

**TEACHERS' AND PUPILS' ATTITUDE TOWARDS TEACHING AND  
LEARNING OF SOCIAL STUDIES IN PUBLIC PRIMARY SCHOOLS IN  
LANG'ATA, NAIROBI CITY COUNTY, KENYA**

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**MAY, 2021**

## DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution for certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

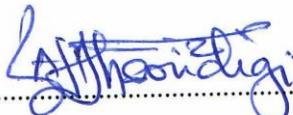
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## **DEDICATION**

To my parents Jennalo and Mary Kibara, who have always loved and cared for me unconditionally.

Beloved husband, Michael Njeru and my son Victor Mungai who have been a constant source of support and encouragement to me and they both remain a special blessing that I always thank God for.

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## **ABBREVIATIONS AND ACRONYMS**

|        |   |
|--------|---|
| ASSP:  | African Social Studies Program                                    |
| BASKV: | Behaviour-Actions-Skills-Knowledge-Value                          |
| CRDD:  | Curriculum Research and Development Division                      |
| EDC:   | Education Development Centre                                      |
| GHC:   | Geography, History and Civics                                     |
| ICT:   | Information and Communication Technology                          |
| KCPE:  | Kenya Certificate of Primary Education                            |
| KICD:  | Kenya Institute of Curriculum Development                         |
| KNEC:  | Kenya Examinations Council  |
| MoE:   | Ministry of Education   |
| NCDC:  | National Curriculum Development Centre                            |
| PTC:   | Primary Teachers' Colleges  |
| QCO:   | Queen's College Oxford  |
| SPSS:  | Statistical Package for Social Sciences                           |
| SS:    | Social Studies  |
| SSECR: | Social Studies' Committee of the Commission on the Reorganization |
| UK:    | United Kingdom  |
| UNEB:  | Uganda National Examinations Board                                |
| USA:   | United States of America  |

## ABSTRACT

Social Studies prepares individuals by equipping them with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future. Since the introduction of Social Studies as part of the Schools' Curriculum in 1968 in Africa, the subject has grown through a collection of specific Geography, History and Civics topics. In Kenya, the Mombasa Conference of 1968 highlighted the role of Social Studies in effective problem-solving and hence its incorporation in the school curriculum. However, the importance of Social Studies has not been fully utilized, given that teacher' and pupils' attitude could influence effective skills and knowledge to initiate and support pupils to grow and develop positive morals. The purpose of this study was to examine teachers' and pupils' attitude towards teaching and learning of Social Studies in public primary schools in Lang'ata, Nairobi County, Kenya. Specific objectives of the study were to: investigate the attitude of teachers and pupils toward the teaching and learning of Social Studies; establish factors influencing the attitude of teachers' and pupils' attitude towards the teaching and learning of Social Studies; establish if there are any gender differences in the attitude of teachers and pupils towards Social Studies and establish the views of teachers and pupils about the role of Social Studies in the curriculum. The findings could help headteachers and teachers develop strategies to improve their pupils' attitude towards Social Studies and appreciate its role in career and national development. The study used the functionalist theory of attitude formation and change. Descriptive research design was used, combining both quantitative and qualitative methods. The study targeted five schools, with a sample size of 140, in which 125 were Standard Eight pupils, 10 Social Studies teachers and five Headteachers. Analysis of collected data was done using descriptive statistics as well as inferential statistical method. Specifically, qualitative and quantitative analyses were employed and results presented in inform of tables and graphs. The study established that although teachers cited their interest in teaching Social Studies and its value as an important subject, disparities were observed on pupils' responses. Pupils felt that Social Studies was not given as much emphasis like other subjects, and this had an effect on their general attitude towards Social Studies as a career subject. In addition, the study found out that availability of teaching resources was a major factor influencing their attitude towards Social Studies. The gender disparities leaned towards male, given that majority of the pupils felt that boys had more interest in Social Studies than girls. The study concluded that teacher-pupil factors all combined translate into positive or negative outcomes that determined attitude towards Social Studies. Moreover, gender aspects were predictors of teachers' attitude towards pupils' attitudinal change in learning Social Studies. The study recommended that teachers should rethink the methods used in teaching Social Studies and ensure sufficient teaching resources are provided. The study recommended further research areas, including studies that could examine how teacher professional development and pedagogical content knowledge, influence attitude change in teaching and learning of Social Studies.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Schools are considered as effective if decisive instruction and knowledge exchange occur in a conducive environment. However, the school setting has to be favourable to enable effective teaching and learning. This is vital since of the interaction between internal and external features tend to generate desirable or undesirable perceptions among pupils. According to Vause and Baumert (2011), a number of issues in the modern era continue to challenge the understanding of top management of schools as well as teachers and learners, thereby changing the education trends and settings across the curriculum. In this case, a culture that supports effective educational knowledge sharing is required for effective results amidst a rising call for reforms in the education sector.

According to Curriculum Research and Development Division (CRDD, 2007), Social Studies equips learners by preparing them to gain understanding of their social-cultural setup and their critical role in the society, challenges and opportunities as well as values and norms of the current and future. However, the documentary evidence on mainstreaming aspects that affect attitude towards Social Studies is still scarce hence the need for this the current study.

According to Eshun (2013), Social Studies has now become a fundamental subject given its role not only in past experiences but modern societal meaning. In addition, Cal and Demirkaya (2020) point out to the implied and disjointed curriculum that has long characterized the teaching of Social Studies in the classroom. The authors also point to the gradual set of global dynamics that have given route to additional comprehensible and unified set of aims and goals as well as guidelines for effective programmes in schools. Further, Crisolo and Danilo (2017) argue that this methodology lays emphasis on learners' outcomes: the knowledge, skills, attitude, values and disposition to action that teachers wish to develop in students. Therefore, there is a necessity to research on how teachers' and pupils' attitude influence Social Studies curriculum development.

Globally, emerging trends in social academic disciplines in the USA emanated from suggestions made during the 1916 National Social Studies Committee that were reviewing the post-primary school programmes (Halvorsen & Wilson, 2010). These landmark decisions were also made based on certain pull-push factors, among them escalating youth crisis that had led to loss of societal values. There was a strong call for instilling firm ideals and values that would promote patriotism for American populace, especially the young people (Halvorsen, 2013). Studies have also shown that countries such as Finland, France and Turkey have reviewed Social Studies to instruct understanding of values. These nations characterize two different traditions in terms of religion, state and political systems and have identified the relevance of Social Studies as a national pillar in education (Kafadar & Ozturk, 2018).

In Africa, the creation of the African Social Studies Programme (ASSP) in 1968 opened a door to reflections on how education could advance development. While the ASSP was envisioned as non-profit, seventeen African states endorsed its launch as a strategy to boost and support new ideas of teaching (Olugbuyi & Adediran, 2015). The ASSP advanced from two key conventions (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968). In unfolding the function of Social Studies, the Conference highlighted key areas including national cohesion, speedy economic growth, and self-worth through human self-respect. Furthermore, the intent was to ensure the young generation is inculcated with social adjustment while appreciating the conventional ideals and foundations of citizenship (Olugbuyi & Adediran, 2015).

Conventional literature reports a number of cases regarding introduction of the subject in some of the nations in the African continent. For example, Liu and Sadara (2010) provide a historical perspective of how the subject gained prominence in Nigeria, as a pilot case from the USA. In the year 1964-1969, Social Studies had gained roots in Northern Nigeria, which was grounded first on teacher-skills, to understand its basic concepts through teacher training level in Africa. This led to the Mombasa Conference of 1968 in Kenya where it came to be known as African Social Studies Programme (ASSP) formed by eleven African countries. The ASSP Conference addressed issues related to objectives in Social Studies education, approaches to be used in teaching social studies and the need for skills and attitudes which develop through Social Studies teaching. It also stressed the

importance of participating in experiences which call for their use (Asimeng-Boahene, 2006).

In Ghana, Social Studies has progressed through the identification of Geography, History and Civics themes previously adopted from a multidisciplinary approach for advancing education and development. The introduction of Social Studies in Ghana in 1972 brought about basic training in all Teacher-Training Colleges for preparation of School teachers. This culminated into novel reforms in the educational sector in 1987 (Chiodo & Byford, 2004). In Botswana, Social Studies represents a core curriculum from primary to secondary to tertiary educational level (Adeyemi, 2008). In Uganda, Bamusime (2011) asserts that the government's commitment to enhancing a National Curriculum Development Centre (NCDC) provided a platform to integrate Social Studies along with Primary Teachers' Colleges (PTCs). In the 1980s, it gained entry in primary schools, taught separately into areas including Geography, History and Civics.

According to Clarke (2017), the establishment of the African Social Studies Programme in 1968 led to the development of novel syllabi following an African Social Studies Programme as an organization of initially 12 countries but later collapsed in 2002. It was at the Mombasa conference of 1968 that the integrated approach was favoured as being more meaningful to the pupils than Geography, History and Civics, which were traditionally taught as separate subjects in the school curriculum.

In 1967, progress towards enhancing the role of Social Studies was made culminating in a series of deliberations in the United Kingdom, as well as convening of another conference in 1968, in Mombasa Kenya, sponsored by Educational Development Centre (EDC) and Centre for Curriculum Renewal and Development Overseas (CREDO). At the Mombasa Conference, a foundation for understanding of the meaning of Social Studies and its application in Africa was laid. Consequently, a permanent African International Secretariat based in Nairobi Kenya was created, which was known as the African Social Studies Programme (ASSP). The ASSP was renamed as the African Social and Environmental Studies Programme (ASESP) in 1990. At the Mombasa Conference, officials from the Ministry of Education officials from 11 countries recommended an integrated approach for teaching of Social Studies (Okoth & Ndalo, 2018). Over the years, Social Studies has assumed an important role in school programmes in Kenya.

In Kenya, two essential concepts were reached upon during the Mombasa Conference of 1968 on Social Studies. The initial was the need to advance best practice on efficiency and symbolic resolutions that focused on skills, aspects of socio-political and economic skills. The subsequent issues emphasized behaviour and how human relations influenced the environment, both the physical and natural settings. Of importance was the clear understanding of cultural heritage as well as the knowledge and appreciation of national peace and unity. Conference participants from educational agencies representing eleven African countries recommended utilization of multidisciplinary approaches to Social Studies curriculum development and teaching (Okoth & Ndalo, 2018). These

developments in the curriculum framework acknowledge the importance of the environments and social-cultural resources, where the needs and ambitions of the society could be influenced by attitude. However, a move towards ensuring its importance remains well cultivated has been challenged by factors beyond the school setting.

## **1.2 Statement of the Problem**

Social Studies has for years emerged as a key subject in education and national development. Its integration within syllabus denotes its relevance and contribution not only to individual learners but the society and country at large. In studying Geography, History, Civics and Religious Studies, pupils understand their past, forecast their future, understand environment and how to relate with others. In addition, religious knowledge builds learners' moral values to live uprightly and thereby contribute to the growth of the nation. This in turn helps both teachers and learners to understand their place in the world.

If Social Studies is not taught, then citizenry might fail to embrace, respect and uphold the national values. Moreover, neglecting this important subject could mean learners are not well immersed into the national ethos that shape society. This, therefore, means that Social Studies curriculum must be thoughtfully planned to foster a sense of cooperation and bring an outlook for teacher-pupil relations. If this is well taught, then the society will be free from crime, corruption, hunger, political violence and social ills that threaten

our country. Yet, this is possible if teachers and learners possess the right mindset that develops into attitude and approach towards the subject.

In order to meet these challenges, teachers must have a positive attitude that enhances effective skills and knowledge to initiate and support pupils to grow and develop positive morals. In return, pupils will start to appreciate its role as a career subject and learn how-to live-in harmony. A positive attitude by teachers and pupils towards Social Studies can enhance problem-solving. The importance of Social Studies may be challenged by teachers' and pupils' attitude, gender differences and its role in the curriculum. Therefore, there was need to look at how the attitude of teachers and pupils could influence teaching and learning of Social Studies in public primary schools.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate teachers' and pupils' attitude towards teaching and learning of Social Studies in public primary schools in Lang'ata, Nairobi County, Kenya.

#### **1.4 Specific Objectives of the Study**

The specific objectives of the study were to:

- i. Investigate the attitude of a) Teachers and b) Pupils towards the teaching and learning of Social Studies.
- ii. Establish factors influencing the attitude of: a) Teachers and b) Pupils towards the teaching and learning of Social Studies.
- iii. Establish whether there are gender differences among: a) Teachers and b) Pupils towards the teaching and learning of Social Studies.
- iv. Establish the views of: a) Teachers and b) Pupils about the role of Social Studies in the curriculum.

#### **1.5 Research Questions**

The following study will be guided by the following research questions:

- i. What is the attitude of: a) Teachers and b) Pupils toward the teaching and learning of Social Studies?
- ii. What are the factors influencing the attitude of: a) Teachers and b) Pupils toward the teaching and learning of Social Studies?
- iii. Are there any gender differences in: a) Teachers' and b) Pupils' attitude toward the teaching and learning of Social Studies?
- iv. What are the views of: a) Teachers and b) Pupils about the role of Social Studies in the curriculum?

## **1.6 Significance of the Study**

Knowledge gained provides insight to existing general attitude of teachers and pupils and may provide some ideas on how they can improve subject instruction lessons. This could enable teachers to devise strategies to improve their pupils' attitude towards the subject. The study will also be beneficial to teachers since the findings reveal the role played by various psychological factors on pupils' attitude towards Social Studies. New strategies could also be developed and used to combat negative attitude and perceptions that militate against the study of Social Studies and other subjects.

## **1.7 Scope and Limitations of the Study**

### **1.7.1 Scope of the Study**

Scope is self-imposed limitations to the study. The study targeted public primary schools in Lang'ata Sub-County in Nairobi County. The study focused on Social Studies teachers dealing with Standard Eight pupils. Therefore, the study findings are only generalized to Lang'ata Sub-County and no other regions and Counties.

### **1.7.2 Limitations of the Study**

First, it was hard to get headteachers due to their busy schedule. To overcome this challenge, the researcher re-booked an appointment with the specific headteachers at a convenient time when the researcher met and interviewed them. Second, pupils had a schedule and timetable hence the researcher experienced some challenges finding adequate time to administer questionnaires in some schools.

## **1.8 Assumptions of the Study**

The following assumptions guided the study:

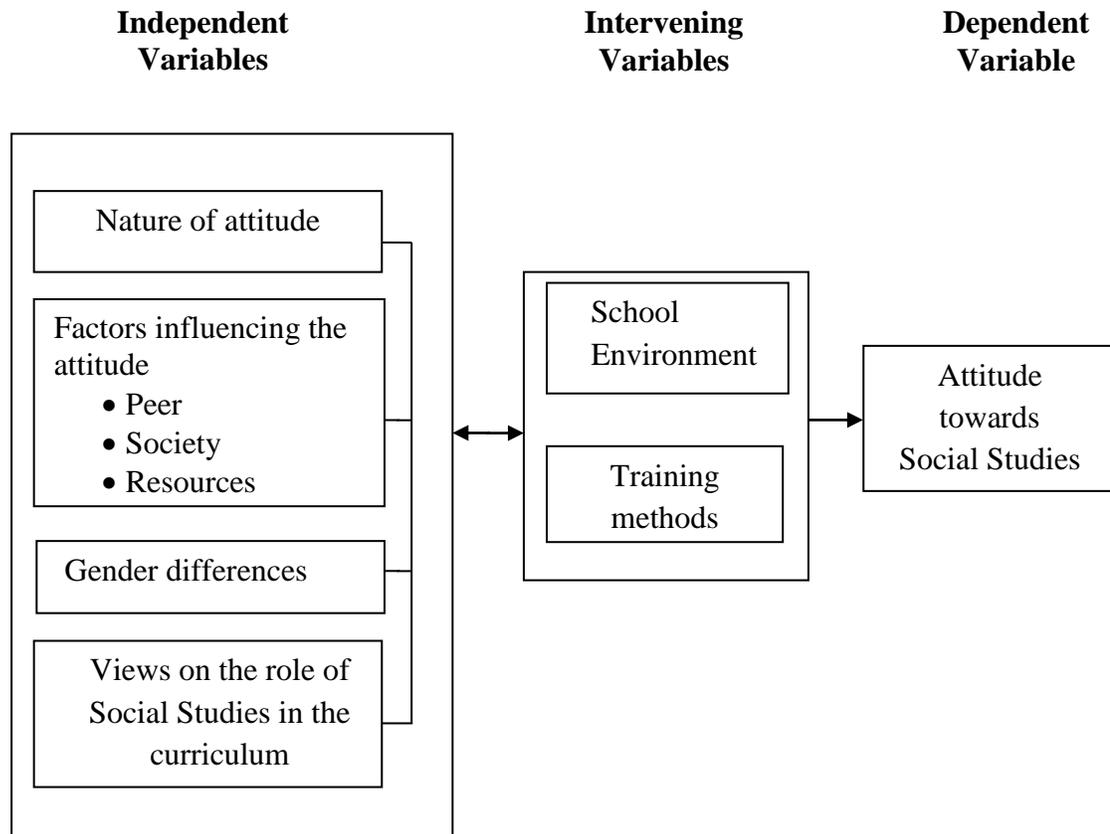
- i. The participants responded to the research instruments honestly and hence the results of this study could be replicated in all other primary schools.
- ii. The nature of teachers' and pupils' attitude towards Social Studies reflected existing gaps relating to teacher-pupil perception regarding its significance in the curriculum.
- v. There were no gender stereotypes that could influence gender differences in teachers' and pupils' attitude toward the teaching and learning of Social Studies.

## **1.9 Theoretical Framework**

The Functionalist Theory of attitude formation and change proposed by Katz (1960) was applied. Katz makes a distinction of four aspects in psychological roles that mediate attitude. These are knowledge, utility, ego-defence and value expression. The knowledge component signifies the aptitude for an individual to systematize in sequence some aspects and information depending on his/her attitude. This expression may be towards people, surroundings and objects. The key assumption is that attitude varies but not leaning towards information or awareness, except by changing the person's essential inspirational and character wants. The changes in attitude is related to its inability to provide its functioning task, which in turn makes one feel either disappointed or irritated. The relevance of the theory lies in its emphasis on the interplay among motivation towards a particular area, ability, attitude and behaviour that could influence particular

aspects, for example, of Social Studies. This theory therefore fits the study because the study looked at what instructors could face in their attempt to pass knowledge and information to learners.

### 1.10 Conceptual Framework



**Figure 1.1 Conceptual Framework**

Figure 1.1 shows various factors influencing teachers' and pupils' attitude towards Social Studies. The independent variables in this study included: nature of attitude, factors influencing attitude, gender differences and Social Studies' position in the curriculum. The intervening variables were school environment and training methods.

The nature of attitude, whether positive or negative, can affect learning outcomes. On the other hand, gender aspect is key in determining schools progress towards education. Many teachers and schools reinforce gender stereotypes, often without being aware that school environment and training methods are intervening variables. These may mediate and shape pupils' attitude. For example, how teachers employ different training techniques may positively or negatively influence enthusiasm in the classroom.

## 1.11 Operational Definitions of Terms

In this section, key terms and phrases used in the study were defined. These terms are arranged in alphabetical order as given below:

**Attitude:** A tendency emanating from external or internal behaviour expressed in a positive or negative manner towards Social Studies expressed either by the teacher or the pupil.

**Curriculum:** Refers to academic content to be covered in Social Studies in primary schools.

**Gender:** A state of being male or female, which could influence patterns of behaviour associated social studies learning.

**Instructional materials:** Refer to materials and facilities used to ease, encourage, and promote effective teaching and learning activities in Social Studies (OECD, 2013).

**Integrated approach:** A common approach involving incorporation of Civic studies, Geography and History as one subject usually referred to as Social Studies.

**Pupil:** A child or young person studying in primary school.

**Social Studies:** A subject that covers people, the environment in which they live and the rules that govern them. It encompasses Geography, History and Civics.

**Teacher:** Refers to persons qualified through specified professional training from a recognized college to teach.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents related studies to the study topic and objectives. The literature has been arranged as follows; historical development of Social Studies, teachers' attitude toward Social Studies, pupils' attitude toward Social Studies, factors that influences attitude toward Social Studies, the role of Social Studies in the curriculum and society, teachers' and pupils' attitudinal differences on the basis of gender and challenges experienced. Finally, a summary of the literature has been given.

#### **2.2 Historical Development of Social Studies**

The historical basics of Socio-cultural lessons emerged during the 17<sup>th</sup> Century in Great Britain and later progressed to United States of America. In this era, Henry (2015) points out that the rise in need for Social Studies emerged as an attempt to make use of education as a tool for social wellbeing. This call, according to Blomeke and Delaney (2012), was spearhead by American leaders and policy makers. It later went through modifications in the early 1960s in the UK, where the socio-political changes meant that school curriculum mirror the industrialized economies and societal shifts at the time (Liu & Sadera, 2010).

The USA and UK thus became key countries that streamlined education programs in Social Studies. Later, this spread to other nations. For example, Turkey initiated

programmes aimed at advancing prolific citizens and democratic culture. The aspects of historical, geographical and citizenship information were merged to offer ultimate skills.

In the African context, replication of conventional African norms and education themes were strongly linked to indigenous Africa citizenship education. A number of countries were the pioneers of Social Studies. Nigeria is cited one of the few that launched programmes in the late 1950s through support initiatives from USA. The foreword of Social Studies became a vital subject trained from primary to tertiary level (Sivakumar, 2018). The recognition of civics as a significant component towards integration and democratization of national identity meant that Social Studies would play a role reversing the distressing effect of a prolonged civil war (Crisolo & Danilo, 2017). Yet, there is still limited evidence on studies examining how the subject is taking shape in the modern era in Kenya.

### **2.3 Teachers' Attitude Towards the Teaching and Learning of Social Studies**

A teachers' attitude towards a school topic is a pointer of their effort, contribution and knowledge product linked to the theme subject (Standslause, 2013). This criterion for perception or a liking of a particular subject designates in what way the educator attaches their efforts towards different subjects in the school. Inceoglu (2004) points out that attitude is an individual's predisposition to respond to either an event, idea or object in his or her environment. Similarly, Shaighnessy (2015) stresses that attitude and behaviour change are common parameters within the school set-up; and cites case examples that

include cognitive (events relating to the subject matter), affective (emotions attached to it) and psychomotor (tendency to respond towards the subject).

A teacher's positive attitude towards a subject demonstrates his or her interest and underscores the need to develop and monitor the curriculum (Hogg & Vaughan, 2015). According to Gurdogan (2016), case studies undertaken in the USA revealed mixed results, with differences at grade levels but a general trend of low interest across most schools cited. However, few studies have been done to explore the potential causes of this negative attitude toward Social Studies. In the developed economies, the comprehensive approaches to enhancing school support for Social Studies appear well implemented in USA. However, in Africa, it seems weak and disjointed.

### **2.3.1 Learners' Attitude Towards Social Studies**

The attitude of pupils towards the concept of education and outcomes are linked to the classroom environment as well as teacher-related factors. Ideally, learner's attitude towards a school subject reflects their perception, anticipated gains and contribution to their academic achievement (Standslause, 2013). In addition, it also how the learner views one subject over the others. In support, Selikkaya and Filoglu (2014) note that attitude reflects the reaction to an event, object or idea of an individual. Similarly, Shaighnessy (2015) points out that attitude is a key aspect within academic circles, as it covers both the social and behavioural domains of both teachers and pupils, which ultimately may influence the ability to either like or dislike the subject.

A positive attitude of a learner towards a subject also shows the underlying management abilities that schools possess. (Omolara & Adebukola, 2015). According to Sarkar (2015), evidence obtained from USA schools revealed Social Studies as one key area least cited based on ratings from learners across the grading system. Moreover, case studies showed across syllabus coverage and disciplines related to Social Studies scored low as compared to other disciplines. However, few studies have been done to explore the potential causes of this negative attitude toward Social Studies. Consequently, learning environmental conditions can influence pupils' attitude towards a particular subject (Al-Haerthey & Jamalludin, 2013). In addition, Ahmet's (2015) found negative relationship between learners' attitude and performance, although there was strong correlation between final examination scores and enjoyment of Social Studies. Various aspects that influenced their perception on Social Studies included learners' abilities, teaching technique and school surrounding (Ahmet, 2015).

#### **2.4 Factors Influencing Teachers' and Pupils' Attitude Toward Social Studies**

Lack of teaching and learning resources was a challenge found by Britt and Howe (2014). The findings indicated lack of textbooks and teaching aids to facilitate learning and make it interesting. Most teachers used lecture methods, which made the lesson boring and thus resulted to a negative attitude toward Social Studies. Another study by Fitchett, Heafner and Lambert (2012), found out that teachers were faced by a number of problems, such as lack of references books and availability of other resources for both Geography and History.

#### **2.4.1 Lack of Meaning of Concepts**

The teaching elements presented during Social Studies lessons mean that teachers have to utilize various concepts with their meanings. Yet, Peetsma and van der Veen (2011) argue that ideal meanings of key aspects under-valued by teachers are likely to limit learners' experiences and thus influence behaviour change. On contrary, memorizing facts limit the ability to obtain key meaning of concepts. Seefeldt (2001) points out that teachers need to help learners grasp Social Studies concepts as opposed to reciting them.

#### **2.4.2 Lack of Training in Process Skills**

Most studies indicate that teachers rarely apply critical thinking, decision making, problem-solving or other course skills (Carl, 2012). Other studies by Wubbels and Wijsman (2014); Wijsman et al., 2014) highlight that pupils who complete school having acquired critical problem-solving skills end up developing strong intellectual capacities in real life situations.

#### **2.4.3 Avoidance of Controversial Issues**

It has been argued that majority of Social Studies teachers are not ready to tackle the controversies arising in the society due to fear of grievances from parents or individual preference (Van Driel & Berry, 2012). In addition, controversy over unfamiliar areas means that teachers have the ability and skill to remain flexible enough to ensure learners get the information needed. Yet, effective teaching cannot be generalized if key areas are not articulated. This could influence the nature of techniques utilized by teachers in

conjunction with learners and hence have an effect on pupils' attitude towards Social Studies.

#### **2.4.4 Shallow Content in the Textbook**

Studies by Avery and Graves (2010) show that, most Social Studies textbooks are not well designed to enhance thoughtful and deliberate classroom engagement. In another study, McCoy (2017) established that limited resources such as reference books and other learning aids was a hindrance to achieving full participation and outcomes for learners during Social Studies lessons. Similar studies, such as Walker (2017), reveal that content is key and if learning materials such as textbooks are not well oriented, this could affect the perception and motivation dimension of teaching and learning, which could also affect attitude formation. In addition, Walker (2017) emphasizes the need to attain adequate resources to enable teachers undertake their duties effectively, while allowing learners to utilize various resources available to them to experience both a mix of classroom and real-world practice of the subject content. Robust suggestions show adequate learning visual aids and information kits can support tutors in contributing to quality education and in endorsing meaningful teaching and learning attitudes.

#### **2.4.5 Strategies for Teaching and Learning Social Studies**

A number of scholars have examined teaching strategies and how such methodologies affect learner outcomes. Firstly, McCoy (2017) provides a link between strategies used in teaching and learner's environment, arguing that while strategies may be available to

explore, it is the learners' environment that ultimately make the lesson interesting. Secondly, Tomal and Jones (2015) investigate various teaching strategies within Social Studies and established varying trends relating to their use, within a call for more learner-centered methodology to support quality outcomes. On the other hand, Ogbianigene (2014) advocated for dynamic methods and teacher ability to apply contextual approaches based on available resources. However, his study established gaps relating to how teachers were better placed in explaining new techniques used (Ogbianigene, 2014).

According to Sivakumar (2018), the multidisciplinary elements comprising Social Studies encompassing civic, social-cultural and historical as well as humanities makes it a multifaceted subject area. Within these areas, learners are exposed to various instruction areas that help them acquire information on how to solve life problems, life lessons, people-skills and how they can interact with both human and physical environment. On a more practical point of view, learners have an opportunity to read and apply their individual skills appropriately (McCoy, 2017). In such settings, the place of the teacher as the instructor remains important, but more important is the need to maintain a learner-focused approach where problem-solving is key (Muyanda-Mutebi & Matovu, 1994). This therefore means that the teacher has a chance to select a particular method to suit the subject matter and context since techniques used would also depend on the prevailing circumstances and topic under discussion. Such cases may include a group discussion or field work class sessions that allow learners to interact with external elements.

Teachers have an opportunity to make an intentional attempt in designing programmes that enhance quality classroom instruction while successfully addressing ethical issues that raise behaviour and attitude change among learners (Ozdemir, 2012). These aspects are important to ensure learners develop all-round knowledge as productive members of the society and nation at large.

Other concepts, according to Teo and Wong (2000), involve approaches that promote active participation of learners. This approach has also been endorsed by Greitzer (2012), advocating for a more inclusive methodology to stimulate behaviour change among learners through active education. According to Hesson and Shad (2007), teachers contribute in encouraging learner-centred methods which can develop their insights in various aspects related to social and civic issues. However, in an effort to improve their teaching techniques, schools have been challenged by their ability to design appropriate methods and inspire educators to structure these new strategies that match curriculum appropriately. For a more effective approach in Social Studies, the content needs to align with diverse educational disciplines to help pupils gain a wide-range of knowledge rather than limit it to a teacher-do-it-all kind of teaching (Ganyaupfu, 2013). Implementing this technique will ultimately help learners comprehend both societal and national issues and hence reflect their behaviour attitude change, embrace and understand basic values surrounding family, society and their duty as they make decisions. However, possible causes for attitude towards Social Studies have not been adequately researched in Lang'ata Sub-County, where the study seeks to address these problems. Despite the

literature case example, studies on Social Studies, local cases are limited and are informed by studies that have focused on other subject areas like Sciences and Languages.

## **2.5 Gender Differences in Attitude Towards Social Studies**

According to Crisolo and Danilo (2017), efforts to investigate the impact of gender on learners' performance found males to be superior to females in certain subjects whereas Faye (2005) found females to be superior. However, Mensah and Frimpong (2020) recent findings suggest no clear difference related to sex differences, attitude and performance indicators among learners in Social Studies. However, Reilly and Neumann (2016) determined gender as a moderating factor, but identified both genders gained critical skills and had similar experiences where classroom learning environment was well coordinated and supportive teachers.

From the teacher perspective, sex difference arises right from the training level which affect attitude and behaviour along the chain. While some case studies have demonstrated a positive attitude among female tutors (Cal & Demirkaya, 2020), other studies have established mixed results on gender differences (Gurdogan, 2016). Given the diverse disciplines included in Social Studies, a significant component is related to the changing social and gender-sensitive norms. This arises from other studies relating gender and performance, as well as culture orientation which may have an effect on attitude towards Social Studies.

On comparing gender and attitude among learners, Ogbianigene (2014) found no gender differences towards Social Studies. Similarly, Mezeiobiand Igbo (2012) determined that sex conformation has a substantial link to learners' academic achievement. Similar studies have determined how modelling pupil behaviour and gender revealed variances between boys and girls and their classroom test scores (Ogheneakoke & Akpochofo, 2015). In addition, Ahmet (2015) analysed Social Studies teachers' perceptions toward Social Studies teaching in Turkey. Ahmet (2015) study established that teacher/pupil interest in Social Studies changed according to their gender differences. An analysis of gender has effects on pupils' and teachers' attitude in Social Studies was thus a priority area for this study.

Similarly, gender studies by Ogbianigene (2014) focusing on learners' academic accomplishment in secondary school Social Studies in Nigeria found out that female students in the tentative groups performed better than the males. Quantitative findings revealed no significant differences across gender in test scores, highlighting the gender-focused studies were still limited in exploring attitude change and behaviour. In perspective, gender and attitude could better be explored in the contextual parameters related to teacher preferences, school settings and other internal and external factors within schools. This is so since there has been an emerging rise of the gender debate and a call for gender -responsive policies that take into account mainstreaming gender into educational programmes.

## **2.6 The Role of Social Studies in the Curriculum**

According to Tomal and Jones (2015) the civic, geographical and historical underpinning of Social Studies places learners on a clear path of understanding their past, present and future roles. Similarly, the author points out that such an interdisciplinary approach to the basic elements of social norms help learners understand historical background, societal events and national values key to enhancing cohesiveness and national development. Learners also get a chance to identify with modern concepts and perspectives that open them up to how individuals, leaders and nations make decisions to better their socio-economic growth. In addition, Sarkar (2015) points out that Social Studies gives pupils good background knowledge, with a yearning desire to reflect on prospects regarding societal values, decision-making and problem-solving.

Another important role stems from the structure of a society from which learners can identify local and national perspective of organizational structure, ranging from governance and leadership. As its basic level, learners begin to identify with roles and rules, social responsibility, leadership and processes such as elections and rule of law (Tomal, 2015). In his study, Sarkar (2015) argues that such rights embody one to understand clearly the pathway for identity, self-reflection, their vision and goals in making a positive impact in the society. The outcome would thus be learners who take the step to feel they are important members of a community, and their contribution for the betterment of their community is celebrated and respected. According to Ozdemir (2012), social aspects thus reignite learners' ability to participate freely in societal events

through which they can question, challenge and learn how society and people function and co-exist (Ozdemir, 2012).

According to Shaighnessy (2015), another important role emanates from the economic point of view, where learners interrogate how governments function, market trends and policies that influence demand and supply. In addition, Social Studies bridges the gap between science and economics, thereby expanding knowledge on local and international economic principles. Similarly, Tomal and Yılar (2019) opine that key elements that promote growth of local and national economies of scale, from production, industrial to capital to business ventures help learners open their minds to how they can self-sustain. Moreover, learners have an opportunity to understand basic principles that shape their local and national economic landscape, investment and what factors threaten progress in the society. This helps pupils have a bigger picture of the real world, while preparing them to interact at a personal level with culture, develop meaningful skills to debate and advocate for the well-being of all in the society (Tomal & Yılar, 2019). Yet, research dedicated to Social Studies in local context is still inadequate.

## **2.7 Summary of Existing Gaps in the Literature Reviewed**

Social Studies has been explored to contribute to various benefits, ranging from a change of mind-set, understanding society, economy and future trends. Despite its relevance in the modern era, the concept of Social Studies in primary schools has not been

exhaustively explored in the local context. In addition, literature in Kenya is still limited in scope and depth.

Conventional literature indicates that Social Studies and its objectives have tended to focus on performance and grading aspects in the classroom, resources and teacher methods. However, there seems to be a discernable gap on how often each school employs particular engagement tools for effective teaching. Moreover, the scale and complexity of prioritizing wide-ranging techniques in Social Studies curriculum strongly suggest that the permissive environment that currently exists, underscores the need for a change in attitude among pupils and teachers and thus a priority area for research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, study area, target population, sampling techniques and sample size. The chapter also covered research instruments, piloting: reliability and validity, data collection procedures, data analysis and legal and ethical consideration.

#### **3.2 Research Design**

According to Leedy and Ormrod (2010), methodology shows the general guideline and the approach undertaken during the research process. It also outlines the procedures of data collection, analysis and interpretation of the findings. The study employed a descriptive design, which was deemed appropriate because it enabled description of the phenomena in qualitative data and quantitative form. Both quantitative and qualitative techniques were used to collect and analyse data as supported by Cresswell (2005). Therefore, the design was chosen because of its appropriateness to this study, which aimed at establishing the attitude of teachers and pupils towards teaching and learning of Social Studies.

#### **3.3 Study Area**

The research was conducted at Lang'ata Sub-County, Nairobi County. Lang'ata is a suburb of Nairobi City, lying South West of the city centre and East of Karen. The suburb

consists of varied developments that include Nairobi Dam, Otiende, Southlands, Ngei, Jambo, Onyonka and Madaraka Estates. However, Lang'ata Sub-County has encountered challenges in schools related to performance particularly in Social Studies. This gap calls for alternative ways of teaching and Social Studies content delivery methodologies. It is on this basis that the researcher decided to select schools within this area.

### **3.4 Target Population**

Lang'ata Sub-County has a total of 13 primary schools with an enrolment of 15,736 pupils. The target population sample was derived from County Education Office, which highlights distribution of teachers and pupils in public primary schools per Sub-County in Nairobi. The target population was a total of 1,094. These comprised of 1,048 Standard Eight pupils, 33 Social Studies teachers and 13 headteachers drawn from the 13 public primary schools in Lang'ata Sub-County, Nairobi Kenya as indicated in Figure 3.1.

**Table. 3.1 Target Population (Sampling Frame)**

| <b>No.</b> | <b>School</b> | <b>School Enrolment in Lang'ata Sub - County</b> | <b>Target Population for Standard 8 Pupils</b> | <b>Social Studies Teachers</b> | <b>Headteachers</b> |
|------------|---------------|--|--|--------------------------------|---------------------|
| 1.         | School A      | 2545   | 120  | 3                              | 1                   |
| 2.         | School B      | 2385   | 128  | 4                              | 1                   |
| 3.         | School C      | 2017   | 88   | 2                              | 1                   |
| 4.         | School D      | 1180   | 60   | 2                              | 1                   |
| 5.         | School E      | 1170   | 96   | 3                              | 1                   |
| 6.         | School F      | 1113   | 50   | 2                              | 1                   |
| 7.         | School G      | 1105   | 74   | 2                              | 1                   |
| 8.         | School H      | 976  | 66   | 2                              | 1                   |
| 9.         | School I      | 862  | 92   | 3                              | 1                   |
| 10.        | School J      | 726  | 55   | 2                              | 1                   |
| 11.        | School K      | 630  | 60   | 2                              | 1                   |
| 12.        | School L      | 516  | 83   | 3                              | 1                   |
| 13.        | School M      | 511  | 76   | 3                              | 1                   |
|            | <b>Total</b>  | <b>15,736</b>                                    | <b>1,048</b>                                   | <b>33</b>                      | <b>13</b>           |

**Source: (Ministry of Education, Science and Technology, 2018)**

### **3.5 Sampling Procedures and Sample Size**

#### **3.5.1 Sampling Procedures**

According to Mason (2006), sampling is a technique involving the selection of groups in a populace to obtain a representative sample. This process ensures that the features on of the entire cluster are taken into account. Mason (2006) emphasizes that the selection and grouping criteria form part of the principles utilized in classifying and obtaining key

information. This study employed cluster, simple, random and purposive sampling techniques.

Primary schools in Langa'ta sub-county are administratively classified into five clusters. Therefore, the researcher randomly picked one school from each cluster using simple random sampling. Therefore, a total of five schools were picked to take part in the study. In each of the five schools, Standard Eight pupils were selected using simple random sampling. Simple random sampling ensured that each participant pupil stood a chance in taking part in the study and hence eliminated bias (Orodho, 2005). The researcher used small pieces of paper on which the words 'yes' and 'no' were written and participants had to pick them. The pupil who took a yes paper participated in the study. On the other hand, all Social Studies were targeted for the study. Purposive sampling was used to select both male and female teachers in schools that had three Social Studies teachers teaching Standard Eight.

### **3.5.2 Sample Size**

The sample size for this study is as shown in Table 3.2

**Table 3.2 Sample Size for the Study**

| <b>Population cluster Per zone</b> | <b>Number of pupils in Standard Eight</b> | <b>Pupil Population By Gender</b> | <b>Sample size per gender</b> | <b>Social Studies Teachers</b> | <b>Head teachers</b> | <b>Total Sample size</b> |
|------------------------------------|---|-----------------------------------|-------------------------------|--------------------------------|----------------------|--------------------------|
| School 1                           | 120                                       | Boys 58                           | 17                            | 2                              | 1                    | 39                       |
|                                    |   | Girls 62                          | 19                            |                                |                      |                          |
| School 2                           | 88  | Boys 42                           | 12                            | 2                              | 1                    | 29                       |
|                                    |   | Girls 46                          | 14                            |                                |                      |                          |
| School 3                           | 96  | Boys 49                           | 15                            | 2                              | 1                    | 32                       |
|                                    |   | Girls 47                          | 14                            |                                |                      |                          |
| School 4                           | 60  | Boys 27                           | 8                             | 2                              | 1                    | 21                       |
|                                    |   | Girls 33                          | 10                            |                                |                      |                          |
| School 5                           | 55  | Boys 25                           | 7                             | 2                              | 1                    | 19                       |
|                                    |   | Girls 30                          | 9                             |                                |                      |                          |
| <b>Total</b>                       | <b>419</b>                                |                                   | <b>125</b>                    | <b>10</b>                      | <b>5</b>             | <b>140</b>               |

Out of the 13 schools (Table 3.1), five schools were sampled. A sample fraction of 30% of the sample category was used for a smaller population. A sample size of 140 was considered, drawing response from Standard Eight pupils. In addition, every sampled school targeted two Social Studies teachers that taught the selected pupils and the headteacher.

### **3.6 Research Instruments**

Various tools were used to collect data including a questionnaire for pupils and interview guides for headteachers and teachers as describe below:

#### **3.6.1 Teachers' and Pupils' Questionnaires**

The researcher used questionnaires to collect relevant data from teachers and pupils. The questionnaire consisted of five sections. Section one comprised of demographic information about teachers while the other four sections had questions in relation to the specific objectives. The questionnaire was designed using Likert method with measurable indicators (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) in line with each research objective.

Teachers' questionnaire carried questions related to their attitude, aspects relating to perception and attitude, gender differences and the role of Social Studies in the primary school curriculum. Pupils' questionnaire differed from teachers in terms of language used, with a simple Likert Scale to illustrate attitude and their views on whether teachers greatly influenced their general view of the subject.

#### **3.6.2 Interview Guide for Headteachers**

Interviews were specifically for teachers and the aim was to get first-hand detailed information on attitude. Interviews generated participant's personal experiences, emotions, views and ideas. Semi-structured discussions aided the investigator acquire detailed information that validated the data gathered from the questionnaires.

### **3.7 Piloting**

According to Kvale (2007), a pilot study is defined as a try-out of research techniques and methods used in testing the variability and reliability of the research. It involves administering the research instruments to randomly selected individuals. The researcher carried out a validity test using one school that did not participate in the actual study. Piloting helped the researcher to approximate expected time duration during conducting actual interview sessions and time it would take to conduct the interviews and filling of questionnaires.

#### **3.7.1 Reliability of the Instruments**

Crobach's alpha was estimated to be the most appropriate method in estimating the internal consistency of an instrument (Kimberlin and Winterstein, 2008). Kimberlin and Winterstein (2008) reported that it was used for summated scales or Likert scale items. Since the questionnaires were predominantly administered using Likert scale the researcher wanted to estimate the internal consistency of the instruments. Crobach's alpha was deemed the best method to estimate the reliability of the instruments.

The Crobach's alpha has a correlation coefficient ranging in value from 0 to 1. The closer a reliability coefficient value is to 1, the more reliable the test, while the closer the reliability coefficient value is to 0, the less reliable the test (Gay, Mills & & Airasian, 2009). The reliability coefficient of the teachers' questionnaire was 0.78, while that of the pupils was 0.73. A correlation coefficient ( $r$ ) of 0.75 marked a recommended score to

ascertain the reliability of the tools used (Yasar & Cogenli, 2014). The researcher also ensured that numbers were clearly categorized and applied accordingly.

### **3.7.2 Validity of the Instruments**

According to Mugenda and Mugenda (2003), validity denotes the correctness, relevance and worthiness of the precise inferences that researchers make in the data they collect. The author further states that validity shows the extent to which information gathered from the research remains precise in line with study objectives. Content validity was used to measure the extent to which the research items that comprised the scale accurately represented or measured the information that was being assessed. The triangulation for qualitative and quantitative data helped the investigator build a broader base to capture a divergent idea. The researcher relied on the appropriateness of the items on the instrument as well as key indicators addressed in the framework. The instruments were also presented to the supervisors and experts for review. The propositions presented were used to revise the tools appropriately.

### **3.8 Data Collection Techniques**

Data collection process entails the planned activities and procedure employed by the researcher to collect research data. This technique involves screening for the study sample groups, obtaining consent from relevant institutions to facilitate data collection and the actual data collection which entails interaction with participants or through observation.

The tools applied to obtain information used entailed questionnaires for pupils and teachers as well as face-to-face interviews with headteachers. After obtaining the permission from a NACOSTI, Sub-County Education Officer, the researchers met with the respective heads of the schools who facilitated meetings with the appropriate research participants. All teachers and pupils gave their consent through signing the consent form.

### **3.8.1 Questionnaire for Teachers**

Questionnaires were used to collect data from teachers. The questionnaire had both open-ended and closed items. A 4-point Likert-scale questionnaire (strongly agree, agree, disagree, strongly disagree) was used. The questionnaires entailed general information of the respondents (demographic data for teachers) as well as questions on the four study objectives namely: teachers' attitude; factors influencing the attitude of teachers and pupils toward teaching and learning of Social Studies; gender differences (if any) in teachers' and pupils' attitude toward teaching and learning of Social Studies; and the views of teachers and pupils about the role of Social Studies in the curriculum. The questionnaires were self-administered whereby respondents were asked to answer the questions themselves.

### **3.8.2 Questionnaires for Pupils**

Questionnaires helped in obtaining information from pupils. The class teacher aided in distributing the questionnaires hence it took half an hour. Views of individual pupils were deemed important because being learners of Social Studies, their responses would bring out their attitude on the subject. The pupils were notified of the intent of the research

before the actual day. The investigator with the guidance of the class teacher met the pupils in one common room where the questionnaires were administered.

### **3.8.3 Interview Schedule for the Headteachers**

A face-to-face structure interview tool was utilized to capture relevant information from the headteachers within the selected schools. These selective interviews were used to shed light and put emphasis on some of the issues raised through the questionnaire. The researcher met the head teacher of each selected school and sought an appointment to carry out the interview. During the interview the researcher engaged the headteacher and recorded all the responses for analysis. The interview was guided by questions relating to the study's objectives including: teachers' and pupils' attitude toward teaching and learning of Social Studies; factors influencing teachers' and pupils' attitude toward teaching and learning of Social Studies; gender differences (if any) in teachers' and pupils' attitude toward the teaching and learning of Social Studies plus the views of teachers and pupils about the role of Social Studies in the curriculum.

### **3.9 Data Analysis**

Both quantitative and qualitative data were simultaneously collected, analysed separately for the purpose of establishing the facts. This is because the attitude is primarily measured by attitude scales that show whether the attitudes are positive or negative. Nevertheless, finding out the factors influencing attitude calls for qualitative methods (Yılmaz, 2010).

Descriptive statistical analysis was applied for quantitative data mainly aided by SPSS Version 20.0. It was pre coded, coded and entered into the program and analysed descriptively including frequency, percentages, standard deviation, mean, median and modes. On the other hand, qualitative data was analysed thematically as per the objectives of the study.

Regarding objective one, aimed at assessing attitude of teachers and pupils, descriptive statistics was used to analyse the data and findings reported in frequencies, percentages and cross tabulations. The results were reported using figures, tables and charts. Objective two sought to establish factors influencing the attitude of teachers and pupils toward the teaching and learning of Social Studies. Analysis was done using cross tabulations quantitatively as well as qualitative narratives, which were interpreted, summarized, and presented as direct quotes within the report.

Objective three assessed attitude and gender differences among teachers and pupils toward teaching and learning of Social Studies. The analysis was done based to establish the relationship. Results were presented using tables and charts. Objective four was on establishing the views of teachers and pupils about the role of Social Studies in the primary school curriculum. Analysis for this objective was done based on descriptive statistics. The findings of the study were presented using figures, tables and charts.

### **3.10 Logistical and Ethical Considerations**

According to Okoth (2012), the value of research lies in its ability to offer quality and ethical standards. Therefore, in undertaking any research study, ethical concerns should be prioritized. The investigator acquired a confirmation note from Kenyatta University (Department of Educational Communication and Technology), in applying for a research permit from the National Council for Science, Technology and Innovation (NACOSTI).

During data collection, all ethical issues regarding voluntary participation and complete anonymity were observed. An informed consent note was signed by all participants taken through the aims of the research. Schools and teachers were not directly listed using their names, rather codes and numbers were used.

## CHAPTER FOUR

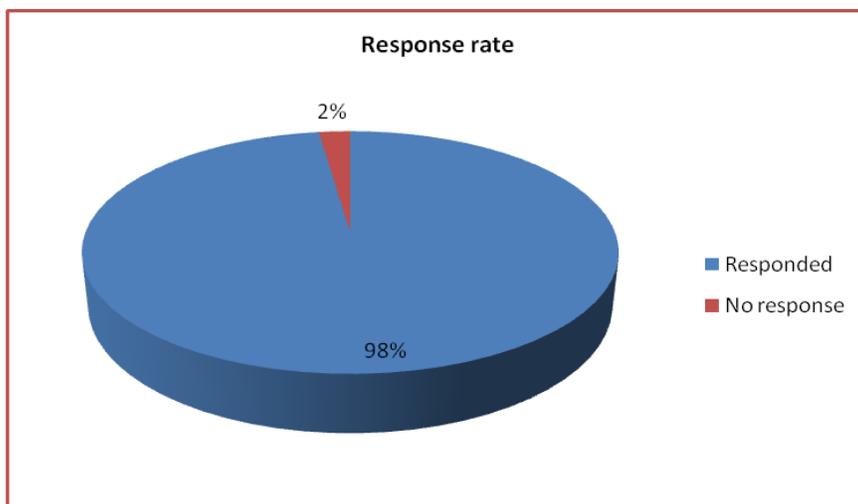
### PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the analysis of results, discussion and interpretation of the findings of the study. It obtained data mainly from primary and secondary sources. The primary data comprised questionnaires and face-to-face interviews while secondary data was derived from a comprehensive literature review. A critical assessment of empirical literature ensured knowledge awareness regarding pupils' and teachers' attitude.

##### 4.1.1 Response Rate

The total number of targeted respondents was 140, comprising 135 questionnaires and 5 interview schedules for headteachers. In the field research, 132 responded to the questionnaires. The response achieved was 98% of the target.



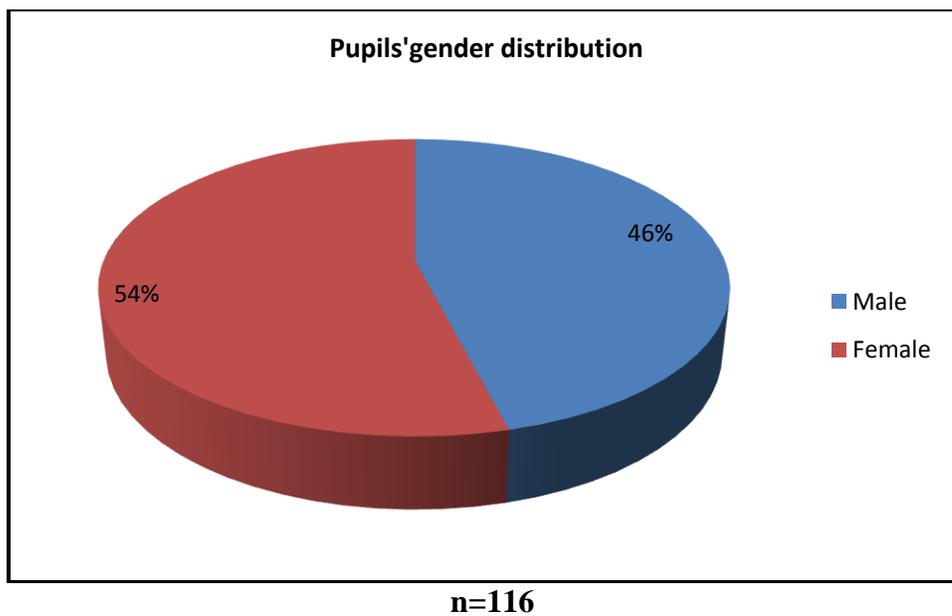
**Figure 4.1: Response Rate**

## 4.2 Profile of the Respondents

The profile of the respondents included their demographic information such as; gender, education level, age and teaching experience. These are discussed in the subsection below.

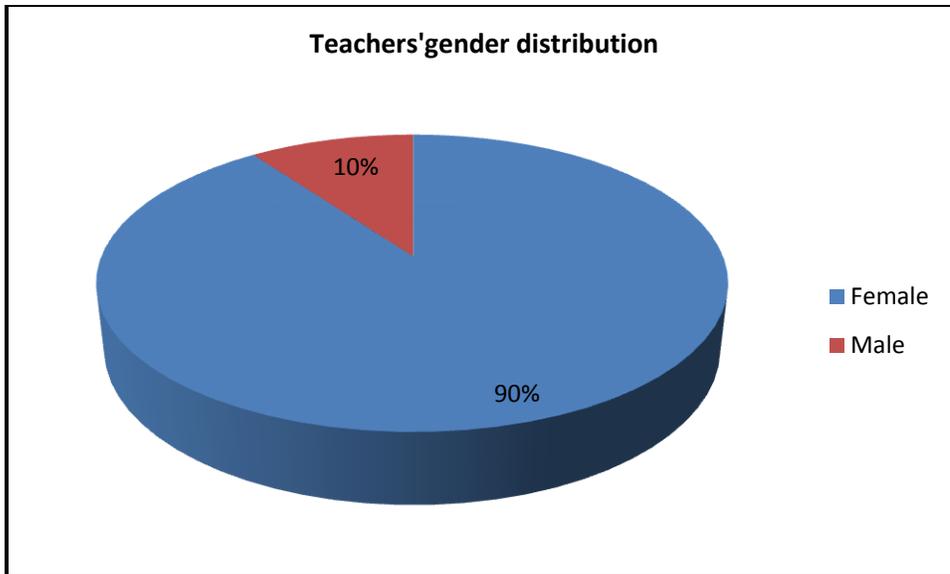
### 4.2.1 Gender of Respondents

The study sought to establish the gender of respondents. Field data was coded, analysed and tabulated Figure 4.2



**Figure 4.2 Pupils' Gender**

As shown in Figure 4.2, 54% were female while 46% were male. The gender aspect had a key implication on the study, given that the ideology underlying Social Studies thinking could be a predictor on whether teachers themselves had positive or negative attitudes about Social Studies.

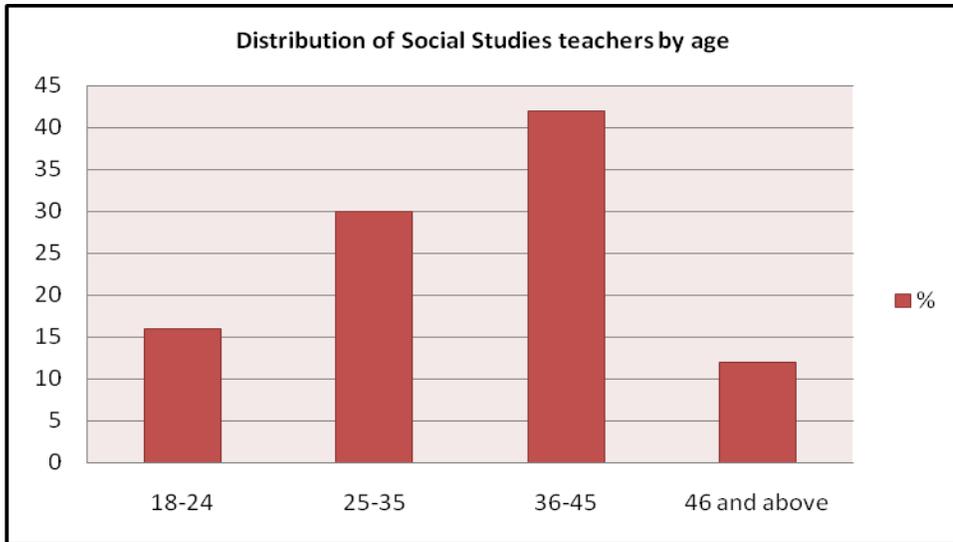


**Figure 4.3: Teachers' Gender**

The study sought to also examine gender differences in attitude towards teaching and learning Social Studies. Regarding teachers, majority (90%) were female as compared to 10% who were male. The study also sought to determine gender differences. The results show that majority were female teachers, which could be associated with recruitment and the gender aspect related to Social Studies. Related studies by (Kbiatko and Janko (2012) showed that female teachers far outweighed the male teachers in Social Studies. The gender aspect was a key variable for the study and thus these findings could help determine the role gender played regarding teaching and learning of Social Studies.

#### **4.2.2 Age Bracket**

The study sought to find out the respondents' age. Data on the same were collected, analysed and the findings are presented in Figure 4.4



n=140

**Figure 4.4 Teachers' Age Distribution**

In reference to Figure 4.4 indicates 16% of the Social Studies teachers were aged between 18-24 years, 30% between 25-35 years, and 42% between 36-45 years while 12% were aged 46 years and above. Within school settings, training and age differences provide reliable statistical data on experience in teaching and knowledge of subject areas.

#### **4.2.3 Education Level**

The study sought to establish the education level of the respondents (Social Studies teachers). Data on this question were collected and analysed. Table 4.1 presents the findings.

**Table 4.1 Teachers' Education Level**

| <b>Level</b>   | <b>Freq.</b> | <b>%</b> |
|----------------|--------------|----------|
| PI Certificate | 6            | 60       |
| Diploma        | 1            | 10       |
| Bachelors      | 2            | 20       |
| Masters        | 1            | 10       |
| <b>n=10</b>    |              |          |

The results show majority 60% were P1 Certificate holders, 20% had Bachelors, 10% had Diplomas while 10% with Masters. Overall, the indication of the results points out that majority of the teachers had P1 Certificate. The 20% Bachelors indicates a growing number of PI teachers pursuing further studies and other advantageous training opportunities. In addition, 10% Diploma and 10% Masters could be attributed to the need to pursue further studies.

Extensive literature shows that education level forms a basic component for a person's skill development. It aids both tutors and learners thereby contributing to the achievement of educational goals. Assessment of whether certification influenced attitude has been sparsely explored. Contrary to the other subjects, the author views Social Studies as a unique discipline owing to its nature comprising different subjects.

#### 4.2.4 Teachers Teaching Experience in Teaching Social Studies

**Table 4.2 Teachers' Teaching Experience in Social Studies**

| <b>Experience</b> | <b>Freq.</b> | <b>%</b> |
|-------------------|--------------|----------|
| Less than 5 years | 1            | 10       |
| 6 to 10 years     | 1            | 10       |
| 11 to 15 years    | 2            | 20       |
| 16 to 20 years    | 3            | 30       |
| Above 21 years    | 3            | 30       |

**n=10**

Teaching experience varied with 30% having taught for over 21 years, 30% between 16-20 years, and 20% between 11-15 years while 10% had taught between 6-10 years. Possible outcomes relating to what teachers' experience could influence attitude towards Social Studies. Those with less than five (5) years of teaching experience could significantly find the teaching of the subject/concepts more difficulty than those who cultivate positive attitude.

From the foregoing, differences in roles and ability to deliver concepts are likely to influence behaviour. Attitude changes related to teacher perceptions of the subject, previous training criteria and school environment could have an effect on value systems, and how teacher-learner engagement is undertaken.

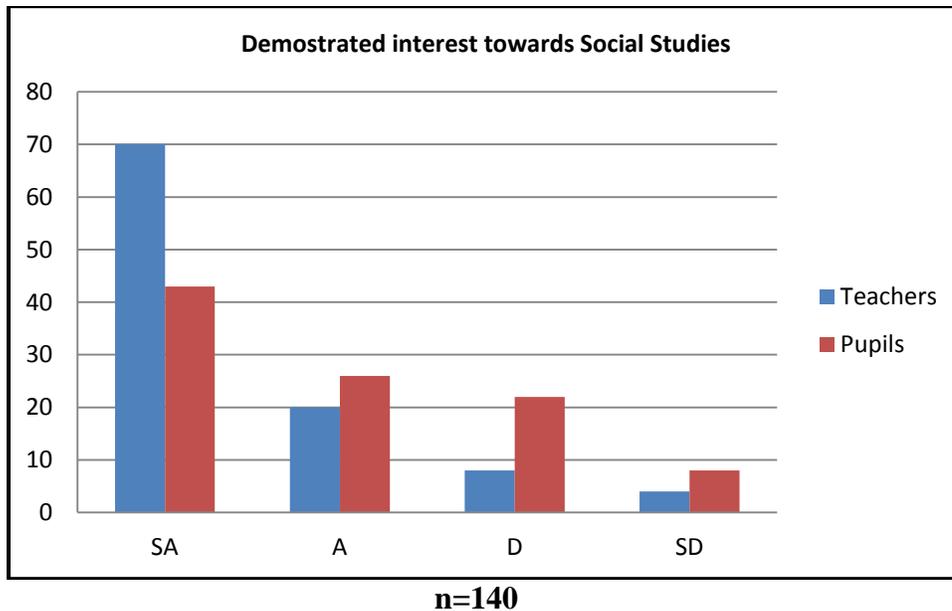
Training and development of a teacher remains a core criterion in advancing knowledge and learning outcomes. How well teachers are trained reflects the ability for them to gain relevant skills required to manoeuvre through ever-changing technological and cultural settings. Hence, with competency comes the confidence required to familiarize and present content subject in a professional way. In addition, the continued exposure to learning environment depicts a rewarding platform for framework and problem-solving approaches over years, which is also reflected in school administration mandates to enhance behaviour change and attitude change for better learning. However, while teaching experience is important, it is not a stand-alone criterion for schools to manage attitude. This is because the aptitude to design content and present to learners requires continuous improvement and a move from traditional approaches that could still be challenged where culture change is compromised (Carl, 2012).

#### **4.3 Objective One: To investigate the Attitude of Teachers and Pupils Towards Teaching and Learning of Social Studies**

The first objective of the study was to investigate teachers' and pupils' attitude toward Social Studies. Respondents were headteachers, teachers and pupils. Data was obtained through questionnaires (teachers and pupils) and face to face interviews targeting headteachers. Results are discussed in the sub-sequent sections below.

### 4.3.1 Teachers' and Pupils' Interest Towards Social Studies

The research intended to find out if pupils and teachers demonstrated interest towards Social Studies. The aim was to find out how they viewed Social Studies in general and findings were tabulated in Figure 4.5.



**Figure 4.5 Teachers' and Pupils' Interest Towards Social Studies**

Results in Figure 4.5 showed 42% of the pupils strongly agreed while 22% disagreed that they had interest in Social Studies. When it came to teachers, 70% strongly agreed while 8% disagreed that they had interest in Social Studies. The results showed teachers had interest in Social Studies more than the pupils. Developing positive attitudes and interest towards Social Studies remains an important aspect to measure effectiveness of learning outcomes. A similar study by Brophy (2018) showed that attitude and interests in the context of Social Studies requires methods used to present the content (for example relevance and historical approach), instructional techniques and gender issues to

be varied.

Social Studies provide a platform for the debate of serious present events. Pupils gain a deeper understanding of their local and national governance structures. In addition, teachers have an opportunity to link local events with international trends, ranging from economic developments, cultural differences, socio-political events and how they relate to their educational goals.

Developing an interest for the thematic areas with the social discourse therefore, helps learners develop an all-round view on how they can make personal contributions to the society. However, behaviour change often mediates the extent to which a teacher or learner develops interest, and hence attitude plays a critical factor on how teachers instil needed knowledge and skills and the interaction that would ultimately achieve the desired educational outcomes.

The results demonstrate the progressive nature of Social Studies, given the emerging shift in education curriculum. While teachers are better placed to develop interest, enhancing integrated techniques to develop pupils' potential should also be aligned on how learners develop reading interest on issues related to civic, history and geographical trends. Moreover, ethical dimensions and their relevance in social aspects touching society, human rights and civic responsibility can ignite interest in both teachers and learners.

#### **4.3.1.1 Pupils' Interest Towards Social Studies**

According to Figure 4.5, 43% of the pupils strongly agreed while 26% agreed that they had interest towards Social Studies. However, 8% strongly disagreed while 22% disagreed having interest towards the subject. Social Studies provides space for the dialogue on present and future events. Pupils learn the academic disciplines related to history, socio-political and civic duties.

Learners develop interest at individual or group level. Quite often, the imbalanced attitudes reflect individual or societal experiences on who they are, what they believe or feel, think or do. Their decisions and abilities are brought to a test as they gain understanding of their surrounding world and how they respond or solve problems. Therefore, placing desire to explore and interest to know more means that social aspects in education can either result in a positive or negative attitude. Learners at this primary level are in a position to develop their sense of pride as important citizens, which is directly linked to their character and right attitudes within which school and societal challenges could be addressed.

#### **4.3.1.2 Teachers' Views on Social Studies**

According to Figure 4.5, 70% of the teachers strongly agreed that they had interest towards Social Studies. Similarly, 20% agreed as compared to 8% and 4% who disagreed and strongly disagreed respectively that they had interest towards Social Studies. This implies most teachers (70%) felt that Social Studies was an enjoyable subject to teach. It instilled an understanding of identity and allowed individuals to learn

and appreciate the cultures they would otherwise be ignorant of. Schneider, Groman and Coutrs (2012) established similar trends in Lagos, Nigeria, indicating role-modelling and social norms that reflected society, which were key life-lessons that determined attitude as learners identified with past role models. Studies by Seefeldt (2001), in the UK show a comparative lens and highlight the impact of Social Studies and how teachers were applying it to inform pupils' understanding of past, present and future, as well as applying practically in their own lives. The findings show that teachers enjoyed teaching the subject. This could be as a result of the knowledge teachers have about what works best in the classroom (Seefeldt & Galper, 2005).

#### **4.3.1.3 Headteachers' Views about Social Studies**

Information gathered during the interviews with headteachers demonstrates a changing shift between teachers' and pupils' views.

**Table 4.3 Headteachers' Response Rate**

| <b>Description</b>  | <b>Frequency</b> | <b>%</b> |
|---------------------|------------------|----------|
| <b>Great extent</b> | 3                | 60       |
| <b>Moderate</b>     | 1                | 20       |
| <b>Less extent</b>  | 1                | 20       |
| <b>n=5</b>          |                  |          |

From the results of the interview, three out of five Headteachers said that they regarded Social Studies as an important subject just like other subjects. This means that Social

Studies is a subject that also commands support from the school heads, although results have mixed views from the Headteachers.

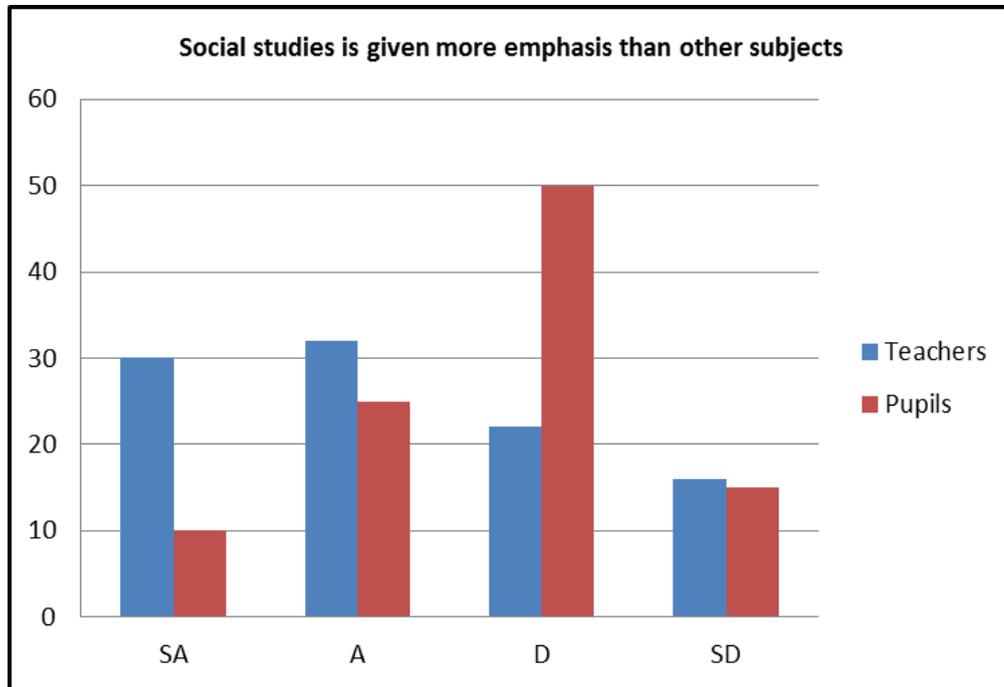
One interviewee stated that:

Social Studies engagement among pupils has been declining, which decreases morale among teachers; thus, the essence of whether teachers enjoyed Social Studies was also pegged on pupils' lack of motivation, something that should serve to boost attitude across other academic disciplines.

From the foregoing, this means according to studies by Riaz (2011) in Columbia that attitude is dependent on the pupils' perception of the type of learning in schools. Thus, in the case of Social Studies attitude amongst teachers can be assessed by looking at how they and their learners enjoy the subject. Therefore, evolutions on attitude present a novel platform for educators to establish what translated to interest towards particular topics. Murphy (2000) is of the view that in the changing curriculum and teaching methods, teachers are finding ways to make Social Studies enjoyable.

#### **4.3.2 Emphasis Given to Social Studies by Teachers and Pupils**

The question was to find out how Social Studies received emphasis from teachers and pupils in terms of resources and teacher-pupil engagement as compared to other subjects and how this ultimately affected their attitude towards the subject. Figure 4.6 gives a summary of the findings.



n=140

**Figure 4.6 Emphasis Given to Social Studies**

#### 4.3.2.1 Pupils' Views on Emphasis Given to Social Studies

The questionnaire instrument on pupils' analysis results in Figure 4.6 indicate 10% strongly agreed, 25% agreed, 50% disagreed while 15% strongly disagreed that Social Studies was given more emphasis than other subjects. This shows that pupils had varying views on emphasis given to Social Studies. However, 50% disagreed and this means that Social Studies was not given much emphasis. The response indicates emphasis is generally low, which could be attributed to few advocates for Social Studies in schools. Majority (50%) of the pupils felt emphasis on Social Studies is weak, and this could be related to the declining trends in pupil performance and a lack of motivation towards Social Studies as compared to other subjects.

This means a growing emphasis on its relevance in schools. Furthermore, studies by Eshun, (2013) in Ghana also support the current study and points out that gaps within the curriculum seem to be gradually giving way to a more coherent and integrated set of objectives to promote Social Studies in schools. It can be concluded that in teaching of Social Studies, emphasis should not only be on the attitude of teachers, but also on the school management's understanding of the way the curriculum is designed whereby teachers and learners are at the centre of the curriculum.

#### **4.3.2.2 Teachers' Views on Emphasis Given to Social Studies**

When it came to teachers' responses (Figure 4.6), 32% agreed, 30% strongly agreed 22% disagreed while 16% strongly disagreed that Social Studies was given more emphasis than other subjects. The mixed results indicate 52% in total agree that Social Studies is given more emphasis as compared to other subjects. A moderator factor could be that Social Studies teachers have realized the need to enhance learners experience and help learners to understand the importance of the subject in national development. In addition, a positive attitude can be developed early by exposing learners to real-life cases while integrating class room activities where they link both the socio-cultural and economic aspects which demands that emphasis on Social Studies start early.

Conversely, results show 22% disagreed, 16% strongly disagreed. This could be that common challenges related to a shift toward Sciences and Mathematics. While teachers have an obligation to present concepts in line with guiding standards, the training alone

cannot be a benchmark to qualify for better attitude towards a particular subject, in this case, learner-centred programmes have to be reviewed with a combination of other approaches depending on school preparedness to ensure learners get the best and develop positive attitude. These varied learning processes could also be the reason for those who declined, suggesting that emphasis towards Social Studies is shrinking.

According to Farris (2001), this means that there is the need for goal-oriented approaches with an emphasis on learner outcomes: The assumption of teachers being well-equipped in content delivery can thus be countered with vitality and adjustment given the changing times and events. Hence, the biggest need is to make the teachers understand that a kind of trust on the staff is an essential requirement for developing the learners' confidence and promoting the right attitude towards social disciplines.

Given that social aspects are varied within the curriculum, topics covered require continuous assessments and application for learners to capture the linkages within each element subject area. Using so many different types of approaches will give Social Studies an opportunity to get the emphasis it deserves. However, it appears that negative attitude toward individuals, cultures and the environment contribute to the development of socially responsible citizens. In this perspective, teacher role remains a key factor and the deployment of various tactics to keep the learners engaged could also promote a sense of awareness and attitude change (Oyeoku & Ezegebe, 2012).

#### **4.3.2.3 Headteachers' Views on Emphasis Given to Social Studies**

When it came to interviews from Headteachers, four out of the five Headteachers agreed that attention had shifted towards other subjects. From the interview, one discussant opined that “attention over the years has shifted; emanating from the parents [attitude] towards science subjects; and the notion that Mathematics and Sciences yield better opportunities in future.”

In light of the above, the relevance of adopting a series of approaches makes Social Studies coaching a priority area; while advancing inventive skills for productive co-existence across the genders and teacher-learner relationships. For example, social parameters that influence environment, people and society could be inter-paled with classroom teaching debates which go a long way in providing real-world experiences for learners. In this sense, learners start to make bold steps in putting into practice the skills and opportunities to serve the community while still in school.

Regarding integrated teaching approach in Social Studies, Oyeoku and Ezegebe (2012) established gaps in teacher preparedness in advancing dynamic learning programmes and challenged the expositive techniques that were attributed to poor enactment of Social Studies curricula. The authors also identified involvement of learners was inadequate, poor gratitude by learners connected to eroded value and attitudes which represented possible gaps on effective implementation of Social Studies curriculum.

The findings reveal a shift from teachers' views as compared to what pupils expressed. This difference in terms of Social Studies emphasis shows that pupils had positive and negative ways of thinking about learning Social Studies. The information gathered from the interviews indicates varying responses. For example, one respondent was quoted as follows; "Emphasis on Social Studies depends on teacher's ability to follow the timetable and cover the whole syllabus."

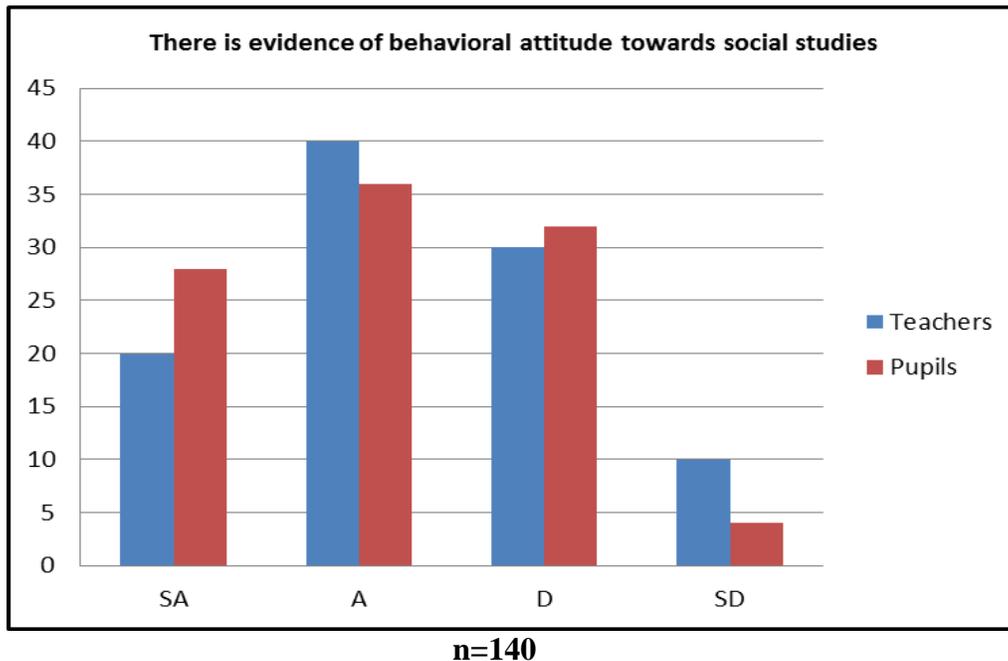
Another interviewee was quoted as follows:

We of course support the teachers and pupils, but sometimes because of limited resources and funds, it is not possible to allocate enough resources to support Social Studies activities that may be helpful for pupils as they are expensive. This constraint suggests that lack of available engagement and collaboration on meeting Social Studies needs and emphasis as well and this remains a key concern for us.

From the interview responses, collaborative classroom activities represent a driving factor in helping learners adapt to new areas or topic, while allowing teachers to gain an understanding of their role as mentors who guide their learners towards success (Seefeldt, 2010). In light of this, the contrast between those teachers that offer an integrated technique and those who don't is evidence in learner outcomes and behaviour. When learners are allowed to utilise classroom activities and engage teachers without being judged, they are able to explore wider areas of knowledge exchange and have a positive attitude towards Social Studies.

### 4.3.3 Behavioural Manifestations towards Social Studies

The study sought views from teachers and pupils on whether they showed certain behavioural change towards the subject and findings provided in Figure 4.7.



**Figure 4.7 Behavioural Manifestations Toward Social Studies**

#### 4.3.3.1 Pupils' Behavioural Towards Social Studies

Regarding behavioural change towards Social Studies, pupils' responses varied with 28% strongly in agreement while 32% disagreed that they demonstrated behavioural changes towards Social Studies. What this means is that pupils expressed varying behavioural changes towards Social Studies. Consequently, pupils' responses reflect varying trends relating to how class settings could be moderating factors on how learners engage and thus well-resources ones enhance a positive attitude than poorly-resourced ones. It should be noted however, that while such environments play a key role, the teacher factor

remains overriding theme in shaping learners towards the outcomes and a achieving expected objectives. However, different priorities of teaching methodologies could also influence behaviour change to a certain extent. This means, based on a study by Bamusime (2011), indicating the combined methods in teaching Social Studies is key to influencing behaviour change and attitude. Therefore, these findings demonstrate internal and external settings influence learners' perceptions and their individual understanding of school participation and classroom activities.

Given the different concepts involved in Social Studies, the results point to the foundations for instruction, subject themes highlighted in the syllabus and techniques applied to benefit learners (Brophy, 2018). While there is a significant progress in implementing such, recent evidence suggests possible gaps relating to how schools remain steadfast in advancing a balanced environment for learners. Consequently, globalization and emerging trends in curriculum review means that teachers have to remain abreast on new techniques that help learners to be active and responsible citizens. In light of this, researchers have suggested reinventing the wheel on how learners undertake their classroom lessons, with a call to utilize different contextual resources to align behaviour change and attitude (Alamaamari & Al-Nofli, 2014).

#### **4.3.3.2 Teachers' Behavioural Manifestation Towards Social Studies**

Regarding teachers' views, the findings from Figure 4.7 show that 40% agreed while 30% disagreed that they had behavioural manifestation towards Social Studies. This means that teachers agree that the behaviour change towards Social Studies could be

attributed to the teaching approaches used which ultimately can motivate the pupils to participate. These results, according to Wood (2000) in Asia shows reaction to numerous realities and procedures in teaching and learning Social Studies. Similarly, studies by Andronache and Macri (2014) in Botswana indicate that pupils' behaviours are determined by the manner through which information is received and combined by teachers hence the significance accorded to diverse information and the manner in which it is presented.

From the findings, the responses from teachers could be attributed to learners' misbehaviour in the context of personal, emotional, social and psychological influences teachers are in position to assess the degree of seriousness of the different behavioural problems manifested by the learners. However, other school's factors such as availability of resources are likely to influence the behavioural patterns of teachers towards teaching Social Studies.

#### **4.3.3.3 Headteachers' Views on Teacher's Behavioural Manifestation Towards Social Studies**

When it came to Headteachers interview, results show that two out of the five headteachers noted that teachers' behaviour towards teaching Social Studies had changed to a great extent, another two noted moderately while one of the headteachers said it had not changed much (less extent).

**Table 4.4 Headteachers's Response**

| <b>Description</b> | <b>Frequency</b> | <b>%</b> |
|--------------------|------------------|----------|
| Great extent       | 2                | 40       |
| Moderate           | 2                | 40       |
| Less extent        | 1                | 20       |

**n=5**

Information gathered from interviewing headteachers show that the teacher has the most influential skills necessary for the development of learner attitude. In addition, some headteachers also stressed the influence of parents as very powerful. As one of the Headteachers was quoted:

The scenario is that teachers give priority to finishing content of lessons and leave pupils in a dilemma; pupils should also make sense of what is presented rather than memorizing all the notes. In addition, you can read their behaviour since it is seen on how some of them attend and submit assignments and home work.

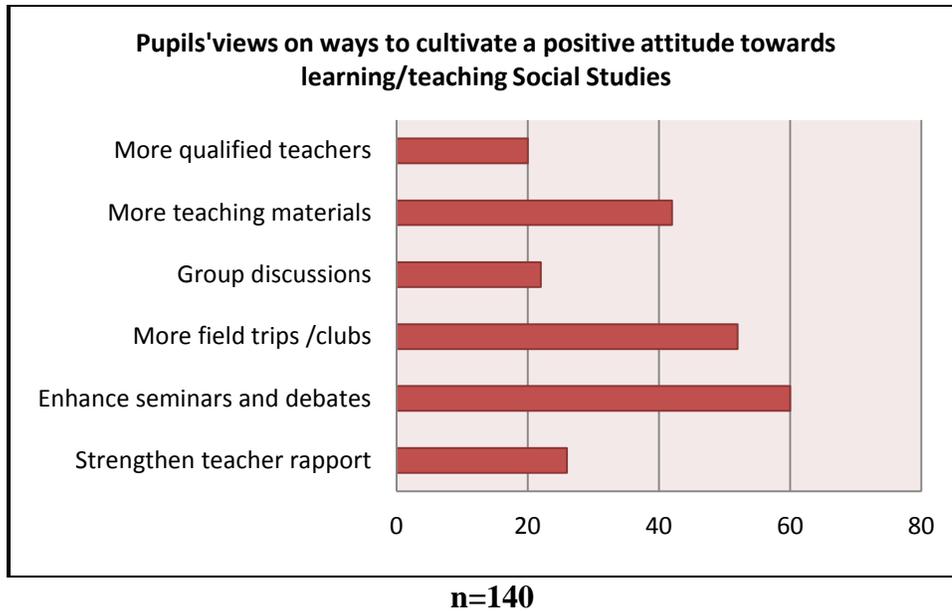
These findings indicate how headteachers' perceived behaviour traits among teachers. Aside from academic factors, it could be that other factors influencing the interactions between teachers and pupils impacting on their attitude. Given the role of Social Studies, behavioural manifestation influences attitude. This may enhance or hinder learners from becoming responsible people with well-developed minds and good character. In relation to attitude towards Social Studies, the teacher-pupil interaction is important to ensure teacher's behaviour positively impacts on learners' motivation to learn Social Studies.

#### 4.3.4 Strategies Used to Cultivate a Positive Attitude in Teaching and Learning

##### Social Studies

The study also sought respondents' views on possible strategies that could be adopted to cultivate a positive attitude among teachers and pupils towards the teaching and learning

Social Studies. A summary of the analysis is given in Figure 4.8.



**Figure 4.8 Strategies to Cultivate a Positive Attitude to Learning/Teaching Social Studies**

From the results in Figure 4.8, strategies to cultivate a positive attitude to learning/teaching Social Studies included showed seminars and debates (60%), more field trips (52%) and more teaching materials (42%). Other strategies were enhancing group discussions in class (22%) and strengthening teacher-pupil rapport (26%). Overtly, outdoor activities that help learners connect classroom lessons with real world were highly suggested. From the interviews it was clear that teachers also influenced pupils' decision-making and ability to get knowledge.

From the responses above, promoting outdoor seminars and field trips can only occur in an environment where the school management has support mechanisms and resources needed to achieve such activities. Awareness creation happens when learners are exposed to the real world, but teacher interaction and competency is also important. Through such events, learners have an opportunity to develop rational application of their skills and understanding of social integration as a vital aspect in national peace-building. This is possible where there is a good classroom learning environment, adequate instructional materials often used in Social Studies such as maps, and charts.

#### **4.4 Objective Two: Factors Influencing Teachers' and Pupils' Attitude Towards the Teaching and Learning of Social Studies**

The second objective sought to establish factors influencing the attitude of teachers and pupils towards the teaching and learning of Social Studies. This objective derived data from pupils and teachers through questionnaire.

##### **4.4.1 Teacher Factors Influencing Attitude Towards the Teaching and Learning of Social Studies**

The study analysed teacher-related factors influencing the attitude of teachers and pupils toward Social Studies as shown in Table 4.5.

**Table 4.5 Factors Influencing Teachers' Attitude Towards Teaching Social Studies**

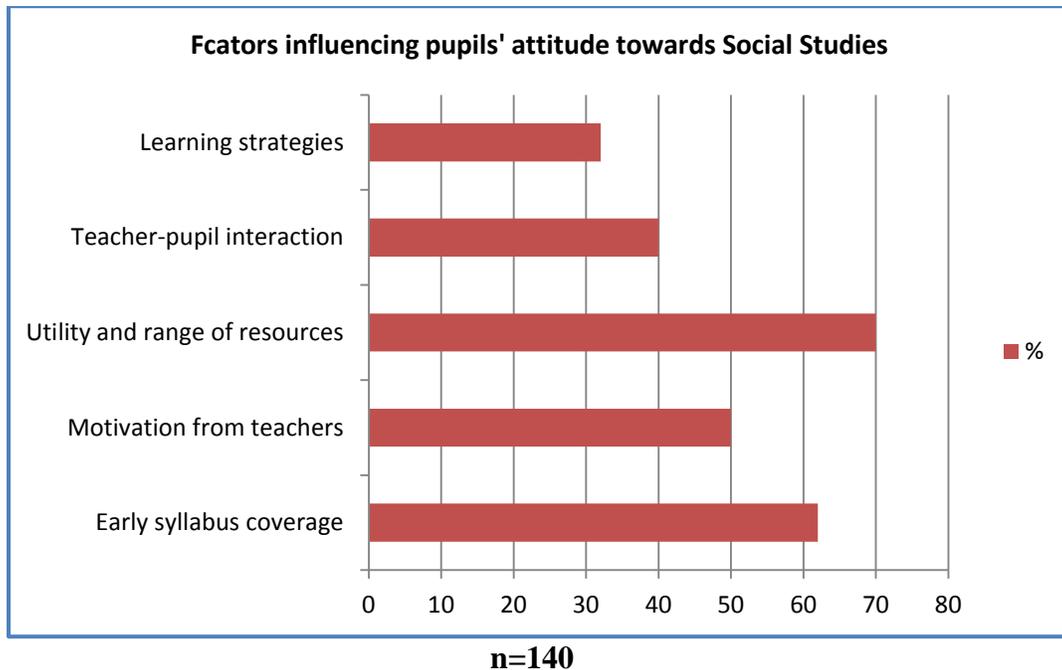
| <b>Teacher-related Factors</b>                  | <b>%</b> |
|---|----------|
| Background training and teaching Social Studies | 20       |
| School administration support                   | 36       |
| Moral lessons and values                        | 20       |
| Availability of instructional materials         | 42       |
| Teacher and pupil preferences                   | 10       |
| Teaching methods used                           | 70       |
| Teachers' experience and qualification          | 40       |
| Parental involvement                            | 30       |
| <b>n=140</b>                                    |          |

From Table 4.5, a range of factors were cited. Teaching methods scored the highest (70%), followed by availability of instructional materials (42%) with the least being teacher and pupil preferences (10%). Although a number of factors were cited to be influencing teachers and pupils' attitude towards Social Studies, teaching methods and instructional materials scored high. Such factors involve interacting and motivating hence learners enjoy learning Social Studies.

The results indicate that teaching methods and instructional materials were key factors influencing teachers' and pupils' attitude towards Social Studies. According to Seefeldt (2001), scarcity of instructional aids remains a challenge in facilitating learning thus making it uninteresting. Within the United States, Monetsano (2018) investigated various aspects influencing teacher-student identity creation in Social learning and found out that materials and teaching methods scored high on factors relating to attitude and perception.

#### 4.4.2 Pupil-Related Factors Influencing Attitude Towards Learning Social Studies

The study sought respondents' views on different ways in which their attitude towards Social Studies influenced teaching and learning of the subject. Results of the analysis are presented in Figure 4.9.



**Figure 4.9 Factors Influencing Pupils' Attitude Towards Learning Social Studies**

The results show varying responses on factors influencing pupils' attitude towards Social Studies. The highest was utility and range of Social Studies resources (70%) followed by early syllabus coverage (62%) and motivation from teachers (50%) and the least was learning strategies. The results show that utility and range of resources and early syllabus coverage were key factors influencing pupils' attitude towards Social Studies.

What comes out is that teaching resources are important for pupils and where resources are adequate; the learners acquire new dimensions of knowledge, understand their role in society and develop a global mindset on ways to address challenges. In addition, early syllabus coverage and teachers' motivation can help in engaging in Social Studies activities and ensure learners become effective participants. The results also point to factors such as learning strategies which have a direct bearing on how pupils view Social Studies. It could be that cooperative learning strategies are still a work in progress, and pupils do not feel that they are active participants in society. Indeed, a growing alarm in school settings remains the need to align approaches and behaviour among learners, particularly with low teacher-pupil ratio in many schools, which influence pupil-teacher interaction and consequently attitude change towards Social Studies.

Case studies have identified resources at school level played a key role on how teachers were more likely to integrate various teaching modes (Saye & Brush, 2017). These study findings clearly indicate that improving pupils' attitude towards Social Studies is not a one-way approach but rather a call for all stakeholders to raise their educational consciousness to ensure learners achieve the intended outcomes. What this means, as results indicate, is that schools should offer a range of approaches, from resources, syllabus coverage and curriculum insights that creates positive attitude towards Social Studies.

Regarding studies on attitude, researchers have also documented the dimensions of attitude and value-added techniques and student achievement in examinations. For example, Jennings and DiPrete (2010) exempted teacher factors in their analysis, highlighting that external factors beyond the teachers control had an effect on learning outcomes in Social Studies. However, results cited a link on intervening variables such as race, religion and socio-economic factors which had an interplay on how learners performed in their tests. Indeed, further analysis revealed teacher-related factors had a multiple effect on pupils' scores, indicating that school factors are aligned to teachers' abilities and skills to provide a proper setting for learners and their behavioural patterns as well.

The results of these studies indicate that although teacher-pupil interaction is effective in influencing attitude, learners may need additional support for the effective learning of Social Studies. The review of research indicates that the Social Studies field desperately needs to develop, identify, and examine explicit strategies that supported instruction beyond traditional lecture-orientated pedagogies that reduced Social Studies to a basic list of facts to be memorized. Rather, meaningful teaching and learning of Social Studies required a layered approach to strategy use. Such an approach, according to Sivakumar (2018), involves attention to reading comprehension and writing strategies as well as to explicit strategies designed to facilitate working with multiple and various texts, including historical sources, maps, legislation, graphs and charts.

Social Studies education should not be considered merely as the exchange of information; the memorization should be eliminated by forming a broader perspective in the pupils regarding the course subjects by using various teaching methods and techniques. The attitude and behaviours which may hinder the development of democracy in Social Studies courses which are very important in forming democratic attitude in pupils should be left out of the classroom context and the pupils should be made good “world citizens.”

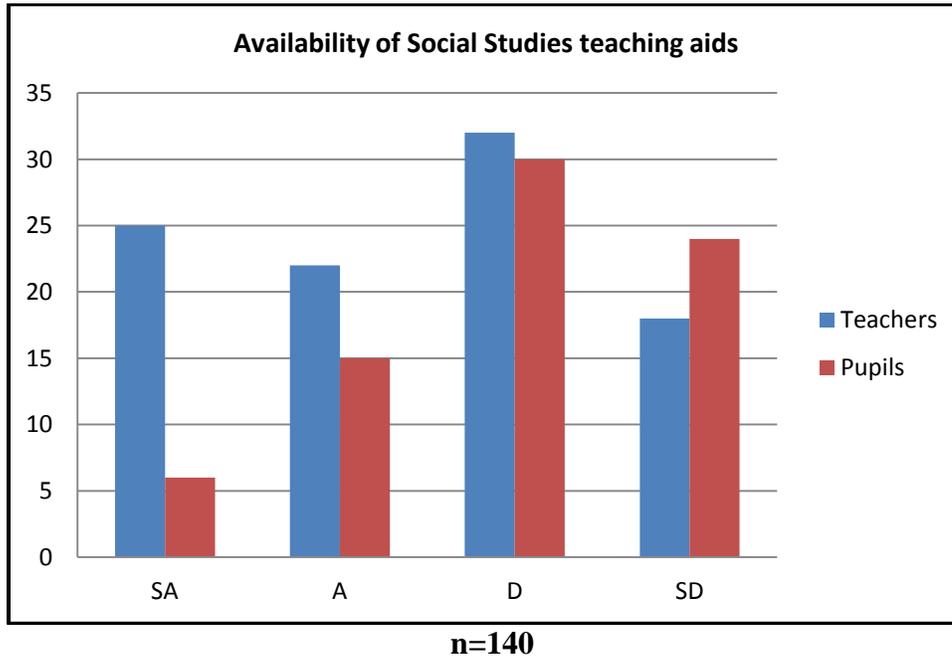
Teachers’ classroom organization predicts pupils’ reports of their own behaviour in class. Together, these findings add further evidence for the multidimensional nature of teaching and thus, the need for researchers, policy makers, and practitioners to identify strategies for improving Social Studies skills. As a result, this study has shown, teachers’ attitude affects teaching Social Studies. Attitude is a driving force to better performance making teaching easier and enhancing general learning as well as active class participation.

Therefore, the researcher is of the view that it is the school’s role to initiate significant connections and ways that enhance positive attitude. The way the school organizes and implements educational processes such as teacher attitude have substantial impact on orienting pupil attitude. Therefore, the focus should not just be on academic attainment and grading, but aligning programs that ensure both teachers and learners are operating in a school environment that spurs interest, motivation and a desire to advance Social Studies.

#### 4.4.3 Availability of Teaching Aids

The study further sought to establish whether teaching aids and methods were used.

Analytical findings are shown in Figure 4.10.



**Figure 4.10 Availability of Social Studies Teaching Aids**

##### 4.4.3.1 Pupils' Views on Availability of Social Studies Teaching Aids

Results in Figure 4.10 show pupils' view on availability of teaching aids; only 6% strongly agreed while 28% strongly disagreed that there were adequate teaching aids and for Social Studies. This means majority of pupils were of the view that Social Studies teaching aids are inadequate.

An analysis of the correlation matrix revealed that there were strong positive correlations anchored by ( $r = .338$ ;  $p < 0.05$ ) between availability of Social Studies teaching aids and

pupils' attitude towards Social Studies. A strong correlation was established between pupils' attitude (view Social Studies as a career subject) and capacity of Social Studies teachers as well ( $r = .287$ ;  $p < 0.05$ ). The indication by pupils that many teachers continued to depend on teaching aids as the main resource for teaching could be the reason for this response. The findings concur with Ozdemir (2012) who points out that instructional materials play a critical role and affect pupils' attitude towards learning Social Studies.

#### **4.4.3.2 Teachers' Views on Availability of Social Studies Teaching Aids**

Responses from teachers presented in Figure 4.10 showed that 28% strongly agreed, while 18% strongly disagreed that Social Studies aids and resources were adequate. What this means is that a significant number of teachers felt teaching aids were available, although 18% disagreed. Contrary to pupils' responses, teachers felt teaching aids were to some extent, available and adequate. Teaching aids are becoming the norm in the classroom. Emerging technologies are now enhancing smart classrooms with teaching aids growing in popularity and advancement. However, as results suggest, these teaching aids should have a wide range of other learning and teaching resources to allow learners to explore issues of interest, stimulate enquiry and encourage them to undertake further learning.

#### **4.4.3.3 Headteachers' Views on Availability of Social Studies Teaching Aids**

Another important point identified by headteachers during interviews is that the school management had a key role to play in availing teaching aids evenly and providing information on such strategies as use of field trips. All the five headteachers agreed that Social Studies teaching aids were not adequate in the schools and proposed the need for enhancing teaching aids. For example, one interviewee noted that " Social Studies require an integrated approach whereby teachers teaching the subject have to integrate a wide range of methods such as trips and expose pupils to the wide society through conferences and workshops.

Another headteacher was quoted saying:

I can't deny the fact that we have challenges here and there, and perhaps in Social Studies we quite often lack a variety of tools or techniques for efficient interaction. We need to ensure that the link between learners and the society is practical in teaching Social Studies through workshops and material aids.

The responses above point to recent studies by Sibiri (2017) indicating that lack of teaching and learning resources remains a challenge and makes lessons boring and thus results to a change in attitude. As compared to teachers, pupils' low score highlights some efforts that were challenged by resources and how these influenced attitude. Ideally, the varying views from teachers and pupils reflect a view that Social Studies is just an additional subject that supports role of other subjects. Consequently, it demonstrates the broader issue of interest and engagement. Pupils cited that they were not interested in Social Studies for a number of reasons including the common concept that teachers depended on teaching aids as the only main source to basic knowledge needed to further their learning and to participate actively in the class discussion.

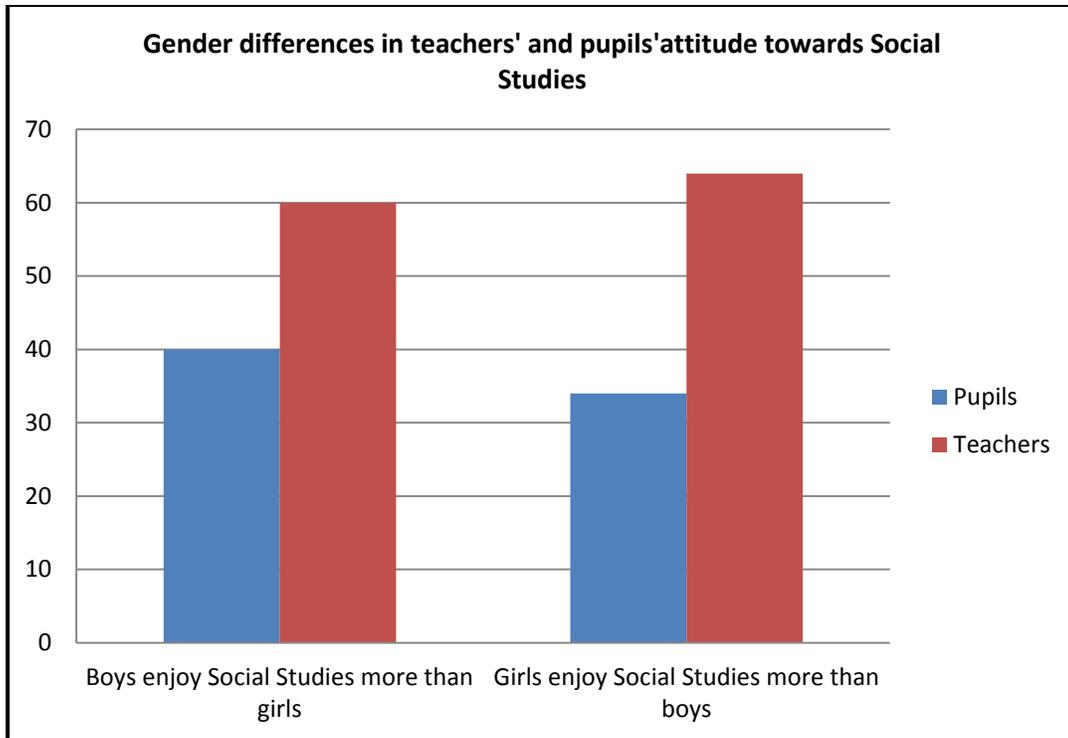
These findings indicate that to deeply understand the attitude of the pupils towards Social Studies, instructional materials and aids, as well as integration of other teaching

approaches such as workshops and community programmes as a turning point to attitude and behaviour change in teaching and learning Social Studies. These sentiments were also noted during interviews, where teaching aids were ranked as one of their highest priorities in teaching and learning Social Studies. It was found out that the demand of the pupils of changing their classroom environment was justifiable since from the observation, the researcher could tell that most classrooms were not the ideal learning areas for Social Studies.

Overall, the findings of this study demonstrate that Social Studies teachers were faced with a number of problems unique to the subject area, which diminished the importance of the subject. The impact of any subject in terms of knowledge, skills, attitude and other aspects like teaching aids are very important to consider in assessing attitude towards teaching and learning Social Studies. Teaching aids therefore, can help to determine how the quality of educational instructions and knowledge exchange are improved to motivate the learners' interest since attitude can affect every aspect of a person's life, including their education.

#### **4.5 Objective Three: Gender Differences in Attitude Towards Social Studies**

Thirdly, the study aimed at establishing differences in attitude across gender among teachers and pupils. The objective derived data from pupils and teachers. Figure 4.11 gives the results of this analysis.



n=140

**Figure 4.11 Gender Differences in Attitude Towards Social Studies**

#### **4.5.1 Pupils' Views on Gender Difference in Attitude Towards Social Studies**

An instrument on pupil's views and the analysis shows that 40% of the pupils agreed that boys showed more interest in Social Studies than girls as compared to 34% who felt that girls had shown interest in Social Studies more than boys. What this means is that gender aspects in Social Studies are strong and the results of this study indicated overall pupil response leaned towards boys. On the contrary, these findings disagree with a study by Alshariff and Yongyue (2014) indicating that gender was not a factor in how pupils responded to instructor-related items, including instructors' attitude, or pupils' related items. Consequently, the results of this study demonstrate that the influence of female gender on Social Studies previously shown in demographic analyses, females were a

majority as compared to male teachers. Although this numerical advantage to the male gender may not be a factor, the results demonstrate the linkage between gender aspect and pupils' attitude towards Social Studies.

#### **4.5.2 Teachers' Views on Gender Difference in Attitude Towards Social Studies**

From the results shown in Figure 4.11, 30% of the teachers felt boys had more interest in Social Studies than girls while 70% were of the view that girls had demonstrated interest in Social Studies more than boys. However, teachers felt that girls liked Social Studies than boys, contrary to pupils' response which showed that boys liked Social Studies more than girls. An analysis of the correlation matrix (Table 4.10) reveals that there were strong positive correlations anchored by ( $r = .262$ ;  $p < 0.05$ ) between boys' and girls' attitude towards Social Studies.

Consequently, the school environment could play a key role on how –teachers and learners perceive subject and teaching approach. If the environment is not conducive, applying partial methods may be challenging and thereby restrict the teacher to only rely on one technique that may be boring to learners, which may explain the negative respondents. Moreover, observable characteristics including teachers' gender, age, educational attainment and teaching experience could also explain the responses for those teachers who disagreed on whether they enjoyed teaching Social Studies.

### 4.5.3 Headteachers' Views on Gender Difference in Attitude Towards Social Studies

Results from the interview showed varying responses on teacher gender differences as viewed by Headteachers.

**Table 4.6 Headteachers Responses on Gender Differences Towards Social Studies**

| Description   | YES      | %          | NO       | %          |
|---|----------|------------|----------|------------|
| Males demonstrate more interest in Social Studies than females. | 2        | 40         | 3        | 60         |
| Females demonstrate more interest in Social Studies than males. | 3        | 60         | 2        | 40         |
| <b>Total</b>  | <b>5</b> | <b>100</b> | <b>5</b> | <b>100</b> |

**n=5**

From the findings in Table 4.6, two out of the five teachers reported that male teachers demonstrated interest in Social Studies as compared to the females. Conversely, three of the headteachers felt that female teachers demonstrated interest in Social Studies more than their male counterparts. The dimensions of gender among educators remain an important aspect in determining gender-sensitive programmes aligned to enhancing attitude towards Social Studies.

In the results, according to a study by Abubakar (2011), indicating a shift in the traditionally placed norms that have cited males performing better than females. Similar studies show that (Fitchett, 2010) in the field of Social Studies highlight variance between males and female teachers. Evidence shows while males dominated the field, gender studies have often failed to link gender and attitude, rather focusing on other

disciplines. This missing link has for years limited female teachers' role in advancing their skills but recent statistics reveal amore female teachers taking up their active role in Social Studies.

Data relating to gender aspects and behaviour change, attitude among learners and teachers remains scarce in the local context. The findings provide substantial gains in learners' attitude and how gender aspects are critical variables that could lead to gains in reviewing teacher aspects in curriculum development for Social Studies as well. Social Studies, while ranked low by pupils in comparison to other school subjects, was found to be higher in comparison to other subjects by teachers.

#### **4.6 Objective Four: Role of Social Studies in the Curriculum**

The fourth objective was on teachers' and pupils' view on the role of Social Studies in the curriculum. Data obtained was analysed as shown in in Table 4.7.

**Table 4.7 Role of Social Studies in the Curriculum**

| <b>Description</b>                                       | <b>%</b> |
|--|----------|
| Promotes values formation to pupils                      | 60       |
| Promotes skill for citizen to be productive in society   | 80       |
| Enhances morals and virtues for both teachers and pupils | 72       |
| Builds self-awareness and worth                          | 50       |
| Responsible citizenship                                  | 90       |
| Promotes social transformation                           | 68       |
| Promotes dignity and worth of self and others            | 80       |
| Enhances constructive democratic process                 | 66       |
| Fosters cultural sensitivity                             | 42       |
| Encourages community participation                       | 88       |
| Promotes cultural heritage                               | 52       |
| Fosters economic efficiency                              | 40       |
| <b>n=140</b>   |          |

From the above results, societal role of Social Studies is important in promoting individual values to be become responsible citizens (90%), encouraging community participation (88%) and skills to become productive members in the society (80%). In addition, Social Studies promotes respect and dignity for self and others (80%), enhancing morals and virtues both teachers and pupils (72%). Other benefits which were stated included fostering cultural sensitivity (42%) and promoting economic efficiency (40%).

The results show responsible citizenship, community participation and dignity as leading factor-benefits. This could be attributed to the fact that studies instruction remains a meaningful subject and hence the curriculum should be more than a collection of enjoyable experiences. In terms of enhancing morals, it encompasses multi-disciplinary boundaries to address topics in ways that promote social understanding and civic values of not only the learners but the school community. Regarding Social Studies as a subject that enhances skills to become productive members in the society (80%), calls for teachers to help pupils develop social studies knowledge by capitalizing on teachable moments throughout the day and across the curriculum.

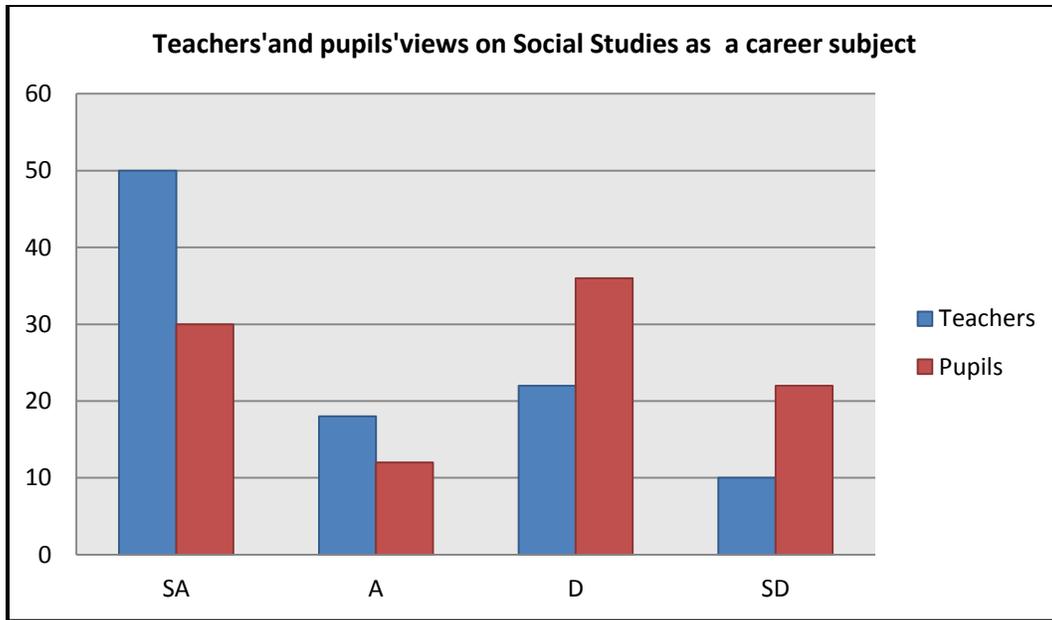
This means, according to Enoh (2009), that Social Studies is key to national development and directly influences learners' values. When well equipped with wide knowledge, learners grow into independent thinkers who can later become problem-solvers and responsible citizens. The different disciplines associated with Social Studied touch on

economic, cultural, political and geographical as well as historical underpinnings. With such a wide perspective, learners gain ability to think critically, understand their history and appreciate their underlying problems, how to solve them and societal roles. In addition, pupils look into the future with an ardent desire to improve their living standards, advocate for justice for all as responsible citizens. A clear understanding of their civic duty also engraves a value system where they challenge social norms, appreciate their role in real-life experiences and current events that empower the weak.

The implication of these results is that the relevance of Social Studies should be re-evaluated to ensure learners from primary schools understand their values and cultural sensitivity. In addition, Social Studies places learners in a clear path to understand different cultures and religions, government functioning and institutions and their mandate while appreciating the wider view of modern human condition. In the modern context, this significance underscores the need for integrating new technologies that have emerged to influence society functioning, thus ICT is also a critical component.

#### **4.6.1 Social Studies as a Career Subject**

The study further sought views from teachers and pupils on whether they viewed Social Studies as a career subject. The intent was to examine whether this construct could be an underlying reason teachers' and pupils' attitude towards Social Studies. A summary of the findings are shown in Figure 4.12.



n=140

**Figure 4.12 Social Studies as a Career Subject**

#### **4.6.1.1 Pupils' Views on Social Studies as a Career Subject**

Pupils response varied, as 30% mentined strongly agree while 22% cited strongly disagree. This means pupils consider the subject as a career subject as much as others regard it not as a career subject. As for teachers, 50% agreed while 22% disagreed in regards to Social Studies as a career subject. What this means is that in this era of changing curriculum, Social Studies curricula and assessments requires collaboration among multiple stakeholders including teachers, administrators, professional organizations and government education agencies.

For teaching standards to be deemed effective, they must provide pupils with opportunities to acquire knowledge in practical and appropriate ways to ensure they practice what they learn, and not just for the sake of academic performance. Toward this

end, Social Studies leads to careers such as political advisors, economists, sociologist, psychologist, urban planners, anthropologists, human rights defenders and teachers. It could be that pupils perceive limited opportunities available for Social Studies careers, which may be attributed to how Social Studies is taught, and what resources are made available during teaching. On the other hand, teachers may likely lack access to professional development programmes, such as workshops, where they can receive appropriate induction and be empowered to implement the curriculum with the content of Social Studies.

Similar studies by Hobbs and Moroz (2001) showed that Social Studies is useful and an important subject for building national cohesion and professional growth. However, it could be that pupils doubt the significance of the subject to their future career. In its application, learners pick up norms as they go along and society perception tend to shape behaviour. However, when well-integrated into their overall learning tools, learners will seek to develop that which is best for them and the community, the common good and hence be able to seek solutions peacefully.

#### **4.6.1.2 Teachers' Views on Social Studies as a Career Subject**

The findings from Figure 4.4 show teachers' responses where 50% strongly agreed, 22% disagreed while 10% strongly disagreed that Social Studies is a career subject. The response from teachers could be explained in the the goals of the community, nation, and the world. This therefore points, according to Monetsano (2018), the qualitative and quantitative comparisons in the USA showing that Social Studies and in particular

teaching History was an important discipline beyond career. While Social Studies received mixed reactions regarding its role, its relevance can only be explained in the context of learners' experiences.

From the results, it could be that teachers were experiencing challenges connecting well with learners through collaborative activities that enrich learners with interest and approach to teaching Social Studies. Teachers were not, however, seen solely as the ones to effect, but instead as a vehicle of change. These findings indicate that despite ongoing changes in school curriculum design, teaching methodology and teacher development, which have helped to improve the perception of Social Studies, some negative attitude still persist among many learners who see Social Studies as uninteresting and with no critical value in their future aspirations. This is problematic in relation to the role that Social Studies is expected to play in national development.

It is important to note that whatever learning attitude (positive or negative) that pupils may have towards Social Studies, teachers cannot escape the blame since they are the pivot through which teaching and learning revolves. This is because; the teaching-learning environment plays a key role in shaping learners' attitude about Social Studies. Teachers, who are willing to assist pupils in learning, show enthusiasm in the classroom and pay close attention to pupils' needs and this can have a very strong effect on how pupils feel about Social Studies as a career subject (Alamaamari & Al-Nofli, 2014).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary, conclusions, recommendations and suggestions for further research based on the results of the study. The findings were thematically based on the objectives of the study.

#### **5.1 Summary**

##### **Objective One: To Investigate the Attitude of a) Teachers and b) Pupils Towards the Teaching and Learning of Social Studies**

The study established that although teachers demonstrated more interest in teaching Social Studies and valued it as an important subject, disparities were observed on how pupils viewed Social Studies. Information gathered from the interviews from Headteachers demonstrates a changing shift between teachers and pupils' views. Another important aspect was emphasis from teachers and pupils in terms of time allocation and teacher-pupil engagement. The study findings indicate that pupils felt that Social Studies was not given as much emphasis as other subjects. When it came to teachers, majority responded positively that emphasis was given.

These views were in line with teachers who also agreed that the behaviour change towards Social Studies could be attributed to the teaching approaches used; which ultimately could motivate the pupils to participate. In addition, headteachers noted that

teachers behaviour towards teaching Social Studies had changed to a great extent. Seminars, debates, more field trips and teaching materials were needed.

### **Objective Two: Factors Influencing Teachers and Pupils' Attitude Towards the Teaching and Learning of Social Studies**

The study findings established a range of factors influencing teachers' and learners' attitudes towards Social Studies. These were availability of instructional materials, teaching methods, early syllabus coverage and motivation from teachers. The findings also established that majority of pupils were of the view that Social Studies teaching aids were inadequate; contrary to majority of teachers who said Social Studies teaching aids and resources were adequate. However, all the five headteachers agreed that Social Studies teaching aids were not adequate in the schools, and proposed the need for more.

### **Objective Three: Gender Differences in Attitude Towards Teaching and Learning of Social Studies**

The results showed varying rejoinders between teachers and learners on gender and attitude towards Social Studies. Majority of the pupils felt that girls enjoyed Social Studies more than boys. What this means is that gender aspects in Social Studies are strong and the results of this study indicate overall, pupils' responses lean towards boys. On the contrary, the study revealed that girls enjoyed Social Studies more than boys, which was also observed by both teachers and headteachers.

#### **Objective Four: Role of Social Studies in the curriculum**

The findings established that Social Studies is an important career subject. In light of the findings, the relevance of Social Studies was in helping teachers and pupils to become responsible citizens, encouraging community participation and enhancing respect, dignity and worth of self and others. However, economic efficiency scored low. In addition, the findings showed that majority of the pupils did not consider Social Studies as a career subject; arising from change in the society behavioural and multicultural diversity among learners.

#### **5.2 Conclusion**

The study findings confirm theoretical notions by Katz's (1960) functionalist theory of attitude formation and change. Regarding teachers' and pupils' attitude toward Social Studies, the study concluded that teachers had demonstrated interest towards Social Studies as compared to pupils, because teachers were knowledgeable on what works best in the classroom. Teacher-pupil factors all combined translates into positive or negative outcomes that determined attitude towards Social Studies. The utilization of cohesive teaching approaches was identified as key in influencing behaviour change and attitude.

Regarding factors influencing the attitude of teachers and pupils towards Social Studies, the study concluded that a range of factors play a major role, but teaching methods and availability of instructional materials were the most common. On whether gender differences existed in attitude between teachers and pupils, the study concluded that

gender aspects were predictors of teachers' attitude towards pupil's behaviour change in learning Social Studies.

Lastly, regarding insights of teachers and pupils on the role of Social Studies in the curriculum. The study concluded that Social Studies education was relatively considered a career subject among pupils because of attitude formations connected to various teaching approaches. Setting a common ground of shared perspectives between learners and teachers with a collaborative mind can enhance interest in Social Studies as a career discipline.

It is noteworthy that individual attitude is useful and valuable in ensuring an overall positive attitude towards Social Studies. The study findings provide important information both into the nature of Social Studies teaching in Kenya and how that can be applied to the policies in the area of educational curriculum system more generally.

### **5.3 Recommendations**

Recommendations outlined arise from summary of the findings and the deductions of the study as presented in the preceding segments. The significance of these recommendations is that they help address gaps as well as policy interventions emerging from the study. In addition, the findings bring forward key areas that could provoke attitude change among teachers and pupils:

- a) The significance of exploring factors influencing teachers' and pupils' attitude towards Social Studies call for educational policy makers to implement a more holistic approach to building awareness among teachers and pupils to recognize the importance of Social Studies.
- b) There is need for training and capacity building to help both Headteachers and teachers understand the characteristics and abilities of learners and how to differentiate Social Studies content and skills for diverse learners. As essential as all of this is, teachers should also understand the importance of Social Studies in the early years and transfer their enthusiasm to their learners.
- c) The analysis of gender differences in attitude towards Social Studies requires school leaders to consider enhancing standards that help learners navigate teaching approaches and syllabus content easily while taking into account gender roles and their active role in school and society at large.
- d) Teachers should rethink the methods used in teaching Social Studies and ensure sufficient teaching materials are provided. In addition, teacher-learner engagement should be enhanced in classrooms to ensure that the learning environment leads to new discoveries, tapping new potential for learners to develop interest on career opportunities related to Social Studies.

#### **5.4 Suggestions for Further Research**

The study results provide for further areas that could be explored relating to attitude and Social Studies as a key subject in curriculum development. These areas that could be explored include:

- a) Firstly, one limitation lies in a smaller population targeted for the study. A clear investigation that incorporates several schools with a larger group of samples, including private primary schools.
- b) Secondly, there is need to assess how the nature of training influences attitude change while comparing Social Studies and other subjects.
- c) A study is required to identify the role that gender differences play in influencing teachers' and pupils' attitude towards teaching and learning of Social Studies.
- d) Further inquiry is needed to examine psycho-social issues related to peer influence and attitude formations towards Social Studies.

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**APPENDICES**

**Appendix I: Participants' Consent Form**

I am undertaking a study on “Teachers’ and Pupils’ Attitude Towards Teaching and Learning of Social Studies in Public Primary Schools in Lang’ata, Nairobi County, Kenya’”.

ANNE KIBARA  
E55/CE/26114/2011

I..... willingly accept to contribute, to the best of my knowledge to the research.

All information I provide will be kept classified, and for scholarly use only.  
My name, name of my school or related persons will not feature in this research.

I may pull out if I feel my rights are being violated.

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Sign (Participant)

Date

I believe the participant is giving informed consent to participate in this study

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-----

Sign (Investigator)

Date

## Appendix II: Teachers' Questionnaire

My name is Anne Kibara, a student at Kenyatta University, Department of Educational Communication and Technology. I am undertaking a study on "Teachers' and Pupils' Attitude Towards the Teaching and Learning of Social Studies in Public Primary Schools in Lang'ata, Nairobi County, Kenya." Please assist in contribution of information towards this study by filling in the questionnaire below. The information provided is purely for academic purposes and confidentiality will be assured.

### INSTRUCTIONS

**Kindly tick (✓) against the suitable response.**

1. Please state your sex?  
 Male  Female
2. What is your Level of Education?  
 p1 certificate  diploma  
 University degree  Master degree
3. How many years have you taught Social Studies in primary school?  
 Less than 5 years  6 to 10 years  11 to 15 years  
 16 to 20 years  over 20 years

Rate your degree of agreement about Social Studies?

Indicate with a mark/tick with reference to the scale:

**SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree**

|    | <b>Descriptions</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----|---|-----------|----------|----------|-----------|
| 4  | I have interest in teaching Social Studies.                 |           |          |          |           |
| 5  | Pupils' attitude is reflected in their behaviour            |           |          |          |           |
| 6  | Pupils show interest in Social Studies than other subjects. |           |          |          |           |
| 7  | My pupils show interest in learning Social Studies          |           |          |          |           |
| 8  | Teaching and learning aids for Social Studies are available |           |          |          |           |
| 9  | Boys show interest in Social Studies more than girls.       |           |          |          |           |
| 10 | Girls show interest in Social Studies more than boys.       |           |          |          |           |
| 11 | History and Geography should be taught separately           |           |          |          |           |
| 12 | I believe Social Studies is useful in the society           |           |          |          |           |



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20.a) In your opinion, how would you compare male and female pupils' attitude regarding their attitude towards Social Studies curriculum and application of concepts taught in Social Studies?

- i. Satisfactory [ ]                      iii Not satisfactory [ ]  
ii. Fair [ ]                                  iv. Poor [ ]

b) Give a reason for your answer above:

---

---

21. a) In your opinion, how would you rate the general attitude of your fellow teachers towards Social Studies?

- i. Satisfactory [ ]                      Not satisfactory [ ]  
ii. Fair [ ]                                  iv. Poor [ ]

b) Give a reason for your answer above:

---

---

22.a) In your opinion, to what extent is Social Studies relevant in today's curriculum?

- i) To a great extent [ ]                      iii) To a less extent [ ]  
ii) To a moderate extent [ ]                      iv) Not at all [ ]

b) Give reason for your answer above:

---

---

23. a) Did you study History and Civics in High School?

- Yes [ ]                      No [ ]

b) How does this affect your attitude towards Social Studies? Give reasons for your answer

---

---

24. a) Did you study Geography in High School?

Yes [ ]      No [ ]

b) How does this affect your attitude towards Social Studies? Give reasons for your answer.

---

---

25. a) In your opinion, are you well updated with the Social Studies Curriculum changes?

Yes [ ]      No [ ]

b) Explain?

---

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26. Are there difficulties you have experienced while teaching Social Studies?

---

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27. Suggest strategies that you think could be employed (focus on your school) to cultivate a positive attitude among fellow teachers and pupils towards teaching and learning Social Studies.

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*Thank you*

### Appendix III: Pupils' Questionnaire

My name is Anne Kibara, a student at Kenyatta University, Department of Educational Communication and Technology. I am undertaking a study on "Teachers' and Pupils' Attitude Towards the Teaching and Learning of Social Studies in Public Primary Schools in Lang'ata, Nairobi County, Kenya." Please assist in contribution of information towards this study by filling in the questionnaire below. The information provided is purely for academic purposes and confidentiality will be assured.

#### INSTRUCTIONS

Indicate with (√) against the appropriate response in the space provided.

1. Pupil's sex Male  Female

Rate your degree of agreement about Social Studies?

Indicate with a mark/tick with reference to the scale:

**SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree**

|     | <b>Descriptions</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|-----|---|-----------|----------|----------|-----------|
| 1.  | I always find interest in learning Social Studies in class.   |           |          |          |           |
| 2.  | I engage teachers in Social Studies than other subjects       |           |          |          |           |
| 3.  | Pupils like Social Studies as compared to other subjects.     |           |          |          |           |
| 4.  | My teacher enjoys teaching Social Studies                     |           |          |          |           |
| 5.  | Teaching and learning aids for Social Studies are available   |           |          |          |           |
| 6.  | Boys have more interest in learning Social Studies than girls |           |          |          |           |
| 7.  | Girls have more interest in learning Social Studies than boys |           |          |          |           |
| 8.  | History and Geography should be taught separately             |           |          |          |           |
| 9.  | I believe Social Studies is useful in the society             |           |          |          |           |
| 10. | I view Social Studies as a career subject                     |           |          |          |           |
| 11. | There are adequate debates on Social Studies.                 |           |          |          |           |

13. a) In your opinion, is there anything the school could do to make learning Social Studies easier for you? Yes  No

b) Give reasons for your answer.

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c) What are some of the factors that influence your attitude towards learning Social Studies?

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14. What challenges do you experience in learning Social Studies?

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15. What can your Headteacher and teachers do to ensure pupils have a right attitude to Social Studies.

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**Thank you**

#### **Appendix IV: Interview Schedule for Headteachers**

My name is Anne Kibara, a student at Kenyatta University, Department of Educational Communication and Technology. I am undertaking a study on “Teachers’ and Pupils’ Attitude Towards the Teaching and Learning of Social Studies in Public Primary Schools in Lang’ata, Nairobi County, Kenya.” Please assist in contribution of information towards this study. The information provided is purely for academic purposes and confidentiality will be assured.

1. Apart from teachers and learners, are there other people in the school who are interested in Social Studies?
2. In your opinion, what factors would you say affect effective teaching and learning of Social Studies?
3. How does gender aspects influence attitude towards teaching and learning Social Studies?
4. How do you ensure that the Social Studies teachers are well updated with the Social Studies Curriculum changes?
5. What areas would you recommend for teachers and learners with regard to their attitude towards Social Studies and its role as a career subject?

*Thank you*

*End*

## Appendix V: Letter of Introduction



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

**Our Ref: E55/CE/26114/11**

**DATE: 24<sup>th</sup> November, 2017**

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

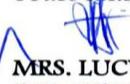
**RE: RESEARCH AUTHORIZATION FOR MS. ANNE W. KIBARA – REG. NO. E55/CE/26114/11**

I write to introduce Ms. Anne W. Kibara who is a Postgraduate Student of this University. She is registered for M.Ed. degree programme in the **Department of Educational Communication & Technology**.

Ms. Kibara intends to conduct research for a M.Ed. thesis Proposal entitled, **“Teachers’ and Pupils’ Attitude Toward Teaching and Learning of Social Studies among Public Primary Schools in Lang’ata, Nairobi City County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

  
**MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**

JL/cww

## Appendix VI: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/38452/22402**

Date: **24<sup>th</sup> April, 2018**

Anne Wangithi Kibara  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Teachers’ and pupils’ attitude toward teaching and learning of social studies among public primary schools in Lang’ata, Nairobi City County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **23<sup>rd</sup> April, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD.  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

## Appendix VII: Research Permit

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No.A **18376**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:  
**MS. ANNE WANGITHI KIBARA**  
of **KENYATTA UNIVERSITY, 700-100**  
**NAIROBI**, has been permitted to conduct  
research in **Nairobi County**

on the topic: **TEACHERS' AND PUPILS'**  
**ATTITUDE TOWARD TEACHING AND**  
**LEARNING OF SOCIAL STUDIES AMONG**  
**PUBLIC PRIMARY SCHOOLS IN**  
**LANG'ATA, NAIROBI CITY COUNTY,**  
**KENYA**

for the period ending:  
**23rd April, 2019**

.....  
Applicant's  
Signature

Permit No : NACOSTI/P/18/38452/22402  
Date Of Issue : 24th April, 2018  
Fee Received : Ksh 1000



.....  
Director General  
National Commission for Science,  
Technology & Innovation

## Appendix VIII: Ethics Review



### KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE

Fax: 8711242/8711575  
Email: [kuerc.chairman@ku.ac.ke](mailto:kuerc.chairman@ku.ac.ke)  
[kuerc.secretary@ku.ac.ke](mailto:kuerc.secretary@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P. O. Box 43844,  
Nairobi, 00100  
Tel: 8710901/12

Our Ref: **KU/ERC/ APPROVAL/VOL.1 (172)**

Date: 23<sup>rd</sup> July, 2018

---

**ANNE WANGITHI KIBARA,**  
P.O Box 43844-00100,  
Nairobi

Dear Anne,

**APPLICATION NUMBER: PKU/783/I851 “TEACHERS’ AND PUPILS’ ATTITUDE TOWARD TEACHING AND LEARNING OF SOCIAL STUDIES AMONG PUBLIC PRIMARY SCHOOLS IN LANG’ATA, NAIROBI CITY COUNTY, KENYA”**

---

**1. IDENTIFICATION OF PROTOCOL**

The application before the committee is with a research topic “**Teachers’ And Pupils’ Attitude toward Teaching and Learning of Social Studies among Public Primary Schools in Lang’ata, Nairobi City County, Kenya**” received on 19<sup>th</sup> December, 2017, and discussed on 12<sup>th</sup> June, 2018

---

**2. APPLICANT**

Anne Wangithi Kibara

**3. SITE**

Nairobi City, Kenya

**4. DECISION**

The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (section 7.2.1.3) and the Kenyatta University Ethics Review Committee Guidelines and **APPROVED that the research may proceed for a period of ONE year from 12<sup>th</sup> June , 2018.**

5. ADVICE/CONDITIONS

- i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
- ii. Serious and unexpected adverse events related to the conduct of the study are reported to this committee immediately they occur.
- iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
- iv. Submit an electronic copy of the protocol to KUERC.

When replying, kindly quote the application number above.  
If you accept the decision reached and advice and conditions given please sign in the space provided below and return to KU-ERC a copy of the letter



PROF. JUDITH KIMIYWE  
CHAIRPERSON, ETHICS REVIEW COMMITTEE

I, ANNE W. KIBARA.....accept the advice given and will fulfill the conditions therein.  
Signature.....Annee..... Dated this day of 6/8/2018..... 2018.

cc.  
DVC-Research Innovation and Outreach

## Appendix IX: Study Area Map

### Map of Lang'ata sub – County

