A STUDY OF THE METHODS USED BY TEACHERS IN TEACHING SOCIAL STUDIES IN PRIMARY SCHOOLS IN KITALE MUNICIPALITY IN TRANS-NZOIA DISTRICT.

A PROJECT SUBMITTED TO THE FACULTY OF EDUCATION IN KENYATTA UNIVERSITY.

IN PARTIAL FULFILMENT OF MASTER OF EDUCATION.

BY

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DECLARATION

This project report is my original work and has not been presented for a degree in any other University.

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This project report has been submitted for examination with my approval as University Supervisor.

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1987
DEDICATION

TO: TATA
   na
   MAMA

WHO I OWE

ALOT IN LIFE
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CHAPTER I

1 STATEMENT OF THE PROBLEM

1:1 INTRODUCTION

Since attaining her independence in 1963, Kenya has been confronted with the problem of providing education that is relevant and meaningful to her citizens. This is why Kenya's educational system has been undergoing change to suit the people's needs and aspirations.


In all these reports there is concern for the teaching of social studies.
The integrated approach of teaching social studies has been recommended from time to time and this is clearly stated in the Bessey Commission (1972). In its study for the curriculum development in Kenya, the commission made a recommendation regarding social studies as follows:

History and Geography courses for these children should be combined and given three (3) double periods on the time table as social studies.1

After the Mombasa conference (1968), Kenya embarked on social studies programme by establishing a panel in the Kenya Institute of Education. From 1971 to 1974 social studies programme was piloted in the twenty six primary schools throughout the country. Though this failed the interdisciplinary approach under the name Geography, History and Civics a combined course (G.H.C) was finally implemented in primary schools and primary Teacher's Colleges in 1986.

Having been introduced as an integrated or interdisciplinary approach recently, the concern was to find out how the subject is taught in primary schools especially the lower primary classes.
1.2 BACKGROUND OF THE PROBLEM

Social studies in Africa and Kenya in particular can be traced to the African traditional societies.

Ogula (1984) reported in Moya (1985) says that the purpose of social studies in traditional societies:

- was to prepare young people broadly for adult roles in society and enable them to live as useful members of their society.
- It was an important means of inducting new members into society. More importantly it contributed to good citizenship, civic responsibility and human relationship.

Social studies as taught in the traditional society was phased out by the colonialis who introduced formal education. Moya (1985) shows this clearly when he states:

- again formal education being introduced reluctantly by the colonialis and missionaries so was the nature of social studies ushered in. Social studies objectives and stress were shifted from moral training and perpetuation of the cultural heritage which African societies regarded as major goals of education. The ligature to this subject now rested with history as a key subject in the primary school curriculum.
In 1940's and 1950's, Moya (1985) says that attempts were made towards integration and this was referred to as General studies. After attaining her independence in 1963, Kenya saw the need for change and this led to the setting up of Education Commission headed by Professor Ominde in 1964. The commission recommended among others, the revision of Geography, History and civics syllabuses.

The change was effected, but it still carried the colonial hangover of teaching Geography and History of Europe and the European activities in Africa. However, in 1967, History and Geography syllabuses introduced the study of local areas in detail.

This was the state of social studies in Kenya, but in the rest of the world especially America and later Western Europe alot had been done concerning the subject by 1967. Some of the activities outside Kenya related to social studies are worth mentioning as they affected what trend Kenya had to take as far as social studies was concerned.
In 1961 a conference was held in Princeton where education in Africa was discussed in general leading to a number of follow-up activities such as the Oxford conference in 1967.

The Oxford Conference was held in 1967 to explore the needs and priorities in curriculum development of African countries represented and to consider how Education Development Centre (EDC) and Center for Curriculum and Education Development Overseas (CREDO) might jointly or singly assist in meeting them.

The conference saw the need of giving attention to the development of social studies in primary schools.

The following resolutions were made at the conference:

a) that arrangement should be made for the distribution of information about the existing state of curriculum development in the field of social studies.
b) that EDC and CREDO should convene within the next year, a conference of social scientists and educators from Africa, Britain and U.S.A.  

This meeting that the Oxford conference was calling for, was hoped to discuss on the primary social studies. They were to look at the existing social studies subjects taught in schools so as to discuss the best approach to the subjects.

One of the major results of the Oxford Conference of 1967 was the Mombasa conference held in September 1968. The conference examined the existing social studies curriculum and all the participants agreed that:

"a new approach would demand the eventual integration of the traditional subjects - civics, History, Geography - to which must be added elements of anthropology, Economics and sociology". 

The participants argued that the children look at the world as a whole without compartments of History, civics and Geography, and at the same time that specialization of subject was unnecessary.
More importantly they argued that the integrated approach was wide in outlook and scope in both its content, objectives and methodology. The approach also starts from the local environment of the child thus is in line with the learning theory of starting from known to unknown.

In Kenya plans were underway to introduce integrated social studies as early as 1970. By 1971 social studies was started in standard one (1) in twenty six (26) pilot schools all over the country. It was hoped that the integrated social studies would be piloted upto standard seven (7) but unfortunately this failed in 1974. Several reasons are given for this failure:

a) conservative teacher attitude
b) unnecessary transfer of teachers from pilot schools to non-pilot schools.
c) Lack of social studies personnel at K.I.E.
d) Negative attitudes from pupils

In 1972, the Bessey commission recommended that Geography and History be combined and taught under
social studies. This certainly hindered development towards integrated approach, as all the commission was calling for was the combination of the existing subjects, and not an approach to social studies that is wide in outlook and scope.

In 1976, the National Committee on Educational Objectives and policies (Gachathi Report) in the recommendation No. 104:4 added more weight to the integrated approach.

The argument was that schools be integrated more closely with the systems of values and other useful traditional practices found in the communities in which they are located so that the adaptability of the Nation, especially the youth, will be guided and enhanced new and changing circumstances.

In 1979, the Primary Education programme (PEP) was started and the subject panel was asked to prepare social studies programme. The team critically examined the recommendations of the Gachathi Report (NCEOP) 1976, and the existing
syllabi in Geography, History and civics

and resolved to introduce social studies as an interdisciplinary field of study. A syllabus for lower primary (Standard 1 to 11) was prepared.

In February and March 1981, social studies workshops were organised at K.I.E. to prepare a Draft Teachers Guide for Lower primary classes. In the same year, the trialling of social studies course materials in forty nine (49) or fifty (50) pilot schools started.

By November 1985, the social studies curriculum for standard one to eight as well as Teacher’s colleges was ready.

Contrary to the process of implementing any curricula change, piloting stopped and by January 1986, social studies which by now was officially known as Geography, History and Civics a combined course (G.H.C.) was introduced in all the classes in primary schools, and by May of the same year it was introduced to all First Year students in Primary Teacher's colleges.
It should be noted that the social studies in the Kenyan primary schools is an interdisciplinary approach as opposed to full integration, though there is clear integration in the lower primary (Standards 1-3) syllabus.

Social studies has a number of objectives, among them, is to develop children as responsible members of the society. At the same time when the world is yearning for peace it is hoped that lasting results will be found in social studies.

Casals (1970). Lamented over knowing a lot to do with modern technology which is destroying mankind because man fails to see that he has a responsibility to his fellow brother. In deploring lack of peace and understanding he said:

What amazing progress in science, industry, the exploration of space, and yet hunger, corruption, social conflict and tyranny, still torment the world. We continue to act like Barbarians ---- We arm against them --- and they arm against us. I deplore to have to live at a time when man's law is to kill, when shall we become civilized and accustomed to the fact that we are human beings ---- we are all leaves of a tree and the tree is humanity.

In emphasizing the importance of social studies Akintola (1975), in talking about "Realistic Education Through social studies" to participants of an ASSP conference said:
the aims of education should be to create not so much specialists as people who know how to live responsibly in society. So far many people have been educated almost exclusively for their jobs, they have rarely been educated for life, or as responsible human beings.

The background of the problem clearly shows the progress of social studies subject in Kenya. The objectives of the subject will only be achieved through the introduction of appropriate teaching methods or approach to teaching.

Since Kenya has adopted the integrated approach for lower primary this calls for a number of questions that the study tried to answer. Are the teachers conversant with the methods of teaching integrated social studies? What is their understanding of integrated social studies? Are the necessary resources and facilities for teaching integrated social studies available? These questions and many others were examined in the study described below.

1.3 PROBLEM STATEMENT.

The study was aware of the progress of social studies subject to date since its introduction in Kenya. There have been challenges and problems that
teachers and curriculum developers have encountered in the process of developing and implementing the social studies course.

This study attempted to look at the methods used by the social studies teachers in lower primary classes in primary schools in Kitale Municipality.

The research specifically addressed itself to a number of questions and objectives.

1:4 BASIC QUESTIONS

This research sought to answer the following questions concerning the methods of teaching social studies in the primary schools in Kitale Municipality.

1:4:1. What are the general approaches used by teachers in teaching integrated social studies in primary schools?

1:4:2. What teaching and learning facilities and resources are available and how appropriate are they?

1:4:3. What is the general preparedness of the teachers in handling social studies?

1:4:4. Is it true that certain factors hinder teachers from using some methods of
teaching social studies.

1:5 OBJECTIVES OF THE STUDY

The study was actually carried out with the following objectives in mind:

1:5:1. To identify the methods that teachers use in the actual classroom teaching.

1:5:2. To determine the resources and facilities available.

1:5:2:1 To find out how appropriate and adequate the available resources are.

1:5:3. To find out the extent to which teachers are academically and professionally prepared for the effective teaching of social studies as an integrated approach.

1:5:3:1. To find out the academic qualification of social studies teachers.

1:5:3:2. To find out the number of trained teachers teaching social studies and those who have attended in-service course(s) related to the teaching of the subject.
1:5:4 To identify factors that hinder the use of some of the methods of teaching social studies as an integrated subject.

1:6 THE SIGNIFICANCE OF THE STUDY.

Social studies is of great relevance to actual life situation. This is clearly shown by the remarks made by Gachathi (1975), the then permanent secretary in the Ministry of Education. In his opening speech in an ASSP conference he said:

this social studies is particularly a sensitive area of learning in that it touches on the political philosophies as well as social and economic organisation of our respective countries.16

Adewole (1977), the then Executive Secretary of ASSP also stressed on the relevance of social studies to participants of the ASSP conference. He said:

Our social studies education should set up for us new concepts of growth, development and progress. 17

Realising the importance of the subject the researcher was prompted to see whether teachers were versed in so far as the teaching of the subject is concerned. As a result of this study it was hoped:
(a) that educators, curriculum planners, teachers, parents and pupils would benefit from the findings of this study. The research provided an opportunity for the teachers to give their views regarding social studies. This feedback serves as an indicator of the teachers educational and professional readiness, in terms of the methodology at this time when the subject has been introduced in the primary schools after a year.

(b) that the curriculum planners and developers, particularly the KIE social studies personnel section, would get up-to-date information on the methods that teachers use and any problems that they encounter. The findings thus established may be used for diagnostic and remedial purposes as a way of formative evaluation after the implementation of the programme. Specifically, the information obtained from the study would provide the basis for discussions or considerations about the next steps that need to be taken to improve social studies programme in Kenya.
(c) that the inspectorate section and the Ministry of Education Science and Technology would arrange to in-service the teachers after realising that there is need for the teachers to be conversant with the methods of teaching integrated social studies. From the findings of the study, there would also be need for provision of resources and facilities or teach teachers on how to use the environment as a resource and how to improvise others for effective teaching of social studies. All these would be clear from the suggestions and recommendations made after this study and one hopes that they will be taken seriously in order to improve the teaching of the subject.

(d) that the study will sensitise many educators and students of social studies to undertake research so as to highlight any problems and loopholes in the social studies programme, to serve as a feedback for more improvement. To this effect, the researcher has recommended areas which need further research in the current programme (See chapter v).
1:7 THE SCOPE OF THE STUDY

The study focused on the methods of teaching social studies in twelve primary schools in Kitale Municipality. The research subjects comprised the entire population of social studies teachers for standards 1, 2 and 3.

The twelve schools are within an urban setting, but it should be noted that out of these schools six of them can be compared to any school in the rural areas if not worse. These six schools are new and one is upto standard 3, and caters for only Turkana children who are settled in one slum area in Kitale town. The other three schools are upto standard IV, V, and VI respectively.

This is a blessing to the research in that though the schools can be said to be in an urban setting, the findings can be generalised to rural schools. The teachers responded to a questionnaire and an interview schedule, and actual classroom observation was carried out by the researcher.

1:8 LIMITATIONS OF THE STUDY

The study is a survey of the methods of teaching social studies and as such findings cannot be stated as being significant or non significant.
The scope is limited to a small geographical area, only twelve primary schools that are run by the Kitale Municipal Council. These were all the schools under the council during the time of selecting the schools, so the researcher decided to use teachers of social studies in all these schools, but during data collection the researcher realised that two more primary schools had been added, and it was too late to include them.

Time and funds available contributed to the selection of a small sample of thirty six (36) social studies teachers, three from each school. (Method of selection is explained in Chapter III).
1:9 DEFINITION OF KEY TERMS USED.

GHC: This is a combination of Geography, History and Civics (C.H.C.) into one course or subject. The name Geography, History and Civics (G.H.C.) a combined course was adopted in Kenya Primary schools instead of social studies.

SOCIAL STUDIES: This is the study of man in the society both in the present and in the past his relationships with his total environment, in all its aspects, social, physical and cultural. This definition is advanced by many social scientists among them Prof. Ayot, and it is in line with what K.I.E. and its curriculum experts have to say on the definition of the subject.
NOTES


3. Ibid; P.6

4. Ibid; P. 7

5. Omindie S.H;


6. ASSP;


7. EDC and CREDO;

8. Ibid; P. 5

9. Ibid P.6

10. K.I.E; Primary Teacher Education Draft Teaching Guide for Geography, History and Civics (A combined course) 1986, P IV.


16. Ibid; P.11


CHAPTER II
PREVIEW OF RELATED LITERATURE.

2:1 INTRODUCTION.

The study depended on recent researches in Kenya and abroad on the methods of teaching social studies. The literature reviewed clarified the problem further, and this was done in sections as follows:

a) Types of subject organization
b) Methods of teaching social studies.
c) Resources and facilities
d) Problems incurred in teaching using these methods.
e) Summary

2:2 TYPES OF SUBJECT ORGANIZATION

To understand the methods of teaching social studies one has to be conservant with ways of organizing the subject.
Social scientists have given three ways in which social studies can be organised. Lucan (1981) in writing on "Social Studies as an integrated subject" gave the three approaches as follows:

a) Integration while preserving Discipline identification.
b) Integration through social science concepts and generalizations.
c) Integration through unification.¹

These three approaches can be clarified by explaining what each entails.

In integration while preserving discipline identification, the various social science subjects are taught separately. The topic is kept in focus as knowledge is drawn from all the area. The main stress here should be coordination between the subjects which in effect is false and superficial.²

The separate subject approach while preserving discipline identification was rejected by the
participants of the Mombasa Conference, 1968, on the grounds of:

a) being narrow in its outlook
b) presenting knowledge in part rather than in whole.
c) bringing unnecessary socialization, and
d) being rigid due to requirements of the syllabuses.  

This rigidity due to requirements of the syllabuses stifles creativity from students because they are forced to accept knowledge without questioning its validity.  

Makinde (1979), says that the traditional subjects taught in Nigeria were History, Geography, civics and abit of Religion, before the integrated social studies programme and he criticises the approach for being narrow in outlook and limited in aim and scope. He contends that it is too rigid in method and does not allow for any interdisciplinary
approach. He also argues that primary specialization is unnecessary. 5

It should be noted here that G.M.C. syllabus (Geography, History and civics a combined course) for standard 4-8 in Kenya, follows the separate subject approach. The reason why this was done was not to lose or dilute content for each discipline 6.

Certainly if the content is in separate subjects, then there are specific methods for teaching it. That is to say, the methods of the separate subjects approach are not the same as those of another approach.

The second approach calls for integration through social science concepts and generalizations or interdisciplinary or Multidisciplinary studies, where concepts, paradigm and methods from traditional subjects are used. 7

This approach draws freely upon concepts and generalizations represented by the various academic disciplines with regard to maintaining each discipline's identity. In this case the "structure
of knowledge" represented by each of the academic disciplines is not maintained. This leads to a new course. Actually this approach falls mid-way between separate subjects and integrated approach.8

The stress on this approach is the inquiry methods. This shows the difference in methods with the separate subjects approach.

In Kenya the practice has been to use methods for separate subjects, but since the introduction of social studies (G.H.C) there has been a shift to inquiry methods. The question is whether or not the teachers use the inquiry approach and if not why? As already stated elsewhere each approach requires use of certain methods, which to some degree might be similar with those of certain approaches, but obviously are different in one way or another.

The third approach is integration through unification or simply the integrated approach. This is the most complete form of integration, leading to the emergence of an entirely new discipline. Lucan (1981) says that social studies would then:

become a new discipline with its own scientific methods, procedures, conceptual framework and knowledge. 9
In the words of Makinde (1979), an integrated social studies programme will be able to incorporate knowledge and inspiration from all realms of learning.

This means that the programme will draw materials, methods and inspiration of history, geography, social anthropology, political science, and many other social sciences. Programmes developed in these lines demand that instruction be organized round important questions, topics or social problems.

The Mombasa conference (1968) advocated for an integrated approach for social studies programme because it:

a) begins from known to unknown
b) stresses the importance of the pupil's environment
c) helps break artificial barriers existing between geography, history, civics, and other social sciences.
d) tries to give general education.

Ayot (1986) concluded in his book *Understanding Social Studies*, that the integrated approach is necessary if we have to understand history as this will draw knowledge from economics, sociology and other social science subjects.

This shows a distinction in approaches to social studies programme and apparently Kenya has adopted the integrated approach for lower primary (Standard 1, 2 and 3).
Obviously this calls for the training of teachers in methods of teaching social studies since the stress is on scientific or inquiry methods. Teachers need to be conversant with the methods to be able to teach integrated social studies in lower primary.

2.3 METHODS OF TEACHING INTEGRATED SOCIAL STUDIES

The main purpose of the study was to look at the methods used in teaching integrated social studies in lower primary (Standard 1, 2 and 3).

For any subject to be implemented there has to be methods for doing this. Kenya Institute of Education (K.I.E.) has recommended a number of methods for teaching social studies. The methods can be used at any level of the primary school, as long as the teacher takes into consideration the ability and learning style of the learners, among others. At the lower level, the methods are to be used in a simple way and not as complex as is the case with the higher levels.

Some of the recommended methods are:

a) Inquiry approach
b) Field trips
c) Use of resource people
d) Projects
e) Simulation
f) Question and answer
g) Discussion
h) Dramatization or Role-play
i) Story-telling
j) Imaginary visits
k) Sample studies.

These methods are not to be used in every single lesson, but rather the teacher should choose the most appropriate methods in line with the topic and the pupils. Ayot (1986) makes this clear by giving a guide on how a teacher should choose methods to use in any one single lesson. These are the criteria to be used:

a) the nature of the subject being studied and the specific topics being handled
b) the needs and interests of individuals or groups of learners.
c) the experiences teachers and learners bring into the learning environment
d) individual differences among learners
e) the qualifications and experiences of teachers
f) the environment in which learning takes place including facilities, teaching resources and aids available.

KIE goes further to explain how teachers should make use of the methods. In the inquiry approach for instance, pupils should be led to discover with the teacher as a facilitator. Learners at the lower level of primary can be led to explore their environment and freely led to discuss it. The children should not be discouraged by embarrassing them or not being provided with the learning opportunity. On the
other hand, the teacher can lead pupils to a site where they can learn. This applies to the field trips.

As for the resource person the teacher should identify one and either invite him or her to come and speak to the children or display exhibits, if he or she practices some traditional art. Alternatively the teacher can arrange to take the pupils to the home or place of work of the resource person.

All the methods can be used to the level of the children. In simulation for instance, children in standard I can simulate a family or a homestead. The question is whether these methods are being used by social studies teachers.

Moya (1985), found out that teachers still use the methods recommended for the traditional subjects, namely; history and geography. When methods were ranked Moya found out that;

Discussion, questioning, story-telling and explanation, visits and drama appear in that order --- the only stress was on visits, of course geared to the use of the learners environment as a resource to be tapped. 16

This clearly shows that the teachers were only using the methods used for teaching traditional subjects, whereas Kang'ata (1986) concluded that;
there are distinct differences between methods that practising teachers obtained from their pre-service and the in-service training. Those teachers that have gone through in-service courses have received information on such methods as interviews, inquiry, fieldwork, discovery, use of questionnaires and project work, some of which may not have been mentioned or emphasised during the pre-service training.\textsuperscript{17}

The methods of teaching social studies have been discussed by various social scientists. Ayot (1986) says:

Social studies is an inquiry approach, that is, the work involves the child in finding out, in questioning, in analysing information, in coming to conclusions ----- It is no longer useful to aim at cramming young children with facts, rather we should try to give them life-long skills of inquiry. Facts are easily forgotten, but skills are not. The emphasis in social studies is on the child doing, on developing skills.\textsuperscript{18}

Methods of teaching social studies have also been categorised as follows:

a) Presentation methods  
b) Construction methods  
c) Creative activity methods  
d) Dramatization methods  
e) Discussion methods  
f) Simulation methods  
g) Questioning methods  
h) Problem-solving methods.\textsuperscript{19}
These methods are in line with those stipulated by the Nigeria Educational Research Council and the ASSP.

This shows that there is a set of methods for teaching social studies that are different from those for teaching traditional subjects like geography, history and civics.

Adewole (1981) concludes that:

- the old teaching method was essentially expository and cognitive in type.
- It did not encourage pupils in the classroom to have adequate information to touch, feel, smell, build, dismantle, analyse and synthesize for developing creative ideas, skills and to take decisions.
- Classroom work must be largely or even entirely child-centred to cater for individual differences and to replace the traditional teacher-centred approach.

He called this the progressive method, based on the idea of learning by discovery, critical-thinking, group work, creative activities, direct experience and integration. This was to change the function and role of the teacher in the classroom to that of a facilitator.
The question of whether teachers are using the methods of integrated social studies, becomes paramount, especially when Morrissett and associates (1980) found out that social studies is generally characterised by lack of learning experiences and attention to the implications of educational research. 22

Realising the importance of social studies, then more should be done in the area of methods so as to achieve the goals. Joyce (1963) contends that methods are vehicles used to help the learner move in a direction of established goals. He says that methods are a means to an end. 23 To achieve the social studies goals, Darrow (1964) advocates among others,

- Use of field trips,
- Examination of authentic objects and original papers, interviewing people, analysing graphic materials, reading, recording what they have learned, construction, dramatization and discussion. 24

Similarly, the Mombasa Conference (1968) agreed that in fulfilling the objectives "the primary schools should give the children opportunities to live creatively with enjoyment of work and of leisure" --- The participants also advocated the new approach stemming from the children's natural point of interest. 25
Merryfield (1985) found out that teachers of both integrated social studies and Geography, History and Civics as separate subjects, taught in the same format. But, She also found out that teachers of social studies taught "thinking skills" where children were asked to synthesize information and make decisions.

All the views on methods of teaching social studies clearly shows the difference in approaches of teaching integrated social studies and the separate subjects. The views certainly agree so far as methods of teaching social studies are concerned, and this shows that once the integrated social studies is introduced, teachers need to be trained and in-serviced on the methods to use. These methods as noted elsewhere will serve as a means of achieving the goals.

Methods depend on a number of factors like resources and facilities so as to be effectively used. The next two sections looks at literature on resources and facilities and problems that might hinder teachers from using the methods.
2: 4 RESOURCES AND FACILITIES

For methods to be used effectively there is a need for resources and facilities. The resources include books, maps, atlases, Resource people, films, photographs etc. Facilities on the other hand refer to classrooms, tables, desks and so on.

All these are necessary if teaching and learning has to take place. Though teachers might be aware of the methods of teaching social studies they might lack necessary resources and facilities.

Kenya Institute of Education has recommended various resources as follows:

a) Reference textbooks
b) Videotapes
c) Newspapers, magazines
d) Photographs, pictures
e) Maps, diagrams
f) Artfacts and historical sites

All these resources are to be used depending on the method to be used, the level and ability of the learners, their learning style and of course the learning environment.

There are resources that offer content and those that present content. Audio recordings, charts, graphs and cultural events and displays etc., offer content, whereas Television, Radio, Chalkboard etc. present the content.
Some of the resources are available in the local community as Merryfield (1985) found out that the social studies teachers consistently used the immediate environment as resources. However, she concluded that at the lower primary level, resource materials need to be developed specific to locations, Divisions and Districts. She observed that both in-service education and access to teaching materials are necessary to the success of social studies in primary schools. 29.

Makinde (1979) says that the new social studies encourages improvisation of teaching aids from the local materials. Since social studies starts its teaching with the Home and local environment, the materials to teach and the visual aids that go along with those materials will have come directly from the locality. 30

The question is whether the facilities and resources necessary for the use of recommended methods of teaching integrated social studies are available. If not, are teachers improvising and using the environment? Moya (1985), noted that teachers depended on textbooks which he says is "typical of the schools system and teachers". 31
When it comes to the supply of books one wonders whether they are sufficient, since Lijembe (1983) found out that the supply of resources was poor. Makumba (1983), on the other hand, found out that school books, teaching and learning materials, and the special rooms that would be constructed in every school for social studies were all "castles in the air". This means that the schools lacked both the resources and facilities necessary for social studies programme. Now does this affect the use of the various methods? It does since a number of methods require facilities and resources.

In the next section we look at some of the problems teachers might incur in teaching using recommended methods for teaching social studies.

2.5 PROBLEMS INCURRED IN TEACHING USING THE RECOMMENDED METHODS

As noted in the preceding section, methods of teaching social studies require a number of facilities and resources for them to be effectively applied. Social studies teachers in the country have to be prepared to teach the subject and given the necessary guidance as far as resources required are concerned.
Makumba (1983) recommended that teachers teaching social studies should be exposed to new methods through pre-service and in-service, as no training is given to teachers in this area. In this respect Merryfield (1985) pointed out the need to have primary teacher college tutors, inspectors and education officers involved in social studies programme so that they will be knowledgeable and supportive of teachers efforts.

This calls for an answer to whether teachers are trained both in pre-service and inservice on how to teach social studies. This will be a problem if they are not trained on how to use the methods as Kang'ata (1986) says that teachers trained to teach separate subjects (Geography, History and Civics) are not fit to teach the combined course. She continues to say that these teachers need in-service education to be able to handle social studies as a combined course.

Another problem that teachers of social studies might face is lack of support from the educational and administrative authorities, and
the government. Shiundu (1980) found out that these people had negative attitudes towards social studies subjects. He noted other problems as being inadequate time and lack of textbooks and other learning resources materials. 37

Time has been singled out as a major problem by a number of researchers, among them , Kabau (1983) and Kang’ata (1986). Kabau (1983) argued that due to the problems teachers of social studies face, they develop a negative attitude to the subject. Other problems he noted were shortage of relevant instructional materials, difficult language used in some of the recommended instructional materials for lower primary pupils and lack of enough time. 38

The problems cited in this section might hinder the teaching of social studies and especially the methods of teaching the subject. The question is whether teachers are unable to use the recommended methods due to a number of problems they encounter, or because they are not aware of how to handle the subject. As it is, the problems
encountered affect the choice of methods that teachers use. Lack of time for instance, calls for use of lecture method.

2.6 SUMMARY

The researcher reviewed the available related literature both in Kenya and outside the country. This literature revealed the methods of teaching integrated social studies and the necessary resources and facilities. The problem of the study was clarified further through the researches reviewed.

The researches conducted in the country none of them was carried out when the subject was introduced as an integrated course. That means all the researches were conducted prior to the implementation of social studies in the primary schools. Those that touched on the integrated course were conducted during the trialling stage.

It is also worthy noting that the researchers' aims and objectives were to satisfy their own ends and therefore not directly related to the current study.
The study carried was on the methods used in teaching integrated social studies after one year of implementation in the primary schools and in particular lower primary (standard 1, 2, and 3). The assumption was that social studies teachers were still using methods of teaching the separate subjects namely, Geography, History and Civics.
NOTES


2. Maranga J. Curriculum Development in Social Studies, (Manuscript) P. 50

3. EDC and CREDO; Report of a conference of African Educators on Social Studies, Mombasa, Kenya August 1968 P. 34.


18. Ayot H.O.; Social Studies for Lower Primary Teachers, Nairobi, 1986, p. 2-3


25. EDC and CREDO; Op. Cit. P. 8, 32;


32. Lijembe Z.A. "leading problems of Teaching the traditional social studies programme in Primary schools in Kakamega as conceived by Teachers", M.Ed.(PTE) Project, University of Nairobi 1983, P. 87.
33. Makumba P.; "The Degree of preparedness of the Kenyan Primary schools in Kakamega District to receive and implement the New Social Studies Programme". M.ED(PTE) Project, University of Nairobi, 1983. P. 80.

34. Ibid.,


CHAPTER III

METHODOLOGY

3:1 INTRODUCTION

The foundation of this study has been laid down in the preceding chapters. Chapter one looked at the background of the problem, whereas chapter two covered the literature related to the problem. From the two chapters it is clear that the study was a survey of the methods of teaching social studies used by teachers in primary schools in Kitale municipality.

The sample size and tools chosen were largely due to two main justifications:

a) The time available for research was short and therefore the sample size couldn't be large. Added to that, all the respondents could not be interviewed as this requires more time both in collection and data analysis.

b) Due to limited finances it was not possible to cover a large population taking into account that one needs funds to cover all the schools and the respondents.
3:2 SAMPLE

The research was carried out in the twelve primary schools under the Kitale Municipal Council (The list of the schools appears in Appendix VII).

Social studies teachers from standard one, two and three participated. In schools with a single stream all the three teachers were taken as respondents, but in case of double or treble streams, the teachers were randomly selected by blind folding using the picking method. The teachers were asked to pick papers prepared by the researcher and one who got a "yes" was to participate. This was done to allow each of the teachers a chance to take part as Kerlinger (1973) says.

Random sampling is that method of drawing a sample of population of universe so that all possible samples of fixed size \( n \) have the sample probability of being selected. A sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member.1

The total number of respondents (teachers) was thirty six (36) and all of them responded to a questionnaire. Out of the population sample (36), twelve (12) of them were interviewed and their classes were observed during actual classroom
teaching. The teachers that were interviewed had to be selected keeping the three classes (standard 1, 2 and 3) in mind. This meant that four standard 1s, 2s, and 3s teachers had to be interviewed and their classes observed, respectively.

The interview and observation was used to counter-check data collected using the questionnaire.

3:3 TOOLS

Three types of instruments namely; questionnaire observation and interview schedule were used in collecting data.

3:3:1 REVIEW AND DEVELOPMENT OF THE RESEARCH INSTRUMENTS

Prior to designing the questionnaire, the interview and observation schedule, various research instruments were examined to determine which could be used in this study. None of the tools were found appropriate for this study and therefore it was necessary to prepare specific ones for this study. In this respect, particular reference was made to instruments by John Shiundu (1980), Julian, C. Stanley and

At the initial stage, the instruments comprised a large number of items which were eventually reduced to appropriate size after confering with experts, like the lecturers in this area.

3:3:2 QUESTIONNAIRE

The questionnaire was found appropriate to enable respondents to give private and confidential information as well as express their honest views on social studies. This is so since a study of this nature had to rely on peoples' views expressed individually.

During the development of the questionnaire both the validity and reliability had to be checked. To validate the content the researcher consulted the experts in the area of social studies like Dr. Maranga, Ocheing — Moya and other lecturers. This was to ensure that no irrelevant item was included in the questionnaire. All the items
included were relevant and as such they were to test the content of the research.

To ensure reliability of the questionnaire, the researcher picked twenty (20) persons conservant with the methods of teaching social studies and gave each a questionnaire to fill. A total of the correct answers was recorded.

After two weeks the same people were given a new set of the same questionnaire and the total again was worked out. It was found that the correlation between the two measures was high. This made the questionnaire to be a reliable tool to be used since the results from the two (Test-retest method) were consistent.

After ensuring that the questionnaire is fully developed, a pilot study was carried out using twenty (20) primary social studies teachers, and from the findings further modification and improvement of the questionnaire was done.
Both open and closed ended items were included to allow respondents to be as honest as possible and to express themselves clearly, so as to clarify issues related to social studies tackled in all the sections of the questionnaire. To ensure that honest responses were obtained, the respondents were not supposed to write their names in the questionnaire.

The questionnaire was divided into sections.

a) Background information of the respondents
b) Resources and facilities
c) Methods of teaching social studies and
d) General part.

(A copy of the questionnaire appears in Appendix I)

3:3:3: INTERVIEW

The interview was developed in line with the objectives of the study so as to counter-check the information collected through the questionnaire. Interview questions posed related to those covered in the questionnaire.
Only twelve (12) teachers out of the thirty six (36) who responded to the questionnaire were interviewed. Random sampling was used keeping in mind that out of the twelve schools, one teacher from each school had to be interviewed. The standard 1, 2 and 3 were also considered so that four teachers from each class had to be interviewed respectively. (Questions can be found in Appendix II)

3:3:4 OBSERVATION

This was observation of actual classroom teaching. Like the interview, the observation was to give more information as well as check data collected through the questionnaire.

Twelve classes (12) out of thirty six (36) classes as represented by the number of respondents (teachers) were observed.

Observation items related to those covered by the questionnaire and the interview. (Observation schedule is in Appendix III)
3:4 ADMINISTRATION OF TOOLS

Research permit was obtained from the office of the President, after which the researcher wrote letters to the Heads of the twelve primary schools and the Kitale Municipal Council Education Officer. The letters informed them of the research to be carried out and the possible dates. (Copies of the letters, and the research permit appear in Appendices IV, V and VI, respectively).

The questionnaire was given to the respondents by the researcher and the duly filled questionnaires were collected from them after two days. The respondents handed the questionnaires (filled ones) to the researcher in person so as to check any areas that had not been completed well.

The interview and observation was done by the researcher herself as she visited the various schools. Teachers had to be informed of the visit to their classes so that the
researcher could be able to arrange when to see each teacher. This meant that the researcher had to visit a school and arrange when she could see the lesson to avoid any inconveniences both to the pupils, teachers and the researcher.
NOTES


2. Shiundu J.; "The status of social studies in primary Education in Kenya: Implications for the integrated social studies programme". M.ED(PTE) project, University of Nairobi, 1980 P. 141-158.


CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4:1 INTRODUCTION

As stated in Chapter 1, the questions this study sought to answer are:

a) What are the general approaches used by teachers in teaching integrated social studies in primary schools?
b) What teaching and learning facilities and resources are available and how appropriate are they?
c) What is the general preparedness of the teachers in handling social studies?
d) Is it true that certain factors hinder teachers from using some methods of teaching social studies?

In order to answer the above questions a questionnaire, interview and observation schedule were developed in order to assist in data collection. The responses obtained from both the questionnaire, interview and observation schedule were analysed to provide information to answer
the research questions that the researcher had raised.

In this chapter the researcher sought to analyse and discuss the results related to the research questions separately. The findings from both the questionnaire, interview and observation are put together, where they give similar information.

In the analysis of data, both discussion, tables and percentages are used.

4.2 PREPAREDNESS OF SOCIAL STUDIES TEACHERS

4.2.1 GENERAL COMMENTS ON THE SUBJECTS

Table 1 and 2 indicate the sex and age composition of the teachers who participated in the study. Table 1 shows that the highest proportion (83.3%) of the teachers were females. Only 16.7% of the participants were males. Table 2, reveals that the majority (91.6%) of the teachers were in the age range between 20-30 (44.4%) and 31-40 (47.2%) years, while a much smaller proportion (8.4%) was over 41 years,
but none was above 45 years.

This information shows that majority of the participants were in their prime life. This is satisfying in that none of these teachers are nearing retirement age, and as such they can be used to teach the new social studies programme for a number of years until it is deeply rooted. Discussion with the teachers revealed that female teachers were suited in teaching the lower primary grade levels than the males. This was also found to be the case by Kabau (1983). The other fact, revealed through personal observation is that there were more female teachers in town schools than males. This could be as a result of most women joining their husbands who already have jobs in such urban areas. This explains the dominance of female teachers in this study.

**TABLE 1: SEX OF SOCIAL STUDIES TEACHERS**

<table>
<thead>
<tr>
<th>SEX</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>M</td>
<td>06</td>
<td>16.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 2: AGE OF SOCIAL STUDIES TEACHERS

<table>
<thead>
<tr>
<th>AGE IN YEARS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>16</td>
<td>44.4</td>
</tr>
<tr>
<td>31-40</td>
<td>17</td>
<td>47.2</td>
</tr>
<tr>
<td>41-45</td>
<td>03</td>
<td>8.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

4:2:2 ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF SOCIAL STUDIES TEACHERS.

The information contained in Tables 3 and 4 represents the academic and professional qualifications of the social studies teachers. Table 3 reveals that more than three quarters (86.1%) of the teachers had successfully completed four years of secondary education (EACE/KCE). Only a small proportion (8.3%) of the teachers had got the Kenya Advanced Certificate of Education (KACE) and 2.8% of the teachers had completed KCPE (CPE) and KJSE respectively. The teachers' professional qualifications are shown in Table 4. It was clearly shown that the majority (64.4%) of the teachers were Pls, less than a third (19.4%) were P2s, and
5.6% of them were P3s and untrained teachers (UTS) respectively. There were no P4s and any other professional training.

Through discussions with teachers it was revealed that the Kitale Municipal Council tries as much as possible to have trained teachers and especially for Lower Primary classes, which are considered vital in laying the educational foundation of the children.

Through personal observations, the teachers (94.4%) that were trained are well armed to teach in primary schools. The problem that arises is that these teachers have not been prepared on how to teach integrated social studies. Certainly the teachers are of a high academic and professional calibre, but not as far as the teaching of integrated social studies is concerned.
### TABLE 3: HIGHEST ACADEMIC QUALIFICATION OBTAINED BY THE SOCIAL STUDIES TEACHERS.

<table>
<thead>
<tr>
<th>ACADEMIC QUALIFICATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPE/KCPE</td>
<td>01</td>
<td>2.5</td>
</tr>
<tr>
<td>KJSE</td>
<td>01</td>
<td>2.8</td>
</tr>
<tr>
<td>EACE/KCE</td>
<td>31</td>
<td>86.1</td>
</tr>
<tr>
<td>EAACE/KACE</td>
<td>03</td>
<td>8.3</td>
</tr>
<tr>
<td>OTHERS</td>
<td>00</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### TABLE 4. PROFESSIONAL QUALIFICATIONS OF SOCIAL STUDIES TEACHERS.

<table>
<thead>
<tr>
<th>PROFESSIONAL QUALIFICATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT</td>
<td>02</td>
<td>5.6</td>
</tr>
<tr>
<td>P4</td>
<td>00</td>
<td>0.0</td>
</tr>
<tr>
<td>P3</td>
<td>02</td>
<td>5.6</td>
</tr>
<tr>
<td>P2</td>
<td>07</td>
<td>19.4</td>
</tr>
<tr>
<td>P1</td>
<td>25</td>
<td>64.4</td>
</tr>
<tr>
<td>SI</td>
<td>00</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>
4:2:3 LENGTH OF SERVICE

From Tables 3 and 4 it was noted that the respondents selected for this study were professionally trained (94.4%) and only 5.6% were untrained. Out of the 94.4% trained teachers 55.5% of them had taught for a long time. Their teaching experience was shown in Tables 5 and 6. In Table 5 more than half (55.5%) of the teachers had taught for a minimum period of five years. 16.7% had taught for less than a year, while 11.1% had taught for periods ranging between 1-3 years and 4-5 years respectively. The untrained teachers (UTS) (5.6%) had taught for years ranging between 1-3 years.

This information indicates that the teachers had gained teaching experience over a period of time and were therefore well equipped with the teaching methods. But certainly that was not the case with integrated social studies. Table 6 portray the experience these teachers had in teaching social studies subjects.
In Table 6, slightly less than half (41.7%) of the teachers had taught social studies subjects for a period ranging between 1-2 years, 30.6% had taught for less than a year, while 19.4% and 3.8% had taught for periods between 3-6 years and over 7 years respectively.

This shows that the teachers had very little experience as far as the teaching of integrated social studies is concerned. Those who had taught social studies subjects for over 2 years were teaching them as separate subjects namely; Geography and History.

Closely related to the above were the findings in Table 7. Table 7 reveals that more than three quarters (77.8%) of the teachers were trained to teach Geography, History and Civics as separate subjects. This is a clear indication that the teachers were not trained to teach integrated social studies. 16.7% who fall in the category of those who had taught for less than one year (in Table 5) claimed to have been trained or
briefed on the combined course during their last year in the Teachers Training Colleges. These teachers had graduated a few months ago from the primary colleges before the research was conducted. However, 5.5% of the respondents were UTS.

This indicates that the teachers had very little experiences in integrated social studies. Through discussions and observations the researcher gathered that the teachers found social studies a completely new area of study. This is a clear indication that teachers needed some training before the introduction of integrated social studies in the primary schools.

TABLE 5: LENGTH OF SERVICE OF BOTH THE TRAINED AND UNTRAINED TEACHERS.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>YEARS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAINED</td>
<td>LESS THAN 1</td>
<td>06</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>1 - 3</td>
<td>04</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>4 - 5</td>
<td>04</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>More than 5</td>
<td>20</td>
<td>55.5</td>
</tr>
<tr>
<td>UNTRAINED</td>
<td>1 - 3</td>
<td>02</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 6: NUMBER OF YEARS THAT TEACHERS HAD TAUGHT SOCIAL STUDIES SUBJECTS.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN 1</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>1 - 2</td>
<td>15</td>
<td>41.7</td>
</tr>
<tr>
<td>3 - 6</td>
<td>07</td>
<td>19.4</td>
</tr>
<tr>
<td>Over 7</td>
<td>03</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

### TABLE 7: TEACHERS TRAINED TO TEACH HISTORY AND GEOGRAPHY(SEPARATE SUBJECTS) AND THOSE TRAINED TO TEACH THE COMBINED COURSE.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMBINED COURSE</td>
<td>06</td>
<td>16.07</td>
</tr>
<tr>
<td>SEPARATE SUBJECTS</td>
<td>28</td>
<td>77.08</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>94.05</td>
</tr>
</tbody>
</table>

N/B

UTS:  \(N=2 = 5.05\%\)
4:2:4 INSERVICE TRAINING IN SOCIAL STUDIES

Table 8 show the number of teachers who had attended in-service courses in social studies. More than three quarters (83.3%) of the teachers had never attended any inservice course. Those who had attended in-service courses (16.7%) in social studies reported that the attendance was rare and almost they had only attended twice since the programme was implemented. Through discussions and observations, it was found that the in-service courses were organized by the municipal Education Officer who called the social studies to come together and discuss how best to handle the subject.

When asked on the usefulness of the inservice course(s), only three teachers out of the six (16.7%) teachers who had attended said the course was useful, while two of them said it was very useful, and only one found it to be a waste of time. The reason given by those who found the in-service course(s) to be useful was that it enabled them to discuss and exchange ideas on how to teach social studies.
This encouraged team work among social studies teachers under the municipality. On the other hand the reason given for the course being a waste of time was that those who conducted the course were not conservant with the subject and that the time given was short.

The researcher concluded through observations made, that what the teachers attended was not inservice courses, but rather meetings in the municipal Education’s Office to discuss the New social studies. For the inservices to be meaningful there was need to have experts from the Ministry of Education and KIE who are conservant with the methods of teaching integrated social studies.

For the in-service courses to be made more useful teachers recommended:

a) that more reference books be given and discussed during the courses.

b) that teachers be inserviced on methods of social studies.
c) Teachers be taught how to collect information and resources on the local area.
d) courses be organised by competent people preferably subject specialists.
e) courses be made more regularly and if possible once a month or a term.

### TABLE 8: ATTENDANCE OF IN-SERVICE COURSES IN SOCIAL STUDIES.

<table>
<thead>
<tr>
<th>CATEGORY OF TEACHERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN-SERVICE</td>
<td>06</td>
<td>16.7</td>
</tr>
<tr>
<td>NON-SERVICE</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

### 4.3 FACILITIES AND RESOURCES

Tables 9 and 10 portray the available resources and facilities in the twelve schools in Kitale Municipality. Table 9 shows the average number of pupils and desks per class in each school, and the ratio in terms of average number of pupils per desk. The
average number of pupils per class in all the schools was 45 pupils, while the desks were 15 and this gave a ratio of 1:3. This means that at least three pupils shared a desk in each class. Through discussion and observation, however, it was found that the classrooms were overcrowded to allow any room for activities such as group discussions and dramatizations. Some schools had small rooms and the pupils were squeezed and it was uncomfortable for them to sit and write well. This was particularly noted in schools with buildings that were not initially designed for classrooms. Some of these buildings were formerly residential houses owned by the whites, this is true of Tuwani Primary School in particular.

This indicated a problem for teachers in so far as the size of the classrooms and number of desks were concerned, as it curtailed the use of methods such as dramatization and projects among others. Added to facilities are resources such as books and other learning materials. Table 10
shows that the social studies teachers had a problem of textbooks and learning materials. Seven schools out of the twelve schools had a copy of a Teachers' Guide for Lower primary G.H.C. (combined courses) by Jomo Kenyatta Foundation shared by the three classes (standard 1, 2, and 3 teachers). The other five schools had each a copy of a Teachers Guide for G.H.C. by Malkiat Singh.

Asked to comment on the books, the teachers said they were useful in guiding them, since they were the only source of information at their disposal, but they lamented that the information was insufficient. The teachers, however, were at a loss as far as information on the local area is concerned, as most of them had moved to the urban area in recent years, compounded by the fact that Kitale Town like any other Urban setting has people from various parts of Kenya.
Through observations, the researcher realised that the available textbooks were not useful to the teachers. Since the subject was newly introduced the teachers needed professional guidance on how best to get information on local social studies using the guiding questions in the Teachers' Guide book by Jomo Kenyatta Foundation. Some of the schools found it hard to get the recommended reference books hence the reason they went for Malkiat Singh's book, which has very little to offer. This certainly is a problem as teachers.

**TABLE 9: THE AVERAGE NUMBER OF PUPILS AND DESKS PER CLASS AND RATIO OF PUPILS PER DESK IN EACH SCHOOL.**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>XN. PUPILS PER CLASS</th>
<th>XN. OF DESKS PER CLASS</th>
<th>RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILIMANI</td>
<td>47</td>
<td>16</td>
<td>1:3</td>
</tr>
<tr>
<td>FOREST</td>
<td>30</td>
<td>8</td>
<td>1:4</td>
</tr>
<tr>
<td>TRANS-NZOIA</td>
<td>48</td>
<td>11</td>
<td>1:4</td>
</tr>
<tr>
<td>TUWANI</td>
<td>54</td>
<td>12</td>
<td>1:4</td>
</tr>
<tr>
<td>SECTION SIX</td>
<td>33</td>
<td>11</td>
<td>1:3</td>
</tr>
<tr>
<td>CHETOTO</td>
<td>31</td>
<td>7</td>
<td>1:3</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>57</td>
<td>30</td>
<td>1:3</td>
</tr>
<tr>
<td>TOP STATION</td>
<td>40</td>
<td>14</td>
<td>1:3</td>
</tr>
<tr>
<td>UNION</td>
<td>53</td>
<td>19</td>
<td>1:3</td>
</tr>
<tr>
<td>TOWNSHIP</td>
<td>55</td>
<td>17</td>
<td>1:3</td>
</tr>
<tr>
<td>ST. COLUMBANS</td>
<td>50</td>
<td>14</td>
<td>1:3</td>
</tr>
<tr>
<td>SHIMO-LA-TEWA</td>
<td>45</td>
<td>16</td>
<td>1:3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>15</td>
<td>1:3</td>
</tr>
</tbody>
</table>
TABLE 10: THE QUANTITY OF BOOKS AND OTHER TEACHING MATERIALS AVAILABLE IN THE SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BOOKS AND OTHER MATERIALS</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milimani</td>
<td>G.H.C. Teachers' Guide for Lower Primary</td>
<td>Malkiat Singh</td>
</tr>
<tr>
<td>Chetoto</td>
<td>&quot; &quot;</td>
<td>Malkiat Singh</td>
</tr>
<tr>
<td>Tuwani</td>
<td>&quot; &quot;</td>
<td>Malkiat Singh</td>
</tr>
<tr>
<td>Shimo-la-Tewa</td>
<td>&quot; &quot;</td>
<td>Malkiat Singh</td>
</tr>
<tr>
<td>Top Station</td>
<td>&quot; &quot;</td>
<td>Malkiat Singh</td>
</tr>
<tr>
<td>Trans-Nzoia G.H.C. TEACHERS GUIDE FOR LOWER PRIMARY</td>
<td>Jomo Kenyatta Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Forest Union</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>Section six</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>St. Columbans</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>Central</td>
<td>&quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>Township</td>
<td>1) &quot; &quot;</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td></td>
<td>2) TKK Charts</td>
<td>&quot; &quot;</td>
</tr>
</tbody>
</table>

Lack the relevant information on what to teach. Teachers have to be conservant with the subject matter before they embark on teaching.
4:4 INSTRUCTIONAL METHODS TEACHERS USE IN SOCIAL STUDIES.

Table II shows some of the instructional methods used by the teachers, ranked in order of difficulty. The most difficult methods are those ranked first, second and third, while the fairly difficult ones are ranked fourth, fifth and sixth. Those ranked eight, ninth and tenth are considered to be least difficult. The majority (75% and 72.2%) found it more difficulty to make use of the tape recordings and video/films respectively, in teaching social studies in lower primary.

From observation the researcher concluded that this was so due to lack of such equipments in the primary schools.

The project method was found to be a difficult method by slightly more than a quarter (33.3%) of the respondents. The lecture, field trips, Resource people and discussion were ranked among the moderately difficult category.
However, it should be noted that through observation and discussions with the teachers it was found that most of the teachers used question and answer method which to a large extent the teachers referred to as class discussions. What they didn't use were group discussions. This implies that the teachers used the methods that they were conservant with and left out those methods they did not know how to use them.

Language barrier and lack of information were singled out as some of the factors that hinder teachers from using most of the methods. This is particularly so with Resource persons, discussions and field trips. The pupils speak Kiswahili and English to a less extent, and this hinders them from benefiting from meaningful discussions.

On the other extreme were the methods commonly used by the teachers. These were group work, dramatization and story-telling. This information was contained in the questionnaire, but through observations and discussions it was found that teachers use Role-Play or miming by one or two pupils occasionally due to
lack of space, though at times the teachers were forced to carry out this activity outside the classroom.

The ranking of the methods showed that the teachers were not conservant with all the methods of teaching social studies. The methods used were those that the teachers were trained in for teaching Geography and history separately.

Closely related to the information in Table 11 is Table 12 which shows the frequency of using the methods of teaching social studies. The methods that were used quite often were question and answer (83.3%), Discussion (83.3%) and story telling (52.8%). Groupwork, Dramatization, fieldwork, projects and lectures were occasionally used. On the other extremes were the methods that were hardly used. These are: Films/videos and Tape recording. This findings confirmed that the teachers used only question and answer, discussions and story-telling methods. However, through general observations, most teachers used question and answer method. This implies that the lower primary social studies teachers are only conservant fully with the question and answer
method. They avoided using fieldtrips and resource people as they argued that they found it hard to select a place to visit and a resource person to invite, a clear indication of lack of knowledge on the use of these methods.

Table 13 shows the percentage of the teachers trained in the various methods. From the table, methods mentioned by 25% of the teachers and above have been accepted as those teachers were trained in, and those below 25% are considered as those teachers have not been trained in. Most trained teachers claimed to have been taught how to use discussion (80.5%), story-telling (66.6%), question and answer (61.1%), Dramatization (55.5%), fieldwork (41.7%), Guest speaker (39.0%), lecture (30.5%) project (30.5%) and exposition (25%) methods.

This indicates that the primary Teachers Colleges have not trained the social studies teachers and hence the variation of methods that teachers were taught in various colleges that they attended.
The logical conclusion is that since most (94.5%) of the teachers in Table 7 were trained for separate subjects they were not trained in the methods for teaching integrated social studies. The 16.7%, (Table 7) who were trained for the combined course, did not start with it right from their first year in the Primary Teachers Colleges. They received an haphazard briefing on the methods of teaching integrated social studies, since the implementation of the programme was hasty. Rightfully, one can say that none of these teachers were prepared for the teaching of integrated social studies in lower primary. In fact some of these teachers who had been teaching lower primary classes such as standard 1 and 2 had not taught history and Geography for some time in those standards, since the subjects were not offered before.
## TABLE 11: SOCIAL STUDIES INSTRUCTIONAL METHODS RANKED BY TEACHERS IN ORDER OF DIFFICULTY.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>MOST DIFFICULT CATEGORY</th>
<th>FAIRLY DIFFICULT CATEGORY</th>
<th>LEAST DIFFICULT CATEGORY</th>
<th>RANK OF METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>05</td>
<td>13.9</td>
<td>08</td>
<td>22.2</td>
</tr>
<tr>
<td>STORY TELLING</td>
<td>02</td>
<td>05.6</td>
<td>08</td>
<td>22.2</td>
</tr>
<tr>
<td>LECTURE</td>
<td>12</td>
<td>33.3</td>
<td>09</td>
<td>25.0</td>
</tr>
<tr>
<td>DRAMATIZATION</td>
<td>02</td>
<td>05.6</td>
<td>18</td>
<td>50.0</td>
</tr>
<tr>
<td>PROJECTS</td>
<td>12</td>
<td>33.3</td>
<td>21</td>
<td>58.4</td>
</tr>
<tr>
<td>FIELD TRIPS</td>
<td>11</td>
<td>30.6</td>
<td>22</td>
<td>61.1</td>
</tr>
<tr>
<td>RESOURCE PEOPLE</td>
<td>08</td>
<td>22.2</td>
<td>25</td>
<td>69.5</td>
</tr>
<tr>
<td>GROUP WORK</td>
<td>03</td>
<td>08.3</td>
<td>20</td>
<td>55.6</td>
</tr>
<tr>
<td>TAPE RECORDING</td>
<td>27</td>
<td>75.0</td>
<td>05</td>
<td>13.9</td>
</tr>
<tr>
<td>VIDEO/FILMS</td>
<td>26</td>
<td>72.2</td>
<td>05</td>
<td>13.9</td>
</tr>
<tr>
<td>METHODS</td>
<td>QUITE OFTEN</td>
<td>SOMETIMES</td>
<td>RARELY</td>
<td>NEVER</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>FIELDWORK</td>
<td>05</td>
<td>13.9</td>
<td>16</td>
<td>44.4</td>
</tr>
<tr>
<td>DISCUSSIONS</td>
<td>30</td>
<td>83.3</td>
<td>05</td>
<td>13.9</td>
</tr>
<tr>
<td>TAPE RECORDINGS</td>
<td>00</td>
<td>00.0</td>
<td>01</td>
<td>02.8</td>
</tr>
<tr>
<td>FILMS/VIDEOS</td>
<td>00</td>
<td>00.0</td>
<td>01</td>
<td>02.8</td>
</tr>
<tr>
<td>RESOURCE PEOPLE</td>
<td>02</td>
<td>05.6</td>
<td>09</td>
<td>25.0</td>
</tr>
<tr>
<td>DRAMATIZATION</td>
<td>10</td>
<td>27.8</td>
<td>19</td>
<td>52.7</td>
</tr>
<tr>
<td>QUESTION AND ANSWER</td>
<td>30</td>
<td>83.3</td>
<td>06</td>
<td>16.7</td>
</tr>
<tr>
<td>LECTURE</td>
<td>03</td>
<td>08.3</td>
<td>07</td>
<td>19.5</td>
</tr>
<tr>
<td>PROJECTS</td>
<td>03</td>
<td>08.3</td>
<td>09</td>
<td>25.0</td>
</tr>
<tr>
<td>GROUP WORK</td>
<td>14</td>
<td>39.0</td>
<td>16</td>
<td>44.4</td>
</tr>
<tr>
<td>STORY-TELLING</td>
<td>19</td>
<td>52.8</td>
<td>16</td>
<td>44.4</td>
</tr>
</tbody>
</table>
TABLE 13: THE PERCENTAGE OF THE SOCIAL STUDIES TEACHERS TRAINED IN VARIOUS METHODS OF TEACHING SOCIAL STUDIES.

<table>
<thead>
<tr>
<th>METHODS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION</td>
<td>29</td>
<td>80.5</td>
</tr>
<tr>
<td>STORY-TELLING</td>
<td>24</td>
<td>66.6</td>
</tr>
<tr>
<td>QUESTION AND ANSWER</td>
<td>22</td>
<td>61.1</td>
</tr>
<tr>
<td>DRAMATIZATION</td>
<td>20</td>
<td>55.5</td>
</tr>
<tr>
<td>FIELDWORK</td>
<td>15</td>
<td>41.7</td>
</tr>
<tr>
<td>GUEST SPEAKER</td>
<td>14</td>
<td>39.0</td>
</tr>
<tr>
<td>LECTURE</td>
<td>11</td>
<td>30.5</td>
</tr>
<tr>
<td>PROJECT</td>
<td>11</td>
<td>30.5</td>
</tr>
<tr>
<td>EXPOSITION</td>
<td>09</td>
<td>25.0</td>
</tr>
<tr>
<td>DEMONSTRATION</td>
<td>07</td>
<td>19.5</td>
</tr>
<tr>
<td>GROUPWORK</td>
<td>07</td>
<td>19.5</td>
</tr>
<tr>
<td>HISTORICAL VISITS</td>
<td>07</td>
<td>19.5</td>
</tr>
<tr>
<td>MODELLING</td>
<td>05</td>
<td>13.9</td>
</tr>
<tr>
<td>IMAGINARY VISIT</td>
<td>02</td>
<td>05.6</td>
</tr>
<tr>
<td>FILMS/VIDEOS</td>
<td>02</td>
<td>05.6</td>
</tr>
<tr>
<td>INQUIRY</td>
<td>01</td>
<td>02.8</td>
</tr>
</tbody>
</table>

4:4:1 ACTIVITIES GIVEN TO PUPILS IN SOCIAL STUDIES LESSONS.

Table 14 shows the activities teachers gave to pupils in social studies lessons in order of frequency.
Drawing and answering questions orally were the most frequent, followed by writing and modelling. Discussion, Dramatization and singing were fairly frequent, while story telling (by pupils), reading and collecting of objects and information were the least frequent.

Through observation it was revealed that pupils only participated through answering oral questions or drawings, otherwise the most common activity for pupils was listening.

This shows that pupils were not actively involved, and this does not lead to reflective thinking which social studies is supposed to develop. In the researcher's view the social studies teachers dominate in the actual classroom teaching allowing very minimal pupil participation.

This certainly is not in line with social studies which should be fully handled in a child-centered situation with the teacher as a facilitator.
### Table 14: Activities Given to Pupils in Social Studies Lessons in Order of Frequency

<table>
<thead>
<tr>
<th>Activities</th>
<th>Most Frequent</th>
<th>Fairly Frequent</th>
<th>Least Frequent</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Writing</td>
<td>07</td>
<td>19.5</td>
<td>06</td>
<td>16.7</td>
</tr>
<tr>
<td>Drawing</td>
<td>19</td>
<td>52.8</td>
<td>04</td>
<td>11.1</td>
</tr>
<tr>
<td>Answering Oral Questions</td>
<td>13</td>
<td>36.1</td>
<td>05</td>
<td>13.9</td>
</tr>
<tr>
<td>Dramatization</td>
<td>04</td>
<td>11.1</td>
<td>08</td>
<td>22.2</td>
</tr>
<tr>
<td>Modelling</td>
<td>10</td>
<td>27.8</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>Singing</td>
<td>01</td>
<td>02.8</td>
<td>00</td>
<td>00.0</td>
</tr>
<tr>
<td>Collecting</td>
<td>00</td>
<td>00.0</td>
<td>01</td>
<td>02.8</td>
</tr>
<tr>
<td>Discussion</td>
<td>07</td>
<td>19.5</td>
<td>02</td>
<td>05.6</td>
</tr>
<tr>
<td>Story Telling</td>
<td>01</td>
<td>02.8</td>
<td>01</td>
<td>02.8</td>
</tr>
<tr>
<td>Reading</td>
<td>01</td>
<td>02.8</td>
<td>01</td>
<td>02.8</td>
</tr>
</tbody>
</table>
4:5 **FACTORs WHICH HINDER SOCIAL STUDIES TEACHING**

4:5:1 **WORK LOAD FOR SOCIAL STUDIES TEACHERS**

Table 15 shows the classes the social studies teachers teach. 80.6% of the teachers were teaching standard 1, 2 and 3 only while 19.4% taught both upper and lower primary. The lower primary teachers who were the majority taught all the subjects in their classes, since only one teacher is assigned to teach a class.

A discussion with the teachers and the researchers' own observation revealed that teachers were overworked with the minimum number of periods per week being forty (40). The teachers have to prepare in all the subjects and as such there is very little time to prepare their social studies lessons thoroughly and more so to use methods that require a lot of preparations before actual classroom teaching like field trips and guest speakers, among others.

The information in Table 15 clearly shows that the social studies teachers were faced with problems since they have to collect information on local social studies. This problem is compounded by the
fact that the reference books available are not sufficient, therefore teachers are not expected to do much in this area unless their work load is reduced to allow them time to go and meet resource people within their environment like the local chiefs and other administrative officers, for more information.

TABLE 15: CLASSES TAUGHT BY THE SOCIAL STUDIES TEACHERS.

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>29</td>
<td>80.6</td>
</tr>
<tr>
<td>1 - 8</td>
<td>07</td>
<td>19.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

4:5:2 TEACHERS' OPINION TOWARDS INTEGRATED SOCIAL STUDIES

The results shown in Table 16 portray the number of respondents in favour of the integrated approach to social studies. Slightly more than half (52.8%) were in favour, while slightly less than half (47.2%) were not in favour. Discussion with the teachers
indicated that teachers were not against the integrated approach as such. Those not in favour gave reasons such as:

a) Lack of teaching and learning resources
b) Hardship in getting information on local area. The teachers found it hard to invite resource people and at the same time, the teachers were not conservant with the social studies of the area.
d) Teachers lack proper guidance in the newly introduced programme.

This is an indication that social studies was introduced in a hurry and this made it hard for the teachers to teach effectively, as they lacked the teaching and learning materials.

Closely related to the above is the information in Table 17, which portray the ranks of the various subjects in the primary school curriculum arranged according to the liking the teacher had for them. This information was based on the respondents experiences in their teaching career. Out of the twelve subjects, social studies was
ranked eighth, with English and Mathematics taking the first and second positions respectively. A discussion with the teachers revealed some reasons why Mathematics, English, Kiswahili, Religious Education, Home Science and Agriculture were ranked among the first six subjects. Some of the reasons were:

a) because teachers enjoy teaching them due to availability of reference books which makes it easier to teach them.

b) because teachers have interest in the subjects.

The reasons given for ranking social studies eighth were:

a) because of elective subjects in school and so those who did science subjects in form four lack interest in the subject. Others would rather teach only Geography and not History and vice versa.

From these results the researcher observed that social studies teachers needed guidance and in-service courses if they had to teach the
Subject. Lack of reference books and other necessary learning materials makes the teachers loose interest in the subject as it is a new area. Generally social studies can be a popular subject, if only proper professional guidance is given to the teachers.

TABLE 16: TEACHERS WHO WERE AGAINST AND THOSE IN FAVOUR OF INTEGRATED SOCIAL STUDIES APPROACH.

<table>
<thead>
<tr>
<th>CATEGORY OF TEACHERS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOSE AGAINST</td>
<td>17</td>
<td>47.2</td>
</tr>
<tr>
<td>THOSE IN FAVOUR</td>
<td>19</td>
<td>52.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

4:5:3: PROBLEMS THAT SOCIAL STUDIES TEACHERS FACE IN TEACHING SOCIAL STUDIES.

The results in Table 16 show that more than half (52.8%) of the teachers were satisfied with the integrated approach to teaching social studies. This agrees with Kabau's (1983) findings. However, slightly less than half (47.2%) of the respondents considered the
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HIGHLY POPULAR CATEGORY</th>
<th>FAIRLY POPULAR CATEGORY</th>
<th>LEAST POPULAR CATEGORY</th>
<th>RANK OF SUBJECT</th>
</tr>
</thead>
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</table>
approach unsuitable. Those in favour of it felt that it was more relevant to life situations than was the single discipline approach. They, however, observed that the integrated social studies was faced with some problems which needed attention.

They cited examples as follows:

a) shortage of relevant instructional materials

b) Lack of in-service and proper guidance on methods of teaching the integrated approach.

c) teachers lacked knowledge of the area and due to being overloaded they did not have time to visit places and collect information on local social studies.

d) The classrooms were overcrowded so it was not easy to use methods such as field trips as they found it hard to organize and discipline a large class of very young children. It was also hard to use dramatization in the classroom due to lack of space.
e) connected to (d) was shortage of time. The teachers complained that the 30 minutes per lesson was not enough to use a variety of methods requiring more time. At the same time, the teachers felt that the two lessons allocated for social studies per week were not enough to cover the wide content.

Those teachers who were against the integrated approach argued that:

a) the language used in some topics is too technical for the young children. The argument was that terms like 'Division', 'Location', and sublocation among others should not be assumed to be easy to young children in standards 1, 2 and 3.

b) The children in urban areas are a mixture of ethnic groups, and this leads to a conflict between parents and teachers. Parents are not conversant with the social studies of where they work, and at the same time, some of them (parents) would rather the children learn about their home area nad not where the parents are working. In this respect
it was hard to get resource people to talk to the children.

c) The subject was imposed on them. The teachers would have preferred to be trained and in-serviced before being asked to teach a subject that is new.

Through observations the researcher concluded that the social studies teachers were not teaching effectively as they should. The teachers were faced with problems that hindered them from teaching effectively. Suggestions on how to improve the teaching of social studies were made by the teachers.

4:5:4 SUGGESTIONS MADE BY SOCIAL STUDIES TEACHERS ON HOW TO IMPROVE THE SUBJECT.

Both the teachers for and those against integrated social studies made suggestions on how to improve the programme. None of these teachers called for total removal of the programme, but rather they all looked forward to the improvement of the course.
The suggestions they made were as follows:

a) Provision be made for the social studies books. These books should be supplied by the ministry of Education to the schools. This will ensure that each school has at least a copy of the recommended books.

May be there is need to train more social studies writers as recommended by Sentanum (1977). This will guard against parents, teachers and pupils being exploited by bogus writers who are out to make money.

b) More periods be allocated for social studies. The increase should be from 2 to 3 periods per week. This will help in the coverage of content, like Kabau (1983), said there is need for adjustments to enable proper coverage of the instructional content and activities.

c) In-service courses and seminars on the teaching of social studies should be made more regular. This should be organised by professionals from the Ministry of Education, KIE and Kenyatta University.
d) Video tapes of Districts should be prepared to be used in every District. This was suggested so that pupils can have a true picture of their District as it was found that children did not know anything on even their sub-location. This made teachers feel like they are teaching from "unknown to unknown" and not from "known to unknown" as is the case.

e) To alleviate the problem of working load in lower primary classes, the teachers suggested that at least each class be given two teachers. This would enable the social studies teacher to prepare his/her lessons thoroughly and be able to use more of the recommended methods of teaching social studies that require more time to prepare them like field trips and inquiry approach.
NOTES


2. Ibid; P. 144


CHAPTER V
SUMMARY AND RECOMMENDATIONS

5:1 INTRODUCTION

In the preceding chapters, the following aspects of the study were covered: the introduction, the review of related literature, methodology, as well as presentation and analysis of data. This chapter contains the summary, the recommendations and suggestions for further study.

The study investigated the methods that teachers use in teaching social studies in primary schools in Kitale Municipal Council. It also sought to provide some suggestions to the area of methods of teaching integrated social studies.

The data obtained from the respondents were analysed to generate answers to the following research questions.

a) What is the general preparedness of the teachers in handling social studies?
b) what teaching and learning facilities and resources are available and how appropriate are they?

c) What are the general approaches used by teachers in teaching integrated social studies in primary schools?

d) Is it true that certain factors hinder teachers from using some methods of teaching social studies?

5:2 SUMMARY OF FINDINGS

5:2:1 ACADEMIC AND PROFESSIONAL PREPAREDNESS OF THE TEACHERS.

Teachers were found to be of a high academic and professional calibre. 86.1% had completed four years of secondary Education (KCE), 8.3% had completed Kenya Advanced Certificate of Education while 2.8% had completed KJSE and CPE respectively.

Looking at their professional qualifications, 94.4% were trained teachers and only 5.6% of them were untrained. This means that the teachers
were of a high academic and professional calibre and fit to teach in primary schools. The only drawback is that these teachers were not prepared to teach integrated social studies. 83.3% of these teachers were lacking basic training and experience in integrated social studies. (Table 9) Only 16.7% had attended in-service course in integrated social studies. This course lacked experts to inservice the teachers on the method of teaching integrated social studies and all this means that all the respondents had not had training either in pre-service or in-service on how to teach integrated social studies. In Table 7, 94.5% of the teachers were trained to teach separate subjects and not integrated subjects.

These results indicate that the teachers handling integrated social studies were not fully prepared and this can affect the teaching of the subject. Besides their academic and professional qualifications the teachers need to be thoroughly prepared on how to teach integrated social studies.
5:2:2 TEACHING AND LEARNING RESOURCES AND FACILITIES AVAILABLE.

The available facilities and resources were not sufficient. The classrooms were congested and this made it difficult for the teachers to use methods that require space and movements in the classroom like dramatization. Though the average number of pupils per desk was three (3) - (in Table 9). Through observations, the researcher found out that the pupils were congested in a number of schools and this made it difficult for the teachers to use a variety of methods that require space. This congestion also made it impossible for the teachers to give individual attention to the pupils.

On the side of reference books the situation was pathetic. The teachers in each school shared one Teacher's Guide book, yet these books have very little to offer the teachers. The teacher's G.H.C. Guide book for Lower Primary, has guiding questions that the teachers are supposed to use in teaching the local social studies, yet these teachers were not conservant
with the social studies of the area. The teachers require reference books that give information on the local social studies, if they have to teach effectively.

The conclusion is that the teachers lack information on social studies and as such, they found it hard to handle the subject. The resources and facilities that were available were insufficient and inappropriate. More resources and facilities need to be provided to the primary schools to ensure smooth teaching and learning of social studies.

5:2:3 GENERAL APPROACHES USED BY TEACHERS IN INTEGRATED SOCIAL STUDIES.

Teachers found it impossible to use methods such as tape recording, videos, projects and fieldtrips. This means that the teachers were not conservant with such methods owing to the fact that tape recorders and videos were not available in schools and teachers were not trained on how to handle projects and fieldtrips in integrated social studies subject.
Question and answer, discussions and story-telling were the methods that were used by the teachers in most cases. Resource people, dramatization, field work, among others were rarely used.

Evidently teachers were not trained on how to use all the methods of teaching integrated social studies as is confirmed by the results in Table 13. The teachers singled out the methods they were trained in as: Discussion, story-telling, question and answer and dramatization, in that order.

From the methods that teachers use one concludes that teachers had not been trained in all the methods of teaching integrated social studies. The pupils activities were only answering oral questions, drawing writing, and modelling in that order. Pupils were not exposed to collection of materials and information and other activities which lead to the development of an inquiry mind.
5:2:4 FACTORS THAT HINDER TEACHERS FROM TEACHING INTEGRATED SOCIAL STUDIES EFFECTIVELY.

The teachers were faced with certain problems that hindered them from performing their duties effectively:

a) The teachers were overworked by having one teacher per class. This made it very difficult for the teachers to prepare their lessons thoroughly and carry out research to find out more information on local social studies.

b) Shortages of relevant instructional materials
c) Lack of pre-service and inservice training on how to teach integrated social studies.
d) Overcrowded classrooms.
e) Teachers felt that the time allocated for social studies (2 periods per week) was too short to use a variety of teaching methods and in completing the syllabus successfully.
f) The subject was imposed on the teachers without considering their interests and these affects their opinions towards the subject.
These factors certainly hindered the teaching of integrated social studies. This means that once regular in-service courses are organised on how to teach the subject, and the necessary materials provided, the teachers will not have cause to rank the subject as they did during the research.

5: 3 RECOMMENDATIONS

The findings and conclusions reached in this study could have far reaching implications for the social studies programme in the Kenyan primary schools. It was found that teachers were against social studies due to the problems they were facing. The success of the course requires that serious attention be given to certain aspects in the curriculum:

a) The Ministry of Education should ensure the training of social studies teachers both in pre-service and in-service courses. The primary Teachers' Colleges should train teachers on how to teach integrated social studies and not Geography, History and Civics as separate subjects.
The in-service courses should be both residential and non-residential. The residential ones should be held during the school holidays, where teachers from the various municipalities or districts can come together and reside in one of the institutions in the area. The non-residential courses can be organised during the school terms, where a few teachers are selected from their schools to attend the course for one day or a week. For the in-service courses to be more effective those to inservice the teachers should be experts in the teaching of integrated social studies.

b) Kenya Institute of Education (KIE) personnel, the District Education officers, parents and the public at large should work together to ensure that the immediate demands of the course (such as, adequate instructional materials, teaching load and funds) are catered for. Educators, social scientists and teachers should be encouraged to write social studies books.
Parents on the other hand, should be informed on the importance of providing their children with the recommended social studies books. The Ministry of Education Science and Technology should protect parents against exploitation by certain writers who write hurriedly without much to contribute to the children's education. As for the workload, the Ministry of Education, the Teachers Service Commission (TSC), should look into it and give at least two teachers to handle each class of lower primary. This will give the teachers more time to go out and collect relevant information about the subject.

c) The Ministry of Education, Inspectorate Section and the Kenya Institute of Education social Studies personnel should be encouraged to visit the schools more often to carry out evaluation for diagnostic purposes. This will help in ensuring that the newly introduced social studies programme takes root as all the other subjects in the primary school curriculum.
5:4 SUGGESTIONS FOR FURTHER RESEARCH

a) This study was limited in scope in that it was confined to the primary schools under Kitale Municipality in Trans-Nzoia District. Further and related studies are recommended in other municipalities, Districts and provinces with a view of establishing the extent the present findings and similar ones can be generalised throughout the country.

b) An investigation should be made to determine the attitudes of the teachers and pupils towards the methods of teaching social studies.

c) Further research should be done to determine whether the integrated approach to social studies in better than the separate subjects approach. This can be done by comparing with how science is taught in primary schools. Science in primary schools is not broken into physics Chemistry and Biology among others.
APPENDIX I

PRIMARY TEACHERS QUESTIONNAIRE.

1. The purpose of the study is to find out how the new social studies programme (G.H.C.) has been received and implemented in primary schools.

2. You can greatly contribute towards the accomplishment of the goal by being honest and giving individual answers without discussing with colleagues.

3. The information obtained will be used exclusively confidentially.

4. The questionnaire is divided into five sections:
   a) subject details
   b) professional training
   c) resources and facilities
   d) methods
   e) General part.

5. Please answer all the questions in all the sections by ticking or filling in the appropriate answer.
SUBJECT DETAILS

1:1 Name of school ____________________________

1:2 Your sex (a) male ( )
   (b) Female ( )

1:3 Your age (a) 20-30 years ( )
   (b) 31-40 years ( )
   (c) 41-45 years ( )
   (d) 46-50 years ( )
   (e) Over 50 years ( )

1:4 What is your highest academic qualification?
   (a) KAPE/KPE/CPE/KCPE ( )
   (b) KJSE ( )
   (c) CSC/EACE/KCE ( )
   (d) EAACE/KACE ( )
   (e) Other, specify ( )

1:5 Which classes do you teach?
   (a) Lower primary (standards 1-3) only ( )
   (b) Upper primary (standards 4-8) only ( )
   (c) Both upper and lower primary ( )

2. PROFESSIONAL TRAINING

2:1 What is your highest professional qualification?
   (a) Untrained ( )
   (b) P4 ( )
   (c) P3 ( )
   (d) P2 ( )
   (e) P1 ( )
   (f) S1 ( )
(c) Bachelor graduate ( )

(j) Other, specify -------------------

2:2. How long have you taught as an untrained teacher?

(a) Less than one year ( )
(b) 1-3 years ( )
(c) 4-5 years ( )
(d) More than 5 years ( )

2:3. How long have you served as a trained teacher?

(a) Less than one year ( )
(b) 1-3 years ( )
(c) 4-5 years ( )
(d) More than 5 years ( )

2:4. For how long have you been teaching Geography, History and Civics as a combined course (G.H.C., or at least both Geography and History before they were combined?

(a) Less than one year ( )
(b) 1-2 years ( )
(c) 3-6 years ( )
(d) More than seven years ( )

2:5. State whether you were taught how to teach Geography, History and Civics as a combined course - or as separate subjects:

(a) Combined course ( )
(b) Separate subjects ( )
2:6. List the methods of teaching these subjects (Geography and History) that you were taught.

1. -----------------------------------------
2. -----------------------------------------
3. -----------------------------------------
4. -----------------------------------------
5. -----------------------------------------
6. -----------------------------------------
7. -----------------------------------------
8. -----------------------------------------
9. -----------------------------------------

2:7. Have you ever attended any in-service course in Social Studies (Geography, History and Civics)?

Yes ( ) or No ( )

2:8. How often have you attended such in-service courses in the programme?

(a) Always
(b) Sometimes
(c) Rarely
(d) Never

2:9. Are the in-service course(s) you attended in methods of teaching social studies (G.H.C.)?

(a) Very useful ( )
(b) Useful ( )
(c) A waste of time ( )

Explain -----------------------------------------
2:10 How can these course be made more useful?

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

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

2:11 Are you in favour of the integrated approach to Geography, History and Civics as a way of improving the single discipline approaches to Geography and History?

Yes ( )

No ( )

2:12 If you were given the following subjects to choose from, which ones would you like to teach? Rank them from (1-12) in the brackets according to your preference: Write

(1) against your first choice,
(2) against the second one and so on

(a) English ( )
(b) Kiswahili ( )
(c) Mother tongue ( )
(d) Religious Education ( )
(e) Home Science ( )
(f) Art and craft ( )
(g) Music ( )
(h) P.E. ( )
(i) Agriculture ( )
(j) Mathematics ( )
(k) Geography History and Civics
Combined course ( )
(L) Business Education

Why?  

3. RESOURCES AND FACILITIES

3:1 How many pupils are in your G.H.C. class?
Class No.  

3:2. How many desks are in your social studies class?

3:3. Do you have enough classroom space while teaching social studies?
Yes  —  No  

3:4 What problems do you encounter while teaching social studies (G.H.C)?
(a)  
(b)  
(c)  
(d)  etc

3:5 List some K.I.E. Book materials which you receive for pupils and teachers?
<table>
<thead>
<tr>
<th>Title per class</th>
<th>quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Pupils book for std. 1</td>
<td></td>
</tr>
<tr>
<td>2) Teachers book guide Book 1</td>
<td></td>
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<tr>
<td>3) Pupils book for standard 2</td>
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<tr>
<td>4) Teachers book guide book 2</td>
<td></td>
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<tr>
<td>5) Pupils book for standard 3</td>
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<tr>
<td>6) Teachers book guide Book 3</td>
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</tbody>
</table>

Other materials per class

| a) Atlases   |          |
| b) Globes    |          |
| c) Charts    |          |

Any other books apart from those mentioned above

| a) -         |          |
| b) -         |          |
| c) -         |          |
| d) - e.t.c.  |          |

3:6 Are the available learning materials

| a) useful ( ) |          |
| b) very useful ( ) |          |
| c) not useful ( ) |          |
**METHOD**

4:1 How frequently do you use the following methods in teaching G.H.C.?

Tick the appropriate column

<table>
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<tr>
<th>Methods</th>
<th>Quite often</th>
<th>some-times</th>
<th>rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>a) Field work</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b) Discussions</td>
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<td></td>
<td></td>
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<tr>
<td>c) Tape Recordings</td>
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<tr>
<td>d) Films/Videos</td>
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<td></td>
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<tr>
<td>e) Talks by Resource people</td>
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<td></td>
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<tr>
<td>f) Dramatization</td>
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<tr>
<td>g) Question and Answer</td>
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<tr>
<td>h) lecture</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Story telling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) Any others</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

4:2 List the main activities you give to the pupils during the G.H.C. lesson, beginning with the most frequent in that order.
4:3 Rank the following methods of teaching G.H.C. in order of difficulty.

Write (1) against the most difficulty methods (2) against the second and so on thus ending with the method that you find least difficult to apply in G.H.C. lesson.

a) Discussion ( )
b) Story telling ( )
c) Lecture ( )
d) Role/playing/dramatization ( )
e) Projects ( )
f) Field trips ( )
g) Talks by resource people ( )
h) Group work ( )
i) Tape recordings ( )
j) Question and answer ( )
k) Films/videos ( )
5. GENERAL

5.1 List any other problem you have noticed concerning the methods of teaching social studies (G.H.C.)

a) About the classes

b) About materials

c) About you as the teacher

d) About time allocated for teaching social studies (G.H.C.)

5.2 Kindly add any other suggestions or comments that you think would express any other feeling towards the teaching of G.H.C. in the primary school, or suggest any improvement which would help in the teaching of the course.

Thank you very much for your cooperation.
APPENDIX II

INTERVIEW SCHEDULE

To answer and discuss around these questions.

1. 1:1 Name of: School ______________________

1:2 Sex: Male ( ) Female ( )

2. Which class(es) do you teach?

2:1 Which subject(s) do you teach this (these) class(es).

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
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<tbody>
<tr>
<td>a)</td>
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<tr>
<td>b)</td>
<td></td>
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<tr>
<td>c)</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td></td>
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</table>

3. Are you a trained teacher? Yes ( ) No ( )

3:1 What are your highest academic and professional qualification?

3:2 Have you attended any in-service course in G.H.C.? Who organised it?

3:3 What do you feel about the training you received in college and in-service courses you have attended as far as G.H.C. teaching is concerned?
4.1 What methods do you normally use.

4.2 What hinders you from using all the methods of teaching the course?

5. What can you say about the resources and facilities?

Are they:  
   a) Available  
   b) Adequate, and  
   c) Appropriate

6. Anything you have to say as far as G.H.C. is concerned in relation to:

   a) Methods  
   b) Training of teachers  
   c) Resources
APPENDIX III

OBSERVATION SCHEDULE

1. Name of School: _______________________
1:1 Class: ____________________________
1:2 No. of pupils ______ Absent ______ Present ______

2. Methods used in teaching G.H.C.
   2:1 Inquiry approach __________________
   2:2 Discussion ______________________
   2:3 Lecture _______________________
   2:4 Question and answer _____________
   2:5 Field Trips ______________________
   2:6 Use of Resource people ____________
   2:7 Projects _______________________
   2:8 Simulation ______________________
   2:9 Dramatization/Role-Play __________
   2:10 Story-telling ____________________
   2:11 Imagery Visits ___________________
   2:12 Sample Studies ___________________

3. Resources and facilities available:
   3:1 Number of desks
   3:2 Number of pupils books
   3:3 Number of Teachers Books
3:4 Number of Maps/Atlases
3:5 Number of Charts
3:6 Other, specify: __________________________

4. Pupil's participation by way of:

4:1 Interviewing
4:2 Listening
4:3 Collecting
4:4 Using references
4:5 Mapwork
4:6 Illustrating
4:7 Discussing
4:8 Dramatizing
4:9 Constructing or Modelling
4:10 Drawing
4:11 Writing
4:12 Answering questions
APPENDIX IV

LETTER TO HEADMASTERS/HEADMISTRESSES

Kenyatta University,
P.O Box 43844,
NAIROBI.

3rd June 1987

Dear Sir/Madam,

I am pleased to inform you that your school has been selected to participate in an Educational research.

The participation of your school will not interrupt classes or any of your other activities at all. It will only take a little of the selected teachers' time to fill a questionnaire, and I will make personal classroom observations of at least one class in lower primary and interview the teacher thereafter.

The information given will be used purely for research purposes and will be treated in strict confidence.

It is hoped that the findings of the research will help educational planners to improve our education.

I will call personally to your school on 22nd June 1987 or any time from that date. Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

JOYCE KEMUMA ONGERA
APPENDIX V

LETTER TO THE MEO

Kenyatta University,
P.O Box 43844,
NAIROBI.

3rd June 1987

Dear Sir/Madam,

REF: EDUCATIONAL RESEARCH

I am pleased to inform you that primary schools under Kitale Municipality have been selected to participate in an Educational Research.

The participation of the schools will not interrupt classes or any other activities at all. It will only take a little of the selected teachers time to fill a questionnaire. Thereafter I will make personal classroom observations of at least one class in Lower Primary in each school and interview the teacher.

Information given will be used purely for research purposes and will be treated in strict confidence. I will start the research from 22nd June 1987.

Your assistance will be highly appreciated. Enclosed is a copy of the research permit from the Office of the President.

Thank you.

Yours faithfully,

JOYCE KEMUMA ONGERA

JKO/fwc
The Secretary,
National Council for Science & Technology,
P.O. Box 30623
NAIROBI.

RE: RESEARCH AUTHORIZATION

APPICANT: Joyce K. Ngenza

The above named has been authorized to conduct research on "... A Study of methods used in teaching social studies... in Primary schools in Kibole Municipality" under the standing Research Clearance accorded to Departments of the University of Nairobi/Kenyatta University College.

I herewith enclose copies of his/her application for record purposes. He/she has also been notified that we will need a minimum of two copies of his/her research findings at the expiry of the project.

for: PERMANENT SECRETARY/ADMINISTRATION

C.C.
The Chairman, Department of Education, Communication & Technology, Kenyatta University College, P.O. Box 43044, NAIROBI

The Applicant
Joyce K. Ngenza
P.O. Box 43044, NAIROBI

Encls

S.C. District Commissioner,
APPENDIX VII

LIST OF SCHOOLS WHERE THE RESEARCH WAS CARRIED OUT

1. Central primary school
2. Trans-Nzoia primary school
3. Township primary school
4. Kitale Union Primary School
5. St. Columbans primary school
6. Tuwani Primary School
7. Kitale Forest Primary School
8. Milimani Primary School
9. Section six primary School
10. Shimo-la-Tewa primary School
11. Top station primary School
12. Chetoto primary school
APPENDIX VIII

LIST OF ABBREVIATIONS USED

ASSP: African social studies programme
CPE: Certificate of Primary Education
CREDO: Centre for Curriculum and Education Development Overseas
CSC: Cambridge School Certificate
EAACE: East African Advanced Certificate of Education
EACE: East African Certificate of Education
EDC: Education Development Centre
GHC: Geography, History and Civics a combined course
KACE: Kenya Advanced Certificate of Education
KAPE: Kenya African Preliminary Examination
KCE: Kenya Certificate of Education
KCPE: Kenya Certificate of primary Education
KIE: Kenya Institute of Education
KJSE: Kenya Junior Secondary Education
KPE: Kenya Preliminary Examination
MBO: Municipal Education Officer
PED: Primary Education Programme
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