expert teacher of literacy, numeracy and science, thus explicitly prioritizing the development of teacher competencies in some subject areas over others. In the case of Swaziland only a few prospective teachers (college students) want to take the route of Mathematics and Science as well as that of Languages in terms of specialization. Some teachers that were interviewed mentioned how they opted for Social Studies for their Bachelor of Education degree because they dreaded Mathematics. The same thing applies to those who specialized in languages. Data from the one of the universities in Swaziland reveals that the largest group to enroll for B. Ed every academic year is always from Social Studies. A university lecturer argued that if these teachers were well groomed at diploma level to specialize from first year they would not be dreading such areas of specialization at degree level. These findings should really be a matter of great concern to the Ministry of Education in

Swaziland. This is really crippling our primary education system, and subsequently our high school education in Swaziland. Our country will always be wanting of certain skills; that which have to do with Science and Mathematics as well as English language. It is no surprise that these subjects are the most poorly performed by learners even at secondary level (Feza-Piyose, 2012). Green (1996) opined that the first step to educational reform is to improve the method of training teachers based on their various fields of specialization in order to produce well qualified teachers based on their various fields of specialization and for efficient curriculum implementation.

5.5 VIEWS OF TEACHER TRAINERS ON SPECIALIZATION AND GENERALIZATION

All the lecturers conceded that specialization can be suitable for higher grades as this could be preparation for high school where specialization is practiced. They argued that this will help to restore passion for the area of specialization especially when these prospective teachers would be allowed to specialize at first year of their training. A science lecturer felt specialization can bring them out better; specialization can provoke the intellectual rigor that you will expect of a student. The heart, the values and the attitude towards a subject can be cultivated well if we can specialize from first year at college. A science lecturer related;

Lecturers are also feeling discouraged teaching students at tertiary as they feel they are not making the grade as specialists. So I feel like if they can specialize at first year, maybe there could be better results. If we are to specialize from first year, we need to get green light from government as specialization might need a lot of infrastructural infusion (Interview excerpt).

This depicts the disorderliness that is prevailing in our teacher training institutions. There is no motivation even with those who are training teachers because of generalization during the first two years for the Primary Teachers Diploma. Lecturers feel prospective teachers are not making the grade at third level as specialists because of partial specialization in teacher training institutions. There is need for a curriculum that will provoke the intellectual rigor of student teachers in our teacher training institutions. Ukanupong (2000) affirmed that training has positive statistical significant effect on psychology of a teacher's self-efficacy towards teaching. He goes further to state that teachers with lower educational qualifications will definitely implement the curriculum in a wrong way.

In one of the universities lecturers revealed that the Bachelor of Education programme offered in the institution prescribes that student teachers specialize from the first year of their B. Ed programme. These are prospective teachers who enroll for B. Ed programme straight from form five. They added;

It makes one doubt if they will fit well in the generalist approach at primary school, especially the lower grades, which is mostly generalization. The university felt that one year is not enough for a fully-fledged specialist. What they are practicing at other tertiary institutions (student teachers learning all the subjects and specializing at third year) is suitable for the generalist approach which could be a focus on the lower grades. In order for a teacher to have strength in a subject, then we need to consider the specialist approach. (Interview excerpt).

5.6 RECOMMENDATIONS

Synder Bolin and Zumuralf (1999) stated that the public is demanding results and holding teachers accountable when the results are not meeting expectations. Teachers recommended that specialization should start in the upper classes, for example Grade Four. Teachers used in Grade four to seven should be posted with regards to specialization; there must be a policy on that from the Ministry of Education. If this policy is implemented it should allow schools to declare vacant posts in areas of specialization. This will prevent having language teachers in one school while other schools have only Science teachers. Lawrenz (1995) observed that teachers' knowledge of the subject matter is positively related to students' achievements. In order to make sure that there is no deficit in other areas of specialization, there should be proper allocation of teachers. Head teachers should also be sensitized about it. Even when they are recruiting in colleges and universities, there should be proper communication from all primary schools with the tertiary institutions with regards to vacant posts in the schools, considering specialization. This will help concentrate prospective teachers in those fields which are not yet saturated.

On another note, teachers also recommended that head teachers need to talk to teachers about comfortability other than just sticking to the posting letter by TSC. A female teacher conceded;

This will never benefit the learners because if you give a teacher something she doesn't have passion on, the teacher will just teach for the sake of teaching, no passion. Learners will suffer in the whole gimmick. The head teachers must be fair enough to deploy teachers with regards to what they majored on at tertiary. Some schools are already practicing this, for example, in a neighboring school Mathematics teachers are not class

teachers because they are expected to teach across levels (Grade 3, 4, 5 and 6) (Interview excerpt).

The findings from the research further recommended that the Ministry of Education and Training should adopt the approach of high schools even in primary schools where there is departmentalization (Williams, 2009). Let the primary teachers have the head of departments so that when staffing is done the head teacher will sit with heads of departments before finalizing the staffing. This will enable teachers to be staffed according to their areas of specialization. Learners at high school are motivated because they are taught by teachers from different departments. This can also motivate the teacher to keep on trying different approaches to teaching because they are teaching something they know very well and have interest in (Fromyhr, 1995). As for students this will improve their performance because they have more clarity from a teacher who is specialized and is well versed with the subject matter. Wilson, Macdonald, Bryne, Ewing and Sheridan (2008) contend that subject specialists use their specialized content knowledge to empower students to produce a higher quality of work. Another teacher posited that allowance should be given for those subjects which a teacher is passionate about even though he did not specialize on.

A curriculum evaluator also recommended that specialization be allowed in higher grades. She noted that most schools are specializing on higher grades. She felt exchanging teachers at lower grades could be more problematic. She argued that Grade One and Two learners need someone who will be a mother to them.

The curriculum evaluator accentuated that education should not just be important at high school level; it should start at primary level. Akintomide and Ehindero (2012) concur that primary education is the foundation for a sustainable growth and development of a nation. It develops in an individual the capacity to read, write and calculate; in other words it helps to eradicate illiteracy, which is one of the strongest predictors of poverty (Bruns, Mingat & Rakatomalala, 2003). The curriculum evaluator further recommended that there should be provision of relevant teachers by the Ministry of Education. There should also be continuous professional development of teachers, for example, there should be induction workshop for new teachers. Teachers need to be traced continuously until they grow in the profession (NERCOM, 1985). Ministry of Education needs to change the way they run in-service workshops, they should not call teachers for just a one day workshop. A lot of money is wasted in calling teachers time and again.

Data obtained from the inspectorate suggest that people framing the curriculum should be people who have experience with primary school teaching. They will have the clue as to what is going on in the primary level in terms of teaching and learning. An inspector of schools argued;

You just cannot grab anyone to frame the primary school curriculum. Such an act by those in ultimate authority is tantamount to digging a pit for themselves because these people end up including things that are not suitable for these young kids. The assumption of those in the ultimate authority is that primary school curriculum is easy to deal with. People framing the curriculum should be aware of issues persisting at primary school level (Interview excerpt).

She further conceded that;

The issue should start from the teacher training colleges. We should not train generalist teachers; we should be training people with passion in certain subject areas. The passion should also be identified at tertiary level. If one loves Social Studies, that person should be allowed to teach Social Studies. This will make teachers to be resource persons because we as inspectors advocate that teachers should facilitate learning (Interview excerpt).

The inspectorate recommended that specialization must start earlier, probably at second level of training. Prospective teachers should have more time in the area of specialization. Green (1996) attests to this view that a strong background in the subject for teachers is necessary and important indicator of their ability to teach a subject. The curriculum should also be revised in tertiary institutions to suit specialization. Those who have done diploma in colleges usually struggle when they need to further their studies in the area of specialization. The universities usually gauge the Primary Teachers Diploma to be of poor quality, especially in Consumer Science and Agriculture. The University of Swaziland cannot enroll diploma graduates from teacher training colleges because they feel their qualification in Consumer Science and Agriculture is not competitive enough to further their studies at the university. He further stated that;

There is no Consumer Science inspector who has specialized at primary level. They tend to recruit secondary inspectors to monitor the primary Agriculture and Consumer Science course. That will never yield good fruits for specialization in this area. (Interview excerpt).

The inspectorate wing further recommended that people who are supposed to be talking about specialization at primary should be people who have undergone primary teaching because they have the experience of being a primary school teacher. An inspector of schools argued;

It is insensitive to say a person should suffer because he/she failed to make a grade in form five (Interview excerpt).

The inspector was arguing that those in ultimate authority should not be insensitive to issues with regards to specialization. They should not take primary teaching for granted, making an assumption that personnel teaching at primary need to suffer, they should not be adhered to because they put the burden upon themselves by not making the grade to enroll for other courses other than primary teaching. This illuminates the attitude of those in authority in the Ministry of Education towards primary teaching. It becomes clear that they are not putting much consideration in quality teaching and learning at primary school level. Drawing from Education Sector Policy Goal (Education Sector Policy, 2011: article 3.2) where it states that the main goal of the Ministry of Education is ensuring free and compulsory basic education (which is at primary school) and senior secondary education of real quality. The latter statement reveals loopholes in terms of how those in ultimate authority view education at primary level. There is no mention of quality education at primary level; quality is only mentioned when they talk about senior secondary education. This could be the reason why we are still falling behind in having an organized primary education system that can embrace specialization. The Education Sector Policy Goal delineates that this will contribute to Swaziland's cultural development, socio-economic growth and global competitiveness. One would ask himself if there will be any contribution to global competitiveness if we are still overlooking the bedrock of our education system; our primary education. Akintobe (2007), reports that the primary years are very

important years in a child's intellectual and all around development. Mingat & Rakotamalala (2003) argue that primary education in particular is the level of education helps to eradicate illiteracy, which is one of the strongest predictors of poverty.

University lecturers recommended that government needs to merge the curriculum of primary schools with that of the tertiary institutions. There ought to be partnership between the two entities; there should also be partnership between curriculum planners for schools and tertiary institutions to produce teachers who are ready to be consumed by the primary education system. Agriculture and Consumer Science teachers need to be degreed to increase their expertise for quality teaching at primary school level. One of the lecturers alluded;

As we speak there is no practical subject specialization in the university. (Interview excerpt).

They also felt that TSC has to modify the contract that is signed by the primary school teacher if we are working towards specialization. Those who have specialized should be given the leeway to sign a different contract from that of generalists.

5.7 IMPLICATIONS TO POLICY IN THE EDUCATION SYSTEM IN SWAZILAND

Drawing from chapter one, on the background of primary education, Swaziland is still holding on to generalization in primary schools and prospective teachers are allowed to specialize in third year for their own personal development, that is, if they wish to pursue their studies further (NERCOM, 1985). This was substantiated by the Director of Education during her interview with the researcher. The National Policy Statement (1999) states that to be in a position to respond to the requirements of the new programme (Primary Teachers Diploma by then); there was an urgent need to reorient teacher education. It states that the Ministry of Education shall

provide in-service facilities to improve knowledge and expertise of serving teachers and keep them in step with current trends of the teaching profession.

Therefore, since Swaziland wants to keep teachers in step with current trends of the teaching profession there is need to review our Education Policy to synchronize with current trends in the teaching profession, like the adoption of a specialist approach in teaching at primary school level. The introduction of the B.Ed programme in most institutions of higher learning is also a matter of concern as such teachers delve much on specialization during training. Swaziland is on the verge of transforming two of government's teacher training colleges into universities so that they produce teachers with the Bachelor of Education instead of only Primary Teachers Diploma (www.times.co.sz). Most privately owned institutions are also providing mostly Bachelor of Education courses. We cannot run away from this urgent need to transform our educational policies to benefit specialization.

The Education Sector Policy is quiet on ensuring quality education in our primary schools. It seems Swaziland's main focus is on ensuring that she is at par with global trends with regards to attaining universal primary education. As mentioned earlier, this has already been achieved in 2015, now the question is where are we headed now as a nation in terms of quality education? Is anyone bothering himself/herself to assess the quality of the education attained by these scores of young Swazis cramming the classroom in our primary schools today? Are the teachers who are teaching those learners suitable for the task or the interest is only on achieving that which will put us in a better position globally? Who is bothering himself/herself in considering the working conditions of those teachers who have been flooded with a massive number of learners? The expertise of these teachers should be worrying us as a nation. Expertise is very crucial in universal primary education as there are cases of learners with special needs. We have already

mentioned how much we are lacking in terms of subject specialization. We never mentioned much on other specialist areas that also need to be taken into consideration; that is teaching of learners with special needs by specialists. This area also needs to be given the attention it deserves. We already have a few teachers who have acquired special needs education in our colleges but there are still severe issues in this area which need specialists. We need to have specialist language teachers who will be in possession of the best skills of speech therapy to enhance speaking skills to learners with Down syndrome for an example. The researcher believes that making a leap towards socio-economic growth and global competitiveness is through taking serious consideration to the area of specialization in our primary school. This will begin by drawing a policy that will cater for a more organized primary school system; a primary school system that will embrace specialization. The Ministry of Education should consider the following issues for the smooth implementation of policies:

- Ministry of Education should revisit its policy of co-operating all educational institutions under one wing. There is need for Ministry of Education to be separated into two departments for functional purposes. For example, Department of Basic Education and Department of Higher Education.
- Ministry of Education should consult teachers in policy-making hence designing the bottom-up approach where all stakeholders will be represented.
- Allocation of teachers should be done according to curriculum needs of our primary schools.
- The Ministry of Education should ensure that there is a policy in place that ensures justice in the deployment of teachers in Swaziland.

- Universities and teacher training colleges should work hand in hand with schools to ensure that prospective teachers are recruited to tertiary institutions according to the demand of the job market.
- There should be a policy in place that gives head teachers powers to recommend the type of teacher they need in their schools other than the Teaching Service Commission posting deliberately to a school without consulting with head teachers.

5.8 RECOMMENDATIONS FOR FURTHER STUDIES

The primary education system still needs a lot of developments to ensure quality education in the country. The research has already exposed some of the pitfalls of our education system. The study on, *The Perspective of Educationist in the Adoption of a Specialist Approach to teaching at primary school level in Swaziland*, is stretching us as a nation to consider the quality of the product of our education system and also lays a base for other future studies on this curriculum related issues. Future research areas can include:

- Generalization in our primary schools: views of primary school teachers in Swaziland.
- The impact of specialization in primary schools in Swaziland.
- The views of teachers in having two separate departments in our education system: Basic Education Department and Higher Education Department.
- Challenges faced by rural schools in terms curriculum implementation.
- Teachers views on the effectiveness of the Teaching Service Commission on its mandate of providing service to the teaching fraternity.

5.9 CONCLUDING REMARKS

There has been a lot of focus towards achieving universal primary education. Funds have been pumped by international organizations to ensure that there is a place for every child in our primary schools. This has not been a national obligation but a global one. As this has been achieved in 2015, there is need for all nations of the world to focus on the quality of our primary education system. We cannot achieve universal primary education without considering the expertise of the teachers who will be teaching these learners. Funds need to be set apart to improve the quality of the primary education system. This will not only affect Swaziland but it will revolutionize the whole world. In Swaziland in particular we may be living a lie if we can concede that all is well with our primary education system in terms of its quality. There should be more focus on rural schools. Swaziland might be transforming to first world status but neglecting the base of all human development, which is education and primary education in particular, is detrimental to the whole development of our country. Queen Regent Labotsibeni, one of the most influential Swazi queens posited that she had discovered that the secret of the white man's power "lies in money and in books; we too will learn, we too will be rich". Nothing could change her resolution (Matsebula, 2001). Swaziland needs to take education seriously if she intends seeing her dream of '*quality education for sustainable development*'.

Generally, this study speaks to the fact that in order to improve on the quality of education, deliberate steps, motivated by a paradigm shift, should be taken to ascertain that teachers focus on subject specialization rather than being generalists. As earlier alluded to, subject specialization yields positive results in that every primary school teacher will focus in an area where he/she is most capable rather than being jack of all trades. It will enable the primary school teacher to keep growing in that area until he/she becomes an expert in that area. It will

save government a lot of Emalangeni in running in-service workshops to empower teachers to improve their proficiency in teaching. This is the case of schools which are always picked every year to be engaged in weeklong workshops for not performing well in Swaziland Primary Certificate examinations. Such wasted money could be utilized for other educational needs in our primary schools, such as infrastructural development.

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APPENDICES

Appendix 1: Permission to Conduct Educational Research

Embeka Primary School
P O Box 128
Mankayane

20 January 2014

The Director of Education
The Ministry of Education and Training
P O Box 39
Mbabane

Dear Madam

RE: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH – VICTOR XABA

I hereby request the Ministry of Education and Training to permit me to conduct an educational research on the following schools: Manzini Practicing Primary, Manzini Central Primary, Salesian Primary, St Paul's Methodist Primary, Lozitha Primary School.

I am currently doing a master of education in curriculum studies degree in research from the University of KwaZulu Natal. The study is on 'The Perspective of Educationists in the Adoption of a Specialist Approach in Teaching at Primary School Level in Swaziland: Focus on the Manzini region. The study will cover only two teachers from each school and learners will not be involved in the whole exercise. Attached to this letter is the clearance certificate from the University of KwaZulu Natal.

Hope my letter for permission in this regards will reach your favourable considerations.

Yours Faithfully

Victor Xaba

Appendix 2: Gatekeepers' Informed Consent Form

08/08/2014

Dear Principal,

I am a master's degree research student under the supervision of Professor A. Jotia in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. I am conducting a research study on the perspectives of educationists on specialization at primary school level. The title of my study is **THE PERSPECTIVE OF EDUCATIONISTS IN THE ADOPTION OF A SPECIALIST APPROACH AT PRIMARY SCHOOL LEVEL IN SWAZILAND: FOCUS ON THE MANZINI REGION.**

I am seeking your consent for your teachers' participation, which will involve them being captured through the use of a video while teaching. Your learners' participation in this research will be partial, as the focus will be solely on the teachers presentations. You have the right to choose not to have your school participate, and to withdraw you're your school from participating at any time.

There is no penalty if a teacher chooses not to participate in this research or chooses to withdraw from participation at any time. The outcome of this research may be published. In the event of this being the case, the school's name will not be used.

All information the teachers will give concerning this research will be confidential. Only authorized persons from the University of KwaZulu-Natal will have access to review the research records that contains your school's information.

There is no benefit to your school in participating in this research.

Please note that:

- Any information given by your teachers cannot be used against them, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- The research aims at getting the perspective of educationists in the adoption of a specialist approach in Swaziland.

- If you are willing for your school to be in this research, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Willing	Not Willing
Audio equipment	
Video equipment	
Photographic equipment	

If there is any question you wish to ask concerning the research or the participation of your school in this research, please you can contact me or my supervisor Professor A. Jotia. You may also contact the Research Office through P. Mohun. Below are our contact details respectively:

Victor Xaba

Email: victorxaba@gmail.com

Cell: + 268 76078508

Professor A. Jotia

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details:

E-Mail: agreementjotia@yahoo.com

You may also contact the research office through:

Prem Mohun

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557 Email: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Sincerely,

Victor Xaba

Appendix 3: Declaration by the School Principal

I -----

(full name of principal), principal of -----

----- (full name of school)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my school/learners to participate in the research project.

I understand that I am at liberty to withdraw my school from the research project at any time, should I so desire, and any participant is also at liberty to withdraw from the research project at any time, should the participant so desires.

SIGNATURE OF PRINCIPAL

DATE

Appendix 4: Participants' Informed Consent Form

08 August 2014

Dear Participant

INFORMED CONSENT LETTER

My name is Victor Xaba. I am a master's degree student under the supervision of Professor A. Jotia in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. My master's research is on the perspective of educationists in the adoption of a specialist approach in teaching at primary school level. The title of my study is **THE PERSPECTIVE OF EDUCATIONISTS IN THE ADOPTION OF A SPECIALIST APPROACH AT PRIMARY SCHOOL LEVEL IN SWAZILAND: FOCUS ON THE MANZINI REGION**. Your institution is one of the institutions where I will be conducting my research. In order to gather information for the research, you will be asked some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at getting the perspective of educationists in the adoption of a specialist approach in teaching at primary school in Swaziland: Focus on the Manzini region.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Willing	Not Willing
Audio equipment	
Photographic equipment	
Video equipment	

I can be contacted at:

Email: victorxaba@gmail.com

Cell: + 268 76078508

As already mentioned above, my supervisor is Professor A. Jotia. His office is located at Main Administration & Tutorial Building University of KwaZulu-Natal Edgewood Campus. Contact details:

E-Mail: agreementjotia@yahoo.com

You may also contact the Research Office through:

Prem. Mohun

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Sincerely,

Victor Xaba

Appendix 5: Declaration

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

Training Appendix 6: Letter of Permission from Ministry of Education and

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 24042491/5
Fax: (+268) 2404 3880

P. O. Box 39
Mbabane, SWAZILAND

3rd July, 2015

Attention:

Head Teachers:

Salesian Primary School

Lozitha National Primary School

St. Pauls Methodist Primary School

Manzini Central Primary School

Manzini Practising Infant Primary School

THROUGH

Manzini Regional Education Officer

Dear Colleague,

**RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF
KWAZULU-NATAL STUDENT – MR. VICTOR MBONGISENI XABA**

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Mr. Victor Mbongiseni Xaba, a student at the University of KwaZulu-Natal, that in order for him to fulfill his academic requirement at the university of KwaZulu-Natal, he has to collect data (conduct research) and his study or research topic is "*The Perspectives of Educationist in the Adoption of a Specialist Approach in Primary School in Swaziland; Focus on the Manzini Region*". The population for his study comprises of teachers from the above mentioned schools; school inspectors, teacher trainers, in-service trainers and senior ministry of education officials. All details concerning the study are stated in the participants consent form which will have to be signed by all participants before Mr. Xaba begins his data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training request your office to assist Mr. Xaba by allowing him to use above mentioned schools in the Manzini region as his research sites as well as facilitate him by giving him all the support he needs in his data collection process. Data collection period is one month.

Yours Faithfully,


DR. S.M. MTSHALI-DLAMINI

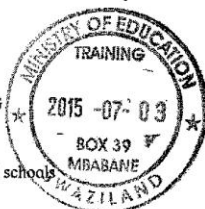
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Manzini

Chief Inspector – Primary

5 Head Teachers of the above mentioned schools

Prof. A. Jotia



Appendix 7: Confirmation Letters from Schools

LOZITHA NATIONAL PRIMARY SCHOOL

P.O. BOX 26
KWALUSENI
TEL: 251 01528


8th October 2014

TO WHOM IT MAY CONCERN

This serves to confirm that Victor Xaba has been granted permission by the school to conduct his research. **The Perspective of Educationists in the Adoption of a Specialist Approach at Primary School Level in Swaziland: Focus on the Manzini Region.** Mr. Xaba will be allowed to work with teachers and learners at the school.

For further inquiries regarding this you can contact the principal at the above given details.

Lozitha National Primary School
P.O.Box 26, Kwaluseni, Swaziland
Tel: 518 6528


.....

Management

08/10/14
.....

Date



MANZINI PRACTISING INFANT SCHOOL

P. O. Box 1241
MANZINI
M200
Swaziland
Tel: (00268) 2505 3466

TO WHOM IT MAY CONCERN

This serves to confirm that Victor Xaba has been granted permission by the school to conduct his research, **the perspective of educationists in the adoption of a specialist approach at Primary School level in Swaziland: Focus on the Manzini Region.** Mr Xaba will be allowed to work with teachers and learners at the school.

For further inquiries regarding this you can contact the Principal at the above given details.

Management



Date



SALESIAN PRIMARY SCHOOL

P.O. Box 5111
Manzini M200
Swaziland

Tel: (+268) 506 0362
Fax: (+268) 506 0362
E-mail: saleps@swazi.net

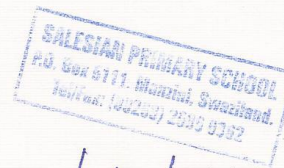
TO WHOM IT MAY CONCERN

This serves to confirm that Victor Xaba has been granted permission by the school to conduct his research, **The perspective of educationists in the Adoption of a Specialist Approach at Primary School Level in Swaziland: Focus on the Manzini Region.** Mr V. Xaba will be allowed to work with teachers and learners at the school.

For Further inquiries regarding this you can contact the principal at the above given details.


.....

Management



08 / 10 / 2014

Date





Manzini Central Primary School

P.O. Box
Manzini
Swaziland
Tel: 505 2

TO WHOM IT MAY CONCERN

This serves to confirm that Victor Xaba has been granted permission by the school to conduct his research. **The Perspective of Educationists in the Adoption of a Specialist Approach at Primary School Level in Swaziland: Focus on the Manzini Region.** Mr Xaba will be allowed to work with teachers and learners at school.

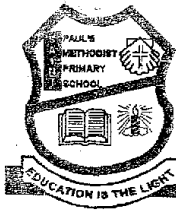
For further inquiries regarding this you can contact the principal at the above given details.

P Shange A/H

Management

Manzini Central Primary
School
P.O. Box 706 Manzini Swaziland
Tel: 505 2818
Date: 8/10/2014

Date



ST. PAUL'S METHODIST PRIMARY SCHOOL

P.O. BOX 378
MANZINI
SWAZILAND

TEL: (09268) 505 3485

TO WHOM IT MAY CONCERN

This serves to confirm that Victor Xaba has been granted permission by the school to conduct his research, **The Perspective of Educationists in the Adoption of a Specialist Approach at Primary School Level in Swaziland: Focus on the Manzini Region.** Mr Xaba will be allowed to work with teachers and learners at the school.

For further inquiries regarding this you can contact the principal at the above given details.

ST PAUL'S METHODIST PRIMARY
THE PRINCIPAL

★ 08-08-2014 ★

P.O. BOX 378 MANZINI SWAZILAND
TEL +268(0) 2505 3485

Management

08-08-2014

Date

Appendix 8: Clearance Certificate



2 November 2016

Mr Victor Xaba 214584577
School of Education
Edgewood Campus

Dear Mr Xaba

Protocol reference number: HSS/1727/016M

Project title: The perspective of Educationists in the adoption of a specialist approach at Primary School level in Swaziland: Focus on the Manzini Region

Full Approval – Expedited Application

In response to your application received 14 October 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Professor AL Jotia
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4808 Email: ximbas@ukzn.ac.za / snymanm@ukzn.ac.za / mohungu@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 6: Letter from Language Editor

Ms C P Nxumalo
Box 799
Mbabane
Swaziland
Tel: +268 76438531
Email: cebsilenxumalo@gmail.com

22nd August 2016

TO WHOM IT MAY CONCERN

This is to record that I have carried out language editing on the dissertation:

**The Perspective of Educationists in the Adoption of a Specialist Approach in Teaching at
Primary School Level in Swaziland: Focus on the Manzini Region**

by

Victor Mbon'seni Xaba



C.P. Nxumalo
Senior Inspector – Special Education Needs

Appendix 7: Interview Questions for Director of Education

1. What are your views regarding the issue of subject specialization at primary school level?
2. What kind of impact do you think the generalist approach has on the educator's delivery of services in the teaching-learning process?
3. What is the general feeling of the Ministry of Education regarding the concept of subject specialization?
4. What are the teacher's attitudes towards the adoption of a specialist approach at primary school level?
5. What challenges do teachers face when using the generalist approach?
6. How best do you think those challenges could be addressed?

Appendix 8: Interview Questions for University Lecturers and College Lecturers

1. What are your views regarding the issue of subject specialization at primary school level?
2. As an educator and a teacher-trainer in an institution of higher-learning, what is your professional stand point regarding the training of teachers from the generalist approach to teaching?
3. In your observation as a supervisor during teaching practice, do you note any pedagogical differences in presentation by both the specializing teacher-trainees and those that teach from a generalist perspective?
4. What kind of impact do you think the specialization approach would have on teaching outcomes at primary schools in Swaziland?
5. How are the student-teachers attitudes towards either the subject specialization or generalist approach?

Appendix 9: Interview Questions for Teachers

1. What is your reaction to the subject specialist approach vis-à-vis the generalist approach in teaching?
2. At college you were given the opportunity to choose your area of specialization at third level. Are you teaching only the subjects you specialized on during your third year at teacher-training college?
3. How comfortable are you as a teacher in teaching all subjects even though you specialized on certain subjects while at college?
4. How was your reaction when assigned to teach all subjects during your first days as a teacher assuming that your passion is on the subjects you specialized on?
5. What noticeable difference have you measured regarding the performance of learners on the subjects that you teach from the specialization dimension and those that you teach from a generalist perspective?
6. As a teacher who have a vast experience in teaching, what advice would you give to the Ministry of Education regarding specialization at primary school level? 7. What is your perspective about specialization being adopted at primary school level?
8. What impact do you think the subject specialization approach would have on teachers as well as on student's performance?

Appendix 10: Interview Questions for Inspectors of Schools

1. What are your views regarding the issue of subject specialization at primary school level in Swaziland?
2. What have been your observations over the years regarding the impact of the generalist approach on student performance?
3. Do you think the specialization approach will have a positive impact on the teaching-learning process? Please explain?
4. What advice would you give to those who are responsible for framing the curriculum of tertiary intuitions regarding subject specialization at primary school level?

Appendix 11: Interview Questions for Official from the National Curriculum

1. As curriculum developers, what are your views regarding the delivery of curriculum by teachers who are generalists vis-à-vis those who are specialists?
2. Explain how these two approaches impact student's performance and the quality of education in general.
3. Do you have a preference regarding the approach which should be used in curriculum delivery? Please explain.
4. What curriculum related issues do you think should be changed in order to enhance teachers' and learners' performance in the Swaziland education system?

Appendix 12: Turnitin Report

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MUSARURWA

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Another student's paper: Author: KOOPHUTHELETSWE S;
Submitted: Mon, Jul 11 2016, 11:30 AM; Filename: SHIRLEY FINAL
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Another student's paper: Author: O. MUDONGO; Submitted: Tue,
May 24 2016, 8:39 AM; Filename: 401 bush.docx

Another student's paper

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UNIVERSITY OF KWAZULUNATAL

The Perspective of Educationists in the Adoption of a Specialist Approach in
Teaching at Primary School Level in Swaziland: Focus on the Manzini Region
By Victor Mbon'seni Xaba

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
Master of Education (Curriculum Studies)

August 2016

Supervisor: Professor Agreement Lathi Jotia

DURBAN (EDGEWOOD CAMPUS)

II

SUPERVISOR'S STATEMENT PAGE

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This dissertation has been submitted with my approval.

Prof. Agreement Lathi Jotia Date

III

DECLARATION OF OWN WORK

I, Victor Mbon'seni Xaba, declare that this dissertation entitled:

The Perspective of Educationists in the Adoption of a Specialist Approach in Teaching at

Primary School Level in Swaziland: Focus on the Manzini Region

i). Is my own work except where otherwise indicated.

ii). It has not been submitted before for any degree or examination at any other

university.

iii). This dissertation does not contain other person's writing, unless specifically

acknowledged

as sourced from other researchers and that all sources I have used or quoted have been

indicated

and acknowledged by means of complete references and citations.

Signature: _____ Date:

Victor Mbon'seni Xaba Student No. : 214584577
