

TEACHERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF THE  
REVISED SOCIAL STUDIES CURRICULUM IN SELECTED  
SECONDARY SCHOOLS IN MUFUMBWE DISTRICT, ZAMBIA

BY

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**AUTHOR'S DECLARATION**

I, **Justin Samwimbila**, hereby declare that this dissertation is my own work and all the sources have been acknowledged by means of completed references and that it has never been previously submitted for Degree at the University of Zambia or any other University.

Signed.....

Date.....

## APPROVAL

This dissertation by **Justin Samwimbila** is approved as partial fulfillment of the requirements for the award of the Masters of Education degree in Educational Psychology by the University of Zambia.

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## ABSTRACT

The study aimed at establishing Teachers' attitudes towards the implementation of the revised social studies curriculum in selected secondary schools in Mufumbwe District, Zambia. The objectives of the study were to; Investigate the views of teachers towards the implementation of the revised Social Studies curriculum at Junior Secondary school, Identify the benefits of implementing the revised Social Studies curriculum at Junior Secondary school, Explore the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school and To suggest effective ways of implementing the revised Social Studies curriculum at Junior Secondary school. A descriptive design utilising qualitative approach was used in conducting this study. Data was collected through face to face interviews and semi-structured interviews to a sample of twenty five (25) participants consisting of twenty (20) Social Studies teachers and five (5) Heads of Departments of Social Sciences who were purposively sampled from five (5) selected secondary schools in Mufumbwe District. The Data collected were analysed using thematic analysis. Thematic analysis emphasises pinpointing and recording patterns (or "themes") as the categories for analysis. The study revealed that, the attitude of both Social Studies teachers and Heads of Departments towards the implementation of the Social Studies revised curriculum was negative and showed that teachers face a variety of challenges which impede on the successful implementation of during the teaching and learning process. Since teachers are the major implementers, the findings have shown that there was need to provide opportunities for them to participation during formulation and/ or review of the curriculum. Also the Ministry of Education should devise ways of providing quality and relevant teaching and learning resources that are consistent with the revised social studies curriculum and disseminate in time. Based on the findings of the study, the following recommendations were made: Providing adequate human, material and financial resources to put the designed curriculum into practice. Decision-making in the process of curriculum implementation should be participatory to avoid resistance among the staff members. Training of teachers to support curriculum implementation should including school management and District officers and this comprehensive revised social studies curriculum training programme should be compulsory. It is recommended that all our universities and colleges mount courses and programmes ranging from diploma to Bachelor degree courses in social studies to produce the much-needed qualified man-power to handle the Junior Secondary School Social Studies programmes.

## **DEDICATION**

This study is dedicated to my wife, Maureen Musonko Samwimbila and my children Kukenga, Kambanzhi, Lubanji, Kuwaha and Kuwunda for their 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 Centre

DEBS .....District Education Board Secretary

MoE .....Ministry Of Education

UNZA .....The University of Zambia

INSERT .....In Service Training

S.S.....Social Studies

J.S.S.....Junior Secondary School

R.S.....Religious Studies

SDS.....Social Developmental Studies

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter contains the background to the study, statement of the problem, purpose of the research, objectives, research questions, significance, delimitation, limitations, theoretical framework and the operational definition of terms.

### **1.2 Background**

Social Studies is a core subject in Zambia's educational system. It is compulsory for all students in primary school and junior secondary school with the exception of senior secondary school. The course deals on societal problems which vary from country to country and people to people. Thus, there is no basic consensus as to a particular definition of the concept. Okobia (2011) however sees Social Studies education as the study of man in his environment. That is to say that Social Studies education deals on man's cultural, social, religious, physical and economic environments. Social Studies is an integrated area of study designed to inculcate in the individual (man) desirable knowledge, attitudes, values and skills as regards his environment in totality for production of effective citizenry capable of making rational decision. In other Social Studies tries to put man and his environment at the centre and makes man a functional and effective being in his environment capable of adjusting to the dynamic of the international society.

The Ministry of Education (2013) made Social Studies a core subject in the Junior Secondary school in Zambia, with the aim of inculcating in the learner basic skills, values and attitudes for useful living. Civic Education, Geography and History have been integrated into Social Studies because some content in the subjects are interrelated and some competences are similar. At the same time the integration of subjects has created space on the curriculum to introduce new career pathways for learners.

Ministry of Education, (2013) further shared that, the term was used to identify a new study area that was introduced at Junior Secondary school level (Grades 8 and 9). It does not denote a political school of thought, a philosophy, a doctrine or a form of organization, it only refers to this new learning area on human relationships and behaviour. It is an inter-disciplinary

programme with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum. The syllabus further takes into account national educational goals and the structure of the various disciplines that contribute to the subject.

Social Studies education lays emphasis on affective learning domain. The teaching of Social Studies education at tertiary institutions pave way for the students to be trained to appreciate the need for unity in diversity, develop the spirit of togetherness and interdependence of members of both local and national communities. In addition, the objective of Social Studies at the tertiary level is the acquisition of both physical and intellectual skills that will enable individuals to develop into useful members of the community. Thus, Social Studies education is known to inculcate into the learners the abilities and skills that will make them become effective and functional members of the society and by that help them to master their environment explore and harness the available resources in their environment for solving societal needs and bettering the lives of the people (Mezieobi et al, 2012).

According to Merry-field, (1997) education as a professional field is constantly changing. Change in values takes place, new curricula are introduced and new technologies define how teachers should teach and learn. Curriculum innovations are meant to be implemented in the classroom by teachers. As the world is changing rapidly, pupils in school need to be well equipped to be able to perform their roles and make meaningful contributions to their societies. Because schools and teachers cannot teach everything, standard curricula are planned to serve as framework and guide for curriculum decisions. These are made to provide performance expectations regarding knowledge, processes and attitudes essential for all pupils and further provide examples of classroom practice to guide teachers in designing instruction (Flores, 2005).

It was essential that whenever a programme is to be introduced the concept and attitudes of recipient should be sought first; these attitudinal gaps create dissatisfaction among teachers. Again, it has been established that teachers trained in single subject areas from the institutions lack the multidisciplinary orientation to teaching social studies as an integrated subject. This suggests that policy makers should train the teachers first in matters of curricula. Teachers must be given the needed orientation in the skills of integration. The teacher must accept that the world around us must be viewed as a whole. The teachers of social studies must understand the expanding environments theory of mental development and that the

course content might be organized in “scope and sequence that spiral concepts themes, life problems and issues throughout the social studies curriculum. With this orientation, teachers will appreciate the concept of integration for its sustainability. It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision.

Shortage of qualified Social Studies teachers in Zambian secondary schools is a great concern during implementation phase and most of the available ones are not professionals in the field and this affects effective implementation of Social Studies education. According to Merryfield, (1997) Social Studies education curriculum deals with dynamic subject matter and most of the current issues which the learners are supposed to study. In Zambia Social Studies education is being studied at both primary, Junior secondary and with the exception of senior secondary school. Inadequacy of Social Studies teaching materials most especially textbooks hampers effective delivery of Social Studies education. Most of the available ones are obsolete that they no longer affect the contemporary issues of the society.

Although many studies such as Mbulo (2015) Lufungulo (2015) Mulemi (2011) Chiyuka (2012) have been conducted in Zambia and world over concerning the implementation of social studies education in schools, not much information is available on teachers attitude towards the implementation of social studies revised curriculum. In this light, it was very imperative to conduct a study to establish the “Teachers” attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia.

### **1.3 Statement of the Problem**

In its efforts to revise and tailor the school curriculum to the changing educational needs of the Zambian society, the Ministry of General Education the revised Social Studies curriculum in which civics, geography and history have been bonded into one subject called Social Studies at Junior Secondary school level. The idea behind integration is that, some contents in the subjects are interrelated. The integration of these subjects has created space on the curriculum to introduce new career pathways for learners (MoE, 2013).

Many studies have been conducted on integration of subjects in the Zambian school curricula. For instance Mbulo (2015) did a study on Lecturers’ attitude towards team teaching in Social,

Spiritual and Moral Education at Kitwe College of education and found that Result showed curriculum collaboration effective communication, information sharing, coordination, cooperation, problem solving and negotiation skills were displayed. Lufungulo (2015) also did a study on primary school teachers' attitudes towards ICT integration in Social Studies in Lusaka and Katete Districts and the study revealed that, the teachers' attitudes are responsible for the success or failure of new innovations in education. Mulemi (2011) looked at the effects of the 'New' Zambian high school Geography curriculum on learners and the study revealed that, lack of resources such as textbooks restricted both learners and teachers to particular forms of knowledge. Chiyuka (2012) investigated on the effectiveness of the teaching of Religious Education as part of Social and Development Studies in the Integrated Primary School Curriculum in Zambia and the result showed that lack of teaching and learning materials in schools and teachers negative attitude contributed to ineffective teaching and learning of RE under SDS. However, some studies focused on attitudes, integration and team teaching and not on teachers' attitudes towards implementation of Social Studies revised Curriculum, leaving a gap which this study intends to address. This study, therefore, sought to specifically establish "Teachers" attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia.

#### **1.4 Purpose of the Study**

The purpose of this study was to investigate the Teachers' attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia.

#### **1.5 Study Objectives**

The objectives of this study were to:

- a) establish the views of teachers towards the implementation of the revised Social Studies curriculum at Junior Secondary school.
- b) identify the benefits of implementing the revised Social Studies curriculum at Junior Secondary school.
- c) explore the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school.



- d) suggest effective ways of implementing the revised Social Studies curriculum at Junior Secondary school.

## **1.6 Research Questions**

The study was guided by the following research question.

- a) What are the views of teachers about the implementation of the revised Social Studies curriculum at Junior Secondary school?
- b) What are the benefits of implementing the revised Social Studies curriculum at Junior Secondary school?
- c) What are the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school?
- d) What ways can be employed to effectively implement the revised Social Studies curriculum at Junior Secondary school?

## **1.7 Significance of the study**

It is the wish of the researcher that through the study will provide understanding of the teacher's attitudes towards curriculum revision. The findings of the study may have benefit to the society in the sense that, the effective implementation of Social Studies at junior Secondary school level may enable every school-going child in Zambia to understand peoples' interaction with their cultural, social and physical environments appreciate home and heritage, develop skills and attitudes expected of citizens and learn to express ideas in many ways. Policy makers in the Ministry of Education and other stakeholders in education may benefit from the outcome of this study by adopting interventional measures such as inclusion of school administrators and teachers in the process of integrating subjects. This will help in the teaching and learning of the subject in the sense that the stakeholders were partakers of the decisions.

## **1.8 Delimitations of the Study**

The research focused on the Teachers' attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District. For this reason the research was confined to only those teachers who teach Social Studies in Junior

secondary schools in Mufumbwe District. Delimitations indicate the boundary of the study in the context of content and geographical coverage. It is used to address how the study was narrowed in scope and covers several factors (Kasonde-Ng'andu, 2013). The participating social studies teachers and heads of departments Social Sciences were chosen because of their experiences in teaching either civics geography or history at Junior Secondary school. Participating schools were secondary schools were those which had junior secondary classes. Further, the researcher felt that teacher's experiences, views, attitudes towards the introduction of the revised social studies curriculum would contribute new knowledge to the existing body of knowledge in education in Zambia. This study was confined to Secondary Schools and mainly concentrated on understanding "Teachers" attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia. Mufumbwe in this sense was considered because the district had the needed respondents on social studies, availability of Junior secondary Schools and the district was selected purposively to have data from the rural area district.

### **1.9 Limitation of the study**

For the purpose of being objective and self-critical, 30 respondents drawn from five geographical study areas, which are Junior Secondary Schools with Social Studies teachers with background and experiences on revised social studies at junior secondary school. Because of this, respondents exhibited valid and almost similar responses on their experiences on the study which made conclusions to come out clearly and easy to make conclusion.

The concern of the researcher was that such instruments were mainly designed to be used on Social Studies teachers and heads of department social sciences.

Due to the some unknown reason by some respondents to answer in various reasoning, results might not accurately reflect the opinions of all members of the included population .The scope and generalisation of this study may be limited to selected ordinary government Secondary schools in Mufumbwe District.

Therefore, the findings of this study may be subjected to many interpretations and or would not even be generalized to all Junior Secondary Schools in the entire country.

## **1.10 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 researcher's 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.

This research is based on the following theoretical assumptions:

- a) The Adaptive Evolutionary Theory as proposed by Stenhouse (1975) in this theory asserted that it is conceptually unsound, socially unacceptable and empirically impossible to solve the implementation problem through detailed elaborations of the desired practice and
- b) The Piaget's ideas of assimilation and accommodation Piaget (1977) was compared to the ideas of Piaget in a sense that, the new revised social studies curriculum brings with it new principles, approaches and methods. Teachers need to assimilate and accommodate these changes in order to effectively implement them. In line with this theory teachers perform well where there is certainty and stability in the curriculum and education system. Piaget's ideas of assimilation and accommodation (1977) are also cited.

Teachers who were trained at college and universities for a particular curriculum have to assimilate and accommodate the new education dispensation regarding curriculum transformation and change. Teachers do well in curriculum implementation where they are motivated.

The atmosphere of our education system has not involved the teachers to work hard for successful implementation of the revised curriculum.

In this study the approaches were adopted because they related well to the current study in that most of the respondents were of the view that the introduction of the new curriculum was done hurriedly and that they were not consulted from the onset to orient them on the idea behind integration of Civic Education, Geography and History into Social Studies and on how to go about with the implementation process. If one aims at quality practice one cannot wish that practitioners take a curriculum proposal literally. They must work towards a one-to-

one translation of the curriculum proposal into practice. They should apply it to the local practice as true as possible to the original intentions. At the initial stages teachers should take the specific circumstances of their locality (students, parents and society) into account in order to produce and evaluate a local version of the curriculum which is adapted to what is productive and feasible.

Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment spheres. According to Bertels (2003:478), change can be described as the process of analyzing the past to elicit present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the implementation of the new curriculum.

The revelation in this sense is that curriculum revision has focused too much on the introduction of the new career pathways at Junior Secondary school and neglected issues of content which are left to individual teachers to construct. However, given the lack of trained teachers and the lack of resources, has inflicted on the education system, the majority of teachers find it difficult to know what to teach and tended to act as mere technicians without the necessary conceptual and content tools. For instruction to be effective, the teacher must know more, must have adequate content knowledge and must know the conceptual destination of the learning. The cognitive aspect of schooling has been lost through too much emphasis on outcomes in the new curriculum.

For the curriculum to be implemented well, participation is a crucial source of legitimacy for policy decisions, especially in educational policy. It seems like teachers were not involved in the decision to adopt the new revised curriculum as the preferred policy approach at junior secondary. Even as the teachers were called on to become involved in the elaboration and the implementation of the curriculum, the decision to proceed had already been made. Unfortunately, participation is sometimes confused with consultation.

The proper implementation of the revised social studies curriculum by teachers requires effective monitoring by standard officers. Monitoring would determine successes and also determine deficiencies and challenges which teachers encounter. After monitoring had been done and challenges diagnosed, corrective measures, support and other intervention strategies

can then be taken to assist teachers and that on its own would be a way of empowering teachers.

Besides the Adaptive Evolutionary Theory by Stenhouse (1975) postulated the need for in-service training of teachers, as a vast amount of work still needs to be done to ensure the successful implementation of the social studies revised curriculum. Obviously the education authorities cannot provide all the in-service training that is needed and are at this stage involving higher education institutions in the process. The challenge that lies before providers of in-service teacher training regarding implementation of the revised is not only to be able to train so many teachers; aspects such as the relevant curriculum and teaching practice are also involved. The in-service training should obviously also be presented in a way that takes into account that the teachers are novices regarding curriculum implementation. The successful implementation of the social studies revised curriculum at junior secondary in Zambia will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained.

As noted, Stenhouse (1975) and Piaget's ideas of assimilation and accommodation Piaget (1977) theories are so strong in adapting of a revised curriculum. They also postulates that complex changes necessitates relearning and, thus, invites participants to participate actively in the process of implementation which is seen as a prime opportunity for internalizing the main characteristics of the changes. Issues that were not addressed at the initial stage of the innovation can be incorporated in the improved version. Finally it enables stakeholders to give their views about the success or failure of the study.

It should be noted that quality curriculum implementation necessitates teacher development and not just the production of written goals and materials.

### **1.11 Operational definitional terms**

The definition of terms is important in understanding any research study. Therefore, the terms below are defined operatively or according to the meaning assigned to them in this study.

**Attitudes**                      Feeling or opinion about something or someone,

<b>Curriculum</b>	Can be viewed as a field of study or subjects or a plan for action or learners' experiences at school. In other words, curriculum is what actually happens in the classroom.
<b>Implementation</b>	put into effect the revised education curriculum according to the intended plan and procedure.
<b>Integrate</b>	This means to combine parts so that they work together.
<b>Knowledge</b>	Information and understanding of something gained through learning and experience.
<b>Learning resources</b>	this includes physical facilities like classrooms, libraries, laboratories and materials such as books and charts.
<b>Quality</b>	Degree to which something is good.
<b>Resources</b>	Refers to the manpower (teachers), equipment's, materials and facilities that are used to enhance learning and teaching.
<b>Skill</b>	Learned ability to do something well.
<b>Values</b>	Principles and beliefs about what is important in life and how people should behave.

## **1.12 Summary**

This chapter presented an introduction on Teachers' attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia.

Social studies education and instruction have gone through several cycles of change from an integrated curriculum and multiple subject curriculums. The social studies programme as a field of study was introduced into the curriculum in 2013 the Ministry of General Education through the Curriculum Development Centre. However this introduction has not allowed the curriculum study to blossom due to both teachers' negative perception and attitudes towards the social studies programme. It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision. If challenges experienced by educators in schools, such as inadequate

resources, financial constraints and lack of training, are not addressed, these may have far-reaching consequences not only for our education system but also for the type of skilled learners that will be produced and for the economic growth of the country. A clue from this is that teachers must be engaged in continuous training and orientation for them to perform as expected.

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

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **1.1 Overview**

Revision of Social Studies Curriculum integration at Junior Secondary school was started in 2013 in education in Zambia. This is a new curriculum in which subject area have been brought together and grouped into one study or learning area under which they will be taught. Literature review entails compiling a review of research findings on a particular topic that has already been published (Yin, 1984). The review is presented beginning with a global perspective, African perspective and finally Zambian perspective.

#### **1.2 Global perspective of Social Studies curriculum**

##### **1.2.1 History of Social Studies Curriculum**

Attempts have been made by many writers to define or rather describe Social Studies. However, there is no particular agreed definition as every attempt is based on individual beliefs about the role of Social Studies in society. For example, Ogar & Effiong, (2012) argued 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. Ogar & Effiong, (2012) stated that Social Studies is the totality of experience a student goes through having been exposed to a course explaining the problems men and women encounter in chosen environments (historical, geographical, traditional, political, religious, economic, psychological, cultural, scientific and technological). Meanwhile, Obinna, (2007) claimed that Social Studies is a subject that attempts to study human beings in all their manifestations.

Etymologically, the word curriculum is derived from the Latin word “curere” which is a literal translation of racecourse (Connelly & Clandinin, 1988). It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision. It is on record that Social Studies education initially started in the United State of America where the Social Studies movement was formed as a result of the influence of John Dewey (Salia-Bao, 1990). This resulted in the formation of the progressive education called the Pragmatists (Salia-Bao, 1990). They



stressed the progressive philosophy which was based on child-centered education, inquiry, and discovery learning.

In Africa, when most countries were securing independence in the 1960s, there was the need for the new leaders and educationists to make changes in the education setting. Social studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa. The first conference was held in 1961 at the Endicott House, Massachusetts Institute of Technology to study some of the problems of education of the emerging nations of Africa and to suggest steps by which those problems could be solved. At the Massachusetts' conference, a Sub-committee on the Humanities and Social Studies was formed (Tamakloe, 1994). They agreed on the following objectives for Social Studies:

1. To sensitize 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 the students 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 he will face a citizen (Carnoy, 1974)

After independence in 1964 Zambian educators, joining educators from other African nations, were concerned about the inherited British educational systems and sought ways to change them to make it suitable to the needs and aspirations of the new and emerging nations (Merryfield & Muyanda-Mutebi, 1991). The development of the education of social studies dates back to the modern history and changes of teacher education generally. Social studies have moved from western cultures begun in the nineteenth century to teacher colleges and university-based teacher preparation in the twentieth century. But the education of Social Studies teachers has to take into account the unique definitions and issues connected to the teaching of Social Studies at Junior Secondary school.

In September 1967, eleven African nations-Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra-Leone, Tanzania, Uganda, and Zambia, met at Queen's Oxford in England to discuss needs and priorities in curriculum development in Africa. A year later, representatives from the above nations agreed to meet in Mombassa, Kenya to address three basic questions: (a) What is social studies? (b) What should be the objectives in social studies education? and (c) What approach should be used in teaching social studies? These questions

became the framework within which Zambian social studies education was organized. 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 reflect the goals and aspirations of the nations (Merryfield & Muyanda-Mutebi, 1991),

According to Merryfield & Muyanda-Mutebi (1991), African nations needed to address: (a) students' understanding of interactions between different cultural, social and physical environments, (b) students' appreciation of their homes and heritages, (c) development of academic and social skills and attitudes expected of citizens and (d) freedom of expression of ideas in a variety of ways, however most people who are responsible for the implementation of Social Studies, teachers and teacher educators were not clear about the meaning of social studies and could not differentiate it from the subjects it replaced. Another problem that appears to be dominant in Africa relates to the training of teachers or teacher education. It appears that there is a great shortage of trained and experienced social studies teachers in most African schools. The current state of affairs with regards to social studies needs to be addressed if social studies is to achieve its goal of preparing citizens for the 21<sup>st</sup> century.

Chiodo and Byford (2004) conducted a study inquiring into the attitudes students possessed regarding social studies and revealed that the attitudes have unique influence on the Social Studies curriculum. Similarly, the findings from other studies indicate that the decisions of what to teach children under Social Studies education often shift and are dependent on the influence of the conception of the teacher about the subject. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary. This study attempted to close this research gap.

Curriculum and instruction in social studies education today is still reminiscent of the British colonial and imperial frameworks. Although in the past educators have attempted to Africanize both the curriculum and instruction, minimum gains have been recorded (Farouk, 1998). For example, rote learning and centralized examinations are still prevalent and imposed. The implications for democratic and classroom practices are obvious: it limits students' creativity, imagination, cooperation, and social skills. The implemented curriculum often differs to various extents from the ideal or formal curriculum. The perceived and implemented curricula vary from the conception of persons (policy-makers or curriculum

developers) who plan or devise a curriculum innovation. This implies that curriculum conception of Social Studies is of high importance in the implementation process as this may shape teaching practice positively or negatively. This calls for the involvement of social studies teachers in devising changes so as to have a smooth transition in the course of implementation at school level.

Villa *et al.* (2004) observes that team work creates opportunities for professional growth in the process of receiving personal and professional support. In addition, Pope (2000) supports the view that the teaching is made easier through co-teaching as learning problems are identified quickly, thereby increasing academic performance. Villa *et al.* (2004)'s recommends that administrators should support team teaching by allocating resources such as those that are technical, material or organizational. Additionally administrators should provide incentives like time, training, encouragement and opportunities to engage teachers or lecturers in team teaching. Like in the Zambian situation of the revised Social Studies this is to ensure that schools are stimulated and guided as to how to improve and achieve educational goals through desirable practices. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary. This study attempted to close this research gap.

Social Studies curriculum is one of the subjects that can and has helped change attitudes of citizens and thereby contributing to the socioeconomic development of a nation, but educators of the subject have long argued over what exactly is meant by Social Studies. The general domain regarding Social Studies implementation in schools today has gathered significant research momentum in the recent years. Studies about the Social Studies integration in the classrooms have been conducted in many parts of the world. However, only pint-sized research has been done in Zambia. 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, civics and history have been integrated as one subject called social studies (MoE, 2013).

In essence, Social Studies provides a way of looking at society in order to understand its structure and its problems and to look for ways of solving those problems. It can therefore be claimed that the concern of Social Studies is to provide students with 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 students to understand their fellow

citizens holistically. Social Studies therefore seeks to integrate knowledge from the various traditional disciplines.

### **1.2.2 Integrated Curricula of Social Studies in Schools**

Research findings by some researchers such as Wesley and Bruce (1958) shares that, social studies indicates materials whose content as well as aim are predominantly social studies and societal issues. The social studies are the social sciences simplified for pedagogical purposes. And further reveals that Social Studies is one of the most widely used subjects in the provision of citizenship education. There two views of social studies, the first shares that, it as an amalgam of different subjects selected for teaching in schools and as a subject under the Social Sciences. In Zambian secondary schools Social Studies presently has distinct subjects on the school timetable which are history, geography and civics the pertain which is similar to the teaching of science at senior secondary school that encompasses chemistry and physics. The second view shares that it is an integrated subject, but includes separate subjects as long as they have an interdisciplinary perspective. This view is typified as courses of study at the primary and secondary levels of schooling presenting components of history, geography, economics and moral and civic education, prescribed and taught either as an integrated discipline or separate curriculum subjects with an interdisciplinary emphasis. There may not be a subject specifically called Social Studies on the school timetable, but various citizenship-related subjects corresponding to specific disciplines. Under this view, geography and history can also be referred to as Social Studies as Zambia has done. The second view is characteristic of the United Kingdom where emphasis is on teaching geography and history separately, even at primary school. These studies did not show Teachers' attitudes towards the implementation of the revised Social Studies Curriculum in selected secondary schools in Mufumbwe District, Zambia but attempted to close this research gap.

In Zambia the education system in 2013 Junior Secondary Schools introduced two career path ways for learners: the Academic and the Technical Career Pathways. This was aimed at according learners with opportunities to progress according to their abilities and interests. It was thought that the curriculum may equip learners at all levels of education with vital knowledge, skills, and values that are necessary for contributing to the development of society and the economy. The curriculum at this level also equips learners with knowledge and skills to either continue with the academic education or pursue pre-vocational and life skills for instance Book Keeping and Office Practice have been integrated into Business

Studies. The subjects have been integrated in order to equip learners with essential business skills necessary for them to have basic knowledge of the business world. In this sense Business Studies is being offered as a core learning area. Civic Education, Geography and History have been integrated into Social Studies because some content in the subjects is interrelated and some competences are similar, too. The Ministry attaches a lot of importance to these subjects and therefore, it cannot afford to make them optional at this level. Of late, History was becoming a very unpopular subject among learners at this level and if it was made optional, many learners were not going to take it (MoE, 2013).

Norio-Ikeno (2012) shared the view that, the new theories and practice in Social Studies in Japan since the 1990s were 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 education administrators actively supporting the reformation and promotion of Social Studies from an 'applied' perspective. Further, several schools and districts are also in favour of this development that Citizenship Education has been incorporated as a subject or topic into the school curriculum. However, defense of Academic Social Studies is deeply rooted in its argument that Social Studies means Social Sciences. According to this view, Geography, History and Civics comprising politics, economics and sociology are treated as distinct fields of Social Studies just like it has been in Zambian schools before it was integrated into one which is now called Social Studies at Junior Secondary school. Although some issues in Social Studies education at the pre service level may be negotiable, the nature of Social Studies is not similar at Junior Secondary School. It is difficult to comprehend how social studies can be taught purposely and successfully as an integrated subject of the Social Sciences to promote civic competence when its basic nature remains a mystery to those who are responsible for teaching it. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary and attempted to close this research gap.

Research findings by some researchers such as Børhaug (2010) revealed that it was not until the 19th and the early 20th century that Civic Education eventually was established in the Norwegian education system. Thus has been consistently present in the Norwegian society and education system. This has enabled it to evolve from initially focusing on the constitutional matters and formal structures of governmental institutions to include among

other issues such as critical perspective, democratic ideals and political participation. According to the curriculum of the Ministry of Education and Research (2010) the teaching of Social Studies should provide deeper understanding of the relationship between social life and appreciating the diversity in social forms and ways of living, the Mo.G.E (2010) explains that the subject should provide pupils with a greater ability to think freely from main perspective in a critical and tolerant way. However the current study's aim is to establish the teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District of Zambia, nevertheless it is vital to understand the Ministry's direction and its consultative view of coming up with the same view as regard to subject area. These studies did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close this research gap.

### **1.2.3 Challenges in the implementation of the social studies curriculum**

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Indonesia, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained. (Mulyasa, 2006) amongst others, the step gives much authority to schools to arrange, improve or develop and evaluate their curriculum taking into considerations the social, cultural, the financial and local potentials as well as society's needs and other aspects that affect the education process in the school or in the area where the curriculum may be applied.

Tadesse et al (2007) however found the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the new curriculum as some of the challenges coming as result of implementing the curriculum without proper involvement of the key implementers of the new idea. Like in the revised Social studies curriculum in Zambia, basically it is a vital move for the nation, however teachers are inadequately prepared to teach the subject due to poor orientation or their involvement leading to failure to comprehending the new curriculum process. Revised curriculum implementation in most cases favours well-resourced schools with well-qualified teachers.

A study conducted by Goodlad, (1979) showed that in-service training that school administrators organized did not provide the pre-school teachers with needed knowledge about early childhood curriculum. According to this study, it was revealed that the type of in-service training pre-school teachers receive was not from the field of early childhood education, creating a non-supportive environment in finding answers for their questions on curriculum implementation. As we may learn from this study, a smooth transition in curriculum review requires training and aligning the implementers to the intended goal so as to attain the objectives.

Connelly and Clandinin (1988) shares that teachers view their role in curriculum implementation as important in a sense that they are the key players in implementation. Curriculum implementation is seen to take place through the interaction of the learner and a teacher as a result, the role and influence of the teacher in the process is indisputable. It is important that teachers become more knowledgeable in the new changes for easier implementation. Martorella, (1996) also agrees that, teachers are social beings and coming from different backgrounds, they bring their past experience into their classroom practice to influence the curriculum as result retraining them in a huge act on the part of the Government to allow them to implement policies with knowledge and skills. Martorella, (1996) also shares a view that teachers who are motivated, responsible, and organized and are open to new learning opportunities, were found to be high curriculum implementers an implication showing that, some teachers have difficulties in adapting to changes that come into the education system even when they are oriented or retrained in a new direction.

Allan, et, al (1998) notes that the successful implementation of a curriculum to a large extent, is determined by the knowledgeable teachers who are quicker to learn accept change and read to think in the new direction. Curriculum implementation is a well-researched subject that requires the collaborative efforts of all educational stakeholders to ensure its effectiveness. In this regard implementation is actualized, when there is effective translation of policies into practice as a result a proper consultative process is cardinal in ensuring that the implementation takes place properly.

No meaningful teaching and learning can take place without provision of adequate resource materials. This means that for the officially designed curriculum to be fully implemented as planned, the Government should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their

role satisfactorily in the curriculum implementation process. In this effect, there is need to provide physical facilities such as workshops and libraries in order to create an enabling environment in which implementation can take place. It should be noted that the availability and quality of resource material and of appropriate facilities have a great influence on curriculum implementation (Okebukola, 2004). These studies did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary they attempted to close this research gap.

#### **1.2.4 Social studies Curriculum Changes at junior secondary**

Education Policy and Curriculum change happen for a number of reasons which include political, social and economic change within a country. According to Flores (2005) as societal expectations and political and social priorities change, they place new demands on schools and teachers. Amimo (2009) states that there will never be a perfect curriculum for all ages because the environments keep changing and create new needs in the society. The curriculum has to change continuously with time. Similar to the Zambian situation, changes have come due to the changing society and environment, hence the move by the government to move in a direction that responds to the needs of the society as it introduces the new career path- ways for the learners.

Fullan and Pomfret (1977) pointed out that the effective implementation of social innovations' requires time, personal interaction and contacts, in-service training, and other forms of people-based support. The realization that teachers are imperative in implementing 'new' policy, to reform, restructure, transform schools and classrooms, calls for a focus on teachers. They are often seen as either impervious or unaffected, or as resistant to the education policy change (Kimani, 2002). According to Mata (2012) the knowledge and attitudes of teachers regarding curriculum innovation needs to be reported by curriculum designers, education policy makers as well as the teaching flatenity. She states that change in educators is important because the main barrier to curriculum innovation is teacher educator resistance to change.

The revised Social Studies is the professional course work taken by prospective social studies Oteachers. In this course teachers are expected to learn how to transform content into curriculum and to select and implement appropriate teaching strategies. Through the social studies methods course, combined with related field experiences, Social Studies teachers



ought to learn ways to bridge the gap between the experiences of learners and content knowledge. However, although the teaching method course is a key component of the education of Social Studies teachers, there is not general agreement on a number of issues concerning this course, how much emphasis should be given in this class to the needs of diverse learners? How much time should be spent? These studies did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close this research gap.

### **1.3 African perspective**

#### **1.3.1 Social Studies Implementation in Schools**

Many educationists have discussed the issue of curriculum implementation in Africa as a major setback for attaining goals of education in Africa (Obanya, 2007).

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi and Makamure 2000). Putting the curriculum into operation requires an implementation agent. In this case the teacher has been identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to pupils. Implementation is said to take place when the teacher-constructed syllabus, teacher personality, teaching materials and teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively in society. The teacher is therefore seen as the central figure of curriculum implementation process. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary.

Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed ‘the learned curriculum. However, noted that in many cases, there would be gap between the intended

curriculum and the learned curriculum, and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary.

Awhen, et al (2014) in a study of introduction of Social Studies Education in Nigeria Schools: showed that curriculum development and implementation have pre-occupied the minds of educationists and philosophers since the global evolution of modern educational systems. This study employed a questionnaire-based survey strategy aimed at evaluating Social Studies teachers' perception of the essential features of the Junior Secondary School Social Studies curriculum in Edo State of Nigeria. The result showed that the majority of Social Studies teachers had acceptable score on perception of junior secondary school Social Studies curriculum. The study further showed that the qualification of teachers did not influence their perception on Social Studies. The study recommended that effort should be intensified in the training of professionally qualified Social Studies teachers and the integration of teachers in all phases of Social Studies curriculum development and implementation. An indication of the importance of teacher participation in the process of curriculum implementation. In the implementation of the social studies curriculum in junior secondary schools, the inputs of the teachers is very important. In most cases it is vital to come up with association which may act as knowledge links in ensuring that teachers are fully updated with information. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary.

Jekayinfa (2005) in a study that was conducted in Nigeria to find out the perception of teachers on the introduction of Social Studies in the Senior Secondary Schools' curriculum as approved by the 1998 National Policy on Education. The findings revealed positive teacher perception towards the new curriculum. However, significant differences existed in the perception of teachers based on their specialization and experience. Sex and teacher qualification had an effect on teachers' perception. This study recommended among other teachers who were to implement the new curriculum to be sensitized and prepared for the task. The need for nation-building after the civil war is also shown to have contributed to the emergence of the subject to forge the idea of citizenship. The new integrated subject at junior secondary being the combination of three different subjects (history, geography and Civics) teachers are more likely to have bias in the course of implementation hence the need for

sensitization to allow the teachers to be knowledgeable and consequently dispel the negative perceptions. This study did not show the teachers' attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap

### **1.3.2 Change as a Challenge for Curriculum Implementers**

Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment spheres. According to Bertels (2003), change can be described as the process of analyzing the past to elicit present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the implementation of the new curriculum. This teacher training is seen as a major factor that educators or policy pronouncers should endeavor to address.

Ntumi (2016) in a study examined the challenges that pre-school teachers encounter in the implementation of the early childhood curriculum; in the Cape Coast Metropolis revealed that most pre-school teachers did not understand the early childhood curriculum did not have enough teaching and learning materials to help them implement the Early childhood curriculum. The study further revealed that teachers, teaching and learning materials were some of the main factors that influenced the implementation of the early childhood curriculum. The study's recommendations were that private proprietors and government authorities overseeing the pre-school program should organize frequent in-service training for both teachers and parents with respect to early childhood education curriculum. Again this shows the importance of involving teachers at the initial process of curriculum implementation. This study did not show the teachers' attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap

Kosgey (2013) in a study that focused on the perceptions of students and teachers towards the revised Integrated Business Studies Curriculum in Public Secondary Schools in Nandi East District in Nigeria. The study revealed that both teachers and students had a positive attitude towards the revised business studies curriculum. Majority of the teachers agreed that subjects making up business studies were well integrated although some teachers were not comfortable teaching some topics. Further, the findings showed that majority of the teachers had never attended any In-service course in Business Studies and were not supervised while

teaching the subject. The findings furthermore showed that majority of the teachers neither embraced the use of non-print media nor integrate ICT in teaching Business Studies. That study recommended among others the review of the Business Studies syllabus with a view of removing difficult topics and concepts which are challenging to both teachers and learners raise the text book evaluation threshold and organize more In-service courses for business studies teachers. In addition teachers were to embrace methods of teaching that are learner centered and training of Business Studies teachers as national examiners as well as appointing qualified teachers as Heads of Departments. Like the social studies curriculum it is found that certain topics have been left out to allow learners to learner the components that have a bearing on the Zambian situation, at the same time the recommendation sounds applicable to the revised social studies curriculum in junior secondary schools in Zambia. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap in re4lationship to teachers attitude in the revised social studies in Zambia.

### **1.3.3 Monitoring the Implementation of Social Studies**

The revised Social Studies Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Zambia, the government needs to take a careful step by implementing the Social Studies curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained. These studies did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but they attempted to close the research gap. As a result monitoring and support in the context of class visits can have a huge impact. The class visits create the opportunity for the supervisors such heads of departments, standards officers and school heads to observe teachers' work, provide motivation and exercise influence. During supervisory discussion educators also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice.

### **1.3.4 Teacher's attitudes in the implementation of Social Studies**

Namasasu (2012) in a study conducted to investigate the quality of Citizenship Education in the social studies curriculum in Harare primary schools revealed that, Citizenship Education was the provision of knowledge, concepts, skills, values and attitudes for the purpose of developing socially and morally responsible citizens, and this is one of Zimbabwe's

curriculum policy goals. That curriculum policy goal clearly allows schools to provide citizenship education. However, a curriculum policy goal is not an indicator of what actually goes on in schools. This is best determined through an evaluation of the curriculum policy goal's implementation at school level. In other words, one has to evaluate how a subject that is intended to be a vehicle for citizenship education is actually taught and learnt in the classroom and within the school. However, the current study aimed at investigating teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District of Zambia. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap.

Eshun, (2013) stated that Social Studies as a subject in the Junior High School (JHS) curriculum in Ghana was taught mostly by diploma teachers from the country's thirty-eight Colleges of Education. However, analysis of the Colleges Social Studies curriculum the JHS syllabus revealed differences in how the subject was structured to prepare teachers to teach it at the JHS level. The study further revealed that, Colleges of Education used a particular conception of Social Studies curriculum for the production of basic school teachers and that the training college curriculum was an amalgamation of the social sciences, packed with more geography topics making the syllabus problematic. This study recommended that the Social Studies curriculum of the Colleges of Education was to be harmonized to focus more on attitudes and values cultivation as well as skills development of students to be in consonance with the 2007 JHS Social Studies syllabus. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap.

Mhlauli (2012) in a study aimed at exploring the Social Studies teachers' perceptions of the problems and challenges they face in teaching of Social Studies in primary schools in Botswana revealed that, Social Studies teachers were faced with enormous challenges in their effort to develop ideal citizens due deliberate act on the part of the government to depoliticize social studies and develop a certain kind of citizenry ideal to the political climate of the country. Such efforts by the government to ignore the fact that social studies are a political subject have in fact turned to be its nemesis. In the social studies revised curriculum it is important to allow the teachers to have enough knowledge about the importance of the subject in the curriculum

Meziobi et' al (2012, investigated social studies teachers' capability for effective implementation of the Universal Based Education (UBE) in Junior Secondary Schools in Orlu Education Zone of Imo State of Nigeria. The results from the study revealed that Social Studies teachers were not adequately aware of the objectives of UBE. In addition, teacher training institutions did not prepared Social Studies teachers sufficiently for the implementation of the UBE programme. Furthermore the results showed that their teaching did not produce appreciable creativity in the learner and teachers did not use information and communication technologies (ICT) in the discharge of instruction as they were not ICT-skilled. Furthermore, teachers were not sufficiently exposed in their training to reforms in education, specifically the UBE and that the teaching of Social Studies was not functional in injecting practical skills and vocational training in the learner, which is the basic objective of UBE. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but the capability of effective implementation of the Universal Based Education, however the study attempted to close the research gap.

Adesina (2013) in a study conducted to assess the Social Studies curriculum of Secondary School in Southwestern Nigeria, in the study it was noted that, a good Social Studies Curriculum is one which helps young individuals to fully develop into adults by relating them to their society through appropriate knowledge and experiences selected from the Social Sciences (Political science, Geography, Sociology, Economics, and Anthropology) and other disciplines such as History and Religious studies. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary hover it assessed the Social Studies curriculum of Secondary School in Nigeria but attempted to close the research gap.

Boikhutsol, et'al, (2013) conducted a study to investigate the perceptions of the role of Botswana's social studies teachers at secondary school level in fostering citizenship competencies and skills. Social Studies teachers generally perceive their subject as critical in helping learners become responsible, well informed and self-reliant citizens who can function independently. However, there appeared to be a disconnection between what Social Studies teachers think and do on the one hand and what actually happens on the ground on the other hand. What this supposedly means is that the realization of Social Studies goals requires the combination of teachers' and political commitment if the education system is to be transformed. Thus citizenship competencies and skills need to be politically driven by Social Studies teachers who are well trained and competent to handle educational reforms. This

study investigate the perceptions of the role of Botswana's social studies teachers at secondary school level in fostering citizenship competencies and skills and did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary in this sense it attempted to close the research gap because their rationale was to understand how competencies were translated.

#### **1.4      Zambian perspective about social Studies curriculum**

In Zambia, Social Studies emerged for the first time as a school subject in 2013 as part of the core curriculum subject at junior secondary school level. It had been the subject at the whole primary school curriculum and eventually became part of the Junior Secondary Schools Curriculum in 2013 (MoE, 2013). The rationale for introducing social studies at secondary schools in Zambia was to focus on issues and problems relevant to the learner's experiences. It was discovered that civic education, history and geography were interrelated hence social studies was seen to be an ideal subject that was able to address the children's realities in a contemporary world that is constantly changing.

Education policy and curriculum change happen for a number of reasons which include political, social and economic change within a country. According to Flores (2005) as societal expectations, political and social priorities change, they place new demands on schools and teachers.

MoE (2013) the curriculum framework stipulates that, Civic Education, Geography and History have been integrated into Social Studies because some content in the subjects is interrelated and some competences are similar. The Ministry attaches a lot of importance to these subjects and therefore, it cannot afford to make them optional at this level and shares that, of late, History had become a very unpopular subject among learners at this level and if it was made optional, many learners were not going take it. Teachers and teacher-educators being key players in any education system and should regularly attend Continuing Professional Development (*CPD*) programmes as this was seen to help in updating pedagogical approaches, pastoral care for learners, assessment procedures, school organization and management, and relationship with parents/guardians and the community. Besides there is the introduction of subject associations which are professional bodies; therefore, all teachers are encouraged to participate in the effective implementation of the education curriculum. To this effect, subject associations are expected to play a

complementary role in suggesting solutions to challenges encountered during the teaching and learning process.

Amimo (2009:2) stated that:

*There will never be a perfect curriculum for all ages as the environment keeps changing and creates new needs in the society. The curriculum has to change continuously in order to address these needs. The importance of change as a component of curriculum dynamics, and that this should be studied and managed for a better future. They stated that curriculum is a reflection and a product of the society and can contribute to changes in the society.*

In Zambia, Social Studies curriculum integration has been extended to junior secondary in which similar topics in subjects such as (geography, history and civics) subject areas have been brought together and grouped into one study or learning area under which they are taught. Farrant (1991) explained that, integration occurs when major concepts are joined together from broad themes. Each of the study areas has two or more contributory subjects from which its integrated content is drawn in this regard, geography, history and civics are some of the study areas the government has integrated into one subject called Social Studies subject to be taught at grade 8 and 9.

#### **1.4.1 Integrated Social Studies Curricula in Zambia**

Integration is an attempt to bring together the various parts to form a whole (Jekayinfa, 2002). It could also be referred to as the aggregate of former independent and primordial groups or separate independent ethnic groups into larger and more diffused units which are now welded together and whose outlook now transcends that of ethnicity but reflect that of a nation-state (Snyder et' al, 1992).

The curriculum review at all level of education draws its backing from the policy document, the Educating our Future (MoE, 1996: 18) that shares that:

*The curriculum will need radical revision in order to cater for a spread of pupil ability which will be much wider than is presently the case in Grades 8 and 9. Extensive curriculum review will also be needed to ensure the inclusion*



*of a sufficiently wide range of practical and pre-vocational subjects, together with some vocational orientation in every subject.*

It is against this background, the government of the republic of Zambia, thought it inevitable to embark on curriculum review at Junior Secondary and to be more specific the Social Studies revised curriculum for grades eight and nine with a view of introducing new career path ways.

Grade eight and nine Social Studies emerged for the first time as a school subject in Zambia in 2013 as part of the core curriculum subject at Junior Secondary (MoE, 2013). The rationale for introducing Social Studies at Secondary School was to focus on issues and problems relevant to the learner's experiences in the changing environment. It was discovered that civic education, history and geography were interrelated hence the need to integrate these subjects into Social Studies was seen to be an ideal subject that was able to address the learner's realities in a contemporary world that is constantly changing. Besides the Ministry of General Education thought of integration as an effective way of introducing new career pathways such a practical and pre-vocational subjects, creating the vocational orientation in schools.

Mulemi, (2011) in a study to establish the effects of the 'New' Zambian High School Geography Curriculum on learners reported that, the need for relevance in the School curriculum in Zambia started way back after independence in 1964. The Geography School curriculum had not been spared in such a desire for relevance. Since independence, Zambia has had two High School Geography curriculums. The first one was the Senior Secondary School Geography curriculum that was in existence from 1964 to 2004 when the 'New' curriculum was put in place. Following the continued need for a curriculum that would be responsive to the needs of local society, the 'New' High School Geography Curriculum was initiated in 2004 and was still in use. The study further evaluated the effects the 'New' Geography curriculum on High School (HS)/General Certificate of Education (GCE) learners. In addition the study revealed that the implementation of the 'New' Zambian High School Geography Curriculum generated both positive and negative effects to both teachers and learners. It was established that among the positive effects was the emphasis of the curriculum on local and regional issues. However, the current study aimed at establishing "Teachers' attitudes towards the implementation of the revised social studies curriculum in selected secondary schools in Mufumbwe District, Zambia. This study aimed at establishing the effects of the 'New' Zambian High School Geography Curriculum on learners reported

that, the need for relevance in the School curriculum in Zambia to some extent it attempted to close the research gap in a sense that, it was responsive to the changing society as the revised social studies.

Mulemi (2011) further established that Geography was also observed to have included cross-cutting issues that addressed environmental education. The inclusion of the field project component was yet another positive direction. It was further established in Mulemi (2011) that the 'New' Zambian High School Geography Curriculum was an objective type of curriculum, meaning that outcomes were predetermined which facilitated the learning of simple skills. However, when it come to the actual understanding of ideas, learners experienced difficulties, as the pre-specification of objectives revealed that learners were just mere recipients of information and that learning opportunities seemed to be limited. The findings further established that the 'New' Zambian High School Geography Curriculum was prescripted and limited in scope. This limitation was observed to have arisen from the lack of resources such as textbooks that were used were observed to contain insufficient information, hence, restricting both learners and teachers to particular forms of knowledge. Arising from these findings, improvements were made to the 'New' Zambian High School Geography Curriculum and embarking on continuous assessment criteria and concludes by outlining various recommendations for consideration in the design and delivery of the curriculum. Among them was the need to conduct a countrywide evaluation on the effects of the 'New' High School Geography Curriculum. In this study we further learnt that the 'New' Zambian High School Geography Curriculum was an objective type of curriculum, meaning that outcomes were predetermined which facilitated the learning of simple skills however the current study looked at "Teachers' attitudes towards the implementation of the revised social studies curriculum in selected secondary schools in Mufumbwe District, Zambia.

MoE (2013) bulletin revealed that, Junior Secondary Schools would offer both academic and technical career pathways. Wood work, metal work, technical drawing and building crafts have been integrated into design and technology. This has been done in an effort to produce holistic learners with knowledge and skills in relevant fields. Book keeping and office Practice have been integrated into business studies to equip learners with essential business skills for them to have basic knowledge of the business world; Civic education, geography and History have been integrated into Social Studies because some contents in the subjects are interrelated. Some competences in the three subjects are also similar.

Ministry of Education (2000) the basic curriculum framework, revealed that, Civics has been taught at all levels in Zambian schools since the colonial era until later after independence in 1978 when it was abolished at senior secondary level by the Government due to fear that people would be more knowledgeable about the civic issues which would lead to them to rise against the Government leaders in power. As the MoE (1996) puts it, Civic Education in Zambia has been included in the core curriculum recommendation of the 1977 education reform report. The curriculum reformers of 1977 had emphatically argued for core-content essential subjects like civics to be inclusive and that all pupils from elementary level (primary) and Junior Secondary level should learn it. Later there was a strong feeling that Civic Education (CE) should be offered at all levels of the system in Zambia (Senior Secondary level inclusive). In this study the aim is find the teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District of Zambia. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap as it showed the relevance of social studies in schools.

Chiyuka, (2012) in a study conducted to investigate the effectiveness of the teaching of religious education as part of social and development studies in the integrated primary school curriculum in Zambia revealed that, in 2004, the Ministry of Education (MoE) through Curriculum Development Centre (CDC) introduced the new integrated curriculum approach to lower and middle basic school level in Zambia. In the new curriculum Religious Education (RE) is taught as part of Social and Development Studies (SDS). This research study therefore, aimed at finding out the effectiveness of teaching RE as part of SDS. The findings of the study revealed that the teaching of RE as part of SDS is not effective because teachers are not adequately trained in the new integrated curriculum approach. The lack of teaching and learning materials in schools has contributed to ineffective teaching and learning of RE under SDS. The negative attitude by teachers towards the change of methodology has also contributed to the non-effective teaching and learning of RE. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap as the investigation of the effectiveness of the teaching of religious education as part of social and development studies in the integrated primary school curriculum in Zambia is almost similar to the revised social studies which had the three components integrated together.

Mbulu (2015) in a study of Lecturers' attitude towards team teaching in social, spiritual and moral education the purpose of the research study was to study the Lecturers' Attitude towards Team Teaching in Social, Spiritual and Moral Education (SSME) in the Primary Colleges of Education. The implementation of an integrated curriculum in Primary Colleges of Education led to a major shift from traditional solo teaching to Team Teaching. The results of the study showed that lecturers had mixed views on the integrated curriculum in that they said they had no problem with the integrated curriculum and yet they also lamented that the same curriculum was challenging to the students. The nature of team teaching across the curriculum was collaborative because a variety of behaviours such as communication, information sharing, coordination, cooperation, problem solving and negotiation were displayed. Classroom team teaching has not firmly taken off across the study areas. The overall attitude towards team teaching was positive. Based on the foregoing findings, the study recommends that Ministry of Education provides the necessary materials and infrastructure to facilitate the use of different forms of team teaching which is one of the teaching methodologies and teaching strategies of the 21st century. Like the Social Studies Curriculum at the Junior Secondary school a similar observation is deemed fit for further analysis in the course of implementation. In this study the aim is to establish the teacher's attitude in the course of implementing Social Studies under the revised Curriculum at Junior Secondary. This study did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap.

#### **1.4.2 Teacher's Attitudes during Implementation of Social Studies Curriculum**

Lufungulo (2015) in the study of Primary School Teachers' Attitudes towards ICT integration in Social Studies, the aim of the study was to find out primary school teachers' attitudes towards the integration of ICTs in the teaching and learning of SS which found that, the teachers' attitudes are responsible for the success or failure of a new innovation in education. Findings revealed that primary school teachers held positive views towards the integration of ICT in the teaching and learning of SS. This was mainly attributed to the training they had undergone with iSchool and Impact Network on the usage of ICTs. The study's one of the recommendations was that, scholars in the field of Social Studies should explore in detail benefits and challenges of incorporating ICTs in the subject area and also examine consequences of Ipads and Computer screens on the sight of teachers and pupils. This study

did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but attempted to close the research gap.

According to the curriculum of the Ministry of Education and Research (2010) writes that teaching of Social Studies should provide deeper understanding of the relationship between social life and personal and stimulate recognition the diversity in social forms and ways of living, it farther explain the subject should provide pupils with a greater ability to think freely from main perspective in a critical and tolerant way. However in the new revised curriculum this seems un attainable in a sense that the learning time has been reduced and consequently some competences have been left out. Mainly the new teaching seems to be tailored towards the examination and imparting the needed skills.

### **1.4.3 Curriculum Change in Zambian Context**

Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment spheres. According to Bertels (2003), change can be described as the process of analyzing the past to elicit present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the implementation of the new revised Social Studies curriculum at Junior Secondary School. Change means that the Heads should work through the following phases with the teachers diagnosing the problems, planning, implementing and reviewing the developments. Working as a team with the teachers should ensure that those who are affected by the implementation of the revised Social Studies curriculum are involved in the planning from the beginning. Irrespective of who makes the final decision, the teachers should feel that they were consulted as a group as well as individuals and that their opinions have some influence on the final decision.

Cunningham and Cordeiro (2000) see monitoring and support in the context of class visits by external and internal supervisors such as the standards officers and school heads. The class visits create the opportunity to observe teachers' work, provide motivation and exercise influence. During supervisory discussion teachers also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice. Arising from this study, monitoring determines the successes and also determines deficiencies and challenges which teachers encounter in the implementation of the revised Social Studies Curriculum.

After monitoring had been done challenges can be diagnosed, corrective measures made, support and other intervention strategies can then be taken to assist teachers and that on its own would be a way of empowering Social Studies Teachers.

Curriculum development is vital to educational success and nation building. Nations expend vast amounts of time and resources on designing what ought to be learned in schools in order to elevate social consciousness and improve economic viability. 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. School curriculum is expected to equip learners with skills that will make them self-reliant, prepare them to enter into jobs and progress in them. Recognizing the importance of this, the Phelps Stroke Commission of 1925 and the national curriculum Conference of 1968 advocated for vocational as well as technical education as a way of advancing entrepreneurial education in the country. The extent to which this has been achieved is however questionable as evidence from various studies has shown that there is no link between our school system and the revised social studies revised curriculum education (Kelly, 1999).

The importance of teachers in curriculum planning, development and most importantly implementation cannot be overemphasized. Teachers most times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback ineffective curriculum implementation is the problem of unqualified teachers. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. It is in this view that the government should train specific teachers for social studies in schools. These studies did not show the teachers attitude towards the implementation of the revised social studies curriculum at junior secondary but they attempted to close this research gap.

#### **1.4.4 Gap analysis arising from literature review**

There is a lot of literature focusing teachers' attitude towards the implementation of the revised social studies curriculum the above were related to this research. This work has underlined, the sources of information concerning implementation in terms of implementation and attitude of teachers. There are as yet very few studies that have examined the practice and teaching methods. These gaps need to be filled urgently, since data must inform policies and programmers and provide a basis for effective implementation.

## **1.5 Summary**

Chapter two covered the literature review and detailed past related studies from global, regional and local perspectives related to teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Secondary schools in Mufumbwe District of Zambia. The introduction of social studies in the school curriculum at junior secondary Level in Zambia was a result of the interrelatedness of the content and as way to introduce new career pathways in education. The integration of citizenship and democracy education with global education provide for a smooth, practical, and easy transformation of national identity and national consciousness, and perhaps national peace (Farouk, 1998) and suggests that there has to be cooperation between the agents of political socialization if the aims and goals of citizenship, global education and the goals and aspirations of the nation are to be realized.

The review of related literature dealt with variables that may affect implementation in junior secondary schools. The internal factors include availability of resources, management of the curriculum, and the attitude of teachers various scholars have studied in schools. However, these scholars have not related to the attitude of teachers towards implementation of the revised social studies curriculum. But studies have shown that the quality and adequacy of physical facilities and equipment have a direct bearing on implementation. Whereas these findings points out at the importance of physical, teaching/ learning resources in teaching learning processes, no relationship has been made in regard to teachers attitudes towards the implementation of the social studies revised curriculum however the study attempted to close this research gap. The next chapter contains the methodology used in conducting this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter contains the research methodology that were used in the research and these included the research design, the study site, the target population, the sample, the sampling techniques, the data collection instruments and procedures as well as the data analysis process.

#### **3.2 Research Design**

In this study, a descriptive survey design was used. This type of design refers to the structure of investigation carried out. It is a scheme, an outline or a plan used in collection of data in order to answer the research questions (Lay, 1996; Kombo and Tromp, 2006). By using a descriptive design, the researcher, was able to collect data and explain phenomena more deeply and exhaustively to support the findings. Orodho (2003) sees 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. Mugenda and Mugenda (2003), look at a descriptive design as one of the focused approaches for guiding a study of this nature. It has the ability of determining type of participants, how data need to be collected, analysed and interpreted to support the findings. It is a type of research design which is reflective and accommodative to a human mind. Because of these attributes, the design can be used in the collection of information about people's attitudes, opinions, feelings, and in addressing various social and educational related problems (Kalabula, 2001). The design shows how the research has been arranged and helps to provide information on what happened to the respondents as well as methods that were used in the collection of data. Yin (2003) described study as a logical sequence that connects the empirical data to the study's initial research questions and, ultimately, to its conclusions. It is an overall process which the research study undergoes from the identification of the research problem to the final presentation of the findings and conclusions in relation to the problem. This study employed a Descriptive research design utilizing qualitative approaches with an orientation to the phenomenological perspective. According to Kothari (2004),



research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

A descriptive design utilizes qualitative approaches due to its theoretical underpinnings as it regards the difference in individual perceptions and uniqueness in interpreting the phenomena (Patton, 2002). Qualitative research which is exploratory in nature enables the researcher to enter into the field with an open mind (Patton, 2002). It provides a contextual understanding of the lived experience from the participants (Brock-Utne, 1996). Besides, qualitative approach is a naturalistic inquiry paradigm. Naturalistic inquiry is said to demand a natural setting (Lincoln & Guba, 1985). Moreover, it was more convincing and appealing than statistical power, generalized and replicated findings (Patton, 2002). A Descriptive research offered more proof, concrete, and convincing information to the researcher.

### **3.3 Research Site**

The sites were public Secondary schools in Mufumbwe District. The schools cater for grades 8 to 9 and have the population of Social Studies teachers and Heads of Department. The majorities of Social Studies teachers in the schools were trained as distinct teachers of history, geography and civics with any other combination from different departments and have been teaching for many years. The schools were selected because they were implementing the revised Social Studies curriculum at Junior Secondary school.

### **3.4 Target Population**

In this study, the participants (all Social Studies teachers and heads of departments) were drawn from five secondary schools: Mufumbwe secondary School, Kalende Secondary School, Kashima Secondary School, Jairos Fumpa Secondary School and Kalambo Secondary school.

The Social Studies teachers were targeted since they were key players in the implementation of the new revised Social Studies curriculum at Junior Secondary school in all the five Secondary schools. Also targeted were the Heads of Departments for Social Sciences because they were key in understanding the teachers' attitudes in the course of implementing the new revised Social Studies curriculum at Junior Secondary school.

A population according to Polit and Hungler (1999) is said to be an aggregate or totality of all the objects, subjects or members that conform to a set of specifications in the universe of units from which a study sample is selected and Kombo & Tromp, (2011) adds that a population is a group of individuals, objects or items from which samples are taken for measurement. Population refers to an entire group of persons or elements that have at least one thing in common.” The rationale for selecting these Social Studies teachers in this study and District is that they are the ones who teach Social Studies at Junior Secondary School to the grade eight and nine learners. These targeted teachers were identified according to type of schools and subjects they teach and their professional training which influenced their attitudes in the course of implementing Social Studies revised Curriculum. Although these Social Studies teachers belong to different departments, they all teach the same subject at Junior Secondary School. Therefore, they were identified as key participants who supplied the data required in accomplishing this research.

### **3.5 Sample Size**

The sample size constituted of twenty social studies teachers and five heads of department. Four social studies teachers and one head of Department were drawn from each secondary school (Mufumbwe high school, Kalende Secondary school, Kashima high school, Jairos Fumpa secondary school and Kalambo secondary school) in Mufumbwe District making a total of twenty five respondents. In this study the sample size was largely determined by the method of the research. Cohen & Manion, (1994) shared that, in qualitative research the sample size is likely to be small. Kasonde-Ng’andu (2013) shared that, a sample is a subset of the population taken to be representative of the whole study population. Orodho and Kombo, (2002) defined a sample as a number of individuals or objects from a population, containing elements representative of the characteristics found in the entire group.

### **3.6 Sampling Procedures**

Sampling is a process of drawing research subjects/participants from a population. A purposive sampling procedure was used to select the Secondary Schools and teachers. The selection was so because these were the only targeted Secondary schools with the targeted population of Social Studies teachers teaching the revised Social Studies at Junior Secondary school. Silverman, (2005) puts it that, purposive sampling allows choosing a case because it

illustrates some feature or process in which one is interested in. Purposive sampling is a non-probability technique (Kombo & Tromp, 2011).

According to Cohen & Manion, (1994) the sample is chosen for a specific purpose. Accordingly, Social Studies teachers were purposively selected on the basis of their roles, experience and information the researcher sought to find out for the study; it was for this reason that this sampling technique was preferred for these respondents. According to Denzin and Lincoln (2000) purposive sampling method seeks out groups setting and individuals where the processes being studied are most likely to occur. Cohen & Manion, (1994) states that, the researcher targets a particular group knowing very well that it does not represent the wider population but instead it simply represents it-self. This technique was used here because it was meant for small scale research such as this one.

### **3.7 Instruments for Data Collection**

The qualitative data for study was generated through an in-depth interview conducted on Social Studies teachers. The aim here was to find out how they had been able to establish the teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District of Zambia.

#### **3.6.1 Semi structured interviews**

Semi structured interviews were used for the social studies teachers. Ghosh (2013) defines interviews as a systematic way in which a researcher enters imaginatively into a life of a comparative stranger who has data that the researcher requires. Interviews provide flexibility and the ability to probe and clarify responses and they provide high response rates and are adaptable.

#### **3.6.2 Rationale for semi structured interviews**

As a means of data collection, interviews allow the interviewer and the interviewee to discuss their ideas and thoughts, and interviewees have the opportunity to express themselves fully (Cohen and Manion, 1994). Patton (2002), pointed out that one of the aims of conducting interviews in research is to find out what is in and on someone else's mind, and that this allows the researcher to gather data which would be unlikely to be gathered using other

methods. The view is also shared by used as the instrument of data collection. Semi structured interviews are flexible and allow the researcher to explore the emerging issues during the interview (Miles & Gilbert, 2005). It establishes rapport which is fundamental to the quality of the inquiry by starting to ask indirect questions (Borg, 2006; Goshi 2013).

Considering the fact that this aspect of my study was to explore the lived experience of the respondents, there was a need for me to probe for the views and opinions of the interviewees, because probing is a way for the interviewer to explore new paths which were not initially considered (Gosh, 2013). In a similar manner, Patton (2002) stressed the importance of exploring, probing and asking questions to clarify and illuminate issues so as to build a conversation within a particular subject area, in order to establish a conversational style with the focus on a particular subject that has been predetermined. Consequently, in this aspect of my study, un structured interviews with open ended questions were designed and used as the instrument of data collection. Semi-structured interviews are flexible and allow the researcher to explore the emerging issues during the interview (Miles & Gilbert, 2005). It establishes rapport which is fundamental to the quality of the inquiry by starting to ask indirect questions (Borg, 2006; Gosh, 2013).

The study utilized semi- structured interviews to get responses from the respondent in a more probing manner on issues relating to teacher's attitude towards the implementation of Social Studies revised Curriculum at Junior Secondary in Mufumbwe District. Participants in this type of research are, therefore, selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other (Krueger, 1994). Besides, Interviews are a verbal method of obtaining data.

### **3.7 Procedure for Data Collection**

In the present study, data was collected by means of interviews from the purposefully selected participants and sites. The data collected during the interviews was recorded using a voice recorder from which the data was transcribed (using) verbatim. Notes were also taken and transcription by the research using paper and pen to allow for member checking and facilitate data analysis.

Consent was sought from District Education Board Secretary (DEBS) and Head teachers before conducting research in selected Secondary schools in Mufumbwe District. The researcher also sought the Heads of department and Social Studies teachers' consent before interviewing them. All Head of departments and Social Studies teachers selected to be in the study agreed to be interviewed.

### **3.8 Pilot Testing**

For the purpose of this study the interviews were pre-tested to a selected sample that was similar to the actual sample to be used in the study in Mufumbwe District of Zambia. The researcher selected two schools in the district which were inside the sampled schools. The two schools that were used in pilot testing did not take part in the main study. The data collected during the pilot test was prepared, analyzed and interpreted.

The results got from pilot testing were used to help in rectifying any misleading questions in the instruments before the study was carried out therefore making the instruments valid and reliable. The interview questionnaires were administered in the same way as it was done in the sampled schools. Pilot study was essential because it enabled the researcher to discover any deficiencies such as wrong phrasing of the interviews questions, insufficient spaces to write responses.

### **3.9 Data Processing and Analysis**

Ary, et al (2006) assert that qualitative data analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theories about how and why the relationships appear as they do and reconnect the new knowledge with what is already known.

In qualitative research, data analysis involves expanding notes from interviews and/or transcribing recorder and then ordering, describing, summarizing and interpreting data obtained for each study unit or for each group of study units.' This required the researcher to 'analyze the data while collecting it'. Therefore questions that remained unanswered (or new questions that come up) were addressed before data collection was over (Hardon et al., 2004).

The data processing and analysis during this study was on-going. Interviews were tape recorded and transcribed as soon as possible by the researcher. Data was ordered to make the

analysis easy. Ordering is best done in relation to the research questions or discussion topics. Codes were used for ordering the data. Hancock (1998) calls this coding (labelling) and categorizing the data. The list of topics/questions in the interview guide served as an initial set of codes. The researcher read through the expanded notes of the interviews and transcripts of tapes to add to this list of codes. Where unexpected topics emerged, codes for these topics were included in the analysis. Data was reviewed several times before the researcher decided on the final coding system. The data was rearranged in appropriate themes on the attitudes of teachers towards the revised Social Studies curriculum at Junior Secondary, the benefits and challenges of implementing Social Studies at Junior Secondary school revised curriculum and suggesting effective ways of implementing Social Studies at Junior Secondary school revised curriculum. In short the researcher used the thematic data analysis procedure.

### **3.10 Ethical Considerations**

Punch (1998) was of the opinion that researchers should be mindful of ethical issues especially in social research because it is concerned with data about people. Consideration for moral issues and respect for participants is essential in social research. Hence, in this research several ethical issues were taken into consideration. Permission was obtained from The University Research Ethics Committee (Appendix 1). Ethics in the context of a research process refer to a set of standards that can guide researchers on how they should interact with research participants and how research problems could be conceived and formulated. The standards include how data-gathering instruments are constructed and how data are collected, analyzed and interpreted and how reports could be written and findings disseminated in ways that are sensitive and inclusive of the values and realities of the researched (Chilisa and Preece, 2005). Therefore, the researcher is responsible for the ethical standards attached to the study.

One of the issues involved in research is informed consent. It affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them (Saunders, 2003). It also spells out that they have the right to withdraw even after consent has been given; this is in line with (Cohen & Manion, 1994 and Saldana, 2009). who stated that informed consent arises from the participant's right to freedom. In this study, the purpose of the study was carefully reviewed with each participant before they were

involved in the research. In this research participants were assured that whatever information they supplied would be treated with strict confidentiality.

### **3.11 Summary**

This chapter provides the methods on how this research was conducted. The study is a qualitative research which was conducted on Social Studies teachers to explore the attitude of teachers towards the implementation of the revised social studies curriculum in schools. The investigation was conducted in Mufumbwe District in the North Western Province of Zambia. All Social Studies teachers and Heads of Department were potential contributors to this study. Two data collection instruments namely, semi structured interviews were applied in the study. Qualitative methods were employed in analyzing data. The research methodology and procedures discussed in this chapter were applied in the collection and thematic analysis was used to analyze the data. The next chapter contains the presentation of data from the participants.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Overview**

This chapter contains the findings of the study in which they were presented in line with research questions which were: (i) views of teachers about the implementation of the revised Social Studies curriculum at Junior Secondary school? (ii) the benefits of implementing the revised Social Studies curriculum at Junior Secondary school? (iii) the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school? and (iv) the effective ways to implement the revised Social Studies curriculum at Junior Secondary school.

Interviews were conducted with twenty (20) social studies teachers and five (5) heads of departments and the data which was generated from these interviews describe the teachers attitude towards the implementation of revised the revised curriculum. Several themes and sub- themes were found within which the data

#### **4.2 Teachers views about social studies introduction**

The first theme, teacher's views about social studies introduction focuses on how Social Studies teachers have or have not welcomed the revised social studies curriculum and the following sub-themes demonstrate how teachers are coping or have not incorporated Social Studies revised curriculum.

##### **4.2.1 Views on the Introduction Social Studies at Junior Secondary**

In order to establish the teachers' attitude towards revised Social Studies curriculum at Junior Secondary school in Mufumbwe District of Zambia data was collected from the teachers through interviews. Their views to the question what were the views of teachers about the implementation of the revised Social Studies curriculum at Junior Secondary school? The responses were as follows:



Some participants during the interviews greatly supported the introduction of the new revised Social Studies subject at Junior Secondary school, stating that, it was a good idea as it helped to train teachers to work as a team, learn as a team and learn from one another which promoted team teaching, cooperation and a good working relationship among the teachers For instance one teacher that:

*As for me I look at it from two sides of the coin, it is like the advantages overrides the disadvantages in a sense that, the Ministry is in a good direction for in the implementation of Social Studies as it has become easy to cover the syllabus in a year as the content is less as compared to the old one and this has less work. I have supported the new curriculum because it has less works on the part of teacher and the learner; there was so much learning of the same thing making a lot of repetition. Something's in history was found in geography and civics to me it is a plus despite other challenges.*

The newly introduced subject was seen to have reduced the workload of the teacher in the sense that some topics with some interrelation were not repeated as can be seen from the following extracts from two interviews in response to the question: What do you think is good about social studies being introduced at junior secondary school level? One teacher responded said:

*Social Studies has led to some topics not to be repeated such as "population" hence reducing the work load on the part of the teacher and the learner*

*Well, from what I have learnt in the revised Social Studies in terms of integration (geo,civ,his), we've welcomed the new subject because it has lessened our workload and it very possible for me to finish the whole syllabus unlike in the past. Basically the revised Social Studies has brought cooperation among the teachers.*

In a similar manner two participants stated that:

*Social Studies is taught me that it is good to work together and working together with different teachers during implementation, , if we can work together as teacher in teaching well the subject learners can perform well, it*

*will definitely bring about social cohesion and that is exactly what Social Studies has taught me.*

*In terms of social cohesion, Social Studies has taught us to be unified in our way of teaching, we should work in unity during implementation phase in the educational sector we should live in unity, there shouldn't be any form of disunity.*

Findings from the HoDs brought about different views. However the general finding was that the integrated curriculum was good. For instance, one HoD for instance said:

*“There is a good reason for integration because life is integrated, in life there are no boundaries like now we are doing this, now we are doing that; we do things in a combined form as a way to share and learn from one another and in a proper way”*

#### **4.2.2 General Teacher's Attitude towards the revised Social Studies**

In order to understand teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District. To a question what is the attitude of teachers towards the revised social studies curriculum at junior secondary? Studies teachers had varied responses and expressed the views such as can be seen from the following extracts from two interviews

*The introduction of social studies is a welcome move provided that the government took time to fully sensitise us about the new changes unlike just imposing a curriculum that we don't seem to understand in general I see the integrated as a link between what is taught in the primary schools, So what is taught in the at junior secondary is almost exactly the same as what is taught in primary schools in terms of subjects.*

*In my view I strongly feel that there is need for the government to train specific Social Studies teachers, but for us teaching they should have involved us in the first place whenever they were making some changes in the curriculum for instance iam civic education teacher and English meaning that, am coming from two different Departments now with the new change am teaching only one component in social studies.*

The respondents on the decisions regarding curriculum change due to the role they play as curriculum implementers stating involvement in curriculum change initiatives make them feel part of the curriculum development process and not mere implementers.

In another instance another teacher expressed the concern that,

*The integration is good when you have one Social Studies teacher because we don't perform in the same way, some teacher are hardworking while others were lazy, hence compromising the effective implementation.*

During interview two had the following to say:

*"We are just implementers of the curriculum in which we did not take part. They make decisions on their own and bring to us to implement of which we understand nothing. Worse still, they do not bother to educate us on how we are supposed to implement it. It is better to involve teachers in any curriculum change because changes start from classroom teachers.*

*The introduction of Social Studies at Junior Secondary is confusing the learners and needed to be only at primary school level. Some teachers when asked about their attitude towards the introduction of Social Studies at JSS reiterated that, the introduction of Social Studies at Junior Secondary it was a great mistake, as we are daily made to share one syllabus during planning and teaching the subject which is full of confusion especially that even the new books for Social Studies are just too shallow in content as most topics were removed from the subject and making it irrelevant.*

#### **4.2.3 Good about revised social studies**

In responding to a question: What do you think is good about social studies being introduced at junior secondary school level? On whether the revised Social Studies curriculum is addressing the major areas as contained in the subject, some teachers' views varied as others felt that the new Social Studies was equipping learners with knowledge on population, family planning, civic duties, better citizenry.

During the interviews almost all the teachers spoke about the shortage of resources such as resource books for teachers as one of the challenges that limited citizenship development and the teaching and learning of Social Studies in schools.

One of the teachers had the following to say:

*“If all the aspect of Social Studies is taught well the learner can be influential person in the society politically, socially, economically and culturally. You will find that, learning is a continuation; you find certain subjects are repeated at senior can cannot surprise the learners, some topics will be a repetition which is just a continuation.”*

When asked to compare the previous way of teaching single subjects, one of the teachers reported the following:

*“I preferred the new revised Social Studies because it is easier and teachers do not waste much time in preparing or delivering the lessons. Further learners in the old type of history, geography and civics made them not to like some subjects, teachers and never used to catch up easily, but with the revised Social Studies at Junior Secondary, learners are easily catching up and noted that some learners in the past used to avoid certain subjects and teachers*

Some teachers greatly supported the introduction of the new revised Social Studies subject at Junior Secondary school, stating that, it was a good idea as it helped to train teachers to work as a team, learn as a team and learn from one another which promoted team teaching, cooperation and a good working relationship among the teachers, however teachers recommended that they be involved in decisions regarding curriculum change due to the role they play as curriculum implementers stating involvement in curriculum change initiatives make them feel part of the curriculum development process and not mere implementers.

#### **4.3 The Benefits of the revised social studies at junior secondary school**

One of the objectives of this study was to establish the benefits and challenges in implementing Social Studies at Junior Secondary under the revised curriculum. The findings are presented beginning with the benefits and ending with the challenges.

#### 4.3.1 The benefits of revised social studies curriculum

With regard to the question on what are the benefits of introducing Social Studies at Junior Secondary school the teacher noted that teachers enjoyed social studies because one teacher shared that: the responses from the respondents were as follows:

*Social Studies has become less complicated and easy to teach and my learner are actually concentrating more as compared to the previous one which had a heavy work load to most learners.*

And one HoD had this to say:

*“The revised social studies integrated curriculum is a very good programme in the sense that learners are made to do their work and at the same time they have been made to be on their toes because of a lot of work involved; learners have been made to be always doing something unlike in the past when they had to do separate subjects of the curriculum. So the integrated programme has made the students become more involved in their education.”*

The revised Social Studies avoided repetition of some topics at Junior Secondary school making it easy to finish the syllabus and simplified during the implementation phase. For instance, one of the teachers said that:

*“the revised Social Studies have to the greatest extent avoided repetition in the teaching and learning at Junior Secondary school and made it possible for teachers to finish the syllabus unlike in the past of individual subjects, presently it is possible because the some topics in some subject areas have been removed and making the subject is simplified and easier to teach.”*

On the Question what do you think is good about social studies being introduced at junior secondary school level? The new subject has created a better room for the introduction of new subjects such as the business and vocational subjects implying that there is a widening in terms of subjects. One teacher also said that:

*“The integration of geography, history and geography is a great idea and I agree that it has reduced the number of subjects and the grade eights and*

*nines now have new subjects like Business studies and Vocational Subjects. The pupils have an advantage to take other subjects.”*

One teacher had this to say:

*“The revised Social Studies is interesting to teachers and learners as in the past our learners had be shunning away from some subjects such as history and this would have led to some teachers of this character to have no impact besides I feel it is greatly helping pupils to understand and appreciate their immediate environment, the dynamics of current affairs, the past present and the future...more over any person without historical background relating to geography, history or civics is dead because these are the foundation of our living.”*

Though other had difficulties to cooperate fully, one teacher observed that:

*All teachers must teach all since it is one and teacher should be prepared to teach any subject regardless of specialization of the study. Every teacher can teach any subject provided that one had undergone the teaching methodology training at initial training in university or college. It is easy to teach any topic provided one is a teacher and most importantly, teachers need to be resourceful in this computer era.*

In agreement to the Question: what do you think is good about social studies being introduced at junior secondary school level? Views, one HoD had this to say:

*The integrated curriculum is a very good programme in the sense that learners are made to do their work and at the same time they have been made to be on their toes because of a lot of work involved; learners can be made to be always doing something unlike in the past when they had to do separate subjects of the curriculum. So the integrated programme has made the learners become more involved in their education.*

Furthermore, in support of the social studies integrated curriculum on a question: In your opinion how do you look at the relevance of social studies at junior secondary? one of the respondents echoed that:

*Some common things can be taught at the same time to avoid repetition. For instance, mathematical concepts in physics and mathematics can be taught at once, in one of the two subjects and the same with social studies.*

Additionally, another responded that it was better to teach as a team because you are able to share ideas and that team teaching was fundamental to the institution because of the way the subject areas are designed. The researcher further asked why the teachers thought working as a team was better than working alone. One of the responses was as follows:

*It is better to work as a team because we have different abilities and there are things you may learn from your colleagues, you share ideas. Team teaching is good because it brings out all of your weaknesses and strengths and in the end it builds you. But for solo teaching you keep the weaknesses to yourself and do not improve.*

Furthermore, another had this to say:

*It is better to teach as team in social studies you share ideas, there are a lot of discoveries that are going on, you might have missed some information but your friends will fill you up. Current affairs keep on changing, so you need to work with your colleagues. It is one way of avoiding repetition.*

The revised Social Studies curriculum has to the greatest extent avoided repetition of similar topics in the integration of civics, history and geography at Junior Secondary school making it easy to finish the syllabus and simplified during the implementation phase. The information emerging shows that, in the old curriculum certain topics were not locally oriented and had less or no impact to the Zambian and local conditions hence their removal from the new curriculum is a great achievement for the nation. They further acknowledged that the present revised social studies has so far proved to be good as it is reflecting what is currently happening in the country today such as governance, political combined with their immediate environment.

#### **4.4 The challenges of implementing the revised social studies at junior secondary**

In response to the challenges of implementing the revised social studies curriculum, almost all of the teachers felt that the revised social studies curriculum presented challenges for them in that social studies calls for inquiry based and participatory. The reason for this research

question was to find out the challenges social studies teachers face in the curriculum implementation. This research question sought to find out the difficulties that teachers encounter during their teaching process to the Question: what challenges are you facing during the implementation of the revised social studies curriculum at junior secondary?

The results are presented below.

One teacher gave the following example in describing how team teaching was used:

*For example, I did not do Civic Education but I may not depend on the book alone. I will have to ask a colleague to explain in details. There is no way you can work like an island because if you work like that, you are heading for failure more especially when it comes to examinations.*

Additionally, another teacher said:

*One thing we do is team planning. We draw the schemes from the syllabus. For example, in our integrated SSME syllabus we sit to look at what will be offered for that particular term; like in the first term we will do History, next term Geography and so on.*

#### **4.4.1 Implementation challenges in schools**

The researcher sought to find out what challenges the teachers face in implementing the revised social studies as a result of working as a team. The responses to this question reflected individuals' views or feelings. To this effect one teacher said:

*One of the challenges is that my colleague may not present a topic the way I might want it presented. Sometimes it is difficult to go to a colleague to expose my weakness, so we tend to remain in our cocoon to avoid exposing our weaknesses.*

Another teacher brought out the following:

*Challenges sometimes come in when you become dependent on working as a team, when the person you want to ask is not around due to one problem or another, preparation of work becomes a challenge.*



The responses from the teachers revealed a number of challenges encountered in implementing the revised Social Studies curriculum such as they strongly stressed that,

*As schools we have a serious problem of lack of resources including relevant textbooks, teaching materials and appropriate instructional media as teachers were not carrying out fieldwork studies and we are teaching for examinations.*

Another had the following to say:

*In our school in-service, staff development workshops were not done in schools and teachers indicated that they had problems in interpreting the revised Social studies curriculum textbooks not addressing current issues, shortage of relevant textbooks and too much overload.*

#### **4.4.2 The relevance of learning resources**

In response to the question on whether the new revised Social Studies resources being implemented in schools were relevant for teaching and learning, the teachers had the following to say:

*There is no way you can change the curriculum without preparing relevant textbooks that reflect that curriculum. The Government should make sure that they properly supervise the whole process of identifying textbooks that reflect the curriculum and disapprove the inclusion of low quality books that are not suitable for the revised Social Studies curriculum.*

And the other two teachers said:

*I recommend the use of single textbook which portray the required competencies and the ones which match with the current syllabus requirements rather than having many textbooks which confuse pupils and teachers. Some books do not help our pupils to learn but encourage them to be lazy.*

In the delivery of social studies schools and among the many cited the following:

*There is inadequate resources; lower qualifications and a lack of understanding of the subject demarcation and cited challenges emanating from the lack of participation in class activities.*

*Another teacher explained that:*

*We are lacking the revised social studies resources or teaching materials, inadequate resources and this has led to reduction in efforts to effectively teach the revised Social Studies in classrooms and the time for teaching or implementing is not enough we only have (2) periods in a week and covering vast learning content.*

They implored the government not only to rush on introducing subjects such as the Social Studies Curriculum but also produce relevant textbooks and reference books which match with the new revision of the curriculum. During an interview, one teacher said:

*I strongly feel that, the newly revised subject has led to more information to be left as a way to harmonize the subject resulting into poor curriculum content and this is making our work slightly difficulty because the subject is now shallow.*

#### **4.4.3 Social studies monitoring challenges**

On the question: To what extent are you exposed to the new changes in the new curriculum review? Teachers expressed frustration concerning the status of revised Social Studies was totally ignored, not monitored nor supervised and argued that it was left at the mercy of those who teach it:

All participants agreed that they were experiencing problems with the implementation of Social Studies at Junior Secondary school. The problems they were experiencing ranged from implementation, lack of resources, inadequate training and uncertainty on teaching contents. Lack of trained teachers, materials and knowledge of the subject content and especially the aspect of monitoring were other major challenges face by the teachers. It was found that, other subjects were monitored regularly. One teacher explained that:

*The most important thing that the Government should recognize is the fact that we the teachers determine how best to teach because right now we have*

*shortage of Social Studies teachers and there is no fast track training like other subjects such as Mathematics and Science. It is difficult to comprehend how Social Studies can be taught successfully as an integrated subject to promote civic competence when its basic nature remains a mystery to us who are responsible for teaching it.*

#### **4.4.4 Social studies training challenges**

On the question: How can conferences, seminars or workshops for the purpose of enriching of social studies teachers education curricular expose teachers to the new change in social studies curriculum at junior secondary. The teachers noted that, the timing in the implementation of the new revised Social Studies curriculum was not okay, Government should have waited to unleash the teachers who are trained in Social Studies since all those who trained have different combination. One teacher said that:

*Teachers are failing to implement the revised Social Studies due to poor syllabus interpretation, since no orientation or induction was done before implementation of the revised Social Studies curriculum. No in-service, staff development, workshops or seminars were done. Teachers seem to be concentrating on teaching for examinations rather than teaching the general content according to the intended purpose.*

On the question what is you advise to the government, school managers and other about the implementation of the revised social studies curriculum? Government must train specific teachers and not the education officials who are not the end users. Participants complained that they only had a workshop once after about three years of changing the curriculum. They were of the opinion that the government should have demonstrated their commitment to teachers training by taking responsibility for their training. They further expressed a lot of frustration on the state of affairs surrounding the status of the new revised Social Studies at Junior Secondary School. One teacher revealed the following:

*There are also no workshops for social studies teachers compared to other subjects. The teachers normally don't even update themselves with information. They just teach outdated information and take things exactly as they are from the syllabus.*

One teacher said that:

*Teachers who teach in towns are exposed to a lot of things and making it easier for them to keep abreast with new changes than the teachers those who teach in rural areas. We take a long time to catch up with new changes than those in towns. The participant even wondered whether the revised social studies can be fully implemented in rural schools.*

Although training is an imperative aspect in addressing values in education as highlighted in the literature, discussions on how to infuse values in curriculum activities still elicited the following responses:

*How must we know all these things? It's different here in the rural schools. Our policymakers think we must think out these things by ourselves"*

The teachers felt that, the Ministry of Education just imposed the implementation of the new revised Social Studies curriculum without taking into consideration the views and aspiration of the teachers' country wide. Most teachers felt that they were not consulted to give views on why it is should be implemented without fully providing the materials to schools and with a passage of time the resources that were provided are said to be very shallow.

The teachers' concerns were also augmented by the Heads of Departments Social Sciences who expressed a lot of frustration on the state of Social Studies at Junior Secondary school. One of the Head of Department said:

*"There have never been workshops for Social Studies teachers as compared to other subjects; Teachers require constant orientation in new changes that affect teaching and learning. The teachers normally don't even update themselves with new information as they just teach outdated information. They just take things exactly as they are from the syllabus hence the need for professional development programmes to allow the teachers to be abreast with the latest happening*

#### 4.4.5 Social studies Integration challenges

Teachers gave the following responses in regard to the question: What can you say about the curriculum content of social studies at junior secondary school? Their experiences during implementation and assessment of learners in Social Studies at Junior Secondary School that one said the following;

*The analysis of the result has become more difficult especially when coming up with a final mark having in mind that the subject is handled by three distinct teachers. When the performance of the learners is poor in the revised Social Studies curriculum it is very hard to tell who among us the three teachers has made the learners to fail as a result all the three of us teachers share the blame even when the problem could have arisen from one teacher.*

The other teachers further shared that:

*The compilation of results by the individual teachers is a great challenge especially when others teachers are lazy, constantly absent and not fully committed to duty all the time, it is hard to come up with the actual full results and in this era where some teachers are going for further studies under the distance education much of the work is usually poorly done or half way done compromising the outcome of the result analysis.*

Some participants however seemed to welcome the revised Social Studies curriculum changes but stressed that changes that occur to frequently without the involvement of the key implementers usually lead to poor performance and unachieved goals at all level. One teacher said that:

*Change is good, however changing the curriculum without sensitization causes disruption, insecurity and there is a cost factor.' Subjects or courses that are integrated experience some kind of tag of war. For example, geography, history and civics being integrated into Social Studies have several subject components that have similar areas which needed to be refined in terms of teaching unlike integrating mathematics and geography which just can't make much sense.*

Curriculum change in general is necessary at times to keep up with the changes in education while others felt that unintended changes like the social studies have a negative effect on teaching and learning. Some of the general responses were that it is good to have curriculum change at this level because the Zambian society is changing so fast in relationship to other countries as a result mistakes discovered during implementation need to be corrected.

#### **4.5 Effective ways of implementing the revised Social Studies curriculum**

One of the objectives of this study was to suggest effective ways of implementing the revised Social Studies curriculum at Junior Secondary school.

##### **4.5.1 Effective ways of implementing revised social studies**

On the question: What ways do you think can be employed to effectively implement social studies revised curriculum? Varied responses were obtained in coming up with effective ways of implementing the revised curriculum all teachers responses had the similar answer for instance one said that:

*There is for the government to train teachers specifically for the teaching of Social Studies. Hold workshops, seminars to bridge the knowledge gap of curriculum revision. Provide adequate relevant teaching and learning resources.*

*The other teacher went on to say that:*

*Our Government through Curriculum Development Centre (CDC) should involve us the Social Studies teachers in the implementation and not relying on information from few teachers based in Lusaka only. And further added that, “government through the standards officers and school management should also Improve monitoring and supervision of the new programmes such as the social studies curriculum to understand exactly what we are facing.*

##### **4.5.2 Training of specific social studies teachers**

In order to suggest effective ways of implementing Social Studies at Junior Secondary school the participants were interviewed on a question: What ways do you think can be employed to effectively implement social studies revised curriculum? to find out how to effectively

implement Social Studies revised curriculum in in regard to training of the teachers in response the teachers they had the following to say;

*Government should train specific specialized Social Studies teachers in order to meet the implementation gap of teachers in line with the newly introduced revised subject Social Studies. In case of delay in coming up with teachers, it is vital to come up with workshops, seminars to bridge the knowledge gap of curriculum revision.*

The other teacher argued that,

*Professional development for specific social studies teachers can help to bridge the gap. Apart from that, the participants said that, the Government has a huge task of preparing teachers, providing adequate relevant teaching and learning resources in line with the newly revised Social Studies curriculum at Junior Secondary unlike the present situation.*

On the other hand some teachers, said that,

*having one teacher trained to teach Social Studies at Junior Secondary school is not a good idea in a sense that, one teacher may not be able to fully deliver due bias on some subjects.*

Another teacher said that:

*“There was a gap between what was taught at Primary schools and what was taught at Junior Secondary schools. As a result, the integrated curriculum has established a good link between what is taught in Primary Education and Secondary school education. So what is taught in Secondary should be exactly the same as what is taught in Primary schools in terms of Social Studies except with minimal complexities. The current graduates should be equipped with what is to be taught at Junior Secondary schools.”*

The participants interviewed further added that,

*The governments need to provide in service training country wide and not in selected schools. Most of us did different subject combinations unless the new*

*teachers unfortunately they are not forth coming hence the need for the government to quicken up the process of training. Sometimes the Government through Curriculum Development Centre (CDC) involves people who do not even teach those subjects. It should not base on Lusaka but even other schools such as rural areas. Unlike bringing programs that cannot be implemented in rural areas and make it compulsory and begin to blame us for the bad results.*

On the other question: How can conferences, seminars or workshops for the purpose of enriching of social studies teachers education curricular expose teachers to the new change in social studies curriculum at junior secondary The greatest challenges that the participants during the interview related to greatly was the aspect training specific Social Studies teacher, lack of sensitizations and the unavailability of teaching and learning resources.

One pointed out that

*“We have not received any in-service training or seminar to keep us up-to-date with the new curriculum. This is the biggest challenge which almost all the teachers in this school face. That is why the revised social studies curriculum has not been effectively implemented in most of the secondary schools.”*

The Heads of Department were of the view that all schools needed to come on board with regards to the revised Social Studies integration because it was never too late to do so. He reported that, the advantages of integrating History, Geography and Civics outweighed the disadvantages. However, they observed that before adopting the use Social Studies in schools, it was important to sensitize the teachers and enlighten them on the kind of education the school would be imparting on the learners the programme could be appreciated.

#### **4.5.3 Relevance of training professional development programmes (CPD)**

In order to generate information on effective ways of implementing Social Studies at Junior Secondary the participants were interviewed to find out, how conferences, seminars, workshops and CPDs can help teachers to effectively implement the revised Social Studies curriculum at Junior Secondary school. In response to the interview question the two participants had the following to say:



*Conferences are helpful and allow us share knowledge and to working together, share views as well as learn from one another they provides new knowledge on how to teach.*

*During the change of the curriculum at Junior Secondary us the social studies teachers were not fully involved in curriculum review however we need to welcome the new changes, accept that these changes have come to stay hence the need to have a positive attitude and look for materials to improve actual teaching and learning fully through the utilization of CPDs meetings. It is vital for us to refer to the new syllabus so as teach what is in line with what the revised curriculum demands.*

One participant had different views such as:

*“By now it is not possible, for instance today specialized teachers cannot teach all three subjects. Unless in future when the Government should train one teacher to teach all the three subjects if schools can have people like yourselves coming to visit us explaining to us on how to implement social studies we will greatly appreciate.*

This highlighted the need for more suitable training as one of the heads of department interviewed explained:

*“Teachers are eager to implement revised social studies curriculum, but the big challenge which the majority of teachers face is lack of knowledge...most of them do not understand clearly the approaches because they did not get any training. I am sure if teachers get orientation they would successfully implement it with confidence”*

While another said

*Most of the books produced by private writers are of low quality and this limits their ability to learn through discovery and problem-solving. I recommend that whenever they introduce a new curriculum, they should provide seminars and workshops for all teachers or even to few of them so as to ensure successful implementation.*

On the question: What is you advise to the government, school managers and other about the implementation of the revised social studies curriculum?

Another respondent had this to say:

*“In-service training is a right to any employee, whether there are changes in the curriculum or not. With the current curriculum, the government should reconsider providing frequent training to teachers through seminars or workshops for the sake of updating their knowledge for better practice.”*

Another suggested that:

*It is my appeal to the government to reconsider supply of teaching and learning materials if they really want to improve quality of secondary education*

During interview one of the heads of school explained:

*We are just implementers of the curriculum in which we did not take part. They make decisions on their own and bring to us to implement of which we understand nothing. Worse still, they do not bother to educate us on how we are supposed to implement it. It is better to involve teachers in any curriculum change because changes start from classroom teachers*

One added that:

*Needs to make sure that they only approve books which are relevant to the current. I recommend the use of single textbook which portray the required competencies and the ones which match with the current syllabus requirements rather than having many textbooks which confuse students and teachers. Some books do not help our students to learn*

To address these challenges, schools must improve the monitoring procedures for teachers and have a good focus for better placements of knowledgeable teachers. Those procedures should provide guidelines for screening, selecting, evaluating, retaining, it necessary excluding directing teachers. Every pre service teacher deserves to benefit positively from a

social studies experience and government and schools must work together to reach that goal in the implementation of the new revised social studies curriculum. School Managers to advocate for trained teachers to teach the Social Studies curriculum and consequently improve the Monitoring of the teachers and encouraging some meetings such as CPD and other meetings as well as allowing teachers to be resourceful and allow teachers to be open minded by so doing, they may widen their scope in the revised Social Studies and to consult one another they may learn a lot things.

#### **4.6 Summary**

The overall research findings on the teacher's attitudes in the course of implementing social studies revised curriculum at Junior Secondary in selected Secondary schools of Mufumbwe District is based on the problem statement, research questions and the literature reviewed and presented in chapter two. In the study data was collected from interviews and open ended questionnaires confirmed that the revised Social Studies curriculum being implemented by teachers at Junior Secondary school has some challenges. The rationale for introducing Social Studies at Junior Secondary schools in Zambia was to focus on issues and problems relevant to the learner's experiences in today changing environment. It was also discovered that Civic education, History and Geography were interrelated as a result social studies was seen to be an ideal subject that was able to address the children's realities in a contemporary world that is constantly changing. Besides the other aim was basically, an effective way of introducing new career pathways such a practical and pre-vocational subjects, together with some vocational orientation in schools. In keeping with research on curriculum change, the findings also show that although curriculum adjustment is necessary from time to time, the implementation process is not without problems and has major implications for teachers.

Additionally, the findings show how implementation impacts on classroom practice. Furthermore, and in spite of social studies teachers facing some problems related to inadequate trained social studies teachers and lack of sufficient resources, some teachers were in agreement that the revised social studies curriculum has liberated some teachers and pupils from the work load during implementation. They considered the main benefit from the introduction of the revised social studies curriculum to be the reduction of the workload and the clear guidelines on what to teach and assess. Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment

spheres. According to Bertels (2003:478), change can be described as the process of analyzing the past to elicit present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the implementation of the new curriculum.

The findings also review that, revised Social Studies is much simpler for teachers to understand and implement as compared to the past teaching of distinct subjects such as Geography, History and Civics. Although most some teachers reported that the topics have been reduced in their subjects, teachers attitude was the opposite. The findings further reviews that, teachers are the key players in curriculum implementation need to be supported in this role if implementation is to succeed. This form of support in the form of curriculum training and monitoring needs to be ongoing otherwise the intended implications of curriculum change may not be realized. In the next chapter the researcher discusses the findings.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview**

This chapter contains the findings of the study derived from the four objectives of the study, which were to: establish the views of teachers towards the implementation of the revised Social Studies curriculum at Junior Secondary school, identify the benefits of implementing the revised Social Studies curriculum at Junior Secondary school, explore the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school and suggest effective ways of implementing the revised Social Studies curriculum at Junior Secondary school.

#### **5.2 Teachers Attitudes towards the Implementation of revised Social Studies Curriculum**

As stated above, the first objective was to investigate the views of teachers towards the implementation of the revised Social Studies curriculum at Junior Secondary school. The findings from the study indicated that social studies teachers do not have full grasp of the revised social studies curriculum, thus they face the problem of content of the curriculum and further the findings revealed varied responses on teacher's attitude towards the revised Social Studies revised curriculum at Junior Secondary School in Mufumbwe District of Zambia. The findings of the study revealed that, most teachers welcomed the revised Social Studies at Junior Secondary school and appreciated it that it was greatly helping in the training of pupils to learn quickly and developing the art of doing things together and gain adequate information to deal with the prevailing situations in later life.

The revised Social Studies has led to reduction in the workload of the teacher in the sense that some topics with some interrelation were not repeated. Although a few other teachers had mixed feelings stressing that it was confusing the learners in a manner it has been integrated and stressed that it needed to be at primary school level and further reiterated that, the introduction of social studies at Junior Secondary was a great mistake.

*“We are just implementers of the curriculum in which we did not take part. They make decisions on their own and bring to us to implement of which we understand nothing. Worse still, they do not bother to educate us on how we are supposed to implement it. It is better to involve teachers in any curriculum change because changes start from classroom teachers.*

*The introduction of Social Studies at Junior Secondary is confusing the learners and needed to be only at primary school level. Some teachers when asked about their attitude towards the introduction of Social Studies at JSS reiterated that, the introduction of Social Studies at Junior Secondary it was a great mistake, .....*

Both quotations illustrate that there are alternative views, and there remain some problems around understanding social studies curriculum. The study further, established that teacher’s attitudes towards implementation of the revised curriculum were not welcome because they were not consulted at the beginning. This is in line with Mata (2012) who argued that teachers can manage the implementation of a new revised curriculum if they are considered as integral parts of the change process. Fullan and Pomfret (1977) shared that, the effective implementation of curriculum requires time, personal interaction and contacts, in-service training and other forms of support.

Therefore, lack of teacher involvement could be responsible for poor teacher articulation of the revised curriculum even when the intent may be good. It should be noted that the curriculum conception is of high importance in the implementation process and Government need to understand that this aspect may shape teaching either positively or negatively. Hence the call for the involvement of teachers in devising changes so as to have a smooth transition in the course of implementation at school level.

In the same line the finding further revealed that, the teachers were not involved nor consulted in during the conception and initial stages of the implementation of the Social Studies curriculum hence the huge resistance and the negative attitude towards implementation. However they acknowledged that, curriculum changes are vital in this fast changing world but stressed that changes that occur this way create stress and cause disruption, insecurity time consuming process to adapt a new curriculum and there is a cost fact in material production.

The findings also revealed the aspect of training stressing that, schools lacked of trained Social Studies teachers and implored the Government to train specific Social Studies teachers as well as need to involve teachers whenever curriculum change was in place so that they are not left out and investing in Teacher Education. It is for this view that it is highly felt that, the Governments needed to have adequate consultation with the key player who in this case are the implementers so that all concerns are fully addressed without difficulties. Change is vital in this new age of a century as Flores (2005) postulated that, as a societal expectations and political and social priorities changes place new demands on schools and teachers. However, Amimo (2009) argued that there will never be a perfect curriculum for all ages as the environment keeps changing and creates new needs in the society and advises that curriculum has to change continuously in order to address the emerging needs in the society and the world as whole, so teachers need to adapt to these changes but agrees that, it vital to have a consultative approach with the educators or implementers. Fullan and Pomfret (1977) also pointed out that, the effective implementation of social innovations' requires time, personal interaction and contacts, in-service training, and other forms of people-based support. This realization that teachers are imperative in implementing 'new' policy, to reform, restructure, transform schools and classrooms, calls for a focus on teachers. They are often seen as either impervious or unaffected or as resistant to the education policy change (Smit, 2001). As a result it is important for teacher for be in touch with the new changes and stand ready to accept the changes and really it is not always that teachers should be involved.

The findings revealed that, teachers were not consulted nor involved in the initial stage implementation a state that has created a great barrier to effective implementation hence the need to re-learn the teachers as we might note from the adaptive evolutionary theory proposed by Stenhouse as quoted in Fullan (1983) as used in this study accepted that the Curriculum can be modified in the course of its implementation. This approach claims that it is conceptually unsound, socially unacceptable and empirically impossible to solve the implementation problem through detailed elaborations of the desired practice.

The above statement confirms that there is need for in-service training of teachers; in-service training should be presented in a way that takes into account that the teachers are novices regarding curriculum implementation. The successful implementation is also to a large extent dependent on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained. Exposure of teachers, learners, parents,

school heads to information on the purpose of the curriculum implementation and the extent of its impact should receive the necessary attention to ensure that everybody is aware of and fully understands the challenges that are involved. These in-service interventions, as such, only partly address the challenges mentioned above. To meet the challenges mentioned above, a large scale cooperative effort between the educational authorities, the providers of in-service teacher training and sponsors from the private sector may be necessary.

Arising from these findings, it is clear in the foregoing discussion that the attitudes of teachers towards the revised social studies curriculum were mixed as they perceived the integration of the curriculum differently. It is vital however to note that, the difference in opinion and beliefs does not imply that the curriculum cannot be implemented. Teachers can learn to work together as a team share their knowledge, skills and their work through team planning and team teaching while they wait for the specialized teachers. The effective implementation of any curriculum requires in-service training and support of all the teachers or implementers. The realization that teachers are imperative in implementing 'new' policy, calls for an effective focus on teachers because the main barrier to curriculum implementation is teacher educator resistance to change. Lufungulu (2015) in the study of Primary School Teachers' Attitudes towards ICT integration in Social Studies, the findings of the study revealed that, teachers' attitudes are responsible for the success or failure of a new innovation in education.

The above discussion shows that teacher's attitude towards the implementation of Social Studies Revised curriculum was somehow negative due to the misconception and the way the study was introduced and leaving out the key implementer who in this case are the teachers. As seen above, some teachers greatly supported the introduction of the new revised Social Studies subject at Junior Secondary school, stating that, it was a good idea as it helped to train teachers to work as a team, learn as a team and learn from one another which promoted team teaching, cooperation and a good working relationship among the teachers, however teachers recommended that they be involved in decisions regarding curriculum change due to the role they play as curriculum implementers stating involvement in curriculum change initiatives make them feel part of the curriculum development process and not mere implementers.



### 5.3 The Benefits of implementing the revised S. S. curriculum

The finding in this regard established the benefits in implementing Social Studies at Junior Secondary under the revised curriculum. The data collected showed that implementation of the revised curriculum was a good idea in a sense that it avoided repetition of some topics making it easy for the teachers to teach and manage to finish the syllabus on time. The above findings are in conformity with MoE (2013) whose aim in Social Studies revision at Junior secondary was basically, an effective way of introducing new career pathways such a practical and pre-vocational subjects. Although curriculum adjustment is necessary from time to time, the implementation process is not without problems and has major implications for teachers during implementation.

As noted the findings on the benefits of introducing Social Studies at Junior Secondary school the findings revealed that some teachers enjoyed teaching Social Studies because they found it easy to teach and that learners actually concentrated more as compared to the precious learning of distinct subjects of geography and history which at that time was a heavy work load to most learners. It was not possible in the past for teachers to complete the syllabus but presently has been found to possible due to the fact that, the some topics in some subject which seemed repeated and meaningless were done away making the new Revised Social Studies subject much easier to teach.

*the revised Social Studies have to the greatest extent avoided repetition in the teaching and learning at Junior Secondary school and made it possible for teachers to finish the syllabus unlike in the past of individual subjects, presently it is possible because the some topics in some subject areas have been removed and making the subject is simplified and easier to teach.”*

*The integration of geography, history and geography is a great idea and I agree that it has reduced the number of subjects and the grade eights and nines now have new subjects like Business studies and Vocational Subjects. The pupils have an advantage to take other subjects.*

As noted from above, the benefit of the revised Social Studies Curriculum at Junior Secondary school was the reduction in the number of subjects at Junior Secondary and creating a space for the introduction of new subjects such as the Business and Vocational subjects giving learners more advantages to take other more subjects the findings were in line

with the Ministry of Education (1996) educating our future postulates that, the Curriculum will need radical revision in order to cater for a spread of pupil ability which will be much wider than is presently the case in Grades 8 and 9 the extensive curriculum review will also be needed to ensure the inclusion of a sufficiently wide range of practical and pre-vocational subjects, together with some vocational orientation in every subject as the case is presently.

*It is better to work as a team because we have different abilities and there are things you may learn from your colleagues, you share ideas. Team teaching is good because it brings out all of your weaknesses and strengths and in the end it builds you. But for solo teaching you keep the weaknesses to yourself and do not improve.*

*It is better to teach as team in social studies you share ideas, there are a lot of discoveries that are going on, you might have missed some information but your friends will fill you up. Current affairs keep on changing, so you need to work with your colleagues. It is one way of avoiding repetition.*

Besides we have learnt how integration of the subject has brought all the teachers together for one common goal of working as a team and creating success. The findings are in line with Villa *et al*, (2004) observed that team work creates opportunities for professional growth in the process of receiving personal and professional support. In addition, Pope (2000) supported the view that the teaching is made easier through co-teaching as learning problems are identified quickly, thereby increasing academic performance. Okebukola, (2004) noted that the successful implementation of a curriculum to a large extent, is determined by the knowledgeable teachers who are quicker to learn accept change and read to think in the new direction. Curriculum implementation is a well-researched subject that requires the collaborative efforts of all educational stakeholders to ensure its effectiveness.

This means that for the officially designed curriculum to be fully implemented as planned, the Government should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process.

Overall it is vital to note that, the revised Social Studies curriculum has to the greatest extent avoided repetition of similar topics in the integration of civics, history and geography at Junior Secondary school making it easy to finish the syllabus and simplified during the

implementation phase. The information emerging shows that, in the old curriculum certain topics were not locally oriented and had less or no impact to the Zambian and local conditions hence their removal from the new curriculum is a great achievement for the nation. They further acknowledged that the present revised social studies has so far proved to be good as it is reflecting what is currently happening in the country today such as governance, political combined with their immediate environment.

#### **5.4 The challenges of implementing the revised S. S. curriculum**

In terms of the challenges of Social Studies at Junior Secondary Schools, the study revealed that; the availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation. Social Studies is not monitored nor supervised like other subject in trying to understand what teachers face but left at the discretion of who teach it. Arising from the findings above, we learn that, monitoring determines the successes and also determines deficiencies and challenges which teachers encounter in the implementation of the Curriculum. After monitoring had been done challenges can be diagnosed, corrective measures made, support and other intervention strategies can then be taken to assist teachers and that is an effective way of empowering and motivating teachers. This view is in line with the findings by Cunningham and Cordeiro (2000) shared that, monitoring and support in the context of class visits. The class visits create the opportunity to observe teachers' work, provide motivation and exercise influence. During supervisory discussion teachers also have the opportunity to talk to the instructional leader about the problems they encounter in teaching practice. Tadesse et al (2007) indicated the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the new curriculum. Like in this revised Social studies curriculum in Zambia the teachers are inadequately prepared for teaching, let alone comprehending the new curriculum process. Revised curriculum implementation in most cases favours well-resourced schools with well-qualified teachers.

The other factor that was found to be responsible for poor implementation was the Government which has not recognized the fact that teachers determine the nation or country because of shortage of social studies teachers and no fast track training like other subjects such as mathematics and science. They found it hard to comprehend how Social Studies could be taught

purposely and successfully as an integrated study to promote civic competence when its basic nature remains a mystery to those who are responsible for teaching it. Besides it was found to be hard to fully finish the syllabus in a sense that the teaching periods were too short in a manner that Social Studies have about six period in a week of which each subject such as civics, history and geography shares 2 periods in a week and making the teaching slightly hard due limited time for teaching as well as completing the syllabus despite a reduction in some contents.

*In our school in-service, staff development workshops were not done in schools and teachers indicated that they had problems in interpreting the revised Social studies curriculum textbooks not addressing current issues, shortage of relevant textbooks and too much overload.*

As noted from findings, the study established that, there was lack of consultation by the MoE at the initial stage of implementation resulting in poor delivery of the subject by the teachers. The findings are in agreement with Chiyuka, (2012) in a study conducted to investigate the effectiveness of the teaching of religious education as part of social and development studies in the integrated primary school curriculum in Zambia whose findings indicated that the teaching of RE as part of SDS is not effective because of lack of teaching and learning materials in schools.

Further the findings revealed that, the teachers as professional who are directly involved in the implementation of the Social Studies curriculum at Junior Secondary it was noted that, the teachers were not fully exposed to curriculum changes with regard to Social Studies at Junior Secondary. Teachers maintained that there has never been exposure to the new curriculum at school level the participants were of the opinion that training or orientation workshops should be held more frequently, possibly once in a term where they could meet with the curriculum advisers to discuss critical issues that they encounter at implementation phase in the classroom. They stressed that; Government must train the teacher and not the education officials who are not the end users. And mostly observed that, teachers who teach in towns are exposed to a lot of things and making it easier for them to keep abreast with new changes than the teachers those who teach in rural areas. We take a long time to catch up with new changes than those in towns. The participant even wondered whether the revised social studies can be fully implemented in rural schools. The finding are directly in line with the recommendation of Awhen, Edinyang and Ipuole (2014) in a study of introduction of Social Studies Education in Nigeria Schools: A Success or a Failure that recommended that, effort be intensified in the training of professionally qualified Social Studies teachers and the

integration of teachers in all phases of Social Studies curriculum development and implementation. In the new revised Social Studies curriculum at Junior Secondary in Zambia, it was vital to consider the aspect of training and sensitizing teachers on the new changes.

On the contrary the findings from the study indicated that Social Studies teachers do not have full grasp of the revised Social Studies curriculum, thus they face the problem of content of the curriculum. The finding on the teacher's knowledge in the revised curriculum was revealed in the study that teaching knowledge and experience in the revised Social Studies curriculum is problematic in the quest of implementing at Junior Secondary of Education in Mufumbwe District.

*As schools we have a serious problem of lack of resources including relevant textbooks, teaching materials and appropriate instructional media as teachers were not carrying out fieldwork studies and we are teaching for examinations.*

The findings further revealed that lack of teaching and learning materials and heavy reliance on the old books which have been overtaken by time and shallow in content was among the challenges faced in the implementation of Social Studies at Junior Secondary School. Teachers expressed concern that the newly introduced subjects at Junior Secondary were not available in schools and the few that were there were deemed to be very shallow. As noted in 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. School curriculum is expected to equip learners with skills that make them self-reliant, prepare them to enter into jobs and progress in them.

The findings showed that schools had a critical shortage of teachers qualified in Social Studies teachers. It was established that as a result of shortage of teachers; effective teaching and learning was not up-to-date, making teachers who are not trained teach. Additionally, the timing in the implementation of the new revised curriculum was not okay, Government should have waited to unleash the teachers who are trained in Social Studies since all those who trained have different combination. The introduction of the new subject called social studies was an abrupt change which came through trial and error reasoning; hence most teachers were not fully involved in coming up with the study area however, government came up with the change without the knowledge of the implementers and really informing them on

how best to implement the subject. The findings of the study were in line with the findings of Merry-field (1997) attributed a number of challenges to the implementation of Social Studies in Africa are, lack of instructional materials and lack of trained and experienced teachers.

The study went further to look at the changing the curriculum without sensitization causes disruption, insecurity and there is a cost factor.' As other scholars have noted Education Policy and curriculum change happen for a number of reasons which include political, social and economical within a country as the case for Zambian Education system. The findings are consistent with Flores (2005) as societal expectations and political and social priorities change, they place new demands on schools and teachers. The findings in the study are in line with a study which was conducted by Jekayinfa (2005) in a study that was conducted in Nigeria to find out the perception of teachers on the introduction of Social Studies and revealed a favorable perception of the new curriculum and advised that teachers who were to implement the new curriculum were supposed to be sensitized and prepared for the task. Like in the present study, the participants agreed that they were not fully sensitized on the new curriculum changes. Meziobi, Oyeoku and Ezegebe (2012) in investigating social studies teachers' capability for effective implementation Universal Based Education in Junior Secondary schools revealed teacher training institutions don't usually prepare teachers sufficiently for the implementation of the programme, teachers are not sufficiently exposed in their training to reforms in education, and that the teaching of social studies is not functional in injecting practical skills and vocational training in the learner. Like the revised social studies curriculum in Zambia the findings are indicative that, most teachers and teacher training institution have not been sufficiently equipped Social Studies teacher with the knowledge base to handle the new subject. Although this curriculum change implies more work and training for teachers hence teachers experiencing challenges with the implementation due to a number of reasons related to the lack of sensitization and lack of training and the shortage of textbooks.

The findings of the study indicate that the revised curriculum had challenges for the teachers to fully implement hence the need to support the teachers in their roles with the provision of substantive training and resources as Connelly and Clandinin (1988) shared that, non-availability of in-service training is one of the factors that affect curriculum implementation. Furthermore, Gundogan (2002) contends that there should be a review of in-service education as extensive training programmes to substitute 'the highly centralised training workshops' that have teachers as participants in the implementation of the revised Social Studies

curriculum. The main actors of implementation in adaptive- evolutionary approach are the practitioners themselves (teachers), because they are responsible for the educational process and they cannot pass on this responsibility to external agencies. External agencies and persons, such as researchers, curriculum developers, and In-service trainers may support and stimulate the development of practice. Decisions about initiating development and the control over its direction are the realms of practitioners' professional judgment (Fullan, 1983).

Curriculum change in general is necessary at times to keep up with the changes in education while others felt that unintended changes like the social studies have a negative effect on teaching and learning. Some of the general responses were that it is good to have curriculum change at this level because the Zambian society is changing so fast in relationship to other countries as a result mistakes discovered during implementation need to be corrected.

### **5.5 Effective ways of implementing the revised S. S. Curriculum**

In terms of best ways of implementing Social Studies revised curriculum, the study findings revealed that government need to train teachers Social Studies teachers. Apart from that, the Government has a huge task of preparing teachers, providing adequate relevant teaching and learning resources in line with the newly revised social studies curriculum at junior secondary unlike the present situation. The teachers were of the view that, having one teacher trained to teach social studies at junior secondary is not a good idea in a sense that, one teacher may not be able to fully deliver due bias on some subjects. They further observed that the new revised social studies is said to have a lot of challenges at implementation and the teachers are still using the old books. The study as is in line with Chiyuka, (2012) in a study conducted to investigate the effectiveness of the teaching of religious education as part of social and development studies in the integrated primary school curriculum in Zambia revealed that the teaching of RE as part of SDS is not effective because teachers are not adequately trained in the new integrated curriculum approach. The lack of teaching and learning materials in schools has contributed to ineffective teaching and learning of RE under SDS. The negative attitude by teachers towards the change of methodology has also contributed to the non-effective teaching and learning of RE. Like the revised social studies at junior secondary it is clear that there are no resources, trained teachers and so forth. This aspect is likely to impact on the curriculum implementation at junior secondary school.

*There is need for the government to train teachers specifically for the teaching of Social Studies. Hold workshops, seminars to bridge the knowledge gap of curriculum revision. Provide adequate relevant teaching and learning resources.*

As noted from the findings the study established that generally, teachers faced difficulties in teaching Social Studies as a result there was need for the Government to provide in-service training country wide and not in selected schools because the subject is in all schools in the country. Most teachers did different subject combinations and not social studies unless the new teachers unfortunately who are not forth coming hence the need for the government to quicken up the process of training the teachers. Sometimes the Government through curriculum development centre involves people who do not even teach those subjects but involves the teachers in urban areas. It should not base on Lusaka but even other schools such as rural areas. Unlike bringing programs that cannot be implemented in rural areas and make it compulsory and begin to blame the teacher for the bad results.

The findings further revealed that, improving monitoring and supervision of the new programmes such as the Social Studies curriculum was vital. This was thought to be a core responsibility of the District Standards Officers and school managers. the above findings are in conformity with Cunningham and Cordeiro (2000) shared that, monitoring and support in the context of class visits that create the opportunity to observe teachers' work provide motivation and exercise influence. Arising from the study above, Monitoring determines the successes and also determines deficiencies and challenges which teachers encounter in the implementation phase.

*Our Government through Curriculum Development Centre (CDC) should involve us the Social Studies teachers in the implementation and not relying on information from few teachers based in Lusaka only. And further added that, "government through the standards officers and school management should also Improve monitoring and supervision of the new programmes such as the social studies curriculum to understand exactly what we are facing.*

Arising from the above finding it is right to deduce that, the Government through Curriculum Development Centre (CDC) needed to involve all teachers of Social Studies in the implementation and not relying on information from a few teachers based in Lusaka only.



This further showed the significance of conferences, seminars, workshops and CPDs in helping teachers to effectively implement the revised Social Studies curriculum at Junior Secondary stressing that, conference helps in sharing knowledge and allowing teachers to work together and sharing views as well as learning from one another. The meeting according to the teachers provided new knowledge on how to teach. Seminars provide adequate information how to teach as this greatly helps to share knowledge on mainly the new changes at the same time some people may have ideas which can be shared.

*Most of the books produced by private writers are of low quality and this limits their ability to learn through discovery and problem-solving.*

*It is my appeal to the government to reconsider supply of teaching and learning materials if they really want to improve quality of secondary education*

*Needs to make sure that they use only approved books which are relevant to the current. I recommend the use of single textbook which portray the required competencies matching with the current syllabus requirements rather than having many textbooks which confuse students and teachers. Some books do not help our students to learn because they are too shallow.*

The study finally revealed that teachers, teaching and learning materials are very influential in the implementation of the curriculum. However it was noted that the learning resources were either not in place or not relevant and too shallow. The Social Studies teacher experienced problems in the implementation of the revised social studies curriculum as it was introduced without proper consultation. The teachers did not receive any training that would have led them to effectively implement the study area well. Although new revised social studies were introduced there was no attempt to train teachers in the knowledge and skills aspect of these new learning areas. Curriculum changes have financial implications as new textbooks and resources have to be purchased for its implementation. This needs to be ongoing if the implementation of a new curriculum is going to achieve the required results

The findings further reveal the need teachers to be knowledgeable; most teachers admitted that they had little understanding of policies, subject matter and interpretation of what to and how to teach. It is difficult to comprehend how Social Studies can be taught purposely and

successfully as an integrated study of the social sciences and other areas to promote civic competence when its basic nature remains a mystery to those who are responsible for teaching it. Social Studies teachers need sufficient content knowledge in the core disciplines and processes of Social Studies, skill in using a variety of teaching and assessment strategies, and the ability to locate, evaluate, and use appropriate resources. Ongoing professional development is also necessary for teachers to develop and monitor the curriculum. Resources are needed to support teachers' involvement in professional conferences. Ongoing professional development is also necessary for teachers to develop and monitor the curriculum.

In summary, it was essential that whenever a programme is to be introduced the concept and attitudes of recipient should be sought first, else it will be introduced but the teachers may not participate in it fully. These attitudinal gaps created dissatisfaction among teachers at junior secondary school during implementation. Again, it has been established that teachers trained in single subject areas from various institutions hence lack the multidisciplinary orientation to teaching social studies as an integrated subject.

This suggests that policy makers should put the cart before the horse in matters of curricula. Teachers must be given the needed orientation in the skills of integration. The teacher must accept that the world around us must be viewed as a whole. The teachers of social studies must understand the expanding environments theory of mental development and that the course content might be organized in "scope and sequence that spiral concepts themes, life problems and issues throughout the social studies curriculum. With this orientation, teachers will appreciate the concept of integration for its sustainability.

It was noticed that the teachers who trained from primary teachers colleges supported social studies development. A clue from this is that teachers must be engaged in continuous training and orientation for them to perform as expected. We must make use of the teachers we train when they have graduated. Without job placement, they will feel demotivated and that will not encourage others to follow.

## **5.6 Summary**

The discussion on the teacher's attitudes towards implementation of Social Studies revised curriculum at Junior Secondary in selected secondary schools of Mufumbwe District is based

on the problem statement, research questions and the literature reviewed and presented in chapter two. In the main, data collected from interviews and open ended questionnaires confirmed that the revised social studies curriculum being implemented by teachers at Junior Secondary has several challenges. The rationale for introducing Social Studies at Junior Secondary schools in Zambia was to focus on issues and problems relevant to the learner's experiences in today changing environment. It was also discovered that civic education, history and geography were interrelated as a result Social Studies was seen to be an ideal subject that was able to address the children's realities in a contemporary world that is constantly changing. Besides the other aim was basically, an effective way of introducing new career pathways such a practical and pre-vocational subjects, together with some vocational orientation in schools. In keeping with research on curriculum change, the findings also show that although curriculum adjustment is necessary from time to time, the implementation process is not without problems and has major implications for teachers.

The discussion of the findings is in direct link with the Adaptive Evolutionary Theory as proposed by Stenhouse (1975) quoted in Fullan (1983) and The Piaget's ideas of assimilation and accommodation Piaget (1977) we learnt that Teachers who were trained at college and universities for a particular curriculum have to assimilate and accommodate the new education dispensation regarding curriculum transformation and change. these approaches because they relates well to the current study in that most of the respondents were of the view that the introduction of the new curriculum was done hurriedly and that they were not consulted from the onset to orient them on the idea behind integration of Civic Education, Geography and History into Social Studies and on how to go about with the implementation process.

The revelation in this sense is that curriculum revision has focused too much on the introduction of the new career pathways at Junior Secondary school and neglected issues of content which are left to individual teachers to construct. However, given the lack of trained teachers and the lack of resources, has inflicted on the education system, the majority of teachers find it difficult to know what to teach and tended to act as mere technicians without the necessary conceptual and content tools. For instruction to be effective, the teacher must know more, must have adequate content knowledge and must know the conceptual destination of the learning. The cognitive aspect of schooling has been lost through too much emphasis on outcomes in the new curriculum.

For the curriculum to be implemented well, participation is a crucial source of legitimacy for policy decisions, especially in educational policy. It seems like teachers were not involved in the decision to adopt the new revised curriculum as the preferred policy approach at junior secondary. Even as the teachers were called on to become involved in the elaboration and the implementation of the curriculum, the decision to proceed had already been made. Unfortunately, participation is sometimes confused with consultation.

The proper implementation of the revised social studies curriculum by teachers requires effective monitoring by standard officers. Monitoring would determine successes and also determine deficiencies and challenges which teachers encounter. After monitoring had been done and challenges diagnosed, corrective measures, support and other intervention strategies can then be taken to assist teachers and that on its own would be a way of empowering teachers.

Besides the theory postulates the need for in-service training of teachers, as a vast amount of work still needs to be done to ensure the successful implementation of the social studies revised curriculum. Obviously the education authorities cannot provide all the in-service training that is needed and are at this stage involving higher education institutions in the process. The challenge that lies before providers of in-service teacher training regarding implementation of the revised is not only to be able to train so many teachers; aspects such as the relevant curriculum and teaching practice are also involved. The in-service training should obviously also be presented in a way that takes into account that the teachers are novices regarding curriculum implementation. The successful implementation of the social studies revised curriculum at junior secondary in Zambia will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained.

As noted, the theories are so strong in adapting of a revised curriculum. They also postulates that complex changes necessitates relearning and, thus, invites participants to participate actively in the process of implementation which is seen as a prime opportunity for internalizing the main characteristics of the changes. Issues that were not addressed at the initial stage of the innovation can be incorporated in the improved version. Finally it enables stakeholders to give their views about the success or failure of the study. In the next chapter the researcher concluded and made some recommendation.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Overview**

In this chapter the researcher concluded and made the recommendations as well as suggestions on a number of areas where further research was needed. The main objective in the study were to: establish the views of teachers towards the implementation of the revised Social Studies curriculum at Junior Secondary school, identify the benefits of implementing the revised Social Studies curriculum at Junior Secondary school, explore the possible challenges of implementing the revised Social Studies curriculum at Junior Secondary school and suggest effective ways of implementing the revised Social Studies curriculum at Junior Secondary school.

#### **6.2 Teacher's attitudes towards the implementation revised curriculum**

The findings shows that teacher's attitude towards the implementation of Social Studies Revised curriculum was somehow negative due to the misconception and the way the study was introduced and leaving out the key implementer who in this case are the teachers. However, some teachers supported the introduction of the new revised Social Studies subject at Junior Secondary school, stating that, it was a good idea as it helped to train teachers to work as a team, learn as a team and learn from one another which promoted team teaching, cooperation and a good working relationship among the teachers, however teachers recommended that they be involved in decisions regarding curriculum change due to the role they play as curriculum implementers stating involvement in curriculum change initiatives make them feel part of the curriculum development process and not mere implementers.

#### **6.3 The benefits of implementing revised curriculum**

As regards the benefits of Social Studies at Junior Secondary Schools, it was found that this curriculum avoids repetition of some topics making it easy for the teachers to teach and manage to finish the syllabus on time. Accomplish the syllabus; has inculcated in the learner in integrated forms, basic skills, values and attitudes for useful living and has created space

on the curriculum to introduce new career pathways for learners such as the business and vocational subjects

The benefits of introducing Social Studies at Junior Secondary school the findings revealed that some teachers enjoyed teaching Social Studies because they found it easy to teach and those learners actually concentrated more and really the performance of the learners is usually improved. Apart from that there is total reduction in the number of subjects at Junior Secondary and creating a space for the introduction of new subjects such as the Business and Vocational subjects giving learners more advantages to take other more subjects the extensive curriculum review will also be needed to ensure the inclusion of a sufficiently wide range of practical and pre-vocational subjects, together with some vocational orientation in every subject as the case is presently. The new subject brings into force the aspect of localization of the curriculum in which the relevance of the curriculum has proved trail the Zambian context by bringing some topics that have huge bearing on nation on our day to living hence change and great deal for the implementation. The information emerging shows that, in the old curriculum certain topics were not locally oriented and had less or no impact to the Zambian and local conditions hence their removal from the new curriculum is a great achievement for the nation. They further acknowledged that the present revised social studies has so far proved to be good as it is reflecting what is currently happening in the country today such as governance, political combined with their immediate environment.

#### **6.4 The challenges of implementing Social Studies curriculum**

In terms of the challenges of Social Studies at Junior Secondary Schools, the study revealed that; the subject is not monitored nor supervised by the District Standards Officers and School Administrators but left at the discretion of who teach it. The findings also showed that lack of teaching and learning materials and heavy reliance on the old books which have been overtaken by time and shallow in content was among the challenges faced in the implementation of Social Studies at Junior Secondary School. Further, lack of adequately specialist trained Social Studies teachers proved to be yet another big challenge.

In terms of the challenges of Social Studies at Junior Secondary Schools, the study revealed that; Social Studies is not monitored nor supervised like other subject in trying to understand what teachers face but left at the discretion of who teach it. Arising from the study above, Monitoring determines the successes and also determines deficiencies and challenges which

teachers encounter in the implementation of the Curriculum. After monitoring had been done challenges can be diagnosed, corrective measures made, support and other intervention strategies can then be taken to assist teachers and that is an effective way of empowering and motivating teachers. Further, lack of adequately specialist trained Social Studies teachers proved to be yet another big challenge. Some teachers elaborately commented on the lack of trained teachers, materials and knowledge that as social studies teachers they are concerned about. It is only that, social studies on its own as compared to other subjects it is not that much monitored. The other factor that was found to be responsible for poor implementation was the Government which has not recognized the fact that teachers determine the nation or country because of shortage of social studies teachers and no fast track training like other subjects such as mathematics and science. Next the study established that, there was lack of consultation by the MoE at the initial stage of implementation resulting in poor delivery of the subject by the teachers. Further the findings revealed that, the teachers as professional who are directly involved in the implementation of the Social Studies curriculum at Junior Secondary it was noted that, the teachers were not fully exposed to curriculum changes with regard to Social Studies at Junior Secondary. The findings further revealed that lack of teaching and learning materials and heavy reliance on the old books which have been overtaken by time and shallow in content was among the challenges faced in the implementation of Social Studies at Junior Secondary School. 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. School curriculum is expected to equip learners with skills that make them self-reliant, prepare them to enter into jobs and progress in them.

The findings showed that schools had a critical shortage of teachers qualified in Social Studies teachers. It was established that as a result of shortage of teachers; effective teaching and learning was not up-to-date, making teachers who are not trained teach. Additionally, the timing in the implementation of the new revised curriculum was not okay, Government should have waited to unleash the teachers who are trained in Social Studies since all those who trained have different combination. The introduction of the new subject called social studies was an abrupt change which came through trial and error reasoning; hence most teachers were not fully involved in coming up with the study area however, government came up with the change without the knowledge of the implementers and really informing them on how best to implement the subject. The study went further to look at the changing the

curriculum without sensitization causes disruption, insecurity and there is a cost factor.’ As other scholars have noted Education Policy and curriculum change happen for a number of reasons which include political, social and many more.

Curriculum change in general is necessary at times to keep up with the changes in education while others felt that unintended changes like the social studies have a negative effect on teaching and learning. Some of the general responses were that it is good to have curriculum change at this level because the Zambian society is changing so fast in relationship to other countries as a result mistakes discovered during implementation need to be corrected.

### **6.5 Effective ways of implementing Social Studies at Junior Secondary school**

In summary, it was essential that whenever a programme is to be introduced the concept and attitudes of recipient should be sought first, else it will be introduced but the teachers may not participate in it fully. These attitudinal gaps created dissatisfaction among teachers at junior secondary school during implementation. Again, it has been established that teachers trained in single subject areas from various institutions hence lack the multidisciplinary orientation to teaching social studies as an integrated subject.

This suggests that policy makers should put the cart before the horse in matters of curricula. Teachers must be given the needed orientation in the skills of integration. The teacher must accept that the world around us must be viewed as a whole. The teachers of social studies must understand the expanding environments theory of mental development and that the course content might be organized in “scope and sequence that spiral concepts themes, life problems and issues throughout the social studies curriculum. With this orientation, teachers will appreciate the concept of integration for its sustainability.

It was noticed that the teachers who trained from primary teachers colleges supported social studies development. A clue from this is that teachers must be engaged in continuous training and orientation for them to perform as expected. We must make use of the teachers we train when they have graduated. Without job placement, they will feel demotivated and that will not encourage others to follow.



Improve monitoring and supervision of the new programmes such as the social studies curriculum. This should be a core responsibility of the District Standards Officers and school managers. The above findings are in conformity with Cunningham and Cordeiro (2000) who sees monitoring and support in the context of class visits that create the opportunity to observe teachers' work provide motivation and exercise influence. Arising from the study above, Monitoring determines the successes and also determines deficiencies and challenges which teachers encounter in the implementation phase.

It can be concluded that, the effective implementation of Social Studies revised curriculum, needed government effort to train teachers specifically for the teaching of Social Studies as one of the prominent task when Government trains specific specialized social studies teachers this may help to meet the implementation gap of teachers in line with the newly introduced revised subject at Junior Secondary. Apart from that, the Government has a huge task of preparing teachers, providing adequate relevant teaching and learning resources in line with the newly revised social studies curriculum at junior secondary unlike the present situation.

This study concludes that teachers face a variety of challenges which impede on the successful implementation of the revised Social Studies curriculum during the teaching and learning process. In the light of these challenges, it is likely that the implementation of revised Social Studies curriculum was bound to fail deliver the desired outcome. Since teachers are the major implementers of the new curriculum, the findings have shown that there is a need to provide more opportunities for their participation during formulation and/ or review of the curriculum. Doing so may allow teachers to play their roles effectively in curriculum development, eventually implementation. Also the Ministry of Education should devise ways of providing quality and relevant teaching and learning resources that are consistent with revised curriculum. At the same time the aspect of monitoring of the programme is seen as a vital requisite for a successful implementation of the programme such as the revised Social Studies curriculum. The Ministry of Education should make sure that all the relevant Social Studies curriculum materials, such as syllabus, teachers' guide and text books are developed as well as disseminated to all Secondary schools at the right time.

## **6.6 Conclusions**

This study concludes that teacher's attitude towards the revised social studies is negative and they face a variety of challenges which impede on the successful implementation of during

the teaching and learning process. In the light of these challenges, it is likely that the implementation of the revised curriculum was bound to fail deliver the desired outcome. Since teachers are the major implementers, the findings have shown that there is a need to provide more opportunities for their participation during formulation and/ or review of the curriculum. Doing so may allow teachers to play their roles effectively in curriculum development, eventually implementation. Also the Ministry of Education should devise ways of providing quality and relevant teaching and learning resources that are consistent with the revised social studies curriculum. The Government should make sure that all the relevant social studies curriculum materials, such as syllabus, teachers' guide and text books are developed as well as disseminated to all secondary schools at the right time.

Based on the findings in line with the objectives, the study found that teachers' attitudes regarding the revised social studies curriculum needed much attention from the curriculum designers, education policy makers, as well as the teaching community. It is also vital to note that, a mind-set and attitude change in teachers is important because the main barrier to curriculum implementation is teacher educator resistance to change. Curriculum changes have financial implications as new textbooks and resources have to be purchased for its implementation.

Based on the study and the rationale for introducing Social Studies at Junior Secondary schools in Zambian schools the idea vital to have changes in education system as a way to address problems relevant to today's experiences in the fast changing environment. The Adaptive Evolutionary Theory as proposed by Stenhouse (1975) quoted in Fullan (1983) and The Piaget's ideas of assimilation and accommodation Piaget (1977) can greatly offer adequate insight on how to implement a new curriculum like the revised social studies curriculum. As we may note teachers who were trained at college and universities for a particular curriculum have to assimilate and accommodate the new education dispensation regarding curriculum transformation and change. these approaches because they relates well to the current study in that most of the respondents were of the view that the introduction of the new curriculum was done hurriedly and that they were not consulted from the onset to orient them on the idea behind integration of Civic Education, Geography and History into Social Studies and on how to go about with the implementation process.

The revelation in this sense is that curriculum revision has focused too much on the introduction of the new career pathways at Junior Secondary school and neglected issues of

content which are left to individual teachers to construct. However, given the lack of trained teachers and the lack of resources, has inflicted on the education system, the majority of teachers find it difficult to know what to teach and tended to act as mere technicians without the necessary conceptual and content tools. For instruction to be effective, the teacher must know more, must have adequate content knowledge and must know the conceptual destination of the learning. The cognitive aspect of schooling has been lost through too much emphasis on outcomes in the new curriculum.

For the curriculum to be implemented well, participation is a crucial source of legitimacy for policy decisions, especially in educational policy. It seems like teachers were not involved in the decision to adopt the new revised curriculum as the preferred policy approach at junior secondary. Even as the teachers were called on to become involved in the elaboration and the implementation of the curriculum, the decision to proceed had already been made. Unfortunately, participation is sometimes confused with consultation.

The proper implementation of the revised social studies curriculum by teachers requires effective monitoring by standard officers. Monitoring would determine successes and also determine deficiencies and challenges which teachers encounter. After monitoring had been done and challenges diagnosed, corrective measures, support and other intervention strategies can then be taken to assist teachers and that on its own would be a way of empowering teachers.

Besides the theory postulates the need for in-service training of teachers, as a vast amount of work still needs to be done to ensure the successful implementation of the social studies revised curriculum. Obviously the education authorities cannot provide all the in-service training that is needed and are at this stage involving higher education institutions in the process. The challenge that lies before providers of in-service teacher training regarding implementation of the revised is not only to be able to train so many teachers; aspects such as the relevant curriculum and teaching practice are also involved. The in-service training should obviously also be presented in a way that takes into account that the teachers are novices regarding curriculum implementation. The successful implementation of the social studies revised curriculum at junior secondary in Zambia will also to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of teachers and learners is sustained.

As noted, the theories are so strong in adapting of a revised curriculum. They also postulates that complex changes necessitates relearning and, thus, invites participants to participate actively in the process of implementation which is seen as a prime opportunity for internalizing the main characteristics of the changes. Issues that were not addressed at the initial stage of the innovation can be incorporated in the improved version. Finally it enables stakeholders to give their views about the success or failure of the study.

From the findings we note that, teachers are the key players in curriculum implementation need to be supported in this role if implementation is going to succeed. This form of support in the form of curriculum training and monitoring needs to be ongoing otherwise the intended implications of curriculum change may not be realized. Additionally, the findings show how social studies implementation has impacted on classroom practice. Furthermore, in spite of social studies teachers facing some problems related to inadequate trained social studies teachers and lack of sufficient resources, some teachers were in agreement that the revised social studies curriculum has liberated them and the learners from the work load during implementation.

## **6.7 Recommendations**

- a) The MoGE should have adequate human, material and financial resources to put the designed curriculum into practice.
- b) The MoGE should have a participatory approach when changing the curriculum to avoid resistance and to develop a sense of belonging among the staff members.
- c) The MoGE should have training workshops scheduled to take place during school holidays to prevent interference with learners' school programme.

### **6.7.1 Recommendations with regard to training teachers**

- a) Training of teachers by the MoGE to support curriculum implementation should be subject specific and targeted only where needed and all social studies, including school management and district officers should also undergo training on the revised curriculum and assessment policy.
- b) The MoGE should come up with a comprehensive revised social studies curriculum training programme for teachers and other education curriculum officers as part of their professional preparation and in-service training should be compulsory.

**6.7.2 Recommendation with regard to use of teaching support material in curriculum implementation.**

- a) The teachers should make improvement in the access and use revised curriculum materials.
- b) The teachers should have positive attitude and perceptions on the new changes without resistance.
- c) Government must provide schools with the necessary resources for successful implementation of a new curriculum. These resources could include textbooks for every learner, smaller teacher pupil ratio, well stocked libraries, and computers.

**6.8 Recommendations for future research**

Ascertain the learners' views towards the revised social studies curriculum at junior Secondary Schools.

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# APPENDICES

## Appendix 1: Ethical Clearance



HSSREC FORM 1

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)**

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937  
E-mail: drgs@unza.zm

P O Box 32379  
Lusaka, Zambia  
Your Ref:  
Our Ref:

**APPLICATION FOR ETHICAL APPROVAL FOR PROPOSED RESEARCH  
INVOLVING HUMAN PARTICIPANTS**

1. **TITLE OF STUDY:** "TEACHER" ATTITUDES TOWARDS IMPLEMENTATION OF THE REVISED SOCIAL STUDIES CURRICULUM IN SELECTED SCHOOLS IN MOPW ZAMBIA.
2. **Principal Investigator:**  
Name: SAMWIMBILA      Qualifications: B.A. SPECIAL EDUCATION  
Present Appointment/Affiliations:
- 3a. **OTHER INVESTIGATORS:**  
Name:      Qualifications:  
Present Appointment/Affiliations:  
Name:      Qualifications:  
Present Appointment/Affiliations:  
(Other names to be included on a separate page)

## Appendix 2

### Informed Consent Form

UNZAREC FORM 1b



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937  
E-mail: drgs@unza.zm

P. O. Box 32379  
Lusaka, Zambia

**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

#### CONSENT FORM

(Translated into vernacular if necessary)

**TITLE OF RESEARCH:** *TEACHERS' ATTITUDE TOWARDS THE IMPLEMENTATION OF THE REVISED SOCIAL STUDIES CURRICULUM IN SELECTED SECONDARY SCHOOLS*  
**REFERENCE TO PARTICIPANT INFORMATION SHEET:** *IN MUTUMBE DISTRICT, ZAMBIA.*

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

#### VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed): .....

Participant's signature: ..... Consent Date: .....

Researcher Conducting Informed Consent (Printed) .....

Signature of Researcher: ..... Date: .....

Signature of parent/guardian: ..... Date: .....

## Appendix 3

### Permission to Conduct Research



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

Date: 29<sup>th</sup> AUG 2016

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam


**RE: FIELD WORK FOR MASTERS/ PHD STUDENTS**


The bearer of this letter Mr./Ms. SAMWIMBILA JUSTIN Computer number 2015120668 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

  
Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS



## Appendix 4

### Introductory letter from the Debs Office to Secondary Schools

In reply please quote  
The District education Board Secretary  
Not to any individual by name  
Telephone (08) 253050

All communication should be addressed to:

REPUBLIC OF ZAMBIA



MINISTRY OF GENERAL EDUCATION

P. O. BOX 130032  
MUFUMBWE

Ts 75541

7<sup>th</sup> September, 2016

The Headteachers

Kalende Sec

Mufumbwe Sec

Jairos Fumpa

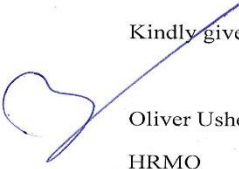
Kalambo Basic Sch

Kakilufya Basic Sch

#### STAFF INTRODUCTORY LETTER: MR SAMWIMBILA JUSTINE.

I wish to introduce the above named teacher who would like to conduct a research at your school.

Kindly give him an opportunity to conduct the research as the office have allowed him.

  
Oliver Usheya

HRMO

for/District Education Board Secretary

**MUFUMBWE**

## **Appendix 5: Interview schedule**

### **THE UNIVERSITY OF ZAMBIA**

#### **DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

#### **TITLE OF RESEARCH: “TEACHERS’ ATTITUDES TOWARDS THE IMPLEMENTATION OF THE REVISED SOCIAL STUDIES CURRICULUM IN SELECTED SECONDARY SCHOOLS IN MUFUMBWE DISTRICT, ZAMBIA**

Dear Respondent,

I am a student from the University of Zambia pursuing a Masters of Education Degree in Educational Psychology. I'm required to carry out an investigation on the Teachers' attitudes towards implementation of Social Studies revised Curriculum in selected Junior Secondary in Mufumbwe District of Zambia. You are therefore, purposively selected as a participant in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. I would also like to assure you that the information being gathered is solely for academic use, and will be treated with the confidentiality it deserves.

- 
- 
1. What is the attitude of teachers towards the revised social studies curriculum at junior secondary?
  2. What do you think is good about social studies being introduced at junior secondary school level?
  3. In your opinion how do you look at the relevance of social studies at junior secondary?
  4. What can you say about the curriculum content of social studies at junior secondary school?
  5. What do you think are the benefits of implementing the revised social studies at junior secondary?
  6. What challenges are you facing during the implementation of the revised social studies curriculum at junior secondary?
  7. To what extent are you exposed to the new changes in the new curriculum review?
  8. What is your view concerning the availability and the relevance of social studies teaching and learning resources at junior secondary?
  9. What ways do you think can be employed to effectively implement social studies revised curriculum?
  10. How can conferences, seminars or workshops for the purpose of enriching of social studies teachers education curricular expose teachers to the new change in social studies curriculum at junior secondary.
  11. What is you advise to the government, school managers and other about the implementation of the revised social studies curriculum?

**It has been a pleasure spending time with you, and I really thank you for your valuable time. Stay blessed**

## Appendix 6

### Research Schedule or Time Line

<b>TIME</b>	<b>ACTIVITY</b>
<b>3<sup>rd</sup> September,2016</b>	<b>Identification of the research problem</b>
<b>28<sup>th</sup> September, 2016</b>	<b>Literature review</b>
<b>30<sup>th</sup> September,2016</b>	<b>Development of research proposal</b>
<b>14<sup>th</sup> October, 2016</b>	<b>Submission of research proposal</b>
<b>20<sup>th</sup> January to 28 February 2017</b>	<b>Collection of data</b>
<b>September to October 2017</b>	<b>Analysis and writing of research report</b>
<b>December 2017</b>	<b>Submission of research report</b>

## Appendix 7

### PROPOSED BUDGET

ITEM	QUANTITY	UNITY PRICE	COSTS
Flash disk	01	K200.00	K200.00
Pencils	10	K2.00	K10,000
Pens	10	K2.00	K10,000
Big Environments	10	K5.00	K50.00
Rubbers	10	K1.00	K10.00
Ream of Papers	05	K50.00	K250.00
Typing Research Proposal		K1,000.00	K1,000.00
Binding	02	K25.00	K50.00
Piloting the Research		K1,000.00	K1,000.00
Final research		K3,000.00	K3,000.00
Printing	05	K150.00	K750.00
Binding	05	K25.00	K125.00
Transport and other Logistics		K3,000.00	K3,000.00
Final printing of the report	06	K300.00	K1,800.00
Contingency(miscellaneous)		K2,000.00	K2,000.00
<b>GRAND TOTAL</b>		<b>K15,000=00</b>	