CHALLENGES BEING ENCOUNTERED IN THE TEACHING OF SOCIAL STUDIES IN TWO PRIMARY AND TWO SECONDARY SCHOOLS IN PETAUKE DISTRICT.

BY

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A Dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfillment for the award of the Degree of Master of Education in Education Management.

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1.0 Dedication

This work is dedicated to my father and mother Mr and Mrs Richard Kadoyo Ngoma and all family members who worked so hard to see me through. Their encouragement kept on pushing me to reach this far, and my wife Ntinda Silanda Ngoma showed unwavering love and support. I owe them so much.

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Declaration

I, Abby Ngoma, hereby declare that this work is purely mine, and that all the works used as literature have been duly acknowledged, and that this work has not been presented at either University of Zambia or Zimbabwe Open University or indeed another institution for similar purposes.

Signature_____ Date_____

Approval

This Dissertation of Abby Ngoma has been approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Education Management by the University of Zambia and Zimbabwe Open University.

Examiners' Signatures:

Signature: _____Date: _____

Signature: _____Date: _____

Signature: _____Date: _____

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2.0 Abbreviation and Acronyms

CDC- Curriculum Development Centre

CPD-Continuous Profession Development

CSO-Central Statistical Office

CT- Chalk and Talk

DODI- Demonstration Observation Discussion and Implementation

ESO-Education Standards Officer

GCE- General Certificate of Education

GRZ- Government of the Republic of Zambia

HOD- Head of Department

HRC- Human Rights Commission

MDGS- Millennium Development Goals

MESVTEE- Ministry of Education, Science, Vocation Training and Early Education

MOE- Ministry of Education

MOGE-Ministry of General Education

RE-Religious Education

SOSTAZ-Social Sciences Teachers Association of Zambia

UNZA- University of Zambia

USA- United States of America

VSU- Victim Support Unit

ZECF- Zambia Education Curriculum Framework

ZOU-Zimbabwe Open University

Abstract

The study sought to find out the challenges being encountered in the teaching of integrated Social Studies Subject in line with the 2013 revised curriculum. The objectives of the study were to: Establish availability of teaching and learning materials in the selected Schools; ascertain time allocated and teaching methods and approaches used in Social Studies in the selected Schools and explore views of learners and teachers on the integrated Social Studies. The study used the case study design which employed qualitative strategy in order to efficiently address matters raised by the research questions. The methods of data collection included semi structured interviews, focus group discussion and lesson observation, using the semi structured interview guides, lesson observation checklist and focus group discussion guide. The target population included all the pupils and teachers of Social Studies in selected Schools and the Education Standards Officer from the District Education office. Purposive and simple random techniques were both used by the researcher to select the respondents. The findings of the study were that; Schools do not have enough teaching and learning materials like books and audio-Visio aids like projectors that are in line with the revised curriculum, teachers mostly employed lecture method and question and answer and that, pupils complain about time allocation which is not enough and that the subject is bulk. The study further revealed that some schools are using unqualified teachers (primary certificate holders) who are teaching the subject on secondments. Based on the findings written above, the study recommends that: Schools should be funded with appropriate text books and other teaching and learning materials that are in line with the revised curriculum, Time allocated to Social Studies subject should increase and that the government through the Ministry of General Education (MOGE) should employ many qualified teachers to teach Social Studies.

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives and research questions, the significance of the study, delimitation, conceptual framework, limitation of the study and operational definitions.

1.1 BACKGROUND

From 1966 to the present, the Zambian government through the Ministry of General Education and the Curriculum Development Centre which is responsible of formulating the school curriculum have been reviewing the school curriculum. From 2013 the government began to implement reviewed curriculums in which subjects such as History, Civics and Geography were integrated to form Social Studies. Curriculum Development Centre (2013:2) observed that "in addition History, Civics and Geography were integrated and offered as Social Studies".

The current curricula both the Primary and Secondary were a result of the 2013 2013 review. The curriculum technocrats gave their reasons for integrating the three subjects which were taught independently previously. Among the reasons they pointed out were that some subjects were becoming less popular and that the content of these subjects were similar. According to the Curriculum Development Centre (2013: 34), Civics, Geography and History have been integrated into Social Studies because some content in these subjects is interrelated and some competencies are similar. Not only that, this integration of subjects came with the introduction of competencies or outcome based of the curriculum.

The Ministry of General Education attaches a lot of importance to these subjects and therefore, it cannot afford to make them optional at Junior Secondary School level. The Curriculum Development Centre (2013) observes that, of late, History had become a very unpopular subject among learners at Junior Secondary School level and if it was made optional, many learners would not take it.

This study established the challenges being encountered in the teaching of Social Studies focusing on the availability of teaching and learning materials, the methods and approaches used

by the teachers and the leaners and the pupils and teachers perception of the integrated Social Studies subject in two primary and two Secondary Schools in Petauke District.

1.2 STATEMENT OF THE PROBLEM

In 2013, the teaching of integrated Social Studies started. From 2013 to date, Social Studies teachers have been facing numerous challenges ranging from content, time allocation and resources for integrated Social Studies. A number of studies have been conducted on the integration of subjects such as the future of the integrated subjects and the consequences of integrating subjects. The study is meant to fill the knowledge gap by empirically establishing the nature of problems encountered by teachers and pupils as regarding to the integrated Social Studies so that as a practitioner on the ground I can make a contribution to reviewing the integrated Social Studies syllabus.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to establish the nature of challenges being encountered by the teachers and pupils in the teaching of integrated Social Studies in two Primary and two Secondary Schools in Petauke District.

1.4 OBJECTIVES

1. Establish availability of teaching and learning materials in the selected schools.
2. Ascertain time allocation, teaching methods and approaches used in Social Studies in the selected schools.
3. Explore views of learners and teachers on the integrated Social Studies.

1.5 RESEARCH QUESTIONS

1. Are the teaching and learning materials available for the teaching of Social Studies?
2. What teaching methods and approaches do teachers use to teach social studies and is time allocated to Social Studies enough?
3. What views do learners and teachers have on the integrated Social Studies?

1.6 LIMITATION AND DELIMITATION OF THE STUDY

The study only covered two primary and two secondary schools in Petauke District. The major reason for this narrow coverage in this research was that the nature of research was qualitative hence two primaries and two secondary schools were enough to provide the required data by the researcher and consequently the results may not be generalised. The study was confined to Central Zone of Petauke District. The reason for confining the study to one Zone was for easy mobility from one school to another during the period of data collection.

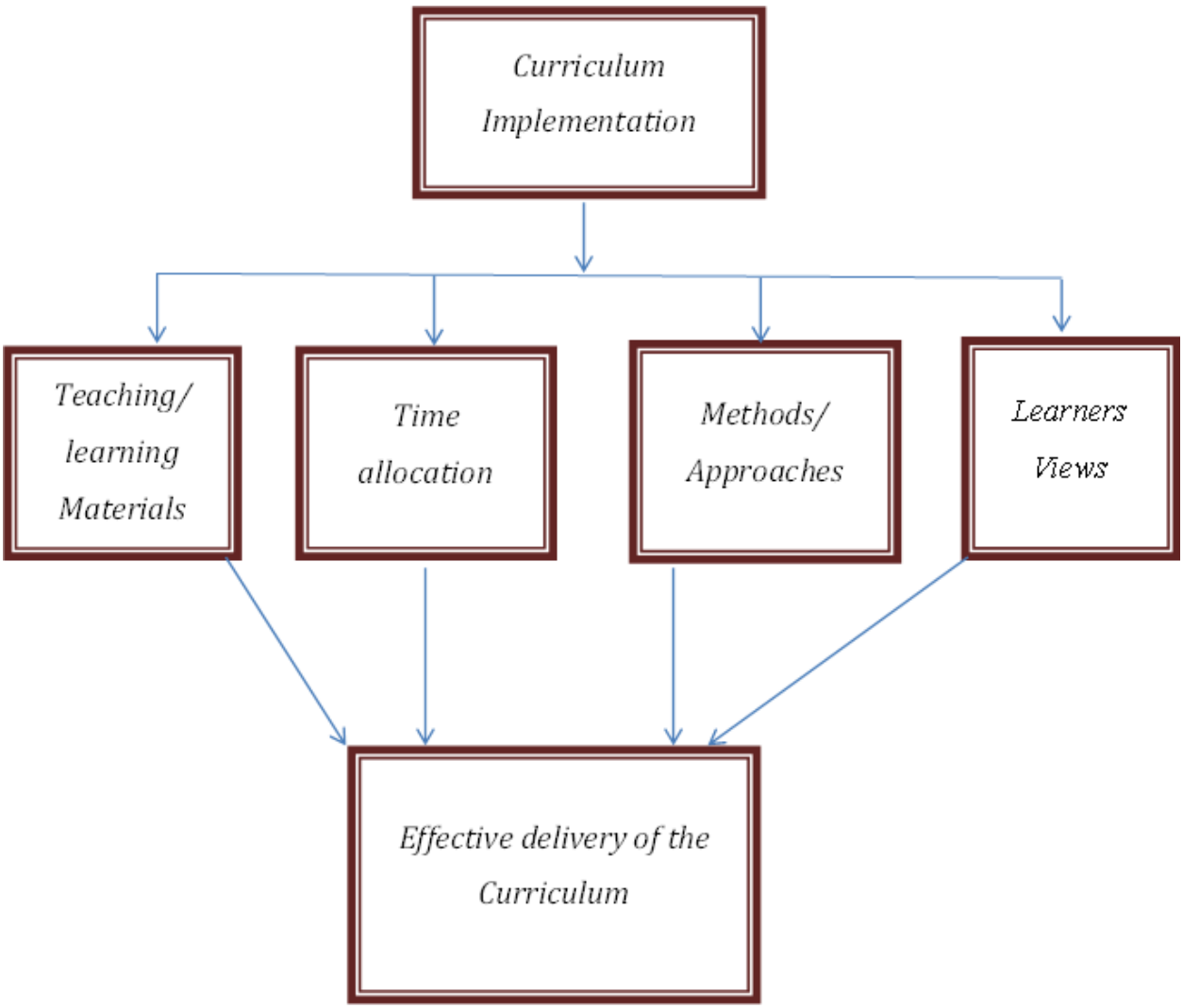
1.7 SIGNIFICANCE OF THE STUDY

Teachers teaching Social Studies face numerous challenges that may affect their teaching and learning grade nine (9) examination results in Social Studies. Appropriate use of teaching and learning materials are cardinal to effective teaching and learning of Social Studies. The lack of good teaching and learning materials coupled with poor methods and approaches that have gone unchecked could affect the teaching and learning of Social Studies. Literature has shown that inappropriate teaching and learning methods coupled with unavailability of learning materials are major lesson delivery challenges that can affect the teaching of Social Studies globally (Martorella, 1996). The significance of this study is that it will suggest remedies to reduce the challenges that are being encountered in the teaching of Social Studies.

1.8 CONCEPUAL FRAMEWORK

Conceptual framework identifies research variables and clarifies relationships among the variables. In this study, conceptual framework guided the presentation of findings.

Figure 1: Conceptual Framework



1.9 DEFITION OF KEY TERMS

Challenge: An attempt to win a supporting contest.

Component: A part or element of a larger whole, especially a part of a machine or vehicle.

Curriculum: The subject comprising a course of study in a School or College.

Framework: An essential supporting or underlying structure.

Implementation: Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something.

Social studies: Traditionally, Social Studies have been taken as a school subject that was formed after integrating Civic Education, Geography and History.

In conclusion, this chapter has provided and explained the background to the study, statement of the problem, purpose of study, research objectives, and research questions. It further gave the significance of study, delimitations, limitations and definition of key terms. The next chapter reviews the literature related to this study.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter, literature related to teaching of integrated Social Studies was reviewed and it provided the background to this study upon it was based. According to Kombo and Tromp (2006) literature review is an account of what has been published by other scholars and researchers. The literature was reviewed and discussed under the following headings: Rationale for integrating subjects, Trends in Social Studies and Issues in Social Studies.

2.1 Rationale for Integrating Subjects

Of late, countries have been paying much attention to the education sector by revising their curriculum. One key area that has received attention in the revised curriculum is the integration of subjects. In the Zambian situation, subjects like Geography, History and Civics have been integrated to form Social Studies being offered in primary and secondary schools as well as Primary Colleges of Education. Ukadike and Iyamu (2007) postulate that, integrated curriculum is one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts.

There are several reasons why countries decide to integrate subjects. Among the rationales for integration of subjects by Ministries of Education in different countries, Zambia inclusive is to help the learners to connect what they learn in class and the real life outside the education circle. Ibiam (2007) postulates that, integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

Above all, when people talk of bringing together the diverse of interdisciplinary studies in social sciences, the integration of subjects is the solution as it helps the pupils develop reasonable understanding of the complicated topics as well as having the influence in a topic. Afe (2003) opines that, integrated studies, sometimes called interdisciplinary studies, brings together diverse disciplines in a comprehensive manner, enabling students to develop a meaningful understanding of the complex associations and influences within a topic.

Furthermore, integration of subjects has been seen as the only solution to make school life very interesting due to the fact that some subjects such as Geography in Social Studies have a

component of projects. Project based learning is more interesting as it involve or rather engage the learners in the learning process. Because of the projects that are no exceptional in the integration of subjects that form Social Studies, both learners and their teachers become productive. Banks (2001) observed that, a happy by-product of this approach, which is often coupled with project-based learning, is that it makes school more interesting and productive for students and teachers.

Additionally, inter-relation of content in different subjects also plays a role on the rationale for integrating the subjects. Curriculum specialists have been working towards integrating the subjects that have similar content in order to avoid repeating teaching same content over and over again in separate subjects hence the idea of integrating subjects is arrived at. Columbo and Columbo (2007) were of the views that, the reason for integrating the subjects were that learners were able to relate the content more closely and make real world connections in integrated curriculum approaches.

Not only that, it was discovered that for learners to be able to connect the information in subjects, it required teachers to make challenging, interesting and meaningful work for the learners to be able to connect information from different subjects that are meant to be integrated in this case Geography, History and Civics. The Curriculum Development Centre (2000) noted that, creating an integrated subject means that teachers are charged with having to create challenging, fun, meaningful tasks that help students connect to information.

Retention is also argued to be one of the rationales for integration of subjects. It is believed that integration of subjects coupled with engaging methods in classrooms is believed to be one of the best ways to improve mastery skills of content in learners learning the integrated subject like Social Studies in Zambian educational system in both primary and secondary schools. The Curriculum Development Centre (2000) observed that, integration helps to achieve retention and engagement in classrooms, which yields higher mastery of content.

The other rationale for integrating the subjects is that the competencies that are achieved after children learn Geography, History and Civics are almost the same hence the Zambian government opted to integrate these subjects to form Social Studies. MoE (2011) opined that,

Civics, Geography and History have been integrated into Social Studies because some content in the subjects is interrelated and some competences are similar, too.

2.2 Trends in Social studies

Teaching of Social Studies in Zambia from the time the Ministry of General Education started the exercise in 2013 has seen much attention paid to History. The Ministry of Education (2011) noted that, every major curriculum report in recent years has called for more emphasis on History. Some argue that History is the single discipline that unites all the fields within Social Studies. Others point out that the humanities including art, music, and philosophy can also be taught through historical study.

The other trend which most of elementary school teachers have taken has been the introduction of literature as an approach to teach Social Studies in the US. The use of literature to teach Social Studies has got its pros and corns. The pros parts are common in primary schools than in secondary schools. The advantage part in secondary schools is that, the use of literature to teach Social Studies increases the learner's interest towards the subject. Columbo and Columbo (2007) postulate that, using literature to teach Social Studies, has particular implications for elementary Social Studies, but secondary teachers also are finding that they can enrich their courses with appropriate fiction and non-fiction literature. Students' interest is heightened when literature is used as an integral part of a Social Studies program.

There has been a trend of focus on the multicultural nature of American society. As everyone knows the US is land of opportunities, many people leave their countries of origin and migrate to US in-search of opportunities and acquire good education from the universities there. As people migrate to the US for education and other reasons, they take with them their cultures there and hence making America a multicultural country. Bryman (2004) concludes that, the US is a nation of nations. More immigrants keep on coming to this nation today than in the great period of immigration in the late 1800s and early 1900s. All Americans, both old and new, belong to the history of this nation.

In addition, renewed attention to Western civilization is another trend which is associated with social studies in many countries not just America. This has been a big challenge which nearly all teachers in primary and secondary schools are facing in the United States of America. The

challenging part is how to balance heritage and multiculturalism coupled with European civilization. Ellis (1995) postulated that, one of the most difficult tasks facing teachers and curriculum developers today is balancing multiculturalism with the appropriate focus on America's heritage from Western Europe, which is also marked by diversity. While it is essential that students should learn about the contributions and heritage of all Americans, they should also learn about the origins of many of the beliefs and principles that have made the US unique among nations.

Before the early 1960s, the US government and many other countries regulated what to include in the Social Studies textbooks in order to ensure that the ethics and values were upheld to avoid violation of rule of law but later on things changed after 1960s as the education system changed. The books became value free and ethics were not considered when writing textbooks in Social Studies but these days there has been renewed attention to ethics and values. Thornton (2001) observed that, until the late 1950s and early 1960s, many Social Studies textbooks had chapters where values such as honesty or punctuality were emphasized. This attention to values changed during the late 1960s and 1970s to one of values clarification or even value-free Social Studies, where students were encouraged to examine their beliefs, but no attempt was made to guide them toward a predetermined set of values.

Above all, another trend in Social Studies has been increased attention to the role of religion. As everyone knows that religion plays vital role in many countries as it act as a unifying factor just like the way traditional ceremonies do, hence a nation where there would be no religion, the country can really be in trouble hence religion became a trend after teachers noticed that Social Studies curriculum developers had stopped including the component of religion in Social Studies. White (2008) observed that, like ethics and values, religion almost disappeared from the Social Studies curriculum in the past 25 years. Ignoring the role and significance of religion throughout History and in the contemporary world leaves a massive gap that prevents students from fully understanding the past or present.

Furthermore, there has been attention to contemporary and controversial issues by Social Studies textbook writers and even publishers. By avoiding writing controversial issues or the publishers by not publishing the textbooks, it provides a barrier to the development of learners to think critically and also to take part or participate in democracy of a nation. Mezieobi (2007) opines

that, as with religion, many textbook publishers and curriculum developers have avoided controversial issues. This is a barrier to the development of critical thinking and decision making necessary for effective participation in a democratic society.

Time is the determining factor for Social Studies teachers to cover issues in depth in the curriculum. There is need for Social Studies teachers to create ample time if students are to acquire the understanding and skills necessary for effective participation as citizens, they must explore topics in depth. For example, in the US trying to teach all of world or U.S. History in a single year is both impossible and ineffective. Bryman (2004) noted that, the perspective and thoughtful judgment that should be a Primary goal of Social Studies requires sufficient time for students to explore topics in depth, analyse a variety of literature and other sources of information, and discuss issue-oriented questions with other students and the teacher.

Another trend or direction in Social Studies has to do with writing. Social Studies are an information subject hence there is a lot of writing as compared to other subjects that deals with calculations. These writings by learners help them so much to develop good writing skills and become prolific writers and by writing more, they explore more hence learning more again. Ukadike and Iyamu (2007) noted that, writing, and more writing, Student writing are the most effective way to improve general student achievement. Quite simply, students who write more learn more. Nowhere is this more apparent than in the Social Studies, where the thoughtful deliberation involved in writing leads to enhanced creativity and helps students connects reading, writing, and other subject areas.

2.3 Issues in Social studies

A number of issues have been highlighted surrounding Social Studies' Breadth vs. Depth are some of the issues that are associated with Social Studies. The breadth of Social Studies is too long making it impossible the teachers finish the syllabus within the stipulated period of two years in Junior secondary schools in Zambia while in the US Social Studies has world History that require a teacher to touch all the topics but because of its broadness, it is not possible to cover the material in a period of one year. Goals (2000) stated that, Social Studies standards are often written so that it is virtually impossible to cover all the required material in the school year.

For example, in World History, the National Standards require such breadth of material that it is impossible to do more than just touch on each topic.

Furthermore, nearly world-wide if not all the countries teaching Social Studies, the subject has been seen to be dealing with controversial topics. If a teacher fails to control the situation like in the US it may lead to problems due to the fact that in the US Social Studies has a component of religion. Davis and McGrail (2009) asserted that, many Social Studies courses deal with sensitive and at times controversial issues. For example, in World History, teachers are required to teach about religion.

Making connections to students' lives in Social Studies is another issue that cannot be ignored when discussing issues in Social Studies. It has not been easy to make connections in some courses in the United States where children find it easy find to connect courses in Social Studies to their real life situation than it can be difficult for learners to understand certain topics in history at a tender age. Davis and McGrail (2009) noted that, while some Social Studies courses like Economics and American Government lend themselves well to making connections to students and their lives, others do not.

The need to vary instruction or rather varying of instructions is another issue in Social Studies. There are many methods of instructions in Social Studies which teachers can use to effectively deliver their lessons in Social Studies. Despite having several methods of instructions, many teachers resort to using only one method and in that case the lecture method which does not give learners opportunity to participate in the learning process. It is important that teachers use several methods of instructions if they are to cover the depth of the materials in Social Studies. Thornton (2001) suggested that, it would be very easy for Social Studies teachers to stick to one method of instruction. There is a tendency to give a great deal of lectures. It can be very tough to cover the depth of material without relying on lectures and whole group discussions. Of course, there are some teachers who go to the other extreme and have mainly projects and role playing experiences. The key is to balance the activities.

Broom’s Taxonomy is one of the important aspects that a teacher teaching Social Studies need to bear in mind more especially when designing tasks for the learners. If the tests, assignments and any other work does not have the Bloom’s Taxonomy, it may not help the learners in any way to

recall whatever they learnt in the subject area in this case Social Studies. There is need for the teachers not to be concentrating much on names, dates and places when teaching Social Studies. Ukadike and Iyamu, (2007) suggested that, staying at the Lower Level of Bloom's Taxonomy, because much of teaching Social Studies revolves around names, places, and dates, it is very easy to create assignments and tests that do not move beyond the Recall level of Bloom's Taxonomy.

Multiple preparations have been an issue in Social Studies more especially to the new teachers or the teachers on teaching practice. It becomes tough because in the case of Schools in the US where teachers are trained in all the subjects that make up Social Studies, teachers teach all the components in Social Studies these includes History, Geography and Religion hence translates to more work because of the number of subjects that are integrated into Social Studies. Davis and McGrail (2009) stressed that, Social Studies teachers are often faced with having to teach multiple preparations. This can be especially tough for the newer teachers who have to prepare so many new lessons from scratch.

Above all, there is too much reliance on textbooks by teachers of Social Studies in classrooms. The issue of reliance of teachers on textbooks is very common especially in the rural areas where teaching and learning materials are scarce and teachers may not even have mobile phone network providers where teachers can search for the information needed to teach particular topics in Social Studies. MoE (2004) postulated that, some Social Studies teachers rely too much on their textbooks in class. Zambia is not an exception due to several primary and secondary schools that are found in the interior where mobile network companies do not operate.

There is also an issue of dealing with false knowledge in Social Studies. It is not rare for students to come into the class with inaccurate historical information that they were either taught at home or in other classes and this can be really hard to combat. Goals (2000) lament that, “one year i had a student who swore that Abraham Lincoln had slaves. There was really nothing i could to dissuade them from this belief.” They had learned in 7th grade from a teacher they loved. This can be really difficult to handle at times. There is need for the teachers to know their subject areas to the fullest for them to be able to know the knowledge whether it is correct or not.

Again teachers in primary schools have had challenges to handle Social Studies because of the fact that, most of teachers in primary schools are not trained to teach Social Studies which is being offered at Junior secondary schools level. Because of the stated reason, there has been resistance by primary school teachers teach Social Studies at Junior Secondary level. Columbo and Columbo (2007) notes that, negative past experiences with Social Studies as a subject is another issue being experienced in the teaching of Social Studies.

There have been conflicting beliefs pertaining to Social Studies as a subject. The difference in ideologies poses a big issue in Social Studies as the goals of teaching Social Studies in both primary and secondary schools because conflicting ideologies by different scholars. Ibiam (2007) opines that, conflicting/conservative Sociological beliefs stated that one of the major goals for Social Studies should be to help develop citizens who have the commitment and the skills needed to help close the gap between the democratic ideals of our nation and societal realities.

Additionally, another issue in Social Studies is about making choices on the content to be taught this is so because the subject is broad meaning that it has a lot of topics to cover as teachers prepare their learners for examinations at the end of Junior Secondary level. When selecting what to teach to learners, there is need for the teachers to pay much attention to relevant content than wasting time less important topics or content. Goals (2000) observe that, the number of topics deemed pertinent to Social Studies education at the preserves level continues to expand. As the content demands increase, so does the pressure on professors to prepare preserves elementary teachers adequately for an increasing number of responsibilities.

Related studies on the integrating of subjects have been conducted in different parts of Zambia although they focussed much on Religious Education. Yambayamba (2007) concentrated on the future of Religious Education in Zambia after the integration.

Yambayamba (2007) argued that, the respondents against integration stated that it would result into neglecting of components in RE. It would also be difficult to teach morals effectively to the pupils. There would be no teaching in details only the basics of the subjects will be taught and this would negatively affect the quality of pupils being produced.

In his study, Yambayamba (2007) looked at the real and perceived consequences of integrating Religious Education at lower and middle Basic Education. Yambayamba's research is not

directly related to this study because in this research is looking at the challenges being encountered in the teaching of Social Studies primary and secondary school. However, it is still important to this research because it gives the consequences of integrating the subjects.

In this chapter, I have reviewed the existing and related literature on the challenges being encountered in the teaching of integrated Social Studies in primary and secondary schools. The three categories of literature discussed were, Rationale for integrating subjects, Trends in Social Studies and Issues in Social Studies. The insights gained will be of great help in both my data analysis in chapter 4 and discussion of findings in chapter 5. The chapter that follows discusses the methodological concerns of the study.

CHAPTER THREE: METHODOLOGY

Research methodology is an overall framework of a research that explains the direction and method to be used in the study to gather the information needed, either from Primary or Secondary sources (White, 2008). Hence in the study qualitative data was used to collect and analyse research objective. In achieving this, a specific approach was used, considering that this was a non-scientific study.

Therefore, the chapter covered the research design where it described the approach used and why it was suitable for the study, it also stated the Population of study and defined the target groups, a method of selecting a sample from the target group which is the sampling procedure then it proceed to describe data collection instruments and why such instruments were suitable for the study. It also gave a brief description on how data collection was cleared and analysed to produce meaningful information and in concluding it described ethical consideration of study.

3.1 RESEARCH DESIGN

A case study was used to carry out this study. This was an in-depth study of a particular situation rather than a sweeping statistical survey. Kombo and Tromp (2006) stated that, it is a method used to narrow down a very broad field of research into one easily researchable research .It is useful for testing whether theories and models actually work in the real world.

The advantage of this study is that you focus on specific and interesting cases. It attempts to test a theory with a typical case or it can be a specific topic that of interest. This helps to make the research should be thorough and systemic. This design was employed because the researcher was determined to get the respondents' views and opinions in relation to the challenges being encountered in the teaching of integrated Social Studies subject in two Primary and two Secondary Schools in Petauke District.

3.2 STUDY AREA/ SITE

The study which involved two Primary and two Secondary Schools was conducted in Petauke District of Eastern Province. Petauke District is located 178 kilometres west of the provincial capital Chipata and 400 kilometres away from the Zambian capital city Lusaka. Petauke is the

second largest District from the provincial capital with an estimated 330,000 people (CSO, 2012).

3.3 STUDY POPULATION

A study population is a universe of units from which a sample is selected or chosen from (Bryman 2004). In this study, the study population comprised all Social Studies teachers, pupils and stake holders interested in integrated Social Studies such as the government, NGOs etc. The target population included teachers and pupils of Social Studies in two Primary and two Secondary Schools in Petauke District selected as case studies as well as the Education Standards Officer (ESO).

3.4 STUDY SAMPLE

A sample is a group of subjects selected from a larger population. The sample of this study comprised eight pupils from at least three sampled schools for focus group discussion namely eight from Mbizi School, eight pupils from Nyamalikiti School and eight pupils from Mbewa School. Twelve Social Studies teachers were observed at least four from the four schools selected and an interview was conducted with an Education Standards officer. Thus, the total number was thirty seven. This number was justified because in qualitative research, what matters most are not the numbers of the respondents but the wealth of the information which would be gathered.

3.5 SAMPLING TECHNIQUE

The study employed both purposive and simple random sampling. Purposive sampling involves choosing participants who are considered to be knowledgeable and well informed or because of their rich background on the topic under study (Kombo and Tromp, 2006). With this knowledge in mind, four schools in Petauke were being purposively selected because of their exposure to integrated Social Studies. Simple random sampling was used to select classes that were selected for observation and the teachers responsible for the classes were interviewed. The pupils who participated in the focus group discussion were then purposively selected from the classes that were observed in order to provide equal opportunity to all the pupils in those classes. The

Education Standards Officer was purposively selected because he possessed the experience and knowledge needed to answer the research questions.

3.6 DATA COLLECTION INSTRUMENTS

The researcher started with the designing of the research instruments these were semi structured interview guides, focus group discussion guide and observation checklist. The semi structured interview guide was used as one of data collection instruments designed to allow the researcher to probe the interviewee further in situations that required clarifications by the respondent (s). The open ended nature of the questions allowed the flexibility on the part of the researcher who would alter the questions depending on the participants' responses. The semi structured interview guide was used for teachers and the Education Standards Officer (Bryman, 2004).

3.7 DATA COLLECTION PROCEDURE

The focus group discussion guide was employed for the pupils. A smart phone, notepad and pens were used to record the interviews for play back in cases where the interviewer was unable to write down all the responses from the interviewee. The tools were very useful as they were used in making corrections and modifications when need arises (Bryman, 2004).

The researcher conducted a non-participant observation of Social Studies lessons in four selected Schools. After observing the lessons, focus group discussions were held with the learners. Data from the teachers and the Education Standards Officer was collected through in-depth interviews using semi structured interview guide. The study employed triangulation of methods which many scholars are recommending as it reduces on the flaws that are inherent in the use of single method (Putnam & Kingsley, 2009).

3.8 DATA ANALYSIS

Qualitative method was used in the process of analysing the data. White (2008) postulated that, data analysis involves selecting, categorising, comparing synthesizing and interpreting the information gathered to provide the explanations of the single phenomenon of interest. In this research qualitative methods of research was used and the most suitable for this research was

focus group discussion. A focus group discussion was a good way to gather together people from a similar backgrounds or experience to discuss a specific topic of interest.

The research used observation as one of its method of data collection in particular naturalistic observation. It involved studying the spontaneous behaviour of participants in natural surroundings. The researcher simply recorded what he saw in whatever way he could. The method was important because the research was able to observe the flow of behaviour in its own setting which made it to a have a greater ecological validity. It is often used to generate new ideas because their gives the researcher the opportunity to study the total situation. It often suggests avenues of enquiry not thoughts of before. This method was very vital to the research as data collected was not be biased towards the behaviour of the research subjects

The data was gathered through interviews, observations and focus group discussion and was categorised and arranged to the concepts that corresponded with research questions and was presented in narrative form.

3.9 ETHICAL CONSIDERATIONS

Those who wanted to participate were informed the importance of the study and that they were free to either participate or leave anytime they felt uncomfortable to continue participating. Permission was sought from the authorities and the names of the selected participants were withheld for ethical reasons and the schools were given Pseudonyms.

This chapter has described the research design and the methods that were used by the researcher to collect data. It also explained the population, sampling technique, data collection instrument and data analysis and ethical considerations. The next chapter will present research findings.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

This chapter presents the findings of the study. The data is presented according to the themes that have been drawn from both the research objectives and the research questions. These are: (i) Availability of teaching and learning materials in the selected Schools (ii) Ascertaining the time allocation, teaching methods and approaches used in Social Studies in the selected Schools. (iii) Exploring views of learners on the integrated Social Studies.

4.1 Availability of teaching and learning materials in the selected schools.

Several questions were asked relating to availability of teaching and learning materials to pupils, teachers and the Education Standards Officer. These questions were in-line with the research objectives. The researcher interviewed and observed the actual teaching of Social Studies taking place in four schools involved in the research. The findings were as presented below:

4.1.1 Pupils

On the availability of teaching and learning materials in Social Studies, pupils at Nyamalikiti School had a similar view. They expressed the view that they don't have enough books in Social Studies and materials used to record weather. One respondent stated that, "the School has no enough textbooks for teachers to use during social studies lessons." The pupils further observed that, the teachers don't make teaching aids in Social Studies. "What they do is explain and later tell us to write notes which the teachers write on the board", one pupil observed.

With regards to learning materials, the pupils stated that, they have never seen any materials that are supposed to be used in Social Studies. They cited a component of Geography where they are required to record weather but they said that they had never seen the instrument that is used to record weather. They said that the teacher just teaches them how to calculate on the chalk board which they complained was disadvantaging them.

One pupil at Mbizi School said that teachers still use the old Civics book despite the examinations being prepared based on the revised curriculum books. He said that it is frightening

because the content may not be same as that of the old books and the ones that are being printed out with latest information. And teachers do not frequently make chats to help them explain the concepts because old textbooks lack updated diagrams.

4.1.2 Education Standards Officer

Commenting on the availability of teaching and learning materials, one Education Standards Officer who has worked as a Standards Officer for about four years had this to say "most of the schools don't have the books that are in line with the recent revised curriculum, they are still using the old books." He further said that the situation of books is critical in schools and that they were still waiting for the Curriculum Development Centre to print more books to be distributed to all the Schools.

He then added that, other schools that had resources managed to buy from private sources but for those with few resources who rely on the Ministry of General Education are the ones still using the old books that are not in line with the revised curriculum.

The Education Standards Officer said that, whenever they go to monitor teachers in Schools to check how Social Studies is being taught, they check if teachers prepare teaching aids and if they find teachers teaching without learning materials, they advise them to be make teaching and learning aids as these help learners understand better what teachers teach.

Asked about the choice of learning materials teachers make to teach Social Studies, the Education Standards Officer said that, it depended on the topic which a teacher is supposed to teach and also the materials available to make such items. He also said that it depended on the recommendations they give to teachers, for example which topic needs a map or if a topic requires a field work.

On the teacher availability, the Education Standards Officer said that, whenever they go to monitor the way Social Studies is being taught, they normally do find teachers but the only challenge they face is inadequate preparation by Social Studies teachers. Very few teachers go to teach Social Studies with lesson plans and in such do not prepare teaching aid.

The Education Standards Officer said that, generally teachers are readily available but they don't prepare adequately and in some Schools there are teachers who teach Social Studies despite not being trained in that particular field because they are simply on secondment.

4.1.3 Teachers

Several questions were asked to teachers during the interview to find out the availability of teaching and learning materials in Social Studies in selected Primary and Secondary Schools and teacher 1 from Nyamalikiti School first said that during her two years of teaching Social Studies she has never attended any kind of Continuous Profession Development meeting on the teaching of Social Studies.

Asked to comment on the time allocation to Social Studies per week, teacher 1 from Nyamalikiti School said that, her component of History has only two periods which she said are not enough for her to complete or cover the work in the syllabi hence she said that given an opportunity, she would request for more periods for her to be able to complete the work in the syllabi.

On the availability of teaching and learning materials, teacher 1 from Nyamalikiti School stated that, the teaching materials are not enough. According to her, the school has fewer textbooks to meet the revised curriculum and they were shallow with a lot of mistakes. She named the books as MK books that are on the market.

Asked to comment on the availability of other materials like charts, Teacher 1 from Nyamalikiti explained that, they do use teaching aids such as charts though she said that finding Manila paper is a challenge. She said that she does not use the audio-Visio aids like projectors despite the School having the facility.

Teacher 2 from Nyamalikiti School said that in his two years of teaching Social Studies, he had attended a Continuous Profession Development in Social Studies although he said it was not about how to teach Social Studies but about the changes that had taken place. He continued to state that there were no details availed to them about the meeting because during that particular Continuous Profession Development meeting, the materials were not availed to them.

Asked to comment on the availability of teaching and learning materials, Teacher 2 from Nyamalikiti School said that, the materials are not enough according because the School has only

one textbook for grade eight and one textbook for grade nine. He said these two books were the ones that were up to date. He further said that the school has many text books published by MK publishers but they are of low quality. According to him, he said that they lack information, they are shallow. He further added that the information is jumbled because the topics are not presented in order.

When a question was asked to find out if he at some point uses charts, Teacher 2 agreed that he used charts though he downloads from the internet especially teaching aids like maps and graphs. He said that audio-Visio aids are not there at Nyamalikiti School.

On how availability of teaching and learning materials enhance the implementation of curriculum delivery, Teacher 2 from Nyamalikiti School commented that, if materials are there, it will help pupils to have information at their fingertips because of the availability of books so as to respond accordingly as long as they are able to read and write. He said that but if there are no materials, it becomes difficult for a teacher to gather information and disseminate it the way it is supposed to be disseminated.

Teacher 3 of Social Studies from Nyamalikiti School who has taught Social Studies for almost a year said that he never attended any continuous related development meeting on the teaching of Social Studies. He had been only attending Continuous Profession Development meeting in other subjects like Religious Education.

Asked to comment on the availability of teaching and learning materials, Teacher 3 from Nyamalikiti Schools said that the availability is quite fair though the books which the school had, the Macmillan books, according to him, were shallow and further said that they are not enough to carter for all the pupils.

When teacher 3 from Nyamalikiti School was asked if he ever uses charts when teaching Social Studies, in his response he said he uses them occasionally because the school tells him that they don’t have manila papers so he uses his resources to buy such materials. He continued to say that in most cases by the time the school buys the manila papers, he does not need them anymore. On the audio-Visio aids, he said the school has no such facilities.

Teacher 1 from Mbizi School who has taught Social Studies for three years said she has attended a Continuous Profession Development meeting on the teaching of Social Studies which she said was on how to teach Social Studies using rationale. On the availability of teaching materials such as textbooks, she said they had text books such as the revised ones which she said were not enough although the old books were available so that when it comes to teaching of Social Studies only teachers have textbooks while pupils don't have any.

Asked whether her school procures manila papers for them to make charts, Teacher 1 from Mbizi School said that the School provides them with manila papers to make charts to facilitate their teaching of Social Studies. However, the school does not have audio-Visio materials such as projectors to use as teaching aids to teach Social Studies.

On availability of teaching materials enhance the teaching of Social Studies, Teacher 1 from Mbizi School said that, if the text books are many she can be distributing them to learners so that even at their various homes they would be able to read certain topics on their own due to the limited time allocated to Social Studies.

Teacher 2 from Mbizi School who teaches Civics component in Social Studies when asked whether she had ever attended Continuous Profession Development meetings on the teaching of Social Studies, she agreed that she had attended a CPD on the teaching of Social Studies though it was a school based one which was on how to teach Social Studies using a rationale.

A question was asked to find out the availability of teaching and learning materials, Teacher 2 from Mbizi School had this response: "we only have three textbooks." But she added that her school procures manila papers for them to make teaching aids like charts though she said they don't use audio-Visio teaching aids which she said that the School does not have such facilities like projectors.

Teacher 3 From Mbizi School who has taught Social Studies for almost five years said it had been difficult for her to attend CPDs because there were four teachers teaching Social Studies at Mbizi School where she gave an example that if the school management picks a History or Civics teacher, it is difficult to attend CPD despite being the only teacher teaching Geography component in Social Studies at Mbizi School. She said that if a Civics or History teacher attends

a CPD meeting, they will only concentrate on their subjects of specialisation due to that reason she was disadvantaged.

On the availability of teaching and learning materials at her school, Teacher 3 from Mbizi School postulated:

> We don't have enough textbooks in fact this curriculum has just come so you find that we started with MK Books which was not providing the correct information so we are changing to Progress in Social Studies and also progress in Social Studies which you have to take time to make short notes.

On teaching materials like charts she said they didn't have charts but they make them which teacher 3 from Mbizi School said they are not accurate. Asked whether the school had audio-Visio aids like projectors that would help facilitate their teaching of Social Studies, she said the school did not have projectors.

On the methods she uses to teach Social Studies, Teacher 3 from Mbizi School said that, she learnt her own methods on how to deliver Geography component in Social Studies, she talked of question and answer and so on. Asked to comment why she used question and answer to teach Social Studies, she said it is easier due to the population at Mbizi School looking at the numbers of pupils in class which she said some classes had seventy five and others had eight five pupils in one class so group method would just contribute to noise making.

Just like any other teachers of Social Studies from Nyamalikiti and Mbizi Schools, Teacher 3 from Mbizi School also said that she re-teaches the topic if learners perform poor in a test or class exercise, more especially when she has time so that those that went wrong in terms of answering the questions are given chance to understand also.

On how the availability of teaching and learning materials would enhance the teaching of Social Studies, Teacher 3 from Mbizi School said that, "may be it was going to help because pupils will be able to read on their own and also when making charts they are able to allocate a River on the correct place."

Teacher 4 from Mbizi School with four years of teaching Social Studies said that whilst at Mbizi School he had never attended any kind of CPD meeting on the teaching of Social Studies except at a school where he had done his teaching practice. According to him, the same CPD meeting was on the methodologies to use in the Social Sciences department.

On the availability of teaching and learning materials at Mbizi School, Teacher 4 explained: "We don't have enough books here and according to what we have here at our school it is only my copy which we have for a single class so we don't have enough materials like books." Asked to say whether his school purchased manila papers for them to make charts, he stated that his school did buy manila papers for them to make chats or teaching aids though he complained that school did not have markers and other coloured materials to make teaching aids.

Teacher 1 from Mbewa School who has taught Social Studies for four years said he has never attended any CPD meeting on the teaching of Social Studies from the time he started teaching the subject until recently. On the question asked on how the availability of teaching and learning materials is at his school, he said that, the school did not have enough materials such as textbooks although he said his School procures manila papers for them to make teaching aids but does not have audio-Visio aids like projectors.

On how long teacher 2 from Mbewa School had taught Social Studies, he said that he had taught the subject for about eight years though he said he had never attended any kind of CPD meetings on the teaching of Social Studies although he did not know what the acronyms CPD meant despite teaching Social Studies for eight years.

On the availability of teaching and learning materials like textbooks, Teacher 2 from Mbewa School said that, the school did not have enough books at his school though his school did procure manila papers for them to make teaching aids like charts and other aids to help them teach Social Studies although he said that the School had no audio-Visio materials like the projectors.

Furthermore, Teacher 2 from Mbizi School was asked on how the availability of teaching and learning materials enhances the teaching of Social Studies and his explanation was, if you have all the materials, teaching becomes easier and when you don't have materials, it takes long for pupils to understand.

When asked to find out how long Teacher 3 from Mbewa School had taught Social Studies, he stated that he had taught Social Studies for three years now though when he was asked whether he had attended any CPD meeting on the teaching of Social Studies, he said that he had on all the subjects as he was the school Guidance teacher.

On the availability of teaching and learning materials, Teacher 3 from Mbewa School answered, "yeah we have textbooks but most of them like the MK are not good because they leave out much information and the same information that has been left out is what is examined as a result now we are forced to source from online media and other articles." Still on the teaching materials he was asked to find out whether his School procures manila papers for them to make teaching aids like charts, he said that those are procured but they are not enough. He further added that at his School the projector is not there hence they don't use audio-Visio aids.

On how availability of teaching and learning materials enhance the teaching of Social Studies, Teacher 3 from Mbewa School said that, materials are supposed to be made available so that as teachers can access them and at some time pupils can be given some copies so that they go through them before they learn on own their own.

Teacher 1 from Njati School who has taught Social Studies for two years said she has attended a CPD meeting and when asked to explain what the meeting was all about, he said that it was on how to prepare a lesson plan in Social Studies.

On the availability of teaching and learning materials, Teacher 1 from Njati School said, "we only have one book." On the materials to help them make teaching aids, she said that the school provides them with manila papers for them to make teaching aids. She further continued to mention that the school had no projectors for them to use audio-Visio aids.

When a question on how the availability of teaching and learning materials enhance the teaching of Social Studies, Teacher 1 from Njati School said that, some of the pupils easily understand if you use teaching aids, you motivate the pupils also the teaching becomes effective if you use the teaching aids.

Teacher 2 from Njati School who has taught Social Studies for two years and teaches Geography component in Social Studies said that he has never attended any CPD meeting on the teaching of

Social Studies. On the availability of teaching and learning materials, he said the availability is there and the books are there but the one of the book published by MK has a lot of mistakes and because of that, they are using the Progress in Social Studies which he said is more reliable.

On other materials used to make teaching aids, Teacher 2 from Njati School said that the manila papers are there the School provides them with manila papers for them to make charts though he said that the School does not have audio-Visio facilities for them to use during the teaching of Social Studies.

Teacher 3 from Njati School when asked for how long he had taught Social Studies said he had not been teaching Social Studies but that History though he did not mention years he has been teaching the subject. And asked if he has attended any CPD on the teaching of Social Studies, he said he has never unless in History.

On the availability of teaching and learning materials Teacher 3 from Njati School said that teaching materials like textbooks are a challenge whilst materials like manila papers and charts are available but data is a challenge, so he said that he uses his experience to teach Social Studies that is History component. He added that the School has no audio-Visio aids to help them teach Social Studies.

Furthermore, asked to comment on how availability of teaching and learning materials enhance the teaching of Social Studies, Teacher 3 from Njati School commented that, if you have a lot of materials for example textbooks, you could have enough time to teach learners because they will be having textbooks on their own to do group work because group work does not consume a lot of time.

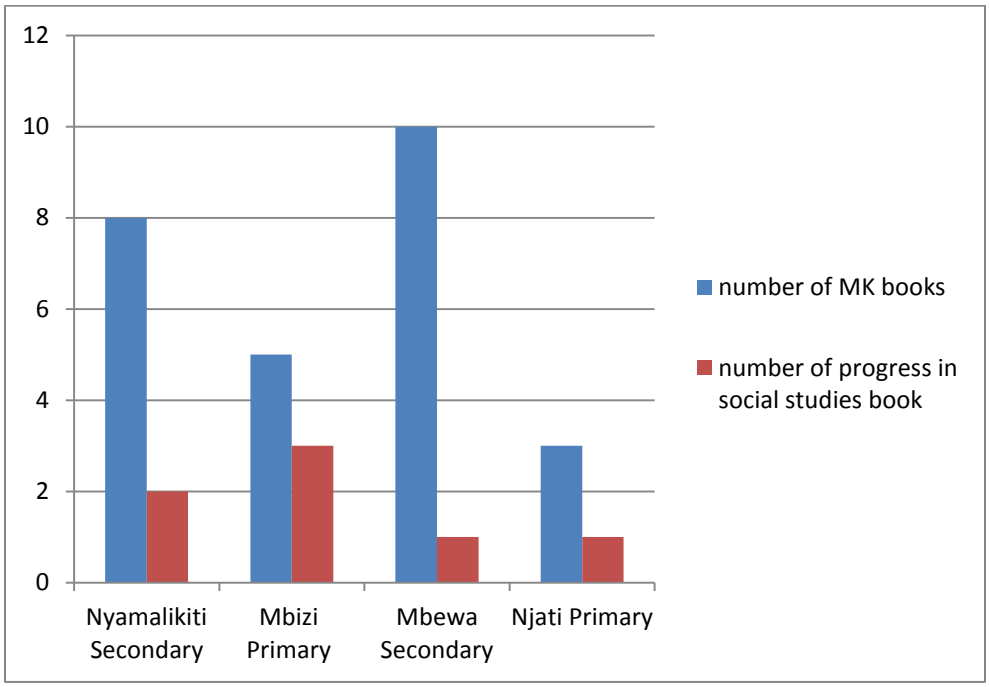
The first objective of the study was to explore the availability of teaching and learning materials in Social Studies in two Primary and two Secondary Schools in Petauke district. The data showed that the School do not have enough teaching materials like books more especially state owned Schools that relied on the distribution by the government. On average, the Schools had two textbooks that are in line with the current revised curriculum. But the same books that are in line with the current revised curriculum have so many mistakes. Respondents cited the MK published books which have a lot of mistakes and too shallow. Even the one which the Ministry

of General Education recently recommended the Progress in Social Studies is not all that effective.

Because of the non-availability of teaching materials like books, teachers do not use certain methods like group work and some teachers were found preparing notes using old History, Geography and Civics textbooks which are not in line with the revised curriculum.

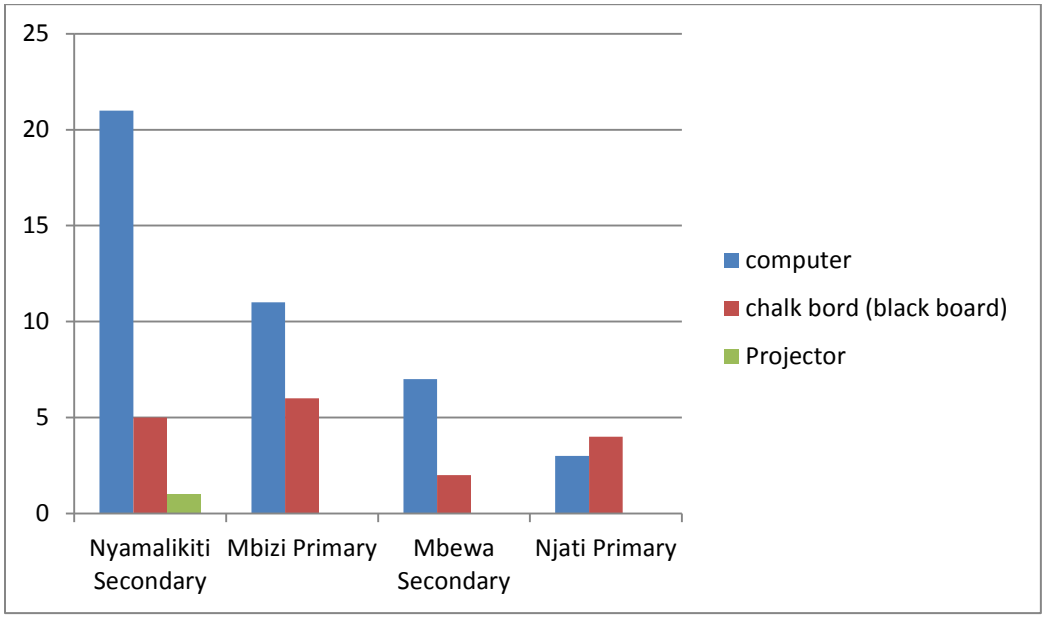
Below is a graphical representation of the finding

Figure 2: availability of teaching materials like books that are in line with the revised curriculum



The graph above shows the availability of teaching materials like books that are in line with the 2013 revised curriculum. The researcher found that Nyamalikiti Secondary School had eight Mk Social Studies textbooks in total for both grades eight and nine while progresses in Social Studies books were only two. Mbizi Primary School had five Mk Social Studies textbooks and two progresses in Social Studies. However, Mbewa Secondary School which is a Private owned School had ten Mk Social Studies textbooks and only one progress in Social Studies. With Njati Primary School, it had three Mk Social Studies textbooks and one progress in Social Studies just like Mbewa secondary school.

Figure 3: learning materials (audio-Visio instruments)



The graph above shows the findings on the learning materials the researcher found in four Schools that were used in the study. Nyamalikiti Secondary School had twenty one Computers, five Chalk or Black boards and one Projector. With Mbizi Primary School, the School had eleven Computers and six Chalk or Black boards and does not have a Projector. Mbewa Secondary School had seven Computers that are functional and two Chalk or Black boards and the School does not have a Projector like Mbizi Primary. Additionally, Njati Primary School had three Computers and four Chalk or Black boards but does not have a Projector as well like Mbizi and Mbewa Schools respectively.

4.2 Time allocation, teaching methods and approaches used in Social Studies in the selected schools.

4.2.1Pupils

On the methods/approaches, one girl from Mbizi School commented that, some teachers use group study whilst others just stand in front, explain then leave. She further added that, after explaining, some teachers ask learners to find out if they understood the lesson. Asked to describe how a Social Studies lesson is taught, she said that normally teachers, explain, ask them

to seek clarifications and some teachers put them in groups to discuss and present to their fellow pupils. She also said that some teachers don't actually explain what they do giving pupils a notebook to pupils to write notes on their own at awkward times instead of the teachers explaining to the pupils.

4.2.2 Education Standards Officer

Asked whether the Standards Officer had ever attended any training on the teaching of integrated Social Studies, the Standards Officer said that being the coordinator of Social Sciences in the District, he has attended short conferences for Social Sciences Teachers Association of Zambia (SOSTAZ) which were not intensive but just brief ones.

On the question to find out how often the Education Standards Officers go to monitor the teaching of Social Studies, the Education Standards Officer said that, it depended on the distance of the school to the offices but on average they monitored Social Studies teachers to check on how it was being taught at least once in a term. He said that the schools that are very far, even a year passes without checking how Social Studies subject was being taught.

Above all, since on average the schools are visited once in a term and that Schools that are very far even a year elapses without monitoring how Social Studies is being taught, a question was asked to find out whether senior teachers in primary schools and heads of departments in secondary schools are monitoring how Social Studies is being taught. The officer had this to say; "in Secondary Schools heads of department are better placed because they do attend workshops but senior teachers are yet to be oriented during short trainings on Social Studies."

Asked to comment on the methods or strategies used, he said that, teachers use the already existing strategies that are, group discussions and many others are used to teach Social Studies by teachers in primary and secondary schools and emphasized that they need to have Continuous Profession Development meetings where teachers meet to help each other on how best they can teach Social Studies more especially the challenging topics.

On how they communicate the findings of how teachers teach Social Studies, the Education Standards Officer had this to say: "Usually after observation we meet the observed teachers and have a discussion with them based on what we observed and later brief their head teachers based

on what we have observed. And after a month we either go back to the schools or send the reports to various head teachers if we are committed to other duties at the offices." He also said they do discuss with the teachers to explain the challenges teachers face. And because of limited time, they don't go back to specific teachers to meet them but communicate the findings to their Head teachers, Heads of departments and senior teachers in primary schools.

4.2.3 Teachers

Asked to comment on the teaching methods and approaches, teacher 1 from Nyamalikiti School stated that, she uses a chart and explains the notes that she writes on the board, she also said that, she uses group discussion. Asked to comment why she uses group discussion, teacher one from Nyamalikiti School said that, it is the only suitable method of teaching Social Studies because the classrooms have no sockets for her to use the projector. Because of the reason she gave of classes not having sockets, explaining of the notes is the alternative method she uses to teach Social Studies.

Asked if she re-teaches the lesson if pupils fail to understand, teacher 1 from Nyamalikiti said she does not re-teach a topic if learners perform badly. She said she does not have enough time to re-teach topics that were not understood by learners. She said that what she does is that she just gives work in form of an exercise. Remedial work is given as a follow-up activity to learners who perform badly.

When a question was asked for Teacher 1 from Nyamalikiti School to comment on how helpful the methods/approaches she uses to pupils, the teacher explained that if they are given group work, pupils understand faster than when a teacher explains. On charts she said that it is easier for the learners to remember what they see than what they just hear. She also said that field trips are more important as they offer pupils an opportunity to see the real thing than just a mere drawing.

A question related to time allocation to Social Studies in a week per component, Teacher 2 from Nyamalikiti School explained that, the subject only appears once meaning it has two periods per component per week. He lamented that the three periods are not enough for her. She suggested that if they were three periods in a week, it would have been better.

Teacher 2 From Nyamalikiti School said that, because the periods are just two, it is very difficult for him to finish the work outlined in the syllabus. He said that he has to plan to make pupils pass because of the limited contacts he has with the learners. Hence the idea of creating extra lessons to meet the learners in order to cover the syllabi.

When teacher 2 was asked to explain how he taught Social Studies, he said first he prepares on a given topic and look at what was required by making lesson plans and he also said that he had to make teaching notes before going to teach. In terms of methods or approaches, he stated that there was discussion method though he said that it required pupils also to have copies of books so that they could read certain portions so that they would be able to answer questions asked on those portions.

He also said that he uses a learner centred method where pupils are asked questions from what they know already then the teacher builds up on what they know. He said methods are many but he varies according to given situations. When asked which method he uses most, Teacher 2 from Nyamalikiti School stated that he prefers using observation method then ask questions on that particular map to find out if they understood.

Asked whether he re-teaches the topic if pupils perform poorly, Teacher 2 from Nyamalikiti School said that: "Remedial work will only be given if pupils perform poorly but also to find time is challenging because we don't have enough rooms in School. I did that last term when pupils did not understand six figure grid references but it was a drawback to me because it wasted a lot of my time."

When asked that given a choice would he request for more periods to teach Social Studies? Teacher 2 from Nyamalikiti School said that,

> yes I would need an extra period that would make me work at a good rate and cover enough because the subject is quiet wide and the information is diverse hence two periods would not be enough you have to explain and give notes such that if you are not careful, you maybe explaining without giving notes or if you give notes, you may just be giving notes without

explaining. On my part am able to do those but coverage is not as I expect.

On how time allocation enhances the curriculum delivery, Teacher 2 from Nyamalikiti School explained that, an extra period would do. Geography had three double periods in a week the same as History and Civics in the past and there were no complaints because teachers used to finish the work in the syllabus.

On the methods, Teacher 2 further said that there are a number of methods and that they vary, otherwise it is up to a teacher to pick a method suitable to a given topic because the topics differ. Some may require a chart or map and others may require materials like books where pupils read so it depends on the topic. Asked how helpful the methods he uses to learners are, he argued that the methods are very helpful because pupils that are very good are able to attain their highest levels and those that are slow learners are able to come up somewhere.

Just like teacher 1 and 2 had said, Teacher 3 also from Nyamalikiti School said that on his time table, Social Studies was appearing once meaning two periods in a week which he said was inadequate because there is a lot of work to cover.

On which methods he uses to teach a lesson in Social Studies, Teacher 3 from Nyamalikiti School said that usually he uses lecture method which others call teacher exposition, question and answer and a few times he uses discussion method. He said in most cases he used learner centred methods because in lecture methods pupils might be pretending to have understood the concept when in actual fact they did not. Asked to comment why he uses the methods he mentioned like discussion method he said that, the methods are more beneficial to learners than lecture method which is difficult to know if pupils understood what he taught.

Like teacher 1 and 2 from Nyamalikiti School, Teacher 3 also was asked if he re-teaches a topic if learners perform poorly and his response was: “Yes I do re-teach and give them homework to revise.” When he was asked whether he was aware that pupils do copy from their friends when he gives them homework and it will be difficult to evaluate, he said that when they write at home, he asks them in class to see their feedback and if he sees that they did not really understand what they wrote then he knows that they copied from their friends and he then discusses with them so that they understand.

When teacher 3 from Nyamalikiti was asked if he would request more periods to teach Social Studies, he agreed that he would request for more periods just like any other subject because, according to him the periods were not enough.

Asked if teacher 3 from Nyamalikiti School has ever used a field trip to teach the component of Geography in Social Studies, his explanation was that, he has never done that and he said that the challenge regarding his School is that mobility is a challenge due to the fact that the School is over-enrolled hence mobility is restricted due to the huge numbers in classes and also he talked of funds as a big challenge at his School.

On how helpful the methods to pupils he uses to teach Social Studies, Teacher 3 from Nyamalikiti School said that, the methods help the learners to be self-reliant when it comes to looking for information where he gave an example of question and answer where after he asks a question, learners are able to give answers in their own understanding. And it trains them to have that courage to speak in public.

When questions were asked related to time allocation and the component she teaches in Social Studies, Teacher 1 from Mbizi School had this to say: "I teach History and it has two periods in a week." Asked whether the periods allocated to Social Studies were enough, she said that they were not enough and she said she is not managing because she has only eighty (80) minutes in a week and for her to teach and give notes, they are not enough.

After asking her to mention the methodologies she uses to teach Social Studies, Teacher 1 from Mbizi School said that, "I use group work, class discussion and also use teachers' exposition that is all." Asked to give the reasons why she uses such kinds of methods, she said that there are a lot of methods she can use to teach Social Studies but the ones given are the methods she has access to at the moment.

When a question was asked to find out if she re-teaches a topic in Social Studies if pupils perform poorly, Teacher 1 from Mbizi School like her colleagues from Nyamalikiti School had this to say, "Yes I do remedial work if the pupils have performed poor she makes sure that she creates another time so that she teaches them that is a separate period not the ones on her teaching time table to teach them."

A question was asked to find out if given an option she would ask for more periods in Social Studies, Teacher 1 from Mbizi School said that, she would request for more time to teach Social Studies because she feels that the time allocated to Social Studies is not enough for her. She said she would request for more extra time because she has to create time for her to catch up. Asked how far she went in terms of work coverage, she did not give the researcher a clear picture on how far she covered the work but she just mentioned that she had to create an extra time to finish the work outlined in the syllabi because depending on the time allocated to Social Studies, it wouldn't be possible for her to finish teaching the work in the syllabi.

On how time allocation enhances the teaching of Social Studies, Teacher 1 from Mbizi School stated that, when enough time is allocated to Social Studies, it would help her to complete teaching the work outlined in the syllabus but if the time is not enough like the two periods allocated to Social Studies, it is difficult for her and any other Social Studies teacher to complete the work in the syllabi.

Asked to comment on how the methods she had given earlier on how the methods she uses to teach Social Studies enhance the teaching of Social Studies, Teacher 1 from Mbizi School said that, for example in learner centred the pupils bring their own ideas and by so doing it helps her know what the pupils know. On teachers' exposition method she said it helps her to come in as a teacher to clarify the concepts that were not clearly explained by the pupils. She said she explains and give them more information. She said through the use of class discussion she gets a lot of views from learners on the subject matter by bringing even points she does not know.

In line with the importance of the methods Teacher 1 from Mbizi School uses to teach Social Studies, she said,

> I like the learner centred, it is helpful to learners because they discover on their own and bring out the ideas on their own, teachers exposition helps the learners get from the teacher what they don't know, while group discussion is helpful to learners because even those who feel shy in class it will help them participate because she puts them in groups.

When a question was asked to find out how many periods does Social Studies have on her teaching time table in a week, Teacher 2 Mbizi School stated that, it has two periods and she said the two periods allocated to Social Studies, Civics component are not enough because Civics has a lot of content as compared to other components of Social Studies like History and Geography the way they are integrated as Social Studies.

On the methods she uses to teach Social Studies, Teacher 2 from Mbizi School said that, "group work, teacher exposition, question and answer, discussion methods and many more." Asked why she uses the methods she mentioned, she said that learners are free to participate in each lesson that is why she uses methods like discussion method as they are not blank slates, they know something like the issues of democracy.

When pupils perform poorly, Teacher 2 from Mbizi School like her colleagues from Nyamalikiti School, said she re-teaches the topic or lesson though she did not explain how she does it like what her fellow teachers had explained from Nyamalikiti School and her colleague from Mbizi School had mentioned, that she creates time outside the time allocated to Social Studies on the teaching time table.

Asked whether given an option she would ask for more periods in a week to teach Social Studies, Teacher 2 from Mbizi School stated that, she would request more periods especially for her component, Civics, because Social Studies grade Nine (9) book has a lot of topics for Civics component than Geography and History components hence she said that having two periods in a week are not enough for her.

On how time allocation influences the enhancement of teaching of Social Studies, Teacher 2 from Mbizi School stated that, due to less time allocated to Social Studies, less work as well is covered hence had to look for extra time like in the afternoons to teach. During the normal periods it is not possible to finish teaching the work in the syllabus with just two periods allocated to a component in a week.

Looking at how teaching methods enhance teaching of Social Studies, Teacher 2 from Mbizi School said that, they help since people have the knowledge if pupils participate in the learner centred approach, it will be difficult for them to forget because when the pupils participate it will

be easy for pupils to remember even in the examination. She further said that even in the social life of the pupils it will help them through the knowledge they got from those various methods.

Like any other teacher of Social Studies from Nyamalikiti and Mbizi Schools, Teacher 3 from Mbizi School said that she also has two periods on her teaching time table allocated to Social Studies. Asked if the two periods allocated to Social Studies were enough to teach the subject, she said that they are not enough because Geography component in Social Studies has a lot of topics as compared to other components like History and Civics.

According to Teacher 3 from Mbizi School, she said that she does create time to discuss with the pupils more especially that Social Studies is the combination of three subjects, she discusses with the pupils such as how the examination is prepared in terms of the format, what is involved in the sections and any other issue which pupils may have raised.

Asked if she would request for more periods to teach Social Studies, Teacher 3 from Mbizi School said that, she would request for more periods to teach Social Studies because there are too many topics in the component of Geography she teaches in social studies and she finds it difficult to finish teaching the work in the syllabus but she said that if the number of periods would be increased, it would be easy for her to finish teaching the work in the syllabi.

Commenting on how time allocation enhances the teaching of social studies, Teacher 3 from Mbizi School explained that, they can be finishing the syllabi every year if enough time was allocated to Social Studies.

When he was asked to mention the number of periods Social Studies have on his teaching time table, Teacher 4 from Mbizi School said it appeared once meaning that the subject is allocated one period in a week. He continued to state that the period is not enough because of heavy content he is supposed to cover.

On which methods he uses to teach social studies, Teacher 4 from Mbizi School said that, "some of the methods that I use are teacher expository or lecture method, question and answer and I also use panel discussion which is also applicable to our classes." When asked why he uses such methods like group or panel discussion, he said learners interact and the interaction brings the sharing of knowledge in the group.

On whether he re-teaches a topic when pupils perform poorly, Teacher 4 from Mbizi School said that most of the time it is difficult to re-teach a topic because of the limitations of time. He said that teachers don't have enough time to do that, according to him; he said that, they choose a week in a term to revise the topics in which the pupils did not perform well. But re-teaching of a topic when learners perform poorly was not usually done because of limited time.

Teacher 4 from Mbizi School said that given a choice he would request for more periods to teach Social Studies because what they cover is something brief than what is expected to teach the pupils in Social Studies. Hence because of the given reason, he would request for more periods to teach Social Studies.

On how time allocation enhances the teaching of Social Studies, Teacher 4 from Mbizi School had this to say: "Consequences of having enough time can be positive because Social Studies demands a teacher to give notes, activities that are interactive and that can be a positive result of having enough time allocated to social studies." He further said that limited time affected the learners negatively.

When Teacher 4 from Mbizi School was asked to comment how helpful his methodologies are to learners his response was that panel discussion helps learners bring in ideas from one another meaning that they learn from each other, he said that it has been so effective to him though he said that class discussion is a challenge because at his School the classes are over enrolled.

Asked on the number of periods social studies has on his teaching time table, Teacher 1 from Mbewa School said that the subject has three periods on his time table. When he was asked to comment if the three periods allocated to Social Studies are enough, according to him the periods were enough.

On the methods used, teacher 1 from Mbewa School said that, to teach Social Studies he uses group work. When he was asked to comment why he uses group work instead of other methods, he stated that it helps pupils to understand better from other pupils. When he was asked to find out if he re-teaches the topic if pupils perform poor, he said that he does give re-teach the same topic and give remedial work.

A question related to time allocations was asked to find out from Teacher 2 from Mbewa School, according to him the subject has three periods in a week on his teaching time table. Asked to comment whether the three periods allocated to Social Studies were enough, he said just for Geography component, the periods were enough.

On the methods he uses to deliver a lesson in Social Studies, Teacher 2 from Mbewa School said that, it is explaining then questioning pupils and at times group. When he was asked why he uses such methods like question and answer and group discussion, he said that just to involve pupils so that they fully participate in the lesson. Asked whether he re-teaches the topic if pupils perform poor, Teacher 2 from Mbewa School stated, "Yes I take it as a revision work."

To find out on which methods and approaches she uses, Teacher 3 from Mbewa School was asked to explain on the methods she uses to teach Social Studies and his response was, "Social Studies is taught using basically three methods that is discovery, we have also debate, role play and even question and answer and sometimes a bit of lecture method." Asked why he uses the methods he mentioned, he said that those methods are there to involve learners to participate especially role play. Question and answer shows the level of understanding of learners on the previous lesson they learnt.

When he was asked to find out if Teacher 3 from Mbewa School re-teaches a topic if pupils perform poorly, his answer was, "yeah normally what we do we look at which pupils have performed poorly then those pupils are met separately as remedial work."

Whether given an option would ask for more periods, Teacher 3 from Mbewa School said that, he would request for more periods like two so that he sees how he can try to beat time in terms of covering work in the syllabi.

Asked on how many periods Social Studies has on her teaching time table, Teacher 1 from Njati School said that the subject only appears once which means it has only two periods in a week. She said that she teaches Civics component in Social Studies. When she was asked to find out if the periods allocated to Social Studies in a week were enough, she said that they were not enough.

Teacher 1 from Njati School was asked to explain how she teaches Social Studies and her response was as follows, "we use group work and sometimes discussion though they are many." When she was asked to comment on why she uses discussion and group work, her response was, it allows pupils to discuss and share the ideas.

Asked if she re-teaches the topic if learners perform poorly, Teacher 1 from Njati School stated that, she re-teaches the very topic or sometimes she gives them an assessment test to find out if they understood. Whether given an opportunity she would request for more periods, she mentioned that if she had that opportunity, she would request for more periods.

On the number of the periods allocated to Social Studies in a week, Teacher 2 from Njati School said that social studies has two periods in a week that is allocated to his component Geography. Asked if the periods were enough to him, he said that they were not enough and that the syllabi coverage is not done. He said two periods means that he meets them once in a week.

On the methods he uses to teach Social Studies, Teacher 2 from Njati School said that, "I use group method then I use also discussion methods, expository methods and I also use field work. We go out to see some things." Asked why Teacher 2 from Njati School uses such methods, he argued that, the reason is to enhance learning he said if he is teaching on weather, he has to go to weather station so that learners see the actual instruments.

Asked if he re-teaches a topic if pupils perform poorly, Teacher 2 from Njati School said he does re-teach the topic if learners perform badly he said since he meets them once in a week, he makes appointments to teach the learners in the afternoon so when they come that is when he re-teaches the very topic where the learners did not do well. He said given the choice he would request for more periods because looking at the syllabus is bulk and he does not finish teaching Geography topics.

Asked on how many periods' Social Studies has on the teaching time table, Teacher 3 from Njati School said that it has six periods in a week though he said the periods allocated to Social Studies in a week are not enough.

When he was asked to explain how he teaches Social Studies, Teacher 3 from Njati School explained that, in most cases he uses various methods in a topic he said for him to cover the

syllabi, he uses teacher exposition, in that same lesson there will be question and answer then he said he gives an exercise. Asked why he uses teacher exposition and question and answer, he said that in most cases, they don't have books that can be given to pupils to make the lesson learner centred by making them use group work it is very difficult.

When the researcher asked if Teacher 3 from Njati School re-teaches the topic if pupils perform poor, he said that it is a must, for exam purposes and in most cases. He further said that due to the nature of day schools there is absenteeism so if the class has seventy and if you teach just fifteen, then automatically you have to re-teach the topic when they are many.

When he was asked if given an opportunity he would request for more periods, Teacher 3 from Njati School said that, Social Studies has been given three components and six periods in a week which he said the periods are less because you need to give notes to the learners. He said that eighty minutes are not enough so if you teach and give notes within that time, you can take up to two weeks just to finish one topic.

He was asked whether he would request for more periods to teach Social Studies, Teacher 3 from Njati School, agreed that he would request for more periods because it is the subject that requires a teacher to give learners notes so that they can be studying on their own for them to understand well.

On how time enhances the teaching of Social Studies, Teacher 3 from Njati School said that, if Social Studies were given a lot of time in schools, pupils would have been learning a lot, he said that since Social Studies has not been given enough time, he said that even when he goes for marking pupils fail even to write one essay during their Junior Secondary final examination.

4.2.4 Observations

In order to verify the information provided by teachers, pupils and the Education Standards officer, the researcher observed actual Social Studies lessons. Teacher 1 from Nyamalikiti School started the lesson with an introduction which was not clear in which he used lecture method. The teacher did not give the lesson overview of day's comment or even involve any other method to teach Social Studies and this made the class to be noisy as pupils were complaining that they did not understand what he was teaching. He did not even summarise the

work he covered in that lesson. I did not see the effectiveness of this method approach because it did not engage pupils except when he was castigating them to stop making noise. Much of the time the pupils were busy writing notes and asking questions to seek clarification.

Teacher 2 from Nyamalikiti School used question and answer, lecture method, group discussion and was able to use a teaching aid. The teacher gave time to the pupils in groups to discuss the questions he gave them in groups and later he requested the group secretaries to present their answers in front of the classroom. Where the pupils failed to explain the concepts, the teacher came in to clarify. He also asked pupils in the same group to help clarify.

Throughout her lesson, Teacher 3 from Nyamalikiti School interacted with learners. She gave an excellent introduction, involved several learners. The methods she used were group discussion, question and answer and later used lecture method. She made sure that three quotas of the class participated though the teacher never used any form of teaching aid to teach Social Studies.

Teacher 4 from Nyamalikiti School started the lesson by reviewing the previous day's lesson using question and answer. In the lesson observed, the teacher used question and answer, group discussion and lecture method. She involved a variety of students and her students were able to give reasonable answers although the teacher had not used any teaching aid to teach the lesson that day.

Like her colleague from Nyamalikiti School, Teacher 1 from Mbizi School started her lesson by reviewing the previous day's lesson using question and answer. In the lesson observed, the teacher gave the overview of day's content. In her lesson she used lecture method, question and answer and group discussion. The teacher also used a chart as a teaching aid to help clarify what she was teaching. Whenever she asked a question, pupils were able to give good answers. At the end, the teacher was able to summarise the lesson although she did not direct learners to prepare on the next lesson and also did use any audio-Visio aids.

Teacher 2 from Mbizi School introduced the lesson by also reviewing the previous day's lesson using question and answer and gave an overview of day's content through teacher exposition. In the lesson he used role play, group discussion to teach the lesson and question and answer. Whenever he was explaining the concepts, the teacher kept on referring to the role play used earlier by the pupils. Like the fellow teacher from the same School, the teacher did not

summarise the content covered nor direct learners to prepare on the next lesson also the teaching aid was not seen.

Reviewing of previous day's content was how Teacher 3 from School introduced her lesson through question and answer and was able to give a brief overview of day's content. On the methods or approaches, she used lecture method and question and answer. The teacher did not use any form of teaching aids such as chart or any Audio-Visio aids to teach Social Studies. She used various pupils to answer questions and kept on soliciting students input in the lesson. Her pupils were able to give reasonable answers.

Teacher 1 from Mbewa School also introduced the topic by reviewing the previous content through question and answer. He did not give overview of day's content to be covered. He used question and answer, lecture method and group work. He gave time to pupils to discus in groups and later to present the answers to the questions he gave them. Although he used the chats as teaching aids, the writing on the charts were very small such that pupils kept on asking the teacher to read especially those who sat behind. Nonetheless, pupils were able to give answers using good English.

The second teacher who was observed at Mbewa School was a student teacher teaching a grade eight class. With him who the researcher refers him as Teacher 2 also started his lesson by reviewing the previous lesson through question and answer and lecture method. Apart from Question and answer and lecture method he also used group work. He used a chart as a teaching aid to facilitate his teaching. He was able to solicits student input and involve a variety of students in the lesson. The teacher did not use any form of audio-Visio aids in his lesson.

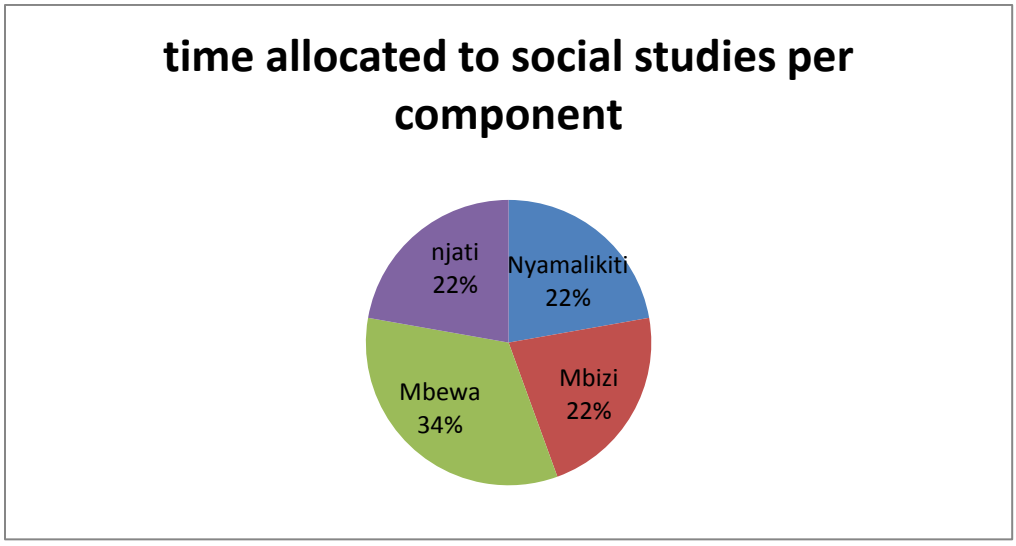
Only one teacher was observed at Njati School and named as Teacher 1. With him he also stared his lesson by reviewing the previous lesson with the learners using question and answer then used lecture method to give pupils overview of day's content. He used charts as teaching aids to facilitate his teaching. Basically, he used question and answer and lecture method. He used various pupils and solicited input from the pupils. He summarised the lesson although he did not direct the learners to prepare for the next lesson nor even use audio-Visio aids.

The researcher's observation of Social Studies lesson showed that apart from one teacher who did not involve pupils and heavily depended on lecture method as his only method or rather

approach, the other teachers were quiet flexible in their teaching, above all, apart from the common aids like the chalkboard others were able to make teaching aids like charts while others could not make an effort to make teaching aids.

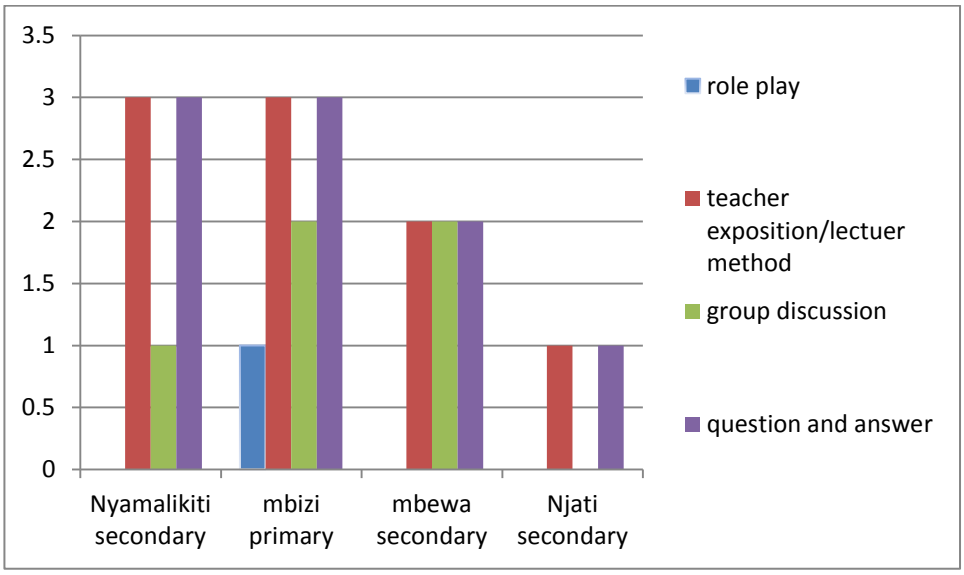
The second objective of the study was to explore time allocate, teaching methods and approaches used to teach Social Studies in two Primary and two Secondary Schools in Petauke District. The foregoing data shows that schools that are over-enrolled it is difficult to use methods and approaches that involve learners, many teachers employed lecture methods. However, in School that are not ever-enrolled were able to use leaner centred methods such as group work and field works. Apart from few teachers who relied on traditional aids like chalkboard, some were able to make teaching aids and used them in their lessons.

Figure 4: Time allocated to social studies in all three components



The Pie chart above shows time allocated to Social Studies at four different Schools. The researcher found that only Mbewa School had three periods allocated to one Social Studies component in a week translating to 34% while Nyamalikiti, Mbizi and Njati Schools had allocated two periods per Social Studies component in a Week translated into 22% per School and after adding it amounts to 100%.

Figure 5: number of teachers who used the methods and approaches in social studies as shown below



The graph above shows the figures of Social Studies teachers in four Schools and the methods they used when the researcher observed the actual lessons. At Nyamalikiti Secondary School, three teachers used both question and answer and teacher exposition or lecture method only while the fourth even used group discussion. With Mbizi Primary School, three teachers were observed and the researcher observed that all the three teachers used question and answer and lecture methods while one even used a role play and two were also able to use group discussion.

At Mbewa Secondary School, two teachers were observed they all delivered their lesson using three methods namely, question and answer, group discussion and group discussion. And at Njati Primary School, one teacher was observed and for him, he only used two methods question and answer and teacher exposition to deliver his lesson.

Additionally, another observation which the researcher noticed was that despite about four years passed from the time the revised curriculum came into effect in the year 2013, Schools like Mbewa Secondary School and Njati primary School have teachers who are not qualified to teach Junior Secondary School Social Studies subject (primary certificate holders) teaching the subject on secondment.

4.3 Views of learners on the Integrated Social Studies.

4.3.1Pupils

After probing them to find out if the two periods enough in a week were, one pupil at Mbizi School stated the two periods are not enough to finish he complained that the textbook is too big and the time allocation is not enough for them to everything in the syllabi. He said that there are so many topics and two periods cannot make them finish learning everything in the syllabi.

Pupils added that, some teachers just write notes without explaining and the notes and as a result tit is difficult for the learners to understand if the teachers never bothered to explain some concepts in Social Studies. Asked if they have felt of leaving the classroom whilst the teacher is teaching Social Studies, pupils explained that they have on several occasion felt like that due to the teachers who are rude to them, failure to explain the concepts clearly and personal hatred towards certain teachers.

Asked to explain why pupils like Social Studies such that they wouldn't go out while the Social Studies lesson was underway, the respondents said that they are forced to remain in a lesson despite the lesson not being interested because they have ambitions and they feel by walking away the lesson, maybe they may face challenges in future if the career they choose may be Social Studies related in nature. So because of this reason given they are forced to remain in classes until the periods of Social Studies ends for that particular day.

With regard to the subject Social Studies, pupils complained that, the subject is too bulky and it gives them tough time for they are required to write essays in History, Civics and Geography. Pupils further stated it was very difficult to master different content to be written in one exam hence they complained that it would have been easy it the components were written different since they have separate teachers.

When asked on the time allocation to Social Studies, the learners complained saying that, time allocated to Social Studies subject was not enough because all the subjects are information subjects hence they required more time. Thy further stated that they don't finish the syllabuses in all the three components because Social Studies have six periods in a week and each

component is allocated two periods. According to pupils in situations where a teacher explains, they don't write notes a situation which contributes to failing as they cannot keep the explanations in mind for the period of two years.

In terms of the importance of Social Studies subject to learners, some pupils said from Nyamalikiti School explained, the learners cited individual components in Social Studies for them to come up with the importance of learning Social Studies. They said that the component of History help them to know about the past, for example how they used to live, the language which the spoke and also the type of dressing they had. One pupil cited the component of Civics that the importance of learning that component in Social Studies is that, it helps them to know how the country got its independence, also how their ancestors used to live during the colonial times.

Furthermore another pupil explained the importance of Social Studies from Geography point of view where he stated that, Social Studies helped them to know and understand the environment they live. He continued and lamented that, Social Studies make them know how natural resources are used and processed like copper. The component of Geography provide that information to pupils on how mineral like copper are mine, processed and the value they add to the country's economy.

When the researcher asked what the leaners don't like in Social Studies, one pupil from Mbewa School stated that, the subject has a lot of notes. Due to the facts that it has three components and the learners have to master all the information in all the three components and due to that they end up swapping answers and the end result is that fail and that is the challenge most of the learners face as one pupil said from Nyamalikiti School.

The findings of focus group discussion at Mbizi School were that, one pupil said that Social Studies helped them how to live in their daily lives and how to participate in different issues such as politics in the Civics component, they are also able to know about the past through the component of History and in the component of Geography one pupil said that Social Studies helps them to know things such as the tourism of the nation and the benefits of tourism to a given nation.

Another pupil stated that Social Studies helps them very much especially the component of Geography which helps them to know about farming and weather suitable for particular locations

and which crops to grow on which soil to avoid making loses as they said people take farming as business. Another pupil added that without Social Studies, it would have been difficult for them to know their human rights and even cited Human Rights Commission (HRC) as one institution which is responsible for promoting Human Rights. One pupil did not hesitate to commend the work of the Victim Support Unit (VSU) a unit in the Police service responsible of dealing with Human Rights related cases.

On the things they do not like or challenges they face in Social Studies, one pupil at Mbizi School said that pupils in rural areas are being taught by untrained teachers who are not qualified to teach Social Studies hence they fail because the teachers teaching them are not qualified to teach Social Studies. Just like what a pupil from Nyamalikiti School said the challenge which a pupil gave of Mbizi School is the lack of books. He said that there are four grade nine classes at Mbizi School but the School has only one text book which is only used by the teachers.

Asked if at any time pupils felt of leaving Social Studies lesson when it is underway, one pupil at Mbizi School stated that, what causes that is hatred pupils have for the teacher. He said that if a pupil hates the teacher the only thing they do is by asking for permission whilst the teacher is teaching Social Studies. One pupil added that cruelty of some Social Studies teachers is another factor contributing to leaners to be thinking of leaving the lesson when it is underway. So they would always ask for permission so that they are away from that particular cruel teacher.

Asked to find out what makes them stay in class at Mbizi School when the teacher is teaching, one pupil stated that, he has to attend the lesson to hear the explanations from the teacher especially in the component of History. He said that it is easier to understand when their teacher is explaining than to read the essays for themselves. Another one added that he remains in class due the objectives he has to achieve in life and that the very objectives can be beneficial to the country at large.

Furthermore one pupil said that fear of failing an examination is what makes him stay and attend the Social Studies lesson and also that he goes to school in order to learn that is the reason he always conduct himself so that he can learn for him not to fail the examination at the end of the year.

On the contacts the teacher/Time allocation, one pupil at Mbizi stated that, they have two periods per component in week. Since Social Studies have three components namely History, Civics and Geography, each component is allocated two periods in a week. On the contacts with teachers, he stated that they don't have problems with teachers of components like History and Civics he said that, in these two components teachers they don't miss lessons unless otherwise unless Geography component that is where the teacher rarely teach. Another pupil added that due to the fact that they have only three teachers the whole School in Social Studies if one pupil falls sick they don't learn that particular component until that particular teacher recovers which disadvantages them more especially that they are preparing for their Junior Secondary School examinations.

4.3.2 Teachers

Asked whether teacher 1 from Nyamalikiti School gives time to discus with her the challenges they face in Social Studies, she said that the only time pupils think of that is when they haven't done well in terms of essay writing in the components in History as teacher 1 teaches the component History in Social Studies.

On the learners view of Social Studies, Teacher 1 from Nyamalikiti School said that, one of the learners concern was the time allocation which she said that pupils said that the two periods per component in a week was not enough to them. She said another view which learners have about Social Studies is that, it is difficult for them to understand because one subject has three different components.

Asked whether he has time to discuss with the learners the challenges they face, Teacher 2 from Nyamalikiti School had this to say, he said he gives time to discuss their challenges with him but he said but others feel shy to state their challenges clearly and those who come and state their difficulties, we respond accordingly.

For almost a year that Teacher 3 from Nyamalikiti School has taught Social Studies, he was asked to give the learners views on the integrated Social Studies subject which his pupils have been sharing with him his response was; that some pupils say the subject is a bit confusing because of the combination of three subjects namely History, Geography and Civics hence he said that even the time he was marking the previous end of term test, the learners were swapping

answers the answers for Geography component were found on the History component and vice versa. He said it is difficult for them to demarcate the concepts.

Another learner's view Teacher 3 stated is that the pupils are always complaining about time allocated to Social Studies he said that pupil's complain more especially if they fail they always give an excuse that they did not learn some topics due to the limited time allocated to Social Studies subject. At times they do accept that the teacher taught but due to the limited time, they complain that their teachers they cruise so much that they don't even understand more especially the slow learners.

When teacher 1 from Mbizi School was asked to find out whether she discusses with her learners the challenges learners face in Social Studies, she said she does discuss with the learners the challenges they face in Social Studies when it comes to conclusion she asks them if they have anything to say and they do tell her their challenges.

On the learners' view on Social Studies, Teacher 1 from Mbizi School said that, one pupil told her that the combining History, Geography and Civics into one subject called Social Studies was not a good one. She said that the pupil told her that, History was a passing subject on its own, so was Geography and Civics. She said the pupil complained that due to the combining of the mentioned subjects into Social Studies, the pupils are finding it hard to study and master essays in the three components that make up Social Studies more especially in paper two of Social Studies. And for the children to write all those three different essays at once, the time given to them is not adequate. She added that one pupil at some point told that it is easy to forget.

On whether she finds time to discuss with her pupils, Teacher 2 from Mbizi School explained that, "yes we do give them time to discuss with us the challenges they face in Social Studies." She further said that, during lessons she asks them to seek clarification if they have not understood the concepts. And where pupils require their teacher explain more, she does that.

Asked to comment on the views of the learners on Social Studies Teacher 2 from Mbizi School said that in her three years of teaching Social Studies, pupils are complaining about the ideas of combining the three independent subjects because the results that have been coming out for Social Studies are not okay as compared to when they existed as individual subjects. She gave an example that if hers teacher of Civics component does not teach and her colleague of History or

Geography do not teach as well, the results will be affected because of the combination of the subjects.

On the learner's view of her four to five years of teaching Social Studies, Teacher 3 from Mbizi School said that, learners are complaining of what to find in each section, she also said that pupils tell her that the old system was better than the new system she said that pupils tell her that because of having a challenge in one or two components, it can lead to failure despite doing well in one component.

On learner's views on Social Studies, Teacher 4 from Mbizi School postulated that, "learners do complain that, the subject is bulk because they are supposed to study three subjects when they are coming to write exam or test in Social Studies that is what is bringing their performance down." There major complaint is three in one is difficult for them to study Social Studies that are History, Geography and Civics at once.

On the learners view on Social Studies, Teacher 2 from Mbewa School said that pupils find answering test questions sometimes very difficult because they are all information subject which becomes a challenge. Asked whether he gives time to discus with the learners on the challenges they face in Social Studies, Teacher 3 from Mbewa School explained that, sometimes but not always because of time and other commitments as a teacher.

On learners view on Social Studies subject, Teacher 3 from Mbewa School explained that, according to learners they say that since three subjects were integrated into one subject, it brought challenges like, if History stood as a single subject, it would have been increasing the chances to proceed to a senior grade (10) ten. So if they miss out in one or two components which meant it reduced the chances of learners progressing to the senior grade.

On the learners view on Social Studies, Teacher 1 from Njati School said that from the time she started teaching Social Studies, she said that pupils do not finish writing the test. She noted that they do complain that it is too much. On the learner's views, Teacher 2 from Njati School stated that the pupils like the subject and he said that whenever he goes to teach Social Studies and he said his pupils like the grade eight are doing well in terms of performance.

Responding to the question on how learners view Social Studies, Teacher 3 from Njati School he said that, the learners had been telling him that the subject was very tough and he said that for instance he finds it hard for grade nine pupils to break through. Asked if he finds time to discuss with the pupils, he said he does and make them feel free and to ask at any time they feel like asking.

Researcher's findings on the learners views on the subject Social Studies, in the four Schools where the researcher went to collect data, the pupils three quarters were complaining on the subject that the coming of social studies is really disadvantaging them because it has reduced three separate passing subjects into one and that their chances of going to grade 10 are limited because of that. Also the researcher was informed by some learners that the subject is confusing and that they make a lot of mistakes swapping information as the exam has three components.

The researcher was also informed by the pupils that their various schools had no enough copies of textbooks to even lend them for them to read on their own at home when they knock off. They shared that also time allocation to the subject was not enough to the subject and because of that their teachers cruise to beat time as a result they don't understand more especially the slow learners who require extra time to grasp the concepts. Generally others like the subject but many they don't like the subject because they said it gave them a lot of challenges as pupils. So majority just learn the subject because it is a compulsory one but had it been an option, very few learners would be willing to be in a class where Social Studies were offered.

In conclusion, it is clear that teachers and pupils face numerous challenges to teach and learn Social Studies ranging from inadequate time allocated to Social Studies, inadequate appropriate teaching and learning materials like textbooks and learners being taught by unqualified teachers. The next chapter discusses the mentioned findings.

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS

This chapter discusses the findings of the research. The main aim of the study was to find out the challenges being encountered in the teaching of Social Studies in primary and secondary schools; how stocked the schools were to carry out the teaching of Social Studies, which teaching methods and approaches used, if time allocated to Social Studies was enough and hear from learners how they received the subject. The discussion will be done under the headings drawn from the objectives, research questions as well as the variables from the conceptual framework. The headings show the key findings of the study and these are: Mk textbooks; CPD meetings are a challenge; time allocated to Social Studies not enough; Overdependence on traditional methods and Unqualified teachers teaching Social Studies.

5.1 Mk Textbooks

The first objective was to explore the teaching and learning materials in Social Studies. The findings reviewed number issues which will be discussed here. They include inadequate appropriate textbooks and audio-Visio aids.

Mk textbooks are inadequate, too shallow and full of mistakes. This inference is drawn from the findings of the study which show that despite Schools having large class size, they have few textbooks. Three Schools namely Nyamalikiti, Njati and Mbizi have less than ten textbooks when each School has two to three streams. Except for one private school, Mbewa which has ten Mk Social Studies textbooks even at the same Mbewa School the books are not enough to carter the whole pupils because on the day the researcher went to observe a lesson, there were about 29 pupils against 10 textbooks.

In such cases, the classes were overcrowded to allow the teacher to use group discussion to have good access and contact with individual pupils. Even trying to divide the class into groups for the sake of group work or discussion was a real night mare due to inadequate of textbooks. It is for this reason that one teacher from Nyamalikiti School said that he preferred using traditional methods like Chalk and Talk in order to progress. However the method he mentioned has its weaknesses.

And due to inadequate of textbooks, one lesson the researcher observed at Nyamalikiti School, the teacher had literally had no control of the class during the time the teacher gave out 8 textbooks to 79 pupils to make group discussions. The teacher had a tough time controlling the class as there was commotion due to pupils who were scrambling for few textbooks and it was very difficult for her to stop the learners to stop making noise not until the time when the researcher helped to calm the situation by advising the teacher to withdraw the textbooks which she had distributed to learners and order was restored.

It is worth noting that the need to stock Schools with appropriate textbooks has for a long time been cited by many teachers and stakeholders as a prerequisite for effective teaching of Social Studies Subject in primary and secondary schools. Therefore, every school should make sure that they have enough appropriate textbooks that are supportive of teaching and learning process of Social Studies if any meaningful education is to take place in Zambian Schools.

On Mk textbooks being shallow and having errors, Mezieobi (2007) stated that, as with Social Studies, many textbook publishers and curriculum developers have avoided controversial issues. This is a barrier to the development of critical thinking and decision making necessary for effective participation in a democratic society. Further, due to the fact that schools do not have enough teaching materials like textbooks one members of Public have been advising the Ministry of General Education to consider teaching the components of Social Studies separate as they feel that the Ministry of General Education is not ready to handle Social Studies. According to Curriculum Development Centre (2013) initially, History, Civics and Geography were separate subjects in which children in both rural and urban places could make passing points. Would the Honourable Minister not consider reintroducing the three as separate subjects until the time the country will be ready to effectively teach and examine Social Studies? This was further supported by one respondent from Mbewa School who said that due to the nature of Mk books he resorts to using the internet to look for information to teach Social Studies.

Another controversial issue surrounding the Mk textbooks are that how did the books found them on the market despite being mediocre? Despite all the complaints by the teachers and the stakeholders, the books have continued being used especially in public schools that rely on hand-outs by the CDC. Teacher 4 from Mbizi primary school wondered why the Ministry of Education, Science, Vocation Training and Early Education (MESVTEE) allowed such

mediocrity of books to be used in Schools. Teacher 1 from Nyamalikiti School argued that despite Mk books being in line with the revised curriculum, textbooks published by MK publishers are of low quality. Mezieobi (2007) stated that, the textbooks are a danger because lack detailed information. He further added that the information is jumbled the topics are not presented in order just like teacher 3 from Nyamalikiti School had lamented.

Another finding was on the materials specifically the audio-Visio aids. The researcher found out that only one School Nyamalikiti had a projector and was the only school that has 20 computers that would facilitate the teaching of Social Studies. It is so unfortunate that Schools like Mbewa, Njati and Mbizi have no facilities like projectors. The question one can ask is how the Ministry of General Education started the teaching of Social Studies in 2013 when the schools were not fully stocked with teaching and learning materials. Carmody (2013) supports that; the new curriculum did not just drop from heaven, but went through a very rigorous consultative process between the ministry and other stakeholders. It was very clear when it was launched, the stakeholders had approved it, and resources had already been invested in it for its fruits to be realised. Curriculum Development Centre (2013:2) agrees with Mezieobi (2007) that, as regards reverting to the old curriculum, the Education Standards Officer said that he did not think that would be the right move for the nation to make. "What we must do is find the will and resources to make the revised curriculum effective".

Like teachers from Mbizi, Nyamalikiti, Mbewa and Njati had said, the teaching of Social Studies has not been easy for them due to fewer teaching and learning materials. Scholars like Kelly (1999) has argued that, in the absence of teaching and learning materials, the teaching and learning processes will be hampered and if Standards Officers do not go out to monitor teachers, it will be difficult to know whether the teaching Social Studies is being effectively implemented or not.

From what the researcher found out is that School Managers have not bothered to purchase teaching and learning materials for their schools to facilitate the teaching of Social Studies. So far Mbewa School is the only School which has at least a good number of books even though they are not enough too. The reason is that Mbewa School is Private owned school. This has been observed by Okello, and Kagoiren (1996) who said that, there is limited procurement and supply of these resources in schools. Teaching and learning materials and equipment are all in

short supply or may not be available at all no books or writing material or out of-date library. Kelly (1999) adds that, worse still, with population explosion, classrooms are overcrowded and learners are made to share whatever little stocks of material and furniture available.

5.2 CPD meetings are a Challenge

Another, hot issue which was unearthed by the researcher was the issue of CPD meetings which most of the teachers of Social Studies claimed their various schools had not sponsored them to hold CPD meetings for them to enhance their knowledge in Social Studies as learning is continuous process, Journell (2010). Moreover, these findings corroborate with those of McGrail (2009) that continuing professional development is accepted as an integral part of teacher education because only a continuing learning and training assures a high level of expertise and enables the teachers to keep their professional skills and knowledge up-to-date.

Most of the School managers do not support their HODs to hold CPDs in Schools citing that the process consumes a lot of money to cater for the whole members in the department. This is one reason why one teacher from Mbewa School told the researcher that he did not know what the acronyms CPD meant. White (2008) advises that, there are several ways to encourage CPD. Barr (2010) suggests that one of the most effective and cost efficient ways to help teachers refresh their knowledge and pedagogical practice is to encourage exchange of information and ideas between the teachers in their own school. School Managers should also monitor probationers who do not only learn from longer serving teachers but often also increase enthusiasm for teaching as well as transfer their older colleagues the up-to-date knowledge and skills in respect to both their field and pedagogical methods.

As one teacher had mentioned from Mbizi School who has taught Social Studies for almost five years it had been difficult for her to attend CPDs because there were four teachers teaching Social Studies at Mbizi School where she gave an example that if the school management picks a History or Civics teacher, it is difficult to attend CPD despite being the only teacher teaching Geography component in Social Studies at Mbizi School. She said that if a Civics or History teacher attends a CPD meeting, they will only concentrate in their subjects of specialisation due to that reason she was disadvantaged. Just as important is to improve communication with other schools. Carmody (2013) agrees with Teacher 3 from Mbizi that, by meeting colleagues from

other schools, teachers will remain in touch with different teaching styles as well as advances in their field of expertise. At the same time, sharing ideas, experience and good practice helps raise education system on a higher level as a whole. It prevents the new approaches from remaining isolated to particular teachers or schools which in turn create a better approach to quality education for young people throughout Scotland (Columbo, 2007).

Additionally on the CPDs, some teachers complained more especially if the CPD meeting was taking place elsewhere only teachers loyal to the Head of Department would be chosen and given allowances. Social Studies teachers complained that HODs were the only people who attend such meetings or if he or she wishes to delegate, HODs choose their favourite teachers without considering others. One teacher from Nyamalikiti said our HOD goes to CPDs and conferences outside the District even in the Subject he does not teach. According to this teacher, his HOD teachers Religious Education and Geography but he refuses to teach Social Studies but whenever it is time to go for a conference or so, surprisingly it is him who always go to attend the conference and when he comes back he does not bother to share whatever he learnt. To help such teachers who are not given such opportunity to attend CPDs Thornton (2001) advises that, teachers can also take advantage of online materials, courses and teacher communities which are easily accessible and cost efficient. Columbo and Columbo (2007) agree with Thornton (2001) that, many online CPD options have been shown an excellent alternative to the traditional methods; however, there is a concern about quality of some online CPD providers as well which is why monitoring is required when accessing online material or courses.

It is so unfortunate that despite the world and education changing every day, some teachers who were trained some thirty years ago like one teacher at Mbewa School who teaches the component of Geography in Social Studies explained that his School does not support such programs and despite being a secondary school. The school only has a Head teacher who runs everything without having HODs to be responsible organising CPDs. Ibiam (2007) stresses that; all fields of science are progressing at a rapid pace, while the new generations have considerably different approach to learning than the previous generations. CPD enables teachers to keep up with the relevant and up-to-date knowledge in their field as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st Century. Ironically, the greatest interest in CPD show new teachers who went through an up-to-date education and training.

One finding which the researcher one teacher from Mbewa is that being school Guidance teacher had challenges in terms of convincing old teachers who were trained a long time ago to use new pedagogical methods that engage the learners since at their school they don't do CPD meetings to share ideas on how to teach Social Studies although some view it as an opportunity to develop professionally as well as to improve their classroom skills. This finding is supported by Ukadike and Iyamu (2007) who observe that, longer serving teachers are not necessarily reluctant to change their practice but generally, they do not accept new pedagogical methods as easy as their younger colleagues. CPD should therefore primarily be focused on encouraging longer serving teachers to stay in touch with the recent developments and continue to challenge their practice.

5.3 Time allocated to Social Studies not enough

Another finding nearly all the teachers brought out was to do with little time allocated to Social Studies. Adequate time allocation to Social Studies is essential for the teaching of the Subject. according to one teacher from Nyamalikiti the periods were not enough because allocating the periods like the way they had done had brought a lot of challenges like that of not finishing the syllabus because the Geography component he teaches in Social Studies is wide due to several concepts which pupils need to understand and hence it requiring more time. This has been confirmed by Carmody (2013) who noted that, the perspective and thoughtful judgment that should be a primary goal of Social Studies requires sufficient time for students to explore topics in depth, analyse a variety of literature and other sources of information, and discuss issue-oriented questions with other students and the teacher.

Despite the already limited time allocated to Social Studies, some school managers and teachers have continued mismanaging time. This has been a big challenge to most of Social Studies teachers in primary and secondary schools. Davis and McGrail (2009) stress that, poor time management by school administrators and teachers is another factor. Teaching of Social Studies is also hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by administrators and the class teacher. Okello and Kagoire (1996) conclude that, in most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time, teacher-service programmes such as Demonstration Observation Discussion Implementation which last the whole day and learners are either sent away or asked to stay away from school, unplanned holidays such as when a

teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that take place at the expense of learners.

Change is one of the driving forces in the education circle although before initiating change, there is need of wide consultation from the stake holders and curriculum implementers. One teacher at Nyamalikiti complained that "GCE examinations which are written in July are depriving us from utilising the two periods we have in Social Studies per week." The Change of administering public examination has really negatively impacted the teaching of Social Studies because in school where there are no Assembly Halls, all the classes are being used to administer such national exams and learning is being greatly disturbed to none exam classes (Kelly, 1999).

5.4 Overdependence on Traditional Methods

In line with the second objective, due to the fact that schools do not have enough textbooks to use for group work, all the 12 teachers involved in this study did not hesitate to explain that they depended on traditional lecture method which others call the Chalk and Talk (CT) due to the nature of classes they teach which have a minimum number of pupils in class of about 70 without actually realising that the method limits the learners chances of understanding. Columbo & Columbo (2007) noted that, despite having several methods of instructions, many teachers resort to using only one method and in that case the lecture method which does not give learners opportunity to participate in the learning process. To argue that some teaching and learning strategies are ineffective does not mean that there is only one correct way to teach. While research suggests some practices are more effective than others, it also needs to be realised that teaching is a complex business. Teachers need various strategies (Okello and Kagoire 1996).

Thornton (2001) opined that it can be very easy for Social Studies teachers to stick to one method of instruction. There is a tendency to give a great deal of lectures. It can be very tough to cover the depth of material without relying on lectures and whole group discussions. Of course, there are some teachers who go to extreme and have mainly projects and role playing methods. However, the key is to balance the teaching methods. Ukadike and Iyamu (2007) suggest that, depending on what is being taught, what has gone before and what is yet to come, whether pupils are well versed in a particular area of learning or are novices, and even the time of day, teachers must adapt their teaching to the situation and be flexible.

Above all, it is unfortunate that despite the emphasis to utilise the new methods and approaches that have been proved to be so effective in the 21st Century, most of the teachers have continued with the old methods the teacher expository method despite failing to use question and answer which can inform them if the pupils understood what they were teaching or not. Thornton (2001) opines that traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor in the form of lectures and decision maker in regards to curriculum content and specific outcomes. They regard students as having knowledge holes that need to be filled with information. In short, the traditional teacher believes that it is the teacher that causes learning to occur.

After a discussion with Social Studies teachers both old and new on the merits of using new methods of teaching like role plays, question and answer and group discussion, had agreed to revisit their methods in the interest of pupils. Ukadike and Iyamu (2007) report that Social Studies teachers are yet to involve learners adequately in active learning engagement and condemned the expository method which is responsible for the poor teaching of the Social Studies Subject and consequent poor appreciation by learners of knowledge, values, attitudes, and skills in social Studies Subject.

5.5 Unqualified Teachers teaching Social Studies

Another finding that came out in two schools, namely, Njati and Mbewa schools was that, teachers who are not qualified have been teaching Social Studies for quite some time now. There is fear that if this trend continues, the pass rate of Social Studies may reduce in these schools if teachers who are primary Certificate holders on secondment continue handling Social Studies.

Zambia has not been an exceptional to the shortage of Social Studies teachers in both primary and secondary school. This was confirmed by the researcher who, in his findings, discovered that schools like Mbewa and Njati were using unqualified teachers to teach Social Studies despite a huge number of graduates on the streets. It is so unfortunate because these unqualified teachers confessed that they have not done any short course on how to deliver lessons in Social Studies. Kelly (1999) observed that, in Zambia, learning institutions have been for a long time experiencing a shortage of the teaching staff and the rural areas are the most affected since

teachers shun those areas. Okello and Kagoire (1996) conclude that, teacher pupil ratio is not balanced and in some cases, untrained teachers are involved. When a school does not have enough teachers, the few that are there are overstretched; hence they are overworked which in turn affects their capacity to teach effectively.

Investing in Human Resources is the only way to end the challenge of unqualified teachers teaching Social Studies which was found at Mbewa and Njati schools. This is because without qualified teachers handling Social Studies, Pupils will continue being taught by unqualified teachers like what was discovered by the researcher at Mbizi and Njati schools. Okello and Kagoire (1996) postulate that, sufficient supply of trained teachers is therefore, needed if the implementation of Social Studies is to be effective.

It is only through the use of qualified teachers that the standards of education in this country can be improved. The findings of this research reveals that, from the four schools that were sampled in this study, it was discovered that one secondary school and One primary school were using unqualified teachers to teach Social Studies while two schools Nyamalikiti secondary and Mbizi primary had well qualified teachers teaching Social Studies. Thornton (2001) stress that, the quality of education of a country largely depends on the quality of teachers. In other words, the quality of education is as good as the quality of teacher. Okello and Kagoire (1996) further comment that, if the quality of teachers is poor, the quality of education will be poor. What this means, therefore is that the quality of teachers will determine the effectiveness of Social Studies teaching.

In summary the discussion of the findings was guided by five themes: Mk textbooks; CPD meetings are a challenge; time allocated to Social Studies not enough; Overdependence on traditional methods and Unqualified teachers. The insight from this discussion will help in concluding the study and making recommendations based on the findings of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

The study aimed at ascertaining the nature of challenges being encountered in the teaching of Junior Secondary School Social Studies subject in Primary and secondary schools. Having discussed the findings of the study, this chapter draws conclusions and make recommendations for future considerations.

6.1 Conclusions

In line with the objectives of the study, the following conclusions were made:

i. With regard to the availability of teaching and learning materials in the selected schools, it can be concluded that schools are poorly stocked with appropriate teaching and learning materials. Partly, this is attributed to few Progresses in Social Studies textbooks which were found in Schools. No school had textbooks half of the pupils in classes. In large classes, there is little engagement between pupils and teachers and owing to teachers avoiding using group discussion study. However, teachers defended the choice they had made of using none learner centred approach citing to inadequacy of teaching and learning materials.

ii. Coming to time allocation, teaching methods and approaches used in social studies in the selected schools, it is clear that Social Studies has been allocated few periods despite the Subject having three components namely Geography, History and Civics. The little time allocated to Social Studies has brought more harm to the teachers and pupils. Teachers fail to complete teaching the content tabulated in the Syllabi because all the components are information subjects which demands that after a teacher teachers, he/she is required to give notes but it is difficult to actually do that with two periods in a week while to learners they are at risk of failing the Subject if the teacher did not cover much content in the syllabi due to few periods.

On the methods and approaches used to teach Social Studies, the subject is poorly taught as this is pointed to the size of the classes and inadequate teaching and learning materials. In large classes, there is generally little or no engagement between teachers and pupils because of the fact that teachers choose to use lecture method even in the topic demands

him/her to use role plays to deliver the lesson. However, teachers still have all the reasons to defend them citing to over enrolment in the schools. Lecture method makes the pupils to be passive hence reduces the chances of understanding what the teacher is teaching and hindering learners chances being critical thinking skills. Such methods deprive the learners because most of the slow learners do not grasp the content as the teachers may tend to be fast to cover up time since he/she has two periods in a week. This has further created a situation where pupils are expected to memorise essays without understanding the concepts.

iii. On the views of learners and teachers on the integrated Social Studies, it can be concluded that, pupils complain that the subject is bulk and that it is too demanding because in an examination they are expected to study three different components but come in one paper and that if one teacher was not teaching they end up failing the whole subject since it comes as Social Studies. Three quarters of the learners who were involved in the study do not like the idea of integrating the Subjects.

Equally teachers have become victims of the integrated Social Studies because they end up being blamed if the pupils fail the subject despite knowing exactly knowing the exact teacher whose component learners failed most. Teachers are of the view that the integrated Social Studies reduces the chances of pupils passing the examination as all the three components were passing subjects before the coming of Social Studies.

6.2 Recommendations

In view of the findings of the study and conclusions drawn, the following recommendations are made:

i. MOGE should revise the Social Studies Syllabus so that more time can be allocated to the subject because two periods per component per week are not enough to teach and give notes.

ii. GRZ through MOGE should employ more teachers who are qualified to end the trend of using teachers who are not qualified to teach Social Studies if results are to be improved in the country.

iii. GRZ through MOGE should stock schools with appropriate well written textbooks for Social Studies.

iv. Teachers of Social Studies should maintain high levels of professionalism by encouraging CPD meetings on how to deliver lessons in Social Studies or any other form of in-service training for teachers.

6.3 Suggestions for Further Research

The above recommendations are made for further research following the findings of this study:

i. A similar study need to be undertaken in Primary and secondary schools for generalizations of the study findings in other Districts in Zambia.

ii. A study needs to be undertaken on the implications of integrating Geography, History and Civics into Social Studies in primary and secondary schools.

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APPENDIX I: INTERVIEW GUIDE FOR THE TEACHERS

Introduction to the interview

Thank you for accepting to take part in this interview on the study of Challenges being encountered in the teaching of Social Studies in primary and secondary schools in Petauke District'. The purpose of this study is to establish the nature of challenges being encountered in the teaching of integrated Social Studies in primary and secondary schools. The stated academic project is a requirement for the completion of a Master of Education programme in Educational Management at the University of Zambia in collaboration with Zimbabwe Open University.

Your participation in this study is completely voluntary and you can stop the discussion at any time. You are also assured that the information provided during this interview will only be used for academic purposes and your names and any identifying information will be removed during data transcription. The interview will take approximately 25-30 minutes of your time. This will also be digitally audio recorded for transcription purposes. The recording will be stored in a password protected computer following the interview.

If you are happy with the above, kindly allow me to proceed with the interview.

1. How long have you taught Social Studies?
2. Have you attended any CPD on the teaching of Social Studies? Give details
3. How many periods does Social Studies have on your teaching time table in a week?
4. Do you think the periods allocated to Social Studies in a week enough?
5. Whenever you decide to teach a topic in Social Studies, how is the availability of teaching materials?
   Probe on textbooks, charts, audio-Visio materials
6. How do you teach Social Studies? Why do you think of using such methods?
7. Do you re-teach the topic if learners perform poor in the task given after teaching?
8. Do you give learners time to discuss with you the challenges they face in Social Studies?
9. Given a choice, would you request for more periods in a week to teach Social Studies? Explain
10. How do you think teaching of Social Studies enhances the following aspects of curriculum delivery:

a) Availability of teaching and learning materials
b) Time allocation
c) Methods used to teach Social Studies
d) Learner views

11. How helpful to learners are the methodologies you use to teach Social Studies?
12. What strategies do you think should be adopted in order to enhance teaching of Social Studies in primary and secondary schools?

APPENDIX II CLASSROOM OBSERVATION CHECKLIST

Name_____ **Date**_____

Class Observed_____ **Time**_____

Observer_____ **Department**_____

All items marked <u>Not Observed</u> must be explained in comments

Class Structure	***Could improve***	***Acceptable***	***Excellent***	***Not observed***
Reviews previous days content	☐	☐	☐	☐
Gives overview of day's content	☐	☐	☐	☐
Summarizes course content covered	☐	☐	☐	☐
Directs learners preparation for the next lesson	☐	☐	☐	☐

Comments

_____

_____

_____

Methods				
Provides well designed materials	☐	☐	☐	☐
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	☐	☐	☐	☐
Invites class discussion	☐	☐	☐	☐
Employs other tools/instruction aids (i.e. computer, technology, video, overheads)	☐	☐	☐	☐
Delivers well planned lecture	☐	☐	☐	☐

Comments

_____

_____

_____

Teacher-student interaction

Solicits student input ☐ ☐ ☐ ☐

Involves a variety of students ☐ ☐ ☐ ☐

Demonstrates awareness of individual students needs ☐ ☐ ☐ ☐

Comments

_____

_____

_____

Content

Appears Knowledgeable ☐ ☐ ☐ ☐

Appears well organised ☐ ☐ ☐ ☐

Explains concepts clearly ☐ ☐ ☐ ☐

Relates concepts to students' experience ☐ ☐ ☐ ☐

Selects learning experiences appropriate to level of learning ☐ ☐ ☐ ☐

Comments

_____

_____

_____

Other comments- *Note either effective or ineffective teaching practices observed*

-Attach additional pages if necessary

_____

_____

_____

_____ _____

Observer signature **Date**

APPENDIX III FOCUS GROUP DISCUSSION GUIDE

Thank you for agreeing to participate. Aim very interested to hear your valuable opinion on the teaching of integrated Social Studies in primary and secondary schools. The purpose of this study is to establish the nature of challenges being encountered in the teaching of integrated Social Studies in selected primary and secondary schools. The stated academic project is a requirement for the completion of a Master of Education programme in Educational Management at the University of Zambia in collaboration with Zimbabwe Open University.

•The information you give me is completely confidential, and will not associate your name with anything you say in the focus group.

•I would like to record the focus groups so that i can make sure to capture the thoughts, opinions, and ideas i hear from the group. No names will be attached to the focus groups and the data will be deleted as soon as they are transcribed.

•You may refuse to answer any question or withdraw from the study at any time.

•I understand how important it is that this information is kept private and confidential. I will ask participants to respect each other's confidentiality.

•Please check the boxes and sign to show you agree to participate in this focus group.

Questions

1. Let us start the discussion by talking about how you feel about integrated Social Studies. What is the importance of learning integrated Social Studies?
2. What are some things that aren't so good about integrated Social Studies?
3. Have you considered leaving the classroom whilst Social Studies lesson is underway? If so why? What factors contributed to your decision to want to leave the lesson and to your decision to stay in Social Studies lesson?
4. What would keep you in the Social Studies lesson longer? What suggestions do you have to Social Studies lesson interesting so that you would continue attending the lesson?

Probes for Discussion:

- Contacts with the teacher/Time allocation
- Methods/Approaches
- Learning materials
- Challenges faced by learners
- Teaching materials

That concludes our focus group discussion. Thank you so much for coming and sharing your thoughts and opinions with me.

APPENDIX IV: INTERVIEW GUDE FOR THE EDUCATION STANDARDS OFFICER (ESO)

Introduction to the interview

Thank you for accepting to take part in this interview on the study of challenges being encountered in the teaching of integrated Social Studies in primary and secondary schools in Petauke District'. The purpose of this study is to establish the nature of challenges being encountered in the teaching of integrated Social Studies in selected primary and secondary schools. The stated academic project is a requirement for the completion of a Master of Education programme in Educational Management at the University of Zambia in collaboration with Zimbabwe Open University.

Your participation in this study is completely voluntary and you can stop the discussion at any time. You are also assured that the information provided during this interview will only be used for academic purposes and your names and any identifying information will be removed during data transcription. The interview will take approximately 25-30 minutes of your time. This will also be digitally audio recorded for transcription purposes. The recording will be stored in a password protected computer following the interview.

If you are happy with the above, kindly allow me to proceed with the interview.

1. How long have you worked as an Education Standards Officer?
2. Have you attended any kind of training on the teaching of integrated Social Studies subject? Give details
3. How often do you visit primary and secondary schools to check how Social Studies subject is being implemented by teachers?
4. Do you think heads of departments in primary and secondary schools are better placed to monitor how Social Studies subject is being taught?
5. Whenever you visit at a given school how do you examine the teachers' classroom practice?

   Probe on teaching methods, teaching aids, availability of teaching and learning materials, lesson plans and observation of teaching
6. How do you communicate your findings after monitoring a given school?

   Probe on the kind of feedback offered. Is it a verbal feedback, written, or both?

7. Do you return to the school to follow up on the recommendations on the monitoring report?
8. Do you offer teachers time to discuss with you the challenges they face in teaching Social Studies?
9. Given a choice, would both primary and secondary school teachers opt for more or less monitoring? Kindly explain.
10. How do you think monitoring enhances the following aspects of subject teaching:
    a. Selection of learning materials,
    b. Use of teaching and learning resources
    c. Choice of teaching and learning methods
    d. Teacher availability for lesson delivery
11. How helpful to teachers is the monitoring that you conduct in primary and secondary schools in view of teaching of integrated Social Studies?
12. What strategies do you think should be adopted in order to enhance the teaching of integrated Social Studies in primary and secondary schools?