

**TEACHERS' PREPAREDNESS TOWARDS CONTENT INTEGRATION IN  
SOCIAL STUDIES INSTRUCTION- A CASE OF PRIMARY  
SCHOOLS IN NDHIWA SUB-COUNTY, KENYA**

**BY**

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### **ABSTRACT**

This study was designed in 2010 to establish teachers' preparedness towards content integration in social studies instruction in primary schools in Ndhiwa Sub-County. The study examined social studies teachers and head teachers necessary training and skills to implement integrated social studies instruction, the adequacy of teaching materials for the subject teachers, the attitude and perception held by teachers towards content integration in the teaching of social studies and the management support teachers get from those in authority. The theoretical framework employed in this study was that of innovation and implementation advanced by Gross et al (1971). The study adopted descriptive research design. The research sample was gotten by using simple random sampling techniques to select schools and respondents for the study. The study population was 20 head teachers and 80 teachers of social studies. The research instruments used in this study included questionnaires for head teachers and social study teachers. Interviews were used to collect data. Data collected was analyzed using Statistical Programme for Social Sciences (SPSS). Piloting was done in neighbouring sub-county, which is Homa Bay to ascertain validity. Reliability of the instruments was confirmed using the test-retest technique. The results were presented in the form of frequencies, percentages and bar graphs. The study established that majority of the teachers were well trained on teaching social studies as an integrated discipline. There is perception and attitude among teachers that linking sub-topic and/or topics is quite challenging in social studies instruction and also that the content is too wide and overloaded against inadequate time; another finding revealed that there is lack of necessary and continuing in-service training of social studies teachers. It was also established that the support the teachers receive from Ministry of Education and various stakeholders in education sector is not enough, for example teaching resources and professional advice from education officials in the field are quite limited. The study recommends that teachers and head teachers should continue updating their teaching skills through in-service courses to enable them teach integrated social studies successfully, stakeholders in education sector to put in place facilities such as library in primary schools, curriculum developers should strive to re-organize the content of social studies by removing some topics to other disciplines or remove the overlapping ones. The research finding will enable the relevant stakeholders and curriculum developers to make appropriate professional advice on adjustments or improvement to be effected on the design, teaching and in-servicing of social studies teachers to enable them teach the subject effectively.

### **DEDICATION**

This work is dedicated to my Dad and Mum whose sacrifice for my education cannot be quantified. Also not to forget my wife, Consolata and my esteemed children; Felicity, Georgina, Felix and Marvine. Thank you very much for your support and encouragement.

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**LIST OF ABBREVIATIONS**

|               |  |
|---------------|--|
| <b>ASESP:</b> | African Social and Environmental Studies Programme |
| <b>ASSP:</b>  | African Social Studies Programme                   |
| <b>CPE:</b>   | Certificate of Primary Examination                 |
| <b>CREDO:</b> | Curriculum Renewal and Development Overseas        |
| <b>EDC:</b>   | Education Development Centre                       |
| <b>GHC:</b>   | Geography History and Civics                       |
| <b>ILEA:</b>  | Inner London Education Authority                   |
| <b>KCE:</b>   | Kenya Certificate Examination                      |
| <b>KCSE:</b>  | Kenya Certificate of Secondary Examination         |
| <b>K.I.E:</b> | Kenya Institute of Education                       |
| <b>KSES:</b>  | Kenya School Equipment Scheme                      |
| <b>NCSS:</b>  | National Council for Social Studies                |
| <b>PTE:</b>   | Primary Teacher Education                          |
| <b>QUASO:</b> | Quality Assurance and Standard Officer             |
| <b>SPSS:</b>  | Social Package for Social Sciences                 |
| <b>TAC:</b>   | Teachers Advisory Centre                           |
| <b>TV:</b>    | Television   |

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.0 Introduction**

This chapter presents the background to the study. It discusses statement of the problem, purpose of the study, assumption of the study, significance of the study, scope of the study, limitations of the study, justification of the study, theoretical framework and definition of key terms.

#### **1.1 Background to the Study**

One of the major educational trends of African nations in the post-independence era has been changes in curriculum from content that reflected the world views and goals of colonial powers to knowledge and attitudes that build on nationalism, African identity and appreciation of African history, culture, and environments. The Africanization of history, geography, and civic has been, especially important factor, in the development of social studies education (African Social Studies Programme, 1985). In many ways, today`s African social studies education is rooted in the indigenous systems of traditional education in the African societies before the coming of the Europeans (Ogula 1985). Just as traditional education grounded children in their people`s history, beliefs, and ways of making a living, African-centered education today grounds children in their African heritage and prepares them for successful participation in their society (Fafunwa 1994; Mutua 1975).

Social Studies was introduced into the Kenya school curriculum in 1985. This was the period when 8.4.4 system of education was adopted.

In the subsequent year, Social Studies was introduced into Primary Teacher Training Colleges but retained the name GHC.

The senior officers at the K.I.E and Ministry of Education put a lot of resistance to the change of the name Shiundu (1988). At independence, the Kenya government took education as a priority issue. Since then it has been continuously and progressively reviewing the educational system in the country. This was witnessed by the appointment of the various commissions, committees, projects and sessional papers.

The Ominde Commission of 1964, popularly referred to as the 'First Education Commission' came up with recommendations which formed the basis for the reorganization and restructuring of existing curricula, syllabi and examination in the school curriculum. The Commission Report marked a watershed in Kenya's educational history by setting a new tone appropriate to an independent nation. The most significant term of reference for the commission was that which stressed the role of education in two aspects of nation-building, promoting national unity through emphasis on cultural and social values and integrating education with overall economic planning. Other Commissions and Committees such as Bessey Committee (1971), Gachathi Committee (1976), Mackay Report (1982) and Prism Project also paved the ways for serious thinking on reform of education system so that it could cope with socio-economic problems facing the country at that time. The Presidential Working Party on Second University also

known as the Mackay Report (1981), recommended among other things, the need for a diversified curriculum offering a wide range of subjects. The Gachathi Committee (1976) put emphasis on interdisciplinary approach to curriculum content. It advocated a broad field approach to curriculum planning. One of the subjects which was affected by the reorganization of the primary syllabus was geography, history and civics (GHC). It was introduced in primary curriculum in 1985, in other countries the subject was known as social studies.

According to Mutebi (1985) the establishment of the African Social Studies Programme in 1968 led to the development of new curricula in social studies for primary school in Africa. The African Social Studies Programme is an organization of initially 12 but later collapsed in 2002. It was at the Mombasa conference of 1968 that the integrated approach was favored as being more meaningful to the pupils than Geography, History and Civics, which were traditionally taught as separated subjects in school curriculum.

In 1967 an international conference held at Queen's College, Oxford, United Kingdom, the notion of social studies as a formal school subject was proposed and this conference led to the convening of Mombasa conference, in Kenya in 1968. The conference was sponsored by Educational Development Centre (EDC) and Centre for Curriculum Renewal and Development Overseas (CREDO). It was the Mombasa conference that laid foundation for an understanding of the meaning of social studies and an application of social studies in Africa. It also set in motion the creation, a year later, of a permanent African international secretariat based in Nairobi, Kenya called the African Social Studies Programme (ASSP). In 1990, it was renamed the African Social and



Environmental Studies Programme (ASESP). It was at the conference where participants from the Ministry of Education officials from 11 countries came with recommendation of an integrated approach for the teaching of social studies. The integrated approach was favoured as being more meaningful to the pupils than Geography, History and Civics which were traditionally taught as separate subjects in school curriculum. The conference put emphasis on understanding the environment and its effect on human interaction and vice versa.

It also came up with objectives of teaching social studies in consistent with the objective of Primary Education in Africa.

Before its implementation in Kenya, in-service and refresher courses were organized with other stakeholders in education sector to prepare teachers and education officers respectively in readiness for piloting of social studies. In 1971, the Government of Kenya introduced social studies on a pilot basis in 26 schools within the republic using integrated social studies kits. In early 1974, piloting reached class four. It was unfortunate that in the same year (1974) the piloting of social studies collapsed due to a number of challenges which included;

- Inadequate financial resources
- Insufficient and inexperienced personnel at the curriculum development centre
- Lack of well defined content for social studies
- Shortage of trained teachers to implement the new programme
- Lack of teaching and learning materials for use by teachers and pupils in experimental basis.

The failure of the piloting did not deter the policy makers in achieving their primary objective of redefining educational policies to conform with the needs of the country. As mentioned earlier in this chapter, in 1976, the Gachathi Commission came up with some far reaching recommendations which included the re-organization of subjects into broad curricula areas. In response to this in 1978, Kenya Institute of Education in Collaboration with other stakeholders developed a social studies programme for both primary school and primary teachers colleges. In 1981, another piloting was witnessed in fifty schools in lower primary classes and in a few selected teachers colleges. This was after K.I.E organized a workshop to prepare syllabus and a draft teachers' guide.

By the time the government introduced 8.4.4 system of education, piloting had been done upto class seven despite of teaching problems such as shortage of trained teachers, inadequate instructional materials, etc. Social studies as a subject was a part of primary school and primary teacher education curriculum. Even though, it was piloted as social studies during its implementation it was changed to GHC, a combined course. In 2002, a review on 8.4.4 curriculum which was organized by the Ministry of Education recommended the adoption of the name social studies in place of GHC. The same was changed in primary teachers' college in 2003.

Kenya, where Africa Social Studies Programme secretariat was situated did not implement the integrated Social Studies until 1985 under the name GHC. Before its implementation in Kenya, a lot of piloting were done between 1970 – 1981. For example in 1978, Kenya Institute of Education in collaboration with other stakeholder in education

started to implement. The ASSP has kept the integrated social studies movement active in Africa through its frequent publication of social studies materials for use in the primary school of member states. Since its inception in 1968, it has helped many member states to develop and implement the integrated social studies in their curriculum.

In other parts of Africa, Sierra Leone was the first country to adopt the three classes in primary schools. In Nigeria, it was introduced on experimental basis.

The pilot was conducted in Northern Nigeria under special project targeting tutors of teachers colleges in 1964.

In Kenya integrated social studies has been a subject in primary schools and teachers college since 1985 and 1986 respectively. Prior to its introduction in all primary schools, the subject was piloted in a few schools under the name social studies and in the process new syllabus was developed more or less in line with African Social Environmental Studies programme conception and approach (Shiundu and Mohammed 1996). Since its implementation in Kenya, the course is still handled by teachers who have little idea or no idea of what integrated social studies is all about. Those people who themselves are supposed to equip teachers with the rationale, approaches, content and methods of social studies are not trained in those matters. (Shiundu 1996).

Social studies is now part of the Kenya primary curriculum. The primary education social studies handbook (K.I.E, 2006), states that the general objectives for primary school social studies syllabus is to:

- i) Provide learners with knowledge to recognize and appreciate the family as an important social institution.

- ii) Enable learners acquire knowledge of and show appreciation for historical background of our communities.
- iii) Enable learners acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them properly.
- iv) Provide learners with knowledge to understand the structures and function of the government of Kenya and demonstrate ability to participate in its operations.
- v) Provide learners with knowledge and skills necessary to understand and analyze population issues whilst affect the quality of life of the people of Kenya.
- vi) Provide learners with opportunity to identity and promote economic activities in society.

Therefore the goal of any teacher of social studies is to provide the best opportunity for his/ her learners:

- ❖ The skills for productive problem solving, decision making, assessing issues and making of balanced value judgment.
- ❖ Sense of belonging to the society through gradual widening of his mental horizon from his home and school to the wider world.

## **1.2 Statement of the Problem**

As discussed in the background of this study, although the government of Kenya has made significant educational reforms milestones as has been outlined in the Kenya Education Sector Support Programme (KESSP) policy paper of 2006 and the re-introduction of Free Primary Education(FPE) in 2003.

However, performance in Kenya Certificate of Primary Education(KCPE) examination in terms of percentage mean score in social studies has remained low compared to other

subjects nationally and in Ndhiwa Sub-County.

Practical experiences/observation has revealed that most primary school teachers are not well equipped with the approach. Relevant training, conducting of seminar and workshops and conferences are not being organized to update teachers in the new concept of integration. However, a careful survey on the ground supports this observation.

Little effort is being made by social studies teachers to teach the subject using integrated method and this can be attributed to lack of continuing in-service training. Some recent studies even on other subjects have also revealed that most teachers did not perceive the integrated approach as good teaching method.

Other studies on the integrated social studies have revealed that there is shortages of teaching and learning materials such as textbooks in most schools (Ondimu, 1995; ASESP, 1993; Ogula, 1986). A teacher is more likely to be ill prepared when he/she does not have relevant references and class textbooks.

Studies have been undertaken on constraints towards effective teaching and learning of social studies, and some of these studies have revealed that Ministry of Education officials, teachers and even head teachers have been impaired in one way or other in enhancing social studies instruction in their areas of jurisdiction. (Ondimu, 1995; Shiundu, 1988) but no significant study has been taken on the teachers' preparedness towards content integration in social studies instruction.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the teachers' preparedness towards content integration in social studies instruction in primary schools in Ndhiwa Sub-County using descriptive method with a view to improving their preparedness.

### **1.3.1 Specific Objectives**

The specific objectives of the topic of study were to;

1. Find out whether teachers and head-teachers have the necessary training in integrated approach in social studies instruction.
2. Establish whether there are adequate teaching and learning materials for teaching social studies as an integrated course.
3. Find out the attitudes held by teachers towards content integration in the teaching of social studies.
4. Investigate whether the teaching of social studies as integrated course receives adequate management support from various stakeholders in the education sector.

## **1.4 Research Questions**

### **1.4.1 Major Research Questions**

The major research question was: what are the factors affecting the teachers' preparedness towards content integration in Social Studies instruction in Primary Schools in Ndhiwa Sub-County.

### **1.4.2 Specific Research Questions**

The specific research questions were;

- a) What is the relationship between level of training and teaching of social studies as integrated course?
- b) How does availability of teaching/learning material affect teaching of social studies?

- c) How does the attitude of teachers affect the teaching of social studies as integrated course?
- d) How much support does teaching of social studies receive from various stakeholders in education sector?

### **1.5 Assumptions of the Study**

The following assumptions guided this study

1. That teachers of social studies have knowledge, skills and attitudes necessary for the teaching of the course through integrated approach.
2. That the subject teachers have adequate teaching facilities and instructional materials to use in integrated social studies course objectives.
3. Those teachers have positive attitudes towards teaching of the course through the integrated approach.
4. That teachers of integrated social studies receive adequate management support from the government officials on the ground such as QUASO and TAC tutors.

### **1.6. Justification of the study**

Teachers' preparedness in teaching and learning process is key to meaningful curriculum implementation in a school set up. The researcher therefore found it necessary to carry out a study to establish the extent of their preparedness towards content integration in social studies instruction. Integrated approach in teaching and learning of social studies like in other subjects is a concept which is relatively new; therefore teachers face many challenges when trying to use it in teaching. The challenges, among other things that the approach poses to teachers made it necessary for the researcher to undertake the study.

The findings will be useful to the Ministry of Education specifically the curriculum developers in establishing the strengths and weakness of integrated approach.

### **1.7 Significance of the Study**

This study will be useful to educational policy makers, teachers and other stakeholders in education sector. The curriculum developers would use the research findings to reorganize and restructure primary school social studies curriculum. The education policy makes a may benefit from the research by coming up with appropriate strategies that can be put in place to make necessary adjustments in the subject content.

The research would guide stakeholders o how to develop suitable teachers of social studies and relevant instructional materials for social studies instruction. The research findings may be used by the policy makers to boost the provision of in-service education to teachers of social studies on the recent teaching methods to make it rhyme with the current teaching of social studies.

### **1.8 Scope and Limitation of the Study**

This study was carried out in Ndhiwa District, Homa Bay County and it was based on teachers' preparedness towards content integration in social studies instruction. It drew its sample population from primary schools from the 6 divisions within the district. The data was drawn from 81 teachers, which included head teachers and teachers of social studies from the sampled schools.

The analysis, interpretation and recommendation of the study were solely based on the responses obtained from sample population. The research instruments used to collect data included questionnaires for teachers and head teachers. Oral interview was also used to elicit responses on areas which were not captured in the written questionnaire. It is hoped



that the findings of the study will apply to some other areas in Kenya. The researcher only worked with a limited number of teachers and head teachers (81) due to vastness of the study area, limited funds and time constraints. The researcher used questionnaires and interviews to collect data from the respondents. Only social studies teachers participated because they were more likely to provide reliable information on the topic of study. Interviews were mainly conducted to the head teachers of the sampled primary school. However, it is believed that the findings of this study would give almost conclusive information on the teachers' preparedness towards content integration in social studied instruction.

### **1.9 Theoretical Framework**

This study will be guided by the theory of innovation and implementation. The theory was advanced by et al (1971). The theory suggests that for any innovation and implementation to be termed successful, it is vital to look at the following;

- i) training of the curriculum implementers
- ii) availability of teaching and learning facilities
- iii) the extent of support from the management and other stakeholders in education sector
- iv) the existing organizational awareness and willingness to expend time and effort for the implementation of curriculum.

Therefore this theory was chosen because some of the attribute advanced by it have direct bearing on the topic under study. It enabled the researcher to investigate the following;

1. The capability of the implementer who for this case is the teacher of social studies. He or she need to understand the

innovation such as teaching social studies using integrated approach. Teachers of social studies who are not able to teach it using integrated approach to a great extent hamper the implementation of the curriculum.

2. Attitudes and perception of the social studies teachers towards teaching the subject using integrated approach. If teachers' attitude towards a subject is negative, then they will not be motivated to teach it effectively.
3. Availability of resources and facilities are required for successful implementation of curriculum. If these materials are not available for use by the teachers, then failure in implementation is likely to occur.
4. The managerial support given to the teachers who are the implementer of innovation or curriculum will determine the failure or success of it.

Other curriculum theorist Oluoch (1982) and, Shiundu and Omulando (1992) agree with Gross et al (1971), for example that the right conditions necessary for implementation are changing the attitude of people involved in the implementation process, providing adequate teaching and learning facilities and equipment, providing sufficient and continuous administration support to implementers.

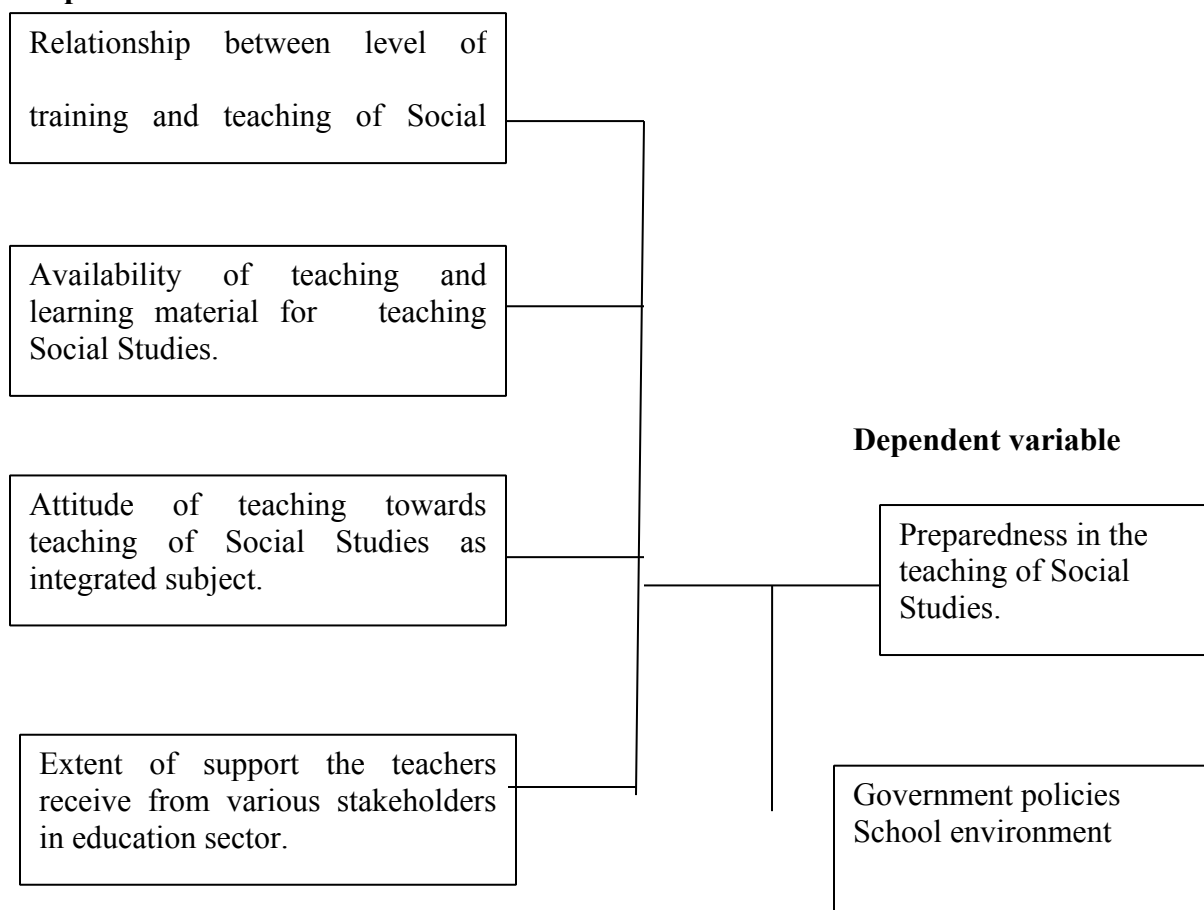
This research therefore utilizes the ideas of these theorists to investigate the teachers' preparedness towards content integration in social studies instruction.

### 1.10 Conceptual Framework

Conceptual framework is a graphical or narrative relationship of the study variables network. Independent variables used in the conceptual framework for the study were shown in their network with the interviewing variable to give the output variable. The output variable is referred to as the Dependence Variable of the study. The figure below shows the conceptual framework which gave the study's variable graphical relationships.

**Figure 1: Conceptual Framework**

#### Independent Variable



### 1.11 Definition of Terms

The following terminologies have been used in this study to mean the following:

**Attitude** – readiness to react against or in favour of some situation or ideas.

**Curriculum**- is a written document which may contain ingredients, but basically it is a plan for the education of pupils during their enrolment in a given a school.

**Content integration** - combining of the content of two or more subjects. Social studies involves incorporating the study of Geography, History & Civics.

**Instruction:** A process of setting the conditions and activities that would lead to learning.

**Integration** – it is the exploration of knowledge in various subjects that are related to one another and the fusion of knowledge from different disciplines.

**Integrated approach** – this is a method of teaching that incorporate content from various disciplines. In this study it refers to combining History, Geography and Civics to produce Social Studies taught in public primary schools.

**Instructional materials** – are whatever is used to make teaching and learning easier. They may be used by the teacher or learner.

**Social Studies**- a group of subject concerned with the study of people within society and including economic, sociology, anthropology, politics and geography. In this study it refers to Geography, History & Civics combined in the primary school curriculum.

**Teaching strategy**- the overall way in which process of instruction is organized and executed, that either by exposition (direct) or by discovery (indirect).

### **1.12 Chapter Summary**

In this chapter the background information to the study has been presented. Other sub-headings dealt with in this chapter one are the statement of the problem, purpose of the study, objectives of the study, research questions and assumptions of the study, scope and limitation of the study, significance of the study, theoretical framework, conceptual framework and operational definition of terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter deals with the review of literature relevant to this study which is going to focus on the integration approach. The review aims at identifying and evaluating opinions, knowledge and attitudes of various studies towards integration. More specifically, this review will strive to look into the integration approach; both in Kenya and other parts of the world. The purpose of this review formed a basis for this study.

The content discussed here is drawn from Textbooks, Journals, Thesis, Syllabi, primary school social studies course book and any other literature related to this study.

#### **2.1 The Meaning and the place of Social Studies in primary school curriculum**

One outcome of the Mombasa conference was the setting up of the African Social Studies Programme (ASSP). The conference also provided a basis for integrating and intensifying social studies activities. This was made possible through formulation of the outcomes of social studies approach and guidelines for promotion of social studies programme (Dondo et al 1974)

In this approach, social studies programmes were developed drawing upon knowledge from many social disciplines. The programmes developed on those lines demand that instruction be organized around important questions, topics or social problems.

## **2.2 Integration approach in teaching Social Studies**

From Shoemaker's (1989) definition of integrated curriculum, we derive the definition of the integrated method as education that is organized in such a way that it cuts across subject matter lines, bring together various aspects of the curriculum into meaningful association to focus upon broad areas of study.

Markus, a media specialist quoted in Shoemaker (1991) stated that the integrated method is a great gift to experienced teachers. it makes teaching a lot more exciting and helps them look forward into the future. It helps learners take control of their own learning, because the method is student centered unlike majority of the teaching methods which are teacher centered.

Integrated subjects are taught in such a manner that they are almost inseparable. What is learned and applied in one area of one subject is related and used to reinforce provide repetition and expand the knowledge and skills learned in other subjects.

Taylor (1972) advocated for the integrated way of teaching. He states that this type of method can afford the child the time to pursue something in depth even though it may take several days. As he works problems common to various subject will arise, and within the integrated framework, he can make easy transition between any areas of learning.

The brain research also points towards integrated learning. Cromwell (1989) looks at the brain process that organizes information. He states that the brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences are recalled quickly and easily.

Many of the arguments for integration in education are purely based on the assumption that it fulfills learners' need. Curriculum integration can customarily take one of the four different forms; correlation of two or more fields of study, integration with a broad field of study; interdisciplinary studies and trans-disciplinary programme (Lewy, 1991:40). Social studies takes the broad field approach where several subjects are combined into one. Social studies began by combining History, Geography and Civics into a single subject. This combination allows for at least a touch upon several subjects.

According to Gagne (1965) and Brunner (1960) theories of learning, integrated teaching can augment the learning because learners perceive the similarities of concepts, principles and strategies more than those who study separate disciplines with little emphasis on interrelationships. In integrated teaching therefore, students have a chance to use concepts learned in one situation in different fields.

Neville (1985) further argues that integrated curricula are more free to select similar objects which students find interestingly. It is considered in various cases to augment motivation especially for students who have little interest in the subjects.

Curriculum integration increases learners' motivation: students are more interested in learning content that seem related and meaningful.

According to Tyler, integration refers to the horizontal relationship of curriculum



experiences and means that organization of experiences should be “unified in relation to other elements” of curriculum being taught and subjects should not be isolated or taught as a single course from the rest of the subjects.

However, as (Pratt 1994) stated “we will never achieve total integration of knowledge” and we also do need to realize that our knowledge is never completely disintegrated.

In addition, teaching approaches or strategies help the teacher to effectively impart knowledge to pupils.

Good knowledge of different teaching strategies or method assists the teacher to determine the various strategies to be employed in different teaching/learning situation (Robinson, 1980).Curriculum integration can customarily take, for example, integration within a broad field of study( Lewy 1991). This is when several subjects are combined into one. The best known example is social studies which begun by combining History, Geography and Civics into a single offering. This combination allow for at least a touch upon several subjects, which would otherwise be excluded for lack of time. It allows the teaching of concepts from subjects, which would have never been taught at primary school level, yet they are important for the children to learn.

According to Merryfield (1986), social studies education and its relevance to national development in selected African countries compared the methods utilized in the teaching of social studies in experimental classes and those of traditional Geography, History and Civics in Kenya.

She established that teachers of social studies related their instruction to the child’s own

environment and experiences, unlike those of traditional Geography, History, and Civics who utilized the separate subject approach. She therefore concluded that integrated approach satisfied the learning needs of learners more than the single subject. This literature is significant to the study as it clearly shows the importance of integrated approach.

In their study in Lesotho, Merryfield and Muganda (1991) established that teacher training was a major problem and it was recommended that it was essential for intensive pre-service course be introduced to teachers of social studies.

The study established that teacher training was a major problem and it was recommended that it was essential that intensive pre-service course be introduced to teachers of social studies. This current study attempted to find out whether lack of training affects the teaching of social studies.

Teaching of social studies in primary school encounters several challenges. Studies done in some parts of the world attest to this. A study conducted by Aoki et al as was reported by Fullan 1982 established that inadequate teaching and learning resources hampered the implementation of social studies.

In a study conducted by Ogula (1994) he reported that a study carried out Shaughnessy and Haladyna (1949-1982) in United States of America revealed that students who were taking social studies found the subject to be of least interesting and appeared irrelevant subject in school curriculum.

This was attributed to the methods used by teachers to deliver the content. Most teachers

were using lecture method which was not inspiring to the learners.

A new curriculum would be successfully implemented if the head of institution is ready to give necessary support to the learners. Mc Neil (1985) suggests that for successful implementation, intensive staff development where the head teachers encourage his/her teacher to develop their professional growth are necessary for new curriculum to succeed.

Psacharopoulous and Woodhall (1985) conducted a research in the Philippines with specific interest on the use of the text book. Their finding revealed that textbooks were indispensable if academic achievement is to be realized.

They found out that availability of text books enabled the subject teacher and learners to have access to relevant information on the subject.

The study of teachers' preparedness also looked at the various instructional material available to teachers for use in teaching social studies.

According to a report in ASESP (1994) a research was conducted in Nigeria by Salamu whose aim was to establish the problems of teaching social studies in secondary grammar school in Ibadan in 1982 and it was found out that social studies teachers relied on the lecture method as their main teaching method. Similar studies were conducted by scholars in Nigeria which revealed that lecture method was predominantly used by teachers ASESP (1994), Tahaya, 1979; Ayo and Fwa, (1984).

A research conducted by ASESP (1993) in primary schools and Teacher Training

Colleges in Kenya and Uganda, found out that text books that were available for use were not the best for teaching and learning social studies because they mainly focused on giving factual information at the expense of giving values and attitudes.

### **2.3 Competence of teachers in curriculum implementation**

Teacher education is an integral component of education. It involves the preparation of properly identified and selected individuals for the teaching profession. The teacher education programme should be tailored and administered to produce professionally competent teacher to serve a prescribed system of education (Bogonko, 1992).

Kafu (1996) found out that teacher education curriculum had remained narrow and rigid in nature. It emphasizes training rather than preparation of teacher. It continues to produce conservative teachers who are pervasive to change, less creative, innovative and unable to manage modern instructional and non instructional situation. He advocated for a new teacher education curriculum to be designed to address the new demand of the society and those of the teaching profession. Education is dynamic; hence, the teacher education should produce a pragmatic and creative teacher with capacity and ability to manage efficiently the challenges of education in this century.

Competence is vital for effective implementation of any curriculum innovation. As Fullan (1982) postulates the effectiveness and efficiency in teaching and learning is determined by teacher academic and professional characteristics as well as experience as a teacher. Despite the social studies teacher being qualified to teach the subject, it was found out that some of them lacked competence to implement it as an integrated course. This was attributed to the fact that they trained before the introduction of social studies as integrated course.

This means that such teachers lack competence to handle integrated social studies which demand that content of Geography, History and Civics be taught as compact integrated subject.

Attitudes held by implementers about a subject play a significant role in determining how the subject is taught. Hawes (1979) asserts that the need for changing people's attitude to favor implementation of any particular innovation is very important. He observed that the task of curriculum implementation involves some main process which includes attitudes of policy makers, administrators, teacher trainers and teachers. It also involves providing the material and administrative means to make it possible.

Studies undertaken by African Social Studies Programme (1992) in Kenya and Uganda found out that Kenyan teachers had positive attitude toward the integration of GHC course.

Wasanga (1981) observed that most teachers had unfavourable attitudes towards the combined course because they were trained and specialized in teaching only two subjects. Merryfield (1986) found out that the social studies programme was eliciting positive attitude unlike in 1970's when there was a lot of resistance to the inclusion of the subject in the school curriculum from educators or subject specialists. This view support the idea that the feeling and attitude of teachers towards social studies affect the success of the implementation of the programme.

Shiundu and Omulando (1992) observed that the importance of attitude in implementation of a new programme cannot be neglected. Attitudes held by teachers, head teachers and other education stakeholders on content integration in social studies

instruction is important because a positive attitude towards it will favor its successful implementation. In addition, Gross et al (1971) emphasized that there is need for the staff to be willing to spend their time and effort on its implementation.

Another study conducted by Miller and Seller (1990), observed that for any new programme to succeed, teachers should be open-minded about new practices. Open mindedness means having an experimental attitude, a willingness to implement a new programme.

In his study on the effectiveness of social studies teaching in Kenya, Ogula (1982) established that the teaching of the course through integrated approach in the 1970's met with negative attitudes from various people including teachers, subject specialist and educational inspectors because they lack the skills to effectively implement integrated method in teaching and learning the subject.

Adams (1970) observed that educational change can only succeed when teachers are sufficiently impressed by the validity of the new approach and thoroughly grounded in the techniques necessary for its implementation. Beey ( 1969) concurred with Adams when he said that if the teacher does not understand new methods or if he refuses to accept it, other than superficially, instructions will be of no avail.

Makumba (1983) carried out a study to find out the degree of preparedness of primary school in Kakamega District to receive and implement the social studies programme. He found out that lack of adequate in-servicing of teachers on the programme in the real teaching and learning situation caused problem in implementation. In his study he also

identified the school climate as not being conducive to achieving the instructional objectives of social studies. A good number of teachers of social studies in primary school enter the classroom with dry notes and sometimes read directly from the textbook for the classes they teach.

In his study Kabau (1983), explored the instructional problems of teachers piloting social studies in Machakos District and found the teachers to be unprepared and their attitude unfavourable to social studies.

Eshiwani (1983) argued that teachers' competence is determined by several key factors like certification of training, year of teaching experience, professional commitment and transfer index. According to him, teachers' years of teaching experience influence their effectiveness in subject content delivery.

Adams (1970) in his study of the teaching of social studies in Sierra Leone argues that curriculum innovation were invariably floundered because they were formulated by curriculum development experts and then imposed on schools where unprepared teachers with neither the inclination nor the knowledge to implement them made impolite noise concerning these bothersome innovations. This study therefore investigated whether the same applies for social studies instruction in Ndhiwa sub-county.

According to Ogula (1985) in his evaluation of the teaching of social studies established that the most mentioned difficulty in the teaching of social studies was negative attitude of pupils towards the subject. This could have been attributed to poor teaching strategies

due to the inadequate preparedness of teachers towards teaching of social studies as integrated subject. The present study aimed at finding out whether teachers are adequately prepared to teach the subject.

In a study conducted by Ondimu (1995), it was established that the availability of qualified teachers is a prerequisite for proper implementation of any educational innovation. Anywhere in the world, teacher quality has been associated with the teacher's level of education and training. Dunkin and Biddle for instance, noted that teacher competence, flexibility, and ability to innovation largely depend on their level of education and training.

It is desirable that the social studies teacher is well conversant with the subject content with different procedures to be used for a given lesson. Kochhar (1991) noted that the right procedure is one which arises out of the need of a learning situation, the skill of the teacher and that which harmonizes the content to be taught and that meets the requirement of the child. She further asserted that even the best curriculum and syllabus remains dead unless quickened into life by the right kind of teaching methods and the right teacher.

According to Ondimu (1995) pre-service training that the teachers went through failed to prepare them for effective teaching of the GHC as an integrated course. This is likely to apply to the teaching of Social Studies in primary schools in Kenya. The inadequate content integration in the teaching materials and teachers were found to merely present subject's content as they appear in the textbooks. The teachers were found not to do much at the integration of knowledge. Most of them perceived Geography, History and Civics



as separate subjects and taught them as separate subjects.

A research conducted by Ogula (1994) found out that most of the teachers used the lecture method which made lessons to be boring thus making pupils develop a negative attitude towards social studies. This approach is likely to compromise pupils' achievement towards the Social Studies curriculum in primary schools.

In his study, Ndaloh (1999) recommended that Primary Teachers Training Colleges should train teachers on teaching Social Studies as an integrated discipline. Teacher education in social studies has the task of educating teachers with sufficient content knowledge in history and social sciences, an ability to locate, evaluate and use appropriate resources to supplement the textbook, sufficient knowledge regarding the characteristics and abilities of their pupils. National Council for Social Studies (1988) adopted "Standard for the Preparation of Social Studies Teachers" to address the above goals. This will enable them to deliver the content with ease leading to the realization of teaching Social Studies as recommended by the Mombasa Report of 1968.

According to Robinson (1980) teaching approaches or strategies help the teacher to effectively impart knowledge to pupils.

It is important for the teacher to have a good knowledge of different teaching strategies and methods to assist her/him in various teaching/situation.

Efficient teaching in social studies, as in any other subjects, depends upon the competence and professional advancement of teachers (Kochhar, 1991).

Fullan (1982) adds that the quality of teaching and learning depends on the competence of teachers. Gross et al (1971) concurs with Fullan (1982) by asserting that effectiveness and efficiency in teaching and learning are determined by teachers' academic and professional characteristics as well as his/her experiences as a teacher. The current study attempted to establish the academic and professional qualification and training of the teachers in public primary schools in Ndhiwa District and how they have affected classroom instruction.

In-servicing of teachers helps to acquaint the practicing teachers with the latest pedagogical skills. It is therefore important to provide in service courses to keep them informed about the recent development in the instructional technology.

It is desirable that the social studies teacher is well conversant with the subject content with different procedures to be used for a given lesson. Kochhar (1991) noted that the right procedure is one which arises out of the need of a learning situation, the skill of the teacher and that which harmonizes the content to be taught and that meets the requirement of the child.

The availability of qualified teachers is an important prerequisite for proper implementation of any education innovation.

However studies do show that teaching of social studies in Kenya has been faced with lack of trained teachers while the mode of college training in the subjects is seen as insufficient leading to poor teacher preparation. The studies have also pointed out the lack of in-service education in the area of social studies.

Examples of such studies include those of Osindi (1982).

In conclusion, studies do show that teaching of social studies in Kenya has been plagued by lack of trained teachers while the mode of college training in the same subject is seen as insufficient leading to poor teacher preparation.

#### **2.4 Availability and use of teaching resources at the primary school level**

With the launching of new system of education (8-4-4) in January 1985, the government decided to adopt and implement the integrated social studies in all primary schools from class 1-8 even before completion of pilot-testing. The hurried implementation of the programme compromised the quality of teaching and learning of nearly all the subjects in the new primary curriculum.

In teaching social studies in integrated approach more effectively, African Social Studies Programme (ASSP 1984) proposed multimedia approach. This method consists use of a variety of teaching resources – models, movie films, overhead projectors filmstrips, pictures, charts, tape-recorders, debates, problem solving and discovery method.

For curriculum implementation to succeed it requires that relevant and adequate instructional materials such as text books, teachers' guide books, and collateral materials are made available.

Osindi(1982), in a study of the limitation of effective Social Studies teaching in primary schools in Kisii District, focused on the major practical problems that generally tended to militate against effective teaching of the subject. Among his findings was the unavailability of adequate and relevant teaching materials and books. He also identified

late arrival of some of the relevant teaching materials and course books from the Kenya School Equipment Scheme (K.S.E.S) as another factor impacting negatively on the teaching of the subject.

According to Kochhar (1991), instructional materials such as syllabus, curriculum guides, teacher manuals help the teacher both in the area of content and methodology. Without these resources, a teacher cannot effectively deliver the subject content.

The teacher guides are important component of any curriculum package. They serve the purpose of helping teachers monitor the curriculum implementation (Ondimu, 1995).

These guides also serve the purpose of providing detailed instruction for teaching each particular section of the subject content (Lewy, 1977). Lock heed, et al (1991) found out that teacher guides that are well integrated with the course book or other instructional material have a positive impact on student achievement.

Odada (1986) while comparing the teaching of integrated social studies with that of geography, history and civic in Uganda found out that social studies teaching was more difficult than the traditional subject because of lack of text books and teachers' guide.

Sifuna (1991) noted that K.I.E did not publish materials to accompany the social studies syllabus until 1988 while material produced by commercial publishers for use in upper primary classes were quite superficial on the study of the local environment.

Craig (1997) observed that effective organization, maintenance and storage of resources is crucial to the smooth running of any classroom. Resources have to be easily available for use.

Miller and Seller (1990) asserted that instructional materials are critical ingredient in learning and the intended program cannot be easily implemented without them. Teaching materials provide information and appropriate opportunities for teachers.

Wilkins (1970) concurred with Miller and Seller (1990) and observed that, without resource materials and facilities, the teacher may not be able to set the objectives he would like his pupils to attain. In case of lack of resources and facilities, the teacher should be innovative enough to improvise and provide alternatives using local materials. Craig (1990), Shiundu and Omulando posit that a new program requires adequate teaching materials like text books which must be purchased to ensure successful activation of the program.

## **2.5 Management Support to Social Studies Teachers**

In any education system, management support of teachers and learners is key to effective curriculum implementation. This can be done by organizing in-service training to teachers, provision of teaching resources and professional advice and supervision from QUASO.

### **2.5.1 In-service training and supervision from QUASO**

In-servicing of teachers help to acquaint the practicing teachers with latest changes and innovation in the curriculum such as integrated contents. For the teacher to effectively impart such knowledge in the learner there is need for regular in-service courses and workshops.

Research shows that it is important to provide in-service courses to teachers to keep them informed about the recent development in the instructional technology. It improves the teachers' professional knowledge, skills and attitudes in order to take learners through integration method effectively.

It can also be added that in the implementation of a new programme, in-service education help to cater for those deficiencies that may arise as a result of the attempt to implement innovation. This deficiency could professionally be dealt with through teacher education and in-service.

In evaluation of pilot testing of social studies, Kenya Institute of Education (KIE 1983), found out that teachers were in critical need of in-service education. The finding revealed that majority of them were not familiar with the philosophy of social studies program they were in-charge of implementing. This point to the fact that even trained teachers needs in-service training to update them with social studies skills.

In the study carried out by Simons (1976) it was found out that all other things being equal, teachers trained in particular skills perform better than untrained teachers. Therefore one could safely conclude that if social studies teachers are trained in integrated approach, they would perform better.

According to research conducted by Tum (1996), he recommended that in-service training for practicing teachers at all levels of education should be made a priority in Kenya. Besides teachers, all those officers charged with implementation of a new curriculum process such as QUASO should be in-serviced.

Bennar et al (1994) he observed that untrained, poorly trained and frustrated teachers cannot bring about anticipated economic, cultural and moral change spelt out in the aims and goals of education in Kenya. Sifuna (1975) in his study agreed with Benner et al (1994) that untrained teachers are a great set back in implementing new programmes like integrated content as in social studies.

Wainaina (1984) in a study of problem facing the teaching of Christian Religious Education in secondary schools points out that inadequacy of in-service training kills the morale of teachers.

Those teachers who have served for many years stand a better chance of being in in-serviced as compared to those who are new in the service.

He also noted that teachers complain about the wide syllabus which is not covered in the stipulated time hence inadequate coverage of a programme.

Training must be seen as continuous learning. Continued professional development should be shaped and controlled by continuously changing methodologies and new technological development that may be used in instruction. New knowledge in social studies, the social sciences, current issues, emerging issues and evolving social conditions requires that constant attention of the teachers which can only be realized through regular in-service training. Programmes of individual professional growth need to be focused on attendance and participation in in-service courses, workshops etc.

Ondimu (1995) points out that the educational managers should ensure that any information about new programme reaches the teachers at the right time. Managers and

other officials in education sector should organize in-service course, workshops and seminars.

He further pointed out that management support by ministry of education towards helping teachers teach social studies course as recommended as well as solving the problems affecting the teaching and learning of social studies was found to be insufficient. The finding from the study was that there was inadequate management support in the areas of provision of teaching and learning materials, lack of seminars and in-services courses to equip the teachers with the new necessary knowledge and skills in the subject.

The current study investigated the management support that is given to the teaching of social studies in primary schools.

### **2.5.2 Provision of Teaching Resources and Facilities**

Several studies which have been undertaken stress that the usefulness of instructional resources for teaching and learning. According to Miller (1990) instructional resources provide the link between the world of obstruction and real life situation.

Maranga (1993) in his study asserted that resources and methods of instruction, among others affect the amount of teaching and learning that take place in a school or class. As such, effective teaching demands that resources are made available to the teachers for reference purpose. He states that:

“The provision of quality and relevant education and training are dependent on among other things, the supply of adequate equipment and teaching material” ( Maranga 1993:113)

When instructional resources are available, the teachers work is made much easier for he/she will be able to select what he/she requires from the available resources.



For instance a study was conducted by Muchilwa (1998) on the availability and use of instructional material for the teaching of History. The research revealed that most of the instructional materials were lacking because stakeholders, parents and Ministry of education did not provide them.

The teaching of social studies has been faced with many challenges related to the support given to the teachers by stakeholders in education sector.

As reported by Kabau (1983) problems to the teaching of social studies included the theoretical nature of social studies curricula, lack of instruction between various participants, the culture of the school tend to offer priority to matters of management and control rather than teaching and learning.

### **2.5.3 Professional Advice from Ministry of Education Officials**

The Kenyan government acknowledges the importance of supervision in improving the quality of curriculum implementation in school. This is attested to by sections in reports of the various education commissions appointed since independence that have devoted much attention toward coming up with better ways and means of improving supervisory work in public schools in Kenya. Such reports include the Ominde report (1964), Gachathi (1976) and Kamunge (1988)

The supervision of curriculum implementation in Kenya by QUASO is aimed at working closely with teachers to establish the problem and the needs of teachers and pupils. It is also geared towards building strong group morale and securing effective team work

among teachers. It helps in providing assistance to teachers so as to enable them develop greater competence in teaching and assisting beginning teachers translate theories learned in colleges into classroom practice.

However effective supervision in Kenya has been hindered by numerous social-economic and political problems. Maranga (1977) in his study identified lack of sufficient number of educational personnel to supervise increased number of teachers and schools, lack of constant and close contact between schools, lack of appropriate channel of communication between and among supervisors.

## **2.6 Chapter Summary**

From the literature review, the findings have revealed that there exist inadequate preparedness of teachers towards content integration in social studies instruction in primary schools. The main areas that have been investigated are:

1. Whether teachers and head teachers have necessary training, skills understanding of the meaning and use of integrated approach in social studies instruction.
2. Whether there is inadequate teaching and learning materials for teaching social studies as an integrated as approach.
3. The attitude held by teachers towards content integration in the teaching of social studies.
4. The support given by ministry of education and other stakeholders to the teaching of social studies.

The findings reveal that there is very little knowledge in teachers preparedness towards content integration in social studies in primary school.

In conclusion, the review of related literature has established that attempt to use integrated methods have not succeeded due to lack of adequate training given to teachers, lack of enough instructional materials and negative attitudes held by the teachers towards the method. Therefore the following can be undertaken to improve the situation.

1. Teachers should be subjected to thorough and effective training on integrated method of teaching.
2. The Ministry of Education should equip schools with relevant and adequate instructional material.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter deals with the procedures that were employed in conducting the study. It is made up of description of the study area, research design, study population, sampling procedures, development of research instruments and data collection, data analysis and summary.

#### 3.1 Study Area

This study was conducted in Ndhiwa District, Homa Bay County. Ndhiwa borders Rongo/ Migori on the southern side, Nyatike to the western side, Homa Bay to the eastern side and Suba to the northern side.

The study was carried out in public primary schools classified as Public Mixed Day, and Boarding Schools. Most of these schools are located in a rural environment with a few located near big trading centers. The district has a total area of approximately 35 sq Km with the main economic activities in the area being mixed farming and trade.

#### 3.2 Research Design

Kothari (2004) defines a research design as a blueprint for fulfilling objectives and answers to research questions. He emphasizes that a research design is a plan and a structure of investigation so conceived as to obtain answers to research questions.

The research design expresses both structure of the research problem and the plan for investigation used to obtain empirical evidence on the relation of the research problem.

The study adopted descriptive research design which investigated and made detailed examination of selected phenomena. It allows for use of descriptive statistics as a method of data analysis. The design summarises data and describes the sample. Being a qualitative research, this design was relevant to this study because it enabled the researcher to use early data collection to adjust and sharpen the research questions to suit the study. The data collected through this design attempted to describe things as was written and spoken in words by the respondents. It also allowed the presentation of analyzed data in the form of charts.

### **3.3 Study Population**

The target population of primary from which the study sample was drawn was 140 primary schools but only 40 participated in the study. From these schools, head teachers and teachers of social studies were selected. The research population comprised of 20 head teachers and 80 social studies teachers of primary schools in Ndhiwa Sub-County in Homa Bay County. The study focused on their preparedness towards content integration in social studies instruction.

### **3.4 Sampling Procedure**

There are 140 primary schools in Ndhiwa Sub-County. These schools formed the sampling from which 40 schools were randomly selected for participation in the study. Teachers teaching social studies in the selected schools were selected using simple random sampling by taking 2 teachers from every school that were handling social studies in the selected schools. Simple random sampling was again used to select the 20 head teachers who participated in the study.

## **3.5 Research Instruments**

### **3.5.1 Questionnaires**

Kisilu and Kombo (2009) state that a questionnaire is a research instrument that gather data over a large population size. The researcher administered the questionnaire to the social studies teachers to fill. The questionnaire for social studies teachers had sections A and B. Section A was designed to gather background information on the respondents and section B had questions which focused on the objectives of the study. The questionnaires for these teachers appeared as Appendix A. Appendix B contained head teacher questionnaire which was also divided into Section A and B. Section A was intended to gather background information of the head teachers and B was to elicit data which were to answer research objectives. A copy of the questionnaires appear in this thesis as Appendix A and B.

### **3.5.2 Interview**

Face to face interview was carried out with the head teachers. The researcher upon issuing the questionnaire to the head-teacher of primary schools interviewed them to clarify some aspects that were not captured by the questionnaire.

This was used to ensure that more information was obtained through probing of the selected respondents. An interview schedule made up of open-ended questions was developed. The purpose of this was to ensure consistency of the interview items responded to by participant in the study.

### **3.6 Data Collection Procedures**

A research permit was obtained from National Council for Science and Technology which was presented to the DC, DEO and head teachers at school level to access the teachers. This was done to give the study a legal backing.

The document authorized the researcher to conduct the study in the selected primary schools in Ndhiwa District. A pre-visit was done out in some of the schools before the actual study. Dates were booked as to when the instruments would be administered in writing. The researcher personally visited the selected public primary schools.

Questionnaires for each selected schools were filled and returned. Teachers who were not able to complete the questionnaire were allowed more time to respond to the questionnaire.

The respondents were instructed not to write their names on the instrument for confidentiality purposes.

### **3.7 Validity and Reliability of the Research Instruments**

#### **3.7.1 Validity of Research Instrument**

Validity is a measure of how well a test measures what it is supposed to measure, Kombo and Tromp (2006). It is the degree to which results obtained from the data analysis actually represent the phenomena under study. Oso and Onen (2005) define validity as the extent to which research instruments measure what they are intended to measure.

The researcher did piloting in the neighbouring sub-County, which is Homa Bay to ascertain validity. Homa Bay was chosen for piloting because it shares same

characteristics with Ndhiwa sub-County. The feedback gotten from piloting was used to improve on the instrument. The researcher consulted the supervisors and colleagues in the Department of Curriculum, Instruction and Educational Media – Moi University to determine the appropriateness of the research instruments.

### **3.7.2 Reliability of the Research Instrument**

Orodho and Kombo (2002) state that reliability is the measure of internal consistency of result obtained from a sampled population. Mugenda and Mugenda (1999) also support this idea. In their contribution they argue that this is the consistency of the research instrument to give the same result with repeated trials. The researcher administered test-retest to social studies teachers by administering the same instrument twice to the same group after an interval to confirm the reliability of the instrument.

Reliability index was determined using Karl Pearson's Product Moment correlation coefficient and a reliability index of 0.678 was obtained. The data from the tests-retests experiment was analyzed using Statistical Package for Social Scientists (SPSS). The 0.678 was high enough to convince the researcher that the tool was good enough to elicit required responses from the respondent.

### **3.8 Data Analysis and Presentation**

Kombo and Tromp, (2006; 117), observed that data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences.

The data was organized, presented, analyzed and interpreted using descriptive statistics.



Descriptive statistics entailed the use of frequencies and percentage in interpreting the respondent's perception of the issues raised in the questionnaire. All these were done through Statistical Package for the Social Science (SPSS).

### **3.9 Ethical Consideration**

The researcher maintained professional ethics and good conduct throughout the study. The researcher maintained confidentiality at all time. The respondents were asked not to include their name at the questionnaires. Those who participated in the study were not coerced. They voluntarily accepted to participate in the research.

### **3.9 Summary**

This chapter focused on the various details concerning the research design and methodology. The study employed; details of specific study area, target population, sampling procedures, research tools, administration of research tools, content validity and reliability and data analysis.

To facilitate the analysis, the raw data from the text were summarised in frequencies and coded before they were analyzed using statistical package of the social sciences (SPSS). Descriptive statistics were used to describe the results.

Descriptive statistics consisted of percentage of the responses in relation to the study objective. Data collected was presented in form of charts and percentages in the following chapter.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents analysis, interpretation and discussion of useful information from the data generated from the respondents using questionnaires and interviews. The data were presented by the use of graphs. The study was carried out with the main purpose of finding out the teachers' preparedness towards content integration in social studies instruction in primary schools in Ndhiwa, Homa Bay County. Descriptive statistics were mainly used in analyzing the data. Statistical Programme for Social Sciences (SPSS) on computer was used. The results were presented in form of frequencies, percentages and graphs.

For effective and easy understanding of each objective, the data gathered from the research was grouped under the following sub-topics, in order to correspond to the research objectives.

1. Teachers and head-teachers necessary training and skills to implement integrated social studies instruction.
2. The adequacy of teaching materials for the subject teachers.
3. The attitude of teachers towards content integration in the teaching of social studies.
4. The kind of management support from various stakeholders in the Education sector.

For the general information of the respondent the chapter begins with a presentation of

teachers' gender, level of education and level of training. Thereafter, it is followed by the research finding from closed and open-ended questionnaires and interview guides were structured to elicit some responses with regard to the research questions.

The responses to the items in the research instrument were converted into percentages and further represented using many forms of graphs.

## **4.2 General information of the respondents**

The information consists of teachers' gender, level of education, level of training and head teachers' highest teaching qualification. This section will also try to answer research questions on the teachers training and skills to implement social studies instruction.

### **4.2.1 Gender of the respondents**

The study established that majority of social studies teachers, were male while the female comprised of minority. This clearly indicated that the subject is mostly associated with male teachers. This is further an indication of a bias for social studies teaching by female teachers. However, it was also noted that most female teachers combined social studies with languages, English and Kiswahili as their teaching subjects.

### **Figure 4.1: Gender of the respondent**

### **4.2.2 Level of education of the respondents**

The research tried to find out the respondent's level of education and the findings revealed that 65.0% of the respondents did KCE/KCSE Examinations. Those with

university education were 11.3%, while the remaining 1.3% had CPE/KCPE as their highest level of education.

The result showed that majority of primary school teachers were of form four level of education.

#### **Figure 4.2: Level of education of the respondent**

#### **4.2.3 Level of training of the respondents**

This section was meant to elicit data on the level of training of the respondents. The level of training in the teaching profession affects teachers' performance in terms of content delivery/pedagogical skills. Teachers qualification play an important role in teaching and therefore highly qualified teachers would have a thorough knowledge of subject matter and practical experience on the subjects. This could only be attained through proper education and training. From the finding, it could be deduced that most of the teachers, 74.1% were P1. This showed that most of the teachers were qualified to prepare and teach social studies effectively. The 12.3% of the respondents had university training while 8.6% were S1/ATS I, II and only 4.9% were untrained. The 4.9% respondents were form four school leavers who were hired by the PTA, to fill the gap left by the shortage of trained teachers.

### Figure 4.3: Level of training of the respondent

#### 4.2.4 Head-Teachers highest professional qualification

The research sought to find out the highest teaching qualification of the teachers. The findings indicated that P1 who were head-teachers comprised 40% of the respondents; trained diploma teachers were 30%, whereas 25% of the respondents indicated that they were trained graduate and only 5.0% revealed that they were untrained graduate teachers.

Head-teachers deal with administration policy making in primary schools and supervision of the implementation of curriculum of their various schools. They were therefore selected in order to contribute to information on the preparedness of teachers towards the implementation of social studies curricula. Head teachers are the agent of the Ministry of Education at the school level. Their core duty is to ensure the effective implementation of the curriculum.

They can give accurate information on the challenges faced by teachers in the process of the implementation of social studies curriculum.

### Figure 4.4: The highest professional qualification of the respondents

#### 4.3 Seeking to establish teachers and head-teachers necessary training and skills to implement integrated content in social studies instruction

If teachers have got an ambiguous understanding of the objective of the subject then they

will be unclear of what is expected of them. Also if they have an erroneous interpretation of the objective, then it follows that their effort during implementation is likely to be misguided. Gross et al(1971) suggested that capability of personnel is very important hence if they lack skills that are essential to perform their duties they will not succeed in achieving instructional objectives.

#### **4.3.1 The Subject the respondent was trained to teach and his or her experience in teaching social studies**

Respondents were required to indicate the subject they were trained to teach from a choice of social studies and GHC. This question was asked because there were teachers in those primary schools who were trained long before social studies was introduced in teachers primary colleges in Kenya. Based on the data obtained from the research finding, majority of teachers, 71.1% were actually trained to teach social studies while they were in college. This in itself makes them more capable to teach the subject with ease. The training could have equipped them with relevant teaching skills.

Only 28.9% were trained to teach GHC.

These were teachers who underwent training before the reintroduction of social studies in primary schools in Kenya 2002.

#### **Figure 4.5: The subject the respondent was trained to teach between social studies and GHC**

As mentioned earlier in this report, head teachers are required to have the necessary skills

and training to enable them teach and supervise the implementation of the curriculum. The required skill will enable them to continuously oversee and evaluate the work and end product in their respective schools. From the research findings, 89.5% of the respondents revealed that they were trained to teach social studies while 10.0% were not trained to teach the subject.

From the twenty head teachers interviewed, 36.8% said they had taught social studies for over 10yrs, 47.4% had taught it for between 3-10yrs, 10.5% had taught it for less than one year and the remaining 5.3% have taught social studies for years ranging between 1-3yrs.

#### **Figure 4.6: Respondent's experience in teaching social studies**

Arising from the findings of the study, it was established that majority of teachers, were actually trained to teach social studies. Among the teachers interviewed some reported that they were trained to teach GHC while they were in college.

From the researcher investigation, the study also revealed that most head teachers were trained to teach social studies and only a small number were not trained to teach the subject. With regard to teaching experience, it was evident that out of 20 head teachers who participated in the research, most of them have taught the subject for over 10 years. The study therefore established that most teachers were trained and had long teaching experience in the subject.

The study further sought to find out the respondents understanding of the objectives of

integrated social studies. Out of the teachers who were investigated, majority indicated that they have clear understanding of the objectives. This finding revealed that most of the teachers were well trained on teaching social studies as an integrated discipline.

Fragmented knowledge makes it difficult for the child to see the relevance of what he learns in one subject to the solution of a problem in another subject. This is why teaching social studies as an integrated discipline should be encouraged.

The study also wanted to investigate the teachers understanding of various teaching methods as an aspect of the integrated social studies curriculum. They were asked to indicate how frequently they use storytelling, observation method, and question and answer resources persons and role play. With regard to the use of storytelling most of the respondents indicated that they rarely use storytelling to teach the subject. Among those interviewed a few reported that they often use storytelling to teach some of the lessons. Of the teachers involved in the study majority agreed that they rarely used observation method to teach integrated social studies. The study further revealed that small number of the teachers often use observation to teach the subject.

Teachers who agreed that they use questions and answer method were quite many. This shows that this was the commonly used method in teaching social studies. The study was also to establish from them how frequently they use resource persons and it was revealed from the finding that majority do not use resource person to teach integrated social studies and there were others who do not use it at all. The data collected found out that role play was rarely used by majority of teachers.



#### **4.4 Availability of instructional material and facilities for use in schools by social studies teachers**

Teaching and learning can only be effective if resources are available. Arguably, intended curriculum cannot be easily implemented without the availability of instructional materials. The instructional materials dictate the detail, scope and sequence of the information to be presented to the learners.

For curriculum implementation to succeed, it requires that relevant and adequate instructional materials are made available. The information gathered from the study tried to answer the second research question. Teachers and head teachers were able to reveal to the researcher the state of availability of instructional materials in the schools under study.

Head teachers interviewed were required to indicate the facilities that are available in their schools for teaching social studies. Kochhar (1991) in his book established that some useful instructional resources in teaching social studies were charts, maps, pictures, diagrams, radio and television. Ogoma (1989) also carried out a survey of resources for teaching social studies in Nairobi Primary Schools and came up with findings similar to Kochhar. Komen (1991) conducted a similar study in Baringo District and his study generally concluded that instructional resources for social studies were inadequate in primary schools. The study tried to find out the availability of instruction materials for use in schools by social studies teachers. The head teachers were required to indicate their availability in the schools. The research findings were as follows.

#### **4.4.1 Availability of text books**

The research intended to establish whether there are enough text books for teaching social studies in school in the study area. Availability of adequate number of textbook is critical for high scholastic preparedness Eshiwani (1988) found a significant relation between availability of textbooks and teachers preparedness. Out of 20 teachers who were interviewed, 50% indicated that the text books were available and the same number of respondents, 50% revealed that they were not readily available for use in schools.

This confirmed a recent World Bank Mission evaluation of FPE which showed that the supply of textbooks and other instructional materials had substantially improved. This means that the target of textbook to pupil ratio of 1:3 in lower primary and 1:2 in upper primary has been achieved.

#### **Figure 4.7: Availability of text books for use in the respondent's school**

#### **4.4.2 Teacher's guide**

The study wanted to establish the availability of teacher's guide in the schools where the research was carried out. Out of the head teachers who participated in the research, 95% indicated that teachers' guides were available, only 5% felt that the guides are not readily available

#### **Figure 4.8: Availability of teachers' guides for use in the respondent's school**

#### **4.4.3 Library**

On the availability of library in the schools in the study area, out of the 20 head teachers, the research findings revealed that 75% of them responded that the libraries were not available in their schools, while only 25% of the respondents indicated that library facilities were available in their schools.

Blanche (2004) define a school library as, *“a collection of resources that are organized according to a known and acceptable system with materials catalogued and classified for universal accessibility.”*

#### **4.4.4 Charts**

Based on the data collected, 80% of the head teachers indicated that wall charts are available in their schools, while 20% felt that the wall charts are not enough in their school. Their availability in schools is necessary because they have the advantage of directing learners attention to what is being taught. It also summarizes information and stimulates creative thinking.

#### **Figure 4.9: Availability of charts as instructional materials for use in the**

## **respondent's school**

### **4.4.5 Radio**

According to the data collected, 70% of the respondents indicated that radios were available, while the remaining 30% felt that the radios were not available. The radio has been described as one of the most effective system or methodology of imparting knowledge, skills and attitude to learners. This therefore calls for their availability in schools. Farrant (1980) describes it as one of the cheapest and common media. Crookall (1972) sees it as an essential educational tool because a good educational broadcast quickens the imagination and stirs the emotion of listeners.

### **Figure 4.10: Availability of radios as instructional materials for use in the respondent's school**

### **4.4.6 Wall maps**

Out of the 20 head teachers, 90% of them responded that the wall maps were available and 10% indicated that the wall maps were not available. This high percentage could be because wall maps can be made by the teachers and even learners, thus drastically reducing the cost in buying the commercial ones.

**Figure 4.11: Availability of wall maps as instructional materials for use in the respondent's school**

**4.5 Frequency of use of the available instructional materials by the social studies teachers**

The study sought to find out the frequency of use of the available instructional materials by teachers to teach social studies. The teachers were asked to indicate how frequently they used the available materials in teaching social studies. The research revealed the following:

**4.5.1 Use of text books and teachers guide**

Out of the 81 respondents 93.8% indicated that they frequently used text books while 6.3% occasionally used them.

Every class has written book specifically for it which is developed in conformity with the primary school syllabus. The content in the books should be relevant and adequate.

**Figure 4.12: How frequently the respondent uses text books in teaching social studies**

Out of the 81 respondents 87.3% indicated that they used them frequently while 10.1% occasionally used them and 2.5% never used them. Teachers' guide provides the teacher with detailed instructions for teaching particular section of the subject matter. It is in the guide where the subject teacher is able to get suggestion for further readings.

**Figure 4.13: How frequently the respondent uses teachers' guides in teaching social studies**

#### **4.5.2 The use of radio**

Based on the data collected, out of the 80 respondents' a majority, 52.5% indicated that they occasionally used radio to conduct their lessons, 45.5% were able to show from the analyzed data that they frequently used the two resources to conduct lessons and only 2.5% of the respondents never used them for social studies lessons.

Teachers should be encouraged to embrace the use of radio because it motivates the learners to learn by providing a variety of voices e.g. radio teacher, it also provides learners with recent information not available in books. Radio lessons improve learners listening skills which is important in any learning process.

**Figure 4.14: How frequently the respondent uses radio in teaching social studies****4.5.3 Use of magazines and newspapers**

Out of the 80 respondents, 51.9% of them indicated that they never used magazines and newspapers as instructional resources to teach social studies, 38.0% frequently used them and 10.1% revealed that they occasionally used magazines and newspapers to teach some topics in social studies. This collateral material offer valuable and up-to-date information. Some of the latest information on current issues make teaching more enjoyable and applicable to the learners environment. Occasionally, they offer information not available in textbook.

**Figure 4.15: How frequently the respondent uses magazines and newspapers in teaching social studies****4.5.4 Wall maps**

The map reading skills that are primary to social studies are those related to maps and globes such as understanding and using location and direction. Wall maps are enlarged maps which are strategically displayed in some position in the class. They are useful in enabling learners to locate different places on the earth. They help in showing migratory routes and major landform features of the earth among other things. Out of the teachers who participated in the research 66.3 indicated that they occasionally used it. Whereas

33.8% revealed that they frequently used wall maps.

**Figure 4.16: How frequently the respondent uses maps in teaching social studies**

As for the adequacy of teaching materials the head teachers were required to indicate the availability of some of the teaching materials in their respective schools. School facilities have proved to be important contributors to effective teaching and learning in developing countries (Hyneman and Jamison, 1980). Among the crucial facilities that promote teachers preparedness and promote pupils achievement is the availability and efficient use of a library.

Eshiwani et al (1988) asserted that schools with good libraries should have good examination performance when compared with those possessing none.

The study established that textbooks were actually available for use by the teachers. Among the teachers who were interviewed half of them indicated that books were readily available for use. This could be attributed to availability of FPE funds for public schools in Kenya. Since 2003 Kenya public primary schools have been depending on the fund to acquire teaching and learning materials.

The study further indicated that majority of those who were involved in the study agreed that teachers' guides were readily available while the remaining small number of the respondent were of the opinion that the guides were not adequate for use. From the



research it was established that most schools did not have library and a small number of them felt that the libraries are available in schools. On the adequacy of charts majority of the respondents were of the view that charts were available in schools.

According to the findings most of the head teachers agreed that radios were not available in schools and therefore it can be concluded that radio lessons are not attended to. This research finding would demand that the public primary schools in the district under study should endeavor to acquire radios to support the teaching of KIE broadcast lessons.

Nabwire (1998) argues that provision of instruction materials is very essential in implementation of any curriculum innovation. When teachers are provided with the relevant and adequate teaching materials they become more effective, confident and productive. The study also sought to establish the frequency of use of the available resources by the subject teachers.

The findings revealed that majority of the subject teachers use textbooks frequently to prepare their lessons. The data collected further indicated that they use teachers guide in the process of their teaching.

For the frequency of radio use almost half of the teachers indicated that they occasionally used it to teach. The study also wanted to establish how frequent they use magazines and newspaper; most teachers indicated that they never used magazines to teach social studies. Miller and Seller (1990) and Bishop (1985) concur that, without resource material, the teacher may not be able to achieve his/her objectives. Kochhar (1990) posits that teachers who had adequate resource materials and facilities were more confident and productive.

#### **4.6.0 Attitudes of teachers towards content integration in teaching social studies**

In this section, information was sought to establish attitudes of teachers towards content integration in social studies instruction. Attitude is an individual perception towards a task he or she is expected to perform. The questionnaires wanted to elicit their perception based on the statements ‘Strongly Disagree’ ‘Disagree’ ‘Undecided’ ‘Agree’ and ‘Strongly Agree’. The data collected and analyzed revealed the following:

#### **4.6.1 Their perception on whether linking sub-topic in social studies is quite challenging**

The teachers interviewed gave varied opinion on the linking of sub-topic and topics in social studies. Out of the 80 teachers, according to 55.1% they agreed that linking of the topic is quite challenging, 25.6% of them disagreed, 11.5% strongly agreed and only 6.4% strongly disagreed with the statement.

Social Studies is integrative in its treatment of topic across time and space and curriculum. In this case, the teacher is required to have the relevant skills of linking the topics.

**Figure 4.17: The respondent perception on whether linking of subtopics/topics is quite challenging**

#### **4.6.2 Their perception whether the content of social studies curriculum is too wide**

Data concerning their perception on whether the content of social studies curriculum is too wide was collected and analyzed as follows: Out of the 80 respondents, 53.8% strongly agreed that the content is too wide, 43.8% agreed, 1.3% disagreed and 1.3% strongly disagreed.

It is therefore imperative for the curriculum developers to find a suitable way of reducing the content of the subject. This can be done by removing some sub-topics and/or topics to other disciplines.

**Figure 4.18: The respondent perception on whether the content of social studies is too wide**

#### **4.6.3 Perception on whether teachers of Social Studies cover the syllabus adequately**

The coverage of social studies syllabus elicited varied responses. The question items required the respondents to ‘Strongly Disagree’, ‘Disagree’, ‘Undecided’, ‘Agree’ and ‘Strongly Agree’. Out of the teachers interviewed, 48.1% disagreed with the statement. According to them, the social studies syllabus is inadequately covered, 23.5% of the respondents agreed that it is covered adequately, while 16.0% strongly disagreed and only 6.2% strongly agreed and were undecided.

**Figure 4.19: The respondent perception on whether teachers of social studies cover the syllabus adequately**

#### **4.6.4 Their perception on whether Social Studies is not allocated enough time in the time table**

The study wanted to find out from the teachers their feeling based on the following statements ‘Strongly Agree’, ‘Agree,’ ‘ Undecided ’, ‘Disagree’ and ‘Strongly Disagree’. The data collected from the research revealed that majority of the teachers interviewed (53.8%) indicated that the socials studies syllabus is too wide for the time allocated to it in the school time table.

This further reflected on their responses on time allocated to the subject. Out of the 80 teachers interviewed 42.0% of them felt that the subject is not allocated enough time in the school time table, 29.6% strongly agreed that the time allocated was not enough for the adequate coverage of the syllabus, 18.5% of them disagreed, 8.6% strongly disagreed and only 1.2% were undecided.

**Figure 4.20: The respondent perception on whether social studies is not allocated enough time in the time-table**

#### **4.6.5 The respondent perception on whether teachers who did not do geography and /or history find teaching social studies challenging**

The research findings revealed that most of the respondents, 61.5% of the teachers agreed with the statement, 34.6% of them strongly disagreed, 2.6% were undecided and only 1.3 percent disagreed with the respondents perceptions on whether those who did geography and/or history find teaching social studies challenging.

#### **Figure 4.21: The respondent perception on whether teachers who did not do geography and/or history find teaching social studies challenging**

It was found that majority of the teachers had a perception that linking of the topic on Social studies is quite challenging. This shows that a majority of the teachers lack the skills and knowledge that are needed to do the linkage in the integrated social studies. Gross et al (1971) asserted that when members of organization for this case teachers lack the skills to perform in accordance with the demand of innovation, it will be impossible to implement the changes.

The finding of the study further revealed that teachers who took part in the research strongly agreed that the content of social studies is too wide. According to majority of them, time allocated for the subject is not adequate. This findings needs to be addressed adequately by the curriculum developers because wide content with less time allocation

would force teachers to rush over the subject content regardless of whether the content is exhaustively covered in depth or not.

Negative attitude towards the integrated method have also been cited in Kenya. A study carried out by Ogula (1982) on the effectiveness of social studies teaching in Kenya, established that the teaching of the course though integrated method in the 1970s met with negative attitude from various people including teacher, educational inspectors, educators and subject specialists.

Teachers gradually change their attitude when provided with adequate knowledge on the integrated method. Edgerton (1990), in a study of integrated mathematics curriculum found out that after one year, 83% of the teachers involved in use of integrated method preferred to continue with the integrated programme rather than go back to the traditional curriculum.

The data gathered from the research established that majority of them were of the perception that teachers who did not do Geography and or History find teaching integrated social studies challenging. Such teachers could be seen as lacking the required competence to handle the subject.

This scenario would demand that such teachers must continue to be learners throughout their career otherwise they will cease to be effective teachers, Fullan (1982), adds that the quality of teaching and learning depends on the competence of teachers. Gross et al (1971) concurs with Fullan (1982) by asserting that effectiveness and efficiency in teaching and learning are determined by teacher's academic and professional characteristics as well as his/her experiences as a teacher.

#### **4.7.0 Management support to social studies teachers**

In this section, the study sought to find out the kind of management support the teachers got from various stakeholders in the education sector. The questionnaires were designed to generate information from teachers and head teachers. They were required to reveal whether the support they received was adequate or inadequate.

The stakeholders such as ministry of education, parents, sponsors and Non Government Organizations were required to provide the necessary support to the teachers and head teachers in form of in-service training, provision of teaching resources, and professional advice from QUASO and allocation of resources for field trips among other things.

#### **4.7.1 Support given to teachers through in-service training**

This is an area which requires much attention from the stakeholders. Out of 80 respondents, the data collected revealed that 84.8% of the respondents felt that there was inadequate in-services training for the social studies teachers. Only 15.2% of the teachers had the feeling that the in-service training offered to them was adequate.

Ministry of Education could not simply afford to allocate necessary resources for effective in-service programme in the face of limited resources and other competing priorities. Lack of in-service courses in integrated social studies courses could be due to absence of well-trained personnel who can handle the subject.

Another problem which could be associated with the lack of in-service courses is lack of time due to the overloaded 8-4-4 curriculum. This is the reason why teachers have to

continuously teach throughout the holidays and weekends, the only convenient time they could undergo in-service and refresher courses or seminars on the teaching of social studies. The current study has revealed that continuous professional development of teachers has not been given a lot of priority. Although teachers have already trained basically and may have some experience as a result of unwilling compulsory on job training, they should be dynamic.

**Figure 4.22: Whether the management supports social studies teachers through in-service training**

In-service training is important in the teaching profession because it aims at improving teachers professional skills and it is also a forum where teachers could receive information and new policies pertaining to social studies instruction which may include methodologies and education techniques.

**5.1.4 Management and Ministry support to social studies teachers**

The findings revealed that majority of teachers felt that there is inadequate in-service training for the social studies teachers.

In-service training head teachers as it provide teachers with forum to appraise the various approaches and strategies needed to teach the subject effectively.

This argument agrees with Farrant (1980) observation about in-service training for teachers. For curriculum implementation to succeed it requires that relevant and adequate instructional materials are available.

According to Ayot et al (1992) instructional resources are important because of the following;



- They promote meaningful communication hence effecting learning
- They ensure better retention, thus making learning more permanent
- Simulate and motivate pupils to learn

Out of 81 teachers who were interviewed majority of them indicated that teaching resources are inadequate while a small number of the teachers revealed that instructional materials are adequate Osindi (1982) in a study of the limitation of effective social studies teaching in primary school in Kisii district, found out that unavailability of adequate and relevant teaching material was militating against effective teaching of the subject.

The inadequate professional advice could be attributed to lack of sufficient field officers to man the increased numbers of primary schools in the study area. The other factor could be lack of transport and inaccessibility of some schools especially those which are located in far flung areas.

### **Summary**

In this chapter an attempt has been made to use findings from the study to answer research questions concerning the topic of study.

In relation to whether teachers and head teachers have the necessary training and skills to implement integrated approach in social studies instruction, the result confirm the relationship of variables.

It can therefore be concluded that training and skills that the teacher posses affects his/her preparedness in social studies instruction.

On the adequacy of instructional resources and how it affects social studies instruction, the result confirm that most schools lack of the necessary resources which can be used by

teachers to teach social studies effectively in primary school.

With regards to influence of attitudes towards content integration in social studies instruction, most teachers indicated that linking topics and/or sub-topics is challenging, other attitudes held by teachers such as inadequate time allocated to social studies, wide syllabus compromises social studies instruction in primary school.

The results further established that primary school lack adequate support from various stakeholders in education sector. Most of the respondent indicated that they receive inadequate in-service training and professional advice from the education officials on the ground.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.**

#### **5.0 Introduction**

This study was to investigate the teacher's preparedness towards content integration in primary schools in Ndhiwa Sub-County. The objectives of the study were as follows;

1. To find out whether teachers and head teachers have the necessary studies instruction.
2. To establish whether there are adequate teaching and learning materials for teaching Social Studies as an integrated subject.

3. To find out attitudes held by teachers towards content integration in the teaching of social studies.
4. To investigate whether the teaching of social studies as integrated course receives adequate management support from various stakeholders in the education sector.

## **5.1 Summary of the Findings**

The findings of this study have been summarized in this section as follows:

### **5.1.1 Teachers and Head teachers Necessary Training in Integrated Approach in Social Studies Instruction.**

The first research objective was to find out the teachers and head teachers' necessary training in integrated approach in social studies instruction in Ndhiwa Sub-County. The study found out that most of the teachers have the training but faced serious challenges in teaching social studies as an integrated course.

### **5.1.2 Adequacy of Teaching and Learning Materials for Social Studies as an Integrated Course.**

The second research objective was to establish the adequacy of resource materials in the teaching and learning of social studies as an integrated subject in Ndhiwa Sub-County. The study found that most schools lack the necessary teaching and learning materials. The most seriously not available are radio, magazines, newspapers and teachers' guide. The most available but inadequate were pupils text books. Lack of newspapers and magazines was attributed to remoteness of some schools in terms of their location four

flung areas.

### **5.1.3 Attitudes held by teachers towards content integration in the teaching of Social Studies**

The third research objective was to find out the attitudes held by teachers towards content integration in teaching of Social Studies. The study revealed that teachers are ill prepared for social studies instruction. Most of them felt that linking of topics and/or sub-topics is challenging, the syllabus is too wide and time allocated for the subject is inadequate.

Those who did not do Geography and/or History at the secondary school level find teaching Social Studies so challenging.

### **5.1.4 Extent of Management Support from Various Stakeholders**

The fourth research objective was to investigate whether the teaching of social studies as an integrated subject receives adequate management support from various stakeholders in the education sector. The study established that stakeholders give adequate support to the social studies teachers. Most of them revealed that there is adequate in-service training for serving teachers to update them on the emerging teaching techniques. Majority indicated that professional advice from education officials on the ground to supervise curriculum implementation is inadequate.

## **5.2 Conclusion**

According to the research findings, most teachers have the necessary training but faced serious challenges in teaching Social Studies as an integrated subject. On adequacy of

teaching and learning materials, most schools lack most of the basic teaching materials. The study revealed that most teachers held the attitudes that teaching of social studies is challenging, the syllabus is too wide and time allocated to the subject is not adequate. The findings from the research established that stakeholders give adequate support to the teachers. Most teachers felt that they receive inadequate in-service training on how to update their skills in teaching the subject.

### **5.3 Recommendation**

From the research findings, the researchers came up with the following recommendations;

1. Teachers and head teachers should continue updating their teaching skills through in-service course to enable them teach integrated social studies successfully.
2. Since majority of schools under investigation lacked some necessary teaching & learning resources like library, text books, radio, magazines, there is urgent need for the Ministry of Education and other stakeholders in education sector to put in place facilities which are lacking in schools.
3. The curriculum develops should strive to recognize the content of social studies with an aim of corresponding the perception that the syllabus is too wide against time allocated for it.
4. The Ministry of Education need to put in place comprehensive in-service programme to provide opportunities for teachers to enhance their skills beyond these acquired during their pre-service training.

#### **5.4 Suggestion for further research**

From the research findings and conclusion drawn there are certain aspects on teachers' preparedness towards content integration in social studies instruction that researcher felt needed further investigation. The below are some areas that could be considered.

1. A similar study may be conducted in other parts of the districts/ counties. This will leads to give a near comprehensive scenario for the entire country base on empirical research instead of generalization based on findings only from a few study conducted out only in some parts of the country
2. The research was aimed at establishing teachers' preparedness towards content integration in social studies instruction. It is also prudent to carry out a similar research at other level of education such as primary college where social studies is taught.
3. It is necessary to conduct a similar research on pupils feelings towards integration methods in teaching social studies in primary schools.
4. Curriculum designers at the K.I.E. need to continuously revise the integrated syllabus so as to address any inadequacies detected like wide content which is likely to compromise the syllabus coverage.

In this chapter, summary of findings, recommendation and suggestion for further research are made and the researcher hopes that they are going to be of great benefit to curriculum experts at Kenya Institute of Curriculum Development, teachers trainers, teachers and Ministry of Education officials for improving Primary Education Social Studies Curriculum.

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## APPENDICES

### APPENDIX A

#### TEACHER QUESTIONNAIRE

#### SECTION A

##### Background Information

1. Gender: Male [  ] Female [  ]
2. Questionnaire Index Number \_\_\_\_\_
3. What are your teaching subjects? \_\_\_\_\_
4. What is your level of Education: Please put a tick [  ] where appropriate
 

|                       |                              |
|-----------------------|------------------------------|
| CPE /KCPE             | [ <input type="checkbox"/> ] |
| KCSE/ KCE             | [ <input type="checkbox"/> ] |
| KACE                  | [ <input type="checkbox"/> ] |
| DIPLOMA               | [ <input type="checkbox"/> ] |
| University            | [ <input type="checkbox"/> ] |
| Others please specify | _____                        |
5. What is your level of training?
 

|               |                              |
|---------------|------------------------------|
| P 1           | [ <input type="checkbox"/> ] |
| P 2           | [ <input type="checkbox"/> ] |
| P 3           | [ <input type="checkbox"/> ] |
| P4            | [ <input type="checkbox"/> ] |
| S 1/ATS 1, 11 | [ <input type="checkbox"/> ] |
| University    | [ <input type="checkbox"/> ] |
| Untrained     | [ <input type="checkbox"/> ] |
6. Which one of the following were you trained to teach?

Social studies [ ]

GHC [ ]

7. For how long have you taught social studies?

Less than 1 year [ ]

1-5 years [ ]

5-10 years [ ]

10-20 years [ ]

Over 20 years [ ]

### **SECTION B**

The following are statement expressing an opinion you have towards social studies.

**a) Clarity and awareness of the integrated social studies curriculum.**

Do you have a clear understanding of the following aspects of the Integrated Social Studies Curriculum?

|                      | <b>Yes</b> | <b>No</b> |
|----------------------|------------|-----------|
| Objectives           | [ ]        | [ ]       |
| Content              | [ ]        | [ ]       |
| Teaching Methods     | [ ]        | [ ]       |
| Teaching Resources   | [ ]        | [ ]       |
| Method of Evaluation | [ ]        | [ ]       |

**b) Teachers attitude**

Each of the following statement express an opinion you have towards integrated social studies. You are given alternative response depending on the agreement with the feeling in each statement.

Where: **SA**- Strongly Agree

**A**- Agree

**U**-Undecided

**D**-Disagree

**SD**-Strongly Disagree

| <b>Teachers Attitude</b>  | <b>SA</b> | <b>A</b> | <b>U</b> | <b>D</b> | <b>SD</b> |
|---|-----------|----------|----------|----------|-----------|
| Teaching of social studies is not enjoyable   |           |          |          |          |           |
| Linking of sub topics/topics is quite challenging   |           |          |          |          |           |
| The content of social studies is too wide   |           |          |          |          |           |
| Experienced teachers often do not write out lesson plans for social studies               |           |          |          |          |           |
| Some topics in social studies overlap   |           |          |          |          |           |
| Teachers of social studies cover the syllabus adequately                                  |           |          |          |          |           |
| Teachers of social studies have positive attitudes towards content integration            |           |          |          |          |           |
| Some challenging topics/ sub-topics are not taught adequately                             |           |          |          |          |           |
| Teachers who did not do geography and/or history find teaching social studies challenging |           |          |          |          |           |
| Social studies is not allocated enough time in the time table                             |           |          |          |          |           |

**c) Management Support to Social Studies Teachers**

| <b>Types of Support</b>         | <b>Adequate</b> | <b>Inadequate</b> |
|---------------------------------|-----------------|-------------------|
| In Service Training             |                 |                   |
| Provision of Teaching Resources |                 |                   |

|   |  |  |
|---|--|--|
| Professional advice from QUASO          |  |  |
| Allocation of resources for field trips |  |  |
| Allocation of funds for evaluation      |  |  |

**d) Instructional Methods used by social studies teachers**

Rate the following methods of teaching according to how frequently you use them in teaching social studies by putting a tick [✓] in the spaces provided.

| <b>Teaching Method</b> | <b>Often</b> | <b>Rarely</b> | <b>Never</b> |
|------------------------|--------------|---------------|--------------|
| 1) Lecture method      | [ ]          | [ ]           | [ ]          |
| 2) Story telling       | [ ]          | [ ]           | [ ]          |
| 3) Observation method  | [ ]          | [ ]           | [ ]          |
| 4) Class discussion    | [ ]          | [ ]           | [ ]          |
| 5) Question and answer | [ ]          | [ ]           | [ ]          |
| 6) Resource Persons    | [ ]          | [ ]           | [ ]          |
| 7) Group work          | [ ]          | [ ]           | [ ]          |
| 8) Role Play           | [ ]          | [ ]           | [ ]          |
| 9) Debates             | [ ]          | [ ]           | [ ]          |

**e) Instructional Material available for use by social studies teachers**

Rate the following instructional material according to how frequently you use them in teaching social studies by putting [✓] in the spaces provided.

| <b>Instructional Material</b> | <b>occasionally</b> | <b>frequently used</b> | <b>never</b> |
|-------------------------------|---------------------|------------------------|--------------|
| 1) Text Books                 | [ ]                 | [ ]                    | [ ]          |

- |                             |                          |                          |                          |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| 2) Teachers guide           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Radio/TV                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Magazines and newspapers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Are the above facilities in your opinion adequate for teaching of social studies?

Yes

No

If no, how do you cope up with this situation? \_\_\_\_\_

\_\_\_\_\_

Do you face some problems in the teaching of integrated social studies?

Yes

No

If yes, how do you solve those problems? \_\_\_\_\_

\_\_\_\_\_





6. While in college were you trained how to teach Social Studies?

Yes [ ]

No [ ]

7. How long have you taught social studies?

i. Never taught social studies [ ]

ii. Less than 1 year [ ]

iii. 1-3 years [ ]

iv. 3-10 years [ ]

v. Over 10 years [ ]

8. a) Do you face problems in your teaching of social study?

Yes [ ]

No [ ]

(b) If yes list them here below?

-----  
-----  
-----

c) How do you solve the problems you have stated above?

-----  
-----  
-----

**SECTION B****Availability of instructional materials for use in your school.**

8. Tick where [ ] against the following facilities the ones which are available in your school.

|                |     |           |     |
|----------------|-----|-----------|-----|
| Textbook       | [ ] | charts    | [ ] |
| Teachers guide | [ ] | radio     | [ ] |
| Library        | [ ] | Classroom | [ ] |
| Chalkboard     | [ ] | Atlases   | [ ] |
| Globes         | [ ] | wall maps | [ ] |
| Manila paper   | [ ] |           |     |

**Head Teachers' Understanding of Integrated Approach in Social Studies****Instruction.**

11. a) In your own opinion do you think the course achieves integration of its content as stipulated in the syllabus?

Yes [ ]

No [ ]

b) If yes, how is this done? -----

-----

-----

c) If no, how best can integration be achieved? Kindly explain briefly-----

-----  
-----

**The Frequency of In-Service Training and Professional advise from  
Education Officer.**

12. a) Do you receive any assistance from the DEO, AEO, Zonal inspector of school  
or any other education officers on how to teach social studies?

Yes [ ]

No [ ]

b) If yes, how often do you receive this assistance?

Once a term [ ]

More than once a term [ ]

Once a year [ ]

None at all [ ]

13. a) Do your teachers attend in - service courses in social studies?

Yes [ ]

No [ ]

b) If yes, indicate how often

Once a term [ ]

More than once a term [ ]

Once a year [ ]

None at all [ ]

14. a) Are these in-service courses beneficial to your teachers and you in your teaching?

Yes [ ]

No [ ]

b) If yes in which ways(s)

-----  
-----  
-----

15. Kindly give your suggestion (s) through which the teachings and learning of social studies can be made better-----

-----

END

THANK YOU

## APPENDIX C

### Interview schedule

- i. What assistance do teachers seek assistance from your office regarding the teaching of social studies?
- ii. What problems affect teachers in your teaching of social studies?
- iii. How do you help them solve these problems?

**APPENDIX D:****WORK PLAN**

| <b>ACTIVITY</b>   | <b>DURATION</b> | <b>PERIOD</b>      |
|---|-----------------|--------------------|
| Research proposal writing   | 2 months        | July – August 2010 |
| Proposal defense  | 1 month         | September 2010     |
| Data collection   |                 |                    |
| Data coding and Analysis  |                 |                    |
| Writing of Research report  |                 |                    |
| Submission of first draft report to the supervisors                           |                 |                    |
| Correction and submission of Thesis for examination                           |                 |                    |
| Defense, correction of Thesis, binding final copies and submission of Thesis. |                 |                    |

**APPENDIX E:****BUDGET**

The following is the estimated cost of the study

| <b>ACTIVITY</b>   | <b>COST (Kshs)</b> | <b>Remarks</b> |
|---|--------------------|----------------|
| 1. Writing of research proposal<br>(Internet charges, Library fees, Printing and binding) | 6,000              |                |
| 2. Data collection<br>(Piloting, administration of instruments)                           | 30,000             |                |
| 3. Data Analysis  | 10,000             |                |
| 4. Typesetting and printing of Secondary draft  | 10,000             |                |
| 5. Editing of secondary draft   | 5,000              |                |
| 6. Editing, printing and binding Thesis   | 10,000             |                |
| <b>TOTAL</b>  | <b>71,000</b>      |                |



**APPENDIX F: RESEARCH DOCUMENTS**