

Original Research Article

Perception of teachers towards the social studies curriculum in public primary schools in Kakamega Municipality, Kakamega County, Kenya

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Abstract

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The Social Studies Curriculum helps learners to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world. The purpose of this study was to investigate the perception of teachers towards the Social Studies Curriculum in Public Primary Schools in Kakamega Municipality in Kakamega County, Kenya. To achieve this purpose, five objectives were addressed and these are; to find out the perception of teachers towards the teaching methods in Social Studies curriculum, to find out the attitudes of teachers towards the scope of Social Studies Curriculum, the availability and use of teaching and learning resources, the time allocation for teaching of Social Studies and the evaluation techniques used in Social Studies curriculum in Kakamega Municipality, Kakamega County. The study was guided by the theory of perception by Burns (1982). The theory explains how an individual put personal meanings to a psychological environment. The research design was descriptive survey. Stratified sampling and simple sampling method were used to obtain the study sample. The research method that was adopted was mixed method approach. The target population was all the teachers teaching Social Studies Curriculum and head teachers in Kakamega Public Primary Schools in Kakamega Municipality. The data collection instruments were questionnaires for teachers and interview schedules for head teachers. Piloting was done in two schools in Vihiga District to help the researcher in identifying any deficiencies in the data collection instruments. Validity of data collection instruments was ascertained by use of research experts at the department of curriculum, instruction and educational media at Moi University. The test-retest method was employed to ascertain reliability of data collection instruments. The data was analyzed using descriptive statistics such as percentage and frequencies with the help of Statistical Package for Social Sciences (SPSS) Computer Programme. The study established that teachers of Social Studies in public primary schools in Kakamega municipality use more than one teaching method. The perception of teachers towards the Social Studies Curriculum was that they prefer using more than one teaching method and that most of the teachers had positive perception. It was also found that the scope of Social Studies curriculum was wide. Further the study found that teaching and learning resources in public primary schools in Kakamega municipality were few and that some schools with a few resources did not put them into use. The findings indicated that teachers are not comfortable with the time allocated to the Social Studies curriculum for they found it inadequate in covering the content. Most of the teachers use question and answer method, continuous assessment and diagnostic evaluation in assessing learners' retention. A rising from the study, the study recommend that teachers should attend in-service education courses on the appropriate teaching methods to be used, teachers should take part in Social Studies Curriculum planning, they should be updated on the new approaches, be involved in time allocation for various taught subjects, curriculum planners should either reduce the content or increase the time allocation and teachers be consulted in Social Studies curriculum evaluation. The findings are useful to policy makers, curriculum developers and curriculum implementers for improvement of the perception of teachers towards the Social Studies curriculum. The study revealed other areas that might require further studies.

Keywords: Perception, Social studies, Curriculum, Education, Teachers.

INTRODUCTION

The study is about the perception of teachers towards the Social Studies Curriculum in public primary schools in

Kakamega municipality. This is the introductory chapter of this thesis. It contains the background of the study, the

statement of the problem, purpose of the study, research objectives, research questions that is major and subsidiary questions, assumptions of the study, scope and limitations of the study, justification of study, significance of the study, theoretical framework, conceptual framework and definitions of the terms used in the study.

Background of the study

In 1916 the term Social Studies was used for the first time in the United States by the National Education Association, which defined Social Studies as those courses whose subject matter relates directly to the organization and development of human society (Alazzi and Chiodo, 2004:3-4).

National Council for the Social Studies (1994:3) developed a recent definition that Social Studies is the integrated study of the Social Sciences and humanities to promote Civic Competence within the school program, Social Studies provides coordinated systematic study drawing upon such disciplines as anthropology, archeology, economic geography, history, law, philosophy, political science psychology religion and sociology as well as appropriate content from Humanities, Mathematics and Natural Sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public democratic society in an interdependent world (Alazzi and Chiodo 2004:3-4). This is what is required in the Kenya Vision 2030 which is also in line with the Millennium Development Goals that is suppose to be achieved by 2015, in that Social Studies subject covers the three pillars of 2030 that is Social needs, economical needs and political needs. The teaching of Social Studies curriculum will also enable the country to meet its Millennium Development Goals (MDGS). This therefore is calling teachers to have positive attitude towards the subject since teachers are the main implementers of the subject. The researcher therefore sought to fill this gap that has not been researched in Kakamega Municipality.

A number of studies have been done on performance indicators. Mostly, in United Kingdom and America, where the Social Studies was first incited. It indicated that teachers' perception towards the subject influences the results. This is also relevant in the developing countries like Kenya. The African Social Studies Programme (ASSP) is an organization of 20 African countries. This organization came about because of the Mombasa Conference of 1968 which was sponsored by the Educational Development Centre, Newton Massachusetts (EDC) and the Centre for Curriculum Renewal and Educational Development Overseas,

London (CREDO). At this Conference Social Scientists and educators from Africa, Britain and USA discussed the need for the development of Social Studies and more relevant curricula for the African Schools and for the subject to be improved (Mutebi and Menya, 1985, Shiundu and Omulando, 1992).

In the Mombasa Conference raised concern about the teaching of Social Studies, the content and approaches used in schools throughout the African continent. The concept of Social Studies being new in Africa, many countries did not understand how to go about teaching it. The gap now existed in the teachers' perception towards the Social Studies curriculum because they didn't know how to handle the subject (Shiundu and Omulando, 1992).

Education in Kenya prior to the attainment of independence was largely of little relevance to the need of the majority of Kenyans. Upon attaining independence there was widespread call and outcry for the reformation of the education system to reflect the needs of post – independence Kenya (Otiende, Wamahium, Karagan 1992). After independence various commissions were set up to look into education for example Ominde Commission in 1964, Gachathi Report in 1976 and Koech Report 1999. These were to make education relevant to Kenyan Child. With the introduction of 8 – 4 – 4 system of education in 1985, Geography, History and Civics (GHC) a combined course became part and parcel of Kenya's Primary Education. This was in line with the Primary Education Project (PEP) goal of reorganizing subjects into broad curricula area with common objectives and introduction of new subjects to meet identified needs. The GHC/ Social Studies Syllabus utilized the broad field model of curriculum design in which two, three or more related subjects are unified into one broad course of study.

Later in 2005 to 2007 the subject GHC was changed to Social Studies in 2008 to date (2013). The changes were done to avoid confusion and for teachers and students to know that it is a subject like any other subject. It was also changed to Social Studies because GHC was taught using the traditional form, Merryfield and Mutebi (1990) said that, "GHC teachers were using talk and chalk, teacher-centre methods that has the characteristics of History and Geography teachers."

Merryfield (1986) in a study of Social Studies education and its relevance to national development in selected African countries compared the methods utilized in the teaching of Social Studies in experimental classes and those of traditional Geography, History and Civics in Kenya. She established that teachers of Social Studies related their instruction to the child's own environment and experiences unlike those of traditional Geography, History and who utilized the separate subject approach. The teachers' perception towards this integrated

curriculum approach would influence the teaching approaches. This approach has been criticized for piecemeal presentation of knowledge and for being narrow in its scope and aims. This has been perceived by teachers as a subject that doesn't provide what is expected for learners, thus the perception of teachers towards the Social Studies curriculum is influenced. Social Studies was recommended in the 1960's but was not implemented in Kenya until the 1970's. It didn't go through piloting because of lack of facilities and equipments, opposition from subject inspectors who feared losing their jobs, opposition from teachers, educators, politicians who were in favour of maintaining their status quo, lack of teachers who were trained in Social Studies curriculum. This therefore affected the teachers' perception towards the Social Studies curriculum (Shiundu and Omulando, 1992).

Upon its introduction the Social Studies syllabus was structured with the aim of enabling the students to become social being capable of critical thinking inquiry and decision making. So it is the teacher to help these learners through the use of various teaching methods, use of teaching and learning resources, evaluation techniques among others. Social Studies objectives are in line with the Millennium Development Goals and Kenya Vision 2030 these are to promote civic competence which is the knowledge, skills and attitude required of students to be able to assume the office of citizens, to understand how time and change affect peoples' lives and the status of their country among other points. Due to these various industrial changes that are going on in the world and every nation, students are to be equipped with relevant skills and knowledge for the development of their nations. To attain these goals they are done through the subjects in education. Social Studies is the curriculum that contains all the three pillars of Kenya Vision 2030 that is political, social and economic pillars that are to be met in the Millennium Development Goals, 2006:2 (Republic of Kenya, Kenya Vision 2030, 2007).

According to Shiundu (1988) and Mohammed (1994) cited in Ondimu (1995) the changes in Social Studies tells us what the new subject works like on paper or as it is intended but not as put into practice. Several recent studies in Kenya by Ondimu (1995) and Midega (1990) have shown that lecturing, talk and Chalk using simple recall questions by teachers, passive listening and taking notes in Social Studies classroom, has depicted teachers' perception in the teaching of the Social Studies curriculum. It should be taught using field trips and involving the learners in active participation, so using passive approaches indicates that there is some negative attitude towards the curriculum.

The approaches mentioned by Ondimu (1995) and Midega (1990) have also been supported by Maranga (2012) and Shiundu (1988) that the method of approach

is rigid. It does not borrow any experiences from other disciplines and that knowledge is usually presented in parts rather than as a whole, that is presented in a compartmentalized fashion which is unrealistic particularly to young children who see the world around them as a whole. There is a gap in the part of teaching methods and the researcher wanted to establish the teachers' perception towards these teaching methods used in Social Studies Curriculum. These methods like talk – chalk, lecture, recall questions, note taking fail to provide intellectual unity and cohesion that is expected of pupils. The approaches tends to focus almost solely on factual knowledge to be acquired and tend to be little concerned with the equally important skills and attitude to be developed in children and which may remain long after facts have been forgotten. Merryfield (1991) said that the Social Studies curriculum is useful to the moral and intellectual development of the child as well as acquisition of necessary skills for building the nation.

There has been a gap in the Kenyan Social Studies curriculum and specifically in Kakamega in that the perception of teachers towards the teaching methods, scope of the curriculum, the use of teaching and learning resources and time allocation to the discipline and evaluation techniques has not been researched on. The subject in Kenya is offered in the primary school level but not offered at the secondary school level because at secondary school the subjects integrated in the Social Studies curriculum are taught independently like Geography, History and Economics making it difficult for proper shift from the primary to the secondary and tertiary level of education. This is also evident in Nigeria where it is facing similar problems of proper shift from primary to secondary level as observed by Merryfield, (1991).The researcher wanted to establish the perception of teachers towards Social Studies curriculum because it is offered in the primary schools alone and not in the secondary schools.

In Kenya, generally the Social Studies curriculum is not treated like other disciplines, like English, Mathematics, science or Kiswahili in the examination time table. An example is that, in KCPE examination, the Social Studies paper carries ninety (90) questions while the rest of the subjects carry fifty (50). This is despite the fact that it is a wide curriculum, an integration of various disciplines in the primary level. In the block timetable also it is normally done in the mid – morning or afternoons and not in the morning like Mathematics, English or Kiswahili (Primary Education Syllabus, KIE Vol (2), 2002).

The location of the subject in the afternoon hours on the time table can influence the teachers' perception towards the subject.

Teachers are important in curriculum implementation (Shiundu and Omulando, (1992) and Pratt, (1994) Non involvement of teachers in curriculum making has led

Table 1. KCPE results for Kakamega Municipality for years 2008 to 2012

Year	English	Kiswahili	Maths	Science	Social Studies
2008	52.00	56.01	50.4	50.90	50.30
2009	52.43	56.15	49.70	50.20	46.94
2010	51.59	53.03	46.62	46.90	46.40
2011	52.33	55.19	47.06	48.30	49.61
2012	53.44	56.00	50.30	54.20	50.10

Source: KCPE Results from AEO'S office.

to the failure of many curricula.

According to Pratt (1994: 203), "Teachers do not merely serve as instructional technicians who are to rigidly implement a given curriculum the way it has been given to them. They are active participants in the formulation of curricula".

The role of stakeholders in curriculum implementation is to put things into action and give life to the Social Studies curriculum. They shape the school curriculum implementation. Some of the teachers teaching Social Studies curriculum were earlier trained for GHC and not Social Studies. Based on the training, the teacher can get confused on how to handle the Social Studies curriculum. Some teachers may not like History part so they may find it difficult to teach Social Studies curriculum because it comprises of history and civics. Being an integrated curriculum, the Social Studies curriculum can affect teachers in that some teachers may be good in one of the subjects and not another, for example History and not Geography or good in Geography and not History. Some years back in Kenya, primary teachers were trained to teach the entire subjects in primary schools even if they were not conversant with them. It is only recently when teachers are being trained to specialize in subject areas. Teachers' perception towards the Social Studies curriculum must have definitely been affected (Rono, 2001). This is the part that was and has not been looked into. The researcher therefore sought to fill this gap.

The Kenyan government has been trying to provide induction to the teachers on Social Studies and ensuring that the relevant text books are available and in use. This is because Kenyan history, geographically do change; emerging issues are also there that has to be addressed in Social Studies curriculum. The political, social and economical changes that are taking place in Kenya are met in the Social Studies curriculum. So Kenya Institute of Education ensures that these changes are incorporated in the subject in the relevant classes. In Kakamega municipality staff establishment is not an issue yet the subject is always at the average for the last four years as it is seen in Kenya Certificate of Primary Education results from 2008 to 2011, as shown table 1.

This therefore led the researcher to establish the teachers' perception towards the Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.

From table 1, the results indicate the performance of Social Studies curriculum as below average and as the poorest compared to all other subjects. In 2008, 2009, 2010 2011and 2012 Social Studies has been the last in position as compared with the other subjects. It is only in 2011 whereby the subject was number three out of five subjects. From these results the researcher sought to find out the perception of teachers towards the Social Studies Curriculum in Kakamega Municipality.

Statement of the problem

The Africa Social and Environmental Studies Programme (AESP) (1993) criticized the teaching of Social Studies Curriculum in the primary schools in Kenya especially in regard to teachers' perception towards the Social Studies Curriculum; this is because teachers were not prepared to teach the new innovation. It also found out that the classroom teaching was dominated by lecturing and giving notes.

Social Studies focus primarily on human interaction; According to Kenya Vision 2030, in the first medium plan (2008-2012), the government is committed to provision of quality education, training and research for all Kenyans. Apart from the government's major reforms in education and launching and implementation of Free Primary Education (FPE) in all primary schools, Social Studies performance has not been attractive as compared to other subjects in Kakamega municipality. Social Studies as an intergraded curriculum are important in attaining vision 2030 in the education and training and also attaining Millennium Development Goals in achieving Universal Primary Education. Social Studies as a subject has been performing poorly in Kakamega Municipality and that is why the researcher decided to conduct a research to find out the perception of teachers towards the Social Studies curriculum in Kakamega municipality.

According to Al – Gharibi, (2008) Social Studies curriculum is viewed by students as enjoyable subject, they do not see Social Studies curriculum as useful for a career or helpful to learn about their own country or even being related to their own lives. Shiundu and Omulando, (1992), Al- Gharibi, (2008) also observed that; teachers as the main implementers are the ones responsible to make the learners value the Social Studies curriculum. English language followed by Mathematics, Science and Kiswahili are seen as important subjects for getting career opportunities. Due to this reason, the researcher wanted to establish the perception of teachers towards Social Studies curriculum in public primary schools in Kakamega Municipality.

Social Studies curriculum is a major part of school curriculum. This is because it explores morals and values and provides studies with the ability to understand the values associated with being a good citizen. It also provides students with a sound understanding to address recent societal problems. Problems in Social Studies will affect the morals in the society and this is evident in the Social Studies objectives for example the students should be willing and able to resolve disputes in and out of school (Primary Education Syllabus, KIE Vol. 2, 2002).

To help the Kenyan people to cope with rapid economic, social and political development and to bring about meaningful participatory citizenship among younger students, a vital Social Studies curriculum is needed. Teachers are the ones who are to assist impart knowledge and skills to the learners, organize the learning environment and ensure that effective teaching and learning is realized. If the teachers' perception towards the subject is negative then they may not impart knowledge as required and this in turn will affect student's performance. This will also influence the students' attitude towards the subject. Therefore, it becomes necessary to establish the teachers' perception towards Social Studies curriculum. There are also other reasons like the perception of teachers towards the teaching methods in that one may not want to use a certain method and no apparent reason as to why he or she is refusing to use it. Other reasons are perception of teachers towards the scope of Social Studies curriculum, the use of teaching and learning resources, and time allocation and evaluation techniques towards Social Studies curriculum. Given the declining status in average performance in Social Studies curriculum in Kenya, the researcher therefore focused on the perception of teachers towards the Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County in this current study.

The Purpose of the study

The purpose of this study was to establish the perception of teachers towards the Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County in Kenya.

Objectives of the study

The Major research objective was to find out the perception of teachers towards the Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County, Kenya.

The specific objectives were;

- i. To find out the perception of teachers towards the teaching methods in the Social Studies Curriculum in public primary school in Kakamega Municipality, Kakamega County.
- ii. To find out the attitudes of teachers towards the scope of the Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.
- iii. To determine the perception of teachers towards the availability and use of teaching and learning resources in teaching Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.
- iv. To find out the perception of teachers towards the time allocation for Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County.
- v. To determine the perception of teachers towards the evaluation techniques used in Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.

Research questions

Major research question

What is the perception of teachers towards the Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County in Kenya?

Specific research questions

1. What are the perceptions of teachers towards the teaching methods in Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County?
2. What are the attitudes of teachers towards the scope of Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County?

3. What are the perceptions of teachers towards the availability and use of teaching and learning resources for Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County?

4. What are the perceptions of teachers towards time allocation for the Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County?

5. What are the perceptions of teachers towards the evaluation techniques used in Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County?

RESEARCH DESIGN AND METHODOLOGY

This Chapter describes the research methodology that was used in the study under the following subheadings; Study area, Research design, Research methodology, target population, sampling and sample size, data collection procedures, research instruments, validity and reliability of the instruments, methods of data presentation and analysis and ethical considerations.

Study Area

The research was carried out in Kakamega Municipality, Kakamega County. It is in one of the four districts that have been created recently from initially larger Kakamega District of Kakamega County in Kenya. The district neighbours are; Kakamega East district on the East, Kakamega South district on the South, Mumias district to the West and Kakamega North district to the North. Kakamega Municipality is the administrative division of Kakamega Central district. Its neighbours are Navakhola to the North West, Lurambi to the East, Ikolomani to the South, Malava and Ileho to the North and Shinyalu to the South East.

Kakamega Municipality has 27 Public Schools with a population of 475 teachers. Hence the focus is on the perception of teachers towards the Social Studies Curriculum in public Primary Schools in Kakamega Municipality. This region was chosen for the research because of its continuous average performance in the Social Studies Curriculum as shown Table 1. From the table, the results indicated that Social Studies are below average. In 2008, 2009 and 2010 Social Studies has been the last in position as compared with the other subjects. It is only in 2011 whereby the subject was number three out of five subjects.

Again there is no similar research done in the area. Municipality is a Cosmopolitan area where it will provide respondents with the desired characteristics for the study.

The Research Design

According to Kothari (2011), research design is the way a study is planned and conducted, the procedure, technique employed to answer the research problem or questions. This study adopted descriptive survey design. The variables were studied as the area in the field without manipulation, that is, it answers questions concerning the current status and phenomena.

Research methodology is the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of particular methods to the desired outcome Crotty (1998). A methodology justifies the authenticity of the research set up. It is a philosophical inclination towards which a research is weighted. This study adopted mixed method approach, that is, the researcher collected data that used open ended items in form of words and statements (Qualitative) and also used tool that yield numerical data (Quantitative). This is a derivative phenomenology inquiring that brings the perception of teachers towards Social Studies curriculum.

Target Population

Study population was drawn from 27 public primary schools in the Municipality. Teachers teaching Social Studies and head teachers in these public primary schools in Kakamega Municipality, Kakamega County participated. The total population was 136 people. That is 109 teachers handling Social Studies curriculum and 27 head teachers as the administrators.

Sampling Design and Sample Size

Kakamega Municipality has 27 public primary schools. This study employed stratified random sampling technique which resulted in more reliable and detailed information and simple random sampling which gave each unit in the population an equal opportunity to be included as posit by Kothari (2011). The schools were stratified into the following zones; Northern Zone has eight schools with 30 teachers of Social Studies, Southern zone has six schools with 27 teachers of Social Studies, Central zone has seven schools with 24 teachers of Social Studies and Western zone has six schools with 28 teachers of Social Studies. Simple random sampling was used to select 30% of the teachers of Social Studies from each zone as in Mugenda and Mugenda(1999). In each school simple random sampling was used to select lower and upper primary teachers where two teachers from each category were selected. Thus four teachers of Social Studies were selected from

Table 2. Sampling frame

Respondents	Zones	Total number of schools per zone	Sample of schools selected	Total number of teachers of Social Studies	Sample of teachers of Social Studies (n).
Teachers	Southern	6	2	27	8
	Northern	8	2	30	9
	Central	7	2	24	7
	Western	6	2	28	8
	Total	27	8	109	32
Head teachers	Southern	6	6	6	6
	Northern	8	8	8	8
	Central	7	7	7	7
	Western	6	6	6	6
Total		27	27	27	27

each sampled school in the southern, central and western and in the northern zone, five teachers of Social Studies were sampled in one school and four in the other sampled school forming 32 teachers of Social Studies. All the 27 head teachers participated in the study. The sample size was 109 respondents out of 136 as shown on the Table 2. The population used in this study was viable and representative enough to yield acceptable and reliable results for generalization,

Data Collection Procedures

In data collection procedures, the researcher obtained a research permit from the Ministry of Education through an introductory letter from the Moi University, School of Education. The relevant respondents were contacted through letters before administration of the questionnaires which were attached to the letters. The researcher confirmed to the head teachers of voluntary and informed consent of all the respondents in that none was coerced to participate in the study. The researcher also ensured confidentiality of the responses given by the respondents. The respondents did not write their names because it was just for research purposes. The researcher therefore administered the questionnaires and the researcher ensured that data presented was original and as collected from the field.

Research Instruments

Questionnaires

Questionnaire is a list of questions in a set form, meant to be respondents in a prescribed sequence but because the questionnaire is self-administered the instructions

contained in it were addressed to the respondent (Mutai, 2000:140).

This study used questionnaires as an instrument of data collection with the research population being public primary teachers who were teaching Social Studies Curriculum, and head teachers of the school as the administrators. Teachers are in direct contact with the learners and are the people directly involved in the teaching of Social Studies Curriculum. Teachers questionnaire contained closed ended questions that enabled the researcher to collect a lot of information and open ended questions which permitted greater depths of responses, also had likert scale type of questions to seek the variables on perceptions by ranked from strongly agree to strongly disagree this is in appendix two.

The instrument addressed the teachers' perception on teaching methods, scope of the Social Studies Curriculum, use of the Teaching/learning resources, time allocation to the Social Studies Curriculum and evaluation techniques. Using questionnaire in appendix two helped in getting information that was collected from a large sample and diverse regions, it also permitted respondent time to consider their respondents carefully without interference (Kothari, 2011:101). Since the respondents did not indicate their names, they tend to give honest answers. The absence of an interviewer also made the respondents to give honest answers without fear of giving answers that they think interviewers may not want to hear (Kasomo, 2007).

Interview Schedule

Interview schedule is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information orally and face to face (Mutai; 2000:141).

This study used interview schedule in appendix three for the 27 head teachers. The instrument contained open ended questions as indicated in appendix three. Interview schedule give in-depth information about particular cases of interest to the researcher, interviewer by his own skill can overcome the resistance, if any, of the respondents; the interview method can be made to yield an almost perfect sample of the general population another advantage is that it is flexible in that it gives an opportunity to restructure questions, specifically in case of unstructured, personal information can as well be obtained easily under this method. This is because the researcher sought information on specific issues (Kothari, 2011:97-98).

Validity and Reliability of the Research Instruments

Validity

According to Kothari, (2011) validity is the most preferred criterion and indicates the degree to which an instrument measures what it is supposed to measure. Mugenda and Mugenda, (1999) assert that validity is the accuracy and the meaningfulness of inferences, which are based on research results, that is, the degree to which the results obtained from the analysis of the data actually represent the phenomenon and the variables of the study. A valid instrument contains information that is relevant to the study. In this case relevant to the educational needs from public primary school teachers teaching Social Studies. The researcher ensured that instruments had content – related validity by consulting supervisors and other experts from the department of Curriculum, Instruction and Education media in Moi University. The comments given were incorporated in the instrument as a way of improving their validity. Further content validity was ascertained by developing the contents of the research instruments with the guidance of objectives. The researcher conducted a pilot study using two schools from the neighbouring district schools in Vihiga district namely Muhoye primary school and Shinyalu primary school. This is because of similar learning environment and proximity to the research hence convenient. The schools comprised of head teachers and teachers of Social Studies Curriculum.

The piloting exercise helped the researcher to identify deficiency in the data collection instrument such as vague or ambiguous items, such items were then; either rephrased or removed all together. This ensured both validity and reliability of the instrument. According to Kothari, (2012) and Kathuri and Pals, (1993), Piloting is important because it helps in the identification of a problem that could arise in the implementation. Piloting is

also important because it shows what is needed for the implementation.

Reliability

Reliability is the level of intended consistency or the stability of a measurement device over time. Since it is impossible to predict how the respondents would interpret the questionnaires (Mugenda and Mugenda, 2010:95). Test-retest was used to determine the internal consistency of the instruments. The test was given to teachers in three weeks, then it was checked if they were giving the same results. The third time, correction were done in the questionnaires and given to the same group of teachers and compared the results of the previous ones test. The results in the reliability co-efficient were 0.7. According to Mugenda and Mugenda, (1999:96) if the reliability co-efficient is less than 0.5 then the instrument are unreliable. A correlation coefficient of 0.80 and above is the level required for an instrument to be considered as reliable. Kerlinger (1983), asserts that the higher the correlation coefficient, the higher the reliability.

Ethical Considerations

Ethical considerations are very important to any researcher (Kothari, 2011; Crewell, 1994). The researcher conformed to the principle of voluntary and informed consent of all the respondents in that none of the respondents was tricked nor coerced to participate in the study. The researcher also ensured confidentiality of the responses given by the respondents. The researcher took all reasonable measures to protect subjects, physically and psychologically by letting the respondents know that the information was purely confidential. Even voluntary participants could get carried away to the point where they had to be protected from themselves and each other. The researcher was prepared to intervene, even at the cost of the study itself, to protect the subjects (Kombo and Tromp, 2006).

The teachers and head teachers who were respondents in this case were free to give some information as their identity was not required. Questionnaires had a covering letter explaining the purpose of the study.

Data Presentation and Analysis

After receiving the questionnaires, editing was done to clear any errors such as incompleteness or inappropriate marking of response. Coding of data was then done to make it suitable for analysis. The statistical package for

Table 3. Background Information of the Respondents

Respondents	Frequency	Percentage
Head teachers	27	100
Teachers;		
Male	11	34.4
Female	21	65.6
Total	32	100

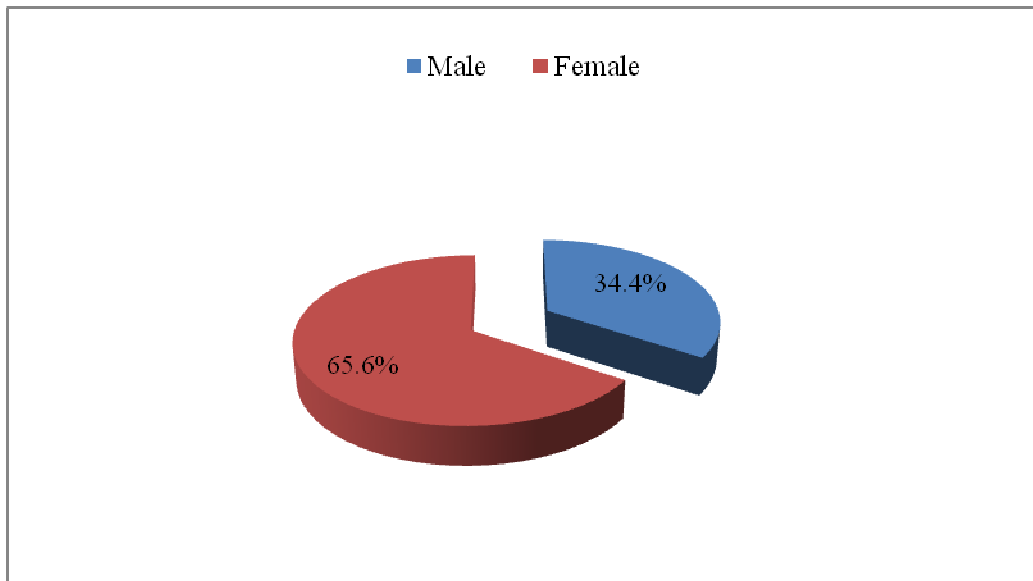


Figure 1. Gender of Respondents

Social Science (SPSS) program of computer was used. Descriptive Statistics such as mean, and mode percentage and frequencies were used to present the findings. Data was analyzed and presented in form of tables and pie charts.

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

This chapter contains summary of data findings and their interpretation presented in the form of descriptive statistics on the perception of teachers towards Social Studies curriculum in public primary schools in Kakamega Municipality Kakamega County. The chapter is presented in line with the five objectives of the study and these are perception of teachers towards the teaching methods, the scope, the availability and use of teaching and learning resources, the time allocation and the evaluation techniques used in Social Studies. Descriptive statistics were calculated to describe the

demographic characteristics of the respondents under study and to deduce effect and influence between and among the study variables. The findings are presented in form of frequencies, percentages, pie charts, bar graphs and tables. Statistical analysis was done using the Statistical package for the Social Sciences (SPSS).

The findings from each of the objectives were presented and followed by interpretations of those findings, a discussion of the findings and comparison with empirical findings. This help in making conclusions about the perception of teachers towards Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.

Analysis of Teachers’ Questionnaire

Demographic characteristics of the respondents

In this section respondents’ background information was sought as shown in the table 3 above

Table 4. Age Categories of Teachers

Age category	Frequency	Percentage (%)
Below 25 years	0	0.0
25 – 30 years	4	12.5
31 – 35 years	6	18.75
36 – 40 years	6	18.75
Above 40 years	16	50.0
Total	32	100.0

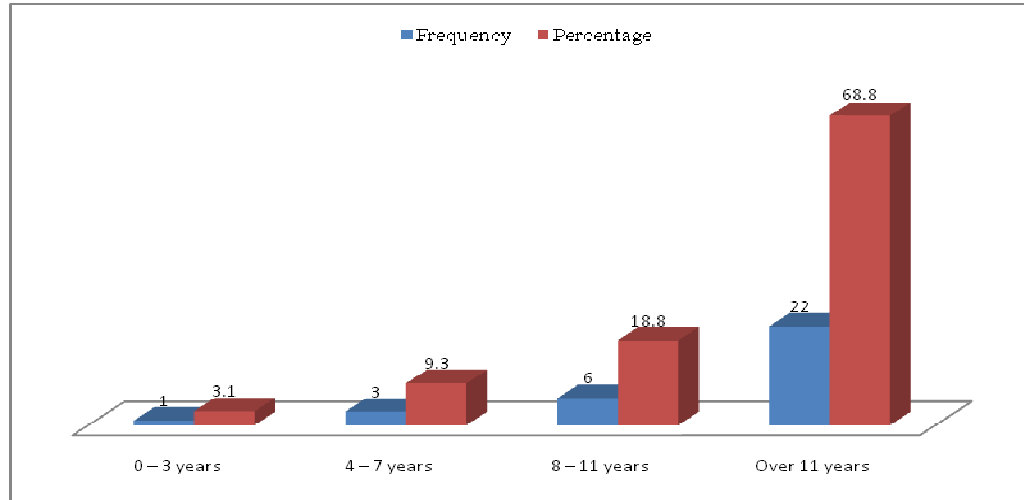


Figure 2. Teacher's teaching Experience

Gender of Respondents

Respondents were asked to indicate their gender and the findings are presented in figure 1 above

Findings in figure 1 indicate that 21(65.6%) of the respondents were female while their male counterparts constituted 11(34.4%) of the respondents. This is an indication that there are more female teachers teaching Social Studies in public primary schools as compared to their male counterparts. It also indicates that the researcher considered both male and female respondents and their diverse perceptions towards the study constructs accordingly incorporated into the overall response results. This was an all-inclusive response study with regard to gender making it representative of the true situation on the ground in public primary schools where both male and female teachers take students through Social Studies curriculum.

Age of Respondents

The researcher wanted to establish the age of respondents

and in this regard respondents were asked to give their age category. The findings are presented in table 4.

The findings in table 4 show that 16 (50%) of the respondents were above the age of 40 years. It is also evident that 6 (18.75%) of respondents were between 36 and 40 years of age. Findings further reveal that 6 (18.75%) of the respondents were aged between 31 and 35 years while those aged 25 to 30 years constituted 4 (12.5%) of the sample. It is worth noting that in this study no respondent was below the age of 25 years. This is a clear sign of a mature group of teachers of Social Studies in public primary schools in Kakamega County.

Teaching Experience of Respondents

The researcher sought to establish how long the respondents had served as teachers and findings are presented in figure 2

Results in figure 2 indicate that 22(68.8%) of respondents had worked as teachers for a period of over 11 years. It was also established by this study that 6(18.8%) of respondents had served as teachers for a period of between 8 and 11 years while 3 (9.3%) of the

Table 5. Academic Qualifications of Respondents

Education level	Frequency	Percentage
Diploma in education	10	31.2
Bachelor's degree in education	8	25
Masters in education	3	9.4
Doctorate	0	0.0
Certificate – P1	11	34.4
Total	32	100.0

Table 6. Positions held by Teachers in the Schools

Position held	Frequency	Percentage (%)
Deputy head teacher	0	0.0
Senior teacher	1	3.1
Class teacher	27	84.4
Guiding and counseling master	0	0.0
Others	4	12.5
Total	32	100.0

respondents had been teachers for between 4 and 7 years. Findings also revealed that 1(3.1%) of the respondents had served as teachers for a period of 3 years or below. This is an indication that most teachers of Social Studies are highly experienced professionals hence capable of conducting their teaching duties with tremendous skill arising from their past experience. Olalundun, (2007) contend that teachers' characteristics are strong determiners of students' performance in schools. He mentions that as the number of years of teaching progresses, students academic achievements increases. Therefore it can be concluded that as the number of teachers' years of experience progresses, student academic achievement increase and vice verse.

Academic Qualification

The researcher asked respondents to indicate their highest academic levels. The results are presented in table 5. Results in table 5 show that 11(34.4%) of the respondents were holders of P1 certificates while 10(31.2%) of them had diplomas. Findings also show that 8(25%) of the respondents were holders of Bachelor's degrees while 3 (9.4%) were holders of Masters Degrees. This is an indication of a highly qualified workforce capable of discharging its functions of teaching Social Studies in public primary schools in Kakamega Municipality with tremendous dedication and success. According to (Okobia, 2011:303), the qualification of teachers did not influence teachers of Social Studies perception. He points out that efforts has to be intensified in the training of professionally qualified

teachers of Social Studies and the integration of teachers in all phases of Social Studies curriculum development and implementation. However Akinsolu, (2010) asserts that availability of qualified teachers determine the performance of the students in schools. According to Oteino, (2009) and Musaa,(1999) teachers who are involved in in-service training are more effective in classrooms as compared to those who had not undergone training. There is also a significant relationship between performance in certificate of primary education scores and the quality of teachers as measured by their level of education and training, frequency of attendance at in – service courses and their use of modern teaching methods. Similar findings were found by Eshiwani (1986) where training of teachers was found to be a factor in academic achievement of the students' <http://www.edmatters more.org>. Ludger, (2001). Retrieved on 5/6/2013.

In this study qualification of teachers had no significant influence on teachers' perception of Social Studies. This findings is keeping with the report of Farouk, (1990) cited in Okobia, (2011).This author found that among a group of randomly selected junior secondary school, teachers of Social Studies in Keno state of Nigeria, qualification had no significant influence on teachers' perception of citizenship education.

Respondents' Position in School

The researcher sought to investigate the positions that the respondents held in their respective schools and their responses are summarized in table 6

Table 7. Teachers' responses on their perception towards teaching methods in Social Studies curriculum

Teaching method	Highly preferred		Sometimes preferred		Rarely preferred		Not preferred		Average preference percentage
	F	%	F	%	F	%	F	%	
Demonstration	19	59.4	9	28.1	3	9.4	1	3.1	32.3
Lecture method	3	9.4	8	25	13	40.6	8	25	25
Field trip	9	28.1	14	43.8	4	12.5	5	15.6	28.1
Heuristic method	9	28.1	8	25	4	12.5	11	34.4	21.9
Question and answer	29	90.6	3	9.4	0	0.00	0	0.00	50
Project method	4	12.5	8	25	11	34.4	9	28	24.0
Story telling	13	40.6	15	46.9	2	6.3	2	6.3	31.3
Drama	4	12.5	10	31.3	11	34.4	7	21.8	26.1
Debate	3	9.4	10	31.3	11	34.4	8	25	25
Simulation	10	31.3	6	18.8	7	21.9	9	28	24
Role play	8	25	12	37.5	6	18.8	6	18.8	27.1
Radio lesson	1	3.1	6	18.8	11	34.4	14	43.7	18.8
Resource person	6	18.8	7	21.8	4	12.5	15	46.9	17.7
Group work	24	75	7	21.9	1	3.1	0	0.00	33.3
Total	N = 32		Percentage = 100						

The findings in table 6 indicate that majority of the respondents were class teachers and these constituted 27 (84.4%) of respondents. It was also noted that 1 (3.1%) of the sampled respondents was a senior teacher. There was no guidance and counseling teacher who teaches Social Studies curriculum in the respective schools. Respondents who were head teachers constituted 1 (3.1%) of the sampled teachers and others were panel heads of Social Studies 2(6.3%) whereas examination chairperson was 1 (3.1%). This is an indication that teachers of Social Studies just like teachers of other subjects have a chance to serve in their respective schools in various capacities such as head teachers, senior teachers subject panel heads, as shown in the findings presented in Table 6.

The head teachers in some schools pointed out that teachers fear the subject because of its scope as shown in the findings presented in table 15. Thus at times they use authority to allocate the subject to the teachers.

Perception of Teachers Towards Teaching methods in Social Studies.

The first objective of the study sought to investigate the perception of teachers towards teaching methods in Social Studies curriculum in public primary schools in Kakamega Municipality.

The findings in Table 7 indicated that various teaching methods are used in public primary schools in Kakamega municipality. The results in the study indicated that 19 (59.4%) respondents highly preferred demonstration whereas 9 (28.1%) respondents sometimes preferred

demonstration. 3(9.4%) respondents rarely preferred the method and 1 (3.1%) didn't prefer the use of demonstration.

From the response in the use of lecture method 3(9.4%) highly preferred the method, 8(25%) sometimes preferred the use of lecture method whereas 13 (40.6%) rarely preferred the use of the method and 8 (25%) did not prefer the use of lecture method in that it's more of teacher-centered then pupil-centered. Respondents in the use of field trip were only 9(28.1%) who highly preferred the method, 14(43.8%) sometimes preferred the use of field trip whereas 4 (12.5%) rarely preferred and 5 (15.6%) didn't prefer the use of the field trip.

In heuristic method 9 (28.1%) highly preferred the method, 8 (25%) sometimes preferred the method whereas 4 (12.5.0%) rarely preferred the method and 11 (34.4.0%) didn't prefer the method. Respondents who highly preferred question and answer method were 29 (90.6.1%) whereas 3 (9.4%) sometimes prefer question and answer and none didn't prefer the method.

From the response in the use of project method 4 (12.5%) highly preferred the method, 8 (25%) sometimes preferred the method whereas 11 (34.4%) rarely preferred and 9 (28%) didn't prefer the method at all.

Finding in the use of story telling indicated that 13 (40.6%) highly preferred the method, 15(46.9%) sometimes preferred the method whereas 2(6.3%) rarely preferred the method and 2 (6.3%) didn't prefer the use of story telling.

Respondents in the use of drama indicated that 4 (12.5%) highly preferred the use of drama. Those who sometime preferred were 10 (31.3%) whereas 11 (34.4%) respondents rarely preferred the method and 7 (21.8%)

Table 8. Teachers responses on the highly preferred methods

Teaching methods	Frequency	Percentage (%)
Question and answer	29	90.6
Group work	24	75
Demonstration	19	59.4
Story telling	13	40.6
Total	N=32	100.0

didn't prefer the use of drama in the teaching of Social Studies curriculum.

In the use of debate, 3 (9.4%) respondents highly preferred the use of debate. Those who sometimes preferred the use of the method in the teaching of Social Studies curriculum are 10 (31.3%) whereas 11 (34.4%) rarely preferred using the method and 8 (25%) didn't prefer the use of debate in the teaching of Social Studies.

Respondents in the use of simulation were 10 (31.3%) who highly preferred the use of the method, 6 (18.8%) sometimes preferred to use simulation whereas 7 (21.9%) rarely preferred and 9(28%) didn't prefer the use of simulation method in the teaching of Social Studies curriculum.

The use of role play indicated 8(25%) who highly preferred the use of the method and 12(37.5%) sometimes preferred the use of role play, 6 (18.8%) rarely preferred the use of the method whereas 6 (18.8%) didn't prefer the use of the method in the teaching of Social Studies curriculum.

Finding in the use of radio lesson indicated that 1(3.1%) highly preferred the use of the method, 6(18.8%) sometimes preferred the use of the method. It was also indicated that 11 (34.4%) rarely preferred and 14(43%) didn't prefer the of radio lesson in the teaching of Social Studies curriculum.

Further findings indicated that 6(18.8%) highly preferred the use of resource person. Those who sometimes preferred using resource person were 17 (21.8%) and 4(12.5%) rarely preferred the method and 15 (46.9%) didn't prefer the use of resource person.

Respondents in the use of group work indicated that 24 (75%) use the method. Those who sometimes preferred the method were 7 (21.9%) whereas 1 (3.1%) rarely preferred the use of the method. There was none that didn't prefer the use of the method.

The use of various teaching methods is important in that it helps the teacher to teach practical skills as in demonstration and project method. Learners are also able to retain what they have been taught, it also arouse the pupils' curiosity and interest Ngaruga, (1996).

Findings in table 8 indicate that even though respondents used all teaching methods, they preferred certain method to others. Respondents who preferred

using question and answer method were 29(90.6%), they indicated that it gives quick evaluation of the lesson and the learners. In storytelling 13 (40.6%) indicated that they are easy to use, help learners to understand the content, group work 24(75%), makes the lesson enjoyable, learners participate and to others cited retention of concept by the pupils as the main reason for their preference. In demonstration 19 (59.4%) respondents mention that it makes the subject more clear and give life to some concepts, it shorten the time for learning and lengthens the memory of facts and principles and it motives the learners.

Respondents did not prefer certain methods like resource persons 15(46.9%) indicated that its time consuming, in radio lesson 14 (43.75%) respondents indicated that the method drags the syllabus and some said radios are not available in most of the schools because such methods were expensive to implement and time consuming, for example the use of radio lesson and resource person. (Table 9)

An interview with the head teachers as shown in table 9 indicated that they allow teachers to attend seminars, workshops, in-services, induction INSETS, use of bench making and us of panel meetings to acquire new methods and skills in teaching Social Studies. Quality assurance and standards were also pointed out as being some of the ways through which they help teachers in improving their teaching methods in that they guide in how to use the new method in the teaching of Social Studies curriculum. Head teachers also mentioned that inspection enhances the quality of their teaching and learners benefit more. Quality and Standards officers' advice and guide teachers on curriculum implementation. Through inspections in schools the Ministry Of Education promote quality and the improvement of subject Republic of Kenya (2007).

Most of the head teachers provide teachers with learning materials as per the new changes that is in teaching methods. They also ensure that appropriate training programmes and orientation are conducted to let teachers get to know the new changes and how to use the new approaches. Team work is also used to help teachers who may not be in a position to use the new approaches. The head teachers also pointed out that,

Table 9. Why certain Methods were not Preferred

Teaching methods	Frequency	Percentage (%)
Resource person	15	46.9
Radio lesson	14	43.75
Heuristic method	11	34.4
Project method	9	28
TOTAL	N=32	Total percentage =100

Table 10. Teachers' response on their attitude towards the scope of Social Studies curriculum

Statement	SA	A	D	UD	SD	Average agreement	
1)I always cover the syllabus on time	4(12.5)	12(37.5)	9(28.1)	0(0.0)	7(21.9)	25	
2).I strive to cover the syllabus	16(50)	5(15.6)	7(21.9)	0(0.0)	4(12.5)	57.8	
3)I look for additional time to cover syllabus	17(53.1)	13(40.6)	2(6.3)	0(0.0)	0(0.0)	46.9	
4)I prefer teaching a class on my own	5(15.6)	10(31.2)	6(18.9)	1(3.2)	10(31.2)	23.4	
5)I prefer team teaching of social studies	14(43.8)	13(40.6)	3(9.3)	0(0.0)	2(6.3)	42.2	
6)I am comfortable in teaching all the units in the Social Studies curriculum.	4(12.5)	4(12.5)	12(37.5)	1(3.1)	11(34.4)	12.5	
Total	N=32	Percentage =100					

Key; SA—strongly Agree, **A**—agree, **D**—Disagree **UD**—Undecided, **SD**—strongly disagree

there are some organizations like Assess and some publishers like Macmillian and Oxford who offer training programmes to teachers, Teachers Advisory Centre Tutors, Social Studies panel, bench making with best performers and education officers help in the provision of refresher courses or workshops for Social Studies curriculum.

The findings of this study are consistent with findings of studies previously conducted by other scholars in the area of perception of teachers towards different teaching methods. For example, in a study conducted by Kochhar (1991), teachers say that, class discussion, problem solving, role play and storytelling are appropriate since they make learning became student centered while the teacher acts as a facilitator, enabling learners to develop action plan to improve their attitude and skills, encouraged reflection on the knowledge of a subject, help embed concepts and deeper knowledge in the minds of the learners.

Teachers of Social Studies curriculum should be familiar with different teaching methods and use them for effective teaching. Students have to be exposed to a variety of learning experiences for compressive objectives of teaching various topics in Social Studies Kochhar, (1991).

Many researchers have demonstrated that certain teachers' behaviour influence students achievement, self-concept and social relationship and thinking abilities (Dunn, 1998, Smith, 2002, Tengku 1994, Thibeault, 2004 Tyler, 2006). This indicates that teachers play an

important role in teaching Social Studies curriculum. Hence, many researchers have been conducted by using teachers' perception to indicate the influence of teachers through their belief and practice which will eventually affect students' retention of taught content and performance on tests performance.

According to Ali (2001), Rosnani and Suhailah (2003), Salem (1995), one approach used is to identify teachers' perception which comprises their knowledge in and attitudes towards the purpose, principles and implementations of curriculum. For this reason teachers' perception has been repeatedly studied as a means to evaluate the effectiveness of his/her thinking. The use of a combination of teaching methods has been shown through research to be more effective than the use of just one or two methods (Salem, 1995).

Attitudes of teachers towards the scope of Social Studies curriculum in public primary schools

The second objective sought to determine attitude of teachers towards the scope of Social Studies curriculum in public primary school in Kakamega municipality.

The findings are presented in table 10 above. The findings in Table 10 indicated that respondents who strongly agreed that they always cover the syllabus on time were 4(12.5%). Those who agreed with the statement were 12 (37.5%) whereas those who disagreed were 9 (28.1%) of the respondents. Those who

strongly disagreed that they don't cover the syllabus on time were 7(21.9%). There was no respondent who was undecided towards the statement. This is an indication that time allocation to the Social Studies curriculum is not adequate.

Respondent who strongly agreed that they strive to cover the syllabus were 16 (50%) and those agreed with the statement were 5 (15.6%). Those who disagreed that they don't strive to cover the syllabus were 7 (21.9%) whereas those who strongly disagreed with the statement were 4 (12.5%). There were no respondent who was undecided with the statement. Respondents who strongly agreed that they look for additional time to cover the syllabus were 17(53.1%) whereas those who agreed that they look for additional time so as to cover the syllabus were 13 (40.6%). It was also revealed that those who disagreed that they don't need additional time to cover the syllabus were 2 (6.3%). There was no respondent who strongly disagreed or undecided with the statement- I look for additional time to cover the syllabus.

Findings from the study also revealed that those who strongly agreed that they preferred teaching Social Studies in class on their own were 5(15.6%). Those who agreed with the statement were 10 (31.2%). Further still those who disagreed that they don't prefer teaching Social Studies in class on their own were 6(18.9%). Those who strongly disagreed that they don't prefer teaching in class on their own were 10 (31.2%) and 1 (3.1%) of the respondent was undecided as per the statement.

Findings indicated that 14 (43.8%) preferred team teaching in Social Studies curriculum and 13 (40.6%) agreed that they preferred team teaching in the teaching of Social Studies curriculum. 3 (9.3%) respondents disagreed that they didn't prefer team teaching in Social Studies curriculum. 2 (6.3%) respondents strongly disagreed with the statement.

Still in the findings towards the scope of Social Studies curriculum, respondents who strongly agreed that they were comfortable in teaching all the units in Social Studies curriculum were 4 (12.5%). Those who agreed with the statement were 4 (12.5%) whereas those who disagreed that they were not comfortable in teaching all the units in Social Studies curriculum were 12 (37.5%). Those who strongly disagreed with the statement were 11 (34.4%) and the undecided respondent was only 1 (3.1%).

The findings indicated that teachers don't cover the syllabus early enough that is why most of them indicated that they strive to cover the syllabus by looking for additional time. Respondents also pointed out that they prefer team teaching. This is an indication that there is a combine force so as to cover the work well. Social Studies curriculum lacks teaching materials like the globe, Eastern African map among others. Teachers are

also not exposed to teach and learn the concepts in a better way. This affect teachers' perception as Burns (1982) puts it that individual put personal meaning to psychological environment.

Otieno, (2009) mentioned that teachers have a weakness in the lesson preparation, poor syllabus coverage and curriculum delivery in most public schools. This indicates that the attitude of teachers towards the scope of Social Studies curriculum is negative.

Teachers of Social Studies should create an environment that accommodates learning differences of a diverse pupil population for example cognitive difference, physical differences and cultural background. Teachers should also develop leaders in their schools and community, for example involving students' in civic activities, inviting guest speaker, collaborating with colleagues to strengthen social studies content, research and pedagogy. If the perception of teachers towards the subject is negative, then he or she will not involve students in several activities. If a teacher involves learners in various activities it will help the teacher in covering the syllabus early enough because learners have been exposed to various topics. If they do this then positive perception is displayed. Teachers of Social Studies and pupils will grow and develop as professionals as they interact with the learning community and the resources. It provides and advocate for the inclusion of Social Studies as a vital component of the basic curriculum (Wiggins and McTiglo 2005).

Syllabus coverage in Social Studies curriculum is very vital; this is because Social Studies deal with day to day living. It provides learners with skills for life, knowledge in dealing with life experiences among others. If some parts are not covered then it means learners will have missed out important things in life. Social Studies curriculum is to teach its citizen in various ways, according to the National Council for the Social Studies (NCSS) identified the promotion of civic competence as the primary aim of Social Studies (Adler, 2010).

The National Council Social Studies identified 10 themes for Social Studies instruction that support the goal of educating citizens who will be knowledgeable and engaged in civic duties:-Culture, time, continuity and change, People, places and environments, Individual development, and identity, Individuals, groups and institutions, Power authority and governance, Production, distribution and consumption, Science, technologies and society, Global connections and Civic ideas and practices (Adler 2010).

These ideas form the implicit structure of Social Studies Curriculum. There is a desire for students to understand their own identities and place in the world. They should be open minded towards those differing cultures, recognizing similarities and differences, but embracing the plurality within society. This concurs with

Table 11. Teachers' Responses on Teaching of Topics related to Geography

Statement	Frequency	Percentage (%)
Yes	26	81.25
No	6	18.75
Total	32	100

Table 12. Teachers responses on teaching topics related to history in Social Studies curriculum.

Statement	Frequency	Percentages (%)
Yes	15	46.9
No	17	53.1
Total	32	100

Table 13. Teachers Responses on the Subject Trained in College

Statement	Frequency	Percentages (%)
Geography	30	93.75
History	2	6.25
Social Studies	0	0
Total	32	100

what the head teachers in section 4.8 noted in the interview that, most of the teachers have a negative attitude towards the Social Studies curriculum. In this case therefore teachers may not pass the knowledge well to the pupils. This is due to the difficulty involved in the scope and in teaching the subject. Thus the teachers handling the subject are overloaded this discourage the teachers from teaching the subject as required. The reason for the refusal is that the Social Studies curriculum is wide and that it requires a lot of reading together with knowing the current affairs. (Table 11)

Majority of the respondents constituting 26 (81.25%) indicated that they prefer teaching topics related to geography as opposed to 6 (18.75%) who did not prefer to teach geography. The predominant reason for preferring geography is that it presents them the opportunity to use various instructional methods unlike history. This is supported by Kochhar (1991) that the use of various instructional methods improves the understanding in learners. (Table 12)

It was also noted from the data that 15 (46.9%) of respondents preferred teaching history as opposed to 17 (53.1%) of the respondents who indicated that they did not prefer to teach history. From the findings those who prefer teaching history pointed out that it help the learners to understand the past. This will help them to plan for the future. This is a clear indication that most of the respondents don't like teaching history and that has contributed to negative perception towards Social

Studies Curriculum. (Table 13)

The findings of the study noted that 30 (93.75%) of the respondents had been trained for Geography, History 2(6.25%) and no one was trained to teach Social Studies curriculum. This is a clear indication that Social Studies curriculum is facing a lot of challenges in the field.

Perception of teachers towards the availability and use of teaching and learning resources in teaching Social Studies curriculum in public primary Schools

In the third objective of the study, the research sought to determine the perception of teachers on the availability and use of teaching and learning resources of Social Studies curriculum in public primary schools in Kakamega municipality. The findings are presented in Table 14 below.

Findings in Table 14 indicated that 19(59.4%) respondents mention that globe was available and in use whereas 10 (31.2%) respondents mentioned that the globe was not available in their school. 3(9.4%) respondents indicated that globe was available but not in use. Findings also indicated that 30 (93.7%) respondents use the atlases which are available in their schools. Only 2(6.3%) respondents indicated that atlases were not available in their school and none indicated that the atlases were available but not in use.

Those who indicated that the charts were not avail-

Table 14. Teachers' responses on their perceptions on availability and use of teaching and learning resources in Social Studies curriculum

Resources	Available and in use	Not available	Available but not in use
(i) Globe	19 (59.4%)	10(31.2%)	3(9.4%)
(ii) Atlas	30 (93.7%)	2(6.3%)	0(0.0)
(iii) Charts	23 (71.9%)	8(25%)	1(3.1%)
(iv) Text books	27 (84.4%)	5(15.6%)	0(0.0)
(v) Wall maps	27 (84.4%)	2(6.3%)	3(9.3%)
(vi) Projectors	1 (3.1%)	30(93.8%)	1(3.1%)
(vii) Regalia	4 (12.5%)	24(75%)	4(12.5%)
Total	N=32	Percentage 100%	

able were 8 (25%) respondents. Respondents who indicated that the charts were available and in use in their schools were 23 (71.9%). Only 1 (3.1%) respondent indicated that charts were available but not in use. Respondents who indicated that the textbooks were available and in use in their schools were 27(84.4%). Whereas 5(15.6%) respondents indicated that the textbooks were not available and none of the respondent indicated that textbooks were available but not in use. This is a clear indication that there are enough textbooks in the public upper primary schools. Thus positive perception towards the use of the test books.

The findings also indicated that 27 (84.4%) respondents used the wall maps which were available. Only 2 (6.3%) respondents indicated that wall maps were not available in their schools. From the findings 3(9.3%) respondents indicated that the wall maps were available and not in use.

Further still 1(3.1%) respondent indicated that projectors are available and in use, whereas 30 (93.8%) respondents indicated that projectors are not available and 1(3.1%) respondent indicated that projectors are available but not in use. This is a clear indication that the projectors are not used in most of the schools. This is also an indication that teachers have a negative attitude towards the use of the projectors. That is why they don't bother to obtain or use them.

The findings also revealed that 4 (12.5%) respondents indicated that regalia was available and in use and 24(75%) respondent indicated that regalia were not available whereas 4 (12.5%) respondents indicated that the regalia were available and not in use.

The respondents noted that the various teaching and learning resources were available in their schools but not in use for example the projector, globe, and regalia. Some of the teachers said that they don't know how to use and some just have a negative perception towards these resources.

This is an indication that even though all schools have Social Studies text books, wall maps and charts, there

was need to use all teaching and learning resources for effective transfer of knowledge. In some schools where the resources are available but not in use, it is imperative that all the available teaching and learning resources are put to good use since they aid in content retention by the learners, while at the same time making it convenient for the teachers to impart the required knowledge. Teachers have significant role in imparting knowledge. This study concurs with several authors like Bishop,(1995) who mentioned the role of a teacher in education as central in the provision of quality education. (Table 15)

Respondents were asked how their respective schools acquire the various teaching and learning resources. Respondents who indicated that they acquire through the publishers like Oxford and Macmillan were 3(9.3%). It was also established that 11(34.4%) of the respondents indicated that they get the resources through sponsors like the churches.

Findings of the study indicated 12(37.5%) of the respondents acquire the teaching and learning resources through purchases from the Free Primary Education funds, while 6 (18.8%) indicated that such resources are acquired through locally available materials. From the findings it indicated that the acquisition of the resource was a challenge to most of the schools. This is because of lack of finances and limited time and heavy workload that hinders effective improvisation of teaching and learning resources. This concurs with what Kaaria, (2011) who pointed out, that acquisition of other teaching and learning resources was a challenge to most of the schools. This is because of understaffing and lack of finance. (Table 16)

Respondents were also asked if they use all the recommended text books for Social Studies curriculum. Findings indicated that 14(43.8%) of the teachers sampled use all the recommended Social Studies text books while 18(56.2%) of them indicated that they do not have access to all the recommended text books. They also indicated that the recommended textbooks don't have some information like other supplementary

Table 15. Acquisition of Teaching and Learning Resources

Statement	Frequency	Percentage %
Sponsored by Publishers	3	9.3
Sponsored by Churches	11	34.4
Purchase from Free Primary Education	12	37.5
Through locally available materials	6	18.8
Total	32	100

Table 16. The use of Recommended text books in Social Studies Curriculum

Statement	Frequency	Percentage (%)
Yes	14	43.8
No	18	56.2
Total	32	100

textbooks. This indicated that the respondents have a negative perception towards the recommended textbooks. Nunan, (1991) pointed out that teachers should have a positive perception towards the textbooks and other teaching materials that are recommended by the Ministry of Education. This indicates that when teachers have a negative perception towards certain teaching material they will not use it as required and if they have a positive perception then they will use the resources.

According to Kimutai, (2012) on the acquisition of learning resources, parents in both urban and rural schools purchases the recommended textbooks whereas schools purchased only the reference books in Nairobi schools. Parents pay a specific fee, the textbook levy or textbooks fund. Accounts which the schools used to buy the necessary textbooks, some schools acquire certain instructional resources through donations mainly from publishers companies and old boys and girls association. Unlike in Kakamega Municipality, where they only rely on three sources.

An interview with the head teachers in section 3.8 supposes this in that teaching and learning resources are not enough due to lack of funds from the government. However some head teachers said that there were enough teaching and learning resources. In most of the schools text books are available and in use unlike other teaching resources like the projector which is expensive.

In conclusion therefore, respondents indicated that the various teaching and learning resources were available and in use in their respective schools. It was noted that few respondents indicated that the various teaching and learning resources were not available in their respective schools for example charts, projector and regalia. This

indicated that they were not being used in teaching Social Studies curriculum. The study also indicated that teachers have a positive perception towards the teaching resources especially the use of the text books and atlas.

Results in table 17 indicate that 19(59.4%) respondents strongly agreed that they were not conversant with the use of some resources. 7(21.9%) respondents agreed to the statement whereas 1(3.1%) was undecided and 2(6.2%) disagreed on the statement and 3 (9.4%) respondents strongly disagreed that they are not conversant with the use of some resources.

Respondents who strongly agreed that there were a variety of Social Studies textbooks to be used were 15 (46.9%) respondents. The respondents who agreed that there were variety of Social Studies text books to be used were 13(40.6%) and there was no respondent that was undecided. Only 3 (9.4%) respondents disagreed that there were no variety of Social Studies text books to be used whereas only 1(3.1%) strongly disagreed that there were variety of Social Studies textbooks to be used in the school.

Findings further revealed that 19(59.4%) respondents strongly agreed that some text books lack recent information in Social Studies curriculum. Also 10(31.2%) respondents agreed that some textbooks lack recent information whereas 1(3.1%) respondent was undecided with the statement, 2(6.2%) disagreed with the statement and there was no respondent who strongly disagreed with the statement.

The findings also revealed that 1(3.1%) respondent strongly agreed that there were enough teaching and learning resources in their schools. Respondents who agreed that there were enough teaching and learning resources in their schools were 3(9.4%) respondents.

Table 17. Teachers' responses on their perceptions towards the Social Studies curriculum

Statement	Responses					Totals
	SA	A	UD	D	SD	
(i) Not conversant with the use of some resources	19 59.4%	7 21.9%	1 3.1%	2 6.2%	3 9.4%	32 100
(ii) There is a variety of Social Studies text books to be used	15 46.9%	13 40.6%	0 0.0	3 9.4%	1 3.1%	32 100
(iii) Some text books lack recent information in social studies curriculum	19 59.4%	10 31.2%	1 3.1%	2 6.2%	0 0.0	32 100
(iv) There are enough teaching and learning resources in my school	1 3.1%	3 9.4%	2 6.2%	12 37.5%	14 43.7%	32 100

Table 18. Ratio of Social Studies text books

Ratio	Frequency	Percentage %
More than 1:3	22	68.8
1:3	7	21.9
1:4	1	3.1
1:5	1	3.1
1:20	1	3.1
Total	32	100.0

Those who were undecided were 2(6.3%) and those who disagreed were 12(37.5%) respondents whereas those who strongly disagreed that there was no enough teaching and learning resource were 14 (43.7%). This indicated that teaching and learning resource are not enough in the teaching of Social Studies curriculum. From the above it concurs with the theory of Burns (1982) that an environment influences an individual in certain situations. For example some teachers pointed out that they were not conversant with the use of some resources. This will influence the teachers not to use or try to use because they are not conversant with them. Thus teachers will have a negative perception towards these resources. (Table 18)

Majority of the respondents constituting 22(68.8%) who indicated that the ratio of Social Studies text books was more than 1:3. It was also observed that 7 (21.9%) of the respondents indicated that the ratio of Social Studies text books was 1:3 while the rest indicated that the ratio was 1:4 with 1 (3.1%) respondent, 1:5 with 1(3.1%) respondent and 1:20 with 1(3.1%) respondent. The recommended ratio for upper primary is 1:3 and lower primary is 1:2. This is an indication that there are enough text books in most of the schools.

The study concurs with Nunan, (1991) who mentioned that the use of resources can be made more effective if the teacher has knowledge and skills on how to efficiently utilize them in the teaching- learning process. The availability of teaching resources and the teachers'

awareness of their utility enhance learner's performance. He further notes that, situation where there is evidence to show failure by society or government to provide access to such resources, could be seen as of a child's right to proper education. Most of the head teachers in section 4.8 mentioned that most parents are not willing to buy learning resources for students and most are not willing to buy or prepare the teaching resources.

According to Heyneman and Sepulveda, (1981) they concluded from studies in ten Least Developed Countries that achievement is more closely correlated with other measures of school inputs such as class size or expenditure on teachers' salaries. This did not mention how the perception can influence the performance, thus the researcher sought to fill the gap by looking at the perception of teachers towards the teaching and learning resources. There are significant number of factors affecting teachers' use of teaching and learning resources, for example the perception of information communication technology and subsequent integration of technology into their teaching and learning practices. One survey found several key issues of ICT investment effectiveness that determines how ICT is used in academic institutions. Picciano, (2002) puts it that the use of computer is low so unless appropriately addressed, teachers' negative computer attitude hinders widespread use of computers in curriculum implementation. Retrieved on 18, June, 2012.

According to Mcmeekin (1975) cited in Beebout (1992)

Table 19. Perception on time allocated to Social Studies curriculum

Statement	Responses (%)					Total
	SA	A	UD	D	SD	
1) Social Studies is allocated enough time just like the other subjects on the timetable	6(18.7)	8(25)	0(0.0)	7(21.9)	11(34.4)	32 (100)
2) Social Studies curriculum requires more time because it is wider than the other subjects taught in primary schools	23(71.9)	6(18.7)	0(0.0)	3(9.4)	0(0.0)	32 (100)
3) I am comfortable with the time allocated for Social Studies	2(6.25)	4(12.5)	2(6.25)	12(37.5)	12(37.5)	32 (100)

Key: SA—strongly agree. A—agree UD—undecided, D—disagree, SD—strongly disagree

in a World Bank on determinants of academic outcome, demonstrated that variations in input do affect educational output and among the most important factors are teachers and textbooks. A review of studies in 32 least developed countries found evidence that teachers qualifications is important and that trained teachers do make a difference.

Darling and Hammond (2000) pointed out that teachers training have significant effect on student academic performance since teacher content knowledge is the largest and most important factor when it comes to teaching. Retrieved on 18, June, 2012.

An interview with the head teachers indicated that they endeavor to avail adequate teaching and learning resources and team work during teaching. This is used to help those teachers who do not know how to use some of the available teaching and learning resources. Some head teachers also noted that teaching and learning resources are inadequate due to inadequate funding.

In conclusion, respondents strongly agreed that they had a variety of Social Studies text books in use in their respective schools. Findings further revealed that some text books lacked recent information in Social Studies curriculum. Respondents also pointed out that there were no enough resources for the teaching of Social Studies curriculum in their schools. Results revealed that some of the sampled respondents were not conversant with the use of some resources in the teaching of Social Studies curriculum the findings revealed that teachers' perception towards the teaching and learning resources is positive. Most of the teachers need and always want to use these resources. This is because they help learners in the content retention.

Perception of Teachers towards time allocation for Social Studies Curriculum in public primary schools in Kakamega Municipality, Kakamega County

This was the fourth objective of the study and the

researcher established the perception of teachers towards the time allocated to Social Studies curriculum in public primary schools in Kakamega Municipality. The findings are presented in table 19.

The study findings in table 19 show that 6 (18.7%) respondents strongly agreed that Social Studies curriculum is allocated enough time just like the other subjects on the block timetable. Those who agreed with the statement were 8(25%) Whereas those who were undecided were none and 7 (21.9%) disagreed to the statement and 11 (34.4%) strongly disagreed that Social Studies is allocated enough time just like the other subjects on the block timetable.

Respondents who strongly agreed that Social Studies curriculum requires more time just like other subjects taught in public primary schools were 23 (71.9%) of the sampled respondents. Those who agreed with the statement were 6 (18.7%). Non was undecided. Those who disagreed with the statement were 3 (9.4%) and no respondent strongly disagreed that Social Studies curriculum doesn't require more time.

The study finding further revealed that those who strongly agreed that they were comfortable with the time allocated to Social Studies curriculum were only 2 (6.25%) whereas 4 (12.5%) agreed that they were comfortable with the time allocated to the teaching of Social Studies curriculum. It was observed that 2 (6.25%) respondents were undecided with the statement. 12(37.5%) disagreed with the statement and 12(37.5%) strongly disagreed that they were comfortable with the time allocated for Social Studies curriculum.

In conclusion, comparing the average acceptance rates for the 3 statements, it is noted that the majority of the respondents constituting 45.3% who indicated that Social Studies curriculum requires more time. Findings further reveal that 21.85% of the respondents were of the opinion that Social Studies curriculum is allocated enough time. While 18.75% observed that they were comfortable with the time allocated to Social Studies curriculum. This shows most respondents were not

comfortable with the time allocated for the teaching Social Studies curriculum; there was a need to consider increasing the amount of time since the number of teachers who indicated that the allocated time is not enough was quite a high number. From the findings it indicates that the teachers have a negative perception towards the time allocated for Social Studies curriculum. To complete its syllabus is not that easy unlike in subjects like science or religious education. The theory by Burns (1982) clearly supports this finding for he stated that individual (teachers) perception is influenced by the situation as it appears to him or her at that moment which as a result influences the behaviour.

The findings in this study are consistent with findings in previous studies with regard to time allocation to syllabus coverage. According to Gross (1984), time allocation studies provide a tool with which to examine a multitude of questions. Time allocation measures the behavioral output of decisions, preferences and attitude. It provides a measure of role performance. It measures the rates at which goods are produced. Time allocation provides primary data on many kinds of social interactions and provides the basis for defining social groups by behavior. Time allocation can provide important data in studies of attitude, values, culture style and emotions. Any kind of behavior with an observable environmental effect can be observed using time allocation techniques, including speaking, working repose leisure among others.

This concurs with the study in that in order to prepare students for the global community, Social Studies-History and Geography need to be adequately represented in a timetable. According to Tenga (1994) he pointed out that inadequate time allocation for teaching a subject affect its implementation. This is a clear indication in the study in that teachers were complaining of inadequate time allocated for the subject.

Tenga (1994) also mentioned that, how time is allocated and non-directed activities can greatly define personal and lifestyle objectives, which relates to personal development (spending time), material achievement (selling time), social acceptance(giving time) and passive entertainment passing or killing time are explored using time allocation preference model that investment portfolio.

Teachers lack proper time allocation and distribution on the school timetable and also lack professional guidance and supervision in the programme, the appropriate language policy, particularly for the lower grade levels there was also lack of availability of funds to cater for the basic needs of the programme. The teachers were not adequately involved in the planning and implementation of Social Studies curriculum. There was the need for more frequent representation and direct involvement in this matter. Teachers had difficulties in

teaching some of the basic learning skills (particularly reading and writing) in Social Studies curriculum (Kabau and Nyogo 1983).

An interview with the head teachers in section 4.8 indicated that they use the syllabus to allocate time on the block timetable for Social Studies curriculum. It is allocated five lessons (comprising of 35 minutes per lesson) per week in the upper and two lessons (comprising of 30 minutes per lesson) in the lower primary. Lessons are allocated morning hours and not afternoons as before. Some head teachers arrange for morning and evening lessons so as to have extra time for Social Studies curriculum because it is a wide curriculum. They pointed out that teachers complain of the time allocated for Social Studies is inadequate. Teachers find time to complete the syllabus by arranging for extra time mostly in the morning hours and in the evenings after the lessons at 3.10 pm. The head teachers also noted that not all teachers have knowledge in both history and geography. This affects syllabus coverage. Social Studies is a reading subject hence most teachers don't like teaching it. The subject also needs individuals with broad knowledge in current affairs. The wide syllabus in Social Studies discourages teachers from taking up the subject.

Perception of teachers towards the evaluation techniques used in Social Studies curriculum in public primary school

The fifth objective sought to investigate how teachers perceived the evaluation techniques used in Social Studies curriculum in public primary schools in Kakamega municipality.

Finding indicated that 34.4% of the respondents used discussion sessions to evaluate the extent to which students have retained content taught to them. When asked why they prefer the teaching methods that they have indicated, respondents indicated that such methods enable them to understand how effective the content delivery was and how much content has been retained by the learners. Findings also indicated that all respondents said that in addition to other evaluation methods, question and answer method was widely used in evaluating Social Studies curriculum in public primary schools.

The study results in table 20 shows that 14(43.75%) of the respondents strongly agreed with the use of diagnostic evaluation good method in evaluating Social Studies curriculum.14 (43.75%) agreed to the statement and none were undecided with the use of diagnostic evaluation. Those who disagreed that diagnostic evaluation is a good method in evaluating Social Studies were 2 (6.25%) whereas 2 (6.25%) strongly disagreed

Table 20. Respondents Perception of Evaluation Methods in Social Studies

Statements	Responses %				
	SA	A	UD	D	SD
1) Use of diagnostic evaluation is good in evaluating Social Studies	14(43.75)	14(43.75)	0(0.0)	2(6.25)	2(6.25)
2) I enjoy marking my pupils' exercises in Social Studies	7(21.88)	10(31.25)	2(6.25)	6(18.75)	7(21.87)
3) I am not able to evaluate all the topics in Social Studies	8(25)	12(37.5)	0(.0)	10(31.25)	2(6.25)
For upper teachers teaching social studies					
4) I like the fact that Social Studies is combine together with Religious Education paper in the Examination as Social studies / Religious	0(0.0)	3(18.75)	0(0.0)	0(0.0)	13(81.25)
5) I am comfortable with the 90 questions contained in the Social Studies/ Religious paper in the examinations in upper primary	0(0.0)	0(0.0)	2(12.5)	0(0.0)	14(87.5)

with the statement.

The study results in table 20 also revealed that 3(18.75%) of the teachers strongly agreed that the combination of Religious Education is good because it is normally a booster to Social Studies. 13(81.25%) strongly disagree that they don't like the combination of Social Studies and Religious Education in the examination. They pointed out that Religious Education should be a separate paper since it is taught distinctly. 14(87.5%) strongly disagree that they are not comfortable with the 90 questions contained in the Social Studies Religious paper. 2(12%) were undecided with the statement. No teacher was comfortable with the 90 questions contained in Social Studies/ Religious paper in the examination.

Findings also revealed that 7(21.88%) enjoyed marking the pupils' exercise books in Social Studies curriculum. Whereas 10 (31.25%) agreed with the statement that they enjoyed marking pupils exercises. Those who were undecided with the statement were 2(6.25%). Those who disagreed that they don't enjoy making pupils exercises in Social Studies were 6(18.75%). While those who strongly disagreed that they don't enjoy making pupils exercise books in Social Studies curriculum were 7 (21.87%). From this study, it clearly indicates that teachers have a positive perception towards diagnostic evaluation and that they enjoy marking pupils' exercises. Since they enjoy marking the pupils' exercises then it shows they can give the learners several exercises.

Respondents who strongly agreed that they were not able to evaluate all the topics in Social Studies curriculum

were 8 (25%) and those who agreed to the statement were 12 (37.5%). It was also shown from the study data that none of the respondent was undecided with the statement whereas those who disagreed that they were able to evaluate all the topics in Social Studies were 10 (31.25%). Those who strongly disagreed with the statement were 2 (6.25%).

In conclusion from the table 20 is that majority of the respondents use diagnostic evaluation technique. Most of the teachers enjoy marking the pupils' exercises and most of them also agreed that they were not able to evaluate all the topics in Social Studies curriculum. From the findings it indicated that there was a negative perception towards the evaluation technique because majority indicated only one method that is mostly used. As Burns (1982) in his theory pointed out that an individual is influenced by the situation in the environment. According to the theory also, an individual is motivated to choose a given course of action in a situation where one is confronted with several needs operating simultaneously. This is a clear indication that teachers are not motivated to use other evaluation techniques.

Respondents were asked how long it takes them to mark pupils' assignments and responses were varied depending on the number of pupils although 81.07% of the respondents indicated that they complete marking in less than 1 week while 18.03% of the respondents said that they take more than 1 week to mark assignment. The number of questions to be responded to by the students in a given test also came up as an issue that influences

Table 21. Frequency of use of various evaluation methods by respondents

Statement	Responses (%)			
	VO	O	R	N
Class presentation	10(31.3)	9(28.1)	7(21.9)	6(18.7)
Continuous assessment tests	9(28.1)	18(56.3)	5(15.6)	0(0.0)
Daily exercises	12(37.5)	14(43.8)	6(18.7)	0(0.0)
Weekly exercises	4(12.5)	16(50)	12(37.5)	0(0.0)

Key: VO-Very often; O-Often; R-Rarely; N-N ever.

how long the teachers take to complete marking the assignments pointing out that the more the number of questions, the more the answered to be given by students which increases the time taken to mark a single script.

When asked to state the challenges that they experience while teaching Social Studies, they noted that drawing of maps by learners as a major challenge, spelling mistakes made by learners while taking notes and limited concentration span by learners especially for after lunch lessons. Tracing and identifying features on maps was also a major challenge faced by learners. Respondents were asked how often they use the various evaluation methods and their responses are presented in table 21.

Findings in table 21 show that 10(31.3%) very often use class presentation method in the evaluation of Social Studies curriculum. It also shown that 9 (28.1%) often used class presentation the respondents whereas 7(21.9 %) rarely used class presentation and 6 (18.7%) never used class presentation in evaluation.

The study found out that 9(28.1%) very often used Continuous Assessment Tests (CATS) whereas 18 (56.3%) often used Continuous Assessment Tests 5 (15.6%) rarely used the method. There is no respondent that never used the Continuous Assessment Tests.

In the use of daily exercises, 12(37.5%) very often used the method whereas 14(43.8%) often used daily exercises. Those who rarely used daily exercises in the evaluation of the learners were 6(18.7%) and no respondent don't use daily exercises in evaluating the learners. The results further revealed that 4 (12.5%) of the respondents very often used weekly exercises. 16 (50%) often used the method and 12 (37.5%) rarely used weekly exercises.

These findings indicate that although continuous assessment test and class presentation are the most preferred methods of evaluation, such methods are used in combination with other methods of evaluation like class presentation and weekly assessment tests. The above findings point to the fact that a combination of more methods of evaluation provides teachers with a better assessment of retention by the learners as compared

to the use of just one method of assessment.

The perception of teachers towards the use of continuous assessment tests is positive unlike the use of class presentation and other evaluation methods which teachers have a negative perception. Some teachers pointed out those weekly tests disturb learning. It does not allow them to continue with the syllabus as schemed.

An interview with the head teachers in section 4.8 noted that some teachers set the questions for testing in schools while some head teachers obtain the tests commercially in that it doesn't take teachers' time. This is because it takes time to set Social Studies questions, so they prefer the ones that have been set. Some head teachers said that the evaluation depends with the individual teacher. Some give the pupils assignments, projects homework monthly tests, observation for example when making weather instruments and when doing group work exercises.

Previous studies revealed findings similar to those established by this study. For example, in a study by Otunga et.al, (2011), evaluation helps in identifying the difficulties and problems teachers and learners are experiencing in the teaching learning process and give help in the form of advice, in-service courses or materials where necessary to ascertain the worth of time, energy and other resources invested in a programme and also helps in determining the impact of a given curriculum on its learners and other users. The importance of teachers in curriculum is that classroom teachers have-first hand information of instructional methods and thus are the best qualified to assess the effectiveness in utilization of the best learning strategies for students' success. Teachers should be consulted about curriculum evaluation because they are ultimately responsible for translating its objectives into specific lessons. According to Alberta Teachers Association, teachers are ethically and legally bound to routine assess students and report their progress. A teacher's role in curriculum evaluation affects the schools choices of textbooks as well as the adoption of special programs to argument in educational standards Alberta teachers, http://www.ca/trs/program/social_studies/resources.as.px. Retrieved on 26/8/2013.

Researchers at the Centre on Organization and

Restructuring of Schools (CORS) have established three criteria for a thematic intellectual achievement in students of social Studies. They have also described standards within each criterion to guide teachers in evaluating their own and students work. The purpose is not to prescribe general method of instruction, such as the portfolio assessment often associated with the push for constructivism or techniques for helping students retain information that supporters of the transmission approach might seek. Indeed CORS research indicates that any teaching methods can be employed and still result in weak intellectual achievement (Newmann, Mark, Gamoran 1996).

A case study done in Kakamega by Mulambula (2000) mentioned that the process of education evaluation in Kenya has had criticism across the board by stakeholders for many years. Given the various activities required in the process of education evaluation a narrow perception of the concept of evaluation should be frequently reviewed depending on what is emphasized by the relevant community.

According to Koretz (2009), for more than ten years arguments has been constructed regarding the need for new forms of education assessment and for a paradigm shift with a focus on supporting learning rather than on sorting and selecting students. There has been a need for change because of limitations of current measurement theory and practice. The conceptions of learning represented by theories of learning and cognition appear strikingly different from those implied in current educational assessment and measurement practices.

According to Treleavan (2004) he pointed out that teachers ask themselves several questions in using the evaluation techniques in Social Studies curriculum, that is, why are we evaluating? For whom are we evaluating? What are we evaluating? How are we evaluating these content/ aspects? From all these teachers' perceptions in this questions shows that there are so many things that the teachers are not satisfied with thus the researcher therefore sought to find out the teachers' perception towards the evaluation methods used in Social Studies curriculum in Kakamega Municipality.

Responses from head teachers' interview schedule

Head teachers were asked how they ensure that the Social Studies teachers were updated with the Social Studies curriculum change. They pointed out that they allow teachers to attend seminars, workshops, INSET, induction, bench marking, panel meeting to update the teachers, quality assurance and standards. Most of the head teachers allow other education officers to visit their schools to update the teachers of Social Studies with the new changes in the curriculum.

Head teachers were also asked to state how they ensure that teachers are using the newly recommended changes in teaching Social Studies. They said that teachers are provided with learning materials as per the new changes and head teachers ensure that appropriate training programmes and orientations are conducted to let teachers get to know the new changes and how to use the new approaches. Most of them said teamwork is also used to help teachers who may not be in a position to use the new approaches. Teaching aids that are appropriate to the new approaches are also developed.

In the interview schedule also the head teachers were asked to mention if teachers experience challenges in covering the Social Studies syllabus. Majority of the head teachers said that Social Studies curriculum is wide, fundamental changes in the national legislation, for example the introduction of the new constitution which includes child's right, Life skills and emerging issues among others , significantly affects the Social Studies curriculum. Some changes do occur and it takes time to communicate to the teachers. Social Studies curriculum is dynamic thus frequent changes do occur. The Social Studies curriculum is wide so teachers take time to complete the syllabus unlike other subjects. Limited teaching and learning materials for example the globe which is expensive, eastern Africa map is also expensive and sometime it's not found in the bookshops. The head teachers also pointed out that some teachers don't teach Social Studies because it requires a lot of reading and requires one to know the current issues in the society. There is also lack of exposure by teachers and students to teach and learn the concepts in a better way. An interview schedule with head teachers in 4.8 indicated that most of the teachers don't like reading several references. Social Studies requires several references and not to rely only on one text book. This put off some teachers and thus negative perception towards the Social Studies curriculum.

An interview with the head teachers as indicated in section 4.8 that teachers do not find time to complete the syllabus. This is because the Social Studies curriculum is wide as compared to other subjects. They also pointed out that there are fundamental changes in the national legislation that are done for example the introduction of the new constitution that needs to be added to the Social Studies curriculum. This significantly affects the Social Studies curriculum. They also indicated that most of the teachers lack exposure, lack of wide knowledge to teach or understand the subject content leading to under teaching of Social Studies curriculum. Most of the head teachers also pointed out that teachers have a negative perception towards the Social Studies curriculum in that it is affected by the frequent changes. The text books are also not updated until a later time thus discouraging the teachers because this affect Social Studies scope.

An interview with the head teachers also indicated that teachers who were coming from other provinces are supposed to teach about that county yet they may not be well conversant with it. For example in the lower primary a teacher is supposed to teach about the local community, in standard four about the county, this is challenging to the teachers.

This is a clear indication that time allocated for Social Studies syllabus coverage is not adequate and teachers have to look for extra time to teach and complete the syllabus. This indicates that teachers strive to complete the syllabus and thus they look for additional time to cover the syllabus.

Head teachers were asked to explain about the adequacy of teaching and learning resources in the teaching of Social Studies curriculum in their school. They mentioned that teaching and learning resources are inadequate due to inadequate funding. Few head teachers said that some sponsors like the church do support them but at a minimal level. Head teachers also said that most parents are not willing to buy learning resources for students or to support the school and their children. The parents say that there is free primary education thus they are not to buy anything and most teachers are not willing to buy or prepare teaching resources every time. Very few teachers will want to source for teaching and learning resource. Thus this has led to inadequate resource for teaching Social Studies curriculum. The head teachers noted that teachers have negative perception towards the preparation of teaching aids.

Head teachers were asked how they allocate time for Social Studies curriculum in their school. The head teachers mentioned that they use the syllabus to allocate time for Social Studies which is not enough to cover the syllabus. Some teachers arrange for early morning and evening lessons to have some extra time to teach Social Studies curriculum. They said that such arrangements have helped the teachers and the pupils to complete the syllabus.

In the interview schedule head teachers were asked if they meet challenges while allocating Social Studies curriculum to teachers. Most of them mentioned that, not all teachers of Social Studies have knowledge in both history and geography. This affects syllabus coverage. Social Studies is a reading subject hence most teachers don't want to teach it. The wide syllabus in Social Studies curriculum discourages teachers from taking up the subject. Most of the teachers say that they don't want to be blamed for not completing the syllabus so they would rather not take the subject.

Head teachers were asked how teachers evaluate students in Social Studies in their schools. They pointed out that end of term tests, CATs, monthly tests, mid-term tests, weekly tests and topical tests are used. Some

teachers set the tests while others obtain the tests commercially.

In the interview schedule head teachers were asked to state how they carry out internal inspection in Social Studies curriculum in their schools. Most of them stated that they move from class to class to monitor the teaching process by the teachers, checking pupils' exercise books. They use Social Studies curriculum panel heads to check how much they are doing, use of internal and external tests and checking of teachers' records like the scheme of work and lesson notes.

Head teachers were asked to mention if there was any organization that offers refresher courses or workshops for Social Studies curriculum. Majority of the head teachers pointed out that TAC tutors' offices, Social Studies panel, bench marking with best performers, some publishers like Macmillan and oxford offer training programmes to teachers and AEOs' offices organize for workshops and inductions.

Majority of the head teachers pointed out that they didn't like the combination of Christian religious education and Social Studies. They said that Social Studies should carry 50 questions and be examined as a paper just like Science, Mathematics, Kiswahili or English. They also pointed out that Christian Religious Education (CRE) should carry out 50 questions just like other subjects and be examined on its own and not to be merged with Social Studies. Some head teachers reiterated that Social Studies is a wide subject thus should carry more questions that is 90 questions for Social Studies alone and Christian Religious Education should carry 50 questions. However some head teachers said that the combination of the Social Studies and Christian Religious Education is good because CRE is a booster. This is because CRE isn't a difficult subject like Social Studies. They pointed out that pupils normally do well in CRE then Social Studies.

Generally head teachers were asked to comment on the attitude of teachers towards Social Studies curriculum. They said that most teachers have negative attitude towards the Social Studies curriculum due to its scope and the changes that are done in the syllabus most of the time. Some teachers were trained to teach Geography alone, History and Civics and not Social Studies. The lower teachers said that Social Studies looks abstract to the pupils. So the difficulty involved in teaching of Social Studies puts teachers off. This goes in line with the theory that this study adopted, in that an individual is influenced by the environment or the situation that is present thus will make one to behave in certain way/manner.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings of the study. It also presents the conclusions based on the study findings, recommendations based on the findings, conclusions and suggestions for further research. The discussions have been guided by the objectives as follows; the perception of teachers towards the teaching methods, the attitude towards the scope, the availability and use of teaching and learning resources, the time allocation and perception of teachers towards the evaluation techniques used in Social Studies curriculum. The study purposed to establish the perception of teachers towards Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County.

Summary of the Findings

This study sought to establish the perception of teachers towards Social Studies curriculum in public primary schools in Kakamega Municipality, Kakamega County. It adopted a descriptive survey design in which 32 teachers of Social Studies and 27 head teachers were selected to participate in the study. The study relied heavily on information obtained from respondents through the use of questionnaires and interview schedules.

Perception of Teachers towards the Teaching Methods in Social Studies Curriculum in Public Primary Schools

The perception of teachers towards the teaching methods was positive in that teachers used a variety of teaching methods. The use of various teaching methods was better than using one method. This is because students retain more content when various teaching methods are used as opposed to when just one method is used. Lessons become interesting when more methods are used. The researcher employed descriptive statistics including frequencies and percentages to determine the perceptions of teachers towards teaching methods in Social Studies curriculum in public primary schools.

The findings indicated that varieties of teaching methods are used in public primary schools in Kakamega municipality. The results in the study indicated that majority of the respondents preferred question and answer method. Others preferred demonstration as a teaching method while others preferred group work. It is worth noting that respondents also used other variety of teaching methods. Teachers are always free to choose one or more teaching methods at the same time. Use of

project method was the least preferred teaching method. This is contrary to what Schon (1987) pointed out, that it is real life situation when project method is used, which helps the learners to retain what they have been taught. This is an indication that in the course of teaching Social Studies curriculum, there is a need for the use of combination of teaching methods.

All teachers of Social Studies curriculum prefer the use of a combination of teaching methods to achieve effective knowledge transfer to the learners. All respondents in the study indicated that at one point or another they use demonstrations, lecture method, field trips, heuristics method, project method, storytelling, drama, debate, simulations, role play, radio lessons, resource persons and group work. The findings also indicated that even though respondents used all teaching methods, they preferred certain method to others. Respondents who preferred certain methods to others cited retention of concept by the pupils as the main reason for their preference. Respondents did not prefer certain methods because such methods were expensive to implement, some were not available while others were more teachers centered than student centered such as the lecture method. The head teacher helps the teachers to use these methods. That is by allowing teachers to attend seminars, workshops and inductions that explains how teaching methods are used in the teaching of Social Studies curriculum. They do this by having internal inspection with the help of the subject panels.

Attitudes of Teachers Towards the Scope of Social Studies Curriculum in Public Primary Schools.

The attitude of teachers towards the scope of Social Studies curriculum was found to be negative. The teachers pointed out that the scope is wide as compared to other subjects. The subject also needs wide reading and several references in preparation to teaching. The finding is similar to what Eggen and Kauchak (2001) mentioned that a teachers' attitude is fundamental to effective teaching. A teacher must be interested in what he or she is doing. If a teacher has negative attitude towards something than there is high changes that he or she will not do it. Thus affect the curriculum implementation.

The findings on this objective showed that majority of the respondents did not perceive the time allocated to Social Studies curriculum as being sufficient and for this reason they had to look for additional time to cover the syllabus. It was also revealed from the study data that some of respondents prefer team teaching in the Social Studies curriculum while some revealed that they were comfortable teaching all the units in Social Studies curriculum. Due to constraints of time, teachers strive to

cover the Social Studies syllabus. Teachers fear taking the subject because of its scope. Thus at times the head teacher uses authority to allocate the subject to the teachers. This is a clear indication of negative perception towards the subject.

Majority of the respondents indicated that they preferred teaching topics related to Geography as opposed to those who did not prefer to teach Geography. The predominant reason for preferring Geography is that it presents them the opportunity to use various instructional methods. It was also noted from the data that some of the respondents preferred teaching History as opposed to those who indicated that they did not prefer to teach History. This is because it mostly deals with past events.

Findings of the study indicated that some teachers had been trained to teach Geography, History and Civic and not Social Studies. Also others had been trained in either one or two of the three mentioned subjects.

Perception of teachers towards the availability and use of teaching and learning resources in teaching Social Studies curriculum in public primary Schools.

The perception of teachers towards the availability and use of teaching and learning resource in teaching of the Social Studies curriculum was found to be positive. Most of the teachers used various teaching and learning resources. Teachers pointed out that the use of various resources makes the lesson interesting and help learners in content retention.

The findings on this objective indicated that various teaching and learning resources were available and in use in their respective schools. This finding is in contrary to what Jekyinfra, A. A (2005) said, that teachers lack teaching aids for example text books. It was noted that in some schools the various teaching and learning resources were not available in their respective schools and for that reason were not being used in teaching Social Studies curriculum. Further still, findings indicated that teaching and learning resources were available in their schools but not in use. Text books, charts and wall maps were available and in use in most of the schools in Kakamega Municipality. Charts were also present in most of the schools although one respondent indicated that charts are available but not in use in the school.

The findings also shown that, the projector was the least used in teaching and learning. Regalia was also not widely used in public primary schools with only few respondents indicating that they used globe in their respective schools. This is an indication that even though all schools have Social Studies text books, wall maps and charts, there was need to use all teaching and learning resources for effective transfer of knowledge. In some

schools where the resources were available but not in use, it is imperative that all the available teaching and learning resources are put to good use since they aid in content retention by the learners while at the same time making it convenient for the teachers to impart the required knowledge.

Respondents were asked how their respective schools acquired the various teaching and learning resources. The findings of the study indicated that the schools acquired the teaching and learning resources through purchases with the help of Free Primary Education funds. Also some indicated that such resources are acquired through locally available materials. It was also established that some schools get the resources through sponsors like the churches and publishers. Respondents were asked if they used all the recommended text books for Social Studies curriculum. Findings indicated that few teachers used all the recommended Social Studies text books while some of them indicated that they do not have access to all the recommended text books.

The results indicated that majority of the respondents strongly agreed that they had a variety of Social Studies text books, atlases in use in their respective schools. The findings further revealed that most of the respondents strongly agreed that some text books lacked recent information in Social Studies curriculum. Few respondents disagreed that there were enough learning resources and most respondents strongly disagreed that there were enough teaching and learning resources for Social Studies curriculum in their schools. This indicated that resources need to be increased in the schools. Some teachers were not conversant with the use of some resources in the teaching of Social Studies curriculum.

Majority of the respondents indicated that the ratio of Social Studies text books was more than 1:3. It was also observed that some of the respondents indicated that the ratio of Social Studies text books was 1:3 while the rest indicated that the ratio was 1:4, 1:5, 1:20. In conclusion therefore, this indicated that there were enough text books for Social Studies in most of the schools.

Perception of Teachers towards time allocation for Social Studies Curriculum in Public Primary schools in Kakamega Municipality, Kakamega County

Teachers' perception was measured against time allocation for Social Studies curriculum. The indication was negative in that many teachers felt that the time allocated for Social Studies curriculum was not enough to cover the syllabus.

The study findings showed that the respondents perceived that Social Studies curriculum required more time. This was a clear indication that time allocated to Social Studies syllabus coverage was not adequate and

teachers had to get extra time to teach and complete the syllabus. Though there were very few teachers who said that the time was sufficient. This is supported by Tengku (1994) when he pointed out that inadequate time allocation for teaching a subject affects its implementation. There were very few teachers who said that they were comfortable with the time allocated to teach Social Studies curriculum. It was observed from the study that Social Studies is not allocated enough time.

Comparing the average acceptance rates for the 3 statements, it was noted that the majority of the respondents were of the opinion that Social Studies curriculum requires more time. There is therefore a need to increase the amount of time since the number of teachers who indicated that the allocated time was not enough were quite a high number. Social Studies curriculum therefore needs more time allocated to enable teachers complete the content.

Perception of Teachers towards the Evaluation Techniques used in Social Studies Curriculum in Public Primary Schools

The perception of teachers towards the evaluation techniques was negative in that they used few methods. The findings indicated that all respondents said that in addition to other evaluation methods, question and answer method was widely used in evaluating Social Studies curriculum. The findings also indicated that some of the respondents used discussion sessions to evaluate the extent to which students had retained the content taught. This finding is similar to what Guskey (2000) and Gunawardan et.al (2001) said about evaluation that it is important to evaluate so as to know to what extend has the learners gained. When teachers were asked why they preferred the teaching methods they had indicated, respondents indicated that such methods enabled them to understand how effective the content delivery was and how much content has been retained by the learners.

The study results further showed that a large number of the respondents strongly agreed that they enjoyed marking pupils' exercises as opposed to a few of the respondents who strongly disagreed with the same item. It was also shown from the study data that a large number of respondents agreed that the use of diagnostic evaluation was good in evaluating Social Studies curriculum, compared to a few of the respondents who disagreed with the same question. The findings further revealed that some of the sampled respondents disagreed with the statement inquiring whether they were not able to evaluate all the topics in Social Studies curriculum as compared to some of the respondents who strongly agreed that they were not able to evaluate all topics in Social Studies curriculum.

Respondents were asked how long it takes them to mark pupils' assignments. The responses were varied depending on the number of pupils although a large number of the respondents indicated that they complete marking in less than 1 week. Some of the respondents said that they take more than 1 week to mark assignments. The number of questions to be responded to by the learners in a given test also came up as an issue that influences how long the teachers take to complete marking the assignments. They pointed out that the more the number of questions, the more the answers given by learners. This increased the time in marking a single script/book.

When asked to state the challenges that they experienced while teaching Social Studies, they noted that drawing of maps by learners and teachers as a major challenge, spelling mistakes made by learners while taking notes and limited concentration span by learners especially for afternoon lessons. Tracing and identifying features on maps was also a major challenge faced by learners.

Respondents were asked how often they used the various evaluation methods and their responses revealed that most of the respondents very often used Continuous Assessment Tests (CATs). Very few teachers rarely used Continuous Assessment Test. Results also showed that many teachers very often used class presentations as a method of evaluation and some had never used class presentations as evaluation methods. Some teachers very often gave daily assessment tests as evaluation modes in class whereas some had never used the method. The results further revealed that the respondents very often used weekly exercises while others indicated that they never use weekly exercises as evaluation methods. In conclusion therefore, the findings showed that there is a negative perception towards the evaluation techniques in Social Studies curriculum. This is because some methods are used more frequently than others, a clear indication that teachers don't like some methods.

CONCLUSIONS

Based on the findings of this study, several conclusions were drawn as follows.

- i. With regard to the first objective of the study; the study concludes that teachers of Social Studies in public primary schools in Kakamega municipality used a combination of different methods for teaching the Social Studies curriculum and the use of more than one teaching method was most preferred to the use of a single teaching method. Teachers' perception towards the teaching methods in Social Studies was positive.
- ii. Based on the findings on the second objective of the study, a conclusion is hereby made that scope of Social

Studies curriculum is wide for teachers to adequately cover within the given time and that most teachers struggle to complete the syllabus. The attitude of teachers towards the scope of Social Studies curriculum was negative in that most of the teachers and the head teachers pointed out that teachers did not enjoy using various text books and reading widely.

iii. With respect to the findings on the third objective of the study, it is concluded that most public primary schools in Kakamega municipality had teaching and learning resources although few schools with such resources did not put them to use. It is also concluded that text books, wall maps and charts are the most predominant teaching and learning resources available in public primary schools in Kakamega municipality. Teachers had positive perception towards these resources because they used most of them. However some teachers of Social Studies curriculum were not conversant with the use of most teaching and learning resources.

iv. Considering the findings on the fourth objective, a conclusion is made that most teachers of Social Studies were not comfortable with the time allocated to Social Studies curriculum and that Social Studies is not given adequate time just like other subjects on the block time table. That is why they have to get additional time to cover the syllabus. This is a clear indication that teachers' perception towards the time allocation to the subject is negative.

v. A conclusion is made based on the findings on the fifth objective that teachers of Social Studies use a variety of evaluation methods when assessing learners though not all teachers used these methods. Continuous Assessment Tests were the most preferred evaluation methods compared to other assessment methods. The use of diagnostic evaluation was considered very well by teachers and most teachers enjoyed marking pupils' exercises. The perception of teachers towards the evaluation techniques of the Social Studies curriculum was found to be negative because majority of the teachers used one technique.

RECOMMENDATIONS

With regard to the findings and conclusions made in this study, the following recommendations were made;

1. Teachers of Social Studies need to be familiar with the teaching methods and to employ the use of various teaching methods. Students have to be exposed to a variety of learning experiences for comprehensive objectives of teaching various topics in Social Studies. The use of a combination of teaching methods has been shown through research to be more effective than the use of just one or two methods. The recommendation for

2. This is that teachers should attend in-service educational courses.

3. Teachers of Social Studies should create an environment that accommodates learning differences of a diverse pupil population for example cognitive difference and cultural background. Teachers should involve students in civic activities, inviting guest speaker, collaborating with colleagues to strengthen Social Studies content. Syllabus coverage in Social Studies is very vital; this is because Social Studies deal with day to day living. It provides learners with skills for life, knowledge in dealing with life experiences among others. It is therefore recommended that teachers should take part in the Social Studies curriculum planning. This is because teachers are the main implementers and they will be able to allocate enough time for the syllabus coverage. Also curriculum planner at Kenya Instruction of Curriculum Development for KIE should review the Social Studies curriculum with the aim of reducing the content. On the other hand Social Studies curriculum can be taught and examined as a subject and not to combine with Religious Education,

4. The use of resources can be made more effective if the teacher has knowledge and skills on how to efficiently utilize them in the teaching- learning process. The availability of teaching resources and the teachers' awareness of their utility enhance learner performance. The society and government should provide access to teaching and learning resources. The recommendation for this therefore is that teachers should be up dated in the new approaches and that teacher who trained long time in the History, Geography and Civics curriculum and not in Social Studies curriculum should also be updated with the changes in the curriculum.

5. In order to prepare students for the global community, Social Studies Curriculum needs to be adequately represented in a timetable. Inadequate time allocation for teaching a subject affects its implementation. The recommendation is that there is need to involve teachers in the time allocation for the various taught subjects in schools. Kenya Instruction of Curriculum Development for KIE should consider increasing time allocation or divide Social Studies curriculum into various other subjects.

6. Evaluation helps in identifying the difficulties and problems teachers and learners are experiencing in the teaching learning process. It gives help in the form of advice, in-service courses or materials where necessary to ascertain the worth of time, energy and other resources invested in a programme. Also helps in determining the impact of a given curriculum on its learners and other users. KIE needs to review the evaluation methods for example Religious Education be evaluated on its own because it's after all taught as a distinct subject. Also reduce the examination content of Social Studies to 50 questions as other subjects in

primary school. CRE should also have 50 questions like other subjects. It is recommended that teachers be consulted about curriculum evaluation because they are ultimately responsible for translating its objectives into specific objective. There is also a need to review the evaluation method.

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