

**CHALLENGES FACED IN THE TEACHING AND LEARNING OF SOCIAL
STUDIES IN SELECTED PRIMARY SCHOOLS IN LUSAKA DISTRICT OF
ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the award of the Degree of Master of Education in Primary
Education**

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DECLARATION

I, **Annie Ng'andu Hangoma**, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged and that this work has not been previously presented at this University or any other Universities for similar purposes.

Signature of author.....

Date.....

APPROVAL

This dissertation by **Annie Ng'andu Hangoma** is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Primary Education by the University of Zambia.

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DEDICATION

This dissertation is a special dedication to my wonderful Mom Margret Hamweela Hangoma, my brothers and sisters including my beloved children Chimuka and Muchenkwa who patiently coped with my pre-occupation and long hours of silence during this academic journey; and in loving memory of my late dad Mr. Timothy Nachibanga Hangoma & my late cousin Mable Lubinga. These two always believed in my capabilities and were behind my enrolling for this program. May their light and love continue to shine through my life!

ABSTRACT

Social studies is aimed and intended at developing good and ideal citizens, who have an understanding of the society they live in. It has also been identified as a subject within the school curriculum that is used as a vehicle for equipping learners with the requisite knowledge, skills, values, attitudes and dispositions relevant for producing functional and effective citizens. The purpose of this study was to investigate the challenges faced in teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia. The objectives of the study were; to explore the challenges faced in the teaching and learning of Social Studies, to establish the methods used in the teaching and learning of Social Studies, to ascertain the benefits of teaching and learning of Social Studies in primary schools and to suggest solutions to the challenges faced in the teaching and learning of social studies in primary schools. This study used a descriptive research design which employed a qualitative strategy in order to effectively address the issues raised by the research questions. The target population was the CDC Social Studies Specialists, Head Teachers, Teachers and Learners. The total sample size was 39 which comprised of 3 CDC Social Studies specialists, 3 Head Teachers, 12 Teachers and 21 Learners. Purposive sampling technique; in particular, homogenous sampling was used to select respondents. The data collection instruments used were semi structured interview guide, observation checklist and document analysis whose findings were analyzed thematically. The findings revealed that there were enormous challenges faced in the teaching and learning of social studies including; multi discipline and diverse in nature, limited training, shortage of highly skilled human resource, radical transformation in the field, increasing social inequalities, diversification of the economy, teacher qualification, teachers using wrong teaching methods, access and quality, cultural differences, wastage and stagnation, absenteeism, poor teacher to pupil ratio, teachers not being involved in curriculum development, negative attitude by both the teachers and the learners, teachers not understand the aims, purpose and goals of social studies, less time allocation on the timetable and learners not having access to educational tours. Social Studies also do not receive vigorous support as a vital part of the school curriculum and that schools lacked teaching and learning materials. Although, there were recommended methods for teaching and learning social studies, teachers still used wrong methods and did not democratize these methods during lesson presentation. However, if taught well, social studies have a lot of benefits to the learners. It was therefore recommended that both teachers and learners are sensitized, motivated and supported on the importance of Social Studies. Teachers as implementers should be involved in the process of curriculum development. Educational tours and site visits should be made a must for particular topics. Primary schools should be provided with adequate materials (infrastructure, text books etc.) to ease some of the challenges they face in teaching and learning of social studies.

Key words: *Challenges, Teaching, Learning, Primary Schools, Social Studies*

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TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
ABBREVIATIONS AND ACRONYMS	xvi
 CHAPTER ONE	 1
INTRODUCTION	1
1.1 Overview	1
1.2 Background	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study	4
1.5 Research Objectives	5
1.6 Research Questions	5
1.7 Significance of the Study	5
1.8 Theoretical Framework	6
1.9 Delimitations of the Study	6

1.10 Limitations of the Study.....	7
1.11 Definitions of Key Terms	7
1.12 Chapter Summary	8
1.13 Organisation of a Dissertation.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Overview	9
2.2 Challenges of Teaching and Learning of Social Studies in Primary Schools.....	9
2.2.1 In Korea.....	9
2.2.2 In Nigeria.....	10
2.2.3 In Botswana.....	13
2.3 Proposed methodological frameworks for social studies	13
2.4 Methods used in teaching and learning of Social Studies Primary Schools	15
2.4.1 Direct Instruction Method	15
2.4.2 Cooperative Teaching Method	16
2.4.3 Inquiry-based Teaching in Physical Education	16
2.4.4 Peer Teaching in Social Studies	17
2.4.5 In Zambia	19
2.5 The Benefits of Teaching and Learning of Social Studies in Primary Schools.....	20
2.6 Research Gap.....	22
2.7 Chapter Summary	23
CHAPTER THREE.....	24
METHODOLOGY	24
3.1 Overview	24

3.2 Research Paradigm	24
3.3 Research Design.....	24
3.4 Study Area	26
3.5 Target Population.....	27
3.6 Sample Size	27
3.7 Characteristics of Participants.....	27
3.8 Sampling procedure	28
3.9 The Research Instruments.....	29
3.9.1 Semi-Structured interview guide.....	29
3.9.2 Lesson Observation	30
3.9.3 Document Analysis Guide.....	31
3.10 Data collection procedure	31
3.11 Data Analysis	32
3.11.1 Coding of Participants	32
3.12 Trustworthiness and Credibility of Data.....	33
3.13 Ethical Considerations	33
3.14 Summary	34
CHAPTER FOUR	35
PRESENTATION OF FINDINGS.....	35
4.1 Overview	35
4.2 What are the challenges faced in the teaching and learning of social studies selected primary schools in Lusaka District of Zambia?.....	36
4.2.1 Curriculum Related Challenges.....	36
4.2.2 Head Teacher Related Challenges.....	40
4.2.3 Teacher Related Challenges	43

4.2.4 Learner Related Challenges.....	49
4.3. What are the methods used in the teaching and learning of . social studies in selected primary schools of Lusaka district?.....	53
4.3.1 Social Studies Curriculum Specialists.....	53
4.3.2 Head Teachers	54
4.3.3 Teachers.....	55
4.3.4 Learners	56
4.4 What are the benefits of teaching and learning of social studies in primary schools?	57
4.4.1 Citizen Transformation.....	58
4.4.2 Development of Critical Thinking	58
4.4.3 Mutual understanding in settling of disputes	59
4.4.4 Ready for the world of work	59
4.4.5 World and environmental awareness	60
4.5 What are the solutions to the challenges faced in the teaching and learning of social studies in primary schools?	60
4.5.1 Curriculum Specialists	60
4.5.2 Head Teachers	61
4.5.3 Teachers.....	61
4.5.4 Learners	62
4.6 Chapter summary	63
CHAPTER FIVE	64
DISCUSSION OF THE FINDINGS	64
5.1 Overview	64
5.2 Challenges Faced in the Teaching and Learning of Social studies in . Primary Schools.	64

5.2.1 Multidiscipline and Diverse in Nature	64
5.2.2 Transformation in the Field	65
5.2.3 Teacher Qualification and Limited Training	65
5.2.4 Access and Quality	66
5.2.5 Cultural Differences	66
5.2.6 Wastage, Stagnation and Absenteeism.....	67
5.2.7 Lack of teaching and learning materials.....	67
5.2.8 High teacher to pupil ratio.....	68
5.2.9 Lack of understanding of the aims, objectives and purpose of social studies	68
5.2.10 Negative attitude by the teachers due to lack of motivation and support.....	69
5.2.11 Negative attitude by the learners.	69
5.2.12 Less time allocation.....	70
5.2.13 No Access to Educational Tours.	70
5.2.14 Wrong Teaching Methods.	70
5.3 Methods used in the Teaching and Learning of Social Studies	71
5.3.1. Recommended Methods of Teaching Social Studies	71
5.3.2 Common Methods used by Teachers in Teaching Social Studies.....	75
5.4 Benefits of Social Studies	76
5.5 Solutions to challenges faced in the teaching and learning of Social Studies.	76
5.5.1 On lack of teaching and learning Aids	77
5.5.2 On High Teacher to Pupil Ratio	77
5.5.3 On Less Time Allocation on the Timetable	77
5.5.4 On not having Access to Educational Tours	77
5.5.5 On Transformation in the field.....	78
5.5.6 On Negative Attitude.....	78

5.5.7 On Wrong Teaching Methods.	78
5.6 Chapter summary	78
CHAPTER SIX	79
CONCLUSION AND RECOMMENDATIONS.....	79
6.1 Overview	79
6.2 Conclusion	79
6.2 Recommendations.....	80
6.3 Suggestions for Further Research	80
REFERENCES	81
APPENDICES.....	89

LIST OF FIGURES

Figure 1: Study Area.....	26
Figure 2: Teachers Qualifications.....	44
Figure 3: Absenteeism	46
Figure 4: Teacher- Pupil Ratio	47
Figure 5: Text Book- pupil ration.....	50

LIST OF TABLES

Table 1: Teachers Qualifications	44
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LIST OF APPENDICES

APPENDIX 1: Semi Structured Interview Guide for Curriculum	
Development Centre Social Studies specialists	89
APPENDIX 2: Semi structured interviews for primary school Head teachers.	92
APPENDIX 3: Semi structured interview guide for teachers.	95
APPENDIX 4: Semi structured interview guide for Learners.	98
APPENDIX 5: Lesson Observation Schedule for Teachers	100
APPENDIX 6: Document analysis checklist.....	102
APPENDIX 7: Permission Letter to DEBS	103
APPENDIX 8: Permission Letter to Zonal Head teacher	104
APPENDIX 9: Letter of Consent from Parent/Guardian of Learners	105
APPENDIX 10: Coding of Participants	106
APPENDIX 11: Characteristics of the Participants.....	107

ABBREVIATIONS AND ACRONYMS

BESSIP	Basic Education Sub Sector Investment Program
CDC	Curriculum Development Center
CPD	Continuous Professional Development
CWPT	Class Wide Peer Tutoring
DEBS	District Education Board Secretary
GRACE	Grade Teachers at Resource Centre.
GRZ	Government Republic of Zambia
ICT	Information Communication Technology
MESVT	Ministry of Education, Science and Vocational Training
MOE	Ministry of Education
S.S	Social Studies
TCZ	Teaching council of Zambia
TGM	Teacher Group Meeting
UBE	Universal Basic Education
UNZA	University Of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, theoretical framework and delimitation of the study, limitation of the study and definitions of key terms. The chapter summary is also provided.

1.2 Background

Social Studies is a core subject in the curriculum of Zambia's educational system including the primary schools. The social studies curriculum of the primary course aims at understanding the developments of community life in the context of time, space, economical and political will to establish social harmony, progress and to have a rationale thought in decision making (MOE, 2011).

According to Bilbao, Lucido, Iringan and Javier (2008), curriculum refers to the total learning experiences of individuals not only in school but in society as well. The curriculum is therefore thought to have a great influence on the kind of life that is led by those exposed to it. Wang in Knowles, Hilton and Swanson (2005), inferred that in order to teach others or help others to learn, it is critical to develop a sound and meaningful curriculum. The observation was that without a curriculum, there was no expectation from teachers to teach or help learners in the field of education even though they had the qualifications in that field.

So in order to promote quality teaching and learning, the government enacted the Teaching Professional Act in 2013 which facilitated the establishment of the Teaching Council of Zambia (TCZ). The Act was aimed at promoting professionalism in the teaching service and regulating teacher training institutions. Primary education at its basic level provides skills to integrate well in the communities and society. The knowledge of the curriculum is central to professional teachers and an essential tool for all responsible professionals. Curriculum in its widest frame needs to aim at aiding the process of intentional teaching and learning to help

achieve the target goals and desired learning outcomes; guiding the design or methodology to select the learning activities.

The primary purpose of teaching and learning social studies is to help the young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a culturally diverse, democratic society in an inter-dependent world (Parker 2010). It provides coordinated and systematic studies drawing upon various disciplines. Social Studies education brings many personal, social, economic and educational benefits as it enables learners realize their potential in developing to be a complete and integral person.

In the last few years Zambia has seen a marginalization in the social studies curriculum, teaching and learning at all grade levels despite it having been identified as a subject within the school curriculum that is used as a vehicle for equipping students with the requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens (Mhlauli, 2010). The development of social studies skills is important and needed for success in global geography, world history, government, economics and current events that reflect in materials learners regularly encounter in social studies classes like reading sections, writing exercises, maps and illustrations.

Zambia through the Ministry of General Education, (MOGE) recognizes the basic right of every Zambian to good quality education and is aware of the vital responsibility that schools play in meeting the challenges and problems of providing quality education as well as the responsibility of learners to grasp the contents of the social studies curriculum because an influential curriculum provides strategies and activities that equip learners with great ideas, give them confidence to connect what they are learning to their prior knowledge and to current issues, to think critically and creatively about what they are learning and apply that learning to authentic situations.

Social studies should help learners understand developments that are taking place in society and the world as well as their roles in shaping the future of the nation. Learners learn fundamental concepts of culture, economics and politics; skills that groom them into becoming educated and productive citizens that centers around understanding how the world works on a social level while describing the importance of cultural unit and diversity

within and across groups. It encourages learners to engage in policy issues instead of just relaying on the government to achieve the desired outcome (Levstik 2008).

Schools are a leading agency to helping young people form socially accepted habits and adopt a set of personally held values although activities in this subject area must be complemented by the home, community and wider society. A guide for teaching values in social studies takes positive stand with regards to the importance of values education in the primary school based on belief that many personal and societal problems are as a result of unresolved value conflict (MOE, 2011). The development of critical thinking, problem solving and decision making for the survival and progress of the nation. Social Studies should aspire to achieve humanistic citizenship and value education.

In May 1996, a major educational policy document (Educating Our Future) was developed and published. This policy document created a path for educational development, which is in line with the country's new political, economical and social direction hence the increased pressure by primary schools to meet the challenging objectives set by the government and curriculum developers.

Despite the Ministry stressing the central importance of primary education in fostering the development of values and attitudes through civic, moral and religious education, it is more important at this level as learners are at a critical stage of personal development when they shape for themselves their own personal philosophy of life (Educating Our Future, 1996). However, today primary schools face enormous challenges in the teaching and learning of social studies especially interiorizing and adopting a set of values and attitudes by which learners lives will be directed.

Zambia has gone through a number of educational reforms since independence. In addition, there has been a lot of changes in terms of subjects taught in schools including Social Studies. In 1999, the Ministry of Education, under the Basic Education Sub Sector Investment Program (BESSIP) integrated the social studies syllabus for primary schools from grade 1-7 which was as a result of the Basic School Curriculum Reforms. The integrated Zambia Education syllabus for primary schools emphasized on developing creativity, analysis, problem solving and investigation in learners (MOE, 2003).

In Zambia, social studies in primary schools is one subject area with more than two individual subjects (Religious Education, History, Geography and Civic Education) which should be taught as one subject in an integrated manner. However, schools seem to face challenges in the teaching of this integrated subject at primary school level. This study therefore looked at the challenges faced by primary schools in teaching and learning of social studies in selected primary schools of Kaunda Square Zone of Lusaka District in Zambia.

1.3 Statement of the Problem

Social Studies as a curriculum subject is aimed at developing an ideal citizen, upliftment of a more character and provocation of social understanding in the society. It is intended to develop holistic and mature individuals who are able to live and integrate well in society. The Revised Social Studies Primary School curriculum (2013) expects social studies to be the mirror through which the Zambian society should see itself in its quest and dedication to promote the development of social skills, beliefs, values and traditions including national unity and economical development to prepare learners for the world of work and understanding of everyday problems that they may face as adults in the society.

However, there is a sharp contrast between the aims of social studies as a curriculum subject and the prevailing situation with regards to the pedagogical practices on the ground and also behavior outcome of people who have under gone some social studies learning. This entails that schools may have various challenges to ensure that the purpose of social studies is achieved and serves its purpose in developing ideal citizens and communities. Hence, the need to explore the challenges that primary schools face in teaching and learning of social studies.

1.4 Purpose of the Study

The purpose of this study was to find out what challenges teachers and learners face in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia.

1.5 Research Objectives

The study intended to achieve the following objectives:

1. To explore the challenges faced in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia.
2. To establish the methods used in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia.
3. To ascertain the benefits of teaching and learning of Social Studies in primary schools.
4. To suggest solutions to the challenges faced in the teaching and learning of Social Studies in Primary schools.

1.6 Research Questions

The study was guided by the following questions:

1. What are the challenges faced in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia?
2. What are the methods used in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia?
3. What are the benefits of teaching and learning Social Studies in primary schools?
4. What measures should be taken to find solutions to the challenges faced by primary schools in the teaching and learning of Social Studies?

1.7 Significance of the Study

It is hoped that the findings of this study may give a clear perspective of challenges faced by primary schools in the teaching and learning of social studies and provide lasting solutions to these challenges while making social studies relevant to the needs of primary schools, learners and the society at large. It is also hoped that this study may contribute new knowledge to the academic world and the discipline of social sciences. This study also hopes to create a stepping stone for further research in the field.

1.8 Theoretical Framework

This study used the “Critical theory” to understand the nature and effects of teaching and learning as directly related and embedded to the challenges faced by educational institutions. Critical educators’ advocate for theories that are dialectical since they recognize the problems of society as more than isolated events of individual deficiencies within a social structure. The dialectical nature of critical theory enables the researcher to view the school as a socialization agent of instruction (McLaren, 2003). The dialectical nature of schooling further confirms the dominant view of mainstream academic theory which conceives of schooling as mainly providing students with the skills and attitudes necessary for developing a certain kind of citizenry ideal to the society. The researcher employed a critical lens to interrogate the schools’ perceptions of the challenges faced in the teaching of social studies and to show how mainstream academic knowledge continues to under privilege other forms of knowledge. Mainstream academic knowledge continues to dichotomize knowledge through seeing other subjects such as Mathematics, English and Science as superior to other subjects such as Social Studies. This binary representation of the world was instituted during the colonial era and continues to manifest itself in subtler ways (Said, 1978), what (Tickly 2006) would refer to as the new imperialism. Critical educators argue that any worthwhile theory of schooling must be fundamentally rooted to the struggle for a better life for all through the construction of a better society as well as being cognizant of the influences of class, gender, ethnicity and race to every problem (McLaren, 2003). Therefore, critical theory becomes an invaluable tool for the analysis of the “perceptions of the challenges schools face in the teaching of social studies. I used critical theory in view of the fact that the school challenges are rooted in structural inequalities and socialization processes which are often seen as universalistic without any consideration of those they affect.

1.9 Delimitations of the Study

According to Creswell (1994), delimitations show how the study is narrowed in scope while Kombo and Tromp (2013) stated that the selection of a research site is essential. It influences the usefulness of the information produced. This study was confined to only three selected government primary schools of Kaunda Square Zone in Lusaka District of Lusaka

Province of Zambia and only focused on the challenges faced by primary schools in the teaching and learning of social studies.

1.10 Limitations of the Study

Simon and Goes (2013) states that limitations are matters that arise in a study which are out of the researcher's control. They are potential weaknesses in the study which limit the extensivity to which a study can go and sometimes affect the end result and conclusions that can be drawn. So this research was confined to only three selected government primary schools in Kaunda Square Zone of Lusaka District. Therefore, the results of this study are not to be generalized to other parts of the district, province or country.

1.11 Definitions of Key Terms

Bless & Higson-Smith (1995) states that for concepts to be useful, they must be defined in clear, precise, non- ambiguous and agreed-upon ways. It is from this perspective that the researcher selected the following terms and concepts to be clearly defined in order to give meaning to the study.

Challenges:	A situation being faced with.
Teaching:	A process of imparting knowledge, skills, values and attitudes.
Learning:	Process of acquiring knowledge, skills, values and attitudes through study, experience or being taught that leads to a change in a learner's dispositions and capabilities that should reflect on behavior.
Primary schools:	A place where children between the ages of 7-13years receive education
Social studies:	Refers to a learning area in social sciences and humanities that promote civic competencies.
Methodologies:	A system of methods used in a particular area of study or activity.
Benefits:	An advantage gained from something and produces a good or helpful result that promotes wellbeing.

1.12 Chapter Summary

The chapter presented the background of the study, statement of the problem, study objectives, research question and significance of the study, the theoretical framework, and delimitation of the study, limitation of the study and definitions of key terms. The next chapter presents relevant Literature Reviewed in the study under investigation.

1.13 Organisation of the Dissertation

Chapter one discussed the background of the study, statement of the problem, purpose, objectives and research questions. It further provided the significance of the study, theoretical framework, delimitation and limitation of the study and also the definitions of key terms. Chapter two presents a review of related literature to the study done by other researchers and scholars. The third chapter focused on explaining the research methodology used in the study. It looked at the research paradigm, research design, study area, target population, sample size, characteristics of participants as well as the sampling procedure used in the study. It also discussed the research instruments used, data collection procedure, data analysis, coding of participants, trustworthiness and credibility as well as the ethical considerations before providing the summary of the chapter. Chapter four presents the findings of the study as provided by the respondents on the challenges faced in the teaching and learning of social studies in selected primary schools of Lusaka district of Zambia. Chapter five discusses the findings of the study and the last chapter provides the conclusion of the study, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents a review of the related literature that informed this study. Review of literature is presented from the perspectives of studies conducted at international context including conferences on Social Studies, selected specific contexts in the region and local studies in the Zambian context on the challenges faced by primary schools in the teaching and learning of social studies.

2.2 Challenges of Teaching and Learning of Social Studies in Primary Schools

Social Studies as a subject is a combination of three learning areas Geography, Religious Education and Civic Education in Zambia. The challenge of teaching and learning Social studies in primary schools also traces its roots in the curriculum revisions and of late much emphasis on curriculum integration. According to Bilbao, Lucido, Iringan and Javier (2008) curriculum referred to the total learning experiences of individuals not only in school but in society as well. The curriculum was therefore thought to have a great influence on the kind of life that was led by those exposed to it.

2.2.1 In Korea

In Korea, Park (2008) state that since the 1950s, the Korean educational system had adopted the policy of teaching subject matter in separate lessons based on various subjects. The approach was heavily criticized, mainly for three reasons that: knowledge was constantly accumulating and fundamentally changing, and that there was a discrepancy between the learners' holistic perceptions of the world and the artificial fragmentation of content, and that there was the serious problem of learner alienation and a lack of engagement with school. Hence, curriculum integration was, therefore, extensively researched in Korea with focus on the need for curriculum integration (Hwang, 1998; Kim, 1992).

Kysilka (1998) was quick to state that the attention to integration was growing exponentially and with such rapid growth came confusion, uncertainty and concern over exactly what was meant by integration and how schools were about to implement the ideas.

Many studies have reported that curriculum integration was initiated in Korea in 1981, but that teachers did not actively participate in its implementation. Teachers' roles in and understanding of the curriculum were crucial to curriculum integration's proper implementation. Though theoretical frameworks were indeed comprehensive, detailed and thorough, teachers did not understand these frameworks as they were not able to successfully implement the curriculum (Hwang, 1998).

2.2.2 In Nigeria

Adedayo (2012) in a study to investigate the teaching and learning of social studies in Nigeria revealed that not all teachers were social studies specialists and that the curriculum content in social studies despite being adequate for addressing the social issues and problems that Nigeria face some teachers failed to deliver to the expectations. Some teachers were not specialists in social studies.

Meziobi, Oyeoku and Ezegbe (2012) conducted a study in Nigeria to investigate social studies teachers' capacity for effective implementation of the Universal Basic Education (UBE) in junior secondary schools. This study was a survey and had 20 teachers as participants. The findings indicate that social studies teachers were not adequately aware of the objectives of the UBE which is one of the laudable reforms of education in Nigeria. Further, teacher training institutions did not prepare social studies teachers sufficiently for the implementation of the UBE programs, their teachings did not inject appreciable creativity in the learner and teachers did not make use of ICT in the discharge of instruction as they are not ICT skilled and not exposed in their training to reforms in education. Therefore, the current study further took a step to analyze the curriculum of the Zambian primary schools to find out if there is a component which gives room to ICT integration in the teaching of social studies at primary school level.

Additionally, Cletus and Edinyang (2014) contend that social culture factors also affect the teaching and learning of social studies. It was established that family and community back

ground of the child, cultural, language and religious differences in Nigeria's heterogeneous society were such factors that hinder social studies teaching and learning.

Bullivant (1981:8) explain that Social studies education advocates cultural accommodation, utilization, cultural knowledge acquisition through content of instruction and patriotic need for achieving national goals despite different cultural diversities. For any society to survive, its culture must be passed on to teach successive generations in such a way that the claims of the society were given priority over the wants of individuals. In Nigeria, for example the challenge of teaching and learning of Social Studies were compounded by socio-cultural factors and was not such a smooth sailing enterprise in Nigeria schools due to some socio-cultural factors at play. The teaching and learning of Social Studies need to encampus and take into account Socio-cultural factors that affect the thoughts, behaviors and feelings of individual members of those societies and cultures.

Culture of a people in a nation depicts their attitude, philosophies, skills, values, knowledge and predisposition to unfolding events and issues in their social environment. It is through social studies education that culture is promoted through when taught through environmental education as man cannot be isolated from his culture. Social studies education that ignores the culture of people is as irrelevant as it is deficient. Ireyefoju (2010:236) states that; Nigeria as a heterogeneous society is made up of about 450 ethnic nationalities that belong to different socio-cultural groups. Culture is a compendium of man's way of life, language and medium of communication. Socio-cultural theorist argues that individuals cannot be considered in isolation from their social and historical context therefore it is necessary to look at the society and the development occurring at a given time. Example of socio cultural factors include language, law, aesthetics, religion, values, attitudes, social organizations, family, community a person's role or status among others. These issues can become very important for any nation because such nation needs to target their promotions based on the socio-cultural factors that are at play (Regeluth, 1995).

Kece (2013) conducted a study in Ankara to determine opinions and suggestions of teachers about the problem encountered in social studies in secondary schools. The study relied on interviews involving 12 teachers in the study group. The results from this study revealed that participants encountered similar problems related to the teaching of social studies. This

included; text books, lack of physical conditions, teaching of knowledge-skill-values and teaching of kemalism. The study also suggested some solutions to the challenges such as: - presence of social studies classrooms in schools, emphasis on teaching of notion-value-skills and increasing the weekly course hours. This study revealed great ideas with regard to the teaching of social studies. However, reliance on only interviews and the sample size were some of the weaknesses in this study which the current study will avoid. The current study will involve multiple sources of data such as semi-structured interviews focus group discussions and document analysis. There is also a gap that exists between the reviewed study and the current study. The reviewed study focused on secondary schools and teachers only. The current study focused on primary schools in particular teachers, learners and the curriculum.

Adedayo (2012) conducted a study in Nigeria to investigate the teaching and learning of social studies in order to understand how it is taught and its role in fostering tolerance and appreciation for cultural differences. The study had three discrete studies hence several types of data collection methods were used to get the findings. These included interviews, questionnaires and class-based studies. The second part of the study was reviewed as it is related to the current study. It dealt with challenges teachers face in the delivery of social studies curriculum as a result of the country's culture diversity which result more into ethnic loyalty than national loyalty among the people. The study revealed that not all teachers are social studies specialists and that the curriculum content in social studies is adequate for addressing the social issues and problems that Nigeria face. This study also contributed insight to the current study by giving information that some teachers are not specialists in social studies. Nevertheless, the study did not specify the level of education it looked at, whether primary or secondary. The current study dealt with the primary school level of education.

Cletus and Edinyang (2014) examined social culture factors in Nigeria that affect social studies teaching and learning. Family and community back ground of the child was looked at, cultural, language and religious differences in Nigeria's heterogeneous society were such factors that hinder social studies teaching and learning. This study however will deliberately ignore the family and community background and only dwell on the school setup.

2.2.3 In Botswana

Mhlauli (2017) explored the social studies teachers' perception of the problems and challenges teachers face in the teaching of social studies in primary schools in Botswana. In this study data was analyzed using grounded theory and employed the constant comparative technique. The findings of this study revealed that social studies teachers were faced with enormous challenges in their effort to develop ideal citizens. Mhlauli argued that these challenges that were embedded within the structural inequalities regarding social studies and were a deliberate act on the part of the government to depoliticize social studies and develop a certain kind of citizenry ideal to the political climate of that country. She further stated that the efforts by government to ignore the fact that social studies were a political subject had in fact turned to be its nemesis.

The current study however used a case study design with a purposive sampling technique in Zambian primary schools. This research paid much attention to the challenges faced in the teaching and learning of Social Studies in Zambian primary schools. It also dwelt on the methodologies used in the teaching and learning of social studies as well as the importance and benefits of developing a well-informed citizenry.

2.3 Proposed methodological frameworks for social studies

Social studies as a field of study advocates for the use of inquiry and problem based learning as opposed to rote learning that previously characterized learning during the colonial era (EDC/CREDO, 1968). It is believed that the problem-solving method is necessary as it develops the child in such a way that she/he sees it as a democratic adventure, as well as the intellectual, critical, and cooperative aspects of the learners (Waghid, 2004; Salia-Bao, 1991).

Dewey believed that the most effective and natural education occurred when problem solving was applied in the classroom as it encouraged critical thinking (Salia-Bao, 1991). Following Dewey's principle of democratic education, it was believed that such a method encouraged participation among learners through engaging them in cooperative adventures that would turn the classroom into a microcosm of democracy and thereby allowing the child to acquire skills and values of democracy.

However, some scholars in social studies argue that the use of problem-based learning has been an ideal in most social studies classrooms in Africa as teachers have not been trained towards the use of such methods (Adeyemi, 2000; Asimeng-Boahene, 2000; Merryfield & Muyanda-Mutebi; 1991).

Further research carried out in seven member countries of the African Social Studies Programme (ASSP) have shown that inquiry based learning is talked about in schools but does not translate into teaching as classroom activities are teacher driven and dominated by the chalk-and-talk styles of teaching (Harber, 1997).

Other studies carried out in primary and secondary schools in Botswana revealed that teachers used teacher centered methods as opposed to child centered methods in social studies classrooms (Mautle, 2000; Tabulawa, 1998).

In Kenya, research into classrooms in general and social studies in particular have revealed that lecture method is still dominant (Harber, 1997). In Botswana there have been attempts to train in-service teachers in child-centered approaches that were meant to develop critical thinking among learners such as the Project method. This initiative received criticism from some people that it was futile to try to alter the classroom relations while the enveloping school social structure remained oppressive (Tabulawa, 2003). Such pedagogies as learner-centered are said to be colonizing and domesticating and that their presentation as “a one-size-fits-all” approach to teaching and learning marginalizes pedagogies that are based on indigenous knowledge systems (Tabulawa, 2003). Tabulawa (2003) recommends that Africans need to invent alternative culturally relevant pedagogies and there is need to develop indigenous pedagogies.

Many Africans tend to subscribe to the idea of developing indigenous pedagogies in Africa because it has been argued elsewhere that the African continent is replete with cultural tools that have nurtured vast civilizations as Ancient Egypt, Asante and Zulu kingdoms and has long been acknowledged as the cradle of civilization yet its cultural resources remain untapped (Grant & Asimeng-Boahene, 2006). It is through developing indigenous pedagogies that the cultural resources can be tapped into and be used to further our education and develop the citizens we need.

2.4 Methods used in teaching and learning of Social Studies Primary Schools

Posner (1992:35) states that as far as teachers are concerned “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” This entails that teachers play a crucial role in determining the success or failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure of the process of curriculum implementation.

The curriculum recognizes that the child should be an active agent in his or her own learning and that the child’s existing knowledge and environmental experience should be the starting point for new knowledge. Department for Education and Skills (2003: 20) stipulates that: “It is the quality of teaching more than anything else that determines the success of the child’s learning and development in school.”

2.4.1 Direct Instruction Method

Metzler (2011) explains that Direct Instruction Method is a traditional Social Studies lesson model which typically relies upon the direct teaching of new skills in isolation followed by a drill to practice the new skill via repetition and then concluding with a game to apply the skill in context. In Hattie’s (2009) synthesis of research, it was found that direct instruction was one of the most influential teaching strategies that linked to pupil achievement and direct instruction as a teaching strategy in Social Studies is no exception.

According to Hattie (2009), direct instruction is incorrectly and frequently confused with didactic teacher-led, talking from the front of the class teaching. Direct instruction involves seven major steps of which can be used to create a very powerful Social Studies lesson that will improve pupils’ knowledge development. These steps are adequate lesson preparation, establishing the success criteria, build a ‘hook’, perform guided practice, conclude with independent and cooperative practice and lastly lesson closure. In this type of teaching methodology, the teacher adopts a field excursion where learners are given a direct contact with what they are learning and gives them instructions which gives learners a face-to-face interaction with reality.

2.4.2 Cooperative Teaching Method

According to Hopkins and Harris (2000) cooperative teaching is considered highly helpful when used correctly, pupils are put in groups to work together and usually not grouped by ability, but put in a group of a variety of levels and are given tasks to accomplish together. One of the strengths of this method is that the teacher can assign specific tasks to pupils at different ability levels.

Blakely, Lang and Hart (1991) indicated that cooperative method of teaching promoted a sense of mutual responsibility among the pupils. They learnt to put in more effort to research for the topic and apply effective methods to get the result. Cooperative group work assists in developing both social and intellectual skills as well as helping practicing the skills of negotiation, organization and communication. Similarly, Sharan(1990) revealed that cooperative incentive structures where two or more individuals depend on each other for a reward that they will share if they are successful themselves had significant effects on the achievement of individual pupils; group rewards for group products did improve pupil achievement.

Kyndt, Lismont, Timmers, Cascallar and Dochy (2013) describes that Cooperative Learning (CL) is more effective than both competitive and individualistic approaches to learning. Some evidence in Social Studies specifically states that cooperation is far superior to the narrow conception of competition (winning and losing) in promoting achievement for all age groups. According to Stanne, Johnson and Johnson (1999) Cooperative Learning can promote student achievement in the physical, social, cognitive, and affective domains.

Cooperative Learning has also been shown to promote inclusion, engagement, and active participation in learning with diverse learners who hold various learning needs. This Cooperative Learning approach to Social Studies is capable of meeting a wide range of educative goals (Dyson and Casey, 2012).

2.4.3 Inquiry-based Teaching in Physical Education

Inquiry-based teaching stems predominately out of Science Education and aims to develop challenging situations in which learners are asked to observe and question constructs,

posture explanations of what they observe; devise and conduct experiments in which data is collected to support or refute their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these types of activities. As such, these types of learning experiences are designed to be open-ended in that learners are not expected to simply reach the ‘right’ or ‘correct’ answer for the question they are confronted with. When an inquiry-based teaching method is being used, the teacher is more concerned with learners ‘processes’ of reaching their conclusion (Johnson and Johnson, 2009).

In a Social Studies context, inquiry-based teaching approaches according to Darst *et al.* (2014) are often used when doing some field projects where learners need to have a basic understanding of real life situations. Inquiry-based teaching can be used to foster pupils’ critical thinking in real life situations and provide them with the opportunities to experience new and innovative ways.

2.4.4 Peer Teaching in Social Studies

Using peers as co-teachers (of themselves and others) is a quite powerful teaching strategy, particularly, if the aim is to teach pupils the ability to self-regulate and control their own learning and to become teachers of themselves. It is less effective if it is employed as a teaching strategy whereby older pupils simply teach struggling younger pupils.

Barnett *et al.* (2009) explain that in Social Studies, peer teaching has been predominately used in primary schools and as a method of fostering inclusion of learners with learning difficulties. There is what is known as the concept of Class Wide Peer Tutoring (CWPT) which has been suggested as being a better teaching strategy than traditional approaches of peer teaching. CWPT involves the whole class adopting reciprocal roles of tutor and tutee in classes. It has been demonstrated as an effective teaching strategy in regular and adaptive Social Studies education programs across primary and secondary school settings. Suggested key elements of CWPT to be used in Social Studies classes are teams— small groups of four to six pupils are the best, sometimes pupils are paired (or pair themselves) with a peer and practice time and may even role play tasks. The teacher may just give a bit of instructions and is expected of them and the pupils put instructions into practice or educate one another.

In some cases, the teacher may even display some demonstrations and allow pupils to practice. Kretchmar (2006) explains that short periods of up to five minutes are allocated for individual practice of the activity if it is a role play. After that there should be what is known as partner check— where pupils are given time to do a partner check whereby after the tutee has performed the task. After tasks are performed or displayed to the entire class, then a class may have an opportunity interrogate, ask questions where the whole class participates.

One major advantage of adopting a peer teaching approach in Social Studies education is that it provides learners with individual feedback frequently and the teacher can quickly identify those who need more assistance than others (Quay and Peters, 2009). While peer teaching is quite a powerful teaching strategy as learners are used as co-teachers, the teaching method is however, deemed less effective if employed solely as a teaching strategy where some pupils help others in the learning process and sometimes makes teachers relax forgetting their role to facilitate. Teachers quite often take advantage and opt to do other things instead of facilitating the learning process.

The teaching of Social Studies is also affected by multiple cultures which require a teacher to understand to structure his or her teaching adopting and accommodating various cultural diverse. This could only be achieved if multicultural education is employed in the teaching and learning program. According to Cletus and Edinyang (2014.), multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of education instructions so that male and female student, exceptional students, and students who are members of diverse social class, ethnic and cultural groups will have an equal chance to achieve academically in school.

However, the content related to various ethnic and cultural groups is a problem to so many teachers especially among social studies teachers who cannot easily see how their content is related to cultural and normative issues when in fact, multicultural education is fine for social studies and literature teachers. Isangedighi (2011) explain that multicultural education involves changes in the school or educational environment; it is not limited to curricular changes but viewed as an ongoing process because of dynamism and evolvment of different cultures and should be conceptualized exclusively into the school system.

2.4.5 In Zambia

Social Studies was introduced in 1963 with a well designed curriculum. This integrated subject then replaced Civics, History and Geography which were taught as single subjects since the early days of the colonial era. The subject (social studies) was adopted in both the primary and secondary curriculums to be taught as a single subject in 2013 when Zambia revised its school curriculum to be responsive to the needs of individual learners and equip them to contribute effectively to national development and help shape many Zambian learners respond to the changing education and economic environment and be self-reliant.. Teacher Training syllabus of (1975) put emphasis on the use of ‘inquiry method’ in social studies teacher training to replace the expository method (which was more of teacher centered) previously used by teachers when teaching civics, history and geography. The expository method was found to be weak as it made learners to be passive as mere spectators in the lesson. The inquiry method found favor among academicians as they claimed that, this method included integration, guided problem-solving interdisciplinary or multidisciplinary and use of learners’ environment. Whereas various methods, approaches, techniques and strategies are encouraged in the teaching and learning of Social Studies, specifically, child-centered methods are highly encouraged and recommended. This means that learners should be actively engaged in their own learning under the teacher’s guidance so as to further the core objectives of teaching social studies to learners as a living and core factor in learners’ lives.

However, integrated subject areas are the most unique in terms of lesson delivery as they are designed to be taught in an integrated manner Mulenga, (1982). In Zambia, social studies in primary schools is one such subject area with more than two individual subjects (religious education, history and civic education) which should be taught as one subject in the integrated manner.

Currently, the Zambian Revised (2013) Social Studies grades 1 to 7 curricula recommends various teaching methodologies to be used in the teaching of social studies an approach that comes with awareness of the importance of this subject to the young citizenry. Among the recommended methodologies include: Activity learning (individual/pair/group), Educational

visits (visits to various relevant sites, institutions and organizations), Role play, Debate, Demonstration, Question and answer technique and Teacher exposition

It is therefore, clear that the emphasis on the recommended methodologies away from the traditional single expository method to a more integrated and learner centered methods are seen to be the vehicle through which a morally, responsible and democratic learner should be developed.

2.5 The Benefits of Teaching and Learning of Social Studies in Primary Schools

It is viewed that there is wide spread agreement that the proper aim of the social studies is 'citizenship.' Although there is an occasional school of thought who claims that such 'vulgar utilitarianism' is harmful. Most social studies leaders and policy makers justify the subject on the grounds of citizenship. But it is here that the consensus ends: What does citizenship mean and what, in turn, does this mean for curriculum and instruction? It is therefore, conclusively agreed that in three classifications of the proper relationship of the social studies and citizenship have been dominant: (a). citizenship transmission, (b) the social sciences simplified for pedagogical purposes and (c).The development of critical or reflective thinking. These classifications, in reality, are over simplified and overlapping. Moreover, some writers have pointed out that more than three classifications can readily be identified (Gehrke *et al.*, 1992).

Asuquo *et al.* (2011) states that Social studies has had a relatively brief and turbulent history as one of the core subjects in the school curriculum. The fundamental content of the social studies curriculum, the study of human enterprise across space and time, however, has always been at the core of educational endeavors.

In America, Ross (1994) states that the roots of the contemporary social studies curriculum could be traced to at least two distinct curriculums reform efforts: the introduction of academic history into the curriculum and citizenship education. Since its formal introduction into the school, social studies has been the subject of numerous commission and blue-ribbon panel studies, ranging from the sixteen-volume report of the American Historical Association's Commission on Social Studies in the 1930s to the recent movement for national curriculum standards.

However, Stanley and Nelson, (1994) states that separate and competing curriculum standards were published for no less than seven areas of the social studies curriculum: United States and global history, economics, geography, civics, psychology, and social studies. Throughout the twentieth century the social studies curriculum has been an ideological battleground in which such diverse curricular programs as the ‘life adjustment movement,’ progressive education, social reconstructionism, and nationalistic history have held sway at various times. The debate over the nature, purpose, and content of the social studies curriculum continues today, with competing groups variously arguing for a ‘social issues approach,’ the ‘disciplinary study of history and geography,’ or action for social justice as the most appropriate framework for the social studies curriculum. As with the curriculum field in general, social studies curriculum is defined a lack of consensus and contentiousness over its goals and methods (Stanley and Nelson, 1994).

In Nigeria, the National Policy on Education (2004) made social studies a core subject in the Nigerian schools, with the objectives of inculcating in the learner in integrated forms, basic skills, values, and attitudes for useful living.

Social Studies is an inter-disciplinary program with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum. The Revised Grade 1 – 7 Social Studies syllabus (2013:X) states that, “this learning area (social studies) aims at developing the ability to understand and appreciate the moral, social and cultural values as well as to interpret positively the political, economic, environmental and civic issues as they relate to everyday life.

Social Studies education is the study of all human enterprise over time and space. The content of the social studies curriculum is the most inclusive of all school subjects. Stanley and Nelson (1994: 266) asserts that

Determining the boundaries of the social education taught in schools, what most people know as the social studies, requires decisions about what social knowledge is most important, which skills and behaviors are most valuable, what values are most significant and what sequence of content and skills best fits the subject matter and the students. Given this, it is not surprising that

social studies has been racked by intellectual battles over its purpose, content, and pedagogy since its inception as a school subject in the early part of the twentieth century. To top it off, even the historical accounts of the origins of the social studies as a school subject are now under dispute.

The aims of social studies, were then summed up

1. To study critically certain aspects of modern society and their evolution in relation to the social, philosophical and cultural problems arising from industrialization
2. To make the student aware of his importance in the community and of his responsibility to the community.
3. To study the past growth and present functioning of our own society and to obtain background knowledge that will make possible a more adequate interpretation of the social, economic and political problems of our times.
4. To provide direct social education by co-operative discussion, investigation and study of the individual and his environment.
5. To help the student to become more aware of his social nature, to give him basic knowledge regarding his social, economic and political backgrounds, and their inter-relationships, and to help the student to work out a satisfactory philosophy of life.

The ideology behind the teaching and learning of Social Studies in primary schools is to prepare young people so that they possess the knowledge, values and skills needed for active participation in society. Hence the need to see a reflection of Social Studies in the people or leaders of the present society.

2.6 Research Gap

There is a lot of literature related to the challenges faced by primary schools in the teaching and learning of social Studies. Therefore, this work has underlined the sources of information concerning this study. Despite this literature, there is no study that was conducted to explore the challenges faced in the teaching and learning of social studies in Zambian primary schools Particularly Kaunda Square Zone, hence the need to verify the findings from the Zambian Education Perspective.

2.7 Chapter Summary

This chapter has presented literature review drawn on the challenges faced in the teaching and learning of social studies in primary schools.

Despite available literature, there still remains a gap to be filled by this study. The following chapter gives an overview of methods and procedures which were employed in an attempt to answer the research questions, whose focus was on challenges faced in the teaching and learning of social studies, the methods used and the possible benefits of teaching and learning social studies in primary schools.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter discusses the general methodology utilised in the study. Orodho (2003) defined methodology as an outline, scheme or plan that is utilised to generate answers to the research questions. Methodology is about describing the strategies that were useful in carrying out the study. It endeavours to highlight the research paradigm, research design used by explaining it in details and justifying the chosen design. It also highlights the study site, population, sample size, sampling techniques, data collection methods and instruments, data analysis and the ethical considerations and lastly, a summary of the chapter was given.

3.2 Research Paradigm

This study was underpinned by Vygotsky's philosophical assumption of social constructivism. Honebein (1996) describes the constructivist philosophical paradigm as an approach that asserts that human beings construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Therefore, through experiences and reflections of the participants' views and opinions pertaining to the challenges faced in the teaching and learning of Social Studies, new knowledge and understanding may be obtained. Creswell (2014) adds that individuals develop subjective meanings of their experiences directed at certain views of the environment they live in. Hefferman (2013) posits that the constructivism philosophical paradigm is associated with qualitative research approach so this study used a qualitative method because it sought to understand the phenomenon under study from the experiences and perspective of the participants. Kothari (2004) adds that qualitative approach research is concerned with subjective assessment of attitudes, opinions and behavior. It involves detailed, verbal descriptions of characteristics, cases and settings.

3.3 Research Design

Kombo and Tromp (2006) define a research design as a method of collecting information by interviewing a sample of individuals within a targeted population. A research design can

therefore be thought of as a structure of research or the ‘glue’ that holds all the elements of a research project, to show how all the major parts of the research work together to try and address the central research questions.

A descriptive design was used because the research aimed at getting people’s experiences and perceptions under the natural setting. Orodho and Kombo (2002) define descriptive design as one used when collecting information about people’s attitudes, opinions, habits or any of the variety of social issues, Cone (1999) stated that a descriptive design is one that describes characteristics of a given population in a systematic and accurate manner. This research employed a descriptive design over other designs to allow a naturalistic inquiry which purports a commitment of studying something in its natural state to the extent that is possible within the context of the research arena of challenges faced in the teaching and learning of social studies in their natural setting. The design helped to understand, in detail, the methods used by the teachers and pupils in the teaching and learning of social studies as well as the benefits of social studies to the learners. This study was purely qualitative oriented, so it adopted a qualitative approach within which this descriptive design was used. This approach differs from other methods in its holistic approach to information collection in a natural setting and its use of purposive sampling techniques (Hancoak & Algozzine 2006).

The study used qualitative methods to generate the required data on challenges of teaching and learning social studies. Qualitative inquiry gives a researcher the opportunity to enter into a person’s experience and by so doing; one gets a different response regarding particular aspects of concern in a study. The ideas, motives and feelings of the respondents in the present study yielded useful descriptive data to support the findings. Keeping the above in mind is the reason why the researcher opted for the qualitative methods in the collection of data as this design enabled the researcher to interact with the respondents so that data obtained through the use of various research instruments would yield accurate findings.

This approach was further considered to be the best for this study due to its theoretical underpinnings as it regarded the available facts and uniqueness in interpreting the phenomena. It enabled the researcher to enter the field with an open mind (Patton 2002) and

was holistic as it provided the researcher with contextual understanding of experiences about the actual challenges from the participants views.

3.4 Study Area

Kombo and Tromp (2013) stated that the selection of a research site is essential. It influences the usefulness of the information produced. This study was conducted in Lusaka District in Lusaka Province of Zambia particularly Kaunda Square Zone. This Zone was selected because there is empirical evidence from the Zambia National Assessment Survey Report (2017) under the Ministry of Education that social studies results have not been improving for the last 5 years. This report focuses on the Learning Achievement at Middle Basic Level and it showed that this zone ranked the least in the social studies results analysis for the grade seven national examinations between 2015 and 2017. Below is the map of Zambia showing Lusaka province where the study was conducted.



Figure 1: Study Area

3.5 Target Population

Marczyk et al (2005) stated that the target population is all participants of interest to the researcher. Marczyk et al (2005) contends that selecting participants is one of the most important aspects of planning and designing a research study.

Bryman (1988) defines population as the universe of units from which the sample is drawn. A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best & Kahn, 2006).

Therefore, individuals with valuable information for this study were targeted hence the target population being social studies curriculum developers, head teachers, teachers and learners of Social Studies in the selected primary schools of Lusaka District. The rationale for selecting these participants was because they are the ones who draw up the curriculum, (CDC Social Studies Specialists), manage school (head teachers), implement the actual teaching (teachers) and are learners of Social Studies (Pupils). These were identified as key participants who supplied the data required in accomplishing this research.

3.6 Sample Size

A Sample is defined as a set of respondents selected from a larger population. Sampling refers to methods of gathering information from a number of chosen people probabilistically and none probabilistically (Kombo and Tromp, 2006). A sample also refers to the number of participants selected to constitute a desired sample. .

In this study, the total sample size of 39 participants was used and these included 3 CDC social studies specialists, 3 Head teachers, 12 social studies teachers (4 drawn from each of the 3 selected schools) and 21 learners, (7 drawn from each of the 3 selected schools). In this study the sample size was largely determined by the method of the research. Cohen & Manion, (1994) shared that, in qualitative research the sample size is likely to be small.

3.7 Characteristics of Participants

This is a description of the participants' characteristics including gender, age, level of education and their years of experience in the field of study. The characteristics' of the

participants was very important to this study as it helps other readers to have more information and a better understanding of the participants pertaining to this study. Refer to Appendix 11.

3.8 Sampling procedure

Given that the objective of this study was to explore the challenges faced in the teaching and learning of social studies in selected primary schools, it was necessary to select a sample of respondents who had experienced this phenomenon. In this study, purposive sampling was used to select the social studies curriculum development specialists, head teachers, teachers and learners who participated in the study.

Purposive sampling is a type of sampling which enabled the researcher to purposively target the people believed to be reliable for the study (Kombo and Tromp, 2006). This type of sampling requires that one establishes criteria, bases, or standards necessary for units to be included in the investigation (Patton, 1990). This helped to increase the usefulness of the findings. Tracy (2013) asserts that good qualitative researchers, at the very least, engage in purposive sampling, which means that they purposively choose data that fit the parameters of the project's research questions, goals, and purposes.

Ritchie and Lewis (2003) also stated that there are a range of different approaches to purposive sampling, designed to yield different types of sample composition depending on the study's aims and coverage. This study utilized homogeneous sampling to select the participants. Homogeneous samples are chosen to give a detailed picture of a particular phenomenon, for example, individuals who belong to the same context or have the same characteristics. This was to allow for detailed investigation of social processes in a specified context.

Therefore, these participants were chosen on the basis that they are experts in the area of social studies curriculum development; they head primary schools, have taught social studies for more than 3 years and were implementers of the curriculum who can explain what they do best. This was thought of as something that was likely to avoid confounding variables and make the sampled participants to share their rich experience about Social Studies. The Primary schools and learners were also sampled through purposive sampling.

This method was chosen to enable the researcher to study a relatively small proportion of the population, and it was also appropriate because the population of the study were similar in character. The researcher had to choose the sample purposively in order, to maximize the depth of data elicited.

3.9 The Research Instruments

Hall (2008) defined data collection (research) instrument as a tool for measuring, observing or documenting quantitative or qualitative data. The data collection instruments are used to collect both primary and secondary information. Primary data is the data collected during research from the field and for the first time, and thus is original in nature while secondary data, on the other hand, is that which has already been collected by someone else and has already passed through the statistical or thematic process (Kothari, 2004). A variety of research instruments were used in this study, these were semi-structured interview guides; the interviews were preferred due to the flexibility to maximise on the responses regarding insights, sentiments, information, and the observation of a myriad of activities. The document analysis checklists were also used and some lesson observation schedules were also part of the research instruments because of the several advantages each one of them has and the suitability for this particular qualitative study.

3.9.1 Semi-Structured interview guide

One way of learning about things we cannot observe is by asking people who have or are experiencing such situations to provide information. In this study, semi-structured interview guides were used to collect in-depth qualitative data from the participants. As Creswell (2009), correctly argues the advantage of a semi-structured interview schedule that it allows for new questions to be brought up during the interview as a result of what the interviewee saw. Through this instrument, the researcher was able to collect useful information related to the study. This instrument was chosen by the researcher as it allowed unstructured questions to be raised which, in turn, left no question unanswered. The semi-structured interview guide was the main data collection instrument designed to enable the researcher to inquire from the interviewee further as a result of seeking elucidation.

3.9.1.1 Semi-structured interview guide for Curriculum Developers, Head Teachers, Teachers and Learners

Semi structured interviews were conducted with all the participants. This study used semi-structured interviews to collect data from the participants in order to have an in-depth understanding of opinions and views pertaining to the challenges faced in the teaching and learning of social studies. Dawson (2002) stated that in this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this, the same questions were asked in each interview. However, the researcher also wanted the interviews to remain flexible so that other important information could still arise.

As pointed out by Dawson (2002) semi-structured interviews were administered to respondents identified in the sample size because it is the most appropriate tool when interviewing a single respondent. Each category of respondents had similar questions on the interview schedule covering all the concerns that were under investigation. Semi-structured interviews provided a lot of information useful to the study as respondents were given an opportunity to add more information to the asked questions.

The researcher used short hand writing during these interviews in order to capture relevant information which other research instruments may not have covered. Short hand writings of interviews were done in order to capture all the relevant data during the interviews. The advantage of using semi-structured interviews was that they were designed to gather intended information in a more systematic manner (Dawson 2009).

3.9.2 Lesson Observation

The study also used the observation method in data collection. Marczyk *et al* (2005:119) postulates that ``Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior. As illustrated by Marczyk *et al* (2005) observation method was adopted in this study because of its suitability in the study. This method enabled the researcher to go into the classrooms and observe how the teachers deliver their social studies lessons and how the learners comprehended or participated in the lessons. According to McMillan and

Schumacher (1993), lesson observation is a tool which provides information about actual behaviour. Creswell (2014) adds that, direct observation is useful because some behaviours involve habitual routine of which people are never aware of. Therefore, observations were undertaken using an observation checklist in order to get answers to certain research questions. The researcher observed the teachers in action as they taught their learners. The researcher was interested in the following: methods of teaching that teachers used; the classroom factors that could cause challenges in the teaching and learning of social studies; and the factors that could promote the efforts in the social studies teaching approaches.

3.9.3 Document Analysis Guide

Document analysis involves the use of texts and documents as source materials (Scott, 2006). In this study, document analysis and review were the major source of secondary data. This method was used to get background information and literature reviews. The researcher sourced and read the existing documents such as the Zambia Education Curriculum Framework, Education policy documents, Syllabus, Schemes of work, Weekly Forecasts, Lesson plans, the Annual Reports, dissertations and theses related to the research being carried out and many other necessary publications pointing to the challenges faced by primary schools in the teaching and learning of social studies.

3.10 Data collection procedure

The actual data collection for this study was done during the second term of the school calendar between May and June 2019. According to Creswell (2009), data collection procedures are procedures utilised in the gathering of data and involves data analysis and its elucidation. Before subjecting respondents to the data collection procedures, informed consent was considered by explaining the aim of the research and seeking permission from all the relevant officers. When it came to data collection, a three-step general procedure was applied. In selecting all respondents, purposive sampling procedure was used because these people were expected to have adequate knowledge on the subject matter. Introductory letters were obtained from the Directorate of Research and Graduate Studies of the University of Zambia. The letters were then presented to the relevant officers for permission to be granted

to the researcher to carry out the research. The purpose of undertaking institutional clearance was to uphold professional integrity in the process of carrying out the research.

This study utilised the qualitative method to collect the required data, analyse and interpret it. Therefore, the qualitative procedure necessitated that data be collected through the semi structured interviews, lesson observation and the document analysis. The study collected data from the field using the above listed instruments. CDC social studies specialists, head teachers, teachers and learners provided data through semi structured interviews. Document analysis was conducted on the school curriculum, syllabus, and schemes of work, weekly forecasts and Social Studies lesson observations checklist were used to observe the methods, strategies and competencies that teachers employed in class during their lesson delivery although this technique was time-consuming.

3.11 Data Analysis

The data analysis was guided by and emanated from the research questions, consequently analysed according to the concepts and themes. Engelbrecht et al (2003) clearly indicates that data analysis is the process of making sense out of the data. Making sense out of data involves consolidating, reducing, and interpreting what people said and what the researcher saw and read. It is said to be the process of making meaning to the collected information on a particular area or study. In this case, thematic analysis was used to analyze data qualitatively. This involved coding of data in open, axial and selective codes to get emerging themes and sub themes. Henceforth, there was classification of the major themes and identification of interrelated issues arising. Information collected from qualitative data, that is, from the interviews was grouped in themes and presented as findings using a descriptive approach. To strengthen the presentations of the findings, verbatim were used to present the findings in some sections of the chapter of presentation of findings.

3.11.1 Coding of Participants

For the purpose of easy identification of participating schools, participants and their contributions to the study in the description of the findings, codes were assigned to the schools and all participants. Refer to Appendix 10.

3.12 Trustworthiness and Credibility of Data

In order to ensure trustworthiness and credibility of the data collected, participants own words were used to present the findings in line with the research questions. Trustworthiness in qualitative research refers to the extent to which qualitative data is dependable, consistent, stable, predictable and reliable so that whenever it is put to test, it produces the same data. Credibility is one of the key concepts used in addressing quality in qualitative studies. A member check technique was used in assuring the accuracy of the data that was gathered in this study. Member check is the process of verifying information with the target group. It allows the stakeholders or the participants the chance to correct errors of facts or errors of interpretation.

In this case, member check was done. Harper and Cole (2012) asserted that member checking continues to be an important quality control process in qualitative research as during the course of conducting a study; participants receive the opportunity to review their statements for accuracy. After writing the findings of the report the researcher went back to key informants of the study and presented to them the written report so that they could confirm if it is a true reflection of what was said by them.

3.13 Ethical Considerations

It is important to put into consideration ethical issues in research to prevent potential harm that might be caused by the researcher to the participants (Cohen, 2011). This is an important aspect of the study as it also helps to establish trust between the researcher and the participants who need to know and understand what is going to happen to the information they provide.

The researcher throughout the research endeavored to uphold utmost privacy on the rights of respondents. To this effect, consent was sought from the ethics committee, School of Humanities and Social Sciences of the University of Zambia under ethics reference number HSSREC: 2019-MAY-048. Also permission was requested from the relevant officials from the Ministry of Education at district level (DEBS) and then finally, from the school head teachers where the study was conducted. Furthermore, consent was sought from the participants.

3.14 Summary

This chapter has presented and outlined the methodology used by discussing the research paradigm research approach research design, study sites, population and sample size, sampling procedures, data collection and data collection instruments, data analysis techniques, trustworthiness and credibility of the data collected and ethical considerations of the study. The next chapter presents findings of the study based on the research objectives.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

Chapter Four presents the findings of the study under investigation. Data presented in chapter four of this study was obtained using various research instruments that included semi structured interview guide, lesson observation checklist and document analysis checklist. The data was presented in themes that emerged according to the questions of the study as verbatim. Verbatim responses gave an in-depth description of the findings. The research questions of the study were;

1. What are the challenges faced in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia?
2. What are the methods used in the teaching and learning of Social Studies in selected primary schools in Lusaka District of Zambia?
3. What are the benefits of teaching and learning Social Studies in primary schools?
4. What measures should be taken to find solutions to the challenges faced by primary schools in the teaching and learning of Social Studies?

For the purpose of easy identification of participants, their verbatim provided in this chapter were coded to describe each category of the participants. Refer to appendix 10.

The themes that emerged from the semi structured interviews, lesson observations and document analysis were put in their categories respectively under the four research questions depending on the suitability. Findings for research question one from the curriculum developers revealed that social studies was multidiscipline and diverse in nature, also that there was a lot of transformation in the field of social studies and limited training of human resource in that area. The head teachers stated that teacher qualification, access and quality, culture differences also wastage and stagnation were crucial challenges they faced. The teachers of social studies said that teacher qualification, lack of teaching and learning materials, absenteeism, poor teacher to pupil ratios, lack of understanding of the purpose, aims and objectives of social studies, negative attitude, and less time allocation on the timetable were the challenges they faced while the learners cited textbook reliance, social studies

being too wide and boring, no access to education tours and some topics to be controversial. For research question two, findings showed that the curriculum advocated and provided for various learner centered methods although it was observed that there was use of wrong teaching methods like expository or chalk and talk. Further observation revealed that there was only use of one teaching method at a time instead of incorporating different methods within one lesson. Mostly teachers adopted whatever teaching method without considering the impact of their teaching. Research question three highlighted that by providing relevant information, knowledge, skills and attitudes, the study of Social Studies prepares learners to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources while research question four suggested that teacher qualification should be improved, schools should be resourceful and provide own teaching and learning materials, provide better funds or grants to schools, improve teachers working conditions, improve the timetable, disintegrate the social studies to single subjects and improve teacher to pupil ratio.

4.2 What are the challenges faced in the teaching and learning of social studies in selected primary schools in Lusaka District of Zambia?

The first objective was guided by the question –What are the challenges faced in the teaching and learning of social studies in selected primary schools in Lusaka District of Zambia. The researcher went further to investigate these challenges in three discrete categories which were curriculum; teacher and learner related challenges because this is who or what makes up a school. This section therefore presents views of the curriculum developers (social studies specialists in particular), head teachers, teachers and learners on challenges faced by primary schools in the teaching and learning of Social Studies. The major challenges brought out by the participants are listed below and presented as verbatim according to the most common emerging themes.

4.2.1 Curriculum Related Challenges

Findings from the semi structured interviews done with social studies specialists at the curriculum development centre (CDC) revealed that among the challenges faced by

curriculum developers were the accelerated pace of social technological progress, limited training, radical transformation in the work field, increasing social inequalities, shortage of highly skilled human resource and diversification of the economy.

Social Studies due to its diversity of being multidisciplinary and interdisciplinary in nature; specialists found it hard to define what exactly it is. Some of the contents do not fit the social studies purpose because the environment influences the contents and methods of teaching while region was cited to also influence the teaching methods. Teachers were also reported to use wrong teaching methods in the presentation of social studies. However, the curriculum was adequate to address issues to produce an ideal citizen.

One of the questions asked to the curriculum developers was if they faced any challenges in coming up with what is contained in the social studies curriculum. The 3 social studies curriculum specialists responded as follows: -

4.2.1.1 Multidiscipline and Diverse in Nature.

On the multidiscipline and diverse in the nature of social studies, the participants had the following to say;

A01- “Firstly, it’s not an easy task to come up with a social studies curriculum due to the fact that it is multidisciplinary and very diverse. We have to look and consider a lot of issues ranging from civic, moral, religious, environmental, economic, political and so on. Therefore, even as a specialist, I sometimes tend to have limited knowledge on what to include in the curriculum as I did not initially train in all these areas even if today am a specialist, however what makes me a specialist is being able to look at the global world today then be able to determine what makes up a good social studies curriculum.”

On the other hand, concerning social studies being multidiscipline and diverse in nature, participant A02 said that;

“In preparing the social studies curriculum, we put it in mind that the content should enable learners to be able to learn about themselves,

societal problems and about the wider community in which they live. Therefore, in creating a Social Studies curriculum, we ensure that we design it with an integrated approach to learning in mind, so that it is able to cut across artificial subject division while presenting knowledge as an integrated whole.”

In addition to what the previous participant said, A03 added that;

“In view of the fact that social studies in the Zambian context deals with an interplay of various factors; for example, political, economical, cultural, physical, technological etc., we try to design the curriculum in a manner that the implementers are able to help the learners to develop an integrated view of reality that enables them to make well thought out and rationale suggestions geared towards producing an ideal citizen. However, despite all these efforts, as curriculum developers, one of the challenges we face is that the impact of the curriculum we design has continued to be limited hence resulting in social imbalances within the society that the learners live.”

4.2.1.2 Transformation in the Field

In response to the question; what challenges do you think teachers face in the teaching of social studies?

A participant A01 stated that;

“We try hard to develop the curriculum from teaching to learning, from individual learning towards co-operative learning, from subject knowledge towards intellectual competencies, from separate subject towards integration of subjects including communicative technology in all areas. This is to try and transform the subject and do away with challenges that the teachers encounter during their teaching. So basically, teachers should not have challenges to implement what is in the curriculum.”

In line with transformation in the field of social studies, A02 explained that;

“Mostly, we don’t expect a trained teacher to have challenges in implementing what is contained in the curriculum because we expect teachers to have a conceptual understanding of the curriculum content before they present it to the learners. Challenges for the teacher may arise due to various genuine reasons but for some teachers, their attitude towards implementation is always negative; however, we understand that the teacher (implementer)’s views in the curriculum content is very significance hence as CDC, the teachers views are very important especially in reviewing the curriculum.”

In addition, A03 said that;

“Basically, the nature of social studies proves to always be a mystery to those who are responsible for teaching it. The nature of social studies deals mostly with the reality, hence mostly needs or requires the learners to visit sites or have hands on experience of what the teacher is teaching. For example, it is easy for a teacher in Lusaka to take the learners to the high court to see it while teaching that topic unlike a teacher who is teaching the same topic in Mbala town; that is a challenge on its own. Even for you madam, you have easily accessed the CDC because UNZA your school is just nearby here unlike if it were to be located in another town.

4.2.1.3 Limited Training

In response to the question how often do you hold in-service training for social studies primary school teachers?

A01- *“I will be very open with you madam, as developers of the curriculum we only conduct training when we have developed and are introducing a new curriculum or after reviewing it to orient teachers on the changes and what should be different from what they had always been doing. But then there is a lot of in house training that should and I*

believe they are conducted at school level. These include the Continuous Profession Development meetings (CPD), Grade teachers at resource centre's meetings (GRACE), Teacher Group Meetings (TGM) etc., it is at these meetings that teachers discuss or share or remind each other about particular issues regarding teaching and implementing of what they teach. I must also make mention that these meetings are not only particularly for social studies teachers alone but for all teachers in general to help them continue to develop professionally. "However as CDC, we are very limited to conduct training for the teachers.

A02- "Madam in-house trainings are beyond us. Our main responsibility is to develop the curriculum, but then it would make a lot of sense if we had time and chance to provide thorough training for our implementers (teachers) usually this is due to lack of resources and time as we also avoid disturbing the learning process during the term. We however have confidence in our teachers and in the initial training they received during teacher training

Contributing on the same, A03 had the following to say;

Not having constant training for the implementers does not mean they should not deliver their lessons effectively. There are various challenges we also face that cannot allow us to do training for our teachers, so once we put in place a new curriculum, orientation and training is done at provincial levels and goes down to the districts, zones until the school level.

4.2.2 Head Teacher Related Challenges

The head teachers who participated in the study brought out a number of challenges faced by primary schools in the teaching and learning of social studies. The findings of the study revealed some of the following challenges; -

4.2.2.1 Teacher Qualification

It was observed that teacher qualification is still a great challenge among primary school teachers. The researcher observed that most of the teachers teaching in the primary school had no social studies related qualification hence making the teaching of social studies a challenge for the primary school. It was further noted that; after having served in the primary school for many years, most of the teachers seemed to have realized the importance of upgrading their qualification in the last few years and this was due to the government policy which was passed that the minimum qualification of a primary school teacher be revised from certificate to at least a minimum of diploma.

As teacher qualification is still a challenge in most primary schools, government pronounced that the minimum qualification of a primary school teacher to a diploma of which teachers have embarked on upgrading their qualifications yet most of them do not upgrade to specialize in social studies. There are few instances where government would sponsor teachers for upgrade in areas like social studies as most of the sponsored programs are directed towards subjects like Mathematics and Science.

4.2.2.2 Access and Quality

Teachers treated social studies just like any other subject and did not advocate for better access of what they would need in order to deliver quality content to their learners. These implementers also did not have access to participate in local, state and national discussions on the future of social studies education as such compromising the quality of the aims, goals and purpose of what social studies should exactly be or yield.

In line with access and quality, B01 said that;

The quality of teaching and learning social studies in primary schools have mostly been affected by some of the government policies which says every child should have access to education. In this vein the quality of learning is very compromised due to over enrollment and overcrowded classrooms.

Another participant B03 added that;

As a head of the school, I have no right not to admit a child into school, so it comes back to the same issue of over enrollment where the teachers are over whelmed by the number of learners in class and hardly has time for individualized teaching or learning, hence affecting the quality of the teaching and learning process.

4.2.2.3 Cultural Differences

Due to different backgrounds, it was noted that the cultural differences was a challenge in managing a primary school especially in the teaching and learning of social studies. The head teachers interviewed had the following views to say on this theme;

B02-people from all over the world, various societies and communities have different beliefs and values. Education providers in our primary schools are deployed to offer services in an environment with different values and beliefs from those of their own, hence may find it very difficult to effectively and efficiently carry out their duty to teach.

Thinking in the same line with the head teacher B02, the other head teacher B03 said:

Teaching learners from various cultures and background is a true and serious challenge for our primary school in general. So as a school, we encourage our teachers to have high knowledge in these different cultures to avoid discussing hot topics and instead concentrate on what is acceptable for all for the sake of harmony.

4.2.2.4 Wastage and Stagnation

On wastage and stagnation, the interviewed head teachers had the following to say;

B01-There are high levels of wastage and stagnation in schools thereby posing a challenge on the part of the school. A lot of the children drop out of school due to various reasons hence creating serious challenges to the education providers and the school at large.

In support of this, another head teacher B02 had the following to say;

There is an overwhelming number of children who drop out of our primary schools despite government providing free education; this makes wastage and stagnation to be among the major challenges that we face as primary schools as it obstructs the propagation of quality education and social upliftments. This condition is rampant not only in this school but in many schools across the nation.

While head teacher B03 added that;

There are many impediments and bottlenecks in the area of wastage and stagnation. The major being poverty and lack of awareness on the importance of educating one's child. There is also a clash between family values and those of the school thereby causing some children to stay away from school.

4.2.3 Teacher Related Challenges

One of the questions asked to primary school social studies teachers was if they specifically have some social studies qualification. It was noted with concern that most of the teachers teaching in primary schools were not social studies trained and mostly depended on the methodology taught to them during their initial teacher training at certificate level.

These teachers also said there were no specific social studies training at pre service level until recently when subject specialization was introduced in colleges of education and universities. It was further discovered that despite the introduction of subject specialization most of the Social Studies specialized graduates are still not yet deployed to schools by the government.

From the twelve teachers interviewed it was noted that ten of them had upgraded their qualification while some were still in school pursuing studies but only one out of the twelve had upgraded to a social studies qualification. Below is a table and figure representation of teacher qualification of the respondents. Two of the respondents were certificate holders, seven held diplomas in primary school teaching, two had obtained there first degree while one was a master's degree holder.

Table 1: Teachers Qualifications

QUALIFICATION	<i>Certificate</i>	<i>Diploma</i>	<i>Degree</i>	<i>Masters</i>
NUMBER OF TEACHERS	2	7	2	1

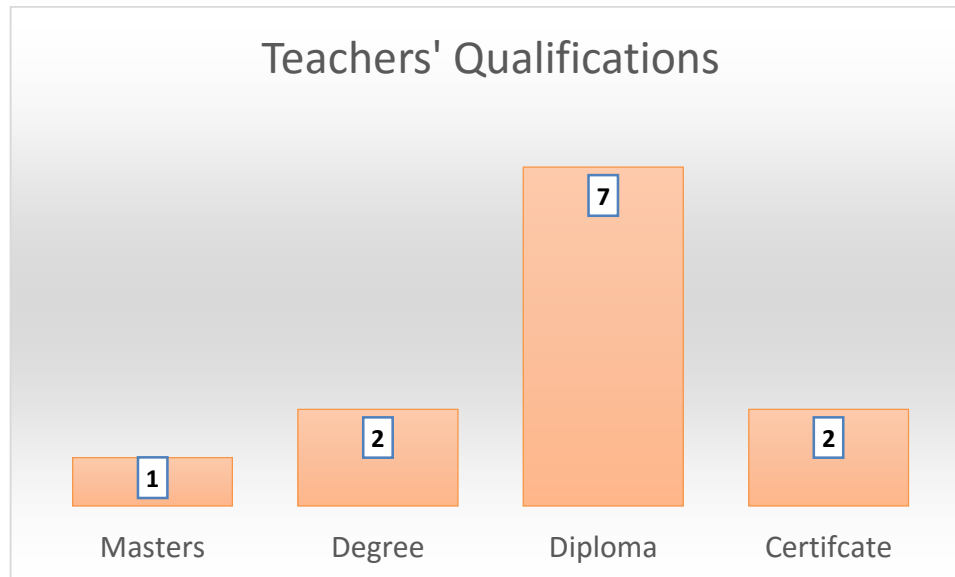


Figure 4.2: Teachers Qualifications

The other eleven had upgraded and obtained qualifications in subjects like Physical Education, English Religious Studies, Art, Home Economics, Music and so on.

Findings also showed that the current primary school teachers lack interest in the teaching of social studies because of its bulky and complex nature of containing various cross cutting issues that are directly related to real life and society issues.

It was also discovered that the teachers did not understand the aims of teaching social studies hence demonstrated that it was difficult for them to meet the expected outcomes of social studies which is mainly to produce an ideal citizen who integrates well in the communities and society they live in.

Furthermore, teachers are not involved in decision making that determine what is to be taught in social studies, how social studies should be taught and what resources they need to teach social studies effectively.

4.2.3.1 Lack of Teaching and Learning Materials

The teachers had the following to say on lack of teaching and learning materials including proper equipment. SA-C01 elaborated that;

Our school does not have up to date text books and teachers guides. Mostly as teachers, we rely on our own knowledge of particular topics to deliver lessons to the learners. In these primary schools, there are no facilities to help consolidate or give an opportunity to the learners to experience what they learn exactly. Certain topics need actual experience by the learners and also the teacher to deliver effectively.

At school 3 (SC), one of the interviewed teachers SC-C12 said that;

“Challenges are many and mostly are to do with lack of materials come in as a result of government not providing the required materials especially when there is a change in the curriculum. As a school, we struggle to get and have the right materials which we would need to deliver quality lessons to our learners, hence teachers tend to go back to using outdated materials and information to try and cater for what is in the curriculum”.

The lack of teaching and learning materials has had a major effect on the general quality of education in Zambian primary schools and respondent SA-C03 said:

Schools need a wide range of materials for the primary school learners to have effective learning and teachers to teach effectively. Most of the primary school classrooms are not conducive or enriched enough with materials to explore and manipulate in the social studies lessons. Equity requires that all programs and lessons have enough materials to represent a multiple perspective.

This challenge made the intended results of teaching and learning social studies unrealizable because of mostly the low and inadequate supply of teaching and learning materials.

4.2.3.2 Absenteeism

The high rate of absenteeism was among the many challenges the teachers faced in the teaching and learning of social studies and they said it was retrogressive to their teaching. It was discovered at school two in one of the classes that out of a total number 87 pupils in one class, only 59 were present on that particular day. Refer to Figure below

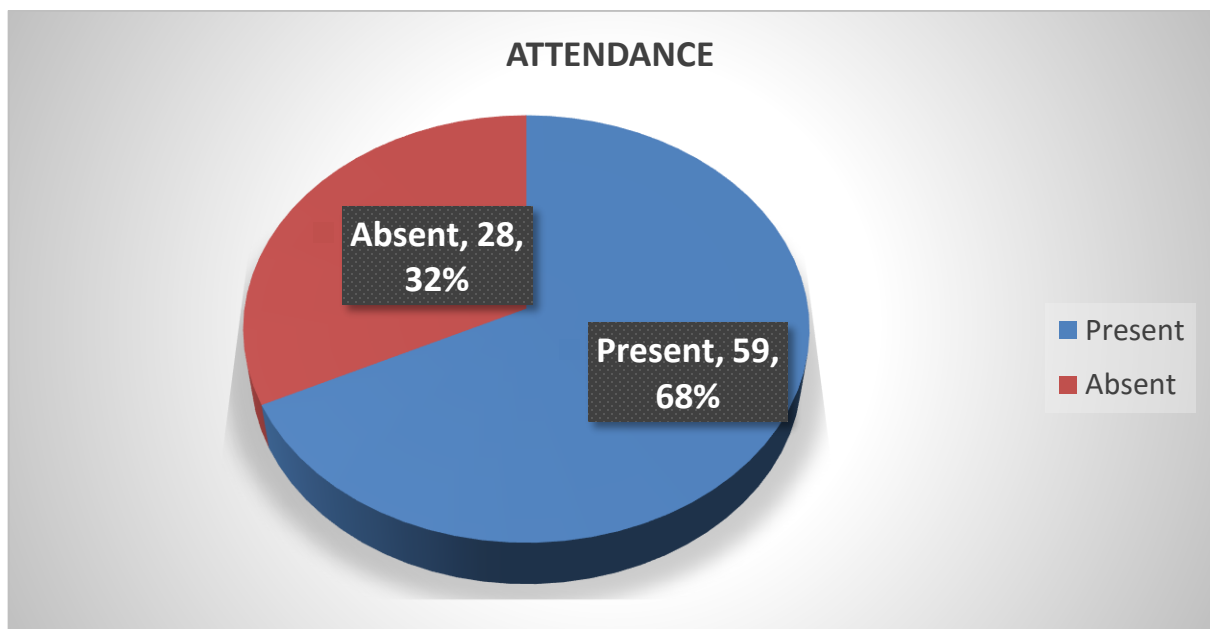


Figure 4.3: Absenteeism

One of the respondents SB-C08 said that;

From my many years of experience teaching in various schools, the rate of absenteeism is a great challenge faced by most primary school teachers not only at this school but country wide. This generally makes it very difficult for the teachers to teach at their planned pace for the term.

Another respondent SB-C06 added that;

Mostly, the community's no sense of ownership for the school in their locality leads to high rates of absenteeism. The communities where these learners come from don't feel responsible for the learning of their

children hence giving the teachers a lot of work to take full responsibility of the whole learning process.

While SC-C09 associated absenteeism to various reasons and had the following to say;

The rate of absenteeism in our schools is very high and this truancy is due to various reasons which range from lack of interest, illness, pampering from family members, location of the school, problems with teachers and so on. Some parents perceive regular school attendance as less important.

4.2.3.3 Poor teacher to pupil ratio

The teacher to pupil ratio was among the many teacher related challenges observed in the primary schools. It was noted that in most of the primary classes that were visited, the teacher to pupil ratio was very high which made it very difficult for the teacher to deliver the lessons effectively due to limited focus on the learner. For example, in one class the teacher had a total number of 112 pupils which made it very difficult to monitor if effect learning was taking place. This could be one of the factors that contributed to poor performance especially in social studies. Refer to figure below.

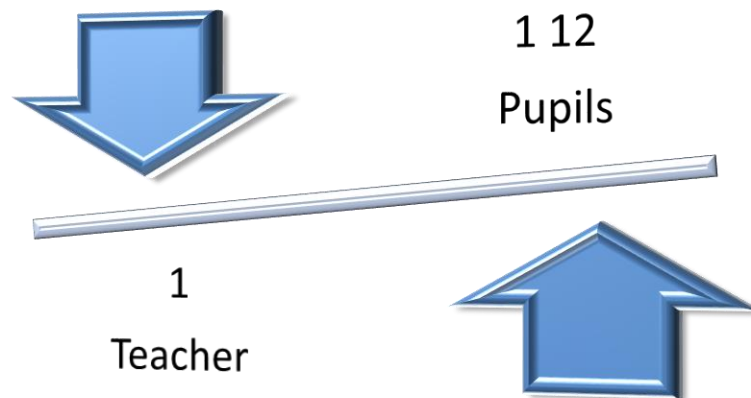


Figure 4.4: Teacher- Pupil Ratio

4.2.3.4 Lack of understanding of the purpose, aims and objectives of social studies.

In response to what is the purpose, aims and objectives of social studies, most teachers did not seem to really understand why they taught social studies. It was clear that they taught the subject just to fulfill their job description and because it was also a part of the subjects taught in school. From School C, SC-C11 said that;

I don't know the aims by heart but I read them in social studies syllabus before preparing my schemes of work. However, the purpose of social studies as a subject is to teach learners about the community and the life that surrounds them; there are many things that learners are supposed to learn from social studies.

Another respondent SB-C07 said;

"Social studies as a subject were aimed at teaching learners how to socialize and interact well with others."

From the lesson observations, it was noted that generally there was no efficiency on how teachers handled social studies lessons because they lacked the proper understanding of the purpose, aims and goals of teaching social studies. This resulted in poor participation by the learners hence they felt that social studies was a boring subject.

On further observation, the teachers' lesson plan did not include any activity for the learner which would help them to think through or reflect on what was the purpose of what they had learnt hence not achieving the goals of social studies.

4.2.3.5 Negative Attitude

It was discovered that teacher's levels of negativity towards social studies was very high and this was mostly due to lack of motivation and lack of teaching material and better teaching equipments also the confusion in the nature of social studies.

One teacher SB-C07 said that;

We are never motivated in our teaching social studies to the learners; the school never has funds to support topics that need to be taught away from the classroom so it is always very discouraging.

In line with not having better equipment to teach social studies, another teacher SC-C10 said;

The situation in most schools is very bad, even just atlases to use, we don't have. Worse still some of us don't know how to draw so teaching the learners topics with map reading or map work is a challenge; as a result, for me I skip such topics.

The teachers also said they lacked support to implement social studies effectively both at school and ministry level.

4.2.3.6 Less Time allocation on the time table

Some teachers said social studies was too wide and could not be taught effectively in the few periods allocated to it on the school timetable. From the teachers interviewed, it was noted that social studies with its nature of being diverse was allocated less time on the time table the teachers said they had approximately 120 minutes to teach social studies in a week, thereby not being able to cover the whole syllabus at the end of the years, a teacher at school B, SB-C06 said;

Madam, social studies is a very bulky subject, but then the time allocated on the timetables is by far too less, I have 3 periods to teach social studies in a week. A period for forty minutes and another double period for eighty minutes, this is not enough to cover a lot of topics by the end of the term.

4.2.4 Learner Related Challenges

The learners interviewed during the semi structured interview brought out a number of challenges they faced in the teaching and learning of social studies. The most common challenges ranged from text books, the nature of social studies being too wide, some learners said it was boring, while others said they never had access to educational tours and that some topics were very controversial.

4.2.4.1 Text book Reliance

From the 21 learners interviewed, 19 said they had to rely on few copies of text books which they had to share during the learning session. The researcher discovered that four learners had to share one text book translating the book to pupil ratio as 1:4. Refer to m figure below.

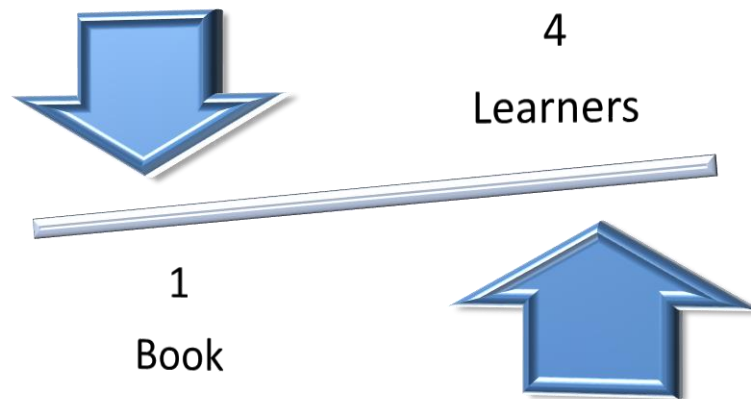


Figure 4.5: Text Book- pupil ration

To this regard, learner SC-D15 had the following to say;

We have a problem with text books, they are very few and so we have to share the same textbook 3 or 4 of us but then some people are slow readers so we are never on the same page while using text book.

In line with text book reliance, another learner SA-D01 said;

Most of the times, the teachers just gives us text books and ask us to open a page to read or copy notes.

4.2.4.2 Too Wide

Findings indicated that Social studies being an integrated study area was too wide hence making it very bulky. Learners found it difficult to comprehend everything in the syllabus. Most learners fail to strike a balance between social studies components as an integrated subject. Some only enjoy the Geography part and fail to grasp the History and Religious Education aspect.

A participant SB-13 had the following to say;

Ummm madam social studies id very hard because we learn a lot of different things like the environment, sometimes church things, so it is difficult for me to remember everything we learn.

Adding on the same, another participant SA-C04 contributed that;

My social studies exercise book is the one that gets filled up the most because we write a lot of notes. Then it is hard to read these notes because they are too many to understand.

4.2.4.3 Boring

Findings showed that learners are not engaged or taught to analyze and attempt to resolve social issues that confront them but rather just advance to the frontiers of knowledge hence social studies proved to be boring.

One learner SA-D05 said that;

Madam social studies is a boring subject because we just learn for the sake of it being a subject. If there were interesting things to do apart from copying notes, maybe that would be a bit better. Otherwise, we just do the same things whenever we are learning social studies, the teachers asks us to copy notes and then explain to us the notes we have written.

Another pupil SB-D08 responded and hinted that dozing was also a common feature of the lessons. The pupil added that lessons followed the following pattern: introduction, explanation from the teacher and note taking; a routine which seemed very boring for the learners.

4.2.4.4 No access to educational tours

Findings revealed that learners had no access to educational tours or site visits because the schools could not afford to fund such ventures. However, some learners did not see it as a

responsibility of the school to expose them to certain thing like school tours. In support of this one participant SB-D12 had the following to say;

Madam the school provides for us text books and chalk for our teacher, so maybe they cannot have extra money to take us to faraway places to learn away from the classroom. It would mean they need to book a bus to take us so it would be expensive. It is better they save the money to buy more text books so that we can have enough to even use one book each.

Another respondent SC-D19 explained that;

Our teacher has never taken us on any educational tour to see some of the things we learn about in the books. Even just at ZNBC we have never been there to learn about things in text books like communication and media house and yet it's just within Lusaka and not very far from this locality.

4.2.4.5 Some topics are controversial

The findings of the study with regards to the above revealed that some learners thought some of the topics taught in social studies were controversial because the affected the learners directly. HIV/AIDS was one of the topics learners sited as being controversial because they had within them learners who were born HIV positive and so to discuss such topic make some learners to feel uncomfortable and discriminated hence forcing them to stay away from school. Some of the participants in the study had the following to say;

SA-D05 explained that;

Madam Learning about HIV/AIDS makes some people uncomfortable because they start thinking we are learning about them. Some people even when we don't know anything about them, just the way they will behave ill make us to start suspecting them.

In a separate interview, SB-D08 said;

Some people have parents and relatives who are HIV positive so it is good when we learn o that they understand the condition of their parents and also how to take care of them when they are critically ill.

Further contribution from SC-D16 was that;

Even if it is important that we learn about HIV and AIDS, a boy from my neighborhood who was born with HIV stopped going to school because he said when the teacher was teaching them about the signs and symptoms of HIV/AIDS, everyone in class started looking at him, so he stopped going to school. But it is not his fault that h is sick because he was born like that.

4.3. What are the methods used in the teaching and learning of social studies in selected primary schools of Lusaka district?

In order to establish the methods used in the teaching and learning of social studies, a number of questions relating to the methods used in the teaching and learning of social studies by the teachers were asked to the social studies specialists who draw the curriculum, head teachers as managers of the schools, teachers being the implementers and learners. These questions mirrored research question number two and objective. The researcher also observed actual classroom teaching that took place in the three schools that participated in the study to establish some of the common methods used in teaching and learning social studies. The findings were presented below according to the categories of the participants:

4.3.1 Social Studies Curriculum Specialists

On teaching methods, findings from the social studies curriculum specialists revealed that, in as much as they were not on the ground to monitor the actual methods used by the teachers in the teaching and learning of social studies, the curriculum clearly stated and provided for methods that are learner centered to be used to teach the learners. Participant A01 had the following to say;

“As curriculum developers, we are not in the field or on the ground to see what methods the teachers use to teach social studies, but we encourage the use of interactive methods”

Contributing on the same issue A03 said;

“The curriculum encourages and provides for interactive methods to be used in the teaching of social studies but it is up to the individual teachers to choose appropriate methods to use when teaching a particular topic.”

On the contrary, A02 said that;

Teaching methods to be used are mostly dependant on the nature of the learner, after all the learner is the reason why teachers teach so the method of teaching depends on who is being taught. Some learners learn well by doing, so the teacher should ensure to understand what stimulates his or her learners’ interest to be active and participate fully in the learning process.

4.3.2 Head Teachers

The main finding from the head teachers who manage the schools that participated in the study with regards to the teaching and learning methods was that there was use of some wrong teaching methods such as expository or chalk and talk in social studies presentations while another said teachers think they can only use one teaching method at a time and yet many other teaching methods can be incorporated within one lesson.

Participant SC-B03 said that;

There are a lot of teaching and learning methods, but the teachers stick to particular ways of teaching because they think that is how it should go and yet as a teacher, they are encouraged to be creative and resourceful and also use aids made from the local environment.

Participant SA-B01 elaborated that;

“From the monitoring that I do, I have noticed that the teachers often adopt different methods of teaching social studies but it always makes me wonder if they understand the importance of using the prescribed methods like inquiry ,field trip or discussion and the impact that these methods have on teaching.”

4.3.3 Teachers

In response to the question what are the methods used in the teaching and learning of social studies, it was established that although there are specifically recommended methods of teaching and learning social studies teachers often used and adopted different teaching methods without considering the impact of these methods on the understanding of the learners.

Furthermore; findings showed that the most common teaching methods that the interviewed teachers used were discussion and/or question and answer. 10 of the 12 interviewed teachers said they mostly, used these methods in their teaching and learning of social studies.

Participant SA-C02 responded that;

“We fail to use interactive methods because classes are just too big. For example, it is difficult to use group discussion in a class of over hundred learners”

Another participant SC-C11 had almost similar sentiments that;

“Due to limited time allocated to social studies on the timetable, we fail to apply methods that are time consuming such as role play and group discussions. Instead, we use the direct methods of chalk and talk & question and answer”

Commenting on the same issue, Participant SB-C05 contributed that;

“Some methods and techniques are time consuming because they call for proper class organization, re-arranging the sitting plans or going out to play in the fields. This can be tiresome and time consuming”

Further contribution from SA-C02 was that;

“We tend to use the traditional methods of teaching because some methods are very expensive. For example, field trips or educational tours provide hands on experience to the learners but to organize this method of teaching is something that requires resources which may not be provided by the school.”

This was evident from SC-C12 who confidently said;

“Some of us are used to the traditional way of teaching because we were also taught in a similar manner where the teacher would just stand in front and teach or just give us text books to read then answer questions. Those who taught us treated us as passive recipients of knowledge hence we tend to do the same”

4.3.4 Learners

With regard to the learning methods used in the subject, the pupils indicated that they followed the pupils’ textbook topic by topic. They added that given a chance to teach, they would strictly follow the syllabus and avoid being biased towards certain topics. The Pupils said that mostly teachers would just give direct instructions or ask them questions after giving them a textbook page number to read.

Responding to this issue, participant SA-D03 said that;

“We are rarely engaged; we are not involved in the learning process. Our teacher just stands in front and teaches until the end of the lesson. It would be nice if we would go out to learn away from class, even just doing drama, quiz or games sometimes but we don’t do any of these apart from sitting in class and listen to the teacher”

Another contribution from participant SB-D10 was that;

“The methods teachers use to teach are boring most of the times and they make us not to be active in class so we end up dozing. For me, I like

to have fun but the teacher does not create the opportunity for us to explore and inquire what we are learning about”

On the activities they are engaged in during social studies lessons, participant SC-D19 said;

“We only listen to the one reading the passage and then write notes.”

Information sourced from the lesson observation was that the teacher was mostly the centre of the lesson and did not give chance to the learners to participate. Teachers observed used the chalk and talk type of teaching where they just explain to the learners and write notes for them on the board to copy.

While further information from the document analysis showed that some of the contents in the text books used was too shallow compared to what was contained the social studies curriculum.

4.4 What are the benefits of teaching and learning of social studies in primary schools?

In order to ascertain the benefits of teaching and learning of social studies in primary schools, a number of questions relating to the benefits of teaching and learning of social studies were asked to the social studies specialists who draw the curriculum, head teachers as managers of the schools, teachers being the implementers and learners as recipients. These questions mirrored research question number three and objective.

The findings of the study showed that social studies actually have a lot of benefits. It deals with teaching learners interplay of various factors and the fundamental concepts of culture, economics and politics-skills to groom them into educated and productive citizens.

It was also revealed that that by providing relevant information, knowledge, skills and attitudes, the teaching and learning of Social Studies prepares learners to grow up as active, responsible and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources.

Further findings showed that Social Studies centers’ around understanding how the world works on a social level as it describes the importance of cultural unity and diversity within and across the groups of the community and society.

Other benefits include:

4.4.1 Citizen Transformation

It was discovered that social studies helps the learners to understand developments that are taking place in community and society including the world; as well as their roles in shaping the future of the nation.

One Participant SB-C07 said that;

“learners get transformed in various ways after undergoing some social studies lessons, mostly they learn to be better and ideal citizens of the country as they have the knowledge and values acquired or instilled in them during their lessons.”

4.4.2 Development of Critical Thinking

Social studies as a subject help learners to be critical thinkers and encourage them to engage in policy issues instead of just relying on the government to achieve the desired outcome. When learners become critical thinkers, they take a positive stand with regards to the importance of what is happening in the society they live in.

Contributing on this issue, A03 stated that;

This subject helps learners to understand how different societies are structured, managed and governed. This in turn helps students to understand their place in the world by developing critical and high order thinking.”

Another participant SA-B01 added that;

Without social studies learning, learners don't understand common concepts of life because they don't understand the various concepts learnt in social studies which are related to their everyday lives and these social issues are addressed in a more subject matter than reality.

4.4.3 Mutual understanding in settling of disputes

This finding was the most common as both teachers and learners contributed in line with how social studies benefits the learners in settling disputes they may be faces with back in their communities.

A participant SC-B03 had the following to say;

“Many personal and societal problems are as a result of unresolved value conflict. Learners are not engaged or taught to analyze and attempt to resolve social issues that confront them but rather just advance to the frontiers of knowledge but with social studies lessons, learners develop some mutual understanding on how to settle disputes that may come their way within the school or community they come from.”

In Line with SC-B03, SA-B01 added that;

“Learners grow as active and responsible members of the society who are reflective.”

4.4.4 Ready for the world of work

Social studies helps the learners to develop an integral view of the reality that enables them to make well thought and rationale suggestions geared towards national development and the world of work.

Asked what he thinks he benefits from social studies, a participant SC-D19 said that;

In social studies, we learn about some of the things that teach us about our future work when we finish school and about some of the types of jobs we can do when we are old.

Learning of social studies enables learners to learn about themselves, societal problems and about the wider communities in which they live. Social studies with its integral approach to learning was seen as being capable of cutting across artificial subjects divisions and presenting knowledge as an integral whole.

4.4.5 World and environmental awareness

A participant SB-C07 said that:

“I think by teaching Social studies it creates and helps to develop a holistic understanding of the environment and the inter relationship which exist in the society and world at large.”

4.5 What are the solutions to the challenges faced in the teaching and learning of social studies in primary schools?

In order to suggest solutions to the teaching and learning of social studies in primary schools, a number of questions relating to what the participants thought could ease the challenges of teaching and learning of social studies were asked to the social studies specialists who draw the curriculum, head teachers as managers of the schools, teachers being the implementers and learners as recipients. These questions mirrored research question number four and objective.

4.5.1 Curriculum Specialists

Concerning teacher qualification, the interviewed social studies curriculum developers had the following to say;

A01 said that teacher education curriculum can be formulated in such a way that teachers are trained to specialize direct in social studies in like just training them as primary school teachers in general. This will help to improve on the teacher qualification problem.

Another curriculum developer A03 contributed that;

it is the responsibility of the schools to ensure that they conduct continuous professional development meeting for teachers in the schools to help improve on a wide range of teaching skills including methodology.

On lack of teaching and learning aids, the curriculum developer said schools should not always depend of the government or ministry to provide teaching and learning materials but

rather be resourceful and use local and available materials from their immediate environment to produce some of the needed materials.

Contribution from A02 was that;

there is a problem in our schools because teachers don't want to be innovative, some of the teaching and learning aids can actually be produced by themselves within their local environments .To be a teacher, one needs to be creative.

4.5.2 Head Teachers

The solutions proposed by the head teachers were that schools need to be funded better because success management of schools and the provision of quality education which can help eradicate most of the challenges schools face highly depend on funds. This finding also revealed that in as much as the school managers want to conduct in house trainings for their teachers, they could not do so due to lack of funds.

SA-B03 said that;

It would be good if our schools can be funded adequately, the yearly grants that we receive are not enough to run the school for the whole year. so generally we have to prioritize on activities that we do around the school to support.

4.5.3 Teachers

The major solutions that the teachers brought out were on good conditions of service. if the government through the ministry of education can improve the conditions of service for the teachers, they would be motivated to change their negative attitudes toward the teaching and learning of social studies.

Participant SA-C04 said;

in as much as I love my job and have a great passion to deliver lessons and teach my learners to the best of my ability, mostly I get demoralized

when I look at my conditions of service. As teachers, we are the lowest paid civil servants in the country.

Time allocation for social Studies should also be looked into as the subject is too wide due to its integrated manner.

Contributing on the issue, SC-C11 said that:

The schools through the ministry of education need to attach a great importance to social studies as a whole and ensure that it is allocated enough timing because the subject is bulky in nature and is made up of many other subjects.

Adding to the above issue SB-C07 added that;

It would even be better if social studies components were to be taught as independent subjects because it has too much topics that require to be taught as one subject.

The teacher to pupil ratio also came out prominent on the solutions to ease the challenges primary schools face. The participants said that the huge number of learners per classroom should be looked into as it was difficult to give learners individual attention in class to a large number of learners.

Giving her view on this issue, SA-C03 said that;

It is very difficult to handle a class of over hundred learners. That is equivalent to 2 classes. So the solution on this one would be to stick to the prescribed number of learners in a classroom.

4.5.4 Learners

The learners major contributions on the solutions they face in the learning of social studies was that if only their teacher could engage them more in the lesson activities, the social studies would not be as boring as it proves to be. Learners also said if only educational tours were made a must for certain topic, then learning would be more interesting.

4.6 Chapter summary

This chapter has presented the findings of the study on challenges faced in the teaching and learning of social studies in selected primary schools of Kaunda Square Zone in Lusaka District of Lusaka province using themes derived from the objectives of the study.

The study has identified lack of teaching and learning materials, high teacher to pupil ratio, less time allocation on the timetable, no access to educational tours, transformation in the field of social studies, negative attitude by both the teachers and the learners of social studies, lack of understanding of the aims ,objectives and purpose of social studies, wrong teaching methods and cultural differences as the challenges faced by primary schools in the teaching and learning of social studies in primary schools.

The study has identified the lecture, textbook and the question& Answer as the most common methods used in the teaching and learning of social studies as opposed to the recommended methods.

Further the study has ascertained that development of critical and high order thinking, citizen transmission, world and environmental awareness, understanding how the world works at social level, knowledge of the world of work, mutual understanding in settling disputes and addressing societal and global concerns, grooming of learners into educated, productive and ideal citizens who are provided with relevant information, knowledge, skills, values and attitudes that helps to be reflective members of the society as some of the benefits of teaching and learning social studies in primary schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

The findings in relation to the research objectives and other emerging issues are discussed in this chapter. The objectives were to:

To investigate the challenges faced in the teaching and learning of social studies in selected primary schools in Lusaka District

To establish the methods used in the teaching and learning of social studies in selected primary schools of Lusaka District

To ascertain the benefits of teaching and learning of Social Studies in primary schools.

To suggest solutions to the challenges faced in the teaching and learning of Social Studies in Primary schools.

5.2 Challenges Faced in the Teaching and Learning of Social studies in Primary Schools.

The study investigated the challenges faced in the teaching and learning of social studies in primary schools and this sub section provides the discussions of the findings below.

5.2.1 Multidiscipline and Diverse in Nature

Research findings from the documents analysis and semi structured interviews revealed that social studies was a subject made up of many other subject disciplines and therefore this made the subject to be very diverse in nature hence difficult to draw up a curriculum. Curriculum developers had to consider a lot of various aspects in coming up with a social studies curriculum including issues ranging from civic, moral, religious, environmental, economical and political aspects. This therefore meant that the curriculum had to be prepared with in an integrated approach to cut across artificial subject divisions while presenting knowledge in an integrated whole. This finding was in line with Kysilka (1998) who was quick to state that the attention to integration was growing exponentially and with

such rapid growth came confusion, uncertainty and concern over exactly what was meant by integration and how schools were about to implement the ideas.

5.2.2 Transformation in the Field

Research finding from the semi structured interviews and documents analysis revealed that due to transformation in the field of social studies, there was lack of coherence and a lot of missing links between the curriculum contents and book writers/ publishers. This is closely connected to the comprehension of contents in the social studies text books.

Most of the text books reviewed during the document analysis showed that there was mostly no link between the textbooks content and what was required by the curriculum. Text books from the MK publishers had very shallow information which did not meet the required standards of the curriculum contents.

This challenge of understanding social studies text books does not receive sufficient attention and as a result, there is low performance in the subject (Brown, 2007) There is need for book writers and publishers to write detailed information in the text books used in schools and these books should be in line with what is contained in the curriculum. It was discovered that some information put in these books was irrelevant and out dated thereby providing no benefits to the learners who should grow into ideal citizens.

5.2.3 Teacher Qualification and Limited Training

The study discovered that most teachers who taught in the participating primary schools had no specific social studies related qualification or training and this meant that they depended on teaching social studies using their initial teacher training methodologies. However, it was revealed that the schools could arrange for in-house training for the teachers through continuous professional Development meetings (CPD), grade teachers at resource centre meetings (GRACE) and Teacher group meetings (TGM). This was to try and help the implementers get adequate knowledge in social studies and perhaps implement effective teaching. This finding was supported by Adedayo (2012) in his study to investigate the teaching and learning of social studies in Nigeria. The study revealed that not all teachers were social studies specialists and that the curriculum content in social studies despite being

adequate for addressing the social issues and problems that Nigeria faced, some teachers failed to deliver to the expectations because they were not specialists in social studies.

5.2.4 Access and Quality

This finding revealed that teachers of social studies did not advocate for better access of what they would need in order to deliver quality content to their learners. These implementers were not consulted or involved in the process of curriculum formulation or development. It was also noted that these implementers did not have access to participate in local or national discussions on the future of social studies education as such compromising the quality of the aims, goals and purpose of what social studies should exactly be or yield. This was in line with Hwang, (1998) who also established that teachers did not actively participate in curriculum formulation. Teachers' roles in and understanding of the curriculum were crucial to curriculum integration's proper implementation. Though theoretical frameworks were indeed comprehensive, detailed and thorough, teachers did not understand these frameworks as they were not able to successfully implement the curriculum.

5.2.5 Cultural Differences

Due to different backgrounds, it was noted that the cultural differences was a challenge in managing a primary school especially in the teaching and learning of social studies. This is in line with what Cletus and Edinyang (2014) explained that social culture factors also affect the teaching and learning of social studies in heterogeneous society. It was established that the family and community background of the child, culture and religious differences in the society were such factors that hinder social studies teaching and learning.

Bullivant (1981-8) also supported this by stating that social studies education advocates for cultural accommodation and utilization including cultural knowledge acquisition through content of instruction and patriotic need for achieving national goals despite different cultural diversities. He further contends that for any society to survive, its culture must be passed on to teach successive generations in such a way that the claims of the society were given priority over the wants of individuals. In Nigeria, for example the challenge of teaching and learning of Social Studies were compounded by socio-cultural factors and was

not such a smooth sailing enterprise in Nigerian schools due to some socio-cultural factors at play. The teaching and learning of Social Studies needs to encompass and take into account Socio-cultural factors that affect the thoughts, behaviors and feelings of individual members of those societies and cultures.

5.2.6 Wastage, Stagnation and Absenteeism

The study findings also revealed that the rate of wastage and stagnation was very high as there were many impediments starting from the family level due to poverty and lack of awareness of the importance of educating one's child. It was further discovered that there was a clash between family values and those of the school thereby causing some learners to stay away or be absent from school and sometimes completely dropout despite the government providing free education. This obstructs the propagation of quality education and social upliftment. This finding was supported by Hunt (2008) who concluded that poverty was one of the major reasons why the number of school dropouts was high. He further added that dropping out of school was a process, rather than being attributed to a single proximate event. Hunt identified and indicates that poverty, gender, household educational levels, child labour and seasonality often interact to influence a child's possibility to remain in education.

5.2.7 Lack of teaching and learning materials

Results from the semi structured interviews with the participants revealed that lack of teaching and learning materials was very common in the area of social studies. This proved to be a great challenge as both teachers and learners lacked teaching and learning aids including teachers' guides on the part of the teacher. This made teaching and learning activities very hard in the schools that this study was conducted. Ten of the twelve teachers interviewed said they had to source for their own teacher's guides or sometimes teach just using text books. This finding was in agreement with Chondoka and Machila, (2011) who said that curriculum reform pace was very slow with inadequate supply of textbooks and the missing link between the curriculum of the basic college of education and the school level.

5.2.8 High teacher to pupil ratio.

Findings from the lesson observation showed that the teacher to pupil ratio in a single class was very high. In most of the classes where lessons were observed, it was discovered that the teacher pupil ratio was very high there by making it very difficult for the teacher to give learners individual attention. Some classes had over 100 pupils in one class. This makes, class management, use of some interactive methods and individual attention impossible. This was supported by Bhatnagar (2014) who said such classes do not yield good results as the learners to teacher ratio is very high. He also added that if classes are large, discussions and interaction with learners is practically impossible.

5.2.9 Lack of understanding of the aims, objectives and purpose of social studies

It was observed that the eleven of the twelve teachers that taught social studies lacked the understanding of the aims, objectives and purpose of social studies. Among these eleven teachers who lacked understanding of the aims, objectives and purpose of teaching social studies said they just taught social studies for the sake of teaching to fulfill the curriculum.

However, Lambart, Fitchett and Heafner (2015) argues that if teachers understood the importance of social studies in the early years, they are more likely to transfer their enthusiasm for social studies to their learners who also feel that social studies is a boring subject.

Continuous Professional Development (CPD) meetings are therefore necessary to help the teachers the teachers have a better understanding of the aims, goals and purpose of teaching and learning social studies. This can be attributed to the lack of training specific teachers in the area of social studies until recently when the introduction of subject specialization was introduced in the primary collages of education and has since been extended for implementation at school level.

Meziobi, Oyeoku and Ezeqbe, (2012) also added that teachers of social studies were also not adequately aware of the objectives of social studies. Teacher training collages did not prepare teachers sufficiently for implementation as their teaching did not inject appreciable creativity in the teacher training curriculum.

In support of Meziobi, Oyeoku and Ezeqbe; Nworgu (2007) and Ibiam (2007) in their respective studies established that most of the social studies teachers are not sufficiently informed about the demands, implications and objectives of social studies. This anomaly is likely to affect the potency, worth and relevance of instruction delivered to the learners.

5.2.10 Negative attitude by the teachers due to lack of motivation and support

Teachers seemed to have a negative attitude towards social studies because of its being bulky in nature due to the integration of subjects. This is in line with what (William 1997) said; it is difficult to comprehend how social studies can be taught purposively and successfully as an integrated study of the social sciences and other areas to promote civic competencies when its basic nature remains a mystery to those who are responsible for implementing it. Therefore, social studies can only be brought back to life if teachers are motivated and supported to help revamp the positivity towards the subject.

However, Kysilika (2012) was quick to state that the attention of integration grows exponentially and with such growth came confusion, uncertainty and concern over exactly what was meant by integration.

5.2.11 Negative attitude by the learners.

According to the twenty-one learners interviewed fifteen of them felt social studies were a wide & boring subject and that they just learnt it because it was one of the school subjects despite its having many other subjects. However, Parker (2008) argued that an effective education system and curriculum should adopt a policy of teaching subject matters in separate lessons based on various subjects. However, this approach was heavily criticized, mainly for three reasons that; knowledge was constantly accumulating and fundamentally changing and that there was a discrepancy between the learner's holistic perception of the world and the artificial fragmentation of content and that there was a serious problem of learner alienation and a lack of engagement with schools hence the subject integration.

5.2.12 Less time allocation

Time spent teaching and learning social studies has declined in schools the last two decades, especially with the much focus of literacy, mathematics and science education which is focused on addressing the country's growing achievement gap between the rich and the poor. Social studies is affected by this policy. Social Studies has been pushed far back on the list of academic priorities especially in primary schools without realizing there is a loss of social values without social studies (Serriere 2018)

The Social Studies curriculum is very wide, so with limited time allocation on the timetable, it is very hard for the teachers to cover all the topics within the stipulated time frame of the academic calendar. Bhatnager (2014) suggested that proper planning and systematic teaching schedules be prepared at school level putting into consideration some unforeseen obstacles like public holidays.

5.2.13 No Access to Educational Tours.

To learn social studies effectively, learners must gain a conceptual understanding of historical events, geographical places and social positions not the context of text book reading because it is difficult for pupils to have a conceptual understanding of events in a contemporary society. Fadeiye (2005) affirms that social studies emphasizes field trips, educational tours, discovery, dialogue and life experiences to give learners ample chance of having first-hand information by discovering things for themselves through experiences. This explains why social studies uses methods through which learners can discover and explore things on their own.

5.2.14 Wrong Teaching Methods.

It was discovered that teachers mostly used wrong teaching methods as opposed to the recommended social studies teaching methods and did not democratize the teaching of social studies by using more than one teaching method in a lesson Bhatnager (2014) postulated that learners lose interest in the subject due to the improper ways of delivery of the content. The focus of the teacher should be to equip learners with practical, creative skills, values, attitude to become functional and ideal members of the society. Nwazuok

(2007) thought that this is realizable when teachers integrate creativity process in the classroom instruction as a means of energizing the thought process of the learners in thinking reflectively about personal and national issues. This supports Ukadike and Iyamu (2007) who stated that social studies teachers have not involved learners in active learning through the inquiry process, instead they relied on expository method of instruction which exalts passivity in the classroom. Equally, Abdulahi (1982), Nwagbo (1997), and Achime (2004) condemned expository method of teaching social studies and supported the inquiry process which injects creative and scientific skills in the learner.

5.3 Methods used in the Teaching and Learning of Social Studies

Teaching methods according to Daugherty (1974) are the broad pattern of thinking which a teacher follows to help the learners reach the goals set for the course.

The study established the various methods used in the teaching of social studies in primary school. The findings below show the recommended methods and the actual methods teachers use in their practice.

5.3.1. Recommended Methods of Teaching Social Studies

After an extensive analysis of various documents, it was revealed that Educationists, psychologists and educational specialists recommend the use of interactive methods that put the learner at the centre of learning although it was also clear that no one teaching method is the best to use, but rather suitable methods should be used to teach different topics. This therefore calls for the need on the part of the teachers to be abreast with a variety of teaching methods which can be combined from time to time. Learner centered methods require learners to take centre stage and discover things on their own.

In line with the school curriculum, the recommended methods for teaching and learning social studies are Stimulation, Laboratory, Inquiry, Project, Dramatization, Question and Answer, Field trip, Discussion, Lecture, Problem Solving, Home assignment and Construction methods. The methods are discussed as presented below;

5.3.1.1 Stimulation Method

This method of teaching and learning is a simplified model of the real world situation. Here, teachers use this method to teach concepts that are not observable. So a situation is created in which activities are presented as if they are real life. This method is highly motivating to learners and brings about interest to the learners although takes a lot of time, can be noisy and disorderly. This finding was supported by Metzler (2011) who explained that Direct Instruction Method is a traditional Social Studies lesson model which typically relies upon the direct teaching of new skills in isolation followed by a drill to practice the new skill via repetition and then concluding with a game to apply the skill in context. Additionally in Hattie's (2009) synthesis of research, it was found that direct instruction was one of the most influential teaching strategies that linked to pupil achievement and direct instruction as a teaching strategy in Social Studies is no exception.

5.3.1.2 Laboratory Method

Here learners examine or manipulate objects individually or in small groups while the teacher supervises them. It involves the use of source materials, supplementary references, and mechanical devices, audio visual aids to supplement text books instruction and increase the effectiveness of presentation. However research findings discovered that teachers think they can only use this method of teaching while teaching subjects like science but Barnett *et al.* (2009) contends that it has been demonstrated as an effective teaching strategy in regular and adaptive Social Studies education programs across primary and secondary school settings.

5.3.1.3 Inquiry

Findings revealed that although the inquiry method was one of the most effective ways of teaching social studies, most teachers did not use it as it required them to take their learners on field trips to get firsthand information on their own. This method is a learner centered approach to teaching and focuses on asking key social studies questions. To support this, Darst et al (2004) stated that the inquiry based teaching approach is often used when doing some field project where learners need to have a basic understanding of real life situations.

5.3.1.4 Project Method

This method involves doing concrete things like carrying out a practical project over a period of time or days. It helps learners to understand the process of carrying out, manage and monitor a project.

5.3.1.5 Dramatization/Role Play Method

During one lesson observation, it was established that the teacher used role play to deliver a social studies lesson on a topic about corruption. The teacher in this method of teaching prepared scripts for plays and administered them to learners to perform sketches as a mode of instruction for that particular topic. In line with Parker (1990) this method of teaching introduces elements of happiness and satisfaction for the learners to express themselves fully and freely.

5.3.1.6 Question and Answer

Findings from the lesson observation revealed that this was the most common method of teaching that the teachers used to deliver their social studies lessons. In this method of teaching and learning, the teachers ask questions to the learners for the purpose of promoting thinking and understanding then verbally react to the answers given. This method was supported by Socrates (1990) who said that “the teacher, who never questions, never teaches.”

5.3.1.7 Field Trip Method

This is a teaching and learning method where learners are taught on a particular topic and taken out of their normal learning situation where reality is essential to reinforce learning. This was in line with Darst et al (2014) who said that field trips help learners to have basic understanding of real life situation.

5.3.1.8 Discussion Method

This is a face to face, learner to learner or teacher to learner method of teaching and learning, although learners are more active than the teacher. Learners are given an equal opportunity to discuss a topic in small groups to get different opinions.

5.3.1.9 Lecture Method

It came to the attention of the researcher that six out of the twelve teachers observed used the lecture method to deliver their social studies lessons. Further inquiry highlighted that the teachers preferred to use this method because of the nature of social studies being wide and bulky. The teachers went on to say this method saved them time to teach what they planned without any interruption from the learners. This is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on a particular topic, (Welty, 1988). The teacher talks while the learners sit quietly and listen to the subject matter. However, Iyamu (2007) condemned the lecture method and said it is responsible for the poor implementation of the social studies curriculum and consequent poor appreciation by the learners of knowledge, values, attitude and skill in social studies.

5.3.1.10 Problem Solving Method

Some teachers used this method of teaching although it was not very popular. In this method, attempt was made to train the minds of the learners by confronting them with real life problems and giving them opportunity and freedom to solve. To support this method, Dyer and Osborne (1995) said that the learner's problem solving ability can be accelerated with the use of appropriate instructional approaches.

5.3.1.11 Home Assignment Method

Findings also revealed that all the schools that participated in the research had a homework policy which was to be strictly followed. This home assignment is a method of teaching where learners are given school work to be done at home. In line with this method, it was also emphasized by Darst et al (2004) that; if learning is to be worthwhile, it should not only be confined merely to the hours the learners spend in the classroom.

5.3.1.12 Construction Method

Findings revealed that although the construction method of teaching was one of the recommended in the teaching and learning of social studies, none of the interviewed or observed teachers used it. This method is based in the belief that learning occurs as learners are actively involved in the process meaning and knowledge construction as opposed to passively receiving information.

5.3.1.13 Demonstration Method

It was observed that this method involves the presentation of pre-arranged series of events to the learners as they observe. It was usually accompanied by explanatory remarks. This direct instruction method was supported by Metzler (2011) who explain that direct instruction method is a traditional social studies lesson model which typically relies upon the direct teaching of new skills in isolation followed by drill and practicing the new skill via repetition. This method is a repetition of series of planned actions hence makes information clear.

These recommended methods of teaching social studies were supported by Dermirkaya (2018) who said that by analyzing the students' perspective of effective instruction; teachers must design lessons incorporating methods that stimulate students' interest in or outside the classroom.

5.3.2 Common Methods used by Teachers in Teaching Social Studies

The findings from the field revealed that teachers do not use the recommended methods of teaching social studies for various reasons. The most common methods used were Discussion, Textbook and the Question & Answer methods which did not seem to make a lot of impact on the learners as most of them said they found these methods boring because they were more of an everyday routine in their learning.

To support the use of the recommended teaching methods and not just the common methods among teachers, Adeyemi (2008) emphasized the use of methods that would make the students active in the Social studies lesson.

5.4 Benefits of Social Studies

The research findings established several benefits of teaching and learning social studies as a curriculum subject. These benefits showed that it is an important subject that should be taught for the wellbeing of society in order to produce ideal citizens in line with the theory which aims at developing the intellectual tools with which learners can understand their world and seek to change it for the better and see social structures as a system in which numerous elements interact with one another. Below is the summary of the findings regarding the benefits of social studies.

Social studies deals with an interplay of various factors and fundamental concepts of culture, economics and politics-skill to groom learners into educated, productive and ideal citizens. It provides relevant information, knowledge, skills, values and attitudes that prepare the learners to grow up as active, responsible and reflective members of the society. Social studies also teach the learners to address societal and global concerns using literature, technology and other identifiable community resources. It centers around understanding how the world works on a social level.

Learners undergo some citizen transmission, while increasing their development of critical and high order thinking. People who have undergone social studies lessons have a mutual understanding in settling disputes. It teaches the learners about the world and environmental awareness as well as prepares the learners for the world of work just like the critical theory exhort that knowledge must be used as a practical too for change.

This finding was in line with Pulley (2011) who said social studies in the school curriculum ensures well-rounded education of the learners and helps them to be critical thinkers who can explore all possible issues and suggest solutions.

5.5 Solutions to challenges faced in the teaching and learning of Social Studies.

The following were the suggested solutions revealed in the research findings that could be implemented towards the challenges faced in the teaching and learning of social studies.

5.5.1 On lack of teaching and learning Aids

The government through the ministry of education should look into the issue of teaching and learning materials in school and ensure to allocate enough funds towards the purchase of text books and other teaching and learning materials in schools. Schools should also be encouraged to be resourceful. A wide range of teaching materials should be provided. This solution was in line with Kece (2013)'s results from his study which revealed that participants encountered similar problems related to the teaching of social studies. This included; text books, lack of physical conditions, teaching of knowledge-skill-values and teaching of kemalism.

5.5.2 On High Teacher to Pupil Ratio

Teacher to pupil ratio should be taken into consideration. Despite the vision 2030 policy of no child should be left behind, the government through the ministry of education should consider increasing the number of primary schools in the country as most of the primary schools have been upgraded to secondary schools.

5.5.3 On Less Time Allocation on the Timetable

Social studies time allocation on the timetables should be increased as the subject is too wide with a lot of content. So the time allocation of hundred and twenty minutes per week is not enough. This solution was in line with Kace (2013) who also suggested some solutions to the challenges such as: -presence of social studies classrooms in schools, emphasis on teaching of notion-value-skills and increasing the weekly course hours.

5.5.4 On not having Access to Educational Tours

Schools should include education tours to sites, organizations and institutions to help the learners have a firsthand experience on the things they are learning about. This can stimulate their interest for learning and in return yield the expected teaching and learning objectives. Learning away from the learner's usual classroom is generally interesting for learners.

5.5.5 On Transformation in the field

When there is curriculum review, the ministry of education should ensure wide consultation and arrangements with book writers so that high quality material and text books are produced in line with and to suit the curriculum.

5.5.6 On Negative Attitude

Both Teachers and learners should be sensitized and motivated on the importance of Social studies. The ministry should attach and support social studies vigorously just like subjects like science and mathematics. The ministry should work at enhancing incentive for the teaching force and reinforce capacities for teachers

5.5.7 On Wrong Teaching Methods.

In as much as there are recommended methods of teaching social studies, teachers should be encouraged to use more than one teaching method during their lesson delivery. This was supported by Sivakumar (2018) who said that there is no best method of teaching Social Studies but a combination of methods would help in achieving the desired instructional objectives. Therefore encouraging teachers to use more than one teaching method during lesson delivery would be a solution to the said wrong methods teaching

5.6 Chapter summary

This chapter presented the discussion of findings in line with the objectives. The chapter discussed challenges faced in the teaching and learning of social studies in selected primary schools of Kaunda square Zone in Lusaka District of Zambia.

The next chapter presents the conclusion and puts forward recommendations for future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings of the study. This chapter presents a summary and recommendations that were made based on the findings of the study and suggestions for future research. It must be confirmed that this study was confined only to 3 selected primary schools of Kaunda square Zone in Lusaka province of Zambia. The aim of this study was to explore the challenges faced in the teaching and learning of social studies; to establish the methods used in the teaching and learning of social studies and to ascertain the benefits of teaching and learning of social studies in primary schools.

6.2 Conclusion

This study concluded that there are enormous challenges faced in the teaching and learning of social studies in primary schools. A lot of Challenges were cited by the stake holders involved and it was revealed that there is lack of support in the field of social studies as compared to other subjects. Continuous Professional Development meeting in most schools were not taken seriously due to lack of sufficient funds. Teacher Group Meetings were also not taken seriously and so most teacher depended on their initial teacher training course of which some of the methodologies used are out dated hence posing challenges to deliver lessons effectively as expected by the curriculum. Teaching and learning materials were among the other many challenges.

Secondly, the objective of the study was to establish the methods used in the teaching and learning of social studies in selected primary schools of Lusaka District.

The most common teaching methods use by the teachers was the lecture method which in turn is not pupil centred. The curriculum developers should therefore prescribe specific teaching methods to go with particular topics as the topics that required site visits or educational tours were subjected to be taught in class making it difficult for the learners to grasp the concept or actual purpose of that lesson. The study concluded that there are several learner centred methods recommended for teaching social studies however, on the ground

teachers do not use interactive methodologies and do not use variety of methods instead they use traditional methods of teaching such as chalk and talk.

The final objective was to ascertain the benefits of teaching and learning of social studies in primary schools.

Social studies if taught well would have a lot of benefits to the learners as the curriculum is sufficient enough to deliver the intended purpose of teaching and learning social studies to produce ideal citizens who are critical thinkers and are able to live well in the society and communities they come from.

6.2 Recommendations

Based on the findings, the following were the recommendations:

1. Refresher courses should be given to social studies teachers who are already in service. The ministry should also establish a policy of social studies workshops for teachers at district level to train and support teachers in continuous professional development.
2. Curriculum developers should prescribe specific teaching methods for particular topics of teaching social studies as they draw up the curriculum.
3. The social studies curriculum should be reviewed regularly if social studies is to be the way forward in yielding its intended purpose of producing an ideal citizen. It is also hoped that these research findings serve as a stepping stone for further research and also that it adds value and more knowledge to the already existing board of knowledge.

6.3 Suggestions for Further Research

There appears to be a gap in terms of studies carried on;

-Learners' perception of social studies

-Assessment challenges in social studies as an integrated subject.

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APPENDICES

APPENDIX 1: Semi Structured Interview Guide for Curriculum Development Centre Social Studies specialists

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

Venue: _____ Designation: _____

Time: _____ Organization: _____

Interview number: _____ Date of Interview: _____

I am a postgraduate student at the University of Zambia carrying out a research on challenges faced by primary schools in the teaching and learning of social studies in Kaunda square zone of Lusaka District. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and need not to give the details of your identity.

Part one

1. What is your gender?
2. What is your age?
3. What is the number of years you have served?
4. Of these years, how long have you served as a curriculum developer.
5. What is your highest qualification?
6. Have you ever received any kind of or Social Studies related training?
7. If answer to question 6 is yes, specialist to specify the kind of training.

Part two

Question 1: What are the challenges faced in the teaching and learning of social studies.

8. What is social studies?
9. What is the nature of social studies?
10. Do you think the nature of social studies poses challenges to the implementers?
11. What determines what you include in the social studies curriculum?
12. Do you face any challenges in coming up with the social studies curriculum?
13. After drawing the curriculum, do you also come up with text books to be used?
14. Do you have social studies book writers within the CDC?
15. What criteria do you use to select what to include in the curriculum?

Question 2: What are the methods used in the teaching of social studies?

13. Are there any specific methods in the curriculum, that you prescribe for the implementers of social studies to use?
14. In your opinion what are the best 5 teaching methods that can be used to teach social studies?
15. How do you categorize the suggested methods? Are they learner centered?

Question 3: What are the benefits of teaching and learning social studies in primary schools?

16. When you are coming up with the social studies curriculum, what are the major intended and expected outcome of the people who learn social studies?
17. Do you think the aims, goals and purpose of social studies are achieved? How?

Question 4: What are the solutions to the challenges faced by primary schools in the teaching and learning of social studies?

18. In your own opinion, what do you think should be done to improve the challenges faced by primary schools in the teaching and learning of social studies?

19. Is there anything else you would like say or add?

Thank you for your participation.

APPENDIX 2: Semi structured interviews for primary school Head teachers.

THE UNIVERSITY OF ZAMBIA

THE DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

Venue: _____ Designation: _____

Time: _____ Organization: _____

Interview number: _____ Date of Interview: _____

I am a postgraduate student at the University of Zambia carrying out a research on the Challenges faced by primary schools in the teaching and learning of social studies in Kaunda Square Zone of Lusaka District. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. You are therefore requested to be objective in your responses and need not to give the details of your identity.

Part one

1. What is your gender?
2. What is your age?
3. For how long have you been in the service?
4. Of these years, how long have you been heading a school?
5. What is your highest qualification?

Part two Question 1: What are the challenges faced in the teaching and learning of social studies

6. How many teachers and learners do you have in this school?

7. From these teachers, how many are social studies trained?
8. Do you conduct in-house professional development meeting to your teachers?
9. Are these training meetings subject related?
10. Do you allocate specifically social studies trained teachers to teach the subject?
11. How much time on your school time table is allocated to teaching and learning of social studies?
12. Whose responsibility is it to provide teacher with teaching and learning materials?
13. Are these teaching and learning materials adequately provided?
- 14 Any general impression or observation about social studies?

Question 2: What are the methods used in the teaching of social studies?

15. How often do you monitor your teachers?
16. What are the most common teaching methods you observed during your monitoring?
17. In your own opinion, are the methods you observed adequate to yield the social studies intended outcomes?

Question 3: What are the benefits of teaching and learning social studies in primary schools?

18. Do you think social studies is an important subject in the school curriculum?
19. If yes to the above question, why?
20. What are some of the values, skill and knowledge you expect learners to exhibit after learning social studies?

Question 4: What are the solutions to the challenges faced by primary schools in the teaching and learning of social studies?

21. What measures to you think the government through the Ministry of Education should put in place to help ease the challenges faced in the teaching and learning of social studies?

22. In your own opinion, what do you think should be done to improve the challenges faced by primary schools in the teaching and learning of social studies?

23. Is there anything else you would like say or add?

Thank you for your Time.

APPENDIX 3: Semi structured interview guide for teachers.

THE UNIVERSITY OF ZAMBIA

THE DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

Venue: _____ Designation: _____

Time: _____ Organization: _____

Interview number: _____ Date of Interview: _____

Dear Participant,

The purpose of this study is to look at the challenges faced by primary school teachers in the teaching and learning of social studies. The entire interview should take approximately 30 minutes to complete. Please feel free to answer questions as your participation will greatly contribute to the success of this research. The individual results will be strictly kept confidential.

Part one

1. What is your gender?
2. What is your age?
3. How long have you been teaching?
4. How long have you served at the current school?
5. What grade do you teach?
6. What is the total number of learners in your class?
7. What is your highest qualification?
8. Have you received any kind of Social Studies training?
9. If answer to question 7 is yes, teacher to specify the kind of training.

10. What effect does your qualification have on your competency in teaching?

Part two

Question 1: What are the challenges primary schools face in the teaching and learning of social studies

11. Do you understand the aims, goals and purpose of teaching and learning social studies?

12. Mention any of the aims, goals or purpose of social studies that you know

13. Do you think these aims, goal and purposes are achievable?

14. What teaching and learning materials do you use to effectively teach social studies?

15. Are you provided with these materials?

16. Do you have enough text books?

17. In your view as a teacher, what problems do you face during teaching social studies?

(Here questions will be born after the challenges have been listed then the researcher will ask the teachers to mention what they think should be done to overcome the challenges.)

18. What support do you receive from the school and from the ministry in general to enable you teach social studies effectively?

19. What additional support as teachers would you like to receive in order to effectively teach social studies?

20. Any general impression or observation about social studies?

Question 2: What are the methods used in the teaching of social studies?

21. Are there any specific teaching and learning methods teachers are required to use in teaching social studies?

22. What methods do you normally use in your teaching?

23. Of these methods, which one is your favorite?

24. Would you still be able to teach effectively if they were specific prescribed methods of teaching social studies?

25. What would you suggest to be done in order to empower social studies teachers to be competent in the methods used to teach social studies?

26. What methods do you use to accommodate all your learners in the teaching and learning of social studies?

Question 3: What are the benefits of teaching and learning social studies in primary schools?

27. What do you expect from your learners after teaching them social studies?

28. State at least 5 expectations

29. Do you have anything to say about social studies?

Question 4: What are the solutions to the challenges faced by primary schools in the teaching and learning of social studies?

30. In your own opinion as class teacher, how best do you think these challenges can be addressed?

31. What do you think should be done to improve the challenges faced by primary schools in the teaching and learning of social studies?

19. Is there anything else you would like say or add?

Thank you for your Participation!

APPENDIX 4: Semi structured interview guide for Learners.

THE UNIVERSITY OF ZAMBIA

THE DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

Venue: _____ Designation: _____

Time: _____ Organization: _____

Interview number: _____ Date of Interview: _____

I am a postgraduate student at the University of Zambia carrying out a research on Challenges faced by primary schools in the teaching and learning of social studies in Kaunda Square Zone of Lusaka District. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. You are therefore requested to be objective in your responses and need not to give the details of your identity.

Part one

1. What is your gender?
2. What is your age?
3. In what grade are you?
4. What is your favorite subject?

Part two

Question1: What are the challenges faced in the teaching and learning of social studies.

5. Why do you think is the reason for learning social studies?
6. Do you think pupils in this school like social studies?
7. Do you understand when the teacher is teaching social studies?
8. Does the teacher use examples from your daily lives during the social studies lesson?
9. Do you have enough textbooks?

10. How many pupils have to share one book?
11. Apart from text books, what other tools or materials does your teacher use to teach social studies?
12. How many times in a week do you learn social studies?
13. Does the teacher give you any task during or after the social studies lesson?

Question 2: What are the methods used in the teaching of social studies?

14. What methods does your teacher use to teach you social studies?
15. How does your teacher involve you during the social studies lessons?
16. Have you ever gone on a social studies tour?
17. If yes to the above questions, how many times?
18. Who organized the last education tour you went on?
19. Do you know if the school administration supports social studies in this school?

Question 3: What are the benefits of teaching and learning social studies in primary schools?

20. Do you understand why you learn social studies?
21. Is there any particular knowledge you gain after learning social studies?
22. How does the knowledge you gain in social studies help you?
23. Do you practice some of the things you learn in social studies back at home and in communities you live?
24. Is there anything you would like to say about social studies?

Question 4: What are the solutions to the challenges faced by primary schools in the teaching and learning of social studies?

25. In your own opinion, what do you think should be done to improve the challenges faced by primary schools in the teaching and learning of social studies?
26. Is there anything else you would like say or add?

Thank you for your Participation

APPENDIX 5: Lesson Observation Schedule for Teachers

The researcher introduces herself and talks about the research being undertaken and its relevance.

School code.....

Teacher's code.....

Time.....

Number of learners: Boys....., Girls.....

Date.....

ite m#	Elements to check / observe	Observatio n(s)	Comme nt(s)
1	If the learning environment is conducive for learning		
2	Teacher competence in the topic of Social Studies lesson		
3	Teacher clarifying short and long term learning intentions.		
4	Teachers ability to analyze mood of the learners		
5	Teacher helping learners to develop values ,skills and knowledge		
6	Teacher matching learners' needs with teaching techniques		
7	Teacher providing multiple learning opportunities i.e. using methods that are more learner-centered		
8	Teacher giving real life examples in the teaching of social studies		
9	Teacher engaging deeply into the lesson		
10	Teacher using questioning techniques and activities that promote active learning.		
11	Teachers ability to use correct instruction materials		
12	Teacher providing challenging tasks to the learners		
13	Teacher administering any tasks during the teaching of		

	Social studies		
14	If tasks are constructively linked to the desired outcomes of social studies at primary school level and how?		
15	If task in are motivating enough to stimulate learners interest		
16	The kinds of learning tools the teacher is using throughout the lesson.		
17	Teacher's ability to manage time.		

GENERAL

OBSERVATION:.....

.....

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.....

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APPENDIX 6: Document analysis checklist

Document	Specific items	Comment
<p>Lesson plans</p> <p>-was the syllabus consulted?</p> <p>Was time allocation accurate for the lesson activities?</p>	<ul style="list-style-type: none"> • Learning outcomes: are they linked to the outcomes of the S.S text books, schemes, syllabus and curriculum? • Examples: are there real life examples. • Teaching methods/ strategies: learner centered. • The kinds of tools that were used in the lessons. 	
Records of work	<ul style="list-style-type: none"> • If all the learning outcomes are met in the covered topics of S.S 	
<p>Text Books</p> <p>-Actual reference textbooks used.</p> <p>-Are the text books available in the correct numbers as that of the number of pupils in class.</p>	<ul style="list-style-type: none"> • The kinds of text books used to teach learners in S.S • If the text Books used have adequate information and content for the learners. • If the Text Book content are linked to the outcomes of S.S 	
Syllabus/Scheme	Are they in line with what is stated in the curriculum.	

APPENDIX 7: Permission Letter to DEBS

The University of Zambia,
School of Education,
P.O Box 32379,
Lusaka,

The District Education Board Secretary,
Lusaka District,
P.O Box,
Lusaka.

21st March, 2019

Dear Sir,

REF: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR DISTRICT

Reference is made to the above captioned subject.

I write to seek permission from your office to carry out a research in some schools of Kaunda Square zone in Lusaka District. I am a postgraduate student pursuing a Masters of Education in Primary Education at the University of Zambia and will conduct a research on 'perspectives of challenges faced by primary schools in the teaching of social studies'. This research is purely for academic purposes.

Find attached my introductory letter from The University of Zambia.

I will be grateful if permission will be granted.

Yours faithfully,

Hangoma Annie

Computer #: 2017014460

APPENDIX 8: Permission Letter to Zonal Head teacher

The University of Zambia,
School of Education,
P.O Box 32379,
Lusaka,

The Zonal Head teacher
Kaunda Square Zone
Lusaka

3rd April, 2019

Dear Sir/Madam

Ref: Request for Permission to conduct research in your zone

I am a student at the University of Zambia pursuing a master of education degree in primary education. I am requesting for permission to conduct a research in schools around your zone on 'Perspectives of challenges faced by primary schools in the teaching of social studies'.

The research procedures will involve data collection in four phases; I plan to have interviews with the teachers, classroom observations, group discussions with the learners and document analysis.

Before data collection begins, I will first go to the schools to explain the research and outline the roles of participants. If not comfortable, participants will have the rights to withdraw from the research activities any time.

Thank you in advance for your consideration.

Yours sincerely

Hangoma Annie N.

Computer #: 2017014460

APPENDIX 9: Letter of Consent from Parent/Guardian of Learners

Dear Parent/Guardian

I am a student at the University of Zambia (UNZA) pursuing a Masters Degree in Primary Education. I wish to conduct a research on perspectives of challenges faced by primary schools in the teaching of social studies in schools around Kaunda Square Zone of Lusaka District

I wish to have a discussion with some learners. This is aimed at having in-depth understanding of learners' challenges in the learning of Social Studies. The interview will take less than an hour. I would like to request the participation of your child in this study. Participation of your child in this study is voluntary and any information collected will be kept confidential.

Please indicate by filling in the form below whether you permit your child to take part in this study. Your cooperation will be highly appreciated.

For further enquiries please contact me on cell phone(s) 0977799614/0955799614 or email ahangoma@gmail.com.

Thanks for your cooperation

Yours Sincerely,

Hangoma Annie N.

I..... Agree / disagree to allow my
childto participate in the interview

PARENT/GUARGIAN

SIGNATURE.....

DATE

.....

Thank you

APPENDIX 10: Coding of Participants

The participants and schools that took part in the research were coded as follows;

School A (SA), School B (SB), School C (SC).

CDC Social Studies, Specialists (A01) participant 1, (A02) participant 2, (A03) participant 3.

Head teacher for school A (B01), Head teacher for school B (B02), Head teacher for School C as (B03).

Teachers for school A (SA- C01), (SA-C02), (SA-C03), (SA-C04).

Teachers for school B (SB- C05), (SB-C06), (SB-C07), (SB-C08).

Teachers for school C (SC-C09), (SC-C10), (SC-C11), (SC-C12).

Learners at school A (SA-D01), (SA-D02), (SA-D03), (SA-D04), (SA-D05), (SA-D06), (SA-D07)

Learners at school B (SB-D08), (SB-D09), (SB-D10), (SB-D11), (SB-D12), (SB-D13), (SB-D14)

Learners at school C (SC-D15), (SC-D16), (SC-D17), (SC-D18), (SC-D19), (SC-D20), (SC-D21)

APPENDIX 11: Characteristics of the Participants

1. Curriculum Development Centre Social Studies Specialist

A total number of three social studies specialists from the curriculum development centre were interviewed. The three officials comprised of two female SS Specialists and one male. All the three officials were directly involved in the process of social studies curriculum development. **A01** was a female aged 47 years. She holds a Masters Degree in Environmental Education and a Degree in Geography from the University of Zambia. She also holds a certificate in primary school teaching from Kitwe Teachers Training Collage. She has been in service for 28 years and of these 28 years, 12 years as a curriculum developer.

A02 was also a female ages 45years old at the time of the study. She holds Masters Degree in History, a single major degree in the same field and a secondary school teacher's diploma in history and Religious Education from David Livingstone collage of Education. She has been in service for 25 year teaching in various schools and serving as curriculum specialist for 10years.

A03 was male aged 54years.He holds Degree in Primary School Education and a second Degree in curriculum Studies from the University of Zambia. He taught as primary school teacher for 10 years, headed schools for 7 years and serving as a curriculum developer for 15 years now.

2. Head Teachers

As indicated in the sample size, three head teachers were interviewed. Of these three was two male and one female.

B01 was a male aged 49 years and held a Masters Degree in Educational Leadership and management from the University of Zambia. He has been in service for 31 years and has been heading schools for 11 years. At the current school, he has served for 4 years.

B02 was another male aged 48 years and holds a degree in Primary Education from St Eugene DMI University. He served for 30 years in various primary schools as a class teacher across the country. He was first appointed head teacher in Rufunsa District 12 years

ago a position he still holds. He has headed over six schools and is 2 years old at the current school.

B03 The female head teacher was aged 51 years old and held a degree in Civic Education from the University of Zambia. She has been heading schools for 14 years and in service for 33 years. She also holds a primary school teachers certificate from Charles Lwanga Collage of Education.

3. Teachers

Twelve teachers were interviewed. Four drawn from each of the participating schools. From School A (SA), Participants were two males and 2 females. All these class teachers had been in service for more than 10 years and were in the range of 28 to 45 years old

C01: A male who served for 4 years at the current school and had 92 learners in a grade six class. Holds a certificate in primary school teaching but was at the time of the study a student at Malcom Moffat collage of education pursuing a degree in Agriculture Science.

C02: A female who served for 5 years at the current school and had 101 learners in the grade five class. She holds a diploma in primary education and was studying for a degree in Food and Nutrition at Rusangu University at the time of the study.

C03: A male who had been in service for 15 years and 9 years at the current school. He had 89 learners in his grade seven class. He had a certificate in primary school teaching.

C04: A female who had been serving for 9 years at the current school teaching grade 6 and had 80 learners in her class, holds a primary school diploma from Chalimbana University and studying Art at Evelyn Hone collage.

From school B (SB) the respondents comprised of three female teachers and one male.

C05: Was a female. She had been serving the ministry for 17 years and 10 years at the current school. She was a holder of a primary school certificate. She was teaching a grade 7 class and had 85 learners.

C06: A female who had been in service for 19 years and 8 years at the current school. She is a holder of a certificate in primary education and a single major degree in Music although not yet upgraded. She had 87 learners in her grade 5 class.

C07: A male who had a diploma in special education had been serving at the current school for 9 years and has also been in service for 9 years. He had 79 learners in his grade 7 class.

C08: A female who had a diploma in Home Economics, a bachelor's degree in primary education and serving the ministry for 19 years. She had been serving at the current school for 5 years. She had 81 learners in her grade 6 class.

At school C (SC), the participants comprised of two female and two male teachers.

C09 who was interviewed, was a 47 years old male and had a bachelor's degree in Primary education at the same time. He had been in the current position for five (5) years. Before taking on administrative roles, he served as a class teacher for 7 years and was sitting in for someone at the time of the study. This grade 6 class had 72 learners.

C10: A female who is a holder of a primary school teachers certificate and been serving the ministry for 21 years and 15 years at the current school teaching a grade 7 class of 80 learners.

C11: A male who was holding a diploma in primary education and was in service for 3 years and 3 years at the current school teaching a grade 5 class which had 85 learners at the time of the study.

C12: A female who was a holder of a primary school teachers' certificate and pursuing a degree in Physical Education at the time of the study. She had been in service for 10 years and at the current school for 6 years. She was teaching a grade 6 class and had 81 learners in class.

4. Learners

A total number of twenty-one learners were interviewed; seven drawn from each of the participating schools particularly from the classes of the teacher observed. All learners were from upper primary school with ages ranging between 11 to 15 years old.

At School A, (SA) Participants were 4 females and 3 males;

D01: Was a female doing grade seven and her favorite subject at the time of the study was English.

D02: A female participant whose favorite subject was Home Economics was in her 5th grade.

D03: A male who was doing his 7th grade at the time of the study said his favorite subject was Creative and Technology Studies.

D04: A male participant doing grade 6 whose favorite subject was Social studies.

D05: A male doing grade 5 and his favorite subject was Mathematics

D06: A female doing her grade 7 and her favorite subject was Integrated Science

D07: A female doing grade 6 and her favorite subject was English

At School B, (SB) Participants comprised of three females and four males;

D08: A male doing grade 7 and his favorite subject was Integrated Science

D09: A female in her 7th grade and her favorite subject was English

D10: A male doing grade 6. Her favorite subject was Creative and Technology Studies.

D11: A female grade 6 and Social Studies was her favorite subject.

D12: A male who was in grade 5 with Integrated Science as his favorite subject.

D13: A female doing her grade 5. English was her favorite subject.

D14: A male doing grade 5 with Mathematics as his favorite subject.

Finally, at School C (SC) the seven participants were made of four females and three males.

D15: A male doing grade 7. His favorite subject was Social studies

D16: A male doing his 7th grade and her favorite subject was English

D17: A male grade 6 and said Mathematics was her favorite subject.

D18: A female in grade 6 and her favorite subject was integrated science.

D19: A female doing grade 6 and enjoyed Chinyanja the most.

D20: A female in grade 5 and her favorite subject were Creative and Technology Studies

D21: A female doing her grade 5 and Mathematics was her favorite subject.