

**AN INVESTIGATION OF THE TEACHERS' STRATEGIES FOR MANAGING THE
CHALLENGES OF TEACHING SOCIAL STUDIES AT JUNIOR SECONDARY LEVEL
AT A SELECTED SCHOOL OF LUSAKA DISTRICT**

By

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A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management.

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AUTHOR'S DECLARATION

I, Chicco Phiri, hereby declare that this dissertation is my own work and all the sources have been acknowledged by means of complemented references and that it has never been previously submitted for a degree at the University of Zambia or any other University.

Signed.....

Date.....

APPROVAL

This dissertation by Chicco Phiri is approved as partial fulfilment of the requirements for the award of the Masters of Education degree in Educational Management by the University of Zambia.

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ABSTRACT

This study aimed at establishing the teachers' strategies for managing the challenges of teaching social studies at junior secondary level at a selected school in Lusaka District, Zambia. The objectives of the study were to: Find out the teachers' understanding of the rationale for teaching social studies in an integrated form at junior secondary level, explain the value of instructional resources in the teaching and learning of social studies and investigate the challenges, if any, that the teachers were facing in teaching social studies as an integrated subject. A descriptive design utilizing the qualitative approach was used to conduct the study. Data was collected through semi-structured one-on-one interviews with teacher participants, a focused group and a lesson observation guide. The sample size was nineteen (19), made up of three (3) teacher participants and twelve (12) learner participants selected conveniently and purposively. The data collected was analysed using thematic descriptive analysis. The study revealed that the introduction of social studies was as a result of the existing interrelationships among the three components of social studies. Furthermore, the study showed that teachers had a challenge in understanding the rationale for introducing social studies at junior secondary level. This was largely attributed to the hasty implementation of the social studies syllabus and the lack of teacher involvement in curriculum formulation. In view of this, among other strategies, the study cited having continuing professional development sessions as means to help teachers broaden their understanding of the rationale for introducing social studies. In relation to the value of instructional resources used, the study revealed that the approved textbooks were available and sufficient to meet the number of learners, yet, inadequate to meet the objectives of the social studies syllabus. In addition to inadequate time, the study established that the incompatibility of the compartmentalized teaching approach with the aggregated presentation of assessment results in social studies was a serious source of concern. Therefore, the following were recommended: Embracing the participatory approach in educational change, providing adequate instructional resources and aligning the teaching approach to the presentation of assessment results to provide comprehensive feedback to the teaching and learning process.

Key Words: social studies, compartmentalised teaching, aggregated results, inadequate learning materials.

DEDICATION

This study is dedicated to; my mother: Jonarate Nkole Phiri, my husband Chimuka Sheleni Sianyinda, and my children: Luyando, Lushomo and Tiyamike for their unconditional support during the period of this study.

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I am happy to acknowledge that the views, interpretation and conclusion, along with any omissions, inadequacies or errors that may remain in this work, are of course, entirely my own responsibility.

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ACRONYMS AND ABBREVIATIONS

CDC	Curriculum Development Center
CPDS	Continuing Professional Development Sessions
DEBS	District Education Board Secretary
HoD	Head of Department
ICTs	Information and Communication Technologies
KIE	Kenyan Institute of Education
PCK	Pedagogical Content Knowledge
SDS	Social Development Studies
UNZA	University of Zambia
MoE	Ministry of Education

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter contains the background of the study, statement of the problem, the rationale of the research, the objectives, research questions, and the significance of the study, the theoretical framework and finally, the operational definitions of terms.

1.2 Background

Since time immemorial, education has been used to address a number of societal problems. With every society been unique, such problems vary from country to country and people to people. The term social studies refer to a subject within the educational curriculum that addresses these differing societal problems. There seems to be no basic consensus as to a particular definition of the concept ‘social studies.’ Nevertheless, Okobia (2011) sees Social Studies Education as the study of man in his environment. This entails that social studies education tackles issues relating to man’s cultural, social, religious physical and economical paradigms. With the aforementioned paradigms being unique to individual countries, it is undeniable that the inclusion of social studies in the curricular of independent African states is paramount in correcting and addressing the ills of the colonial era. In view of this observation, Kiskeya (1981; 34) argues:

Social studies has come to be seen as a tool for national development.....it is being used to improve the image of a people in a society after a colonial heritage....to transform the political and cultural paradigms, and to include concepts of nationalism, unity, and interdependence among citizens of new nations with diverse populations.

Clearly, from the above argument one can deduce that the goals of social studies in Africa are multiple. Regardless of this, the main aim of the subject is to inculcate in the individual (man) desirable knowledge, attitudes, values and skills as regards his environment in totality for the production of an effective citizenry capable of making rational decisions. In addition, following the rapid explosion of knowledge, motivated by hasty technological, economic, social and political dynamics, the role of social studies in a contemporary society is to put man and his environment

at the centre and make him (man) a functional and effective being in his environment capable of adjusting to the dynamics of the international society (Okobia 2011)

From the Zambian perspective, following the introduction of the 2013 revised school curriculum, social studies are a core subject in the country's educational system. It is compulsory for all learners in primary and junior secondary with the exception of senior secondary. With the view of inculcating in the learner basic skills, values, and attitudes for useful living, in 2013, the Ministry of Education made social studies a core subject in the junior secondary school curriculum. To this effect, Civic Education, Geography and History have been integrated into social studies owing to the realization that some concepts within these subjects are interrelated and that some of the competences are similar. Moreover, it is of course undeniable that the integration of these three subjects into one core subject has created space on the curriculum to introduce new career pathway for learners (MoE 2013).

From the Ministry of Education's point of view, the term social studies as applied in the 2013 revised school curriculum, is used to identify a new study area that was introduced at junior secondary level (the eighth and ninth grades). On the contrary, it does not in any way denote a philosophy, a doctrine, form of organization or a political school of thought. It is merely an interdisciplinary programme with a contemporary orientation encompassing some aspects of Civic Education, Geography and History that were previously taught as separate subjects prior to the 2013 revised curriculum. The social studies syllabus is in cognizant of the national goals of education and therefore structures the various disciplines that contribute to the subject accordingly (MoE 2013).

Scholarly evidence shows that integration has been done across curriculum and in various subjects. According to McBrien and Brandt (1997), integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. It means merging two autonomous but related entities in order to strengthen and enrich both. Blenkin and Kelly (1981) view integration of subject matter as an approach to learning that does not accept or base itself on any notion of sanctity of traditional divisions. From his perception, Pring (1971) asserts that subject integration is connected to natural inquiry of children, which does not respect divisions of knowledge into distinct subjects as this is artificial and does not reflect correctly the essential unity

of reality. Many studies have been carried out to justify the need for integration in academia. The proponents of integration view the concept as a way of making the curriculum relevant and meaningful. For instance, Kelly (1977) argues that many of the issues that appear important to growing up children in present day fall neither as disciplines nor subjects of the traditional school curriculum. Rather, they often straddle the discipline boundaries and also demand regular reorganization of knowledge as well as interdisciplinary development. Moreover, it has been realized that many of the subjects that fall under humanities can be pursued together as they are concerned about man. It is against such knowledge that different subjects that fall under humanities like social studies have emerged, (Macharia 2011).

The above justifications suggest that there are strong grounds for curriculum integration. Nevertheless, Scriven in Chinoda (1981) postulates that the emphasis that programs such as social studies place on contemporary issues has been viewed by some as being short sighted and resulting in amateurism and mediocrity. Furthermore, if integration of social studies is to be justified on the grounds of it meeting the changing social needs or ensuring that learning is meaningful and relevant, then a lot of thought should be given to the integrated subjects so that they represent the changes in organization of knowledge that are meaningful to both society and the individual. Being in tandem with the national goals of education, the Ministry of Education is of the view that the revised social studies curriculum at junior level aims at inculcating into the learners the ability and skills that will help them become effective and functional members of society and through that, help them to master their environment, explore it and harness the available resources in their environments for solving societal needs and bettering the lives of the people (Meziobi et al 2012).

As observed by Merryfield (1997), education as a professional field is constantly changing. The fact that education responds to the needs of a society cannot be overemphasized. Thus, whenever a change in values takes place, a new curriculum is introduced and new technologies define how teachers should teach and how pupils should learn. Curriculum innovations are meant to be implemented in the classroom by teachers. As the world is changing rapidly, pupils in schools need to be adequately equipped to be able to perform their roles and make meaningful contributions to their societies. Since schools cannot teach everything, standard curriculum is planned to serve a framework and guide for curriculum decisions. These are made to provide performance

expectations regarding knowledge, processes and attitudes for all pupils and further provide examples of classroom practice to guide teachers in designing instructions (Flores 2005).

There are a number of challenges that have come up as a result of curriculum integration. For instance, Carter (1986) in his study of integrated Literature and language argues that the two are distinct subjects of study and that the two have intrinsic values for the learners and teachers. For this reason, the distinctiveness of each discipline of study has to be preserved. Furthermore, Merryfield (1997) postulates that the social studies curriculum deals with dynamic subject matter and most of the current issues which the learners are supposed to study. However, one major hindrance to the realization of the successful teaching of social studies in its integrated form is the shortage of qualified teachers. Majority of the available teachers are not professionals in the field and this has affected the effective implementation of social studies. In addition, Tadesse et al (2007) noted inadequate supervision, lack of material and financial support and negative attitudes of teachers towards the new curriculum as some of the challenges resulting from implementing a curriculum without proper involvement of the key implementers of the new idea.

Despite there being research on the teaching of integrated social studies in Zambia: Samwimbila (2017), Mbulo (2015), Lufungulo (2015), Chiyuka (2012), and Mulemi (2011), the angle of strategies used by teachers to manage the challenges of teaching social studies in its integrated form at junior secondary school level has been overlooked. In view of this, it was of the essence to conduct a study to establish the “Teachers strategies for managing the challenges of teaching social studies in its integrated format a selected school in Lusaka District, Zambia.”

1.3 Statement of the Problem

Ideally, before an educational innovation is introduced, there is need to ensure that all stakeholders (in this case teachers) are equipped with the right knowledge, competences, skills as well as resources to warrant the successful implementation of the innovation at play (curriculum integration). However, if the above conditions are not met, teachers may develop negative attitudes and consequentially devise wrong strategies to manage the educational innovation. Strategies, if any, that teachers are using to manage the challenges of teaching social studies at school x of Lusaka District are not known. Hence, this proposed study.

1.4 Purpose

The purpose of the study will be to establish the mechanisms that the teachers of Social Studies have put in place to manage the challenges they face as they teach Social Studies at junior secondary school level at the selected school in Lusaka District, Zambia.

1.5 Objectives

The study will focus on the following objectives:

- a) to establish the level of understanding of the rationale for integrating Civics, History and Geography by teachers of social studies at school x.
- b) to explain the value of instructional resources in the teaching of social studies.
- c) to find out the challenges, if any, that teachers at school x are facing in teaching social studies.

1.6 Research Questions

- a) What do the teachers of social studies at school x consider as the rationale for integrating Civics, History and Geography at junior secondary level?
- b) How do teachers at school address the issues of teaching and learning resources in teaching social studies?
- c) What are the challenges, if any, that the teachers of social studies at school x face when teaching social studies?

1.7 Theoretical Framework

The theoretical framework is a set of terms and relationships within which the problem is formulated and solved. It is a concise description of the major variables operating within the arena of the problem to be pursued together with the researchers overarching view of how the variables interact to produce a more powerful or comprehensive model of relevant phenomena that has not heretofore been available for shedding light on the problem (Orodho 2005).

In light of the above, this research will be based on the Concerns Based Adoption Model (CBAM). The CBAM is a widely applied theory and methodology for studying the process of implementing

change by teachers and by persons acting in change-facilitating roles (Anderson 1977). Whenever there is change, concerns from those responsible for implementing the change are inevitable. As noted by Anderson (1977), the CBAM proposes a developmental model which provides a framework that describes the feeling and motivations a teacher might have about a change in curriculum and/ or instructional practices at different points in its implementation. In relation to schools, little (as cited in Wan 2002) argues that there is generally inadequate implementation of innovations at the school level. This is owing to the insufficient attention to the problems arising from individuals who have different meanings or significance when facing change. This entails that the concerns of individuals are generally ignored when innovations are being implemented. According to Loucks and Hall (as cited in Wan 2002), concerns are directly related to and have a direct effect on teacher performance. As a reaction to their observation, the dual (Hall and Locks as cited in Wan 2002), developed a model for measuring, describing, and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices, and how that process is affected by interventions from persons acting in change-facilitating roles. Understanding teacher change in curriculum and instruction continues to be a pivotal area of focus for thinking about and facilitating teacher development and school improvement.

1.7.1 The CBAM and its Stages of Concern

As earlier alluded to, the CBAM is a framework that describes the feelings and motivations a teacher might have about a change in curriculum and or instructional practices at different points in its implementation, (Anderson 1977). The CBAM proposes a developmental model called Stages of Concern. The stages of concern framework present a possible, not a necessary, progression of teacher concerns about a change. Under the framework of stages of concern, there are seven stages of conceptualizing and measuring change in teachers who implement a new a new innovation. These include: Awareness, Information, Personal, Management, Consequence, Collaboration and refocusing, (Anderson 1977).

At Stage 0 Awareness, the teacher has little concern about or involvement with the innovation. The teacher is neither concerned nor involved with whatever innovation is being implemented. At stage1 Informational, the teacher has general awareness of the innovation and is interested in

knowing more about it and its implications. Then there is Stage 2 personal; the teacher is uncertain about the demands of the new innovation and is worried about his or her ability in making use of the innovation. At Stage 3- Management, the teacher's focus is on management issues related to logistics, scheduling and time demands among others. Stage 4 is the Consequence Stage. At this stage, the teacher's focus is on the impact of the innovation on the learners. Stage 5 is the Collaboration stage. This is the stage where the teacher becomes interested in working with other teachers within the school to jointly improve the benefits of change implementation for the learners. The last stage which is stage 6 is the Refocusing stage. At this stage, the teacher focuses on making major modifications in the use of the innovation, or perhaps replacing it with something else, (Anderson 1977).

With regards to the introduction and implementation of the 2013 revised school curriculum in Zambia, which led to the integration of Civics, History and Geography into social studies at junior secondary school, the above cited stages were replicated. At 0- Awareness stages, teachers of Civic Education, Geography and History had very little concern about the integration of the three subjects into social studies at junior level and they were hardly involved in the formulation of the integrated social studies curriculum. The body in charge of curriculum development in Zambia: curriculum Development Centre (CDC) had the onus to come up with the innovation. Nonetheless, teachers of Civic Education, History and Geography were represented through the subject panel which included subject specialists and teacher participants drawn from selected schools and as such, could not adequately represent the concerns of all the teachers.

Following the introduction of the 2013 revised school curriculum into schools, the stage was set for stage I of the CBAM developmental model. This is the informational stage. The teachers of Civic Education, History and Geography (herein referred to as Social Studies) become interested in learning more about the integration and its implications. On the contrary, earlier studies among them; Stenhouse (1975), Piaget (1977), Macharia (2011) and Samwimbila (2017), all highlight the lack of in-service training of teachers during the onset and implementation of innovations in education. The teachers' quest for knowledge about the innovation was not taken care of. For this reason, teachers became uncertain about the demands of the innovation and were worried about their ability to handle social studies. It is from the uncertainty and worries that stage 2 of the

concerns model kicked in. At this stage; Innovation stage, new means of how to handle integrated social studies were sought. This motivated the research and studies on the integrated social studies. To this effect, research on challenges of teaching integrated social studies and inquiry on the teacher's attitudes towards integration of social studies are among the many studies that were carried out. The fourth stage of the CBAM; Management stage is the backbone of this proposed study. At this stage, the teacher handling integrated social studies focuses on management issues related to logistics, scheduling and time demands.

In relation to the above, it is also worth mentioning that teachers of integrated social studies could also be at different stages of the CBAM depending on their level of experience with regards to the number of years they have taught integrated Social Studies. This study seeks to establish the strategies of managing the challenges of integrated Social Studies which the teachers have come up with. Furthermore, with regards to mentoring and coaching in improving teaching and learning, Barry Sweeney (2003) compares the Stages of Concern Model to a bridge. See figure below.

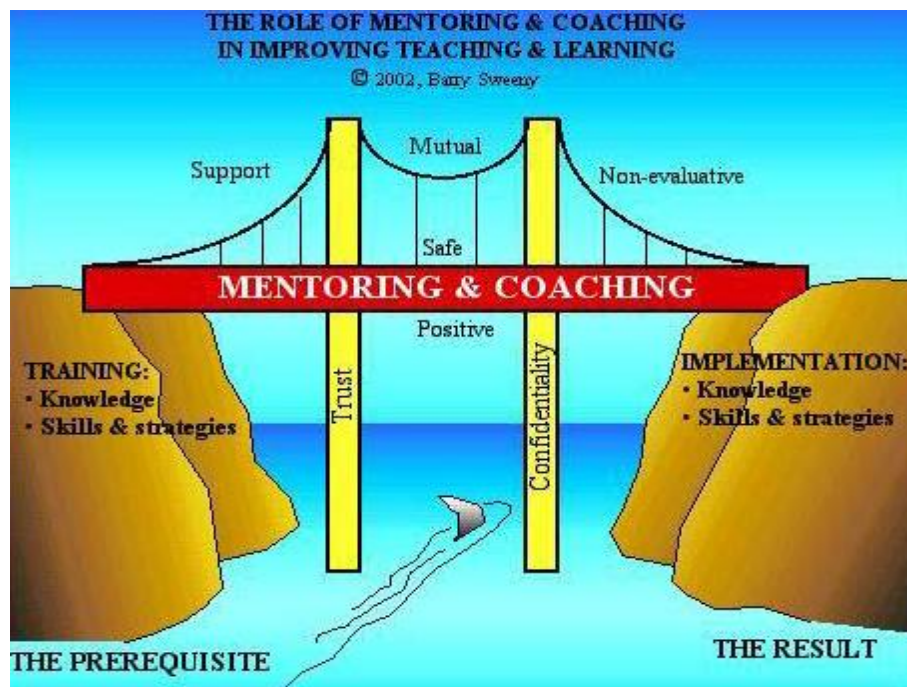


Figure 1. Sweeney's Application of the Concerns-Based Adoption Model (CBAM) in Behavioural Education.

Source: Anyona (2019).

From the above, one can deduce that the lower stages of concern expressed in the CBAM occur at the training side of the 'bridge' where awareness (what the innovation is about), information (how the innovation works) and personal response to the innovation (developing a plan to use) are prerequisite before the implementation of an innovation.

In addition, also occurring at the training side of the bridge are any skill development aspects of training. These are the beginning of the Management Stage of Concern highlighted in the CBAM. Here, demonstrations, participant practice during training and corrective feedback on the practice which the trainer may give participants are of great significance. Moreover, when the participant is in their own setting trying to independently implement their training and build their mastery to a routine level task management stage of concern, the power of mentoring becomes so critical for participant success. Provided that mentoring is provided at this point, participants can progress and continue to grow.

On the other hand, if participants are not supported, they may not continue to grow and they are likely to be overwhelmed by implementation problems to an extent that may end up discarding innovative practices. Furthermore, participants are likely to adopt coping practices which may be of poor practice.

As alluded to in the background of the study, the teachers of social studies were not trained to handle the subject. Implementation of the new revised curriculum was hastily done. As such, teachers needed re-training in the knowledge and skills of integration followed by Mentoring and coaching by Quality Assurance and Standards Officers. Had this been done, it is indubitable that the teachers of Integrated Social Studies would have crossed the bridge to the effective implementation of curriculum change. Unfortunately, as Mbulo (2015) notes, there is inadequate training of teachers, and as mentioned in the 'bridge' illustration, the teachers of Social Studies may not have grown in the new knowledge, they may have been overwhelmed by implementation problems, they may not be integrating Civics, Geography and History appropriately and they may have had to adopt poor copying or management strategies which will be the main concern of this study.

Thus, from the above discussion, the Concerns Based Adoption Model and the subsequent ‘bridge’ illustration will provide an adequate theoretical framework of this study.

1.8 Conceptual Framework

Figure 1.1 shows the conceptual framework (model) that encompasses the major variables and their pattern of influence on each other. The figure shows that after implementation of a curriculum innovation (independent variable), teachers experience challenges (independent variable) consequentially; they develop strategies for coping with the challenges (dependent variable).

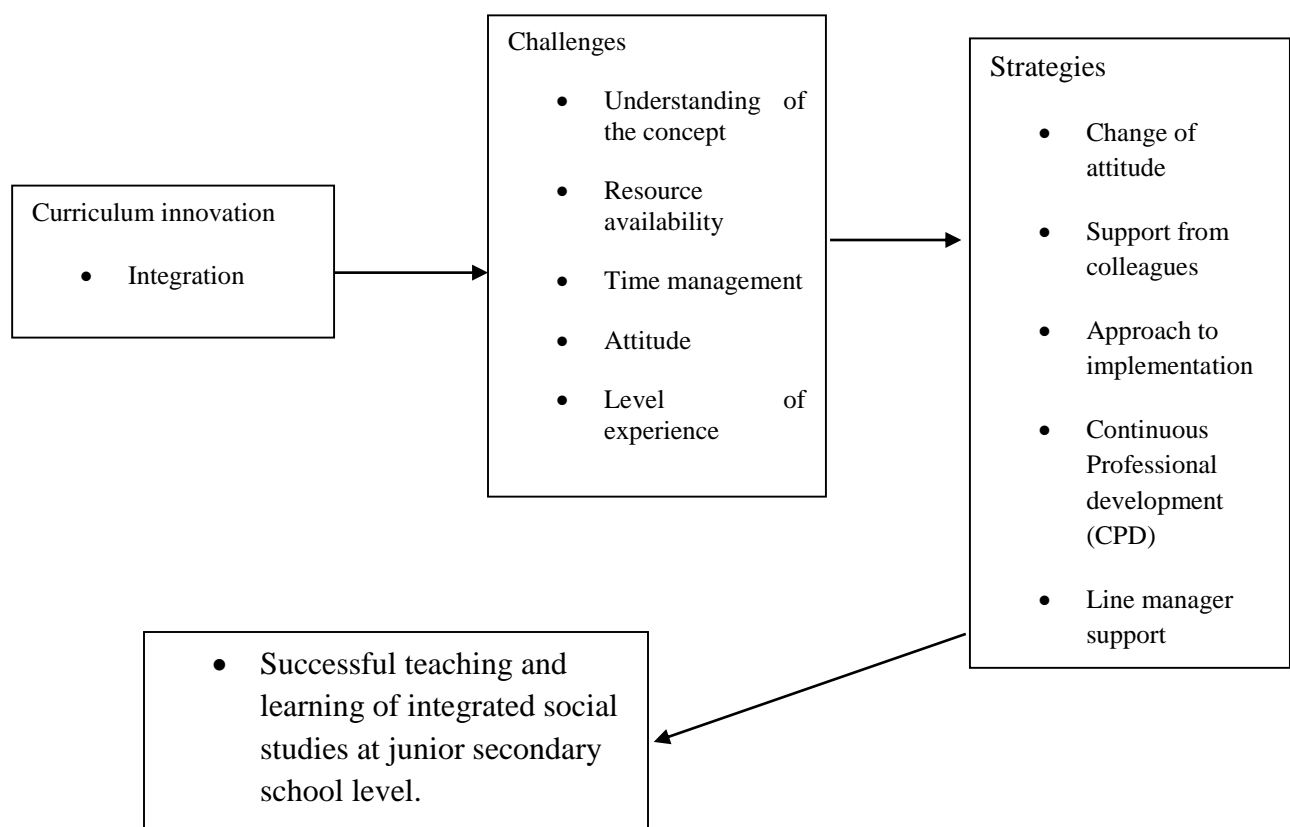


Figure 2. Phiri's Model for Teacher's Strategies for Effective Implementation of an Integrated Curriculum.

Source: Author (2020).

1.9 Significance

The researcher is optimistic that the information emanating from this study may benefit the following: the curriculum developers, teachers of Social studies, the Standards Officers, and ultimately, the Learners. The curriculum developers may benefit by managing the teachers' attitudes towards curriculum implementation through early teacher involvement in curriculum innovations. Furthermore, the teachers will benefit in a sense that they will learn from each other the different strategies of managing the challenges of teaching integrated Social Studies. The Standards officers will also identify areas where their assistance will come in handy so as to help the teachers manage the challenges resulting from teaching social studies in its integrated form. The learners will be the ultimate beneficiaries as their teachers will be able to manage the challenges of teaching and learning resources as well as syllabus coverage effectively, thereby translating into improved learner performance in Social Studies in the district.

1.10 Delimitations

According to KasondeNg'andu (2013), delimitation indicates the boundary of the study in context and geographical coverage. It is used to address how the study was narrowed in scope and geographical context. In view of this, the scope of this study will be to understand the teachers' strategies for managing the challenges of teaching integrated Social studies at junior secondary level. With regards to geographical coverage, the study will limit itself to a selected secondary school in the southern part of Lusaka district.

1.11 Operational Definition of Terms

- **Challenges** – These are the difficulties/ drawbacks/obstacles that hinder the achievement of set objectives.
- **Curriculum** – in this proposed study, the curriculum will be used to mean a course of study.
- **Integration** – this will be used to mean the combining of several related areas of a subject to form one entity.
- **Review**- examining carefully with the aim of improving.

- **Integrated approach-** a method of teaching where different content areas of a subject are combined and presented as one.
- **Implementation-** put into effect the revised education curriculum according to the intended plan and procedure.
- **Learning Resources-** this includes physical facilities like classrooms, libraries, laboratories, and materials such as books and charts.
- **Resources-** refer to the manpower (teachers), equipment, materials and facilities that are used to enhance learning and teaching.
- **Social Studies-** A subject at junior secondary level which integrates civics, history and geography.

1.12 Summary

This chapter presented an introduction to the teachers' strategies for managing the challenges arising from the integration of Civics, History, and Geography at junior secondary level in selected secondary schools in Lusaka District.

This chapter covered the background to the study, statement of the problem, purpose of the study, research objectives, research questions significance of the study, delimitations of the study, the theoretical and conceptual framework and the operational definitions of terms. The next chapter reviews the related literature on the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

In Zambia, Social studies curriculum integration at junior secondary level was introduced by the 2013 revised school curriculum. In the new curriculum, Civics, History and Geography have been brought together and grouped into one study called Social Studies. According to Yin (1984), literature review entails compiling a review of research findings on a particular topic that has already been published. This review is presented with a global perspective, African perspective and finally the Zambian perspective.

2.2 History of Social Studies

Several attempts have been made by writers and scholars to define social studies. However, there is no consensual definition of social studies as every attempt to define it is based on individual beliefs about the role of social studies in society. To illustrate this, Ogar& Effiong (2012) argue that social studies is the study of how people live, what they do and how their life is affected by various things and social practices around them. The dual stated that social studies are the totality of experiences which a student goes through having been exposed to a course explaining the problems that men and women encounter in chosen environments (historical, geographical, traditional, political, religious, economical, psychological, cultural, scientific and technological). On the other hand, Obinna (2007) claims that social studies are a subject that attempts to study human beings in all their manifestations.

For a better understanding about the subject matter, content as well as aid in curriculum revision, it is imperative to study the history of the subject; Social Studies. Historically speaking, Social Studies education initially started in the United States of America where the social studies movement was formed as a result of the influence of John Dewey. According to Salia-Bao (1990), this resulted in the formation of the progressive education called the pragmatists. It is from progressive education that the progressive philosophy which was based on child-centred education, inquiry and discovery learning is fostered (Salia-Bao 1990).

From the African perspective, during the 1960s: a period characterized by the emancipation of African countries, several conferences were held in America, Britain and Africa, which advocated

for the inclusion of social studies in the school curriculum of African countries. One such conference was held in 1961 at the Massachusetts Institute of Technology to study some of the problems of education in emerging independent African countries and suggest steps by which these problems could be solved. According to Tamakloe(1994), it was at the Massachusetts Conference that a sub-committee on Humanities and Social studies was formed. With regards to social studies, the following objectives were agreed upon;

1. to acquaint the student to his own culture, to social heritage and to the problems of developing African states and societies.
2. to induce a sharp awareness in a student of his own world and of involvement in the wider world of which he is invariably a part.
3. to develop the ability to identify and evaluate critically the economic, social, political and moral problems and situations encountered, (Carnoy 1964).

Moreover, in independent Africa, social studies came to be seen as a tool for national development. It was used by many independent African leaders as a means to improve the image of a people in society after colonial heritage to transform the political culture and to include concepts of nationalism, unity and interdependence among citizens of new nations with diverse populations (Kissock 1981).

Following what was at play within the African continent, Zambia, upon attaining independence in 1964, and while emulating other African nations was concerned about the inherited British educational systems and sought ways to eradicate their evils in independent Zambia in order to make education responsive to the needs and aspirations of the new emerging independent Africa (Merryfield and Muyanda-Mutabi 1991).

Furthermore, In September 1967, eleven African nations among them Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Tanzania, Uganda, and Zambia met in England at Queens Oxford to discuss the needs and priorities of curriculum development in Africa. A year later, representatives from the aforementioned countries agreed to meet in Mombasa, Kenya to address three basic questions; (a) what is Social Studies? (b) What should be the objectives in Social Studies? And (c) what approach should be used in teaching Social Studies? Moreover, the

representatives discussed and debated the integration of the traditional subjects such as History, Geography and Civics as well as disciplines such as Economics, Sociology and Anthropology into the Social Studies curriculum to exhibit the goals and aspirations of the nations (Merrifield & Muyanda- Mutabi 1991).

Samwimbila (2017) is of the view that the above questions become the framework within which Zambian Social Studies education was organized. The Social Studies curriculum is one of the subjects that have helped change the attitudes of citizens and thereby contributing to socio-economic development of a nation (Chiodo 2004). The general domain regarding Social Studies implementation in schools has gathered research momentum in recent years. Studies with regards to the integration of Social Studies in the classroom have been conducted in many parts of the world. This study will try to reduce the gap in line with the policy direction to review the curriculum at junior secondary school in which geography, civic education and history have been integrated in one subject called Social Studies (MoE 2013).

Moreover, in essence, Social Studies provide a framework of looking at society with the aim of understanding societal structure and problems and provide means of solving these problems. It can thus be claimed that the concern of social studies is to provide learners with the knowledge of the history, geography, social and political institutions and perhaps the psychological intricacies of daily existence in Zambia. What distinguishes social studies from all these disciplines is its ability to extract some basic concepts that enable learners to understand their fellow citizens holistically. As a subject, social studies seek to integrate knowledge from the various traditional disciplines (Samwimbila 2017).

2.3 Integrated Curriculum of Social Studies in Schools

There is significant amount of literature on the integrated social studies curriculum. For instance, Wesley and Bruce (1958) claim that social studies indicated materials whose content as well as aim are predominantly social and societal issues. The social studies are social sciences simplified for pedagogical purposes. It is also imperative to make mention that social studies are one of the most widely utilized subject in the provision of citizenship education. With regards to social studies, there are two views: the first shares that it is an amalgam of different subjects selected for teaching in schools and is a subject under social sciences. Currently in Zambia, social studies is

not a distinct subject on the school timetable for junior secondary. It is taught as independent geography, civic education and history. This pattern is similar to the teaching of science at senior secondary where physics and chemistry are taught as independent subjects yet amalgamated to make physical science (Samwimbila 2017).

The second view regards social studies as an integrated subject. However, it regards social studies to include separate subjects as long as they have an interdisciplinary perspective. This is typical of courses of study at primary and senior secondary level of schooling presenting components of history, geography, economics, moral and civic education prescribed and taught as either integrated disciplines or separate curriculum subjects with an interdisciplinary emphasis. There is no subject specifically called social studies appearing on the school time table, but various citizenship related subjects corresponding to specific disciplines. What is currently at play at junior secondary level in Zambia is reflective of the first view where geography, civic education and history are integrated to make social studies. The second view is characteristic of the United Kingdom where emphasis is on teaching history and geography separately even at primary school level (Samwimbila 2017).

The introduction of the 2013 revised school curriculum by MoE paved way for the two-tier career pathway for learner's encompassing the Academic and the Technical Career Pathways. This was aimed at providing learners with opportunities to progress according to their abilities and interests. It was thought that the revised curriculum will equip learners at all levels of education with vital knowledge, skills and values necessary for contributing to the development of society and the economy. At this level, the curriculum also equips learners with knowledge and skills to either continue with the academic education or pursue a vocational career. Subjects aligned to the vocational career pathway have been integrated in a manner that equips learners with essential business skills necessary for them to have basic knowledge of the business world. To this effect, to learners aligned to the vocational career pathway, business studies are being offered as core subjects. Furthermore, at junior secondary school level, social studies are a compulsory subject. This is reflective of the importance that MoE attaches to the subject in its effort to attain citizenship education (MoE 2013).

Norio-ikeno (2012) observed that the new theories and practices in social studies in Japan since the 1980s was to outline some trends and characteristics relating to the question “ is citizenship education the aim of social studies as a school subject?” and to identify ‘ Applied’ and ‘Academic’ social studies as two separate categories. However, recent trends have seen educational researchers and local educational administrators actively supporting the reformation and promotion of social studies from an ‘Applied’ perspective. Moreover, several schools and districts are in favour of the development that citizenship education has been incorporated in the school curriculum. Although some issues in social studies at pre service may be negotiable, at junior secondary level, the situation is different. Norio-ikeno (2012) is of the view that it is difficult to comprehend how social studies can be taught purposefully and successfully as an integrated subject of social sciences to promote civic competence when its basic nature remains a mystery to those who are responsible for teaching it. The above study did not show the strategies used by teachers to manage the challenges arising from the integration of civic education, history and geography at junior secondary school.

2.4 Challenges of Integrated Curriculum

There is a lot written about how teachers deal with the challenges they experience in their day to day teaching; Rieg, Kelli and paquette (2007) and Espirito (2009). A lot of research also exists on the challenges faced by teachers in the face of implementation of a new curriculum. For instance, (Omollo 1990, Magoma 1999, Otieno 2003 and Gichuki 2007) identified the following as impediments to the implementation of the integrated English course; lack of in-servicing in the teaching of the integrated English course, inadequate resources, inadequate teacher preparation, overloaded curriculum, negative teacher attitudes, inadequate knowledge on integration and concepts which were difficult to implement. The above studies though not on social studies, echo the problems experienced in the implementation of an integrated curriculum.

In addition, Mbugua (1987) in his study of the problems affecting the implementation of integrated geography, history and civics (social studies) enumerated the following problems: lack of positive attitudes towards social studies on the part of the teachers, acute shortage of time to cover the syllabus, lack of proper integration and imbalance of content in the course syllabus and lack of essential resources such as text books for teachers and pupils. Despite this being a study on the

challenges of implementing the integrated social studies curriculum, it does not bring out the strategies that teachers use to manage the aforementioned challenges.

Very few studies have been carried out on how teachers manage curriculum related challenges. Examples of these are studies by Kilgallon and Maloney (2008) on how early childhood teachers manage educational change and Macharia (2011) on teacher strategies for managing challenges of integrated English in secondary schools in Kiambu Kenya, both of which are discussed later on in this chapter.

This chapter deals with the various opinions and research literature that exists on each mentioned challenge that teachers of integrated social studies face including the teachers' coping/managing mechanisms. It is divided into the following subsections: Availability of teaching and learning resources, time, and teachers' attitude towards curriculum change, teachers' understanding of educational change and teachers' strategies for managing challenges in curriculum change.

2.4.1 Availability of Teaching and Learning Resources

According to McBrien and Brandt(1997), instructional resources are all resources designed to support the instruction of a subject or course including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, audio and video recordings, DVDs, pictures, exhibits, slides, transparencies, online resources, speakers, personal resources and all technology based resources. Additionally, Dale (1996) regards learning resources as: visual materials that include both projected and non-projected resources, audio-visual resources that include television, film, video tapes, sound filmstrips, printed materials, field trips, and audio resources that include lectures, audio tapes, compressed speech, phonographic records, radio and telephone.

2.4.2 Value of Instructional Resources

The significance of instructional resources in the teaching and learning process cannot be overemphasized. Teachers of social studies like those of other subjects have a large number of these instructional materials that they can make use. It is the prerogative of the teacher of social studies to make these materials an integral part of their instructional practices (Minae 2004).

Moreover, in his research, Minae (2004) observed that the most commonly used instructional resources by teachers were chalkboard, textbooks, set books and reference books.

In addition, Kamn and Tylor (1966) express the view that the textbook has for a long time being the most important tool for a teacher. Regardless of the present audio-visual age, the textbook has maintained its leading role in the teaching and learning process. All other learning resources therefore act as supplementary since the textbook indicates what is to be taught and what is to be learnt .it is the textbook that facilitates the organization of instruction which is followed sequentially (Macharia 2011).

In relation to the above, Malusa (1985) argues that resource materials and well-prepared teachers are the best means of implementing a curriculum. Several studies done in Kenya during the implementation of the new curriculum identified lack of resources as a main problem.

Correspondingly, Samwimbila (2017) carried out a study to assess the teachers' attitudes towards the revised social studies curriculum in Mufumbwe District in Zambia. In this study, lack of adequate teaching and learning resources was cited as a major hindrance to the successful implementation of the revised social studies curriculum in schools.

In his study on the problems affecting the implementation of the new Christian Religious Education curriculum in primary school, Malusa (1985) observed that the primary schools did not have the relevant Christian Religious Education books. Another study was conducted by Rombo (1985) in Kenya to assess the factors affecting the implementation of integrated home science in Kenya's secondary schools. This study cited lack of facilities, tools and equipment as the outstanding problems in the implementation of the integrated home science curriculum. This study also revealed that the teaching and learning resources were very scarce in schools and where they were available; they would be shared between many learners.

In addition, Namach (1990) carried out an investigation in Tanzania to find out the problems experienced by teachers concerning the use of instructional resources in teaching English in Tanzania's primary schools. He observed that 71.4% of the teachers indicated that course materials such as official course books for English, supplementary books, library books and other teaching aids were not readily available (Macharia 2011).

Furthermore, Samwimbila (2017) observed that all the teachers in his study conducted in Zambia complained of having a shortage of instructional resources. Echoing the same sentiments, Kimani

(1999), in his study on the use of resources in teaching History in Kenya's secondary schools discovered that there was a shortage of instructional resources. Following the above observations, it is indubitable that little gain is expected when more than four students share a textbook in a social studies lesson. A shortage of textbooks is a hindrance to effective instruction as some students may not access the few textbooks that are available. This is a problem especially to the slow learners (Minae 2004).

In light of the above, Achoki (2004) makes an important observation that the availability of resources (textbooks) does not necessarily translate into the effective teaching of a subject. To this effect, adequacy of the teaching and learning resources is more important in achieving the latter. On the other hand, Rombo (1989) highlights that if the teacher is not competent, the provision of these resources would be a waste. It is thus necessary that before the teaching and learning resources are provided, teachers are equipped with the relevant knowledge to enable them handle all areas of the subject.

According to the Report on the Monitoring and Implementation of the 2013 Revised School Curriculum (CDC 2015), most schools had not procured the approved books because of the delay in receiving the list of approved textbooks, availability of the approved books in the local bookshops and a lack of funds to buy the books. Most schools had not also procured teachers' guides. To add to this, the social studies syllabus was not available in some schools and inadequate curriculum support material was also noted. The report also recorded that the pupils' books were too few in most schools and there was a considerable shortage of reference materials.

From the studies reviewed above, the inadequacy of textbooks and other curriculum support materials and their impending negative effects on the implementation of a new curriculum cannot be overemphasized. This study seeks to establish the teacher strategies for managing the challenges arising from the integration of civic education, history and geography with the available social studies textbooks and other curriculum support materials at the selected school in Lusaka district.

2.4.3 Time

According to Morris (2003), some of the most famous and successful examples of curriculum integration come from Wigginton's Foxfire Experience of 1985. In attempting to reach out to a

group of students who were basically failing in school, Wigginton searched for a way to teach that would motivate the learners and provide them with a meaningful educational experience. He coordinated students to develop the Foxfire publications, letting them write, edit, and even negotiate book contracts. He obviously achieved the motivation he desired to see in his learners. However, he observed that time constraints and particular curricular requirements were constant hindrances.

In addition, Mbugua (1987) in her study on problems affecting the implementation of integrated social studies in selected schools in Kenya noted that time was a problem as there was too much to be covered considering the time allocated. In line with this observation, Wen Chien (2004) investigated the problems affecting the implementation of integrating English into an elementary school life course in selected schools in China and concluded that the limited class period was a major area of concern.

Moreover, Ali (1994) postulates that whenever centrally prescribed contents of a subject or a teaching course are incompatible with the allocated time of teaching, the most important question to those in charge of teaching is how and when to finish the prescribed content before exam time, as opposed to how well to teach each content. In this regard, teaching is hastily done and learners are left with very little opportunity to master the necessary knowledge and skills that they are expected to gain at the end of the learning period. Though not directly mentioned as a problem, time is insinuated as a problem in the mentioned challenges of overloaded curriculum in integrated English (Otieno 2003).

The time allocate for teaching the integrated social studies curriculum in Kenya is not compatible with the content of the course (Malusa 1985). According to the Needs Assessment Report by the Kenyan Institute of Education (1999), many subjects in the present secondary education curriculum could not be covered within the scheduled time. This problem was not solved by the curriculum revision of the year 2002. Moreover, the Report on the monitoring of the Implementation of the Revised Secondary School Curriculum (2004) revealed that time allocated to individual subjects was insufficient and that many teachers had difficulties in implementing the revised curriculum in their subject areas because of inadequate time allocated to their subjects (Macharia 2011).

In light of the above, Ali (1994) is of the view that acute shortage of time to cover the syllabus of the course is an acute setback to the effective implementation of that course. What is pivotal here is not the fact that this problem exists, rather, it is the probable actions that may be enforced by trainer (teachers) to cope with the problem, and the effects of those actions on the teaching-learning process of the course.

It is obvious that many a time, teachers of integrated social studies at the selected school in Lusaka and elsewhere experiences the challenge of time. For this reason, the interest of this study will be to find out the actions that may have been enforced by the teachers of integrated social studies at the selected school to manage the problem of lack of sufficient time to cover the syllabus of integrated social studies at junior secondary level.

2.4.4 Teachers Attitude Towards Curriculum Change

According to McBrien and Brandt(1997), as a concept, attitude is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind learning experiences. They may also be learnt simply by following the example or opinion of a parent, teacher or friend. This mimicry or imitation also has a part to play in the teaching and learning situation. In this regard, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcome (Samwimbila 2017).

In relation to the above, Kilgallon and Maloney (2008) are of the view that in the face of implementing a curriculum innovation, it is imperative that everything possible is done to ensure that the implementers have positive attitudes.

Furthermore, Samwimbila (2017) points out that the teaching of integrated social studies in Zambia's Mufumbwe district has been affected by certain teacher attitudes. He argues that the teacher's attitude towards a subject or subject teaching affects their students' achievement in and attitudes towards that subject. In support to the aforementioned argument, Onocha (1985) reported that teachers' attitude towards science is a significant predictor of pupils' science achievement as well as their attitude. In addition, Ingwe (1985) showed that the effect of teachers' attitudes to

mathematics was stronger on the students' mathematical achievement than on their attitudes. In line with the argument, Chidolue (1986) established that teachers' attitude towards biology teaching is one of the major contributors towards explaining the variance in student's cognitive achievement. In the same vein, Odubumni (1986) and Odunsi (1988), confirmed that teachers' attitude towards integrated science teaching affect their students' attitude to and achievement in the subject.

In light of the above, in her study on the problems affecting the implementation of the integrated social studies curriculum in Kenya's primary teacher colleges, Mbugua (1987) observed that college lecturers had a negative attitude towards integrated social studies owing to the fact that the new course had too much to teach by one lecturer who was not an expert in all areas, there were inadequate resources on the integrated course consequentially forcing lecturers to rely on old books used for traditional subjects.

Additionally, Muutu (1993) researched on the state of integration of English language and literature teaching in secondary schools in Nairobi. She reported that teachers have negative attitude towards the integration of English and literature because they do not fully understand it. In this study, 65% of the respondents indicated that they never enjoyed teaching integrated English.

Moreover, Otieno (2003) in his study on the relationship between secondary school teachers' attitudes towards integrated approach and their teaching performance in Kenya's Rachuonya district observed that there exists a negative attitude towards the integrated approach, content of the subject and instructional materials used in the teaching of integrated English. This study also revealed that there is a weak positive relationship between teacher attitudes towards integrated English and their teaching performance.

In addition, Lufungulo (2015) conducted a study in Zambia on the primary school teachers' attitude towards ICT integration in Social studies. This study aimed at finding out the primary school teachers' attitudes towards the integration of ICT in the teaching and learning of Social Studies. The conclusion to the study was that the teacher's attitude was responsible for the success or failure of a new innovation in education. It further established that the primary school teachers held positive views towards the integration of ICT in the teaching and learning of social studies.

The study mainly attributed this to the training that primary school teachers had undergone with ischool and Impact Network on the usage of ICTs in the subject area.

In light of the above studies, it can be concluded that regardless of the subject or course under study, teachers continue to have negative attitudes towards an integrated curriculum approach and that attitude has a bearing on students' attitudes and subject performance. For this reason, this study seeks to find out the strategies that teachers at the selected secondary school in Lusaka district have put in place to manage their attitude towards the integrated social studies curriculum at junior secondary level.

2.4.5 Teachers' Understanding of Educational Change.

Teachers are an essential ingredient to educational change. Ofufuena (as cited in Olatunde 2009) postulates that, no matter what amount of resources we put into the nation's education system, without properly prepared and motivated teachers, we can never expect anything from the system.

Hawes (as cited in Malusa 1985), claims that a new program in curriculum development entails not just the need for new attitudes but also new knowledge and new skills. Therefore, it would be wrong to assume that those teachers in the classroom will automatically pick up the new skills and knowledge without further training. Unfortunately, at the introduction of the revised social studies curriculum at junior level, it was assumed that teachers of civic education, history and geography would just pick up the expected new skills and knowledge without any further training.

Moreover, the problem of lack of retraining of the teachers is compounded by the fact that even those teachers who have trained after the introduction of the integrated social studies have no knowledge of the concept of integration as the overall arrangement and execution of the social studies course in the universities today divides the course into History, Geography and civic education. The extract below tersely castigates this paradox;

No matter how convincing the reasons might be, the moment tutors decide on conceptualizing the subject (course) back to the individual disciplines, the first important feature of the subject integrated approach which makes the subject different from what had been taught in the past, starts to disappear. Then as tutors go to the classrooms, each

with their own share to teach their own way, the concept of integration not only remains unattended to but also loses its significance to the trainees. What knowledge, skills and attitudes can the trainees get out of this as far as the concept of integrated approach and its practical implications are concerned? How can graduates of such training properly handle an integrated subject without getting adequate knowledge and skills about integration? How can such graduates have a favourable attitude towards integrated approach when it actually poses to them a formidable challenge for which they are not adequately prepared? (Ali 1994: 64).

According to Macharia (2011), a growing body of research suggests that schools can make a difference and a substantial portion of that difference is attributable to teachers. Recent studies of teachers' effectiveness at the classroom level using the Tennessee Value- Added Assessment System and a similar database in Dallas and Texas have established that differential teacher effectiveness is a strong determinant of differences in student learning. The studies further revealed that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those assigned to several highly effective teachers in sequence.

Coupled with teacher effectiveness is teacher knowledge. Allgood and Waltad (1999), albeit with a sample of 12 teachers, convincingly demonstrate that a teacher's knowledge in economics affects student performance. A teacher that possesses sufficient knowledge of content will be enthusiastic about the subject. In view of this, Marlin (1991) argues that students with teachers more enthusiastic about teaching economics score higher on measures of knowledge of economics.

Echoing the same sentiments, Dills (2008) proved that teacher knowledge affects student learning by surveying teachers and their students in South Carolina. The study established that teacher knowledge of economics positively and significantly affects student learning. Student score gains were found to be proportional to an increase in teacher knowledge. In relation to this, Ineke et al (2009) noted that some of the teachers in the study evaluated their competencies at the start as insufficient. With this, they expressed their feelings of insecurity; lack of self-confidence, rooted

in their unfamiliarity with specific topics and/or new teaching methods at the start of the innovation. Those teachers who evaluated their competencies at the start as insufficient latter on after a few years with the qualification sufficient, expressed their improved feelings of self-confidence as a result of learning and practicing new topics and activities in the classroom (Macharia 2011).

In Addition, Helen et al (1995) are of the view that the learners who had been taught by teachers with little or no experience in agriculture had lower scores than those taught by teachers who had experience in agriculture. They observed that the knowledge level of the teacher is an important factor in the teaching of agricultural concepts.

In trying to understand how primary school teachers manage science, Appleton (2003) argues that primary school teachers typically lack science content knowledge and consequently the science pedagogical content knowledge (PCK) that enables them to teach science. Aspects of a group of beginning primary school teachers' science teaching practices were consequently examined with a view to better understand the basis of their practice. Specifically, PCK and its relationship to "activities that work" were considered and illuminated by findings about activities that work from a separate study with practicing teachers. The main assertion arising from this study is that activities that work have a close relationship with science PCK. A number of implications for the junior secondary social studies integrated curriculum emerge from this assertion. These include considerations for pre-service teacher education integrated social studies courses and the nature of the junior secondary integrated social studies curriculum.

One of the most important conditions behind the successful implementation of changes in the curriculum as echoed by many writers and most researchers is the preparation of implementers. It is of prime importance that implementers understand what they are expected to do. For this reason, courses must be planned for implementers with the aim of keeping them abreast of the new development (Anyona 1990).

Categorically put, Gichuki (2007) postulates that the quality of a learner's acquisition depends on the quality of the teacher's input. Therefore, the teacher's competence influences the quality of performance at the end of the course.

Mbugua (1987) in her study of factors affecting the implementation of integrated social studies in primary teacher colleges in Kenya tersely argues that the teachers have to be in-serviced because not only do they have to manage the new curriculum change and its organization which was not envisaged in their initial training but also with the new methods of handling this change in curriculum. The study also established that teacher preparation should be seen as a priority before curriculum changes are made in schools. Also revealed in the study was that lecturers of the new course felt that it was unfair to force them to teach something they were not competent in. moreover, lecturers were not able to relate geography, history and civics in a sequential manner. On the contrary, they preferred to teach more topics from their specialization and ignored others.

In a similar case, in her study on the factors affecting the effective implementation of integrated home management, cookery and textiles (home science) in Kenya's secondary schools, Rombo (1998) observed that pre-service education offered to teachers had loopholes which led to incompetent teaching. The study also highlighted that with the merging of the three areas of home science, teachers felt inadequately equipped to cover areas not so familiar to them.

In comparing teacher competence to availability of resources, Rombo (1989) is of the view that if the teacher is not competent, the provision of these resources would be a waste. Consequentially, it is imperative that before the resources are provided, teachers are equipped with the relevant knowledge to enable them handle all the areas of the subject.

Omollo (1990), Muutu (1993) and Magoma (1999) agree that in as far as the teaching of an integrated curriculum is concerned, among other things; teachers are hampered by lack of knowledge of the concept of integration.

A more recent study by Samwimbila (2017) in Zambia's Mufumbwe District reveals that teachers implementing the revised 2013 social studies curriculum still have inadequate knowledge on integration. In this study, the researcher employed qualitative research approaches and applied the descriptive research design with an orientation to the phenomenological perspective. Additionally, Purposive sampling procedures were used to select the sample from five secondary schools in Mufumbwe District. To collect the needed data, the researcher used semi-structured interview guides. This enabled him to explore emerging issues during the interviews. Furthermore, for data

analysis, the researcher employed thematic descriptive analysis where emerging topics/themes were coded based on the various aspects of the researcher's objectives. Utilising the highlighted methodology, Samwimbila (2017) concluded that the teachers' attitude towards the revised social studies was negative and that they faced a variety of challenges which impeded the successful implementation of integrated social studies in Mufumbwe districts.

The above discussion has clearly established that both content knowledge and pedagogical content knowledge are imperative for a teacher's effectiveness in the classroom. This study seeks to find out how the teachers are managing the challenge of understanding the concept of integration and difficult content especially because as noted earlier, teachers were not in-serviced and the training colleges have not revised and restructured training to cater for the integrated social studies curriculum.

2.5 Teachers' Strategies Managing Challenges in Curriculum Innovation.

Educational organisations and systems have been characterized by ongoing changes. Motivated by the desire to improve the efficiency and effectiveness of the educational services, 'educational change' in form of imposed and mandated changes to policy, practice and resource allocation has become common. Educational change impacts on those working within these systems. Teachers in their roles as educators are especially challenged by educational innovations. Teachers are not only expected to persevere in their performance of teaching duties, but are also required to implement, at school-based level, new initiatives and reforms mandated by the organisations they work for. Educational change in the work place impacts on teachers' beliefs and practices, influencing their ability to cope. This entails that the teacher's ability to remain productively engaged in the act of teaching is adversely affected by educational changes (Symile 1999). The approach teachers adopt to manage the implementation of the mandated educational change also determines their ability to maintain professional engagement and competence as well as job satisfaction, a work-life balance and personal wellbeing (Macharia 2011).

Kilgallon and Maloney (2008) in a study on how early childhood teachers manage educational change in Australia established that early childhood teachers' ability to cope during the implementation of mandated educational change was influenced by a lot of factors. Participants were able to describe how these factors impacted on their daily teaching practice, influencing their

ability to manage the implementation of the imposed changes and their ability to be sustained in the teaching profession. Among these factors are:

2.5.1 Attitude to Educational Change

In this study, early childhood teachers expressed the belief that having a ‘positive attitude’ towards imposed changes to educational policies and practices was critical to their coping with the implementation of reform at school-based level. An estimated half of the participants (50.8%) in this study highlighted that accepting educational change as part of their teaching role led them to maintaining a positive focus on impending changes, to being proactive in seeking information and becoming involved in the change process. Moreover, 4.8% of the focused group participants claimed that where possible, they tended to avoid educational change, particularly; ‘changes for change’s sake’. These teachers also revealed that they coped best through maintaining a positive attitude.

Furthermore, 9.5% of the early childhood teachers in this study indicated that they were intrinsically motivated to become involved in the early stages of the implementation of educational reform. Participating in educational committees at school-based, district-wide or national-wide level helped them understand the rationale behind, and ramifications of impending changes. Through early involvement in the process, these teachers were able to focus on the long-term benefits of educational reforms and maintain their positive attitudes towards the implementation of change.

2.5.2 Work and Professional Colleagues

Early childhood teachers’ work and association with professional colleagues were also identified as key factors contributing to teachers’ coping with the implementation of educational change. In relation to this study, 49.2% of the early childhood teachers described how their colleagues including education assistants, provided moral and physical support in implementing changes to classroom practice. In addition, Professional colleagues acted as source of clarification of proposed changes, sharing their knowledge and suggesting practical strategies.

2.5.3 Approach to Implementing Educational Change

This study established that the approach early childhood teachers adopted when implementing educational change also impacted on their coping abilities. 30.1% of the participants revealed that rather than accepting proposed changes on face value, they rationalized the worth of the reforms and were selective in their implementation.

Furthermore, 20.6 % of the participants disclosed that prior to the implementation of the change, they sought information on what the proposed change involved and then engaged in professional dialogue with peers and conducted reflective thinking to determine how the proposed changes impacted on their pedagogical beliefs and practices. It is through reflective thinking that these early childhood teachers recognized their own limitations and made decisions regarding what changes they could feasibly accommodate in their daily teaching practice. Correspondingly, Self-awareness and realization as well as traits associated with a competent emotional intelligence contributed to their coping with change. Moreover, another 20.6% of the participants pointed out they adapted the change process to suit their current circumstance.

2.5.4 Professional Development Sessions and Affiliation.

According to this study, almost 30.1% of the participant's identified that attending professional development sessions enhanced their ability to manage the implementation of educational change. Such changes not only informed early childhood teachers of proposed changes but also provided them an opportunity to engage in discourse with professional peers and clarify their understanding of what was involved in implementing proposed reforms.

Participants also described how 'accessing experts in the field' through attending quality development sessions and affiliating with professional associations contributed to their gaining an in-depth understanding of proposed changes. Having a big picture by knowing the rationale behind educational changes provided the teachers with a sense of direction, a shared vision, sustaining their motivation to change and exhibiting commitment to the change process. Additionally, knowledge gained from such sources formed the basis of discourse with professional peers and reflective thinking, facilitating their rationalization of personal pedagogical beliefs and practices and the impact of proposed reforms. These findings affirm the view that professional development

sessions and opportunities for professional networking are significant contributors to the successful implementation of educational change.

2.5.5 Role of the Line Manager

Line managers who in this case were primary school head teachers also played a significant role in early childhood teachers' coping abilities. Participants indicated that while line managers did not provide them with direct support every day, those who were influential did offer them opportunities for professional development and attendance at functions involving networking with professional colleagues. Participants also appreciated line managers who involved them in decision making processes within the school and kept them informed of impending changes.

The above study highlights pertinent issues that curriculum developers should consider in the face of a curriculum change so as to ease the coping/managing process of the implementers. Among others, these issues include: professional development, professional support, instilling the right attitudes and a careful approach to implementation. This literature suffices to shed light on the situation that should have prevailed in the implementation of integrated social studies as none of the above was done to prepare teachers of integrated social studies at junior secondary level.

In relation to the above, in a study by Sander (1992) conducted in Florida, experienced high school science teachers gave suggestions on how to manage the demands of teaching a science subject for the first time. A teacher in this situation has to prepare each class with lesson plans and illustrative materials to give structure to the lesson. The teacher must also capitalize on what is familiar, but unfamiliar subject matter must be researched more thoroughly. There is no harm in using methods that one is comfortable with. However, one must be flexible enough to listen to students' comments and modify method as need arises (Macharia 2011).

In view of the above, those teaching social studies but lack the needed experience to do so can make use of the aforementioned tips so as to cope/manage the delivery of content in the classroom. The focus of this study will be to delve deeper into how teachers of integrated social studies at junior level at the selected school in Lusaka district deal with specific challenges of teaching integrated social studies. This is something that none of the reviewed studies above accomplished.

2.6 Summary

This chapter has dealt with each challenge of teaching integrated social studies and other disciplines and what several studies have shown about these challenges in relation to teacher competence and student performance. It has also looked at various strategies which new science teachers and early childhood teachers used in the face of educational change in the USA. However, the studies had not given any insights on how teachers manage these challenges. The study on coping/managing mechanisms is foreign and not specific to any subject. For this reason, this research restricted itself to investigating the strategies which the teachers of integrated social studies at school x of Lusaka district have adopted so as to manage the challenges they face in teaching social studies at junior secondary school level.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

This section covers research design and methodology. The chapter is organized under the following sub-headings; Introduction, research design, the study locale, target population, sample and sampling procedures, research instruments: the interview schedule, piloting of research instruments, reliability and validity of instruments, data collection procedures and analysis.

3.2 Research Design

According to Lay (1996), a research design is an outline, a scheme or a plan of how research will be carried out to enable the researcher answer the research questions. In light of this, this study employed the descriptive survey design to investigate the strategies that teachers of social studies had put in place so as to manage the challenges of teaching integrated social studies at junior secondary level. By using the descriptive survey design, the researcher was able to collect data and explain phenomena more deeply and exhaustively to support the findings. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret information for the purpose of clarification, Luck and Reuben (as cited in Orodho 2005).

Moreover, Orodho (2003) regards a descriptive research design as a conceptual structure within which research is conducted or planned to be carried out. It is perceived as a set of logical steps through which a researcher answers the research questions. It has the ability to determine the type of participants, how data needs to be collected, analysed and interpreted to support findings. Mugenda and Mugenda (2003) regard the descriptive survey design as one which is reflective and accommodative to a human mind. Because of the aforementioned attributes, the descriptive research design was used in this study to help the researcher collect information regarding the attitudes and opinions of teachers of social studies at junior secondary level in relation to the strategies that they had put in place to manage the challenges of teaching integrated social studies. This study employed a descriptive research design utilizing qualitative approaches with an orientation to the phenomenological perspective.

According to Patton (2002), a descriptive design utilizes qualitative approaches due to its theoretical underpinnings as it regards the differences in individual perceptions and uniqueness in interpreting the phenomena. Qualitative research which is exploratory in nature enables the researcher to enter the field with an open mind. It provides a contextual understanding of the lived experience from participants (Brock-utne 1996). Moreover, Patton (2002) is of the view that descriptive research offers more proof, concrete and convincing information to the researcher than statistically powered generalized and replicated findings.

3.3 Research Site

The research site was a government secondary School in Lusaka District on the Lusaka province. The selected secondary school had three streams for grades 8 and 9, and seven streams at senior secondary: grade 10, 11 and 12. According to Singleton (1993), the ideal setting of any study should be easily accessible to the researcher and that which allows mediate rapport with the participants. The researcher conducted the study in Lusaka district because of its accessibility and the fact that the researcher worked there and had been doing so for quite some time.

Wamahiu and Karugu (1995) are of the view that sometimes being familiar with the research site helps in gaining acceptance. This is because if participants are consistently hostile and indifferent towards the researcher, the research cannot proceed. Thus, the researcher chose the area and school in particular because she was familiar with both the region and the school.

3.4 Target Population

The target population was all grade 8s, 10s and 11s inclusive of all the teachers in the social sciences department at the selected secondary school. Each stream at junior secondary had a minimum of 40 pupils, while streams at senior secondary had a minimum of 55 pupils per class. Therefore, the total target population of the learners was approximately 890 while that of the teachers in the social sciences department was 28.

The target population was inclusive of all teachers of in the social sciences department as they were the key implementers of the revised social studies curriculum. The Head of department: social sciences was targeted as he/she provided the needed administrative data.

3.5 Sample Size

Cohen and Manion (1994) are of the view that in qualitative research, the sample size is likely to be small. Moreover, Orodho and Kombo (2002) argue that a sample is a number of individuals or objects from a population, containing elements representative of the characteristics found in the entire group. In view of the above, in this study, the sample was a convenient sample constituting three social studies teachers who at the time of the study were teaching social studies in its integrated form and who also taught civics, geography and history as individual subjects before the integration. Furthermore, 3 learners were selected from grade 8, 10 and 11 respectively. For the Grade ten and eleven classes, only those classes which had a minimum combination of two of the subjects under review: History, Civic education or Geography were considered for the study. This was done in order for the pupils to be able to compare their lived experiences of integration at junior level and their current experience at senior level where the aforementioned subjects are taught individually. The Grade nine and twelve pupils were excluded from the study to allow them prepare for their summative examination which are scheduled nearly at the same period that the researcher intended to collect the data. Also, included to the sample was the Head of department social sciences. This brought the proposed total number of participants used in this study to 13.

3.6 Sampling Procedures

According to Kothari (2002), sampling is a process of drawing research objects/participants from a population. In this study, non-probability sampling techniques and simple random sampling were employed. As Orodho (2008) postulates, non-probability sampling is a sampling technique where the odds of any member being selected for a sample cannot be calculated: it relies on the subjective or expert judgment of the researcher to select units that are representative or typical of the population. The general strategy is to identify important sources of variation or criteria in the population, and then to select a sample that reflects this variation. In purposive sampling, the subjects are chosen according to a certain specified criterion (Orodho, 2008). In view of this, Mugenda and Mugenda (1999) categorically state that a researcher who proposes to use purposive sampling must specify the criteria for choosing the particular cases.

In relation to the above, the researcher used purposive sampling to select the school which met the following criteria: a government secondary school with a supper grade one ranking. In

addition, the researcher employed convenience sampling to select the HoD social sciences owing to the fact that as per Ministry of Education gazette of school organizational structure, only one person was recommended to fill up this position. Thus, the unavailability of a sampling frame is what motivated the researcher to conveniently sample the HoD social sciences.

According to Silverman (2005), purposive sampling allows the researcher to select participants because they possess the ability to elucidate a specific theme, concept or phenomenon which is of interest to a particular study. In view of this assertion, this study purposively selected teacher participants based on their availability, specialization (priority was given to those that taught history, civics and geography at junior level), and experience. In this regard, of the teachers of social sciences that were available at the time of data collection, the researcher started by selecting those that taught history, civics, and geography at junior level. Out of those, the researcher narrowed down the selection to single out teachers that taught the aforementioned subjects before and after the integration.

On the other hand, the researcher employed simple random sampling to select the pupil participants from the targeted population. Seeing that the population of pupils who met the researcher's criteria to be selected in the sample was high, the researcher used the school registers for grades 8, 10 and 11 to pick the median (the pupil in the middle of the register) pupil from each stream of every grade respectively.

3.7 Data Collection Instruments

3.7.1 Semi-Structured Interview Guide

In any study, interviews generally help the interviewer cover all the dimensions of an investigation through probing of participants. Moreover, Kerlinger (1983) notes that more people are willing to communicate orally than in writing and therefore readily provide more data than in questionnaires. Therefore, the researcher utilized a semi-structured interview guide to collect data from the HoD, the teachers and the learners. The researcher's justification for proposing to use the semi-structured interview guide was that having a guide would help the researcher avoid diverting from the research objectives. Furthermore, the researcher was of the view that the semi-structured interview guide would present an opportunity to the participants to bring in aspects which may be relevant

to the study but may have been overlooked by the researcher. In relation to the above, the researcher used the semi-structured interview guide during the one-on-one interview with the HoD and the 3 teachers, and during the focused group discussions with the learners.

The interview guide had four parts. The first part dealt with the respondents' demographic data. The other three parts of the interview guide arose from the research questions; Part one contained questions relating to the teachers' understanding of the rationale for integrating civics, geography and history into social studies. The second part had questions relating to managing the available resources. Part three covered questions on challenges, if any, that teachers of integrated social studies were facing.

3.7.2 Observation Guide

According to Satyanarayana (1993), observational research is pivotal owing to its ability to satisfy the research objectives by capturing relevant events and participants along with the constructs of interest within their natural settings. In view of this, the researcher used the observation guide to observe a lesson in social studies. While doing so, the interest of the researcher was on the value and use of teaching materials by both the learners and the teacher during the lesson.

3.8 Piloting

The interview guide was piloted at one school in Lusaka district. A teacher of social studies at junior secondary level and the HoD social sciences at the same school were involved. This was in line with Orodho (2005) who advises that piloting should be done with a small representative sample identical to, but not including the group that the researcher is going to survey. Piloting helps to establish whether the wording is clear, whether the respondents interpret the questions the same way and whether there is research bias. It is also done to determine the reliability of the data collection instrument (Orodho 2005).

3.9 Reliability

Reliability of measurement is concerned with the degree to which a particular measuring procedure gives similar results over repeated trials (Orodho 2008). The piloted interview guide was administered to the same teachers and head of department at a selected secondary school after a period of one week. The responses were scored manually and a comparison between answers

obtained during the two different times were made. A person product momentum formula for the test-retest was employed in order to establish the extent to which the contents of the instrument were consistent in eliciting the same responses the two times the instrument was administered. According to Orodho (2008), a correlation co-efficient of about 0.80 should be considered high enough to judge the instruments as reliable for study.

3.10 Validity

Validity is the degree to which measures of a concept accurately represent that concept (Orodho 2005). In this regard, the principle of validity requires that we ask quite genuinely whether the items in the measuring instrument singly or collectively represent what they are supposed to measure. Orodho (2008) notes that content validity is a non-statistical method used to validate the content employed in the data collection instruments. The researcher established content validity by seeking expert judgment from the research supervisor. The supervisor was given to examine the interview schedule and provided feedback. The recommendations which made by the supervisor were incorporated in the final interview guide..

3.11 Data Processing and Analysis

The analysis of data requires a number of closely related operations such as establishment of categories, coding, tabulation, description and creation of themes among others. According to Ary et al (2006), qualitative data analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, and theories about how and why the relationships appear as they do and reconnect the new knowledge with what is already known.

In this study, the researcher analysed the data qualitatively using descriptive thematic data analysis approach. From the responses that were obtained from participants, the researcher looked for emerging themes, assigned them codes, classified them and then integrated them into a text report. The emerging themes organized into various aspects of the study based on the research objectives. To summarize the data and present the results, basic tabulated descriptions and simple graphical displays were used.

Research findings and the conclusion of the study were drawn with the help of information obtained from the interview guides. Lastly, the recommendations of the study were drawn from the research findings and the conclusion.

3.12 Ethical Considerations

Clearance for the study was obtained from the Research Ethics Committee of the University of Zambia. The researcher obtained consent from the District Education Board Secretary and the Head teacher in charge of the selected secondary school to interview the head of department: social sciences, the teachers of social studies and the learners. The researcher introduced herself to the participants and made known to them the purpose of the study. Participation was voluntary and everyone was made aware that they were free to withdraw their participation provided that they were not comfortable. Moreover, Issues pertaining to confidentiality and withholding of participants identities were also taken into account.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

This chapter presents the findings of the study. The study aimed at establishing the strategies that the teachers of social studies at school x of Lusaka district have adopted to manage the challenges of teaching social studies at junior secondary level. The chapter is organized under the following research objectives; understanding of the rationale for integrating Civics, History and Geography by teachers of social studies at school x, ascertaining the value of instructional resources in the teaching of social studies and establishing the challenges, if any, that teachers at school x are facing in teaching social studies.

4.2 Demographic Information of Pupil Participants

A focused group discussion was held comprising three learners from each stream at grades 8, 10 and 11. All pupil participants in the study were female as the selected school was a girls' secondary school. The ages of the participants ranged from 11-13, from 14-16, and 15-17 for the grades 8, 10 and 11 respectively.

4.3 Demographic Information of Teacher Participants

The diagram below summarise the participants biographical data and their teaching experience.

Table 1. Biographic Data of Teacher Participants

	<i>HOD</i>	<i>Teacher 1</i>	<i>Teacher 2</i>	<i>Teacher 3</i>
<i>Gender</i>	Female	Female	Male	Female
<i>Age</i>	41	42	32	44
<i>Qualification</i>	Degree	Degree	Masters	Diploma
<i>Teaching Experience</i>	19 Years	20 Years	7 Years	20 Years
<i>Experience teaching social studies at junior secondary</i>	None	7	4	5

4.3.2 Participants Level of Education

Of the four teachers interviewed (including the head of department), one had a Master's degree in spatial planning obtained from the University of Zambia, two were bachelors of arts degree holders also obtained from the University of Zambia, while one was a diploma holder in pursuit of a bachelor's of arts degree in education from kwame Nkruma University.

4.3.3 Participants Level of Teaching Experience

Out of the 3 teachers of social studies interviewed, 2 of the teachers had been in service for over 20 years. Of these, one had taught social studies for 7 years at primary school level before upgrading her qualifications to diploma and was subsequently elevated to teach at a secondary school where she had taught civics as an independent subject for 7 years prior to the integration. Following the integration, the teacher in question had spent 5 years teaching civics as a component in social studies.

4.4 Level of Understanding of The Rationale for Integrating Civics, History and Geography by Teachers of Social Studies at School X.

The first objective of the study was to establish the teachers understanding of the rationale for integrating civics, geography and history into social studies at junior secondary level. In a quest to investigate the stated objective, teachers were asked about their understanding of the rationale for integrating civics, history and geography at junior secondary level. The teachers who were interviewed during the study advanced the following as the rationale for integrating civics, history and geography at junior secondary level:

- (a) Existing Interrelationships among the three subjects
- (b) The need to create space on the formal school curriculum to accommodate other subjects.

The above factors were pointed out as the rationale for the integration of the three subjects at junior secondary level.

4.4.1 Existing Interrelationships Among the Three Components

All the teacher participants in the study revealed that the three subjects could have been integrated because certain topics within these subjects were interlinked and sometimes repeated in individual subjects hence the need to integrate and avoid repetition of the

content being taught to the learners. In line with this, one teacher participant, a bearer of a bachelor's degree in education, who had taught for over 22 years with a primary school teaching experience, indicated that:

I am personally not aware of the exact reason the Ministry of Education decided to integrate the three subjects into one. However, I feel that probably the rationale for the merge was to create a linkage in the subjects seeing that they are all social sciences. When pupils get to learn civics, they should be able to link that knowledge to the geography of the environment as well as link the current happenings in the environment (civics) to the past which is history. This helps to build an understanding in the learners that these three subjects interact with one another.

In line with the above reasoning, another teacher with a Bachelor's Degree in geography, who has spent 18 years of her teaching experience teaching geography as a single subject and four years teaching it as a component in social studies affirmed:

During a certain workshop, one of the reasons we were given as justification for integrating civics, history and geography into social studies was that the three subjects fell under the same discipline; social sciences. Hence, they had the same school of thought and all of them had man as the centre and focus of study.

She further went on and said:

at times one may find that certain topics are repeated in geography and history, for instance, the topic 'population' is discussed in geography as well as in history.

From the above responses, one can deduce that the teachers considered the existing interrelationships among civics, history and geography as the rationale for the integration of the three subjects at junior secondary level.

4.4.2 The Need to Create Space on The Formal School Curriculum to Accommodate Other Subjects.

The teachers who were interviewed felt that the Ministry of Education decided to merge civics, history and geography into one subject: social studies, to create enough space on the school

curriculum to accommodate other subjects such as business studies and information communications technologies (ICTs) which are seemingly significant for ones survival in the 21st century global village.

In light of the above, the HoD, who has been in service for over 20 years and is a bearer of a Bachelor's Degree in education with a single major in Religious studies said:

I have heard of so many reasons that have been advanced for integrating civics, history and geography into social studies. However, one that still stands for me is that integration was one way by MOE to introduce other subjects on the formal school curriculum which society considered to be important. As it where, it was not going to be possible to bring in subjects like ICTs because the children were going to be overwhelmed by so many examinable subjects. Therefore, by collapsing three examinable subjects into one, space was created to fuse in ICTs and business studies which are very important for the learners' survival following the current emphasis on a global perspective in education.

In relation to this, one teacher participant with a single major in geography at degree level and who has been teaching for 24 years highlighted:

They merged the three subjects into social studies probably because they wanted to add other subjects on the school curriculum. I remember one time I posed this question at a certain teacher gathering and the response was that there was need to have a broader curriculum which would equip learners with the relevant skills to better handle the challenges of living in the 21st century. Thus, integration paved way for the addition of other subjects to the formal school curriculum.

The findings show that teachers had a problem understanding the rationale for curriculum integration at junior secondary level. All four teacher participants admitted to having a challenge in understanding the actual intentions by MoE for curriculum integration at junior secondary. However, all the four teacher participants cited integration at junior secondary level as a means by MoE to help create room for other subjects on the school curriculum seeing that we lived in a revolving world influenced by technology and other global forces. In addition, the teachers felt

that integration at junior secondary school level was motivated by the fact that there exist interrelationships and interlinks among the three subjects seeing that in all three components, man was the centre of focus.

4.4.3 Strategies for Managing the Challenge of the Teachers Understanding of The Rationale for Integration

All teacher participants in the study admitted to the challenge of understanding MoE's rationale for integrating civics, history and geography at junior secondary level. In view of this, one male teacher aged 32, bearer of a master's degree and who has been in service for nearly 7 years stated:

There seems to be a disconnection in the full expression and execution of the supposed intention of social studies between the formulators and the implementers of the social studies curriculum. So many gaps about 'why' 'how' and 'who' exist in as far as social studies is concerned.

In relation to the above, seeing that teachers had a challenge of understanding the rationale for integrating history, civics and geography at junior secondary school level, the researcher interrogated the teachers' strategies for managing the challenge of understanding the rationale for integration at junior secondary school level. Correspondingly, a question was asked as to what measures can be put in place to help teachers understand the rationale for teaching social studies in its integrated form. The following were cited as means of enhancing the teachers' understanding of the rationale for integration

- a) Attending seminars and workshops
- b) Sharing ideas with neighbouring schools
- c) Consulting colleagues
- d) Research
- e) Having continuing professional development sessions (CPDs)
- f) Team work

4.4.3.1 Attending Seminars and Workshops

All the teachers of social studies that were interviewed stated that attending seminars and workshops relating to social studies would help to enhance their understanding of the rationale for

teaching social studies in its integrated form. A male teacher who had been in service for 7 years and had taught geography in its integrated form for 4 years said:

owing to the fact that there seems to be a gap in understanding between the social studies curriculum formulators and 'us' the teachers who are the actual curriculum implementers, I strongly feel that there is need to frequently host seminars and workshops to give an opportunity to the teachers of social studies to present their misgivings on, to clear misconceptions about and to broaden their understanding of why the three subjects were integrated and what is expected of the teachers.

In relation to the above, the HoD social sciences alluded:

Clearly to some extent, teachers do have a challenge understanding the rationale for integrating the three subjects into social studies. Yes, workshops can be organized but the frequency of hosting these workshops leaves much to be desired. People from CDC only called for these workshops when the 2013 revised school curriculum was being introduced and since then, they have disappeared into thin air. However, it is now that these problems of integration are being realized and majority of the teachers have no-one to answer to the many questions, they might raise that such meeting are needed.

Asked whether her department has taken interest in extending an invitation to CDC to come and address some of the teachers' concerns, she said:

As a department we have not taken the initiative through the head teacher to invite CDC or any subject specialist to come and address the teachers concerns relating to social studies. However, it is something I will consider because I believe that it is through such interactions that we will broaden the teachers understanding of some of the actual intentions of curriculum changes like integration.

In view of the above, a female teacher aged 32, when asked if she felt workshops were instrumental in broadening the teachers' understanding of the rationale for integrating social studies at junior secondary level, her first reaction was to look at the interviewer as if to pose the question: don't

you know what happens with workshops? With a more solid tone in her voice and a serious look on her face, she had the following to say:

Workshops can be organized, but the real question is: are they attended by the right people, the people that actually teach social studies and interact with the learners? I ask this because experience has it that when it comes to workshops, often times, the people that usually go to these workshops do not even teach the subjects under discussion. Moreover, no effort is made to even communicate and teach others whatever it is that could have been learnt.

From the above, it was realized that teachers felt that attending workshops and seminars relating to social studies was one way of broadening their understanding of the rationale for teaching social studies in its integrated form. To this effect, the teachers also echoed the need for teacher inclusiveness in education policy formulation and not just policy implementation as this resulted in the teachers having limited knowledge about the actual scope of educational innovations they implement.

4.4.3.2 Sharing Ideas with Neighbouring Schools

Nearly all the teachers talked to during the study revealed that sharing ideas with social studies teachers from neighbouring schools has helped them to broaden their understanding of the rationale for integrating social studies.

In relation to this, the HoD said:

As you may be aware, very little teacher preparation was done prior to the implementation of the 2013 revised school curriculum. We had very little knowledge of what was expected of us. Nevertheless, we were required to implement the changes in the new curriculum. Owing to this, we had to consult the neighbouring schools to see how they were teaching social studies and localize their ideas to suit our context. Teachers of social studies held several meetings with their counterparts from the neighbouring schools to brainstorm a number of issues relating to social studies. Through such gatherings, our understanding of motivation to integrate the three subjects has been enhanced.

4.4.3.3 Consulting Colleagues

The other notable strategy used by the teachers at school x to broaden their understanding of the rationale for integrating civics, history and geography at junior secondary level as revealed by the responses was consulting their colleagues.

In view of the above, one female teacher, a 43-year-old that had served for over 22 years and who was also the guidance and counselling teacher at school x indicated:

Having been assigned to teach the geography component of social studies, I did not have the confidence to go to class and teach the learners in the early days of implementation. Therefore, I opted to call one of my friends: an old course mate from UNZA who works at ECZ as subject specialist to find out what their expectations from the learners were. Although social studies were not part of his scope of work, he was helpful enough to send me some information relating to social studies which helped me understand one or two things.

Another female teacher with a background of primary teaching and who was doing her undergraduate degree affirmed:

I have found colleagues at school (university) to be very helpful when it comes to teaching. With the technology we have now, the school Watsup group has proved to be very supportive in helping me handle some of the challenges I encounter in teaching social studies in its integrated form. Moreover, it provides the needed platform for us to share information relating to the courses we are studying as well as that pertaining to the teaching profession.

In addition to the above, the HoD confidently and boldly stated:

Personally, as HoD of social sciences, I have found the assistance from colleagues to be very helpful in understanding certain things relating to integration. At undergraduate study, I majored in Religious education while my minor was English. Therefore, I had very little understanding of why the three subjects were

merged because I did not have a strong background in any of them. However, through my interactions with colleagues at different forums, my understanding of the reasons advanced by MoE to integrate the three subjects has been broadened.

From the above, one can deduce that in order to broaden their understanding of the rationale for integrating the three subjects, the teachers had to consult their colleagues whom they thought would have more knowledge on the subject; integration. These included course mates from training colleges as well as others working at different levels of MoEs organizational structure.

4.4.3.4 Research

Research was cited as one of the means by which teachers broadened their understanding of the rationale for integrating civics, history and geography at junior secondary level. The teachers claimed that reading online sources and other documents relating to the 2013 revised school curriculum helped to increase their knowledge about the new curriculum, including the reasons advanced to merge and introduce other subjects on the school curriculum.

4.4.3.5 Having Continuing Professional Development Sessions (CPDs)

One of the strategies that the teachers admitted to as being helpful in broadening their understanding of the rationale for integrating history, civics and geography was having CPDs.

In relation to the above, a 32 year old male teacher, who once had the privilege to teach all three components of social studies after integration stated:

when I was first given to teach social studies, we were not sure how exactly it was going to be taught. Thus, since I happened to have done geography and history at undergraduate level, I was given to teach all the three components of social studies including civics. This became a challenge for me because there was so much about integration that I did not understand. Nevertheless, CPDs become my quickest means of accessing information about integrated social studies. Engaging the members of the social sciences department into debates of 'why' and 'how' about social studies brought a number of issues to my attention. Putting ideas and assumptions together as a department broadened my understanding on a number of issues, I was previously ignorant about in as far as social studies was concerned.

Through the ideas shared in the CPDs, I resorted to making it priority to always establish the link in these three subjects whenever I went in to teach. This was because I was convinced that among the fundamental reasons advanced for subject integration in social studies, the existing interrelationships among the three subjects were paramount.

4.4.3.6 Team Work

Team work was also disclosed as one of the strategies that can be used to broaden the teachers understanding of the rationale for integration at junior secondary level.

In view of the above, during the interview, the HoD was asked what strategies had been put in place to help the teachers with understanding the rationale of teaching social studies in its integrated form. In her response, she stated:

there are a number of deliberate measures that the department has put in place to help those teaching social studies to broaden their understanding of the rationale for integration at junior secondary level. Among these is that the teachers are encouraged to work as a team. Mid and end of term tests in social studies are set as a team. Moreover, marking of social studies test papers is in belt- form: were teachers of the three components sit together and each one marks his/her component after which they pass on the learner's script to the next person to do the same. Not only does this make work easy but it also provides an opportunity to support the notion of interrelatedness among the three subjects.

Conclusively, the first objective of the study was to establish the level of understanding of the rationale for integrating Civics, History and Geography by teachers of social studies at school x. in pursuit to achieve this objective, the teachers were asked what they understood as the rationale for teaching social studies in its integrated form. In view of this, the teachers cited the existing Interrelationships among the three subjects and the need by MoE to create space on the formal school curriculum to accommodate other subjects. Despite advancing the aforementioned as reasons for integration, all the teachers interviewed during the study blatantly expressed their concerns that information relating to MoE's rationale for integrating history, geography and civics at junior secondary level was inadequate. All four teachers sampled in this study alluded that in

their first years of implementing the integrated social studies curriculum, they felt ambushed by the 'system' as they had very little knowledge about why the three subjects were merged, how they were to be taught and by whom.

Given the above, the researcher further probed the teachers' Strategies for managing the challenge of understanding the rationale for integration at junior secondary school level. In view of this, the teachers cited attending seminars and workshops, sharing ideas with neighbouring schools, consulting colleagues, engaging themselves in research, having continuing professional development sessions (CPDs) and team work as being imperative in enhancing their understanding of the rationale for integration.

4.5 Value of Instructional Resources Used in the Teaching of Social Studies at School X

The second objective of this study was to ascertain the value of instructional resources in the teaching of social studies. In trying to investigate the stated objective, the participants were asked what teaching/ learning and curriculum support materials they knew, which ones were available in school and whether the ones available were adequate to meet the number of learners and the demands of the social studies syllabus. Furthermore, the researcher used a lesson observation guide to ascertain the adequacy and value of the instructional resources used in the teaching and learning of social studies at schoolx. From the responses given by the participants, the following themes emerged:

- a) The recommended text books for social studies were available and sufficient at school x.
- b) Inadequacy of the available teaching and learning materials to meet the objectives of the social studies syllabus.
- c) Lack of variety in the instructional resources used in the teaching and learning of social studies at school x.

4.5.1 Availability and Sufficiency of Text Books

In a quest to establish the ideal situation and compare it to the state of affairs at school x, the HoD was asked what teaching and learning materials she knew. To this, the HoD said:

there are a number of things that can aid the teaching and learning process in a classroom. These include the pieces of chalk, the duster, the black board itself, the

text books, flip charts, the models like that of the globe or the human digestive system, the televisions, the projectors, the radio cassettes, laptops or computers and charts which individual teachers can make using manila papers. All these can be used to aid the teaching and learning process in a classroom.

With the above response, the researcher was curious to know which of the teaching and learning resources from the given list were available in school. To satisfy this curiosity, the HoD was asked what teaching and learning materials for social studies her department was stocked with. With a somewhat tone of disappointment in her voice, yet with a smile similar to the one a struggling single mother uses to conceal her daily struggles from her children she replied:

As a department, I feel we can do better. Even though we cannot boast of having variety, I can safely say that we are sufficiently stocked with the basic teaching and learning resources. These are things like the text books: achievers and progress which are recommended for the effective execution of the social studies syllabus, chalk, dusters, atlases, and manila papers for the teachers to prepare charts and anything they may deem fit to help their learners enhance their understanding during lessons. Nevertheless, with time and more resources, we will continue to lobby for more so that we have whatever is needed for our teachers to teach effectively.

In relation to the above, another female teacher of social studies who at the time of the interview was acting geography section head said:

In terms of teaching and learning materials we have tried as a school to ensure that we adequately provide the basic teaching and learning materials. The chalk is provided throughout the year, our black boards are always in good shape and we have enough text books to guide us through some of the daily demands of the social studies syllabus. We may not have every teaching and learning material one can come up with, but what we have is sufficient for a resourceful teacher to help the learners enhance their understanding of concepts.

In affirming to the above, a male teacher aged 32 and teaching the history component of social studies stated:

For the government school that we are, I think we deserve a pat on the back because unlike other schools, here, recommended textbooks are not just available, but also sufficient to meet the population of learners we have. We may not be stocked with everything we may want, but we have what we need in terms of numbers.

The learners also shared their teachers' sentiments that there were enough books in school to help in learning social studies better. During the focused group discussion, a 13 years old grade 8 learner said:

at this school, textbooks are not a problem. We have enough books that sometimes we can even have them for a week to enable us copy notes or diagrams.

While smiling shyly, she continued:

when you are lucky, you can even get a book to yourself or you may be asked to share with your friend when luck is not by your side.

From the above, both the teachers and their learners stated that with regards to basic teaching and learning aids: chalk, black boards, dusters and textbooks, the social sciences department was sufficiently stocked.

4.5.2 Inadequacy of the Available Instructional Resources

One of the prominent arguments evident from the responses from the participants in the study was that much as the recommended textbooks for social studies were available and sufficient to meet the number of learners taking social studies at school x, the books were inadequate to meet the objectives of the social studies syllabus.

In view of the above, the HoD social sciences at school x had this to say:

Despite our sufficient provision of the recommended text books for social studies: Progress and Achievers, teachers still come back to ask if we can purchase more

of other books, especially Alisinda. This gives me the impression that the books we have fully stocked the department with, as per guide from MoE, are not adequate to meet the objectives of the social studies syllabus. This is a draw back because these books were prescribed to schools by officials from the ministry, but as it has turned out, these books are not adequate to help the teachers meet the demands of the social studies syllabus.

In echoing a similar statement, the 42 years old acting geography section head stated:

The problem I seem to have with the so-called recommended books is that they are very shallow in their approach to topics and even if one had to use the two books in unison, certain things which are critical to the learners understanding of a topic are left out. I find myself running back to Alisinda or the senior secondary books for geography in order to build a strong basis for the learners' understanding of certain topics. I am strongly of the view that the ministry did not do a thorough examination of these two books (Progress and Achievers) in relation to the objectives that the social studies syllabus demands.

In a similar pattern, a female social studies teacher who is upgrading to degree level, without any reservations said:

for civics, I find it challenging to teach because the books that schools were made to buy leave much to be desired. I feel that the whole design of the syllabus and the books that have been prescribed to meet the objectives of the syllabus do not speak the same language. One time I was so furious that after checking the grade nine final examination paper that my learners at the time were subjected to, 'money' as a topic was there. However, this topic was not even part of the syllabus, worse off; it has not even been mentioned in any of the two books.

Another notable observation made by the researcher during the lesson observation was that other than the textbooks issued to the learners (social studies Progress 8), the teacher had another copy which he was making reference to.

When asked why this was the case, the teacher responded:

this is my personal copy of Alisinda: a book we used to use when we taught geography independently. It is more detailed and offers a more comprehensive coverage of the topic 'weather and climate'.

To support the above reasoning, a 13-year-old outspoken and seemingly intelligent grade 8 learner blatantly stated:

One thing I don't like about these achievers and the progress books we use for social studies is that they are too brief. It's like they just want to give you an idea about something, not that you are supposed to really understand it. Sometimes when I have homework or when am trying to answer past question papers, I prefer to ask my elder sister who is doing geography in grade 12 to help out.

In relation to the above, 16 years old grade eleven learner who at the time of the study was doing geography and had done social studies at junior secondary level said:

looking at how wide some of the topics are at senior level and looking at how quickly we covered them at junior secondary, I think I can now look back and say that the books we used at junior secondary were shallow because now even when the teacher tells us that these things were done in grade nine, to me they just seem new and totally different.

From the above, all the teacher participants in the study admitted that the available books were inadequate to meet the demands of the social studies syllabus. Moreover, during the focused group discussion, the learners also alluded that the available books were shallow and did not provide enough information to enable them to fully understand the topics.

4.5.3 Strategies for Managing the Challenge of The Inadequacy of the Available Instructional Materials

Owing to the fact that participants in the study alluded that the recommended books for social studies were not adequate to meet the objectives of the social studies syllabus, the researcher probed the strategies that the teachers were using to manage the cited challenge. To this effect, the teachers revealed the following strategies:

- a) Extracting content from old syllabus reference books
- b) Giving homework and assignments to learners
- c) Buying personal to holder teaching and learning materials
- d) Printing and photocopying materials.

4.5.3.1 Extracting Content from Old Syllabus Reference Books

From the one-on-one interview with the teachers, one of the common strategies that the teachers of social studies at school x used to manage the challenge of the inadequacy of the prescribed books to meet the objectives of the social studies syllabus was to extract content from the old syllabus reference books.

For instance, when asked what measures he has put in place to deal with the cited challenge, the 32 years old male teacher hastened to say:

Seeing that a teacher is expected to be resourceful, I do not hesitate to extract valuable content from the Alisinda book. One thing we cannot take away from the old text books for geography prior to integration is their attention to detail. The old geography syllabus text books are very comprehensive in turns of content coverage. That is why even in the aftermath of integration, they have still proved useful.

Additionally, a 42-year-old teacher of the history component of social studies alluded:

When it comes to history, one book I have always relied on to deliver successful lessons is “Hantobolo.” Despite not being among the recommended books for the history section of social studies, this book is very handy. Not only are the explanations detailed, but it also depicts the past very well. Even when I want to show the learners a picture of the early men, I just extract from the same book and ask the learners to replicate the same picture and stick it in their books.

To validate the teacher responses, a 14 years old grade 8 learner said:

Sometimes the teachers ask us to copy notes from the same textbooks. However, often times we are told not to do so as the teachers give us notes different from the

ones in the text books we use. Some of the notes we write are not found in either progress or achievers.

She went on further to state:

most of the diagrams we have in history, our teacher just photocopies from another book and asks us to make copies to stick in our note books.

In addition to the above, another 13 years old learner while covering her face as if to hide her shame and giggling as she spoke revealed that:

One time I wanted to make my geography teacher happy because she always checked our books to see who had written notes and who hadn't. So, I went ahead and copied notes for the next topic without her permission. To my surprise, she was upset and punished me that I should not always copy the notes from the textbooks as certain things were not included in the books we were using. What I thought was going to earn me praise ended up getting me punished.

She said the above to the amusement of everyone in the room.

Therefore, based on the above findings, one can infer that extracting content from the old syllabus reference books is one of the strategies used by teachers of social studies at school x to manage the challenge of the inadequacy of the available text books to meet the objectives of the social studies syllabus.

4.5.3.2 Giving Homework and Assignments to Learners

From the responses obtained during data collection, all teacher participants admitted to giving homework and assignments to the learners as a means of addressing the challenge posed by the inadequacy of the available text books for social studies at school x to meet all the demands of the social studies syllabus.

When asked what measures he employs to address the challenge cited above, the 32 years old, holder of a master's degree in spatial planning said:

One of the things I like about teaching in the 21st century is the unlimited access to the knowledge that exists. My aim is to groom researchers, to sow a seed of inquisitiveness in the minds of the learners. I use homework and assignments to help the learners develop the skill of researching as well as to help me address the deficiency of content in the available books. The more you ask them to research, the more they broaden their understanding of a certain topic.

Similarly, the 42 years old female civic education teacher alluded:

Giving the learners homework has helped me to deal with the problem of inadequate topic coverage evident in the available textbooks. You see, most of these learners are coming from homes where internet is readily available. Moreover, they even take ICT. Hence, it's just a matter of them commanding their devices to search for the needed information. Thereafter, when they come to school, my duty is just to ask each one of them to present what they had discovered.

In line with the above reasoning, a 14-year-old grade 8 learner who admitted to liking ICT said:

for me, when the teacher gives us homework or assignments, I use the internet on my father's phone to come up with the answers. Sometimes you find that the text books we use have no answers and I have no-one to ask, so I just use the phone to search for the answers I am looking for.

From the above, both the teachers and their learners acknowledged that homework and assignments are among the strategies used to deal with the challenge of inadequate content cover of the available textbooks.

4.5.3.3 Buying Personal to Holder Teaching and Learning Materials

Another common idea that came out from the teachers' responses was that of complementing school effort at individual level. When asked what initiatives she had taken to mitigate the challenge presented by the inadequacy of the available instructional resources to meet the demands of the social studies syllabus, with a broad smile on her face, accompanied by a somewhat tone of satisfaction in her voice, the 42 years old female teacher of geography said:

I like to use flip charts when teaching and so I requested for one through the HoD. Well after I realized that the flip charts that I had earlier requested for were probably never going to be provided, I went ahead and bought my own. After all, I was the one that was being inconvenienced every time I needed to use one and it was not available.

In relation to the above, a female, teacher of civics had this to say:

I have resorted to buying a copy of the draft constitution for myself. When I came to this school in 2017, I realized that the department did not have a copy of the drafted constitution. So, I had a challenge teaching from an abstract point of view something that learners could simply see and understand better. So, I was left with no option but to just go and look for a personal copy of the draft constitution to present to my learners every time we discussed the constitution.

Similarly, during the focused group discussion with the learners, a 14 years old grade 8 learner revealed that:

since my mother is a teacher of social studies at another school, she has bought some books that I can be using alongside the ones we have at school. I have a personal atlas and the other green book that our teacher for geography comes with.

As evidenced from the above, both the teachers of social studies and the learners have resorted to buying personal to holder teaching and learning materials to mitigate the challenge presented by the inadequacy of the available instructional resources at school x to all the meet the demands of the social studies syllabus.

4.5.3.4 Printing and Photocopying Materials

Another notable strategy used by the teachers at school x to manage the challenges presented by the inadequacy of the available instructional resources to meet all the objectives of the social studies syllabus is to print and photocopy materials.

When asked what help the department was giving the social studies teachers seeing that the available textbooks despite being sufficient to cater for the learners were inadequate in helping the teachers meet some of the objectives of the social studies syllabus, the HoD said:

You know we cannot always have everything that the teachers request for considering the fact that we operate under scarce resources. However, we have made it priority to help teachers print and photocopy material which is needed for the effective teaching and learning of social studies. As a department, at the beginning of every term, we request the teachers to bring in any material that will be of assistance to the teaching and learning process. Afterwards, we photocopy it and then distribute the material to all the teachers likely to benefit from the same. This is especially done for the notes, our teachers share copies of same notes.

Moreover, the 32-year-old teacher of the geography component of social studies also said:

considering that we do not have enough atlases. When it comes to maps in geography, I simply photocopy what I need and stick about 13 copies on different walls of the classroom and I ask the learners to draw the maps. This has worked well for me.

From the above, one can deduce that printing and photocopying is one strategy that is employed by the teachers of social studies to manage the inadequacy of the available instructional resources to meet some of the objectives of the social studies syllabus.

In conclusion, the second objective of this study was to ascertain the value of instructional resources used in the teaching of social studies at school x. in relation to this objective, it was revealed that the recommended text books for social studies were available and sufficient at school x, that the available teaching and learning materials were inadequate in meeting some of the objectives of the social studies syllabus and that there was a lack of variety in the instructional resources used in the teaching and learning of social studies at school x. seeing that the above came up, the researcher probed the strategies that were being employed to manage the challenges revealed. To this effect, the findings showed that extracting content from old syllabus reference books, giving homework and assignments to learners, buying personal to hold teaching and

learning materials as well as printing and photocopying materials emerged as the most widely applied strategies by the teachers of social studies at school x.

4.6 Challenges Faced by The Teachers as they Teach Social Studies

The last objective of the study was to establish the challenges, if any, that teachers of social studies at school x face in teaching social studies. In meeting this objective, the teachers were asked what challenges they faced in teaching social studies as an integrated subject. The teachers' responses can be comprehensively summed up as:

- a) Inadequate time to cover the syllabus
- b) complicatedness in coordinating activities
- c) difficulty in monitoring and evaluation of individual teacher performance
- d) Failure to account for poor performance.
- e) Poor record keeping

4.6.1 Inadequate Time to Cover the Syllabus

From the responses obtained from the teachers during data collection, all teacher participants cited inadequate time to cover the syllabus as one of the challenges they grapple with in as far as teaching social studies is concerned.

In light of the above, a 32 years old male teacher of history at junior level said:

One of the recurring challenges of teaching history in an integrated form is that of inadequate time to cover the contents of the syllabus. For me, I find it challenging that a subject, as informative as history is, it is allocated 80 minutes of pupil/teacher contact the whole week. This is as good as teaching a 'subject' four times in a month. The time allocated is so limited that as a teacher, one doesn't even know what to do with it. Sometimes I am torn between teaching and giving out notes. Other times I have to hastily teach topics in a bid to manage the limited time allocated.

In sharing the same sentiments, a 42 years old teacher of the geography component at junior secondary stated:

In my 7 years of teaching social studies, I have always struggled with finishing the syllabus on time because the time allocated is inadequate for one to cover what is demanded by the syllabus. One has to choose between being slow and moving at the learners' pace, while ensuring that they thoroughly understand the concepts or be fast to ensure that learners' cover what the syllabus demands them to cover. Every time I am allocated a class at junior secondary level, this is something I always have to deal with. What makes it even harder is the fact the assimilation level of most learners at junior secondary level is very low.

In bringing out almost similar sentiments, one learner, 14 years of age from the focused group discussion said:

All the three subjects are bulky, and the time given is not enough. As a result, we always have to write notes in our spare time. Sometimes even during the holidays, teachers give us notes to go and write at home. If your homework is not for geography, then it is civics or history all or of them. We always have homework in these three subjects.

From the above, one can deduce that the time allocated to cover the social studies syllabus at school x is not enough.

4.6.2 Difficulty in Coordinating Activities

Another notable challenge of teaching social studies in its integrated form raised by the teachers is the difficulty in coordinating activities.

With regards to the above, a male teacher, teaching a grade 9 class said:

It is not easy to have three different teachers teaching separate components of a subject that is examinable as one. The hardest part is how the three teachers are to bring their individual components into harmony considering the fact that what is done in any of the three components has a bearing on all the three. I personally find this to be a challenge because at the end of the day, three teachers teaching different components of an integrated subject cannot always see things from the same perspective.

He paused for while and continued:

For instance, there are times when I may want to administer a slightly challenging exam to my learners because I may want to test them on higher levels of the cognitive domain of the bloom's taxonomy like analysis and evaluation. However, seeing that even the tests given to the learners are integrated, an analysis of the level of difficulty of the questions prepared by the other teachers in their respective components may appear to be targeting lower levels of the cognitive domain like knowledge and comprehension which only requires the learners to recall learnt information. Not only is this demoralizing to me as a teacher, it also discourages my learners because they will begin to make comparisons and may end up thinking that it is because I do not know how to teach that they have failed the geography component.

In affirming the above reasoning, another participant, a female teacher teaching the civics component at grade nine stated:

It is quite frustrating to teach history as an integrated component of social studies. When we sit to plan as teachers of social studies, we all agree on what we are going to teach for a particular term and year. At the end of the day, all we want is to be doing things uniformly. However, what amazes me is when we sit to set assessments for the learners. During this time, you may discover that instead of giving the learners work that is meant to have been covered for that particular term or grade, others will be lagging behind. For instance, you may find that despite the learners having progressed to grade 9, colleagues teaching other components may still be giving questions from topics that should have been covered in grade 8 according to the syllabus and the schemes prepared. This leaves one to carry out an introspective evaluation of their methods and approach to social studies as a whole.

She went on further to add:

at times even the way we mark seems to be challenging. Personally, I am not one who is too lenient when it comes to allocating marks. I do not want the learners to

assume that I will correct their wrong answers by assuming they knew what they wanted to say only that they did not write it correctly. If an answer is wrong, it is wrong. I don't believe in awarding marks to ideas that resemble the answers. It makes the learners lazy. On the other hand, am usually shocked to see some of the answers that have been awarded marks in the other components. Just as I feel the others are being too lenient, am sure they also feel that I tend to be too strict on the learners. However, none of us will try and confront the situation because we may not want to create unnecessary tension amongst ourselves. Moreover, all three of us are at the same level in terms of organizational hierarchy.

In addition to the above, one grade ten learner narrated as she recalled from her memory:

I remember being so excited that I had finally made it to grade 9. I was so happy that we were going to be in a different grade, especially because when one was in grade 8, everybody wanted to tease you for it and most people assumed that every grade 8 was immature. So, because of this, I was very anxious and eager to get rid of all things that reminded me of being in grade 8. To my surprise, we continued to use the grade 8 textbooks in most subjects' especially social studies. This continued until term two when we started using those grade nine social studies text books.

she said, while bursting into laughter and consequently making everyone in the room laugh.

From the above, one can infer that when teaching social studies in its integrated form, coordination of activities poses as a challenge. Teachers teaching different components have a challenge in harmonizing the standard of marking as well as in ensuring that in all three components, learners are assessed from comparatively uniform levels of complexity of the blooms taxonomy of objectives. Furthermore, there seems to be a challenge in making sure that the stipulated content for the year or the term is covered by the teachers at the same pace.

4.6.3 Difficulty in Monitoring and Evaluation

According to the responses obtained from the participants in the study, the other profound challenge of teaching social studies in its integrated form is that of monitoring and evaluation.

In relation to the above, the HoD said:

Every time we have results analysis at grade 9, social studies teachers are always found wanting. On several occasions I have ran out of words in trying to justify why we are always recording poor results in social studies. The most discouraging part is that none of the teachers will take accountability because even they will not know who among them has largely contributed to the poor performance of the learners. Those that put in their best and those who simply lazy about are all collectively disgraced by the poor performance of the learners in social studies. Evaluation of the teachers input and the consequent performance of their learners in individual components cannot be done in as far as summative exams are concerned.

As if to look for evidence to support her argument, the HoD paused for a while and later on continued:

for instance, in 2018, we recorded 89.5% pass rate in social studies with majority of these getting credits while very few got merits and distinctions. These are the same learners that scored more distinctions in other subjects. This gives me the impression that we seem to have a problem were social studies is concerned. However, despite us acknowledging that we have a challenge in social studies, addressing this challenge becomes a problem because we cannot pinpoint exactly in which component interventions are needed. This is always a recurring challenge.

In a similar way, when asked about how she perceives the issue of monitoring and evaluation of social studies, the 42 years old teacher of history and civics at junior secondary level laughed and said:

with social studies, failure and success are handled collectively even when individual contribution cannot be traced. I see this to be a very significant problem especially being cognizant of the fact that we have three different teachers teaching these components as one integrated subject. When it comes to summative exams, it is practically impossible for one to evaluate himself and devise suitable interventions to be applied next time they have a junior secondary class. This is

because one cannot tell their individual contribution to the social studies results as a whole. This is very retrogressive because as a teacher, I believe that the feedback obtained from the national summative exams is a true reflection of one's input in the teaching and learning process.

In view of the above, a female teacher of civics at junior secondary level argued:

Last time I felt really discouraged to a point where I vowed to stop teaching social studies. I had tried so hard to make sure that I taught everything that the syllabus demanded the learners to know before sitting for their exams. Even as I was trying my level best, I knew one colleague who was teaching the other component that was just playing and not doing their part as evidenced from the learners' books. However, to avoid conflict and subsequent tension between us, I opted to be quiet. Unfortunately, when the results came out and the learners had not performed well in social studies, all three of us were admonished without any consideration for our variance in input because the results could not depict the discrepancies in teacher inputs. I felt disappointed yet, I realized that it would not be wise of me to raise my concern because there will be no evidence to support my claims. Up until now, I strongly feel that this remains one of my biggest problems of teaching social studies in its integrated form.

In relation to the above, when asked what helped her to decide to pick between taking geography or history at senior secondary level, a 16 years old grade 11 learner said:

I picked history because I felt that I was good at it compared to geography. I always had a problem with the map work in geography though these other topics were not as challenging. So, when I was asked where I wanted to be placed, I did not hesitate to pick history though I now wish I had picked geography because there is too much to learn in history.

All the teachers interviewed in the study revealed that it was not easy to monitor and evaluate the performance of individual teachers since the performance of the learners in all three components were summed up as one: social studies. Both the learners and the teachers felt that there was no

feedback provided for them to evaluate their input in as far as the individual components of social studies were concerned. The learners depended on their preferences to help them decide which one between geography and history to pursue at senior secondary level as civic education was compulsory there. For the teachers, the national summative assessments did not provide any form of feedback for their individual input. For this reason, they had no basis upon which they could carry out individual performance evaluations and make the necessary interventions where need be.

4.5.4 Poor Information Management

The participants in the study cited poor information management as another challenge they encountered in teaching social studies in its integrated form.

In view of the above, the HoD was asked how easy it was for her to access the results for individual components of social studies at any given time, in responding to this question she said:

You know what, I have actually never seen individual results for the three components before they are combined. Even as I check the files of the teachers of the various components of social studies, all I get to see are social studies results and not history, civics or geography. It is as if even the teachers themselves are not interested in knowing how they perform during these local assessments for the learners because if they did, they would have seized the opportunity to record the performance of their learners in their respective components. I must admit that there is poor information management of individual teacher performance in the three components.

Additionally, a female teacher of civics at grade nine stated:

usually when it comes to keeping the records of the learner's performance, I do not record as civics, rather I record what the learner has scored in social studies. It has never crossed my mind that I should also be keeping a record of how my learners are faring in civics alone. Although it might appear as a repetition, I still think it would work to my advantage because a comparative analysis of the results over time would help me to evaluate my teaching and devise any interventions were need may arise.

In related circumstances, the learners were asked if at all there was any value in recording the marks obtained in individual components alongside their final score in social studies. In responding to the above, one learner in grade 10, who at the time of the study was pursuing geography responded:

I had never looked at it in that way, but I think that can really be helpful to the pupils because then they would know where they are not doing well and work hard there. For us we just used to see the mark for social studies and it would end there. We would not even know in which one of the three 'subjects' we were not doing well unless the scripts were given to us. Had we known, perhaps we would have been wiser in choosing between history and geography.

In reaffirming the above reasoning, a grade eight learner while shyly facing down yet, using a sober tone of voice said:

like she has said, I also think that apart from just stating that social studies you got 58%, showing us the results for geography, civics and history separately on the report cards will help us to see where we are not doing well. This will also help us to convince our parents to find us teachers to help us because then we can show them using the results that this is where we do not understand. Our parents just think that we are not serious yet, subjects like geography are difficult and they end up making you fail social studies when they are added to history and civics.

Following the above, there seems to be poor management of information pertaining to the learners' performance in respective components of social studies. A lot of viable information is lost as the data is compressed in a bid to depict it as social studies. Compressing the data does not reveal the actual performance of both learners and teachers in the respective components of social studies. Moreover, summarizing the data into social studies conceals the weaknesses and strengths of the learners in respective components. By merely looking at a learner's results in social studies, one is not able to tell where among the three components a learner may be struggling or excelling.

4.6.5 Strategies for managing the challenges of teaching social studies in an integrated form

From the above presentation, the following have been cited as the challenges faced in teaching social studies as an integrated subject; inadequate time, failure to hold individual teachers accountable for the poor performance in social studies, difficulty to monitor and evaluate individual teacher performance, poor management of information and the complexity in coordinating activities in social studies. The follow-up discourse shows how teachers manage the challenges presented above.

4.6.5.1 Strategies for Managing the Challenge of Inadequate Time

Seeing that the participants in the study cited time as being inadequate to cover the demands of the social studies syllabus on time, the researcher was curious to understand the strategies employed by the teachers to deal with the cited challenges. The following strategies were revealed as means of dealing with the challenge presented above:

- a) Extra teaching
- b) Group work and presentations
- c) Using questions to cover topics
- d) Issuing hand outs
- e) Using different teaching approaches

4.6.5.2 Extra Teaching

When asked what measures they employed to deal with the challenge of inadequate time, all the teachers revealed that they conducted extra teaching sessions to the learners to enable them cover the syllabus within the stipulated time. In this regard, the 42 year old teacher of history at grade 8 said:

When I realized that the time allocated to teaching the history component was not enough, my first resolution was to find a day in the afternoon when the learners and I could meet to write notes and do exercises. Of course, I needed to convince the learners because we all needed to accept the fact that the once a week 80 minutes period allocated to us was not adequate to cover the syllabus. Henceforth,

we meet every Wednesday to write notes and exercises as we reserve the normal stipulated period in the morning for discussions.

In reaffirming the above, when asked what their teachers do/did to manage the challenge presented by the inadequacy of the allocated time to cover the syllabus, one grade 8 learner stated:

as for our class, all our teachers explained to us that because we only met once a week in all the three 'subjects', we were not going to manage covering the syllabus before the exams. Therefore, we agreed to be meeting on Tuesdays for history, Wednesdays for geography and Thursdays for civics to write notes and do exercises. So, in the morning when it is time for social studies, the teachers just explain, and we discuss the topics as a class, then we write notes and exercises in the afternoons.

In relation to the above, when asked what strategies her department had put in place to manage the challenge presented by the inadequacy of time to cover the demands of the syllabus, the HoD had the following to say:

We take advantage of the holidays to help the teachers make progress in covering the syllabus before their learners sit for exams. This holiday teaching is mandatory to all learners and is done by the teachers without any fee levied on the learners. Deliberately, during the holidays, all teachers teaching examination classes teach all throughout the holidays to accord them ample time to revise with the learners and cover all topics that may not have been adequately covered in class. During this period, we have purposely allowed each component of social studies to be taught twice in a week as opposed to the once per week allocation on the normal school timetable. This has significantly helped the teachers to adequately prepare the learners before being exposed to the exams.

In view of the above, a female social studies teacher who was specialized in teaching the geography component of social studies narrated:

I usually use holiday teaching to teach topics like mathematical geography and map reading. These I reserve for the holiday teaching because I know that even if

I teach them during normal learning, the learners will forget and I will have to go back and re-teach. However, due to time not being adequate, I have just resorted to fully exposing the learners to these concepts during the holiday that is prior to their sitting for the final examinations because then, am rest assured that the information is still fresh in their minds.

From the responses highlighted above, one can infer that extra teaching through holiday teaching and make up classes are among the strategies employed by the teachers to deal with the challenge of inadequate time to cover the syllabus.

4.6.5.3 Group Work and Presentations

Giving learners to work in groups and make presentations to the rest of the class was also cited as a means by which the teachers dealt with the challenge of inadequate time allocated to the teaching of social studies.

In line with the above, in responding to how he managed to work around the challenge of the limited time allocated to teaching social studies, the 32 years old master of spatial planning and teacher of the geography component of social studies at grade 8 level said:

usually for topics like mining, population and forestry which are not too technical and information about them is easily accessed and understood, I normally just assign the learners into groups and allocate each group a set of questions to research on and then I find a day for them to present their findings to the class. I ensure that everyone in the group is involved as I randomly point at any member of the group to make the presentation to the class. In an event that questions arise, any member of the group presenting can be pointed at so as to answer the question and prove their understanding of the topic assigned to them. This has tremendously helped me in making progress with the syllabus. My job during the presentations is simply to clarify certain points that may not have been adequately addressed, bring out others that may have been left out and to ensure that there is equal participation from everyone.

In relation to the above reasoning, a female teacher of the civics component of social studies also stated:

Group work has really helped me to make progress with the syllabus. Among the learners, we have some that are really good that they articulate issues so well. It is these that I single out and assign them group members to work with. Within the groups, the learners are given questions from the syllabus which they present at the beginning of the topic they have been assigned. This makes work easier as the learners would have researched beforehand.

To reaffirm the above, one grade eight pupil said:

Our teachers of social studies assign us groups every term. In these groups, we are given different questions which we go and research on. We do so by dividing the questions among ourselves. Then when we meet, each one of us shares what they read about their part until we put all our answers together in readiness for the presentation. These presentations help us to get a better understanding because everyone has to know how to answer the question as we do not know who may be chosen to present before the class.

As noted from the above responses, group work and presentations are among the strategies employed by the teachers to make progress on syllabus coverage.

4.6.5.5 Using Questions to Cover Topics

From the responses obtained during data collection, the study revealed that teachers use questions to cover topics.

In view of the above, the 32 years old teacher of geography stated:

Because we have very limited contact hours, sometimes I just look at the syllabus and analyse the objectives as stated in the syllabus. It is from them that I devise questions relating to the content in the textbooks and write them on the board for me and the learners to answer. Moreover, I also use the past examination papers to come up with the questions which I answer together with my learners. I have

found this to be an effective method of covering the syllabus as it leaves out redundant material. Furthermore, the answers given act as the notes. However, it is important that this strategy be used where one is certain that the learners already have the pre-requisite knowledge needed on the topic.

In relation to the above, a female teacher of civics at grade 8 said:

With certain topics, I usually just compile past examination paper questions for the last five years and look at how a certain topic has been examined. Some questions tend to be repeated while for some, only the wording is slightly altered. From the questions, it is easy for a teacher to establish where their focus should be directed when teaching a certain topic. Thus, providing answers to questions helps one to cover the syllabus quite fast. As the questions are being answered, the learners engage in a discussion where they bring out several issues relating to the topic, the teacher then comes in to give direction and concludes on the correct answer for that question. By so doing, progress is made as one will not have to schedule for another day to give notes to the learners.

Given the above, one can deduce that teachers use questions as a strategy to manage the challenge presented by the inadequate time to cover the syllabus. The teacher participants in the study revealed that in a quest to cover topics quickly, they administer questions which focus on the objectives of the syllabus for those particular topics. Through the class discussions that ensue when answering questions, the learners understanding of the topic under discussion is broadened and the answers written down act as the learners' notes on the topic.

4.6.5.6 Issuing Hand Outs

Another strategy brought out by the teachers to manage the challenge presented by limited time to cover the demands of the social studies syllabus is issuing handouts.

In commenting on the above, a male teacher of geography at junior level said:

I have no problem with discussions and explaining to the learners. However, my problem is writing down notes. With the limited allocation of pupil/teacher contact sessions in social studies, I feel as though I am wasting time when I begin to write

down notes on the board. There is just that feeling that perhaps the time spent writing notes on the board can always be better utilized. The challenge is that one always feels like they can do better things with the time than subject the learners to note- writing. For this reason, issuing out handouts to the learners seems like the best alternative.

In a similar turn out of events, when asked what other strategies she employees to manage the challenge of limited time allocated to the teaching of social studies at junior secondary level, a female teacher of civics alleged:

because the time allocated to teaching the components of social studies is inadequate for one to cover the content demanded by the syllabus, I have resorted to issuing handouts to the learners so as to reduce the amount of time spent on writing down notes on the board for the learners to take down. What I do is I just teach during our weekly session and also during our make-up classes, and then I issue handouts to the learners and ask them to take down the notes from the handouts in their own free time. This has helped me to make progress with covering the syllabus.

Given the above responses, one can construe that issuing of hand-outs to the learners is another notable strategy employed by the teachers at school x to manage the challenge of limited time allocated to the teaching of social studies at junior secondary level.

4.6.5.7 Using Different Teaching Approaches

From the responses obtained from the participants in the study, using different teaching approaches is yet another noteworthy strategy used by the teachers in trying to manage the challenge presented by the limited time allocated to the teaching of social studies.

In light of the above, when asked what strategies she employed to manage the limited time cited on the challenges encountered in teaching social studies in its integrated form, the 42 years old female teacher of geography at grade 9 stated:

As they say, the laboratory of a geographer is the outside environment. Therefore, for topics that are observable, I prefer taking the learners outside the classroom to

go and observe a phenomenon in its natural setting. I find observation to be quicker. For instance, I have come to realize that it is easier for me to teach the elements of weather by observation as opposed to explaining in class. Through observation, I teach this topic in 2-3 hours as opposed to almost a month when I decide to teach learners in a classroom setup. What I do is I just organize for resources to take the learners to the weather station at UNZA where they will see all the instruments used to measure the seven elements of weather. While there, someone will explain to them how the instruments work and they will ask questions where they are not clear. By the end of the tour, I would have completed in 2-3 hours what would have taken me a month plus to cover. For the notes, I will simply provide hand-outs and ensure that the notes are written down in the learner's free time.

In relation to the above, when she was posed with the question of what other strategies, she used to overcome the challenge of limited time to cover the syllabus, a female, aged 44 and teacher of civics at junior secondary level said:

When it comes to teaching the constitution, I do not use the recommended books. Instead I employ the technique of document analysis. I have a copy of the drafted Zambian constitution on soft copy. So, I just use the projector from the computer lab and together with the learners we analyse the drafted constitution guided by the objectives set in the syllabus. During the analysis, I simply draw the learners' attention to the demands of the syllabus. This has been very helpful as it ensures that we cover the topic quickly and effectively in just one lesson.

Therefore, based on the above responses, one can infer that teachers of social studies at school x use different teaching approaches (field observation and document) as a means to overcome the challenge presented by limited allocated time to cover the social studies syllabus.

4.6.6 Strategies for Managing the Complicatedness of Coordinating Activities

All responses from the teacher participants in the study suggested team work as a means to manage the complexity of coordinating activities arising from teaching social studies in its integrated form.

For instance, when the HoD was asked what measures she had put in place to ensure that coordination of activities in the teaching of social studies was not challenging, in a very assuring tone, the HoD responded:

Considering that we have three different teachers teaching three different components of one examinable subject, the best we can do is to encourage and foster team work. As a department, we ensure that the three teachers teaching social studies work as a team in setting tests for social studies, and in marking scripts. Ensuring that the teachers work together also encourages them to supervise themselves. However, judging from the unimpressive results that we have consistently obtained in social studies, there is need for us to devise even better ways of ensuring that those teaching social studies work in unison to improve the results in social studies.

In view of the above, a female teacher of civics, who has had experience of teaching social studies at primary school level, with a sense of compassion in her voice said:

From my experience of teaching social studies at both primary and junior secondary level, I feel team work alone is not enough to help ease the complexity of coordination where teaching of social studies in its integrated form is concerned. What I see as the biggest problem is the lack of ownership of the subject. All three teachers teaching the subject have no sense of ownership over it because when all is said and done, it will appear as social studies and none of the three teachers teach social studies but the components in it. I am of the view that there should be a deliberate policy by the school to have someone in charge of social studies: one that teaches the subject and understands its demands. Someone with the social studies acumen that can supervise the others and scrutinize their input. Someone who will analyse the questions prepared in the tests and advises accordingly because they understand the demands of the subject in totality.

She posed for a while and continued:

I am advocating for someone to be specifically appointed to be in charge of social studies because sometimes as a teacher of social studies you are aware that your colleague teaching the other component is not on top of his/her game, but what authority are you going to use to supervise, advise and correct them? Appointing someone to look into the affairs of social studies warrants that person the power and authority to supervise monitor and coordinate activities pertaining to social studies. The team work we currently have is quite ineffective because even as we work as a team, it is each one doing what their component demands. The HoD is there but I feel she is also overwhelmed with other duties and the fact that she herself is not teaching any of the components of social studies at junior secondary level makes her detached from the harsh reality of teaching it in its integrated form.

While the teacher participants in the study acknowledged that team work was the only strategy employed to manage the complexity of coordinating activities in teaching social studies in its integrated form, they also revealed that team work alone was not enough to manage the highlighted challenge. It was proposed that appointing a local social studies section head who will be vested with the power and authority to supervise, coordinate and monitor the teaching and learning of social studies would help to improve the status of the subject in school.

4.6.7 Strategies for Managing the Challenge of Monitoring and Evaluation of Individual Teacher Performance

According to the participants in the study, it was difficult to monitor and evaluate individual teacher performance in the teaching and learning of social studies as the final results are a combination of all three components. To this effect, no strategy was put in place at school x to manage the challenge of monitoring and evaluating individual teacher performance in social studies.

In relation to the above, the HoD boldly said:

As things stand, I cannot evaluate the input of individual teachers teaching social studies because the results do not reflect the learners' performances in individual components.

4.6.8 Strategies for Managing the failure to monitor individual teacher performance in social studies

However much the participants in the study acknowledged the poor performance of the learners in social studies at school x, there seemed to be no strategy put in place to manage the challenge of holding anyone accountable for the poor performance.

In view of the above, the HoD stated:

With the way things stand now, we cannot boldly point at anyone and hold them accountable for the poor performance in social studies. All three teachers will collectively take the blame but even among themselves, there is no serious sense of accountability for the failure because they will assume it is the other two who did not put in their best and not them. This continues to remain a challenge.

Despite acknowledging that there was poor performance of the learners in social studies during summative assessments, there was no strategy put in place at school x to manage the failure to hold anyone accountable for the poor performance.

4.6.9 Strategies for Managing the Challenge of Poor Information Management.

From the responses obtained from the participants in the study, there was no strategy used to manage the poor information management at school x in as far as social studies was concerned. However, when asked what strategies can be employed to manage the cited challenge, participants indirectly hinted the need for the learners' marks in individual components to be recorded by their respective teachers. For instance, the HoD narrated:

When the final examination results for social studies are out and you realize that the learners did not do well, there is that urge to introspect and look around for clues that might help you establish where the problem is. The first thing that usually comes to mind is to check the individual teaching files for the teachers that taught those classes to see the learner's performance during local assessments. However, what surprises me is that even in the individual files, the marks are integrated. There is no single record of the learners' performance in any of the three components. What one sees is a mere repetition of the social studies marks in all

three teachers' files. Thus, I feel that vital information is lost by integrating the learners' marks in individual components into social studies.

Correspondingly, a 42 years old female teacher of history at grade 8 level said:

There are times when you as a teacher know that your colleague in the other component is having challenges. Therefore, you may want to recommend that the class be given to another that u feel can better handle it perhaps due to their experience or dedication to duty. However, since there is no documentation to prove that your colleague is having difficulties with their component, to the powers that be, you simply remain quiet and let the status quo continue.

From the above, one can assume that despite there being no strategy employed to manage the poor management of information in social studies at school x, the teachers felt that having records of learner performances in individual components was imperative as it provided a basis for decision making in social studies.

4.7 Summary

The overall research findings on the teachers' strategies for managing the challenges of teaching social studies at junior secondary level at school x of Lusaka district are based on the problem statement, research questions and the literature that has been reviewed and presented in chapter two. For this study, data was collected from semi-structured interviews with the teachers (HoD inclusive), from the focused group discussion with the learners and from a lesson observation guide.

In light of the above, the data collected revealed that the rationale for introducing social studies at junior secondary school level was to pave way for the implementation of a broader school curriculum that could accommodate other subjects like information communications technologies (ICT) and business studies which are significant for ones survival in today's twenty first century global village. Moreover, it was also discovered that since history, civics and geography were interrelated, integrating them into one subject; social studies, was an effective way of introducing new career pathways where practical and pre-vocational subjects together with some vocational orientation were included. In cognizant of research on curriculum change, the findings also show

that although curriculum innovations are necessary from time to time, the implementation process is not without challenges and has major implications for the teachers. In this regard, teachers acknowledged having difficulty in understanding the rationale for integrating social studies at junior secondary level. Consequently, to help them broaden their understanding of the rationale for integration, the findings reveal that teachers attended seminars and workshops, they shared ideas with neighbouring schools, consulted their colleagues, they engaged in research, held continuing professional development sessions (CPDs), and they worked as a team.

Furthermore, with regards to the value of the instructional resources in social studies, the findings show that the teaching and learning materials for social studies were available and sufficient at school x. However, the findings also reveal that these materials were not adequate to meet the demands of the social studies syllabus as prescribed in the 2013 revised school curriculum. To this effect, the findings confirm that teachers had resorted to extracting content from the old syllabus reference books, giving homework and assignments to learners in a quest to have them explore other resources outside what their school offered, buying personal to hold teaching and learning materials, as well as printing and photocopying materials.

Additionally, in relation to the challenges encountered by the teachers in teaching social studies, findings from the study illustrate how implementation impacts classroom practice. The data presented confirms that there was inadequate time to cover the social studies syllabus. For this reason, the findings show that the teachers used extra teaching, group work and presentations, gave questions, issued handouts to the learners, and they employed different teaching approaches as strategies for managing the challenges presented by the inadequacy of time allocated to cover the syllabus.

Moreover, the findings also reveal that teaching social studies also presented the following challenges: complexity in coordinating activities, difficulty in monitoring and evaluation of individual teacher performance, failure to account for the learners' poor performance and poor information management. Despite the findings revealing the aforementioned challenges, they do not bring out the strategies that teachers are using to manage these challenges. This is so because according to the findings, the current state of converting a learner's obtainable mark in individual components of social studies into an average mark for social studies does not warrant for neither

monitoring/evaluation of individual teacher performance or for holding any particular teacher accountable for the poor performance of the learners in social studies. In the next chapter, the researcher discusses the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study in relation to the three objectives of the study, which were to: establish the level of understanding of the rationale for integrating Civics, History and Geography by teachers of social studies, to ascertain the value of instructional resources in the teaching of integrated social studies and find out the challenges, if any, that teachers at school x are facing in teaching social studies. The chapter also brings out what other scholars had found about educational innovations in relation to the teachers understanding of educational innovation at play, their strategies to adapt to the new change and the challenges encountered in the face of the innovation at play.

5.2 The Teachers Understanding of the Rationale for Integration

As earlier alluded to, the first objective of the study was to establish the teachers' understanding of the rationale for integrating civics, history and geography into social studies at junior secondary level. Findings reveal that the teachers felt that integration at junior secondary level was a means by MoE to help create room for other subjects on the school curriculum seeing that we lived in a revolving world influenced by technology and other global forces. In addition, the study established that integration at junior secondary school level was motivated by the fact that there exist interrelationships and interlinks among the three subjects seeing that in all three components, man was the centre of focus. Moreover, the study showed that teachers had difficulty in understanding the rationale for integration at junior secondary level.

5.2.1 Interlinks and Interrelationships Among the Three Components of Social Studies

From time immemorial, integration has been done across curriculum and in various subjects. As McBrien and Brandt (1997) postulate, integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular subject or theme. It entails the merging of two or more autonomous but related entities in order to strengthen and enrich both. Furthermore, Pring (1971) asserts that subject integration is connected to the natural inquiry of children, which does not respect divisions. Moreover, Blenkin and Kelly (1981) view integration of subject matter as an approach to learning that does not accept or base itself on any notion of sanctity of traditional divisions. Besides, division of knowledge into distinct subjects is artificial and does not reflect

correctly the essential unity of reality. Basing one's judgment on the aspects of integration given above, while relating them to the findings presented in chapter four, that there exist interrelationships and interlinks in the three components of social studies, this study agrees with the notions postulated by McBrien and Brandt (1997) and Blenkin and Kelly (1981). Irrefutably, judging by the social studies curriculum where units are taught separately, but are designed to provide a broad framework for related concepts, Zambia adopted the sequenced model in the integration of social studies at junior secondary level. In all three components, man seems to be the common theme. Moreover, man's activities cannot be distinctively divided. For this reason, integrating history, civics, and geography provides a framework in which all three are strengthened and enriched.

5.2.2 To Pave Way for New Subjects Introduced in the 2013 Revised School Curriculum

Furthermore, this study has revealed that the rationale behind subject integration at junior secondary level was to create room for other subjects on the formal school curriculum considered relevant for a learner's survival in the 21st century. This finding is new and stands out from the reasons cited for curriculum integration in the literature reviewed. It has been noted that following the introduction of the 2013 revised school curriculum, fondly referred to as the two-tier career pathway, ICT, Business studies, music and other local and foreign languages which were not part of the junior secondary school formal curriculum have been introduced as examinable subjects at junior secondary school level. Much as this justification does not resonate with the reasons for integration advanced in the literature reviewed, it most certainly echoes the aim of any form of education which is to equip the learner with the right knowledge, skills, competences, attitudes and abilities to warrant for their successful stay in society (Kelly 1999). In an era like the 21st century which is characterized by a saturation of new knowledge, innovations, skills and competences, and is largely influenced by diverse global forces, curriculum integration facilitates for educational policy makers to create space for the introduction of knowledge, skills, attitudes, abilities and competences that warrant a learner's reputable stay in a globalised society.

5.2.3 Difficult in the Teachers' Understanding of The Rationale for Integration

In addition, the study established that teachers had a challenge understanding the rationale by MoE through CDC to integrate civics, history and geography at junior secondary level. This challenge

of understanding of the rationale by the teachers made them uncertain about the demands of social studies and about their ability to successfully implement the integrated social studies curriculum. This finding is in agreement with the finding of Macharia (2011) which postulates that teachers of integrated English in Kenya had a challenge in understanding the objective of teaching English in its integrated form. Undeniably, it is difficult to understand how social studies can be taught successfully and purposefully as an integrated subject to achieve its intended goal when its basic nature remains a mystery to those who are responsible for teaching it. As Hord (1987) postulates, teachers are an essential ingredient to educational change.

That the teachers have a challenge in understanding the rationale for integration of social studies at junior secondary level, is evident of the lack of teacher preparedness prior to the implementation of the integrated social studies curriculum. The findings have established that teachers were not adequately prepared prior to the implementation of the 2013 revised school curriculum. Most teachers felt ambushed by the implementation. In the absence of adequate orientation of the teachers to the new social studies syllabus introduced in the 2013 revised school curriculum, teachers demonstrated great uncertainty in what they were required to do. There has been very little help rendered to the teachers from both the curriculum formulators CDC and subject inspectors. The exhibited challenge by the teachers in understanding the rationale for integration at junior secondary school is indicative of failure on the part of the curriculum developer to communicate to classroom teachers what it is they are trying to accomplish using the integrated approach. If teachers do not fully understand the rationale behind the integration of social studies at junior secondary level, it is arguable that they have a comprehensive understanding of the pedagogical content knowledge (PCK) that enables them to teach social studies effectively. Moreover, as shown by Allgood and Walstad (1999) in their study of how teacher knowledge affects student learning, a teacher who possesses sufficient knowledge of content and of how to teach a subject will be enthusiastic about a subject.

5.2.4 Need for In-Service Training

The finding under discussion is also in agreement with Mbugua (1987) in her study on the problems affecting the implementation of integrated social studies in primary teacher colleges in Kiambu district Kenya. In her study, Mbugua (1987) echoed the need for in-service teacher

training following the implementation of integrated social studies in primary teacher colleges in Kiambu district; Kenya. Similarly, this study established that teachers needed to be in-serviced because not only do they have to manage the new curriculum and its organisation which was not envisaged in their initial training but also with the new methods of handling this change in curriculum. The teachers teaching social studies at junior secondary level were not trained to do so. All teachers teaching social studies were trained in individual components of social studies. None of the teachers had been trained to teach integrated social studies. As Malusa (1985) argues, a new program in curriculum development entails not just the need for new attitudes but also new knowledge and new skills. Therefore, there was need for in- service training for those who were going to be engaged in teaching social studies. It is arguable that the same methods used to teach the different components of social studies as individual subjects at senior level will suffice, taking into account the time allocated and the low knowledge acquisition level of the learners at junior secondary. It is wrong to assume that the crop of teachers currently teaching social studies in the classroom will automatically pick up the skills and knowledge without further training. Unfortunately, this seemed to be the case at the time of implementation of the 2013 revised school curriculum and it has continued to be the case nearly 7 years after implementation.

Arising from the above discussion, it is clear that there was/is need for in-service training and re-training of teachers of social studies. The emphasis on training in the face of educational change is also noted in the concerns-based adoption model (CBAM) in which Barry (2003) compares the stages of concern model to a bridge as used in this study. To this effect, training, mentoring and coaching are considered significant in improving teaching and learning in social studies. It is strongly felt that there was need for perquisites training of teachers to enable them acquire the needed skills, knowledge and strategies to help them effectively handle the social studies syllabus prior to its introduction in schools. Furthermore, through constant mentoring and coaching, teachers were to gradually grow and acquire the necessary knowledge, skills and strategies to help them manage the challenges of implementing the integrated social studies syllabus.

The problem of lack of retraining of teachers is compounded by the fact that today's teaching of social studies in most schools divides the subject into the three components. Surely, no matter how convincing the reasons might be, the moment that teachers decide to compartmentalize the subject

back to the individual disciplines, the first important feature of the integrated approach which makes the subject different from what had been taught in the past starts to disappear. When teachers go to the classrooms, each with their own share to teach their own way, the concept of integration not only remains unattended to but it also loses its significance to the learners. The researcher wonders what knowledge, skills and attitudes the learners can get out of this in as far as the concept of integration is concerned. Like Ali (1994), the researcher begs to ask; how exactly are teachers expected to handle an integrated subject when its teaching is compartmentalized? These questions if answered would go a long way in polishing the classroom practice of teaching and learning integrated social studies at junior secondary school level.

5.2.5 Teacher Involvement

In relation to the above, the study also established that there was a lack of teacher involvement and consultation prior to the implementation of the social studies syllabus in schools. One of the most important conditions behind successful implementation of changes in curriculum as emphasized by many writers and most researches is the involvement and consultation of the implementers. It is of prime importance that implementers understand what they are expected to do. Involvement of implementers from the conception of any educational change helps to keep them abreast of the new development and helps them to create a positive attitude towards the educational change at play. Teacher involvement and consultation is imperative as it helps to address all concerns arising from the proposed change. In view of this, it is highly felt that the lack of involvement and consultation of the teachers has created a great barrier for the teachers' effective implementation and comprehensive understanding of the concept of integration.

Moreover, the above finding is in line with Samwimbila (2017), who in his study of the teachers' attitude towards the revised social studies curriculum, attributed the negative attitude by the teachers towards social studies to the lack of teacher involvement and consultation during the formulation stage of the 2013 revised school curriculum. This finding is in tandem with the findings of Olouch (1985) that attributed the failure of the new mathematics syllabus in Kenya, to a lack of teacher involvement and in-service training. Furthermore, this is in line with Mata (2012) who argued that teachers can only successfully manage to implement curriculum changes if they are involved from the inception of the change. Moreover, the finding also reaffirms Lufungulo

(2017) in his conclusion that the teachers' attitudes towards educational changes are representative of their involvement, consultation and input to the changes at formulation stage.

From the above discussions, it is felt that the implementation of the social studies syllabus in the 2013 revised school curriculum was hastily done. The lack of adequate teacher orientation and prerequisite training of those anticipated to teach social studies in schools, coupled by an acute absence of professionally qualified teachers trained to teach social studies is symbolic of inadequate research and poor planning on the part of the curriculum developer. The timing in the implementation of integrated social studies at junior secondary level leaves much to be desired. Government should have either waited to unleash professionally trained teachers or taken time to adequately train in-service teachers before implementing the teaching and learning of social studies in schools. Currently, teachers teaching social studies in schools teach specific components based on what they have been trained in. Therefore, if each teacher goes to teach their component separately, at what point is the concept of integration realized? How do the learners see the existing interrelationships among the three components when they are taught in segments by three different people? Moreover, the training that these three teachers are subjected to emphasizes the distinctiveness and uniqueness of the fields they specialize in.

In relation to the above, one can deduce that the introduction of social studies at junior secondary level was abrupt and implemented via trial and error reasoning. It is also worth mentioning that the implementation of social studies was also not subjected to piloting. One would wonder why MoE would subject the entire country to a syllabus of a subject that has not been tried and tested. The importance of piloting in curriculum implementation cannot be over-emphasized and the fact that it was undermined with regards to the national wide implementation of social studies is highly irrefutable. Had piloting of the social studies syllabus been done, some of the problems being realized in the aftermath of the country wide implementation would have been addressed. Pilot testing of a curriculum is an indispensable aspect of quality control in curriculum implementation. Moreover, the purpose of piloting a curriculum is to make sure that the curriculum is effective, and to make changes before it is distributed or offered widely. Piloting helps to identify which sections of the curriculum worked and which ones need strengthening. Besides, the information gathered from the pilot is used to strengthen and improve the content, materials and delivery

strategies. As noted by Kelly (1999), that based on inarticulate policies inadequate research and poor planning, curriculum implementation has become ineffective and lacks any useful feedback mechanism anchored in review, analysis and redesign processes.

In summary, the findings of the study revealed that civics, history and geography were integrated at junior secondary level because of the interrelationships that existed among the three components. This finding was in line with the findings of many researchers among them McBrien and Brandt, (1997), Pring (1971) Blenkin and Kelly (1981) that argue for the integration of two or more autonomous but related entities in order to strengthen and enrich them. Furthermore, the study added to the body of knowledge on subject integration by establishing that subject integration can be used by curriculum formulators to pave way for the introduction of new subjects on the formal school curriculum which are significant for helping a learner have a reputable stay in a globalised village. In addition, the study established that prior to the country wide implementation of social studies at junior secondary level, there was a lack of teacher preparedness, teacher involvement and teacher consultation. Furthermore, no pilot testing of the syllabus was done prior to the country wide implementation. Because of this, teachers had difficulty in understanding the rationale for integration at junior secondary level and they lacked the pedagogical content knowledge (PCK) needed to effectively teach the social studies syllabus. For this reason, it was felt that there was urgent need for in-service teacher training programs to acquaint teachers with needed skills, knowledge and methods to effectively teach social studies and a call to professionally train qualified teachers who are well vested with the knowledge of teaching an integrated subject.

5.2.6 Strategies for Managing the Challenges of Understanding the Rationale for Integration

In relation to the strategies employed by the teachers to manage the challenge of understanding the rationale for integration of social studies at junior secondary level, the study revealed that teachers use the following, namely; attending seminars and workshops, consulting colleagues, researching, having continuing professional development sessions (CPDs) and team work.

5.2.6.1 Attending Seminars and Workshops.

The study established that teachers considered attending workshops and seminars as a means of broadening their understanding of the rationale for integration at junior secondary school level. Among the teachers, it was felt that attending seminars and workshops was the quickest and easiest way for the teachers to acquaint themselves with the concept of integration and to gain a better understanding of its demands and expectations from them. Teachers maintained that there was need for exposure to the new social studies syllabus at school level. The participants were of the view that training and orientation needed to be done more frequently, possibly once in a term to accord curriculum advisors to address critical issues encountered by the teachers during the implementation phase of the curriculum process. Through workshops and seminars, teachers have access to the experts in the field. Moreover, through workshops, teachers are exposed to policy articulation from experts, they get a better understanding of subject matter and they enhance a teacher's understanding of what to be taught and how it should be taught. Furthermore, it was shown that affiliating with professional associations contributed to teachers gaining a deeper understanding of the integrated approach to social studies. This echoes the findings by Kilgallon and Maloney (2008) where participants in the study indicated that workshops and seminars were imperative in helping them manage the implementation of educational change.

Furthermore, the study also revealed that the seminars and workshops will only bring out their intended purposes if they are attended by the right people: those teaching social studies at junior secondary level. Because seminars and workshops usually attract monetary incentives, and they provided opportunities for professional networking, there had been a growing tendency for them to attract the wrong audience: those with power and authority in the organizational structure. It is not unusual to find educational officials from DEBS, HoDs and Deputy Head teachers of schools attending a workshop in social studies (a subject they hardly teach) minus a social studies classroom teacher representative in attendance. Much as the attendance of such delegations attached significance to workshops and seminars in education, concerted effort is needed to bring on board the social studies classroom teachers with the same robustness and monetary incentives. Such tendencies being perpetuated in education are not only retrogressive but are also among the greatest impediments to the smooth transitioning in the implementation of educational changes in schools. If seminars and workshops are to be meaningful, there is need to ensure that they target

the actual teachers of social studies because they are the ones in contact with the learners. The teachers of social studies in this context are the end users that need the training. Moreover, the selection of a teacher to attend a workshop in social studies must never in any way be linked to a teacher's power and authority in the organizational structure of education or to their loyalty to the system. On the contrary, the fact that one teaches social studies is enough a qualification to be considered as a potential participant to a social studies workshop or training, regardless of whether there is a monetary gain attached or not

5.2.6.2 Sharing Ideas with Neighbouring Schools

The study also established that teachers shared ideas with the neighbouring schools in order for them to manage the challenge of understanding the rationale for integration at junior secondary school level. This finding is in line with the finding by Macharia (2011) in her study to investigate the teachers' strategies for managing the challenges of teaching integrated English in Kiambu district, Kenya that established that teachers shared ideas with the neighbouring schools. However, this particular strategy employed by the teachers is a potential cause for disaster in a case of a newly implemented educational change like teaching social studies: where information pertaining to the change itself is scarce among the teachers. In line with this, according to the 2017 ECZ results analysis report, the underperformance of learners in social studies at junior secondary level has become a national concern. This is owing to the fact that all schools regardless of location; urban or rural, or privileged circumstances, seem to be underperforming in social studies. Given this reasoning, one can deduce that the strategies employed by the teachers in respective schools and shared among neighbouring schools may be wrong altogether. The researcher finds it hard to comprehend what ideas and strategies that teachers of social studies are sharing amongst themselves when the basic nature of social studies remains a mystery to them who are responsible for teaching it. Wrong strategies, shared and distributed widely continue to remain wrong and ineffective in bringing about the intended purpose of an integrated curriculum. For as long as the basic nature of social studies remains a mystery to the teachers, the ideas and strategies shared among neighbouring schools remain wrong. Consequentially, schools will continue to yield poor results in social studies as long as the status quo remains unchanged.

5.2.6.3 Consulting Colleagues

As noted from the findings, the study also showed that teachers consulted from their professional colleagues in a quest to understand the rationale for integration of social studies at junior secondary school level. The study discovered that teachers used networking to gain deeper understanding of the concept of integration. Teachers ceased opportunities to learn about integration from their peers in the teaching profession and from those with the knowledge authority in curriculum studies. Moreover, professional colleagues acted as sources of clarification for proposed changes that shared their knowledge and suggested practical strategies to improve classroom practice. This was an innovative measure implemented by the teachers to get a better understanding of how to manage the challenges before them. This echoes the findings by Macharia (2011) who concluded that when faced with challenges of implementing educational changes, teachers never cease an opportunity to learn especially when the initiators of the change do not address the concerns been raised by the teachers. The initiative by the teachers to consult others especially those with a deeper understanding about curriculum studies is highly commendable and innovative.

5.2.6.4 Research

In addition to the above strategies, the study also revealed that teachers engaged in research to help them understand the rationale for integration at junior secondary school level. The participants considered reading books, internet sources about integration and other educational publications by MoE and CDC in relation to social studies. The above reasoning by the teachers is enough for the researcher to deduce that the teachers viewed research from a narrow point of view. Much as it is commendable for the teachers to be inquisitive and read about integration of social studies, it is more paramount for the teachers to conduct research in its entirety. If the teachers are to unearth the mystery about the nature of social studies and how effectively it is to be taught, then there is need for the teachers to rise to the occasion and begin to systematically explore the challenges they are faced with in as far as social studies is concerned. The teachers ought to carry out a systematic process of data collection and analysis, guided by sound theories, concepts, and methods out of which they will be able to make deductions and arrive at objective conclusions. As Fullan (1983) postulates in his adaptive- evolutionary approach, the main actors in the implementation of educational change are the practitioners themselves (teachers) because they are responsible for the educational process and they cannot pass on this responsibility to the external agencies. External

agencies and persons, such as curriculum developers, researchers and in-service trainers may only support and stimulate the development of practice. On the contrary, decisions about initiating development and the control over its direction lie within the realms of practitioners' professional judgment.

Judging from the above discussion, the need for teachers to engage in and be supported to carry out research on the problems affecting them cannot be over-emphasized. This is owing to their invaluable knowledge about the problems they grapple with in their day-today teaching.

5.2.6.5 Having Continuing Professional Development Sessions (CPDs)

The study established that teachers managed the challenge of understanding the rationale for integration at junior secondary school level by attending continuing professional development sessions in schools (CPDs). The CPDs held in schools provided an opportunity for the teachers to engage in discourse with their peers about teaching social studies in its integrated form and to clarify their understanding about the implications of the implemented change. This also provided an opportunity for those that were privileged enough to attend workshops to share whatever was learnt with the other members of staff. This finding is in agreement with Samwimbila (2017) who contends that teachers in Mufumbwe district found CPDs resourceful in helping them develop a positive attitude towards integrated social studies because through the, some of the challenges faced, were addressed.

On the contrary, as much as the researcher acknowledges the role played by CPDs in enhancing the teachers understanding of the teaching and learning processes of social studies, the researcher is pessimistic about the extent of their contribution to the teachers understanding of the rationale for integration owing to the absence of professionals in attendance, apart from the teachers within the social sciences department at a particular school. In view of this reasoning, the researcher is of the view that to strengthen the impact of CPDs in addressing the challenges encountered by the teachers in the face of educational change, it is imperative that formulators of the educational change in question and other external agencies be in attendance.

5.2.6.6 Team Work

As noted from the findings, the study showed that team work was used by the teachers to manage their failure to understand the rationale for integration at junior secondary level. This finding is in

conformity with Kilgallon and Maloney (2008) who share that when encountered with challenges resulting from the implementation of changes in the curriculum, teachers resort to working as a team in order to capitalize on collective strengths and overshadow individual weaknesses. In the face of teaching an integrated subject, the need for teachers to work as a team cannot be overemphasized. This enables them to share ideas and address their individual shortcomings.

In summary, from the above discussion, the study had established that the rationale for integration of social studies at junior secondary level was to create space on the school curriculum so as to pave way for the introduction of other subjects following the introduction of the two-tier career path way in the 2013 revised school curriculum. This finding was new and added to the body of knowledge on the justification of subject integration. The study had shown that to make education more meaningful, purposive and responsive to global and local environmental forces, subject integration can be done to create room for the addition of other subjects on the school curriculum which are capable of earning learners a reputable stay in a changing environment. Irrefutably, education is redundant if it is not responsive to the changes in the learners' environment. Furthermore, the study revealed that history, geography and civics were integrated at junior secondary level because of their existing interlinks and interrelationships which enables them to fall under the same discipline of social sciences. Moreover, this is in agreement with McBrien and Brandt (1997) and Pring (1971) who are of the view that integration entails the merging of two or more autonomous but related entities in order to strengthen and enrich them. According to this study, civics, history and geography were integrated because all three have the same theme: man.

In addition to the above, the study had also shown that the implementation of integrated social studies at junior secondary level had been characterized by a lack of teacher orientation and a critical absence of in-service teacher training. This is similar to the findings of Chiyuka (2012) in the study to investigate the effectiveness of teaching Religious Education as part of the social development studies (SDS) in the integrated primary school curriculum which established that teaching RE as an integrated component of SDS was ineffective because teachers were not adequately trained to manage the integrated approach. This is also directly linked to Connely and Clandinin (1988) who cited the non-availability of in-service training as one of the leading factors affecting the implementation of curriculum changes in schools.

In view of the above, the study revealed that the lack of teacher orientation and the absence of in-service teacher training amidst the implementation of integrated social studies at junior secondary level resulted in teachers having a challenge in understanding the rationale for teaching integrated social studies. Correspondingly, owing to the acute absence of teachers trained to teach social studies in schools, coupled with the lack of in-service teacher training prior to the implementation of integrated social studies as prescribed in the 2013 revised school curriculum, the study went further and established that teachers teaching social studies at junior secondary level taught it using the compartmentalized approach where three independent teachers taught specific components of social studies because they lacked the multidisciplinary orientation to teaching social studies. This corresponds with Merryfield (1997) who attributed the challenges in the implementation of social studies in Africa to a lack of trained and experienced teachers.

Given the above, the findings further revealed that in a quest to manage the challenge of the teachers understanding of the rationale for teaching integrated social studies at junior secondary level, the teachers adopted the following strategies: attending workshops and seminars, sharing ideas with neighbouring schools, consulting colleagues, conducting research, having continuing professional development sessions (CPDS) and applying the team work strategy. The above strategies adopted by the teachers of social studies are similar to the strategies cited by Macharia (2011) as being used by the teachers of integrated English in Kiambu district of Kenya, in pursuit to enriching their understanding of the rationale for teaching integrated English. Likewise, the above strategies established by this study are directly in line with the recommendations of Awhen, Edinyang and Ipoule (2014) in a study to investigate the effectiveness of social studies education in Nigerian schools, that recommended that there was need for intensified workshops, seminars and other professional development sessions that will align the teachers to the demands and expectations of social studies education in Nigerian schools. The role of teacher competence in curriculum implementation cannot be over emphasized. As Rombo (1989) aptly puts it, “no matter the amount and variety of resources provided, curriculum implementation can only yield the intended results if the teacher is equipped with the right competences, skills and knowledge to enable them handle all areas of the change in curriculum.”

5.3 Value of Instructional Resources Used in The Teaching and Learning of Social Studies

This study also set to find out the value of the instructional resources used in the teaching of social studies at junior secondary level. In relation to this, findings show that the recommended text books needed to teach integrated social studies were available and sufficient. However, the study has also revealed that the available teaching and learning resources were not adequate to meet the demands of the integrated social studies syllabus. Furthermore, the study had established that there was a lack of variety in the teaching and learning resources used in teaching integrated social studies.

5..3.1 Availability and Sufficiency of Teaching and Learning Resources.

From the findings presented in chapter four, the study had shown that there were available and sufficient numbers of prescribed text books to meet the population of learners of social studies at school x. From the lesson observation, the study established that each desk of two learners had a minimum of one Progress grade 8 textbook while in some cases, each learner was given a copy of the text book. The availability and sufficiency of prescribed texts books for social studies at school x to meet the number of learners at junior secondary level is an indication of the school's dedication to effectively implement integrated social studies at junior secondary level. In relation to this, Samwimbila (2017) in a study to investigate the teacher's attitudes towards the revised social studies curriculum in Mufumbwe district established that there was a lack of prescribed textbooks needed to effectively implement the demands of teaching integrated social studies in Mufumbwe district. The disparity realized from the two studies in relation to the text books prescribed by MoE can largely be attributed to the study locations being urban and rural respectively. Moreover, curriculum changes have a cost implication and the implementation of integrated social studies at junior secondary level has had its fair share of financial implications on schools. Purchasing of the prescribed text books, sponsoring teachers to attend workshops and seminars on social studies and printing as well as photocopying of notes for social studies have had cost implications on school finances. It is for this reason that urban schools which are generally lucrative compared to their rural counterparts seem to be doing well in as far the acquisition of teaching and learning materials is concerned.

Given the disparity cited above, it is strongly felt that if the teaching of integrated social studies is to yield any tangible national benefit in terms of civic awareness and education, then there is need

for concerted efforts to bridge the gap between urban and rural schools. The skills, information, competences and resources needed for the effective teaching and learning of social studies must be made as accessible in rural areas as they are in urban areas. There is need for affirmative action by MoE to ensure that schools in rural areas are not left behind in the acquisition of teaching and learning materials in social studies.

5.3.2 Inadequacy of Available Resources

In terms of adequacy of available resources, the findings revealed that the available teaching and learning resources were inadequate to meet the demands of the social studies syllabus. Much as the prescribed textbooks were available to meet the number of learners at school X, findings revealed that the available text books were inadequate to meet the demands of teaching integrated social studies. All the teachers in the study expressed concerns about how shallow the prescribed textbooks of social studies were and if at all a thorough analysis of the books was done by MoE before prescribing them to schools:

The problem I seem to have with the so-called recommended books is that they are very shallow in their approach to topics and even if one had to use the two books in unison, certain things which are critical to the learners understanding of a topic are left out. I find myself running back to Alisinda or the senior secondary books for geography in order to build a strong basis for the learners' understanding of certain topics. I am strongly of the view that the ministry did not do a thorough examination of these two books (Progress and Achievers) in relation to the objectives that the social studies syllabus demands.

This finding clearly validates Achoki's (2004) keynote observation that the availability of resources (textbooks) does not necessarily translate into effective teaching of a subject. However, it is the adequacy of the available resources that dictates effective teaching of a subject. It is of no use to sufficiently stock departmental shelves with text books that are inadequate in meeting the demands of a syllabus. All the participants in the study alluded to the inadequacy of the Progress and Achievers branded books in meeting the demands of the social studies syllabus. According to both the teachers and the learners, the two branded books had a shallow scope of content. Moreover, many studies in the aftermath of the implementation of the 2013 revised school

curriculum have argued that the progress and achievers branded books are shallow in terms of content and scope. This realization has made many to wonder the objectivity of CDC in approving the two branded books as the required textbooks to advance the 2013 revised school curriculum.

In view of the above, Samwimbila (2017) in his study on the teachers attitude towards the revised social studies curriculum observed that the books which were written by private writers and approved by MoE were of little help to both the learners and the teachers because their content was too shallow thereby inhibiting the learners problem solving abilities and learning through discovery. Even when used in unison, the study revealed that the two books still remained inadequate to comprehensively meet the demands of the social studies syllabus. It is against this background that Samwimbila (2017) recommended the use of single textbooks which portrayed the required competencies in line with the required syllabus requirements rather than the two branded textbooks which confused both the teachers and the learners.

The above observation by Samwimbila (2017) re-affirms the researcher's observation that the implementation of social studies at junior secondary level was hastily done. One wonders the logic by MoE to approve two textbooks which are both shallow to meet the demands of one subject. Not only does this have a huge financial bearing on the schools but it also entails outsourcing of extra books outside what has been approved and additional research by the teachers to meet the inadequacies presented by the two textbooks. It is for this reason that there seems to be a high dependence on the old syllabus books by the teachers in a quest to meet the demands of the social studies syllabus. In cases where the approved textbooks had not been procured, teachers relied on the old syllabus books to execute the social studies syllabus. For this reason, it is strongly felt that had teachers been widely consulted, intensively involved at formulation stage and had the social studies syllabus being piloted before national wide implementation, some of the challenges being presented would have been adequately addressed.

5.3.4 Lack of Variety of Teaching and Learning Resources

In relation to the value of instructional resources in the teaching and learning of social studies, the study established that there was a lack of variety in the instructional resources used to teach social studies. There was a very high dependence on the chalk board, textbook, chalk and duster as teaching aids in social studies. However, so many things can be designed and used to support the

instruction of a subject, including but not limited to the aforementioned. Moreover, newspapers, magazines, pictures, slides, video clips, printed materials and field trips can all be used as instructional materials in teaching and learning. Teachers should not be compelled to settle for the textbooks, chalk, chalkboards and dusters because there is no variety of instructional resources in schools. However, once provided, it should remain the prerogative of the teacher of social studies to select what will be integral for their attainment of the objectives set in a lesson. This finding coincides with the observation by Kamn and Tylor (1966) that the textbook has for the longest time been the most important tool of the teacher even in the audio-visual era. This is also similar to the observation by Minae (2004) that the most commonly used instructional resources by teachers of English language were the chalkboard, textbooks and reference books.

One cannot over-emphasize the importance played by instructional resources in the teaching and learning process. If the implementation of the social studies syllabus is to be effective, there is need to vary the instructional resources used in teaching and learning social studies. Teachers need to be equipped with a variety of instructional resources as well be in possession of the relevant pedagogical content knowledge needed to use and manipulate the instructional resources at their disposal. It is not just enough to provide the needed instructional resources. Nevertheless, effective curriculum implementation requires that the teachers are equipped with the relevant methodology to make use of available resources. Instructional teaching and learning resources are of little use in effective curriculum implementation where the teachers in charge of the resources lack the pedagogical content knowledge needed to make resources relevant and effective in meeting the demands of the curriculum. As Malusa (1985) contends, resource materials and well-prepared teachers are the best means of implementing a curriculum.

From the above discussion, one can attribute the above cited laxness by the teachers to vary the instructional resources used in the teaching and learning of social studies to the lack of teacher involvement alluded to by Samwimbila (2017) in his study of the teacher's attitudes towards the revised social studies syllabus. It is strongly felt that the lack of teacher involvement at curriculum formulation stage undermined the teachers input in as far as social studies is concerned. Owing to this, the researcher is of the view that the teachers of social studies have no sense of ownership to the subject and so they lack the motivation needed to be creative. Moreover, at what point does

one begin to perfect what they did not create, later on something they do not fully understand. Provided that teachers feel motivated and attention is paid to their concerns about teaching social studies, the researcher is strongly of the view that even amidst the scarcity of resources, teachers can be creative enough to vary the teaching and learning resources used in the teaching and learning of social studies.

In summary, in relation to instructional materials used in the teaching and learning of social studies, the research established that the approved textbooks, chalk, chalkboards and dusters were available and sufficient. School x had procured the sufficient numbers of approved textbooks to meet the numbers of learners of social studies. Both the Progress and Achievers branded books approved by MoE as part of the requirements needed to meet the demands of the social studies syllabus in the 2013 revised school curriculum were available and sufficient at school x.

However, the study also revealed that the available instructional resources were inadequate in meeting the demands of the social studies syllabus. It was revealed that Progress and Achievers branded books were too shallow and irrelevant in helping teachers teach integrated social studies effectively. Moreover, topics in the two books were not adequately covered and the follow-up tasks after each topic were not adequate to provoke problem solving abilities in the learners. Many participants expressed disappointment at the selection and corresponding approval of the two books by MoE. Moreover, the cost implication that any curriculum change imposes on a school has been worsened by the fact the two approved books are still inadequate and both schools and teachers have to incur additional costs to manage the cited inadequacy. Furthermore, having two books for one subject has created confusion for both learners and teachers.

Finally, the study established that there was a lack of variety in the instructional resources used in the teaching and learning of social studies. According to the study, there was a high dependency on the chalkboard, chalk, duster and textbooks as teaching aids in the teaching and learning of social studies. To this effect, it was felt that in an era with so much advancement in audio-visual technologies, teachers of social studies needed to be creative to manipulate the advancement in technology to attain effective teaching and learning in social studies. In relation to this, this researcher attributed the laxness by the teachers to vary their instructional resources in the teaching and learning of social studies to the lack of teacher consultation and involvement in the formulation

stage of the integrated social studies syllabus. Moreover, one can deduce that the lack of teacher involvement at curriculum formulation stage breeds a lack of sense of ownership to the innovation by the teachers. Besides, involving teachers prior to the implementation of curriculum change enables the teachers to have a comprehensive understanding of the actual intentions of innovations in education. Furthermore, it helps the teachers to align their competencies to the demands of the innovation and to acquire the necessary pedagogical content knowledge needed to effectively implement curriculum changes. A point to note from this is that if implementation of curriculum changes is to yield the expected results, teachers need to be actively involved from the onset and that they should be exposed to continuous training and orientation for them to enhance their creativity and understanding of the pedagogical content knowledge needed to effectively implement educational change.

5.4 Challenges faced in the teaching and learning of integrated social studies

As state earlier, the final objective of the study was to find out the challenges, if any, that the teachers of social studies at school x were facing. In view of this, the study established that the following challenges were encountered by the teachers of social studies: there was inadequate time to cover the syllabus, complicatedness in coordinating activities, difficulty in monitoring and evaluation of individual teacher performance, Failure to account for poor performance and poor record keeping.

5.4.1 Inadequate time to cover the syllabus

As noted from the findings, the study established that the time allocated to the teaching and learning of social studies was inadequate. It was discovered that each component of social studies was allocated one session of 80 minutes in a week. The Once per week pupil/ teacher contact, resulting in 4 sessions per month, translating into less than 15 meeting sessions per term and correspondingly less than 45 sessions per year were not enough to comprehensively cover the expanse of the content of any component of the integrated social studies syllabus. In the one session per week, a teacher is expected to explain, give formative assessment and write down notes for the learners. What methodology should a teacher use to adequately teach the learners in 80 minutes per week? To assume that a teacher can approach social studies using the same

methodologies used to teach compartmentalized subjects within the limited time given is indicative of a disconnection between policy formulation and policy implementation.

The above finding coincides with Mbugua (1987) who observed that one of the problems affecting the implementation of integrated social studies in Kenya was a lack of correlation between the time allocated and the content to be covered. Similarly, Ali (1994) observes that whenever centrally prescribed content of a subject is incompatible with the allotted time of teaching, for a teacher in charge of the subject, the most important question is how and when to finish the prescribed content before exam time, and not how well to treat each content. This echoes findings by Otieno (2003) and Gichuki (2007). Moreover, all the teachers of social studies including the learners that were sampled in this study stated that the time allotted to the teaching and learning of social studies was inadequate to cover the contents of the syllabus. To this effect, teachers found themselves torn between covering the syllabus on time and teaching its contents effectively.

In addition to the above, studies that cited inadequate time to cover the syllabus as an impediment to the effective implementation of a new syllabus include Samwimbila (2017) who points out that there is need to revise the time allocated to the teaching of social studies or to revise the content as the two seem to be incompatible. For the effective implementation of any subject or course, an acute shortage of time to cover the syllabus is a serious setback. It is strongly felt that for social studies to be effectively taught and achieve its intended outcome there is need to align the content to be covered to the time given. In light of the highlighted challenge, the study went further to probe the teachers of social studies on the strategies they used to cope with the cited problem.

Against the background given above, the study revealed that the teachers of social studies employed the following measures to deal with the challenge of inadequate time to teach social studies: extra teaching, group work and presentations, using questions to cover topics, issuing hand outs and using different teaching approaches.

In most cases where the allotted time to teach a subject is insufficient, the most widely used strategy by the teachers is extra teaching. As earlier alluded, one of the most reoccurring challenge in the implementation of a new curriculum is the incompatibility between subject content and allotted time to cover the content of the syllabus. To this effect, most teachers resorted to

conducting extra teaching during the holidays, in free periods and early morning before normal classes resumed or alternatively after the normal learning period. Much as this strategy is widely used, the researcher tends to wonder how effective it is in meeting its intended objective. Extra teaching is usually not seriously monitored as it is considered as the teachers own initiative to catch up. All the teacher participants in the study admitted to using extra teaching as a catch-up strategy but none of them admitted to preparing lesson plans or agreed to be monitored while extra teaching. Teachers regarded extra teaching as an initiative and a sacrifice on their part. For this reason, they were of the view that being consistently monitored and followed up by supervisors would only demoralize them. They felt that it was enough that they knew their job and that it was their initiative to catch up using extra- teaching. With the above justifications advanced by the teachers, the researcher wondered to what extent extra teaching contributed to the effective teaching and learning of social studies at junior secondary level. Besides, the role of monitoring and supervision in the teaching and learning process cannot be over-emphasized.

In addition, the research established that in order to manage the challenge of inadequate time to cover the syllabus in the teaching and learning of social studies, teachers used questions to cover the syllabus. Teachers stated that with topics that are seemingly familiar to the learners such as tourism and effects of a rapidly growing population, whose information is readily available and easily accessible, questions are usually the easiest way to help cover the syllabus. Questions are usually drawn from various past examination papers and given to the learners to answer as weekend assignments. This gives the learners ample time and opportunity to research topics using materials that are not provided in school such as the internet. Doing so also enables the learners to develop an inquisitive mind and to sharpen their research skills. Moreover, this also helps learners to be objective and analytical of written discourse. In addition, learners are given the opportunity to be in charge of their own learning. It transfers decision making of how much is to be learnt from the teacher to the learners themselves. However, much as using this approach is effective in arousing the sense of curiosity in the learners, it is also prudent to reckon that this approach if not carefully monitored can impact negatively on learners that lack intrinsic motivation. Certain learners lack self-motivation to learn. Thus, using this approach would result in learners that would have very little knowledge on a topic compared to what they would have known had the teachers

taken time to teach in class. Therefore, using questions to cover the syllabus is often effective where the learners themselves are intrinsically motivated and have the eagerness to learn.

In relation to the above, it was also established that in a quest to manage the inadequate time allotted to the teaching and learning of social studies, teachers also issued handouts to the learners. All the teacher participants stated that it was a challenge to teach assess and write down notes within the stipulated time for teaching social studies. Therefore, in a bid to reserve the allotted time for teaching and assessments only, notes were written in the learner's free time using the handouts or textbooks given. However, the researchers concern with this strategy as used by the teachers is that of ensuring that all learners have the notes written in their books. Being in cognizant of the learner's lack of intrinsic motivation which can largely be attributed to the low average age of the learners, there is need for the teachers of social studies to seriously monitor the progress of the learners up take of the notes in the handouts. It is one thing to have a hand out of notes and another to have the notes written a learner's note-book. Close monitoring and supervisions are needed to ensure that the notes given to the learners are taken down and recorded in the learner's books.

5.4.2 Difficulty in Monitoring and Evaluation of Individual Teacher Performance

In terms of challenges, the study further showed that it was difficult to monitor and evaluate individual teacher performance in as far as teaching integrated social studies was concerned. In this context, the word evaluation entails assessing the effectiveness of the teaching methodologies and resources used in the teaching and learning of social studies. It is a means through which feedback of the teaching and learning process is obtained. Based on the findings of the study, it was indeed difficult to figure out how the teachers of a subject that was taught using the compartmentalized approach but examinable as a single subject and whose results were aggregated could effectively be monitored and evaluated. Having summative results that aggregated the three components which were taught individually by three different teachers made it impossible for anyone to evaluate individual teacher performance in social studies.

As things stand, I cannot monitor the input of individual teachers teaching social studies because the results do not reflect the learners' performances in individual components.

Moreover, aggregated results in social studies did not provide the needed feedback upon which decisions on teacher performance could be made. The lack of the needed feedback to evaluate individual teacher inputs against their output in the teaching of social studies was a major concern to the researcher. The role of feedback in decision making cannot be over-emphasized. It is based on the feedback given that a teacher will make decisions on the effectiveness of the teaching and learning materials used, the methodologies employed in the teaching and learning process and the effectiveness of the pupil teacher interactions. Given that the teaching of social studies was compartmentalized while the results were aggregated, from what data or evidence do the teachers of the individual components evaluate the effectiveness of the materials used and the methodologies employed in the teaching and learning process of a cohort of learners in social studies? Similarly, using what data are evidence or result based decisions made in social studies? How does the HoD decide on which teachers to handle an examination class in social studies given that even for the seasoned teachers, individual teacher input in social studies will not be assessed? To this effect, one cannot help but wonder on what basis the various interventions in social studies are made seeing that obtainable results from various assessments are aggregated.

All the above concerns cannot adequately be addressed as long as the teaching of social studies remains compartmentalized while the results stand aggregated. Monitoring and evaluation are two distinct yet complementary processes that mutually reinforce each other. Monitoring ensures that what was said to be done is done in a systematic manner. In the teaching and learning of social studies, monitoring and evaluation enables a teacher to examine his/her methodologies as well as the teaching and learning materials used to teach social studies against their set out put. One indicator that is usually used to this effect is the pass rate. However, when it comes to monitoring the individual teacher performance, the pass rate as an indicator in social studies proves to be inefficient because aggregating the results conceals significant evidence relating to the input of individual teachers. Moreover, for monitoring to be effective, there must be continuous and systematic collection of information to assess progress towards the achievement of objectives. In addition, a good indicator needs to be, Measurable, accurate, time bound, relevant and reliable. On the other hand, the moment that the teaching approach (compartmentalized) deviates from the presentation of assessment results (aggregated), efforts to evaluate and monitor individual teacher performance using the social studies pass rate become complex and almost impossible.

Unfortunately, this seems to be the case with social studies. Aggregating results in all three components does not provide reliable information neither does it avail an opportunity to either management or teachers to probe the reasons for individual teacher's success or failure in social studies. This finding is new and has added to the body of knowledge on the challenges of implementing an integrated curriculum.

5.4.3 Failure to Hold Anyone Accountable

In relation to the above, the study also revealed that following integration of civics, history and geography at junior secondary level, it was difficult to hold anyone (teacher) accountable for either success or failure of the learners in social studies. This was owing to the fact that the teaching of social studies was compartmentalized yet assessment results were aggregated.

With the way things stand now, we cannot boldly point at anyone and hold them accountable for the poor performance in social studies. All three teachers will collectively take the blame but even among themselves, there is no serious sense of accountability for the failure because they will assume it is the other two who did not put in their best and not them. This continues to remain a challenge.

In cognizant of the cited incompatibility between the compartmentalized teaching approach to social studies with the aggregated presentation of assessment results, who then should be held accountable when the learners performed poorly in integrated social studies? How possible is it to trace and track the individual contribution of the three teachers to the learner's success or failure in social studies? The above state of affairs renders feedback from summative assessments insignificant in management's decision making. How does management use aggregated results in social studies to make decisions on which teachers need help and close supervision, on which ones need rewards and motivation and on what interventions to be put in place to help individual teachers when their individual contribution to the failure and success in social studies cannot be traced? Against this line of thought, it is highly felt that if the feedback in social studies is to have any positive impact in decision making in social studies, then there is need to align the teaching approach in social studies to the presentation of assessment results and vice versa. The incompatibility in the teaching approach with the presentation of assessment results is a source of

conflict in making individual teachers accountable for their contribution to the success and failure in the teaching and learning of social studies.

The above finding established in this study is an addition to the body of knowledge on the challenges of teaching social studies following the implementation of the 2013 revised school curriculum.

5.4.4 Poor Information Management

Also established in the study was that there was poor record keeping in the teaching and learning of social studies. The study revealed that vital information was lost owing to the aggregation of the results in all three components of social studies. Surprisingly, even at school level, there was no trace of the learners' performance in geography, history or civics. This unfortunate state of record keeping concealed information on the strengths and weaknesses of both the learners and the teachers in the teaching and learning of the three components of social studies. Given the above, it was not possible for anyone to access learner performance in individual components of social studies. Neither the learners nor the teachers kept a record of the disaggregated assessment results in social studies. In view of this, the researcher wondered how the teachers were monitoring their progress in the teaching and learning of their respective components of social studies when there was no traceable systematic record of disaggregated results in history, geography and civics. For a comprehensive judgment and progress assessment of the inputs used in social studies: teachers, teaching and learning resources as well as the methodologies employed, there was need for a periodic record of the learners disaggregated results in social studies. In light of this, it was highly felt that, in addition to having a record of the aggregated results in social studies, both the teachers and the learners must be availed with the disaggregated results in all three components of social studies for individualized school assessments and the national summative assessments in social studies.

When the final examination results for social studies are out and you realize that the learners did not do well, there is that urge to introspect and look around for clues that might help you establish where the problem is. The first thing that usually comes to mind is to check the individual teaching files for the teachers that taught those classes to see the learner's performance during local assessments. However,

what surprises me is that even in the individual files, the marks are integrated. There is no single record of the learners' performance in any of the three components. What one sees is a mere repetition of the social studies marks in all three teachers' files. Thus, I feel that vital information is lost by integrating the learners' marks in individual components into social studies.

The feedback obtained from such a presentation of assessment results will enable learners make informed decisions on which of the three components to pursue in future.

Furthermore, it will enable the teachers to make the necessary interventions in the resources and methods used in the teaching of social studies.

In summary, the study established that the teachers had a challenge in understanding the rationale for integration in social studies at junior secondary level. The teachers had a challenge understanding the justifications advanced by MoE to teach social studies. The lack of understanding of the rationale by the teachers for integrating civics, history and geography at junior secondary level was indicative of the lack of teacher involvement in policy formulation and a hastily implemented change in education. The above findings are in line with the findings of other researchers among them; Malusa (1998), Macharia (2011) and Samwimbila (2017). To this effect, it was felt that if the implementation of social studies at junior secondary level was going to be meaningful and yield its intended purpose, the teachers needed to understand the concept of integration in its entirety.

In light of the above, the study also showed that the implementation of the integrated social studies syllabus at junior secondary level was characterized by a lack of teacher orientation to the new integrated social studies syllabus, a deficiency of in-service teacher training and a critical shortage of trained teachers to teach the newly implemented social studies syllabus. The observations made in this study echoed the findings of other studies on the challenges of implementing a new curriculum in education. These include studies by Mugenda (1999), Mulemi (2010) and Chiyuka (2012). Based on these findings, it was deduced that the implementation of the social studies syllabus at junior secondary level was hastily done. It was imperative that before exposing the learners to social studies, their teachers needed to be equipped with the right pedagogical content

knowledge, the appropriate teaching and learning resources and a grounded understanding of the concept of integration in order to warrant the successful implementation of the social studies syllabus at junior secondary level. It was wrong to assume that since teachers already had the content knowledge in civics, geography, and history, then they would automatically acquire the necessary pedagogical content knowledge needed to teach integrated social studies.

Furthermore, it was revealed that in terms of teaching and learning resources, the approved and recommended textbooks for social studies were available and sufficient to meet the number of learners of social studies at school x. The availability of the approved textbooks validates the observation made by Ali (1994) that the text book remains the most utilized teaching and learning resource even in the face of improved audio and visual technologies. The availability of the approved textbooks at school x was also indicative of the cost implications of curriculum changes on schools. In cognizant of this, there was need for those mandated in the selection of curriculum support materials to be objective, critical and avoid biases and prejudice in the selection and approval of curriculum support materials.

In relation to the above, the study showed that despite being available and in sufficient numbers to meet the populations of learners of social studies at school x, the approved textbooks were inadequate to meet the demands of the social studies syllabus. This observation made in the study coincides with the finding of Samwimbila (2017) that the approved textbooks for social studies were too shallow and inadequate in developing the learners' competences in problem solving and analysis.

In light of the above, it was established that a number of strategies were put in place by the teachers to manage the inadequacy of the approved textbooks in the teaching and learning of integrated social studies. These measures included; drawing content from old syllabus reference books, photocopying and printing, giving learners' homework and assignments as well as buying individualized teaching and learning resources. In relation to this, the study also showed that there was no variety in the teaching and learning materials used in social studies. In an era characterized by technological innovations in audio and visual technologies, it was imperative that teachers explored other resources to enhance in the learners understanding during the teaching and learning processes. The findings presented and discussed in the strategies employed by the teachers to

manage the challenges presented by the inadequacy of the available teaching and learning resources, are in the line with the observations made by Macharia (2011).

In addition, the study also revealed the following as challenges encountered in teaching social studies: inadequate time to cover the syllabus, difficulty in monitoring individual teacher performance, poor record keeping and failure to hold anyone accountable for the failure and success in the teaching and learning of social studies. Many of the cited challenges can largely be attributed to the incompatibility between the compartmentalized approach used in the teaching and learning of social studies which segregates the teaching of the three components of social studies by three distinct teachers and the aggregated presentation of the social studies assessment results that combined the learner's marks in all three components of social studies. The failure to synchronize the teaching approach and the presentation of assessment results in social studies resulted in the failure to provide the needed feedback on the progress of the teaching and learning processes in social studies. Correspondingly, this led to management failure to effectively monitor and hold teachers accountable for the failure in social studies.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter describes the limitations of the study, conclusions that have been drawn from the study and the recommendations that can help to warrant the effective teaching and learning of the implemented social studies syllabus.

6.2 Study Limitations

Owing to the fact that this was a qualitative research, the motive of the researcher was to gain an in-depth understanding of the strategies that the teachers of integrated social studies at school x were using to manage the challenges of teaching social studies in its integrated form. To this effect, the study limited itself to school x. consequentially, the findings of this study may not be generalized to other schools in the district.

6.3 Conclusions

The study set out to investigate the strategies that the teachers of social studies at school x of Lusaka district used to manage the challenges of teaching social studies.

To answer the question relating to the teachers understanding of the rationale for integrating civics, history, and geography at junior secondary level, the study concluded that because of their existing interrelationships and interlinks among them, the three components were integrated. Moreover, the three subjects were interrelated in a sense that they all fell under the same discipline of social sciences and in all three components, man was the central theme.

In addition, the study identified that integration of the three components into social studies was done with a view of creating space on the formal school curriculum to pave way for the introduction of other subjects that were needed to warrant learners a successful stay in a globalised village. Therefore, it is because of integration that vocational subjects and ICTS were added at junior secondary level.

Moreover, the study also concluded that teachers had a challenge in understanding the concept of integration and the rationale for integration at junior secondary level. This was largely attributed to the lack of teacher involvement at curriculum formulation stage, a lack of teacher orientation, an acute shortage of qualified teachers to teach social studies in schools and inadequate in- service

training of teachers. In cognizant of this, it was concluded that curriculum implementers assumed that because they posed the content knowledge in independent components of social studies, the teachers would automatically pick up the pedagogical content knowledge needed to effectively teach social studies.

Although teachers used the following strategies to broaden their understanding of the rationale for integration at junior secondary level; attending seminars and workshops, consulting colleagues, attending CPDS and sharing information with neighbouring schools, concerted effort was needed in helping teachers understand the concept of integration in order for them to align their teaching methodologies to the expectations and demands of the social studies syllabus

Furthermore, in response to the probe on value of the instructional resources used in the teaching of social studies, it was found that the approved textbooks for social studies were not only available at school x, but they were also sufficient to meet the number of learners of social studies at school x. in addition, the study also established that despite there being available and sufficient numbers of approved textbooks at school x, the textbooks were inadequate in meeting the demands of the social studies syllabus.

in light of the above, it was revealed that teachers resorted to using old syllabus reference books, buying individualized copies of appropriate teaching and learning resources, photocopying notes and giving homework and assignments to the learners as means of addressing the challenges presented by the inadequacy of the available teaching and learning resources. Moreover, the study also showed that there was a lack of variety in the teaching and learning materials used in social studies. The heavy reliance on the approved text books hindered the teachers' exploitation of the audio-visual teaching and learning technologies in social studies.

Furthermore, in investigating the challenges that teachers encountered in teaching social studies , the findings established that there was inadequate time allotted to cover the content in the social studies syllabus. The study showed that the content to cover in social studies and the allotted time to teach were incompatible. The eighty minutes teacher/pupil contact sessions per week were not adequate for a teacher to explain, answer questions from the learners, give notes and asses the learners understanding of what had been taught. To this effect, the teachers resorted to using

questions to quickly cover topics, extra-teaching in holidays and free periods, issuing out handouts to the learners and varying their teaching methodologies as means of managing the challenge of inadequate time to cover the syllabus.

Another challenge of concern established in the study was the incompatibility of the compartmentalized teaching approach used in the teaching and learning processes of social studies to the aggregated presentation of assessment results in social studies. This lack of synchronization between two complementary aspects of teaching that mutually reinforced each other was a source of serious concern to the researcher and a critical hindrance to effective monitoring of both the teachers and learners progress in social studies. The deviation from compartmentalized teaching to aggregated assessment concealed viable information that is critical for decision making in social studies. Not only did this present a challenge in effective monitoring of the learners and teachers progress in the three components of social studies, but it also blocked the opportunity for management, teachers and the learners to diagnose specific areas of weakness and devise appropriate measures to mitigate the impacts of the spotted problems.

In relation to the above, the study also found out that it was difficult to monitor the progress of the teaching and learning of social studies due to the lack of comprehensive feedback. The incompatibility of the teaching approach in relation to the presentation of the assessment results in social studies did not offer an opportunity to management, teachers and learners to monitor their progress in the individual components of social studies. For all assessments in social studies; local or national summative assessments, results were presented in an aggregated form. For this reason, it was not possible for management to monitor the effectiveness of their inputs in individual components of social studies to the output realized. In this context, the inputs are the teachers, teaching and learning resources used and the learners themselves, while the outcome is the aggregated pass rate in social studies. Given this scenario, it is not possible for anyone to monitor the effectiveness of the inputs in geography as a component of social studies in relation to the social studies pass rate because aggregating the learners' results in social studies, conceals their performance in geography. Therefore, this illustrates the complexity of monitoring and evaluating individual teacher performance in social studies and its resultant failure in holding anyone of the teachers accountable for the failure and success in social studies.

6.4 Recommendations

Based on the findings of this study, below are some of the recommendations that the study came up with in view of the teachers' effective implementation of integrated social studies. The recommendations were categorized in three parts; recommendations for MoE to look into, Recommendations to school managers, recommendations with regard to the use of teaching and support material in curriculum implementation and recommendations for future research.

6.4.1 Recommendations to MoE

- i. Before curriculum implementation, the needed human resource with adequate training, equipped with relevant competences and accompanied by adequate resources should be in place
- ii. The Ministry should embrace the participatory approach when changing the curriculum in order to address the concerns of all stakeholders especially those involved with the implementation of the change.
- iii. Teacher orientation to curriculum changes through workshops, seminars and in-service training programs ought to be prioritized and made compulsory. Assumptions that content knowledge would automatically translate into pedagogical content knowledge to effectively teach social studies must never be made.
- iv. The presentation of national assessment results in social studies should be inclusive of disaggregated marks obtained in individual components to synchronise with the compartmentalised approach to teaching in order to give comprehensive feedback.

6.4.2 Recommendations to School Management

- i. Affirmative action should be taken to increase the teacher/pupil contact hours in the teaching and learning of social studies.
- ii. Internalized school assessments should also depict the performance of learners in the individual components of social studies for feedback, easy monitoring and accountability in the teaching and learning of social studies.

- iii. Initiative should be taken to invite officials from CDC and DEBS office to address some of the teacher concerns in implementing the social studies syllabus.
- iv. The teachers of social studies should be given priority to attend workshops in social studies, with or without monetary incentives.

6.4.3 Recommendation with Regard to Use of Support Material in Curriculum Implementation

- i. The selection and approval of textbooks and other curriculum support materials should be characterized by objectiveness and critical analysis of their relevance to the demands of the curriculum they support.
- ii. Teachers should vary the teaching and learning resources used in teaching social studies by exploiting audio-visual technologies.
- iii. The teachers need to vary the methodologies used in teaching social studies.

6.4.4 Suggestion for future research

To ascertain the effectiveness of the strategies used by the teachers to manage the challenges of teaching social studies at junior secondary level.

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APPENDICES

Appendix I: Informed Consent Form

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDES

TITLE OF RESEARCH: “AN INVESTIGATION OF THE TEACHERS’ STRATEGIES FOR MANAGING THE CHALLENGES ARISING FROM THE INTEGRATION OF CIVICS, HISTORY AND GEOGRAPHY AT JUNIOR SECONDARY LEVEL AT SCHOOL X OF LUSAKA DISTRICT, ZAMBIA.”

INFORMED CONSENT FORM

Dear participants,

This serves to give you an understanding of the research and procedures that will follow. Similar information in this form will be read to you alongside the research questions. A detailed explanation of your participation in this study will be explained to you and later you will be asked if you could take part in the study. If you are going to agree to take part in the study, you will be asked to sign this form as an indication that you have agreed to take part in this study.

Description

This is an academic research; the researcher is a student at the University of Zambia pursuing a Master of Education Degree in Educational Administration, Planning and Policy Studies. This study is a requirement for the researcher to be awarded a Master of Education degree.

Purpose

As per demand of the programme, I am required to conduct a research on the topic of my choice and compile an academic report to be submitted to the institution. In view of this, I am investigating

the teachers' strategies for managing the challenges arising from the integration of civics, history and geography into social studies at junior secondary school level. Therefore, you have been purposively selected as a participant in this study.

Consent

The participation in this study is a voluntary activity. Taking part in the study will not attract any incentive of any form. In an event that you feel uncomfortable to take part in the study, you are free to withdraw from the study.

Confidentially

The information that will be collected will only be used for the above stated activity. The information you are going to provide will not be given to a third party without your authority. In order to ensure that you are not recognized, your names will not be revealed and in most cases the information will be aggregated.

Rights of participants

Your rights as a participant will be respected and protected during this study. As a participant, you are free to ask for any clarification at any point during the interview and in an event, you feel uncomfortable to continue with the interview, you are free to withdraw from the study.

Declaration of Consent

I fully understand this document.

I have agreed to take part in the study.

Name of the participant.....

Signature..... Date.....

Appendix II: Interview Guide for The One-One Interview with The HoD Social Sciences

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDES

TITLE OF RESEARCH: “AN INVESTIGATION OF THE TEACHERS’ STRATEGIES FOR MANAGING THE CHALLENGES ARISING FROM TEACHING SOCIAL STUDIES AT JUNIOR SECONDARY LEVEL AT SCHOOL X IN LUSAKA DISTRICT, ZAMBIA.”

Demographic data

Gender

What is your Level of qualification?

Where did you do your training from?

For how long have you been HoD?

Strategies for managing the teachers’ understanding of the rationale for integrating civics, history and geography into social studies.

1. In your own understanding, what do u think is the rationale for integrating civics, geography and history into social studies at junior secondary school level?
2. Do you think that you share the same understanding of the rationale behind the integration with the teachers of social studies in your department?
3. In your own view, what is the level of understanding of the rationale behind the integration by teachers of social studies in your department?
4. Many scholars argue that the lack of knowledge on the rationale of curriculum integration is an impediment to the successful implementation of the integrated social studies curriculum at junior level. What do you think about this?

5. How do you help teachers in your department to understand the rationale for the integration of the social studies junior secondary school syllabus?
6. Do you have any other suggestions on strategies that teachers could employ so as to get a better understanding of the rationale for the integration of social studies at junior secondary level?

Strategies for coping with the available resources

1. What teaching and learning materials do you know?
2. In relation to social studies, what teaching/ learning materials and other curriculum support material is your department stocked with?
3. Are these materials sufficient?

Challenges arising from teaching social studies

4. What are some of the challenges, if any, that the teachers of social studies in your department are facing?
5. What strategies have you put in place in your department to manage these challenges?
6. What assistance do you offer to teachers in your department so as to make them teach social studies effectively?
7. Do you think teachers of integrated social studies need help from the curriculum development centre CDC or other subject specialists in the face of the challenges they are facing?

Appendix III: Interview Guide for One-On-One Interviews with The Teachers

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

TITLE OF RESEARCH: “AN INVESTIGATION OF THE TEACHERS’ STRATEGIES FOR MANAGING THE CHALLENGES ARISING FROM TEACHING SOCIAL STUDIES AT JUNIOR SECONDARY LEVEL AT SCHOOL X IN LUSAKA DISTRICT, ZAMBIA.”

Demographic data

Gender?

What is your level of education?

From which institution did you do your training?

For how long have you been in service?

For how long did you teach civics, history or geography at junior secondary level before they were integrated?

For how long have you taught integrated social studies?

Strategies for managing the challenge of the teachers understanding of the rationale for integrating civics, history and geography into social studies

1. Why do you think civics, history and geography were integrated into social studies?
2. Lack of knowledge on the rationale for integration has been identified as an impediment to the successful implementation of the social studies curriculum at junior secondary level. Is this the case?

3. What are some of the strategies that you as a teacher take to overcome this challenge, if it is?
4. What are some of the ways in which the teachers' knowledge of the rationale for integration be increased and how can this knowledge be used by the teacher to effectively teach social studies?

Strategies for coping with the available resources

1. What teaching and learning resources of the social studies curriculum do you know of?
2. From the ones you have mentioned, which ones are available at this school?
3. Are the available teaching and learning resources for the social studies curriculum adequate?
4. Provided that the available resources are not adequate, what strategies do you as a teacher of social studies use to cope with the inadequate resources?

Challenges arising from teaching social studies

- 1) What are some of the challenges you face in teaching social studies ?
- 2) What strategies have you put in place to help you mitigate these challenges?
- 3) Having taught before and after the integration, would you say the challenges faced before integration and after integration have remained the same, decreased or perhaps they have increased?
- 4) Do you think there are any benefits at all in integrating the 3 subjects into social studies?
- 5) How would you describe the teachers' attitude towards the integration; Positive or negative?
- 6) Do you think there was adequate preparation of the teachers of social studies before the social studies curriculum was implemented?

Appendix IV: Interview Guide for The Focused Group Discussion with The Learners.

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

TITLE OF RESEARCH: “AN INVESTIGATION OF THE TEACHERS’ STRATEGIES FOR MANAGING THE CHALLENGES ARISING FROM THE INTEGRATION OF CIVICS, HISTORY AND GEOGRAPHY AT JUNIOR SECONDARY LEVEL AT SCHOOL X IN LUSAKA DISTRICT, ZAMBIA.”

- 1) What teaching and learning materials do you use in social studies?
- 2) Do you think they are adequate?
- 3) Provided that they are not adequate, what do you think your teachers should do to help you cope with the inadequate teaching and learning materials?
- 4) What are some of the challenges, if any; do you face in learning social studies?
- 5) In your own opinion, what can be done to overcome these challenges?
- 6) For those at senior secondary level, would you prefer learning geography, history and civic education in an integrated form like is the case with social studies?
- 7) Are the challenges you faced while learning social studies at junior level the same with the challenges you face now as you learn history, geography and civic education independently?
- 8) What challenges, if any, do you face as you learn the three subjects independently?

Appendix V: Social Studies Lesson Observation Guide

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDES

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- 1) Class;
- 2) Number of learners;
- 3) Type of teaching/ learning materials used;
- 4) Distribution and positioning of the teaching and learning materials;
- 5) The relevance of the teaching and learning materials to the topic;
Poor () Good () Very Good () Excellent ()
- 6) The relationship between the teaching and learning materials used and the lesson objectives;
- 7) How often do the pupils and the teacher make reference to the teaching and learning material used during the lesson.
25% of lesson 50% of the lesson 75% of the lesson 100% of the lesson
() () () ()