

**APPLICATION OF THE INTEGRATED APPROACH IN TEACHING SOCIAL
STUDIES IN IBANDA PTC AND SELECTED PRIMARY
SCHOOLS IN IBANDA DISTRICT**

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DECLARATION

I Bamusiime Dan, declare that this research is my original work and has never been presented to any University for any award.

Signed.....

Bamusiime Dan.

Date.....

APPROVAL

This dissertation has been submitted for examination with my approval as a University supervisor.

Signed.....

Dr. Christopher B. Mugimu

Date.....

DEDICATION

This research work is dedicated to my wife Monica Kyobutungi who supported and encouraged me to study, and to our children Atwine Allan and Ankunda Agatha. This is a challenge for them to emulate our commitment, patience, hard work and to aim higher.

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TABLE OF CONTENTS

Declaration -----	ii
Approval-----	iii
Dedication-----	iv
Acknowledgement-----	v
Table of Contents-----	vi
List of Appendices-----	vii
List of Tables-----	viii
List of Figures-----	ix
Abstract -----	x

CHAPTER ONE:

1.1 Introduction-----	1
1.1.2 Historical Development of Social Studies-----	1
1.1.3 Nature/Concept of Social Studies-----	3
1.1.4 Theoretical Underpinnings of Teaching SST through the Integrated Approach-----	5
1.1.5 The Social Studies Methodology-----	7
1.1.6 Social Studies Philosophy-----	8
1.1.7 Conceptual Frame Work-----	9
1.2 Statement of the Problem-----	10
1.3 Purpose of the Study-----	10
1.4 Objectives-----	10
1.5 Research Questions-----	10
1.6 Significance of the Study-----	11
1.7 Scope of the Study-----	11

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction -----	13
2.2	Application of Integrated Approach in Teaching Social Studies in PTCs-----	13
2.3	Teacher Trainees' Application of the Integrated Approach during School Practice -----	16
2.4	Application of the Integrated Approach in Teaching Social Studies In Primary Schools-----	18

CHAPTER THREE: METHODOLOGY

3.1	Introduction -----	21
3.2	Research Design -----	21
3.3	Study Population -----	22
3.4	Selection of the Sample-----	23
3.5	Research Instruments-----	23
3.5.1	Questionnaires and Interview Guides-----	23
3.5.2	Interview Guide for Teacher Trainees and Primary Teachers-----	24
3.5.3	Questionnaire for Teacher Trainees-----	24
3.5.4	Questionnaire for Teachers in Primary Schools-----	25
3.5.5	Questionnaire for Tutors-----	25
3.5.6	Questionnaire for Educational Administrators-----	25
3.6	Data Quality control-----	25
3.6.1	Validity of the Instruments-----	26
3.6.2	Reliability-----	27
3.7	Data Collection Procedures-----	27
3.7.1	Interview Guides for Teacher-trainees-----	27
3.7.2	Data Analysis Procedures-----	28
3.7.2.1	Qualitative Methods-----	28
3.7.2.2	Quantitative Methods-----	28

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1	Introduction -----	29
4.2	Application of the Integrated Approach by Tutors in PTCs-----	29
4.2.1	Teacher Trainees' Application of the Integrated Approach In Teaching Social Studies-----	30
4.2.2	Teachers' Application of the Integrated Approach in Primary Schools-----	32

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction-----	36
5.2	Discussion-----	36
5.2.1	Tutors' Application of the Integrated Approach in PTCs -----	37
5.2.2	Teacher Trainees' Application of the Integrated Approach during School Practice-----	38
5.2.3	Teachers' application of the integrated approach in primary schools-----	39
5.3	Conclusions-----	40
5.4	Recommendations-----	40
	References-----	43
	Appendices-----	45

LIST OF APPENDICES

Appendix i:	Questionnaire for Teacher Trainees-----	45
Appendix ii:	Questionnaire for Primary School Teachers -----	47
Appendix iii:	Questionnaires for Tutors -----	49
Appendix iv:	Questionnaire for Education Administrators -----	50
Appendix v:	Content Validity of Instruments-----	52
Appendix vi:	Content Validity for Teacher-trainees' Questionnaire-----	53
Appendix vii:	Content Validity for Tutors' Questionnaire-----	54
Appendix viii:	Interview Guides for Tutors, Students and Primary Teachers-----	55
Appendix ix:	Problems Teachers Face when Applying the Integrated Approach-----	56

LIST OF TABLES

Table 1: Teacher-trainees' views on the use of the dictation method by Tutors in PTCs----	30
Table 2 Tutors' use of dictation method in teaching Social Studies-----	31
Table3: Tutors' interview on application of the Integrated approach-----	31
Table 4: Teacher trainees' views on application of the integrated Approach during school practice-----	32
Table 5: Teacher trainees' interview on application of the Integrated approach-----	33
Table 6: Primary teachers' views on application of the integrated approach-----	34
Table 7: Teachers' interview on application of the Integrated approach-----	34

LIST OF FIGURES

Figure I: Conceptual Frame Work -----	11
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ABSTRACT

The study was about application of the integrated approach in Primary Teachers' Colleges (PTCs) and primary schools by Tutors, Teacher–trainees and primary teachers in Ibanda district. The integrated approach is a key concept in teaching and learning of Social Studies. Failure to apply the integrated approach correctly by Tutors, Teacher-trainees and primary school teachers may result in ineffective teaching and learning of Social Studies in such institutions. This study therefore, intended to bridge this gap. The study was guided by the following research questions:

To what extent do Tutors in Ibanda PTC apply the integrated approach when teaching Social Studies?

Do Teacher-trainees in Ibanda PTC understand and apply the integrated approach when teaching Social Studies during school practice?

To what extent do primary teachers apply the integrated approach when teaching Social Studies?

The study was conducted in four sub-counties of Ibanda district and a sample of participants was randomly selected. The researcher used a descriptive cross-sectional survey research design involving both qualitative and quantitative methodologies. Data was collected using open and close ended questionnaires which were supplemented by the interviews to support the responses.

Results showed that, in most cases, Tutors in PTCs did not apply the integrated approach even though they understood it. Teacher-trainees used and applied the integrated approach during their school practice, but primary teachers did not often apply the integrated approach when teaching Social Studies.

In the study, it was recommended that Regular courses, for Tutors, on the techniques of application of the integrated approach in teaching Social Studies be organized at college, regional and national levels. Teacher-trainees in PTCs should be given opportunities to learn Social Studies practically, but not entirely in theory most of the time. Furthermore, in primary schools, teachers of Social Studies should be encouraged to use integrated techniques. Teachers need continuous professional development courses on effective application of the integrated approach so as to teach Social Studies more efficiently

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.

This chapter highlights the historical development of Social Studies from the Second World War up to when it was introduced in Uganda in the early 1970s. It presents the theoretical underpinnings of the nature and methodology of teaching Social Studies with emphasis placed on proper application of the integrated approach during the teaching and learning of Social Studies.

1.1.2 Historical Development of Social Studies.

The concept of Social Studies dates as far back as the Second World War, but Katsikano (2003), argues that Social Studies had existed even much earlier than this. The results of the two world wars made the international community realize the need for preparing citizens to live together in unity, solidarity and to develop a spirit of patriotism to their nations.

The term Social Studies was first used in the United States of America (USA) in 1883, the time when curriculum innovations were being seriously advocated to reform the American system of education. Proponents of Social Studies saw the need for children to be taught knowledge as a unit in an integrated manner and not in isolated bits as it is the case with traditional separate subjects of History, Geography and Civics which were considered not enough to enable the young generation adapt and adjust to the situation and demands of a fast changing America.

USA became the first country to declare SST as a subject in the school curriculum. It is one of the compulsory subjects in primary and secondary schools in USA and it is offered as core subject at the tertiary levels. In Uganda, however, the researcher observed that there is still a big problem of Social Studies implementation at secondary level. In Britain, the concept of Social Studies came into existence in the early 1960s as a result of the demand that the school curriculum should reflect the industrial and rapidly changing society. It was developed with assistance of the experienced Americans.

Mutebi, (1994), explains that in Africa,

Social Studies was informally reflected in traditional African citizenship education. He asserts that it is only the title “Social Studies” which is new but the purpose and content of Social Studies as a formal subject are closely related to indigenous Africa citizenship education.

As a formal school subject, Social Studies was first introduced to Africa in Nigeria on experimental basis from the USA. It was known as the Northern Nigeria Education project (1964-1969). Its goal was to establish the concept of SST at the teacher training level in Africa. This idea was then proposed at Queen’s College Oxford, UK in 1967 during the international conference. This led to the Mombasa conference of 1968 in Kenya where eleven commonwealth countries in Africa attended. From the Mombasa conference, a foundation of SST in Africa was laid. It came to be known as African Social Studies program (ASSP) guided by four goals:

- To enable students understand people’s interaction with their cultural, social and physical environment.
- To help students appreciate their homes and heritages.
- To develop skills, knowledge, attitudes and values expected of citizens.
- To teach students to express their ideas in a variety of ways.

It was agreed that SST should **integrate** the concepts and orientations of all the Social Science subjects and Humanities. SST was to connect students with their communities and countries. The study of the local issues the immediate, before the foreign and remote was also recommended.

The SST approach mainly emphasized the holistic integration of nation building with content organized around relevant themes, population and topics that include democracy, good governance, environmental concerns, attitudes, values, beliefs, problem-solving skills, honesty, respect, cooperation, and development of all other virtues in man. All these good things have been summarized as BASKV, Where B stands for Behavior, A for actions, S for skills, K for knowledge and V for Values. All these virtues must be integrated if teaching and learning of social studies is to be effective.

In Uganda, the concept of Social Studies was adapted by the government and the National curriculum Development Center (NCDC) in the 1970s. The teaching of Social Studies began in the late 1970s in PTCs. In primary schools, it was introduced in the early 1980s. Since then, SST has replaced the traditional separate subjects of History Geography and Civics. It is now examined by the Uganda National Examinations Board (UNEB) as a major subject. It is also currently being taught at PTC level and some higher institutions but not at the secondary level.

1.1.3 Nature /Concept of Social Studies.

The concept of Social Studies is defined in different ways by different people.

The world book encyclopedia (1992) cites the committee of the national education association on Social Studies in 1916, defining it as a subject that enables students to understand others and become good citizens. However this definition is not comprehensive enough.

Matovu and Mutebi (1993), quoting Barth and Shermis (1976) agree with the world book encyclopedia on the question of definition and emphasize the need to study citizenship education. In line with this definition, the subject focuses on the goal of providing the knowledge of the world and its people. The students of Social Studies should acquire and study intellectual, social and group work skills. All these are achieved through proper application of integrated techniques of teaching and learning.

Other writers like Thompson, Bailey and Hawes (1977), document Social Studies as a study of people and their environments in which they live. Such environments include physical, social and political forms.

Chamberlain (1992) describes SST as a subject that emphasizes development of responsible citizenship as the ultimate goal and focuses on the understanding of roles, rights, responsibilities, participation and respect of self and others.

Adeyoyin (1977) describes Social Studies as an educational innovation capable of bringing about change in behavior. He further says that SST is a discipline, which relates to all bodies of knowledge, information and facts essential in making the individual an integral part of the society. In this definition, SST is seen as a subject that integrates man

and his environment. This is in line with the National Curriculum Development Center's (NCDC) definition of SST as the study of people, their environment, and how they interact with each other, in groups, institutions and with their physical environment.

In the foregoing definitions, the central focus of SST is man, his interaction with environment, and citizenship responsibilities. All these emphasize the element of making man an integral aspect of society. More scholars like Kissock (1981), categorize SST as a program of study, which a society uses to instill in learners the knowledge, skills, attitudes and actions it considers important concerning the relationships that human beings have with each other, their world and themselves.

Commenting on the teaching and learning of SST, Thompson (1977) stresses that; what is important about any subject is the way of thinking it encourages in those who teach and learn it. SST is one such a subject that encourages continuous study and assimilation of current events.

Odada (1985) gives a more elaborate definition of social studies. He refers to SST as a composite subject and approaches to teaching and learning it. He also stresses that social studies is a broad name that covers Civics, History and Geography as core subjects integrated at primary level.

Although Odada's view does not fundamentally differ from those given by other authors, his definition gives a broader nature of SST. He states that, as a school subject, it involves many disciplines that are integrated from Social Sciences and humanities to form one body of knowledge. As a study, it generally deals with man and how he interacts with environmental forces in order to survive. As an approach, it deals with methods, techniques and strategies of learning it. All these explain why the use of integrative approach is the central idea in SST teaching and learning. Failure to understand this concept, results in serious problems of SST implementation.

The Mombasa conference of 1968, adopted two fundamental definitions that:

- i. Social Studies is the integration of Social Sciences and humanities concepts for the purpose of promoting and practicing effective problem solving/ decision making citizenship skills on social, political economic issues and problems.
- ii. Social Studies is the study of man, the way he behaves when organized in groups and his

relation to physical and natural environment.

Generally, a critical observation of the above definitions is that all the authors mentioned are using different words to describe Social Studies but ideally talking about the same thing. In other words, they are referring to SST as an integrated subject and the study of man, how he behaves in society, and how he interacts with his environment in a given period of time. In summary, SST can be defined as a study of man in some particular place (location) at a particular time (past, present and the future).

1.1.4 Theoretical Underpinnings of Teaching Social Studies through the Integrated Approach.

The word integration means the act of combining two or more things to work together. In SST, integration refers to linking of related subjects, facts, concepts and knowledge while teaching and learning. During the Mombasa conference in 1968, it was observed that the traditional separate subjects' approach of teaching; a heritage from the colonial past, was not encouraging the citizens to identify themselves with their own historical, geographical and political traditions. The general feeling was to integrate the traditional subjects like History, Civics and Geography to which must be added elements of anthropology, economics and sociology that would also involve physical and manual activities.

The integrated approach was recommended because of the growing dissatisfaction with courses provided under the separate subjects that alienated African students from their traditional culture and made them ashamed of their heritage (Mutebi 1994 p.3). Furthermore, the integrated approach is in line with African indigenous education as observed by Mugimu and Nakabugo (2009), Tiberondwa (2001), Ssekamwa (1997), and Ocitt (1994).

The above observations are consistent with Vygotsky's view that learning is socially constructed and that, it is the role of the society to provide a frame work for the child's development and a belief that much learning is a product of social interactions.

On this note, the researcher observes that much as positive changes have been made

towards proper teaching, the curriculum has remained organized following the colonial model. Its teaching has still remained teacher-centered and does not allow integrative methods of practical, active learning, and this could be the source of ineffective teaching of SST in our institutions.

Integrated knowledge helps learners to make effective decisions about problems of living. It recognizes knowledge from the Social Sciences and humanities into new holistic perspectives and framework, which focuses on the development of effective and productive citizenship. Integration also enables learners to look at the world as an integrated whole.

The importance of the integrated approach is further explained by Callahan (1982), who argues that teaching Social Studies demands integrating broad bodies of knowledge in a coherent and meaningful manner. For meaningful integration, SST teachers must think critically to find more facts, ideas, information and plan the material to be taught in a logical manner. Not all bodies of knowledge can be integrated. There are facts, ideas, concepts and skills which can be borrowed from other disciplines and linked to enrich the SST content. However, all these should be relevant and appropriate.

Where ideas are not relevant, integration is not possible. SST teachers must understand how, when and what to integrate otherwise, they may find themselves teaching separate subjects instead of SST and this is the beginning of ineffective teaching which this study intended to correct. Integration cannot be done for the sake of it. It must be possible, purposeful and relevant to enable learners understand things and issues better. The teacher can link experiences with in the school, and those outside the school, which may be past or current, known or unknown (Odada 1985).

Generally, Social Studies teachers need to understand that effective integration calls for linking and utilizing knowledge, skills, attitudes and values from different learning experiences enhanced by various techniques, instructional materials and time schedules in the teaching-learning situation.

Integration deals with knowledge as a whole. It structures the content in a sequence

pattern from known to unknown, as learners progress from one level to the next. A topic, theme or concept is used, a relationship is made based on various subjects and the content is put together in a way that makes sense to learners. When applying the integrated approach, the teacher should:

- Use various techniques, methods and strategies
- Use relevant ideas, facts and opinions from other subjects to explain his points
- Use variety of teaching Aids
- Use local environment and resource persons
- Involving children in practical activities and develop the necessary behaviors, attitudes, skills and values among learners.

Social Studies as a discipline derives its content from various sources (Marlow 1996). These are: History, Geography and Civics, which are referred to as core subjects. Since SST is integrative and multi disciplinary in nature, it allows the inclusion of other subjects like Religious Education, Language, Mathematics, Natural Sciences, Music Dance and Drama, Law, Economics, Psychology, Philosophy, and other related subjects to enrich its content. This means that the content of SST is derived from Humanities, Social Sciences, and Natural Sciences; hence the methodology borrows a lot from other disciplines. However all these are fundamentally transferred and linked to reflect integration, multi-media presentation, interdisciplinary, participatory active learning, use of learners' environment, development of skills knowledge, attitudes and values.

1.1.5 The Social Studies Methodology

Social Studies methodology is based on the fundamental principles recommended for its teaching and learning. These principles include integration, guided problem-solving interdisciplinary or multidisciplinary and use of learners' environment.

Whereas various methods, approaches, techniques and strategies are encouraged in the teaching and learning of Social Studies, specifically, child-centered methods are highly encouraged and recommended. This means that learners should be actively engaged in their own learning under the teacher's guidance. For better understanding, it is necessary here to define the terms:

Methods, approaches, techniques and strategies.

In most cases, methods, approaches, techniques and strategies are used to mean the same thing, but somehow, they differ. **An Approach** is a way of doing or going about a thing such as a task/problem. The term **method** refers to a teacher's overall approach to instruction of facts, concepts, and generalizations and it is either content transmission (teacher-centered) or problem-solving. (child-centered) Mutebi and Matovu (1994).

Techniques are specific actions and processes a teacher chooses to implement a particular method in his way of teaching. For example, questioning, group discussion, field study, and others. A **strategy** refers to a general plan the teacher follows to achieve his/her objectives in the lesson, for instance, how a teacher arranges his lessons, teaching Aids, methods, activities, and assessment. For effective integration, the teachers of Social Studies need to integrate properly the various methods, approaches, techniques and strategies in their teaching without forgetting to develop desirable behavior, attitudes, skills, knowledge and values. All these are essential for producing knowledgeable, creative, responsible, self-reliant and all round citizens.

1.1.6 Social Studies Philosophy

The philosophy of Social Studies Education in Uganda was adopted in 1975. Social Studies was to promote the development of an individual and society, the spirit of self reliance, national unity and international understanding. The philosophy and programs of Social Studies emphasize integration or unity of knowledge, so as to suit the present situation and demands in our daily experiences

From what has been discussed above, it can be noted that proper application of the integrated approach requires thorough understanding of the nature and philosophy of Social Studies by the teachers concerned.

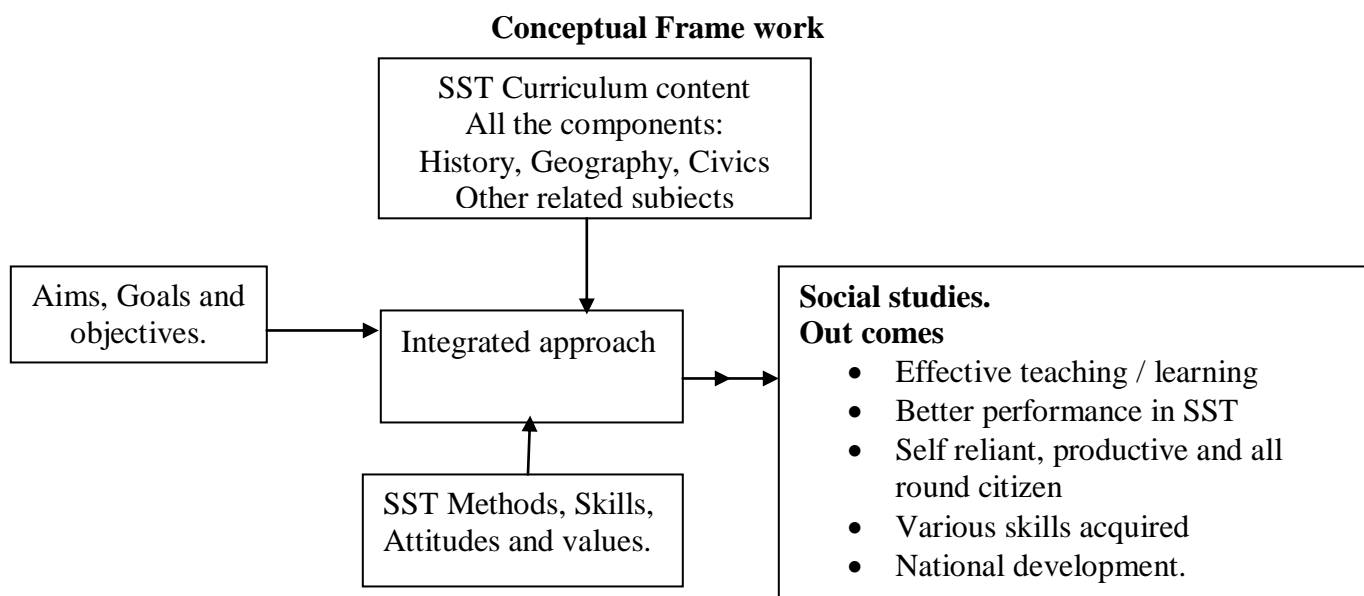


Fig.1. Conceptual Framework Showing how the Integrated Approach can be Applied in Teaching Social Studies.

Single arrows indicate what should be integrated during the process of teaching and learning social studies, while the double arrow indicates the expected outcome of effective application of the integrated approach.

The diagram above shows that integration is done by linking the core and other non-core subjects and treating them as one body of knowledge. Other aspects of the curriculum are also integrated such as: Aims, Goals and Objectives of teaching social studies, as well as various skills, methods, attitudes and values. All these are necessary if we are to realize the Social Studies out comes.

1.2 Statement of the Problem

In recent years, there has been declining pupils' performance in Social Studies in Ugandan primary schools. To compound this challenge even further, there are few well-trained teachers for Social Studies in Uganda (Weerhe 1991). Many teachers may find it difficult to teach Social Studies effectively as they believe that it is entirely a new subject with new methodologies, approaches, techniques, and strategies. Whether poor performance or ineffective teaching of Social Studies is due to lack of proper application of the integrated approach by Tutors,

Teacher-trainees and primary teachers in teaching Social Studies, it is yet to be known. This study was intended to bridge this gap.

1.3 Purpose of the Study

The purpose of this study was to investigate the extent to which Tutors and primary school teachers in Ibanda district apply the integrated approach when teaching Social Studies.

1.4 Objectives

The following specific objectives were pursued in the study:

1. To establish to what extent the integrated approach is being applied by tutors when teaching Social Studies in PTCs.
2. To find out the extent to which teacher-trainees and primary teachers understand and apply the integrated approach when teaching Social Studies during school practice.
3. To establish the extent to which primary school teachers apply the integrated approach when teaching Social Studies.

1.5 Research Questions

The study was guided by the following questions:

1. To what extent do Tutors in Ibanda PTC apply the integrated approach while teaching Social Studies?
2. To what extent do teacher-trainees in Ibanda PTC understand and apply the integrated approach when teaching Social Studies?
3. To what extent do primary school teachers in Ibanda district apply the integrated approach when teaching Social Studies?

1.6 Significance of the Study

Teaching and learning Social Studies can only be successful if teachers teaching it follow the guiding principles, such as the use of the integrated approach. It was hoped that the findings of this study might:

1. Enable teachers teach Social Studies efficiently through proper application of the

integrated approach.

2. Contribute in developing deeper insights into the discipline of Social Studies.
3. Assist teacher educators in an effort to improve their techniques of interpreting and applying appropriate approaches to teaching and learning Social Studies.
4. Encourage teacher educators develop or structure new strategies to implement the Social Studies curriculum more appropriately.
5. Enhance the need for continuous teaching of Social Studies as a discipline through secondary education in order to widen the horizons of its conceptualization and application among citizens

1.7 Scope of the Study

The study was focused on investigating the extent to which tutors in PTCs, Teacher-trainees and teachers in primary schools apply the integrated approach to teach Social Studies effectively as it is recommended. Participants were selected from second year students undergoing a grade three teacher training course at Ibanda PTC. Others were Tutors who teach Social Studies in the same PTC, the college administrators, district education administrators, primary school teachers and the Head teachers in four sub-counties in Ibanda district which is found in south western Uganda. The application of the integrated approach revolves around some of the following techniques as opposed to the traditional style of teaching:

- The ability to link facts, ideas, knowledge and concepts from different disciplines so as to teach them as a single subject.
- The use of various methods, techniques, approaches and strategies in teaching Social Studies.
- The use of resource materials, resource persons and the environment.
- The ability to develop desirable behaviors, attitudes, skills, knowledge and values
- The ability to involve learners in practical activities so that they learn by doing.
- The ability of the teacher to follow the scope and sequence of social studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature according to the study objectives under the following themes:

- Application of the integrated approach in teaching Social Studies in PTCs
- Teacher-trainees' application of the integrated approach in teaching Social Studies during school practice
- Application of the integrated approach in teaching SST in primary schools

2.2 Application of the Integrated Approach in Teaching Social Studies in PTCs

Results of important research into the way children learn, indicate that there is a belief that learning to think is associated with many sides of life, therefore, teachers and curriculum planners all over the world have begun to reconsider how they should teach young children about the society they live in and how they should fit into it. (Thompson, et al, 1977),

Following the views expressed above, syllabuses and ways of teaching and learning are being changed in many countries. Separate History and Geography syllabuses are becoming common especially in primary schools and teacher education institutions because many countries are adopting Social Studies syllabuses instead.

It was advocated that the content of Social Studies should represent a unified curriculum. A separate academic discipline such as History and Geography should not be stressed in SST lessons. Instead, teachers need to plan and relate diverse academic disciplines in their teaching such that learners perceive knowledge as an integrated whole. This provides the rationale why proper application of the integrated approach is vital for effective teaching and learning of social Studies in our institutions.

Whereas Social Studies was adopted as a formal school discipline to enable the young generation adapt and adjust to the situation and demands of rapidly changing society, several

research findings have reported problems regarding the methodology used to teach this subject by tutors and other teachers (Sikubwabo 1991). The major challenge is that these educationists seem to find it difficult to apply specific approaches and techniques.

Effective teaching of Social Studies in PTCS or other institutions requires a teacher who is well versed with a variety of both pedagogical and content knowledge from different fields, particularly Social Sciences and Humanities. This is because the topics covered in any one lesson or topic might involve different subjects such as History, Geography, Political Science, Economics, Anthropology and Sociology which must be meaningfully integrated. One major problem however, is that such teachers or Tutors are very few and therefore, the tendency is for the majority of them to feel comfortable when teaching Social Studies in its separate components, (Odada 1985).

The other difficulty in teaching Social Studies at the PTCs level or other institutions is the failure by some institutions to conceptualize the nature of Social Studies itself. This observation was further explained by (Katsikano, et al 2002) that Social Studies is a discipline which is not clearly understood by many educationists. He notes that many teachers are ignorant of its content and methods, more especially, the concept of integration and multidisciplinary. This makes them fail to teach it appropriately and Tutors in our PTCs are not exceptional.

The researcher has noted that difficulties in effective application of the integration approach in teaching Social Studies at PTCS level might come about as a result of the previous training, competence and experience of the responsible tutors. Those Tutors, who trained as Teacher educators with these previous experiences of Social Studies, and general primary teaching methods, seem to find it easier to apply the integrated approach more appropriately when teaching Social Studies, unlike those Tutors whose orientation is that of other subject disciplines such as History or Geography. Otherwise, there could be many other factors like Tutors' attitudes, examination demands and pressures, curriculum demands, financial and other administrative issues that make it difficult for them to apply the integrated approach properly in teaching Social Studies effectively. These factors are subject to further inquiry.

Mutebi, (1994) stresses the fact that integration of concepts and themes should be organized in

a **scope** and **sequence**. A scope refers to the width and depth of a particular topic or concept in Social Studies. Tutors and other institutions need to gauge how wide or how deep they should teach particular subject matter to determine how they should apply the integrated techniques in teaching. The sequence of Social Studies refers to the order or pattern or logical arrangements in which the learning material, content or syllabus is to be taught at any level.

Sequencing in Social Studies means moving from topics that are near at hand to those that are faraway for the purpose of expanding the learner's knowledge of the environment. The order in which the content is presented is important in that it helps to show us the possibility of integration through related topics and themes (Kitooke et. al 2006; 17).

Through this awareness of Social Studies scope and sequence, Tutors in PTCs have the responsibility to plan and teach appropriate content to the students. They need to help the students expand their horizons of thinking, awareness and understanding of themselves, their immediate and distant environment. This comes about if they can ably apply the integrated techniques correctly during the course of teaching and learning Social Studies.

The practice of relying on one textbook like the Social Studies module in primary teachers' colleges does not provide a lot of opportunities for the students to expand their knowledge. However, the use of the integrated approach emphasizes and requires utilizing more resource books, instructional aids, and resource persons after recognizing that there may be many other practical ways of getting information or acquisition of skills within ones environment. Unfortunately, in our primary teachers colleges, this form of teaching Social Studies is done on a limited scale and this explains why most Social Studies lessons are confined inside the classrooms.

Indeed, there is ample evidence that teachers' planning is often based on textbooks only, a suggestion that teachers often lack the interest and commitment to select suitable methods and appropriate curriculum materials (Marsh 1984). This writer further observed that the Social Studies curriculum appears to be synonymous with the body of knowledge by experts and encapsulated in a textbook. A similar observation is shared by Stodolsky (1988), who notes that a great deal of Social Studies instruction diverged from stereotypical textbooks based on recitation and lecture. In Uganda, such teaching is common in Teachers' colleges and other

educational institutions (Nakayenze 1988). Proper application of the integrated techniques could reduce such tendencies of over reliance on textbooks, cram work by students and lecture methods, which are prevalent in our schools.

2.3 Teacher-trainee's Application of the Integrated Approach in Teaching Social Studies during School Practice.

School practice is a period when the PTC students are given a chance to put theory into practice by going physically to teach in primary schools under the supervision of Tutors.

Essentially, the teacher-trainee is expected to do three things:

- Interpreting the syllabus and planning what to teach
- Delivery of content material
- Applying the learnt methods, techniques and approaches to teach the content.

If the teacher-trainees fail to satisfy the examiners in the three areas mentioned above, then they do not qualify to become primary school teachers.

In a related study on Teacher-trainees, Nduhukire (1989) suggests a pedagogical view of handling a discipline or subject. He recommends provision of a variety of ways of introducing, presenting, and recapitulating lessons. He prescribed the questioning technique as an integral part of teaching and increasing the use of practical, group and individual approaches to teaching. These are being strongly encouraged in Social Studies because they motivate the child to want to learn more.

Ben Perez, et al (1991), reported interactions between students and university tutors. According to them, cooperating teachers seem to rely mostly on their own wisdom of practice and tend to transmit traditions of successful teaching modes. They noted that such a strategy renders the practicing teachers mostly passive and their modes of interaction as authoritative. Consequently, these habits gradually develop during instruction.

Herber(1999), agrees with Ben, et al (1991), by observing that the habits picked up in our teacher training days, stay with us and form a considerable foundation for our behavior in the classroom. He observed that such habits continue to be part and parcel of the teacher's routine style of teaching. Passive teaching and learning could be easily avoided in Social Studies if

teachers effectively applied the integrated techniques. It has to be noted that the integrated approach does not start immediately the teacher enters the classroom. It should be a process, which starts from the teacher's mental preparation. The teacher himself must be aware of the whole concept of integration, what should be integrated, how to integrate, when to integrate and why (Odada, 1985).

Mental preparedness should be followed by the teacher's careful planning. This means that the integrated techniques should be reflected in the schemes of work and lesson plans made. The schemes of work themselves should indicate various sources of information like reference books, resource persons, use of environment, and use of a variety of instructional materials. The objectives, content, methods and activities stated should indicate that the general preparation and teaching will reflect the integrative nature of how Social Studies should be learnt

In the classroom situation, the teacher should apply a variety of techniques, methods and strategies. These have to be reflected in the statement of objectives, the various activities to be done and the instructional materials to be used or developed. Very often, student teachers are found with notes that reflect teacher-centeredness (Katsikano 1991). It follows therefore, that the teacher teaches according to the way he/s/he plans the lesson.

As lessons progress, integrated techniques should be noticed in how the teacher presents facts by linking ideas and concepts from various disciplines to enrich or explain better his/her teaching points. Learners are expected to do a variety of activities as individuals, pairs, or in groups. Tasks given to them should be at their level and ability. These tasks or activities should be planned in such away that they provoke the child to think critically and reflectively to inquire and solve problems. All these will encourage the child to develop sustained interest and to learn by doing, which is what the integrated approach stands for.

2.4 Application of the Integrated Approach in Teaching Primary Social Studies in Primary Schools.

Thornton (1991; 239), quoting Goodland, (1984) reported the findings of a study of 38 schools on 100 teachers in urban and rural schools. One of the findings was that the beliefs of teachers and administrators reflect uncertainty about appropriate Social Studies scope and sequence and

curricular instructions determine how the teachers interpreted and taught it. Similarly, in Uganda, the way teachers perceive, interpret and understand Social Studies, is exactly how they teach it.

Tutors in PTCs teach Social Studies depending on how they understand and apply the methodologies/ approaches of this subject and to a great extent on how they were oriented. Teachers in primary schools, too, teach Social Studies according to the way they were taught in PTCs (Odada 1988).

Stanly B, (1991), also observed that Social Studies is successively taken more seriously as an area of curriculum with unique attributes and goals. He goes on to explain that effective teachers of Social Studies must be enthusiastic as they have to structure the content to enable students understand it as an integrated whole. Teachers should formulate and provide questions that stimulate the learners' imagination and an inquiry mind.

To fulfill the tasks mentioned above, teachers of Social Studies in primary schools and other institutions need to be highly committed, creative, motivated, focused and with sustained interest in teaching this subject.

Ibore, et al,(1998), noted that although Social Studies was launched in 1980 in Uganda primary schools, UNEB continued to examine the primary seven leavers traditionally by setting distinct History, Geography and Civics questions until 1991. It was observed that the UNEB style of setting not only encouraged teachers and tutors to keep to their old ways but also to reinforce them.

Although UNEB has now improved in its examination style to reflect integrated thinking, it has not yet encouraged the development of practical skills by not including them because they are not examinable. Teachers of Social Studies too, have not fully and effectively employed the varieties of methods, techniques and approaches when teaching this subject as expected. This could be one of the reasons why teachers fail to apply the recommended methods of teaching SST appropriately in our education institutions.

Thus, Social Studies teaching requires use of child-centered approaches with active learner's

involvement, integrative teaching, interdisciplinary and multi-media presentation. These concepts, to a large extent have remained new to teachers and Tutors because of the reluctance by those teachers to venture into them. (Kitooke, 2003). Some teachers and Tutors have therefore kept to what they know best and that is the use of traditional methods, besides, the concept of Social Studies itself has not been clearly understood and interpreted in its proper perspective. Many teachers have limited experience in integration and yet, Social Studies teaching and learning requires an integrated approach. (Matovu, 1994).

Furthermore, effective integration requires the use of a variety of instructional materials, and yet there is shortage of relevant texts or of social studies reference books in schools (Nakayenze, 1992). Where some books are available, some teachers rely totally on these textbooks and therefore, the type of learning environment teachers provide is usually inadequate for learners. This leads to the type of learning where copying notes directly from the book becomes normal. Teachers need to use teaching materials like books, pictures, stories, work cards, songs, data collected, charts, radio, television, films and many others. Some of these should be developed, adapted or utilized by teachers working with children either in or out of the classroom. They need to utilize materials that are readily available in their own environment.

Teachers are expected to be knowledgeable in the context of the subject they teach (Ibore 1998). Therefore, Social Studies teachers need to be creative and innovative to ensure that what they teach is well understood for the benefit of the child and the nation.

However, Edgar (1996) cautioned that emphasis should be put on quality in delivering Social Studies, but not content integration merely for the sake of it. Social science disciplines should predominate when teaching Social Studies. What pupils gain in subject matter knowledge in Social Studies, should be used in school and society. To do this properly, the effective teachers of Social Studies should strive hard and maintain pupils' interest in each lesson. They need to use different teaching strategies and instructional materials to engage learners entirely in the instruction process. This calls for teachers to have good knowledge of Social Studies curriculum development. In conclusion, it can be said that effective integration is not done in isolation. The teacher of Social Studies should take into consideration other principles when teaching this subject.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sampling techniques, instruments for data collection, validity and reliability of the instruments, study procedures and methods of analysis.

3.2 Research Design

This study pursued a descriptive survey research design involving both qualitative and quantitative methodologies. A cross-sectional survey collects information from a random sample that has been drawn from different categories of the population at a point in time. The study aimed at establishing the extent to which the integrated approach is being applied by Tutors in PTCs, students and primary school teachers for effective teaching and learning of Social Studies.

3.3 Study Population

The research was conducted at St. George's Core PTC Ibanda and in ten government primary schools selected from four out of five sub-counties in Ibanda district. A total of 100 participants were used. The study consisted of four categories of people: six Tutors in Ibanda core PTC. These were selected because they were the only ones who teach Social Studies in this institution. The researcher used them in the study because they were the only teacher educators who were well versed with techniques and methods of handling Social Studies. They are believed to be specialists with sufficient knowledge of teaching Social Studies. Tutors in PTCs train students and equip them with knowledge and skills of teaching in primary schools. Views from tutors regarding application of the integrated approach would provide the researcher with more insight in the way Social Studies is being implemented both in PTCs and primary schools. The researcher would also establish if teaching of Social Studies in primary schools is a reflection of how it is taught in PTCs. 40 second year teacher-trainees were randomly selected and used in the study. These trainees were in different primary schools doing their final school practice at the time of the research. Since they were expected to be well-equipped and trained in

methods of teaching, the researcher wanted to find out if they were teaching Social Studies using the integrated techniques. Comparisons with tutors and teachers' ways of teaching would enable the researcher suggest more and better ways of improving the teaching and learning of this subject.

Administrators of the PTC were also included in this study because the principal and deputy principal are responsible for implementation of college activities and programmes. These enabled the researcher to ascertain the extent to which the college provides enabling conditions for effective application of the integrated approach. Such conditions would include: provision of a variety of instructional materials, support given to Tutors, provision of enough text books, and use of the environment and resource persons among others. Their opinions on such provisions would show the extent to which the integrated approach in teaching Social Studies was encouraged.

Two district education officers were also included in the study because their opinions regarding application of the integrated approach would provide further insight into how Social Studies is taught in primary schools and to suggest better ways of getting teachers to improve its teaching and learning.

Forty teachers were selected from 10 schools. In each school, the researcher selected four teachers who teach Social Studies in the middle and upper primary classes. These teachers were used to ascertain to what extent they apply the integrated approach in the way it is recommended. They were also used to compare with the way Tutors and teacher-trainees in PTCs teach Social Studies. This enabled the researcher to establish the extent to which the integrated approach was applied in both PTCs and primary schools and to suggest appropriate ways of improving teaching social Studies.

Ten Head teachers of the selected primary schools were used to represent the administration. Like the PTC administrators, their opinions were used by the researcher to find out whether enabling conditions were being provided for successful application of the integrated approach in teaching and learning Social Studies.

3.4 Selection of the Sample

A total sample of 100 participants was used in the study. These were tutors, teacher-trainees, Primary teachers and administrators. 40 second year students in Ibanda PTC were selected using random sampling techniques. Lists of the students which were used as sampling frames were obtained from the deputy principal. A sample of 160 teacher trainees consisting of 80 males and 80 females was used. It was hoped that the sample of the students would be heterogeneous but at the same level in terms of academic achievement, experience and training in methods of teaching. Each student on the sampling frame was given a serial number. The numbers were written on pieces of paper equivalent to the number of students. One piece of paper was drawn at a time and the number recorded. The piece of paper was replaced and a fresh pick was made for selection of the next respondent. This process was repeated until the required number of the respondents was obtained. The same process was used for the selection of both males and females. Every individual in the sampling frame had equal chance of being selected. For other samples like the teachers, tutors and administrators, the researcher used them as they were because they were the only ones representing their institutions. The researcher had no other people to choose from, however, gender was considered for the case of primary teachers.

3.5 Research Instruments

The research instruments used in this study included questionnaires and interview guides. The discussion of these instruments is done in the sections that follow.

3.5.1 Questionnaires and Interview Guides

The researcher used questionnaires, and interviews to obtain sufficient information on application of the integrated approach which enabled him to compile, tabulate, and analyze the data to get correct conclusions. Questionnaires were designed and used since all the respondents were literate enough and could express their opinions clearly in writing. These questionnaires helped to generate extensive ideas on application of the integrated approach. Individual participants were able to express themselves freely without fear of being identified. This checked against any form of bias. All categories in the study sample were subjected to the questionnaire.

3.5.2. Interview Guide for Teacher-trainees and Primary Teachers.

Semi-structured interviews were used because they helped the researcher to obtain in depth information that substantiated the data collected from the questionnaires. The researcher was able to interact with the respondents. Many ideas and feelings were expressed thus enabling the researcher deduce relevant conclusions. Formal interview schedules and casual interactions were held with selected information. The researcher used a semi-structured interview guide with open-ended questions in which the interviewees were required to select genuinely a set of methods they often apply when teaching social studies and give reasons why. Participants selected for the interviews were PTC tutors, teacher-trainees and primary school teachers.

The overall purpose of the interviews was to get collaborative evidence as obtained using the questionnaire. Guided by the research questions in chapter one of this study, the researcher formulated three structured statements with open-ended questions to guide the interview. Open-ended questions provide the researcher with an opportunity to ask broad questions and a high degree of objectivity, probing and clarification (Enon1998).

It was easier for the researcher to use the interview because it is flexible and can be used on many people. Since all the three categories were teachers of social studies and were expected to use the integrated approach, they were subjected to similar questions to enable the researcher ascertain the extent to which each group was applying that approach when teaching Social Studies.

3.5.3 Questionnaires for Teacher-trainees.

Copies of the questionnaires were given to randomly selected students of either sex. The researcher was given enough time to explain to the second year students what was required. The researcher encouraged the students as future academicians to take part and get used to the process of research by answering all the questions as honestly as possible. The students were allowed to complete the questionnaire and have them ready

in one day. The completed questionnaires were collected the following day by the researcher.

3.5.4 Questionnaire for Teachers in Primary Schools

Questionnaire for teachers in primary schools consisted of ten questions on a 3 point Likert scale. Five questions in part A were closed requiring the respondent to tick the best option from the alternatives given. Part B of each question or statement required the respondent to amplify his answer in part A by stating and justifying his opinion on application of the integrated approach in teaching and learning social studies. Gender balance was considered.

3.5.5 Questionnaire for Tutors

Since all tutors were residents of Ibanda PTC, it was easy for the researcher to administer the instruments. Six tutors were relatively few in number and this enabled the researcher to request them to complete the questionnaires in one day and all of them were promptly filled and given to the researcher for analysis.

3.5.6 Questionnaires for Educational Administrators

The questionnaire for educational administrators was general covering the three categories namely: the college administrators (Principal and deputy principal), the district education administrators (the DEO and the Inspector of Schools) and the primary school head teachers.

It consisted of ten questions, five of which were closed questions requiring the respondent to tick the best option on a four-point Likert scale.

In part B of each question, the respondent was given chance to explain in detail concerning the way Social Studies is generally taught and learnt in their institutions, challenges encountered in the provision of better learning conditions and strategies made to improve teaching and learning of social studies. Since female administrators were very few, gender balance was not considered.

3.6 Data Quality Control

This section will present about validity and reliability of instruments.

3.6.1 Validity of the Instruments

The validity of an instrument is its ability to measure what it is supposed to measure. The researcher, with the help of the supervisor engaged in assessing what each item of the instrument was intended to elicit. This was carefully carried out in accordance with the objectives of the study. After designing each instrument, a pilot study was conducted on 4 (four) lecturers who teach social studies in the recess program at Bishop Stuart University. Others were 2 (two) Bed students studying Social Studies in the recess program at Bishop Stuart University Mbarara, and 2 (two) Tutors of Social Studies at Bushenyi core PTC. A total of ten specialists were used to scrutinize each item in the instruments for relevancy and suitability. The items were presented to the supervisor several times for moderation and were revised until an appropriate CVR (Content Validity Ratio) co-efficient was obtained. The instruments validated were: questionnaires for Tutors, Teacher-trainees, Teachers, and administrators. Interview guides were also validated in a similar manner.

The content validity of the instruments was measured using Lawke's content validity ratio stated as;

$$CVR = \frac{n - N/2}{N/2}$$

Where n = number of items in the instrument deemed relevant.

N = total number of items in the instrument.

Prior to the administration of the instruments, the CVR obtained was as follows: CVR for students' questionnaire was 0.70, CVR for Tutors' application of the integrated approach was 0.72, CVR for Teachers was 0.71 and CVR for administrators was 0.75. When the researcher and the supervisor ascertained that each was bringing forth what it had been intended for, there was assurance that all instruments were valid.

3.6.2 Reliability

Reliability of an instrument is its ability to give the same results every time it is used to measure the same construct. The reliability of each instrument to provide reliable results was achieved through repeated administration to randomly chosen students at Ibanda PTC who were not selected for the sample. They gave similar responses. A pilot study

was conducted in two other schools which were not in the sample. Questionnaires for teachers and interview guides were administered to eight teachers. Similar results were obtained from their responses. The researcher examined and scrutinized the responses obtained and ascertained that they were consistent. The instruments were then considered to be highly reliable.

3.7 Data Collection Procedures

A letter of introduction from the Dean in the School of Education was given to the Principal Ibanda PTC and the DEO Ibanda district. The Principal introduced the researcher to the deputy Principal. After obtaining permission, the researcher explained the instruments and what the research was about. Copies of the instruments were given to the Social Studies tutors and randomly selected second year teacher-trainees. In order to obtain data from teachers, the researcher himself took questionnaires to each of the ten primary schools and followed the same procedures as in the PTC. The researcher encouraged the participants to fill the questionnaires as honestly as possible and convinced them that their views would be treated with strict confidentiality. All the filled questionnaires were collected in one month.

3.7.1 Interview Guides for Teacher-trainees and Primary Teachers

The researcher used 4 female and 5 male second year students who were not in the selected sample. Again, he used 5 males and 4 female teachers of Social Studies who were out of the study sample. These were subjected to oral interview separately. Two sets of statements involving techniques of teaching Social Studies using either the integrated approach or Traditional approach were prepared. The respondents had to choose the commonest approach they were using while teaching Social Studies. After selecting a particular approach, the respondent was required to say out why that particular method is easier for him or her to use. The researcher noted down their views for analysis. The interviews were done in four days since the respondents were not in the same place.

3.7.2 Data Analysis Procedures

Data was analyzed using two methods each complementing the other.

3.7.2.1 Qualitative Methods

The researcher engaged in critical assessment and interpretation by deducing meaning out of each response to a particular item in accordance with the themes and sub-themes of the study until relevant data was developed.

3.7.2.2 Quantitative Methods

From the coded items, quantitative data was developed according to the responses obtained from questionnaires which were counted, tallied and changed into percentages.

Responses were based on a 3-point Likert scale as True, partly True and Untrue.

The responses which fell in any of the three categories were tallied according to their frequencies. Frequencies were changed into percentages for easy interpretation and analysis. The greater the percentage obtained, the stronger the belief of the respondents in each aspect as far as application of the integrated approach was concerned. Tables in chapter four show how data was tabulated and analyzed.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.

This chapter shows analysis and interpretation of data collected from the questionnaires and Interview guides administered to teacher-trainees, Tutors, Educational administrators, and primary school Head teachers.

The objectives of the study were: To establish to what extent Tutors in PTCS apply the integrated approach when teaching Social Studies, find out whether student teachers in Ibanda PTC apply the integrated approach while teaching social studies during their school practice and to establish the extent to which primary teachers apply the integrated approach while teaching Social Studies.

The study focused on second year Teacher trainees who were pursuing a teaching certificate as Grade iii teachers in Ibanda PTC. 40 students (20 males and 20 females), were randomly selected from a total of 160 students. Those students had finished drawing schemes of work and were doing their final school practice and had almost covered the SST syllabus. Therefore, they were considered as already equipped with the knowledge, skills and methods of teaching Social Studies. The study also focused on primary teachers who teach Social Studies in upper classes.

Those teachers were believed to be well equipped with methods and approaches of good Social Studies teaching since they were believed to have a vast experience in classroom teaching as well as being products of the PTCs. A comparison of opinions from those two groups would give the researcher a better analysis and interpretation of the problem.

The study was guided by the following questions:

1. To what extent do Tutors in PTCs apply the integrated approach when teaching Social Studies?
2. To what extent do teacher-trainees in Ibanda PTC understand and apply the integrated approach while teaching Social Studies?
3. To what extent do primary school teachers in Ibanda district often apply the integrated approach while teaching Social Studies?

4.2 Application of the Integrated Approach by Tutors.

Research question 1: Tutors in PTCs application of the integrated approach when teaching social studies

Table 1: TeacherTrainees' views on Tutors' use of dictation method in teaching Social Studies.

<u>Gender</u>	<u>True</u>	<u>Partly True</u>	<u>Un true</u>
M	15 (37.5%)	02 (5%)	03 (7.5%)
F	16 (40 %)	03 (7.5)	01 (2.5%)
Total	31 (77.5%)	05 (12.5%)	04 (10 %)

As shown in Table1, the majority of the teacher-trainees (77.5%) accepted that their Tutors commonly used the dictation method when teaching Social Studies. This implies that the integrated approach is not often applied by Tutors when teaching Social Studies in PTCs.

Question three required Tutors to select the commonest strategies they use to teach Social Studies. A variety of the integrated techniques were stated as well as teacher centered approaches or dictation. All the six tutors accepted that most of the time, they use the technique of dictating notes and explanations as students copy notes.

Table 2: Tutors' use of dictation method in teaching Social Studies

Tutor	True	Partly true	Un true
A	1	0	0
B	1	0	0
C	1	0	0
D	1	0	0
E	1	0	0
F	1	0	0
Total	06 (100%)	0 (0%)	0 (0%)

Tutors' frequent use of dictating notes as teacher-trainees write them down implies that the integrated approach is not often applied in teaching Social Studies. Most of the time, Social Studies is taught and learnt traditionally in PTCs. These results correspond with the interview results obtained from other Tutors.

Table 3: Tutor's Interview on Application of the Integrated Approach

Tutor	Approach/ Techniques used			Traditional	Integrative
	<u>Statement 1</u>	<u>Statement 2</u>	<u>Statement 3</u>		
C	1B	2B	3A	02	01
D	1B	2B	3B	03	00
E	1A	2B	3B	02	01
F	1B	2B	3A	02	01
Total				09 (75%)	03(25%)

As shown in the table, only 25% of the methods used by Tutors to teach Social Studies in PTCs are integrative while the rest (75%) are traditional. Therefore, to a large extent, Tutors in PTCs do not apply the integrated approach. These results correspond with the interview results of the teacher-trainees (Table 9) where they reported that Tutors commonly used dictation method.

4.2.1 Teacher-trainees' Application of the Integrated Approach

Research question 2: Teacher-trainees' understanding and application of the integrated approach when teaching social studies

Forty teacher-trainees were given two sets of methods: Set A comprised the traditional techniques and set B, the integrated approach. They were asked to select which set of techniques they commonly applied when teaching social studies during their school practice. Their views are presented in table 4.

Table 4: **Teacher Trainees' Application of the Integrated Approach during School Practice.**

<u>Gender</u>	<u>True</u>	<u>Partly true</u>	<u>Untrue</u>
M	15 (75%)	3 (15%)	2 (10%)
F	12 (60%)	5 (25%)	3 (15%)
Total	27 (67.5%)	8 (20%)	5 (12.5%)

As shown in Table 3, a good number-of teacher trainees do apply the integrated approach in teaching Social Studies during school practice. These results correspond with the interview results of other trainees.

In the interview, ten students were given a set of statements: Set A represented the integrated approach while set B represented the traditional techniques of teaching social studies. They were asked to choose which box represented the techniques they used to teach social studies during their school practice. Their views are presented in Table 5.

Table 5: Teacher-trainees’ Views from the Interview on Application of the Integrated Approach

Trainee	Approach/Techniques used			Traditional	Integrative
	<u>Statement 1</u>	<u>Statement 2</u>	<u>Statement 3</u>		
C	1B	2A	3B	01	02
D	1A	2A	3B	01	02
E	1B	2A	3A	01	02
F	1A	2A	3B	01	02
G	1B	2A	3B	02	01
H	1B	2A	3B	02	01
I	1A	2A	3A	00	03
J	1B	2A	3B	02	01
K	1B	2A	3B	02	01
L	1A	2A	3A	00	03
Total				12 (40%)	18 (60%)

A large percentage of the Teacher-trainees revealed that they used the integrated approach in teaching SST, an indicator that most teacher-trainees were able to apply the integrated approach during their school practice.

4.2.2 Teachers’ Application of the Integrated Approach

Research question three: Primary teachers’ application of the integrated approach when teaching social studies

A questionnaire was administered to 40 primary school teachers who teach SST in upper section (P.5 – P.7). Question 9 required them to state whether they use traditional or integrated approach to teach SST. Their views are presented in Table 6.

Table 6: Primary Teachers' Views on Application of the Integrated Approach in Teaching Social Studies

Gender	True	partly true	untrue.
M	7 (17.5%)	2 (5%)	11(27.5%)
F	7 (17.5%)	7 (17.5%)	06 (15%)
Total	14 (35%)	9 (22.5%)	17 (42.5%)

A small number of teachers accepted that they apply the integrated approach, while the majority indicated that they teach social studies in the traditional way.

1. 4.2.2.1 Teachers' Interview

Eight primary teachers who teach Social Studies were given an oral interview regarding the use of the integrated approach. Several techniques were suggested for them to explain how they use them in teaching .From records of their statements, the results of their views are presented in table 7.

Table 7: Primary Teachers' Interview on Application of Integrated Approach

Teacher	Approach/techniques used			Traditional	Integrative
	<u>Statement 1</u>	<u>Statement 2</u>	<u>Statement 3</u>		
C	1B	2B	3A	02	01
D	1B	2B	3A	02	01
E	1B	2B	3A	02	01
F	1B	2A	3A	01	02
G	1B	2B	3B	03	00
H	1B	2B	3B	02	01
I	1B	2B	3B	03	00
J	1A	2B	2B	01	02
Total				16 (67%)	08 (33 %.)

Most of the techniques and methods applied by teachers in teaching Social Studies are traditional. Few teachers apply the integrated approach.

Summary

From the analysis of the views presented by Tutors, teacher-trainees and primary teachers regarding the application of the integrated approach, the researcher established that: Tutors and primary school teachers in most cases, do not apply the integrated approach, whereas teacher-trainees often apply it when on school practice.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the researchers' discussion, conclusions and recommendations basing on the study findings regarding application of the integrated approach by PTC Tutors, teacher-trainees and primary teachers when teaching Social Studies. Questionnaires were administered to tutors, trainees, school administrators and primary teachers in order to obtain their opinions about application of the integrated approach in teaching and learning of social studies. Interviews were prepared for tutors, students and primary teachers to establish to what extent the integrated approach was being applied in teaching Social Studies. The views obtained from each category were coded and tallied. Frequency counts were changed into percentages for easy analysis and comparison. Opinions presented in questionnaires were in agreement with those obtained from the interviews. This formed the basis for the researcher's conclusions and recommendations.

5.2 Discussion

The study aimed at:

- Establishing the extent to which Tutors in PTCs apply the integrated approach while they teach Social Studies.
- Finding out whether students in PTCs understand and apply the integrated approach during school practice.
- Establishing the extent to which primary school teachers apply the integrated approach when teaching social studies

The study was guided by the following questions:

- 1.To what extent do Tutors in PTCs apply the integrated approach while teaching Social Studies?
2. To what extent do Teacher-trainees in PTCs understand and apply the integrated approach when teaching Social Studies during school practice?
3. To what extent do primary teachers in Ibanda district apply the integrated approach while teaching Social Studies?

5.2.1 Tutors' Application of the Integrated Approach in PTCs

A questionnaire required the second year students to indicate the commonest method their Tutors use in teaching social studies. This was intended to establish whether Tutors apply the integrated approach as they teach social studies. Most students reported that Tutors commonly use the traditional approach in form of dictation and lecture. This is also known as class teaching approach where the teacher reads notes and gives explanations as learners write those notes down. Therefore, Tutors in most cases, do not apply the integrated approach as they teach social studies.

Another questionnaire was administered to the Tutors who teach Social Studies in the PTC. A set of techniques representing both traditional and integrated approaches were presented for them to choose which techniques they commonly use in teaching Social Studies. This was intended to establish whether they apply the integrated techniques in teaching Social Studies as it is recommended. All the Tutors accepted that the common methods they use to teach Social Studies are traditional because they mainly dictate notes and explain them to the students. They use more of teacher-centered methods and less of integration.

Tutors' responses were in agreement with those of Teacher-trainees that social studies in PTCs is largely taught traditionally and to a lesser extent in an integrated way. According to the researcher, this is one of the reasons why the teaching and learning of social studies is not very effective in primary schools. If Tutors in PTCs were properly applying the integrated approach as it is expected, then primary school teachers would be doing the same and teaching/learning of social studies would be effective.

The result of the interview administered to tutors, also confirm the fact that Social Studies in PTCs is mainly taught traditionally. These findings correspond with the reports of Thompson (1984), Odada (1988), and Sikubwabo (1991).

5.2.2 Teacher-trainees' Application of the Integrated Approach during School Practice

Research question 2: Teacher-trainees in PTCs understanding and application of the integrated approach when teaching Social Studies

A questionnaire was used to find out whether students were teaching Social Studies in an integrated manner and whether they found application of the integrated approach difficult while they were on school practice. Question two required the teacher-trainees to select a set of techniques they found easier and actually applied as they were teaching Social Studies. Most of them reported that they understood what the integrated approach was all about. The majority showed that they had applied the integrated approach to a large extent though some accepted that the integrative approach was rather difficult for them. In this question, Teacher-trainees' views sharply contrast with those of Tutors. The researcher's explanation for differences in opinion between these two categories is that students regard teaching practice as a form of examination. In that case, they try as much as possible to apply child-centered methods of teaching where they encourage learners to take an active role and participate actively in lessons. They also use a variety of techniques and instructional materials from the environment. This is the reason why classroom environments of students on teaching practice are usually rich with a variety of learning materials. Tutors and primary teachers on the other hand do not teach in this style because they seem to be under no obligation to do it. Social Studies would be effectively and meaningfully taught and learnt if all instructors used learner-centered techniques, variety of instructional materials and various sources of information.

5.2.3 Teachers' Application of the Integrated Approach in Primary Schools

Question three: Extent to which primary school teachers apply the integrated approach while teaching social studies

Teachers were asked to identify common methods they use when teaching social studies. The study and analysis, (Tables 5, 6 and 7) established that most primary teachers who teach social studies do not often use the integrated approach. Like the tutors in PTCs, primary teachers used a lot of teacher-centered approaches. According to the interviews and questionnaires administered to the primary teachers, findings indicated that the

majority of teachers find it convenient to use traditional approaches rather than integrated techniques.

These findings support the views advanced by Kitooke et al (2002), that much as methods of teaching are given to teacher trainees, they later resort to traditional methods of teaching when they qualify and this is because those new innovations like the integrated techniques are not clearly understood by teachers. Teachers agreed that the common techniques they use include: dictating or writing notes on the chalkboard as pupils copy them down, talk and chalk, among others. Such a form of teaching does not encourage children to think critically, ask questions, inquire, discover and understand the concepts being taught.

In other words, they learn things passively and in abstract, without comprehension and that's why they resort to cramming of facts. These observations correspond with those of Odada (1985), and (Weerhe1991). This problem would be reduced if teachers were applying the integrated approach properly as it is recommended.

A questionnaire for the education administrators in PTCs and district was intended to find out their responses towards the teaching and learning of Social Studies in their institutions. It was established that they too, believed that Social Studies is not taught effectively in their schools. Schools were found not to be properly equipped for proper teaching and learning of Social Studies. Their responses were in agreement with those given by teachers and students that integrated approach is not very much applied in teaching and learning of Social Studies.

5.3 Conclusion

This study established that:

Tutors, to a large extent, do not apply the integrated approach while teaching Social Studies in PTCs, although they teach this approach to their trainees theoretically. Tutors mainly use traditional techniques, or teacher-centered approaches. Both tutors and Teacher-trainees seem to understand the integrated approach theoretically, but they find it hard or inconvenient to apply. Some reasons for not applying the integrated approach were given as challenges (Table xii). Tutors generally use dictation method and in most

cases, they use what is known as class teaching approach. They read notes and explain them as teacher-trainees take those notes down. In other words, SST is taught and learnt traditionally in PTCS.

The study concluded that most Teacher-trainees try to apply the integrated approach as it is recommended while they are doing their school practice.

In primary schools, Teachers do not often apply the integrated approach. Most of the time they use traditional approaches to teach Social Studies which is an indicator that there is a tendency to ignore the methods learnt from the PTCs.

5.4 Recommendations

As a result of the above observations, the following recommendations were suggested:

In PTCs Tutors should be encouraged to teach Social Studies following the recommended principles like the use of the integrated approach.

Refresher courses for tutors and primary teachers on new methodologies, approaches and techniques should be encouraged at local, regional and national levels instead of sticking to old traditional methods. Teachers in primary schools should always be exposed to new practices and innovations like use of generic methods such as the circus, co-operative learning, reflective practices, action research, multi-grade teaching and others, so that learners' needs are fulfilled as well as the requirements of the society.

Teachers should be encouraged to teach Social Studies practically not theoretically. Let learners be given individual and group tasks, questions to think about that need inquiry and problem solving skills so that the teacher assists them to reach meaningful decisions and conclusions.

Institutions of learning should provide all the necessary instructional materials for teaching and learning social studies such as maps, globes, video vignettes, adequate text books, Newspapers, charts and many other Audio visual Aids to encourage multi-media presentation. In fact, making adaptation and use of instructional materials by teachers should be a must.

In a PTC or primary school, there should be a marked Social Studies learning area where there is good display of instructional materials by both the teacher and learners to

serve as a centre of excellence. Learners should always be encouraged to explore the environment near and beyond their institutions so that through practical activities, they can be able to discover more, share more ideas with other people, learn more and practice new skills of inquiry, data collection, analysis and problem solving. Students should be assisted to develop research skills so that knowledge is shared, generated and owned by the learners. This is when learning becomes meaningful and functional.

Social Studies being a citizenship subject should be taught right from primary through the secondary to tertiary and a higher level as it is in countries like Nigeria and USA. The question of leaving a gap at the secondary level does not bring about proper conceptualization of this subject because again some students have to meet it at tertiary level and higher institutions when they just left it at primary level. It would be more meaningful if SST was given prominence at the secondary level to enable students consolidate the concepts learnt earlier so that when they join tertiary and higher levels the subject is properly mastered and implemented for the purpose of producing patriotic citizens, productive and responsible members of a progressive nation as well as better informed scholars.

Even if the curriculum planners found it inconvenient to introduce SST as a complete subject in secondary schools, at least specific Social Studies themes would be given more prominence in the existing humanities and social sciences subjects. Such relevant themes would include: Traditional cultures and population change, Environmental concerns and resource use, Democracy, Constitutionalism and human rights, Life skills, Peace building/Conflict resolution and regional cooperation.

Teachers should be motivated to produce more written and unwritten Social Studies materials based on local and international standards so that this subject is properly conceptualized theoretically and practically.

There should be created a National Council for Social Studies (NCSST) so that social studies experts periodically meet to review and assess the progress of SST teaching and learning so as to come up with proper recommendations.

There is need for SST specialists and experts from Uganda to carry out exchange visits

on a fact finding mission from countries that have well established SST curriculum in the whole of their education system like USA or Nigeria so that positive experiences of such countries could be brought and applied here in Uganda. This is very important because Uganda is part of a progressive modern world. We cannot be left behind in the old systems.

Finally, examinations set for students should not only be theoretical but should also encourage students to be practical. This will encourage teachers to teach Social Studies practically in an integrated manner.

5.5 Areas Suggested for Further Research

- Application of other principles of teaching and learning Social Studies Appendix i:
- Introduction of Social Studies education in secondary schools
- Effective integration of skills, attitudes and values in Social Studies curriculum
- Social Studies and society

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APPENDICES

Appendix I: Questionnaire for Teacher-trainees

In part A of each number, please tick the best option from the Alternatives given. In part B, give or state your opinion.

1. Do your Tutors apply the integrated approach while teaching Social Studies?
(a) Yes (b) Partly yes (c) No
- (b) Which set of methods in No3 below did you often apply during your school practice?
.....
2. During your previous teaching practice, did you find the integrated approach of teaching SST difficult to apply?
(a) Yes (b) Partly yes (c) No
- (b) If yes, why do you think it is difficult for teachers to use integration?
.....
.....
3. Select the commonest method/strategy your tutors frequently use to teach Social Studies
(a) (i) Tutors dictate and explain notes while students write them down
(ii) Tutors ask students to collect information from local environment, use variety of techniques, a lot of instructional materials, use group discussions, resource persons and engage in other activities
(iii) None of the above
- (b) State how SST can be taught effectively in a variety of ways
.....
.....

4. I usually find it easier to teach/learn SST in its separate components as History, Geography or civics rather than teaching/learning it as a unified subject.

(a) True Partly true Untrue

(b) Suggest reasons for your answer

.....

5. Social Studies is not an easy discipline to teach so effectively

(a) True Partly True Untrue

(b) Suggest how teaching and learning of SST could be improved in your institution

.....

.....

THANK YOU

Appendix II: Questionnaire for SST Teachers in Primary Schools

Dear respondents,

You are kindly requested to give your responses and opinions to the statements below. They are purposely meant to assist me complete my research work. Thank you.

1. Name of school/institution

2. District

3. Type of school Private, Government aided

(Tick one)

4. Class taught

5. Teachers' qualifications

For questions 6-10, in Part A, Please tick the number which represents the best option.

1=True 2= Partly true 3=untrue in part

B state your opinion(s)

6. Integration/interdisciplinary principle is rather difficult to apply when teaching and learning Social Studies

(a) 1 2 3

- (b) Give reasons for your answer
-
7. As a teacher, I usually find it easier to teach SST in its separate components as History
Geography or civics rather than teach it as a unified subject
- (a) 1 2 3
- (b) Suggest reasons for your answer
-
8. Throughout my teaching, I often apply integrated techniques.
- (a) 1 2 3
- (b) If true, state various techniques you normally use to show integration
-
-
9. The commonest method in teaching SST is by dictating or writing notes from a
textbook on a chalkboard while learners copy them down
- (a) 1 2 3
- (b) If true, give reasons why teachers find it difficult to use integration
-
-
10. Social Studies is not an easy subject to teach so effectively
- (a) 1 2 3
- (b) Suggest how teaching and learning of SST could be improved in your school
-
-

Appendix III: Questionnaire for Tutors in PTCs

Dear respondents,

You are kindly requested to give your responses and opinions to the statements below; they are purposely meant to assist me complete my research work.

In part A of each number, please tick the best option from the alternatives given. In part B give or state your opinion.

1. Integration/interdisciplinary approach is difficult to apply in teaching Social Studies
 - (a) True Partly true Untrue
 - (b) State difficulties teachers face while trying to apply this approach
.....
.....
2. Do you use various techniques and strategies to teach SST?
 - (a) true Partly true untrue
 - (b) Explain your answer
.....
3. Select the commonest method/strategy you commonly use to teach Social Studies from those suggested below
 - a. i. Explaining notes as students write them down
 - b. ii. Students are always asked to gather information from the local environment, use variety of techniques, and make a lot of instructional materials
 - c. iii. None of the above
4. Teacher trainees and primary teachers usually find it easier to teach SST in its separate

components as History geography or civics rather than teaching it as a unified subject.

(a) True Partly true Untrue

(b) Give reasons for your answer

.....

5. Social studies is not an easy discipline to teach so effectively as it is recommended.

(a) True Partly true Untrue

(b) Suggest how teaching and learning of Social Studies could be improved in your institution.....

.....

THANK YOU

Appendix IV: Questionnaire for Education Administrators

Dear respondent,

You are kindly requested to give your responses and opinions about integration and effective teaching of Social Studies in your institutions. They are purposely meant to help the researcher complete his study requirements.

In part A of each number; please tick the best option from the Alternatives given.

In part B give or state your opinion.

- a. 1. SST has not been the best performed subject in your institution(s) for the last five years.

b. a) True b) Partly True c) Untrue d) I don't know

- a. (b) Suggest reasons for your answer

.....
.....

- a. 2. SST is a wide subject, therefore most teachers find it difficult to teach effectively

b. a) True b) Partly True c) Untrue d) I don't know

- a. (b) If true what could be some reasons for this?

.....
.....

- a. 3. Most teachers in primary schools do not apply the integrated approach while teaching SST. They find it much easier to teach separate components like History, Geography and Civics.

b. a) True b) Partly True c) Untrue d) I don't know

- a. (b) Give reasons for your answer

.....
.....

- a. 4. In most cases tutors dictate notes and give students assignments in SST other than using variety of methods and approaches.
- b. a) True b) Partly true c) Untrue d) I don't know
- c. 5. It seems most schools are not sufficiently equipped to encourage SST teachers apply a variety of method techniques and approaches
- d. a) True b) Partly True c) Untrue d) I don't know
- a. (b) Suggest reasons how teaching and learning of Social Studies could be improved in your institution(s).

.....
.....

Thank You

Appendix V: Content Validity of Instruments

The content validity ratio (CVR) of the terms in the instruments was computed using lawske's CVR where

$$CVR = \frac{n - N/2}{N/2}$$

Where ne = number of experts that rated the item as relevant

N = number of experts who rated the item.

CVR = is the CVR for all items in each instrument.

VI Content Validity for Teacher-trainees' Questionnaire

Item No.	Total No. of <u>experts</u>	No of experts <u>for relevance</u>	CVR
1	10	10	1.0
2	10	9	0.8
3	10	8	0.6
4	10	8	0.6
5	10	10	1.0
6	10	10	1.0
7	10	6	0.2
8	10	8	0.6
9	10	9	0.8
10	10	7	0.4
Total CVR			7.0
<u>Mean CVR</u>			<u>0.70</u>

Appendix VII: Content Validity Ratio for Tutors' Questionnaire

Item No.	Total No. of <u>experts</u>	No. of experts for <u>relevance</u>	CVR
1	8	7	0.75
2	8	8	1.0
3	8	6	0.5

4	8	7	0.75
5	8	7	0.75
Total CVR			3.75
Mean CVR			0.75

Appendix VIII: Interview Guides for Tutors, Teacher-trainees and Primary Teachers.

Select and tick the box which contains the techniques you usually find easier to use when teaching Social Studies. Do not tick two boxes from the same number.

No	Technique A	Technique B
1	(A) I usually prepare notes, present a topic, give instructions and allow the learners inquire, discuss, find solutions and report as they take notes.	(B) I prepare my notes thoroughly, present a topic to the class, explain the points and help pupils to take notes.
2	(A) In most of my lessons, I use teaching Aids, help learners to use the environment. My class is displayed with a lot of pupils' work and other learning materials.	(B) In most cases I use the recommended text books of SST since they contain most of the information the learners need. It is not easy to get enough teaching resources for SST.
3	(A) I usually find it easy to link different subjects and teach them in one topic of SST	(B) I usually find it easy and convenient to teach History and Geography when they are not combined.

Appendix IX: Problems Teachers Face as they try to apply the Integrated Approach.

From the opinions of the respondents during the interviews, the researcher listed the challenges hindering application of the integrated approach as follows.

- Lack of knowledge and skills of integration
- SST is a wide subject
- Lack of enough instructional materials
- Nature of examination (does not test practical skills)
- Lack of relative textbooks as references
- Poor methods of teaching
- Lack of time for planning
- Inability to use the local environment
- Inadequate structures
- Lack of enough funds to buy instructional materials