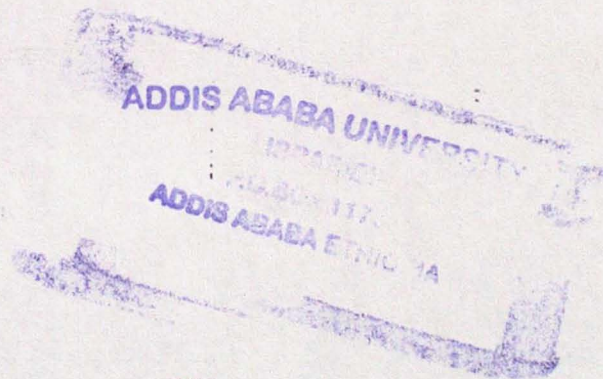


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF THE INTEGRATED SOCIAL STUDIES  
CONTENTS IN THE FIRST CYCLE PRIMARY SCHOOL SYLLABUS:  
THE CASE OF EAST SHOWA ZONE**



**BY  
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*JULY 2007*

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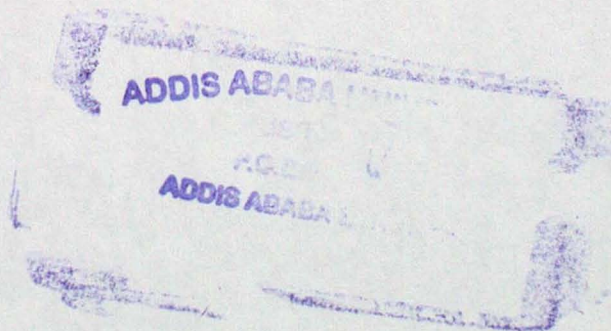
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS IN  
CURRICULUM AND INSTRUCTION**



**JULY 2007**

## **Acknowledgements**

My deepest and heartfelt gratitude is accorded to my advisor, Ato Tilahun Fanta for his invaluable comments and unreluctant follow up right from the beginning of the study until its completion. Indeed, without his unreserved effort, the development and completion of this study would have been impossible.

I am also indebted to all my friends who in various ways provided their assistance, advice and encouragement towards the completion of the study. Particular mention should be made of Gebre Senbet Desta, Waqishum Dugasa and Jamila Usman.

Finally, I am indebted to my family whose eagerness to see my educational success and moral support were engines of my endeavors. Special thank go to my wife Nuria Husein, for her constant moral and material support throughout my graduate study.

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## ACRONYMS

<b>ICDR</b>	Institute for Curriculum Development and Research
<b>IER</b>	Institute of Educational Research
<b>FGE</b>	Federal Government of Ethiopia
<b>MOE</b>	Ministry of Education
<b>NCSS</b>	National Council for Social Studies
<b>NMSA</b>	National Middle School Association
<b>OEB</b>	Oromia Education Bureau
<b>TTI</b>	Teacher Training Institute

## **ABSTRACT**

*An integrated curriculum approach has been given significant place in the modern world. This is because by using this approach it is possible to overcome problems of curriculum irrelevancy, lack of connection among subjects and the issue of knowledge "explosion". However all these advantages are realized only when it is effectively and properly applied.*

*Accordingly, the main purpose of this study was to assess the extent of social studies contents integration in the first cycle primary environmental science syllabus of East Showa Zone of Oromia Region.*

*To achieve these objectives, data was collected from primary school teachers, Oromia Education Bureau curriculum department head and social science curriculum experts. The other sources of data were grades 1to4 environmental science syllabus, environmental science student textbooks and teacher's guides. To conduct the study, descriptive survey method was employed. Random sampling technique was used in the selection of teachers and school whereas; availability sampling was employed in selecting experts and curriculum department head. The data was collected through questionnaire interview and content analysis of the textbooks. Percentage, frequency and mean were applied as a relevant statistical tool in analyzing the data.*

*The findings of the study indicated that although the Educational and Training policy of the country recommends integrated curriculum for the lower primary school, in the case of social studies contents integration in environmental science syllabus, this policy intent has not been fully and properly realized in selected schools of East Showa Zone. Absence of essential social studies contents, incompatibility of topics with integration principles, absence of some essential social studies skills ,presence of some difficult social studies contents in the textbooks, the dominance of traditional methods of teaching practiced by the teachers, the dominance of objective types of exercise questions that did not meet the demand of integrated curriculum, teachers unfavorable perception and low understanding towards integrated social studies contents and inadequacy of training for teachers ,curriculum experts and textbook writers were some of the findings identified as the major constraints for effective social studies contents integration in the environmental science syllabus.*

*Based on the results of the findings the following recommendations were suggested. They are revising curricular material based on integration principles, improving teachers' knowledge and skills of subject matter and methodology through in-service training and refreshment courses and offering appropriate training and orientation for textbooks writers and social studies curriculum experts.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Curriculum reform becomes necessary when the existing curriculum is no longer responsive to needs and interests of the people or when it is not relevant to the objective situation of the country. It was with this rationale that the government of Ethiopia has adopted the new Education and Training Policy in 1994 (ESDP-II/2002:2). Expanding equitable access to primary education, restructuring of the education system, changing the curriculum to increase relevance of education to communities and improving the quality of education through the system have been the focus of the policy. At the primary level an attempt to reform, the curriculum was made in accordance with the new education and training policy. The emphasis of the curriculum reform was to develop materials that shall improve the problem solving capacity of the students and to make them more productive members of the community who respect the human rights. This is clearly stated in the general objective of the education and training policy statement.

*“...cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs” (1994:8)*

Accordingly, the new curriculum developed for primary school education was based on the integration model, the aim is to make education more relevant and meaningful that is to enable the young learner to make a direct connection with the subject matter and see practical application of what is being learned in school with what exists in the surrounding world. In other words, integrated curriculum provides learning experience based on the needs, interests and activities of the learners (Leu, 1994). That it has close link with the concrete experiences and practical situations of everyday life of the learners. Integration has obvious benefits to the young learner compared to the traditional discipline- based linear model. In an integrated curriculum, the world and the knowledge are seen as integrated, interrelated, linked, unified, coherent, and holistic.

In this model, knowledge is produced through interaction between the learner and the world around her or him. This interaction enhances interpretation and understanding instead of mere memorization. In integrated curriculum design, children work on themes, topic, activity or on a real life problem in which the work involves competences related to more than one

subject area (ICDR,2002).Thus, integrated curriculum is a form of curriculum which is based on what the learner sees in the world around him or her and on the natural linkage, where they exist among these things. Whereas, linear curriculum is based on subjects and knowledge from this subject areas.

In general, advocates of integrated curriculum model emphasize on the direct application of knowledge to the live of the people. Knowledge is organized around the needs and problems of the learner or society. According to these educators, education is conceived as an instrument of human improvement rather than mere training of the mind. Moreover, the proponents, of this model believe that the content of education is life itself (Whitehead, 1959:10).Thus, they argue that life is one that does not have a natural compartmentalization. That is school subjects should be integrated as the life situation is so out side of the school. This model of curriculum design has numerous advantages for the learners.

Hoachlander (2002:12) identified nine reasons for using integrated curriculum.

It teaches students how to transfer knowledge

It involves the entire community as a learning environment

- It teaches students how to analyze, explain and apply knowledge
- It is result- oriented
- It teaches learners how to make decisions
- It teaches students how to work cooperatively with others
- It encourages individuality and diversity
- It improves student's retention of knowledge
- It provides meaning to students experience

Despite its advantage, the integrated curriculum approach is not still free from challenges both during its development and during implementation.

The curriculum materials developed in this way are integrated only by name and such curriculum is overloaded with facts and information derived from subject areas and simply cut and pasted together under different themes to be recalled and using the teaching methodology, which is not different from that of traditional linear approach (Leu, 1998:5). Another challenge is that teachers attended educational institutions tended to be trained in different way and found it difficult to teach integrated subjects by using appropriate pedagogy (McNeil, 1990).

From the above discussion, one can understand that though the integrated curriculum design approach is recommended by the New Education and Training Policy for the first cycle

primary education and is already accepted and put into practice, the full implementation of important themes of social studies into the environmental science still seems inadequate.

## 1.2 Statement of the Problem

In developing countries like Ethiopia instructional material such as textbooks, teacher's guide and syllabus play significant roles in attaining the stated objectives of education. Textbooks are prepared to provide the required knowledge, attitudes, value and skills in readily accessible form for learners in relation to particular subject or integrated subjects. They present information, concepts, activities etc in a way, which is comprehensive to the learner.

In line with the New Education and Training Policy, subjects were organized based on integration principles and methods. The development of primary education textbooks, teacher's guide and syllabus were done at the regional level based on the curriculum outlines developed centrally by the Ministry of Education (ICDR, 2002:9). The new curricular materials developed by the Regional Education Bureau were completely different from subject based linear ones in content, objectives, methodology, organization and assessment strategy. Regarding the quality of integrated textbooks, at elementary level (ICDR, 2002:10) stated "logical organization of themes and topics, simplicity of concepts and information, originality in approach and readability of texts and illustrations ..." as the components of good text materials.

Feedback gathered from curriculum experts; textbook writers and teachers concerning the newly developed instructional materials revealed that these materials are of low quality in terms of relevance, sequence and scope of the contents and assessment strategies.

Though they were developed based on integration principles and procedures, still they contain incoherent concepts, irrelevant themes, information and the teaching methods in use does not encourage active learning. (Leu&jungle, 1997). This issue initiated the researcher to conduct a survey study on area of curriculum integration.

Hence, the objective of this study is to-

- 1 Analyze textbooks and syllabus of Oromia Region in view of integration and organizational elements related to social studies.
- 2 Assess the extent to which the integration principles and procedures are applied while including social study contents into the first cycle primary school environmental science syllabus of Oromia Region

- 3 Explore the extent to which social studies contents and topics are integrated into the first cycle primary school environmental science curriculum of the region.
- 4 Assess the extent to which teachers use the instructional methods suggested by the syllabus.
- 5 Assess the perception of teachers towards teaching the integrated social study themes

Thus, based on the objectives mentioned above, this study is expected to find answers for the following basic research questions:

1. To what extent are the social studies contents integrated into the first cycle primary environmental science syllabus in Oromia region? That is:
  - a. Are social studies contents integrated in the first cycle primary environmental science according to the principles of integration?
  - b. How are social studies topics integrated in the first cycle primary environmental science materials with regard to content, evaluation techniques and the activities?
2. What is the perception of teachers towards the integrated social studies topics?
3. To what extent do teachers use the teaching methods that suggested by the syllabus?

### **1.3 Significance of the Study**

It is hoped that the findings of this study may have the following benefits:-

1. The findings of this study can benefit the Oromia Region Education Bureau curriculum planners, and textbook writers in identifying the strengths and weakness found in the existing integrated materials and thereby take corrective measures to tackle the problems.
2. The findings can benefit the curriculum planners in identifying the teaching methods that are functioning well from those that need improvement.
3. The study also expected to provide valuable information about the perception of teachers towards the teaching of integrated subjects at lower primary grades.
4. It may initiate individuals or institutions to conduct further and in depth research on the same issue.

### **1.4. Delimitation of the Study**

The study was delimited to one zone of Oromia Region (East Showa Zone). Its focus was only on the first cycle primary school curriculum that is grades one, two, three and four. The

curricular materials assessed were also grade 1-4 environmental science syllabus, students textbook and teacher's guides. Oromia is selected to be the target of the study in that the researcher knows the instructional language of the region so that he can develop and administer data collecting instruments and interpret the collected data easily.

### **1.5. Limitation of the Study**

It is generally agreed that the validity of a research result increases as the sample size increases. In this study, due to financial and time factors, it was impossible to include some more zones found in Oromia Region. Besides, the scarcity of reading materials on curriculum integration and the absence of local research works particularly on integrated social studies forced the researcher to rely on very limited and important resources and lack of such research works made the researcher lose the possibility of comparing the present result with that of other localities or regions. Despite all these constraints, the study was plainly managed and completed.

### **1.6. Definition of Terms**

1. Integration – creating interrelationship across the curriculum by determining issues that can be dealt in different subjects
2. Curriculum – a plan for providing sets of learning opportunities for persons to be educated
3. Social studies themes – units or topics that are taken from social studies curriculum to be taught as part of environmental science in lower primary grade levels ( 1- 4 ) .
4. First cycle primary school – Educational level from grade 1 to 4.
5. Region – is a part of a country which has its own administration
6. Zone - an intermediate administrative level found between a region and Woreda
7. Woreda – An area marked off and developed for administrative purpose with defined authority and responsibility
8. Syllabus- is a curricular material that contains the objectives, contents, assessment procedures, teaching methods and teaching aids.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. The Definition and Concept of Curriculum Integration

Different educators defined curriculum integration in different ways. For instance, Post and Ellis (1981:11) expressed curriculum integration as the approach in which children broadly explore knowledge in various subject related to certain aspects of their environment.

Jacobs (1989:8) defines curriculum integration as a knowledge view and curricular approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem topic or experience.

Similarly Shoemaker (1989) cited in Derebssa (2004:159) defined an integrated curriculum as;

*“.....education that is organized in such a way that it cuts across subject matter lines bringing together various aspects of curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in holistic way reflects the real world which is interactive”.*

Furthermore, integration is defined in the dictionary of education as curriculum organization, which cuts across subject matter lines. Focusing upon comprehensive life problem or broad based areas of study that brings together the various segments of the curriculum into meaningful association (Good, 1973). These definitions support the view that integrated curriculum is an educational approach that prepares children for lifelong learning. There is a strong belief among those who support curriculum integrated that schools must look at education as a process for developing abilities required by life in the twenty first century rather than discrete departmentalized subject matter. In the preceding section the different perceptions held by various authors regarding the meaning of curriculum integration is mentioned. However, some authors such as Parker define it [curriculum integration] in comparison to the scholarly term ‘discipline’. According to Parker, (2001:412) disciplines are distinct body of teachable knowledge with its own concept, generalization, issues and methods of inquiry. Anthropology for example is a discipline concerned with accumulating a body of knowledge (facts concepts, generalizations and issues) about people’s culture and customs) biology, archeology and sociology are other distinct body of knowledge and methods. Disciplines, according to Gardner (1994) cited in Parker (2001:413) represent the formidable achievement of talented human being toiling over the centuries explain and

approach issues of enduring importance. The disciplines are, he stresses, indispensable in any quality education and he urges educators not to abandon disciplinary education in the name of integrated education. The disciplines represent our best effort to think systematically about the world and they are prerequisite to competent interdisciplinary work. In the similar vein, Jacobs (1989) cited in Parker (2001:413) indicated the indispensability of disciplines by saying; integrated education is not better than nonintegrated curriculum (discipline) any more than a shovel is better than hammer. It all depends on the goal to which these tools are put. To Parker, (Ibid) integrated curriculum on the other hand, is an approach in curriculum organization that purposefully draws together knowledge, perspectives and methods of inquiry from more than one discipline to develop a more powerful understanding of a central idea, issue or event. Thus, integration is a particular way of organizing knowledge for curriculum purposes that counteract the tendency for knowledge to become fragmented and irrelevant and assist learners in developing and maintaining a coherent view of life (Ingram, 1979:23).

Marsh (1993) cited in Fremantle (2001:2) also suggested that various form of curriculum integration can be considered as a continuum from discipline based options with separate subject taught at different times to internal orientation where pupils encompass activities that are jointly planned and implemented by teachers and pupils. Similarly, Grudy, (1994) cited in Fremantle (2001:3), who emphasized the complexity of cross-curriculum issues and outlines six different approaches to integration including the integration of contents, organizational practices, skills and competencies, assessment practices and inclusive curriculum practices.

Drake, (1991, 1998) cited in Fremantle(2001) described a progression in the process of curriculum development through multidisciplinary, interdisciplinary and trans-disciplinary approaches each stage involving fewer distinctions between subjects. For example, in multidisciplinary approach the learners are expected to make the connections among subject areas like science and mathematics. In this case, the disciplines are connected through a theme or issue that is studied at the same time but at different classrooms. In interdisciplinary approach the subjects are interconnected beyond a theme or issue and the connections are made explicit to the students. In contrast to the other two approaches of integration, a trans-disciplinary approach does not begin with the disciplines but it begins from a real life context. A topic such as water could be examined considering the influence of social, political, media, global, environmental and technological aspects (Drake, 1998:19)

In curriculum studies, integration is not a new phenomenon; its essence was reflected in the

writings of some educational philosophers even in the past. Such as Jean Jacques Rousseau, Frederich, Frobel, and John Dewey Heinrich Pestalozzi and the like. Rousseau suggested that children's education should be child-centered. It should create happiness of the child and has to be based on their experience (Drebssa, 1999:156). According to Pestalozzi, in order to teach the teachers should know the needs, desires and capacities of the learner. He further states, that teachers should proceed from the concrete to the abstract, from simple to complex and from what is familiar to children to that of remote in their daily experience. Frobel, in his writings stated that children learn best through play and through play they express themselves and assess the condition of their surroundings areas and by doing this they develop their physical, social and intellectual skills (Odharo, 1998:10).

John Dewey in his theory of pragmatism also had strongly criticized the subject based traditional curriculum because of its linearity and incoherent character. To him the best education is the one that is meaningful relevant and practical to the real life of the child. Based on this he developed a child-centered curriculum. He believed that child centered education has two aspects social and psychological. According to Dewey, education must begin with inculcating the psychological insights in to the child's interests and habits; the sociological side of the process follows this (Drebssa, 1999:85). From the works of authors cited above, we can understand that children's education should be based on the curriculum relevant to the experience of the learners, their environment and the real life situation.

Different scholars could use curriculum integration in two different ways as a principle and as a type of curriculum organization. (Tyler, 1949) for example has suggested the use of integration as a principle instead of being as the type of curriculum organization. For him curriculum integration is horizontal relationship of various curriculum contents in different subject areas. which would help learners to get a unified area that is the skills and concepts for instance mathematics could be applied in science, social studies and other fields of studies at the same grade level (Tyler, 1949:85). In this case, subject boundaries are not to be limited. Thus according to Tyler, integration is a principle of correlation across the curriculum. As opposed to its function as separate subjects approach (as a principle) other educators, consider curriculum integration as a type of curriculum organization. McNeil (1990), Beane (1995). McNeil has expressed his views regarding the role of integration in curriculum organization by saying; "integration is a system of establishing a unified whole. It is a means of applying organizational elements to ever widening variety of situations organizing principles commonly in use call for increasing breadth of application and range of activities for fitting

parts into larger whole". As emphasized in the foregoing discussion integration is the process of experiencing and understanding connections and hence setting things as a unified whole. It is apparent that curriculum-designing could successfully be accomplished by organizing elements and organizing centers. According to Goodlad, (1992:331) organizing elements are what curriculum makers have in mind in selecting topics or units of work. Organizing elements might be compared to steel in concrete tower-not seen but necessary to the tower's strength. They are known as organizing threads that run vertically and horizontally through the curriculum. Goodlad, identified three organizing elements (concept, skill and value) that can serve as a thread running from nursery, primary through middle school for sequence in the curriculum. For example, a concept such as energy, a value such as respect for one another or a skill such as legible handwriting represent organizing elements. On the other hand, the experiment chosen the exercise required or the interpersonal anecdotes to be analyzed constitutes the organizing centers to be used in seeking to understand energy, advance the skill of handwriting or increase ones sensitivity to others Goodlad (1992:332). Accordingly, organizing centers have been described, as curriculum carriages for our students to ride in and the organizing centers is the path they follow.

Discussing curriculum integration Beane, (1997) cited in Fags (2001:1) identifies three aspects of integration. They are integration of experience, social integration and integration of knowledge and skills. Integration of experience: in this new experience becomes part of the existing knowledge and ways of seeing things. According to Fags, we use past experiences to help us understand and solve new problems. Experience whether primary as in gathering data or doing observations or secondary as in processing the data and observations in a database in the raw materials for developing knowledge and understanding and for developing the skills necessary for effective learning. Social integration: learners apply the ideas and understandings they have developed to their daily lives and to lives of others and they learn by interacting with others. To this end, the curriculum is organized around personal and social issues problems and concerns identified in or developed from the learners in the world in which they live.

The integration of knowledge and skills- this aspect of integration involve student making and seeing connections in their minds and in the reality of projects, tasks and assignments as well. When students are able to see knowledge, skills and values are connected they begin to see big pictures of learning. They can then easily make new connections and apply their knowledge, learning in this (integrated) way contrasts with fragmented learning that inhibits a

students ability to see how learning tasks might be connected one to the other and then to situations that are real (Pigdon and Woolly, 19995, cited in Faqs, 2001:2)

## **2.2. Reasons for Using Curriculum Integration**

Different curriculum scholars have suggested various reasons for focusing on curriculum integration for the last fifty years. According to (Jacobs, 1989, cited in Derebsa 1999:160) the explosion of knowledge, fragmented teaching schedules, lack of connections and relations among disciplines are some of the reasons that give rise to an integrated curriculum design. Integrated curriculum design is preferred to traditional subject curriculum design because of epistemological, economical and psychological reasons. Many people think of subjects that they learn at school (separate subject) as the natural way to structure knowledge. They hold this opinion because every one of them involved, got where they are by studying on a subject based analysis of knowledge. However, such a structure of knowledge arises more from learning.

Learning theories reveal that, children, in their natural learning do not divide knowledge into subjects, as the real world is integrated not fragmented. For them any dividing line that exists simply separates what they know from what they don not know. Thus their knowledge is the result of innumerable experiences each contributing some new feature to what they know. Young children look at the world around them holistically by connecting new information to their proper knowledge, for them there is no hard line that divides history from geography or mathematics from science. They see tree, dams, families industry etc. holistically (Leu, 1999:3).

According to Farrant (1991:2), children also learn best when learning is based on what they already know or are interested in. They feel safe with those things they know and in those surroundings with which they are familiar and hence they love to explore and extend these issue but they puzzle over things they do not understand. Furthermore, intergraded curriculum facilitates the introductions of student related issue or problems such as drug awareness, HIV/AIDS. Children are more motivated to study issues and problems related to them and their surrounding and less interested in those issues and problems confined to a specific subject areas (Glathorn, 1993).

Curriculum integration can be helpful in enabling teachers to cope with the problem of knowledge explosion, which in turn make teaching learning process more economical in saving time and resources. The grouping of subject in common clusters for example social

studies rather than geography history and civics, and the teaching of subjects based on key concept rather than information are some possibilities open to teachers in using integration approaches. Thus, integration adds coherence to vast amount of information by making connections among different subjects. Furthermore, integrated curriculum is very economical, as it needs fewer teachers and consequently the money that is needed for hiring teachers and for buying instructional materials will be reduced. Thus, integration is one way to meet the challenge offered by today's changing world (Ingram, 1979).

Curriculum integration also increase the efficiency of learning because it enables students to identify both the distinctive qualities and their related elements of the key learning areas utilize skills acquired and proper knowledge in different contexts and helps them to make connections more easily between the content they learn in school and their out of school experiences (Leu, 1998). Curriculum integration is an effective element in making education both manageable and relevant. For the primary school teachers curriculum integration is also an important aspect. It enables them to provide a relevant context for learning based on the needs and interests of students assess students' skills and understanding in a variety of contexts and mange comprehensive programs covering all key learning areas and motivate students by making learning relevant to their personal lives (Farnat, 1991:4).

Brain based learning research also supports curriculum integration (Cromwell, 1989) and (Cane Cane 1991). According to this research, the brain organizes new knowledge based on previous experiences and the meaning that has developed from those experiences. The brain process many things at the same time and holistic experiences are recalled quickly and easily.

To Caine and Caine the search for meaning and patterns is a basic process in the human brain. Brain based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind. They point out that the brain resist learning fragmented facts that are presented in isolation, learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts. They stress that students learn from their entire ongoing experience and that the content of learning is inseparable from the context in which the learning occurs (Caine and Caine 1991) cited in (Hoachlander 1998:6). The following principle for brain-based learning strengthens the belief that integrating the curriculum promotes effective and meaningful learning.

- learning is enhanced by challenge and inhibited by threat
- The search for meaning is innate.

- The brain has innate capacity to deal with parts and whole simultaneously.
- The brain understands and remembers best when facts and skills are embedded in natural spatial memory.

Curriculum integration has also its basis in learning theories that advocate a constructivist view of learning. According to constructivists, knowledge is constructed and made meaningful through interaction between the learners and the world around. This interaction leads to personal interpretation and understanding not just memorization. To them, the world is not seen as being made up of fixed facts, instead all knowledge is seen as being unstable depending on the interpretation of the learner. Knowledge is viewed as being unified coherent and interrelated rather than being made up of separate bits and pieces of information. Knowledge is also not seen as necessarily belonging to separate academic subject areas. Interrelationship rather than separateness is important (Leu, 1999:4).

Multiple intelligence theory is also in favor of individualizing instruction and holistic learning. In (1983, 1993) Howard Gardner, in his book 'Frames of Mind' proposed that intelligence is not a single or a general phenomena. There are at least seven different types of intelligence. Each of us has all of them to one degree or another. They are linguistic, musical, spatial, logical-mathematical, bodily kinesthetic, interpersonal and intrapersonal understanding. He further stated that most people eventually may develop all types of intelligences to a competent level but some people are gifted in one or more areas or challenged in others. Traditionally, schools are emphasizing linguistic and logical-mathematical intelligence; as a result, only students with this strength may get advantages while other students did not get sufficient opportunities to learn. Multiple intelligence approach reveals the fact that children learn and think in many different ways and thus by identifying their needs and interest teachers can help children achieve grater understanding of the curriculum (Parker, 2001:50-52), Kornhaber, (2001) cited in Infed (2006:5) has mentioned some of the reasons why multiple intelligence theory has got acceptance by many of the educators and policymakers:

*... the theory validates educators' everyday experience: students think and learn in many different ways. It also provides educators with conceptual framework for organizing and reflecting a curriculum assessment and pedagogical practices. In turn, this reflection has led many educators develop new approaches that might better meet the needs of the range of learners in their classroom.*

### 2.3. Approaches and Models of Curriculum Integration

There are as many approaches and models of curriculum integration as there are educators using the concept. Different educators interpret it and use it in very different ways. The approach varies from the one entirely theme-based where no subjects appear in the syllabus to the curriculum integration that looks almost linearly but emphasizes cross-curriculum integration (Abreha Asfaw, 1997).

The structure of subject matter, the needs and interests of learners and the social issues, which refer to the social problems and concerns identified in or developed from the lives of the learners in the world in which they live are the three areas to be considered in dealing with curriculum integration approaches. To this end, Ingram (1979:22) has identified epistemological, social and psychological issues as three main approaches of curriculum integration. The epistemological Category represents the different ways in which the curricular material writers can structure knowledge in order to present it in an integrated form. Integration may be conceived as a reorganization of the content within a subject. In subject-based linear curriculum the contents are arranged in sequence. For example, in language subjects, in the lower primary grade levels, students first learn letters then words and lastly sentence formation. Such type of integration thus involves conceptual arrangement within the same subject area and the integrating element employed is the structure of knowledge. Integration that based itself on epistemology may also occur by combining different subject areas. For example by integrating biology, psychology and sociology, we can have what we call sex education. In this case, the subject boundaries are to be retained but the focus is on the development of specific concepts, values and skills from the subject areas.

Another variety of curriculum integration is the one that formed when subjects lose their original identities. Two or more subject areas are no longer taught separately but combined together to form more comprehensive units, for example geography, history and economics can be integrated to form social studies and geography biology physics and chemistry can be combined to form environmental science etc (Goodlad, 1992:330).

In contrast to the above mentioned curriculum integration, thematic approach employs inductive principle. According to Beane (1997) parts should be interrelated to the whole because it is these parts that determine the contents to be taught.

In thematic integration, planning begins with a central theme and proceeds outwards through

identification of big ideas or concepts related to the theme and activities that might be used to explore them. Thematic planning is done with out considering the subject area lines.

The topics of this integration usually start with familiar environmental or social issues or processes for instance, the problems of environmental pollution can be used in reading passage in language can be mentioned for field survey in social studies or for practical demonstration in agriculture (Ingram, 1979:26). To Ingram, the psychological aspect is the other approach to the curriculum that promotes integrative learning experience for the students. Such integrative teaching has close link with concrete experience practical situation of every day life and is highly effective in motivating children to learn .To this end, he outlined four types of psychological integration.

- a) Integrating learning through needs and interests of the learners
- b) Learning through inquiry or discovery method
- c) Learning through student's activities and
- d) Learning through experience

Social integration approach-here the curriculum is organized around social problems issues or developed from the lives of the learners and in the world in which they live. Beane, (1997) has appreciated this approach of integration by saying that:

*“ to be integrated socially is to learn socially and this in its turn requires that the learners understand 'society' is greater than and exists prior to the individuals who live in and contribute to it all learning is thus social learning and to learn effectively involves working with others as well as on one's own(p.23).*

Literature of different sources reveals that even the advocates of social approach held slightly different views regarding social integration. For example, McNeil (1990:25) stressed social problems while dealing with integration. Others like Taba (1962:369) gave much emphasis on social processes and life function. The latter is much broader than the former because the social process covers all aspects of social life such as culture customer's traditions etc. whereas social problems are narrower in scope and thus deals only with the real social questions that need practical solution in certain times. Examples of these problems are pollution, poverty, vandalism and so on.

Depending on the meaning, they hold for curriculum, educators developed different kinds of integration models. A model is a representation of a reality, which attempts to summarize the essence of a theory, process, and system of an event.

It is a simplification of reality, which aids understandings in a give discipline

(Burtenshaw, 1990:167). Different authors suggested various types of integration models in different times. For instance, (Brown and Nolan 1989), (Jacobs 1989) (Fogarty, 1991) and (Beane; 1997).

Fogarty (1991) for example identified a continuum of integration with ten models arranged upon it. However, the ten models could be summarized under three general categories: integration within single discipline, integration across several disciplines and integration within and across learners.

The ten models are:

1. Fragmented Model:- deals with separate and distinct discipline. Its shortcomings are that connections are not made clear for students; there is less transfer of learning.
2. Connected Model: - within a given subject area course content are connected. Its advantage is that key concepts are connected leading to reconceptualization and assimilation of ideas within a discipline.
3. Nested Model: - multiple skills like social skills, thinking skills and content specific skills are targeted within subject's area. It gives attention to several skills at once leading to enriched and enhanced learning.
4. Sequenced Model: - similar ideas are taught in concert but subjects remain separate. Its benefit is that it facilitates transfer of learning across content area.
5. Shared Model: - enhances team planning and or team teaching that involve two disciplines focus on shared concepts skills or attitude.
6. Webbed Model: - entails thematic teaching using a theme as a base for instruction in many disciplines. This model helps teachers to plan in a way that maximize opportunities for learners to make connections across the curriculum.
7. Threaded Model: - this model, focuses on meta-curriculum skills that overlays subject content matter. These skills include social skills, multiple intelligence skills, study skills that are threaded throughout the disciplines. For example, prediction is a skill used to estimate in mathematics, forecast a future perspective in social studies, and anticipate the end of story in English. The focus for teaching is to help students to learn how they learn.
8. Integrated Model: - in this case overlapping multiple disciplines are examined for common skills, concept and attitudes. Its advantage is that it encourages students to see interconnectedness and interrelationships among disciplines. Its shortcoming is that it requires inter departmental teams with common planning and teaching time.

9. Immersed Model: - this model takes issues, problem and concerns real to students and real in community as the essential building blocks (topics for study) of the curriculum. The focus is on active students' participation and decision-making. Teachers as facilitators focus on helping students to develop essential skills intrinsic to their study. The key skills include formulating questions, creating hypothesis, working out and ways to collect data and reporting on what has been learned. Thus integration takes place within the learner.
10. Networked: - in this case, learner directs the integration process through selection of a network of experts and resources (Fogarty, 1991)

To Fogarty (1991) the goal of integration is "to help young minds discover roots running under ground where by contrary and remote things cohere and flower out from the step" (1991:6). To her, integration is a way of thinking rather than an overlapping of curriculum. She used the term transfer to describe this way of thinking. Fogarty distinguishes between 'learning' and 'transfer'. Learning is characterized by the ability of the student to demonstrate performance in a context that is more or less the same as the learning situation whereas transfer takes place when the students is able to apply knowledge acquired to different situations. The following three exercises represent levels of learning and transfer for children who are learning multiplication in mathematics.

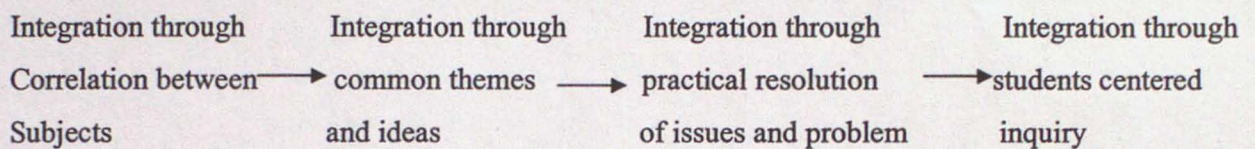
- A.  $8 \times 10$
- B. If a banana costs 10 cents, how much would it cost to buy eight bananas?
- C. How far would a car traveling seventy kilometers per hour travels in seven hours.

As the example illustrates the level of transfer achieved in given learning situations can vary. Perkins and Solomon cited in Fogarty (1991) identified two types of transfer, low road and high road transfer. Low road transfer involves spontaneous automatic transfer of highly practiced skills with little need for reflective thinking high road transfer involves an explicit formulation of abstraction in one situation that enables making connection to another context. These authors make a further distinction in high road transfer- 'forward reaching' transfer and 'backward reaching' transfers.

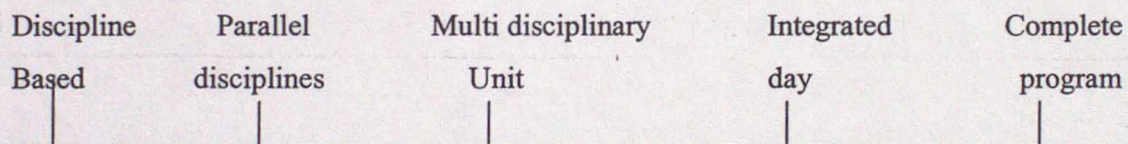
In forward reaching transfer abstractions are formulated in the initial learning that allows for future applications, where as in backward transfer, students formulate an abstraction guiding their reaching back to experience for relevant connections. From the foregoing discussion we better understand that integration can take place within a single discipline as in the first three

models or across several disciplines as in the next three models can also take place both within and across disciplines.

There are also additional model proposed by Nolan and Brown. Nolan and Brown (1989) cited in Fogarty (1991) who worked on curriculum integration, developed a continuum of four stages curriculum integration. They suggested that forms of integration can be shown on a continuum running from a subject-centered model where integration occurs through correlation of subject aims and content to a model where student's interests and concerns determine the focus of integrated studies program.



Jacobs's interdisciplinary concept model- Jacobs (1989) also proposed a curriculum model with five continuums for curriculum integration. Jacobs's model of interdisciplinary concept has paramount importance in developing integrated units of study.



Jacobs (1989 )

Multidisciplinary Units: - in this option the disciplines are connected through a theme or issue that is studied at the same time. The common examples are subjects like mathematics science and subjects related to the society and technology .The learners are expected to make connections among these subject areas and view this relationship from multiple perspectives. In contrast to Nolan and Jacobs many other scholars believed that integrated learning in schools could be achieved in various ways (not in continuum).For instance, (Farrant, 1991:130) has defined Jacobs options of curriculum integration in the following manner.

Integrated day: - model is a model in which formal timetables are abandoned and the children work individually or in groups at those things that interest them. As the name implies it is a full day program and is mainly based on the themes and problems that come from the needs and

interests of the learners rather than a content determined by the subjects matter. However, this is not to say that, children are completely left to their own way. The teacher has carefully prepared the situation so that it is itself a stimulating environment for the children to learn. However, the teacher has provided a wide range of materials for the learners to choose from as they work throughout the day. He selected carefully those he knows will provide them with the kind of learning they presently need.

**Discipline based model:** - this option treats separate subjects in separate time blocks during the year. The extreme form of this approach even separates one area within a subject from other areas, within the same subject. Thus, this option does not allow integration with the same subject area. One of its unique characteristics is that it corresponds to the strict treatment of the textbooks. In this approach, each subject exists as relatively independent teaching and learning processes take place according to a definite sequence decided on by the content specialists. One of the disadvantages of this approaches is knowledge fragmentation and lack of connections between subject areas at a given grade level. Because of this, learners' ability to apply what they have learned in one subject area to situations, issues and problems encountered in other subject areas and situation will be limited greatly.

**Parallel subject model:** - in this case, teachers arrange the topics of one discipline that corresponds to lessons in the other subject area. To be correlated the two courses require same common elements to which each contribute. For example in literature, teachers might ask the help of history colleague to provide background or to elucidate the religious ideas of certain literary works or a mathematics teacher can coordinate instruction in statistics and data analysis with a civic teacher teaching a unit polling and election processes. This type of contributive activity can help to fill in gaps left by purely subject teaching and to expend and reinforce knowledge by approaching it from different perspectives.

#### **2.4. Definitions and Rationale for Primary School Social Studies Curriculum**

The basic and fundamental concern of social studies education is people. In short, everything about humanity and his relation with other peoples and with the physical and societal environment is the concern of social studies. In this regard Skeel (1994:5573), described social studies as the area of curriculum that is intended to introduce learners to their environment and human relationship. The National Council for the Social Studies (NCSS, 1994:54) defined social studies as follows: "Social studies is the integrated study of the social sciences and humanities to promote civic competence". As indicated in the definitions above, in the lower

primary schools, social studies is often not taught as a separate subject (but integrated into environmental science ) because the social interaction within the classroom are seen as sufficient to assist children in understanding human relationships. This definition also describes very explicitly about the subject matter that it studies.

The other reason is that, the concern for teaching reading, mathematics, and language arts usually pushes social studies out of the curriculum. In this case, subject matter as educational terminology stands for what of teaching and learning the curriculum, which includes the facts, ideas, skills, issues and methods of inquiry drawn from array of fields- social sciences and humanities. A social science includes history, geography, civics, political science, economics, sociology, psychology, and anthropology. The humanities on the other hand, include philosophy, ethics, literature, religion, music the visual and performing arts (Parker, 2001:6). These fields of studies or disciplines that are social sciences and humanities serve as resources. The social studies curriculum draws on them, blending

Many educators believed that, there are varieties of integration approaches that social studies program can use (Hinitz1992, Jackson 1992, parker 2001, and James and Shaver 1991). For example, Parker (2001:414) has summarized the various curriculum integration approaches into two groups: Infusion and fusion approaches of integration. According to parker in infusion model the aspect of one subject area are inserted into the second subject area to enhance the learners understanding of the second subject. In social studies, the use of the infusion model will be observed when reading and writing skills are brought to the service of social study goals. Infusion also takes place when the concepts plot and character from children's literature is used to analyze a social event like for instance the African slave trade, and when skills from mathematics such as estimation and figuring proportions is used to project population of a given town when the children in the class graduate from the high schools. Fusion is an alternative approach to curriculum integration particularly in social studies. In this case, two or more subject- matters are joined together in such a way that a new unified idea is formed. Here, there is no sense as in infusion model that subject matter 'A' is helping subject matter 'B' or vice versa but, A and B are fused to produce something new C.C is a powerful idea sometimes a concept but more often a generalization. Generalizations are bigger and more complex ideas than concepts. For example, the 'generalization' 'the decisions of human beings influence the survival of the other living things' links several concepts together: decision, human beings, influence, survival and living things .Generalizations are summarizing statements that have wide applicability. Thus, the fusion

type of integration brings subjects together so that a big complex idea can be built (Parker, 2001:416). Educators are coming to realize that there are a variety of integration models that social studies programs can take. Many of them believe that for the primary school pupil the interdisciplinary arrangement is best. The reason is that under this scheme, significant ideas from several disciplines are brought together in a single study. This pattern is also consistent with the well-established practice of moving from the general to the particular that is from gaining a general background of information before becoming a specialist (Hinitz, 1992:8).

According to John and David (1992), this arrangement has also the advantage of presenting a more realistic picture provide a more accurate explanation of social phenomena than a single-subject approach. For example, people's way of living simply cannot be explained in terms of a single discipline such as history or geography. In the elementary grades, this is frequently attempted but the result was not positive because such explanations omit other significant factors. For instance, explanation of the way of life of nomadic desert people based only on geographic phenomena are probably inaccurate or at least incomplete because, they fail to recognize the importance of historical, economic and other cultural factors. For this reason, if programs are to be effective they must be interdisciplinary at the lower primary grades.

In emphasizing the importance of social studies in the early elementary school years Skeel, (1989) cited in NCSS (1989) noted that social studies education is crucial in primary school grades if we expect the young of a country to become active and responsible citizen for maintaining the democratic value upon which a nation is established. He further added that unless children acquire the foundation of knowledge, attitude and skills in social studies in the important elementary years, it is unlikely that teachers in the junior and senior high schools will be successful in preparing effective citizen. Regarding the rationale behind social studies education in relation to the cognitive domain Skeel, said that social studies equip the learners with knowledge and understanding of the past necessary for coping with the present and planning the future. It enables them to understand and participate effectively in their world and explain their relationship to other people and to social, economic and political institutions. Social studies can provide students with the skills for productive problem solving and decision-making as well as for assessing issues and making thoughtful value judgments. According to Skeel, children are able to learn skills, required for processing information so that they can generalize and integrate new information into a developing system of knowledge. Children formulate many of these attitudes and values towards society in the early elementary years. The development of these attitudes and values occur primarily outside the

school setting. However, the social studies program should provide a setting for children to acquire knowledge of history and other social sciences to a broad variety of opinions, facilitating the formulation and affirmation of their beliefs (NCSS, 1989:2). NCSS further stressed that if social studies are not part of the elementary curriculum, we cannot expect our children to be prepared to understand or participate effectively in an increasing complex world. They need to encounter and reencounter, in a variety of contexts, the knowledge, concepts, skills and attitudes that form the foundation for the participation in a democratic society. Therefore, social studies are intended to help children understand, evaluate, and make decisions regarding these competing claims.

## **2.5. Objectives and Goals of Primary School Social Studies Curriculum**

According to the National Council for the Social Studies (NCSS, 1994:54), the purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an independent world. We can approach this broad goal (purpose) of social studies by way of three sub-goals: knowledge, attitude and values, and skills.

Knowledge Goals: - knowledge can be organized in three ways: using disciplines, themes and topics. One-way to refer to field of study- the discipline- where this knowledge is created, these are the fields of history, geography, civics and government (Political science) economics, sociology, psychology and anthropology. However, these are large fields containing huge number of ideas and information and thus unmanageable at this grade levels.

Another way of organizing social studies knowledge is to identify crucial themes drawn from these fields. Themes help teachers narrow the scope somewhat and give them a better idea of the knowledge. The National Council for the Social Studies (1994) has identified ten themes-known as knowledge themes for social studies instruction in the primary and middle grades:-

- Culture
- Time, continuity and change
- People, places and Environment
- Individual development and identify
- Individuals, groups and institutions
- Power authority and governance
- Production, distribution and consumption
- Science, technology and society
- Global connections and interdependence

- Civic ideals and practice

According to Parker (2001:6) the third way to answer which knowledge....? Is to identify topics. Thus, they identified ten topics for social studies instruction in the primary and middle grades these are

- The history, geography and culture of the neighborhood community and local state; (regional state) how they are similar to and different from other places in the world; how people live and work there, how they depend on one another to meet their basic needs.
- The history and geography of a country
- The history and geography of the world
- The foundation and principles of democracy
- The laws and government of the community, region (state ) and nation
- The world of work, of learning of saving, of production and consumption
- Basic human institutions (the family, education, religion and government) and their variety across culture
- Human environment interaction
- Current events and enduring public issues
- Men and women who have made a difference in their communities and beyond

Attitudes and Value Goals: - these are the second sub goals of social studies learning. Attitudes and values is directed less at rational knowledge and more at affective domain that is the realm of emotion, feeling, loyalty,, commitment etc (Parker, 2001:6).

Skills Goals: - is the third category skills identify what students should be able to do. Parker (2001:7) listed down the sub division of skills goal for primary social studies curriculum as under:

#### I. Democratic participation skills

- Participating in group discussions of public issues (class, community, international) with persons with whom one may disagree; leading such discussions, mediating negotiating and compromising
- Listening to, expressing, and changing opinions and reasons
- working co-operatively to clarify a task and plan group work
- participating in classroom, school and community decision-making

#### II. Study and inquiry skills

- using and making time lines, maps, globes, charts and graphs
- locating, gathering, organizing and analyzing information from various resources such as books, electronic media, newspapers and library
- Writing report and giving oral report
- distinguishing between primary and secondary sources
- forming and testing hypothesis
- Reading social studies materials for a variety of purposes for example to get main idea or information

In addition to basic skills of reading, writing and computing children need to have knowledge, attitudes and skills that may help them to participate in a dynamic society.

According to the National Council for Social Studies (NCSS,1989:19) knowledge, attitudes and skills necessary for informed and thoughtful participation in society requires an systematically developed program focusing on concepts from history, geography, economics, sociology, psychology, political science and anthropology.

Knowledge of history- Social studies provides a sense of history that is a sense of existence in the past as well as in the present. Huck and Kuhn (1968) cited in Hinitz (1992:62) stated that even though children have difficult with time concepts, they can develop an appreciation for their historical heritage through factual presentation of history, biography of famous people and historical fiction.

Geographic concepts- Scholars found that the children need systematic instruction to develop map and globe skills (Rice and Cobb 1979, Skeel 1989). Children need to develop an understanding of and appreciation for their physical and cultural environment and to consider how resources will be allocated in the future.

Concepts from anthropology and sociology provide knowledge and understanding of how the multiplicity of cultures within society and the world has developed. Children need to recognize the contribution of each culture and to explore its value system. Acquiring of concepts about racial and ethnic groups is complex, but early planned and structured activities can result in positive attitudes in children (Skeel, 1989).

Knowledge from sociology, economics and political science allows children to understand the institutions with in the society and to learn about their roles with in group. Although children easily learn concepts from economics such as work, exchange, production and consumption,

they need useful and powerful economic knowledge and the formal development of critical-thinking skills. Economic contents in the early years should relate to events in children's lives as they examine buying, selling, trading transactions, the process of making goods and services and the origin of materials and products in their every day lives (Armento, 1986:10).

Skills: - The skills that are primary to social studies are those related to maps and globes, such as understanding and using location and directional terms. Skills that are shared with other areas of curriculum but may be most powerful taught through social studies include communication skills. Such as writing and speaking, research skills such as collecting, organizing and interpreting data, thinking skills such as hypothesizing, comparing, drawing inferences; decision-making skills such as considering alternatives and consequences; interpersonal skills such as seeing others' points of view, accepting responsibility, and dealing with conflict, and reading skills such as reading pictures, books, maps, charts and graphs (Parker, 1997:12-14).

Attitudes- the early years are ideal for children to understand democratic norms and values (Justice, equality, etc) – especially in terms of the smaller social entities of the family, classroom and community. Applying these concepts to the nation and the world is easier if one understands and appreciates them on smaller but manageable scales (Task Force on Standards for Teaching and learning in social studies (1992:157). Selling, trading transactions, the Process of making goods, services, and the origin of materials and products in their every day live (Armento, 1986:10). In addition to this, continually accelerating technology has created and will continue to create rapid changes in society; children need to be equipped with the skills to cope with the changes.

## CHAPTER THREE

### 3 Research Design and Methodology

#### 3.1 Research Methodology

The principal aim of the study was to investigate the extent of integration of social study contents and elements in lower primary environmental science curricular material. To realize this objective descriptive survey method that applies quantitative approach was employed. Content analysis was also used to obtain relevant information from the data sources. To assess whether or not contents of social studies are adequately integrated in the first cycle primary school curriculum, textbooks for grades 1-4 are analyzed.

#### 3.2 Sources of Data

The main sources of data for the study were grade one, two, three and four environmental science textbooks, syllabus, teacher's guide, policy documents, environmental science teachers, Regional Education Bureau Social Science Curriculum Experts, and Regional Education Bureau curriculum department head.

#### 3.3. Sample Population and Sampling Techniques.

The universe population of the study includes government first cycle primary schools in East Showa Zone. At present the zone comprises nine Woredas with about 227 first cycle primary schools and about, 160,668 students and 2040 teachers who taught grades 1 to 4 (Zonal Education Office Report 2006). Of the Woredas, mentioned above, three Woredas were selected based on simple random sampling method. Again, from these three Woredas twenty-three schools were selected randomly. Then, from these twenty-three schools, 183 teachers were selected by using quota-sampling technique proportional to the total size of the teachers from each twenty-three primary schools. In addition to this, four Regional Education Bureau Social Science Curriculum Experts and one curriculum department head were included in the study for the interview and questionnaire purposes using availability-sampling method. The following table shows the summary of population and sample schools and teachers in the selected Woredas for the study.

**Table: 1. Sample Woredas, Schools and Teachers Included in the study**

No	Woreda	School			Teachers	
		Population	Sample	Name of Sample Schools	Population	Sample
1	Ade'a	34	7	Koftu, Bekejo, Cheleba, Hiddi, Dire, Denkaka and Ambelta	300	70
2	Bosat	36	9	Dongore Naye, Tedecha, Wolenchiti No 1, Amecha, TiriBreti, Bekekitu, Wolenchiti No2, Dongore Tiyo and Borchota	200	50
3	Lume	22	7	Ejersa, Tede, Bika, Dibandiba, Bisike, Koka Negewo and Jogo Gudo	225	53
Total		92	23	23	725	173

### 3.4 Procedures of Data Collection

In collecting data for the study, three steps were adopted. First, relevant literature was collected so as to get adequate information, secondly, basic research questions were formulated and this may help the investigator to identify the direction of the study. The data gathering tools were developed and before fully using these tools pilot test were conducted. At the beginning, data collecting tools (questionnaires and interview) were prepared in English language but later translated into Afan Oromo since the respondents were more comfortable to respond in Afan Oromo language. Beside this, the investigator and other two assistant researchers did the coding of textbooks. For successful result, a training and orientation on how to analyze the textbooks was given to the assistant researchers by the investigator. Finally, the coding made by the assistant researchers was crosschecked with that of investigator.

### 3.5. Instruments of Data Collection

In order to secure sufficient data, for the study, three types of data collecting tools were employed. These were questionnaire, coding sheets, and interview.

- Questionnaire: - two different but related questionnaires were developed to collect information from the teachers, Regional Education Bureau social science curriculum experts, and curriculum department head. The first type

of questionnaire items were prepared to address the extent of integration of social studies contents, teaching methods and teachers' perception and distributed to teachers who teach the environmental science in grades 1-4. The second set of questionnaire was addressing the syllabus and was distributed to the experts in order to obtain experts judgment regarding the purpose of syllabus. Accordingly, 183 questionnaires were distributed to the teachers in selected primary schools. Out of these, 173(94.5) of the questionnaires were correctly filled and returned .On the other hand, all questionnaires distributed to experts were appropriately filled and returned.

- Interview:-to supplement the information gathered by other instruments, structured interview guide questions were prepared for face-to-face communication in relation to integration model, integrated social studies contents and training of textbook writers and experts. In the interview, head of curriculum department, and four social science curriculum experts were involved.
- Coding Sheets: - in order to investigate whether or not the contents of social studies were adequately integrated into the lower primary school environmental science curriculum, the contents of environmental science textbooks for grade 1, 2, 3 and 4 were analyzed.

In content analysis, measuring units can be the themes or paragraphs of the textbook (Holsti, 1969; 58). These themes or paragraphs were coded in relation to the purpose of the study; then relevant categories were defined. According to the National Council for Social Studies (1994) as cited in Parker (1997:11) for this type of content analysis, ten major categories are recommended.

#### *Categories of Contents of Social Studies*

Category 1 -Time, continuity and change

Category 2-Culture

Category 3 -People, place and environment

Category 4- Power authority and governance

Category 7- Production distribution and conception

Category 6 -Current issues and problems

Category 7 -Desirable values and traits

Category 8- Science technology and society

Category 9 -Global connection and independence

Category 10 -Civic ideas and practice

### **Try-out of the Instruments**

The draft data collecting instruments were given to two professionals working in Adama University with a background of Master degree in curriculum and instruction. After the comments of the professionals, questionnaires were distributed to eighteen teachers teaching environmental science in three primary schools (Adama no.2, Adama no.4, and Adama no.6) in Adama city for pre -testing. After collecting questionnaires, the responses were analyzed by the researcher. Then, teachers who filled the questionnaires were called for meeting to discuss on nature of questions. Accordingly, fifteen teachers were able to participate on the meeting and gave some comments. Based on the comments of the professionals and feedbacks from the pilot test some changes were made on the questionnaires. Some ambiguous statements were eliminated and others modified and improved. The numbers of open -ended questionnaires were reduced from four to one. The improved questionnaires were distributed among the respondents. When it comes to content analysis, first short time training and orientation was given to two assistant researchers. Then, the two assistant researchers did the coding process independently. Finally the two results were compared and the degree of inter-coder agreement was checked.

### **3.6. Methods of Data Analysis**

The information obtained from teachers curriculum experts and curriculum department head through close-ended, open- ended questions and opinions gathered through interview were organized and framed to suit analysis and interpretation. Besides, the paragraphs of environmental science textbooks grades 1-4 were coded and tallied. To provide answer to the basic research questions set in study, statistical techniques such as mean value and percentage were employed .Tables were also used in tabulating and analyzing the data.

## CHAPTER FOUR

### 4. Presentation and Analysis of Data

In the chapter the data collected through questionnaire, interview and content analysis were presented with the help of tables followed by descriptive statements to give answer to the two basic questions raised in the study.

The first part presents the background information of the respondents, the second and the main parts deals with the analysis and interpretation of the data based on the results of questionnaire and interview of the respondents and the analysis of the textbooks.

#### 4.1. Background Information of the Respondents

The respondents included in this studies were three, namely teachers from selected primary schools, social science curriculum experts and curriculum department head from Oromia region education bureau. The background information of these respondents is summarized in table 2 below.

**Table: 2. Biographical Data of the Respondents**

No	Item		Respondents					
			Teachers N=173		Curriculum Experts N=4		Curriculum dept. head N=1	
			In No	In%	In No	In%	In No	In%
1	Sex	Male	89	51.4	4	100%	1	100%
		Female	84	48.6	-	-	-	-
2	Age ( in years)	Less than19 Year	1	0.6				
		19 – 33 year	145	83.8				
		34-49year	27	15.6	4	100%	1	100%
		50 and over	-	-	-	-	-	-
3	Qualificati on	MA/MSC	-	-	-	-	1	100%
		BA/BSc	-	-	4	100%	-	-
		Diploma certificate	19	11.0	-	-	-	-
			154.	89%	-	-	-	-
4.	Experienc e	1-7 year	114	65.9	-	-	-	-
		8-14 year	53	30.6	-	-	-	-
		15-20Year	6	3.5				
		21 and over	-		4	100%	1	100

According to table 2, out of the 173 teachers, 89 (51.4%) were males while the remaining 84 (48.6%) of them were females. As indicated in the table, the number of female teachers in the sample schools was nearly equal to that of males. This shows that the participation of female teachers in primary schools has shown great progression in the recent years. The same table shows that all the experts and the head working in the social science department were males. This discloses that the participation of females as curriculum experts in this department is non-existent. This data clearly implies the need for some kind of strategy to promote female participation as experts in the region's education bureau.

Regarding the age of the teacher respondents, the majority that is 145 (83.8%) fall in age category of 19-33 years. The remaining 27(15.6%) and 1(0.6%) were found between the age groups of 34-49 and below age of 19 years respectively. This implies that large numbers of teachers were in the youth age group and can serve in the education sector for many years in the future. On the other hand, all experts including the department head were between the ages of 34-49.

With respect to educational background or qualification the majority of the teachers 154(89%) had certificates from teachers training institute (T.T.I) whereas, the remaining 19(11%) of the teachers were diploma graduates and there were no teachers with qualification below certificate. This implies that though the New Education and Training Policy requires every one to have T.T.I certificate to teach in first cycle primary school, some teachers who teach in the schools under study are over qualified for the level.

Regarding the qualification of curriculum experts and a head, all of them (100%) were first and second degree holders in the fields of social science and in curriculum and instruction respectively.

When it comes to work experience 114(65.9) of the teachers had experiences that range between 1 and 7 years respectively. 53 (30.6%), of the teachers fall in the service category of 8-14. The remaining 6(3.5%) were in the service category of 15-20 years.

This shows that the majority of the teachers (66%) had relatively short time work experiences in teaching profession.

Regarding the work experience of experts and the head of the department all of them (100%) had experience of 21 Years and above. This reveals that, all experts has adequate work experience in the regions education bureau.

**Table: 3. Teachers' Weekly Workload by Grade Level**

Grade	Teachers work load								Total	
	Less than 10		10-15		16-20		21 and over			
	N	%	N	%	N	%	N	%		
1	2	4.17	3	6.25	3	6.25	40	83.3	48	100
2	3	6.17	4	8.16	4	8.16	38	77.8	49	100
3	3	7.89	3	7.89	6	15.79	26	68.43	38	100
4	6	15.79	5	13.15	7	18.43	20	53.63	38	100
Total	14	8.5	15	8.8	20	12.2	124	70.5	173	100

With respect to teachers weekly workload, as indicated in table 3, 70.5% of the teachers have a total teaching load of 21 and above periods weekly, while 21.% of them have a total load of 10-20 periods weekly. The remaining 8.5% of them were working on less than 10 periods per week. This shows that the majority of the teachers had relatively high workload per week, which could affect the effectiveness of integrated social studies implementation at the classroom level.

#### **4.2.Extent of Social Studies Contents Integration into the First Cycle Primary Environmental Science Syllabus**

Curriculum integration begins with the identification of organizing centers, but the selection of the themes or topics alone does not represent a well-organized curriculum rather it is the extent to which the contents are integrated into the context of significant concepts and ideas that are meaningful for the student (Beane, 1995). In line with this understanding, the response of teachers concerning the extent to which social studies topics are integrated into the first cycle primary environmental science syllabus are presented in table 4 as under.

**Table: 4. Teachers Response Regarding Extent of Social Studies Contents inclusion in the Environments Science Syllabus**

No	Item	Alternatives					
		3 Adequate		2 Inadequate		1 Non-extent	
		N	%	N	%	N	%
1	Topics that deal with making of decisions at family, local, regional and national levels	56	32.4	117	67.6	-	-
2	Concepts of production, distribution, consumption, saving and work	125	72.3	48	27.7	-	-
3	History of people of Ethiopia and Oromia Regional State as well as their historical and cultural heritage	80	46.2	93	53.8	-	-
4	Map and globe skills and other similar skills relevant to social studies	49	28.3	124	71.7	-	-
5	Transportation and communication	64	37.0	109	63.0	-	-
6	Human-environment interaction-human activities	109	63.0	64	37.0	-	-
7	Location (position) of local area regional state and the country	99	57.2	74	42.8	-	-
8	Natural resources of home Regional State and Ethiopia	94	54.4	79	45.6	-	-
9	Culture-concept of multiplicity of cultures with in the society	115	66.5	58	33.5	-	-
10	Gender related issues	12	6.9	116	67.1	45	26.0
11	Current problems of the society such as HIV/AIDS, pollution environmental degradation, desertification etc.	26	15.0	147	85.0	-	-
12	Desirable value traits and attitudes	123	71.1	50	28.9	-	-
13	Issues related to laws and constitution	119	68.8	54	31.2	-	-

Table 4. Presents the response of the teachers regarding the extent to which social studies contents (in terms of scope) are integrated into the environmental science syllabus. As shown in table 4 of Item1, 117 (67.6%) of the teacher respondents replied that the topics of social studies dealing with the process of decision-making at various levels that is local levels to national level were not incorporated into the syllabus in adequate amount. The remaining 56(32.4%) of the teachers reported that the topic dealing with “decision making” was integrated into the environmental science in all four grade levels (1-4).

On the other hand, item2 of the table 4 indicates that 73.3% of the teachers replied that social studies topics dealing with “production, distribution consumption, saving and work” were adequately integrated in to the environmental science syllabus.

As item 3 in table 4, depicts the topic of social studies which reads “the history, and historical and cultural heritage” of the people of Ethiopia and Oromia Regional State were not sufficiently integrated into the syllabus. Accordingly, 93(53.8%) of the teacher respondents reported that Social studies topics dealing with historical aspects of the Oromia Regional State and Ethiopia were not included in the curricular materials of environmental science in an adequate quantity.

Regarding the topics of map study and map skills, 71.7% of the teachers replied that topics dealing with maps, globes and similar skills were not included into the curriculum in adequate amount. The remaining 28.3% of the respondents replied that the above mentioned topics were included in the syllabus in sufficient quantities.

Similarly 63% of the teachers replied that topics on “transportation and communication” (item5) are also not adequate in the environmental science curriculum materials of Oromia Regional State. 64% of the teacher respondents reported that these topics of Social studies are well treated and adequately incorporated into the curriculum materials.

With respect to item 6, which reads “human environment interaction – human activities,” the response of the majority of the teacher is positive. Accordingly, 109(63%) of them reported that social studies contents on human – environment interaction are integrated into the environmental science textbooks in relatively adequate quantity.

As shown in Item 7 of table 4. Social studies topics that deal with the location and position of Oromia Regional State and Ethiopia are included into the environmental science syllabus in relatively sufficient quantity. Accordingly, 57.2% of the teachers responded that these topics are adequately integrated into the textbooks, while the remaining 42.8% of them replied that these topics are not incorporated in required quantities.

With regard to topics on natural resources (item 8) significant number of the respondents reacted positively, 94(54.4%) of them responded that these topics are integrated into the curriculum materials in required quantities, while 79 (45.6%) of the teachers respondents reported that social studies components dealing with the of natural resources and their distribution in Oromia Region and Ethiopia as a whole are not included in the syllabus material in adequate quantity.

Furthermore, in the same table of item 9 teachers were asked to give their judgment on the extent of inclusion of social studies topics dealing with cultural aspects of the people of the Oromia region and Ethiopia. Accordingly, 115(66.5%) of the respondents reported that this topic is integrated into the curriculum materials in required quantities, only 58(33.5) of the respondents replied negatively to this item.

As the data in table 4 item 10 depicts 116(67.1%) of the respondents replied that social studies treating gender and gender related issues are not included into the curriculum in sufficient quantity only 58(33.5%) of them reported that they are not included into the environmental science syllabus in sufficient quantity.

Regarding the inclusion and integration of social studies topics dealing with the current economic and social problems of the community (item11) the majority of the respondents responded negatively. 147(85%) of them replied that the incorporation and integration of above mentioned pressing and current issues into the environmental science syllabus is not adequate.

When we come to the social science topics dealing with value and attitude development (item12), 123(71.1%) of the teachers replied that topics which are expected to contribute to the values vital for democratic citizenship and other desirable traits are inadequately integrated into the curriculum.

Similarly, 119(68.8%) of the respondents replied that issues related to laws and constitution (item13) are not included into the environmental science curriculum in sufficient quantity, only 54(31.2%) of them reacted positively. The absence of or inadequacy of law-related contents in the syllabus can limit students knowledge of the county's constitution. Thus, the curriculum makers have to give equal emphasis to law-related contents while developing the syllabus.

#### **4.3. Social Studies Topics in Relation to the Characteristics of Integrated Curriculum.**

There are no single and universally accepted characteristics for integrated curriculum. Different scholars use different characteristics of integration based on the integration model they apply to a given education system.

However, (Leu, 1999:8) has identified combination of subjects, an emphasis on projects, sources that go beyond textbooks, relationships among concepts, thematic units as organizing

principles, flexible schedules and flexible student grouping as being characteristics of most integrated curriculum.

It is clear that the new curriculum of Ethiopia bases itself on integrated – model and learner – centered teaching learning strategies.

Items of table 5 were developed to see whether the suggested items go with the characteristics of integrated curriculum mentioned above or not.

#### **4.3.1. Compatibility of Social Studies Topics with the Characteristic of Integrated Curriculum**

Due to time constraints and problem of relevance it will be difficult to incorporate all social studies topics into the environmental science curriculum. Selecting suitable topics capable of crossing subject boundary will help the curriculum developers to produce quality instructional materials and enhance effective implementation of the curriculum. The following data presents teachers judgment on the compatibility of social studies topics with the characteristics of integrated curriculum.

According to the data obtained from item1, about 109(63%) of the respondents are in agreement that the social studies topics included into environmental science stressed the theoretical aspect of knowledge rather than its practical aspect. 49(28.3%) of them disagreed with the idea indicated in item 1, while the remaining 15(8.7%) of the respondents yet ‘ not decided.

Again for item 2 of the table 5, teachers were asked to give judgment whether the social studies topics encourage small group work or not.

Accordingly 106(61.3%) of them disagreed with the idea. Whereas 58(33.5%) of the respondent accepted the assumption, 9 (5.2%) of the respondents yet “not decide”

For item 3, which reads “social study topics can assist students to develop positive attitudes and good work habits” was strongly agreed and agreed by 118(68.2%) of the respondents, whereas 46(26.6%) of the respondents did not accept the assumption.

**Table: 5. Teacher's View on Compatibility of Social Studies Topics with the Characteristics of Integrated Curriculum**

5 =strongly agree, 4= agree, 3 = undecided, 2 = Disagree, 1= strongly disagree

No	Social studies topics		Teacher respondents rating					Mean
			5	4	3	2	1	
1	Stress the theoretical rather than practical knowledge	F	60	49	15	33	16	3.6
		%	34.7	28.3	8.7	19.1	9.2	
2	Encourage students to work in small groups	F	56	2	9	97	9	3.0
		%	32.3	1.2	5.2	56.1	5.2	
3	Assist students to develop positive attitudes and good work habits	F	58	60	9	40	6	3.7
		%	33.5	34.7	5.2	23.1	3.5	
4	Assist students in making decision	F	30	40	-	70	33	2.8
		%	17.3	23.1	-	40.5	19.1	
5	Motivate students by making learning relevant to their personal interest and experiences	F	10	15	-	85	63	1.98
		%	5.8	8.7	-	49.1	36.4	
6	Deal with the social, economical and environmental problems of the contemporary world and help them to be independent problem solver	F	19	10	-	92	52	2.1
		%	11.0	5.8	-	53.2	30	
7	Encourage active learning and the use of higher order thinking skills	F	20	7	-	67	79	2.4
		%	11.6	4	-	38.7	45.7	
Aggregate mean							2.8	

Item 4 which reads “social studies topics can assist students in making decision” was strongly disagreed and disagreed by 103(59.6%) of the respondents, whereas, 70 (40%) of them have agreed on the idea mentioned in item 4.

Items which says’ “social studies topics included in the environmental science motivate students by making learning relevant to their personal interest and experience” is not supported by the majority of the respondents. Accordingly, 148 (85.5%) of the respondents were strongly disagreed and disagreed with the idea, whereas, only 25 (14.5%) of the respondents agreed on the idea. From this, one can infer that social studies components integrated in the curriculum of environmental science syllabus does not have a kind of contents which are relevant to the learners’ experience and their interests.

With respect to item 6 that states “social studies topics deal with the social, economical and environmental problems of the contemporary world and helps learners to be independent problem solvers” the majority of the respondents reacted negatively, that is 144(83.2%) of the respondents were strongly disagreed and disagreed on the idea, only 29 (16.8%) of them have accepted the assumption.

The last item (item7) which emphasizes the role of active learning in integrated curriculum states social studies topics “encourage active learning and the use of higher order thinking skills” is also negatively reacted by the large number of respondents. The majority of the teachers have strongly disagreed and disagreed with the statement only 27(15.6%) of them agreed and strongly agreed with idea.

#### 4.3.2. Relevance and Suitability of Social Studies Topics to the Learners and Local Conditions

Incorporating relevant and appropriate learning experiences and contents into the instructional materials will play a key role in promoting integrative learning. It is apparent that the learning experiences to be included into the curriculum should be suited to the level of learners. That is to say learning proceeds most effectively when the learner is psychologically, physically and socially ready for an experience.

Beside this, educational experience should have maximum relation to life of the learners in particular and that of the community in general. Table 6 presents teachers understanding and perception on relevance and suitability of social studies topics, which are integrated in environmental science curriculum.

**Table: 6. Teachers Response on Relevance and Suitability of Social Studies Contents**

5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

No	Social studies topics		Teacher respondents					Mean
			5	4	3	2	1	
1	Contain knowledge and skills related to the local conditions of the learners and their experience	F	17	20	21	52	63	2.3
		%	9.8	11.6	12.1	30.1	36.4	
2	Consist of up to date knowledge and skills	F	15	25	28	60	45	2.5
		%	8.6	14.5	16.2	34.7	26.0	
3	Are appropriate to the learners physical and mental level of maturity	F	58	40	-	55	20	3.4
		%	33.5	23.1	-	31.8	11.6	
4	Coincide with the stated goals and objectives in the syllabus	F	72	67	-	18	16	3.9
		%	41.6	38.7	-	10.4	9.3	
Aggregate mean							3.0	

According to item 1 of table 6 only 37 (21.4) of the respondents in this study strongly agreed and agreed that social studies topics included in the curriculum contained knowledge and skills relevant to the local conditions and are suitable to the learners life, whereas the majority, 115(66.5%) of them strongly disagreed and disagreed with the idea that social study topics contain appropriate knowledge and skills related to the local condition and learners experience.

Item 2 reads do integrated social studies contain up to date knowledge and skills. This statement was generally rejected by 105 (60.7%) of the respondent 40 (23.1%) of them strongly agreed and agreed on the idea. The remaining 28 (16.1) respondent yet “not decided their position.

With respect to item 3, that states “social studies topics integrated in the environmental science are appropriate to the learners physical and mental level of maturity”, most of the respondents reacted positively to this assertion that is 98(56.6%) of them supported the idea, only 70 (43.4%) disagreed.

In a similar way, for item 4 of the same table, the targeted population samples were asked to give judgment whether contents of social studies matched with stated goals and objective of the syllabus or not. Accordingly, a large number of respondents that is 139 (80.3%) of the respondents strongly agreed and agreed with the assertion, On the other hand, 34(19.6%) of the respondents opposed the idea. This reveals that teachers have good understanding on the contents of Environmental science textbook currently in use. In addition to the main questionnaire, one open-ended question was raised for the teachers in order to identify difficult concepts, facts or skills that deal with social studies. The result obtained from the respondents is presented in table 7 as under:

**Table:7. Teacher's Response on Level of Difficulty of Social Studies Topics**

Grade	Are there social studies topics very Difficult for student to learn?			
	Rates	Yes	No	Total
1	N	-	48	48
	%	-	100	100%
2	N	30	19	49
	%	61.22	38.78	100%
3	N	22	16	38
	%	57.89	42.11	100%
4	N	26	12	38
	%	68.42	31.58	100%

As it is shown in Table 7 all the teachers assigned in grade one reported that they found no difficult topics of social studies in the first grades environmental science textbook. Contrary to this, large proportion of the teachers reported the presence of difficult topics in the textbooks of the remaining three grades.

In line with this, 61.22 of the respondents from grade 2, 57.89% from grade 3 and 68.42 from grade 4 replied that there are some difficult topics related to social studies in the textbooks.

The following are list of difficult social studies contents identified by teachers by grade level

Grade2. The social environment of the woreda, structure of woreda administration, the population of the woreda, social and economic interdependence of the people

Grade3. The physical environment of Oromia Regional State, the administrative structure of Oromia region and population of the region

Grade4. Map study, the physical environment of Ethiopia the government and constitution of Ethiopia, the historical and cultural heritages of Ethiopia.

Some respondents also reported that exercise questions and practical activities related to social studies are very difficult to be practiced by the learners in that they are beyond the understanding levels of the learners. In addition to its difficult nature, since some of the topics are placed in the last chapters or units of the textbooks, they cannot cover the portion due to the shortage of time.

### 4.3.3. The Nature of Instructional Methods

The 1994 Education and Training Policy of Ethiopia has led to extensive changes in primary education. The new primary school (1-8) instructional materials were written in regional languages and were relevant to the regions social, cultural and economic conditions. There was also a change in educational model that was a shift from rote learning to active learning. In the first cycle primary schools, there was a shift from linear separate subject model to integrated curriculum model. In line with this, an attempt was made to shift the traditional teacher dominated instructional methods to learner centered active learning methods one of the component part of integrated curriculum design. Despite the efforts made by the government, big gaps seem to exist between intended change (the policy) and actual classroom practices regarding instruction methods used by the teachers. One of the objectives of this study was to assess whether or not instructional methods recommended by the syllabus as well as the policy documents was effectively implemented by the teachers at the classroom level. To this end, teachers were asked to rate the teaching methods and the result obtained was summarized in Table 8 hereunder

**Table: 8. Responses of Teachers on Teaching Methods Application**

No	Item	Extent of using different teaching methods			
		Rate	Always (3)	Sometimes (2)	Not used at all (1)
1	Lecture method	N	142	31	-
		%	82.1	17.9	-
2	Note giving	N	130	35	8
		%	75.1	20.3	4.6
3	Questions and answer	N	145	28	-
		%	86.1	13.9	-
4	Project method	N	-	32	141
		%	-	18.5	81.5
5	Small group work	N	88	81	4
		%	50.9	46.8	2.3
6	Role play	N	5	30	138
		N	2.9	17.3	79.8
7	Inviting guests	%	-	12	161
		N	-	6.9	93.1
8	Field trip	%	-	19	154
		N	-	11.0	89.0

As shown in item 1 of table 8 when asked to indicate the extent to which they use lecturing method, 142(82.1) of the teachers responded that they use lecture methods always, only 31(18%) of them reported that they use the lecture methods only sometimes.

According to data obtained from the same table item 2, 145(75.1%) of the respondents were replied that they always use note giving method in teaching learning processes, only 35(20.3%) of them used this method sometimes and the remaining 8 (4.6%) of the respondents did not use at all.

Regarding question and answer method (Item3) 145(86.1%) of the respondents reported that they were using this method always, only the remaining 13.9% of them asserted that they use it sometimes.

Project work makes learning clear because they supply a concrete object to the learners. They make learning social as they involve several pupils working together (Farrant, 1991:137).

As indicated by item 4 of table 8, project method, which make learning real by presenting a real task for the children, was not used by the majority of the respondents, Accordingly 141(81.5%) of the respondents replied that they did not use project method in teaching learning processes at all only 32 (18.5%) of them reported that they used method of teaching based on project sometimes.

Small group work will be an appropriate means in dealing with practical lesson for which there is no sufficient resources for the individual and too restricting for the whole class was used by the majority of the respondents that is 88(50.9%) of the respondents reported that they were using group work always. 81(46.8%) of the respondents replied that they use it sometimes and the remaining 2.3 % of the respondents did not use it at all. Role-playing is used for motivating learners it also helps to demonstrate concepts. As indicated by item 6 of table 8, this useful instructional method was not used by the majority of the respondents, 138 (79.8%) of the respondents reported that they do not use this method of teaching at all, only 30(17.3%) of them replied that they used the method only sometimes.

Field trip, which assists learner in acquiring knowledge and skills directly from the real world was not used by the majority of the teachers. Accordingly, 154(89%) of the teachers replied that they did not take student to the field at all, only 19 (11%) of them reported that they take learner to the field sometimes

Regarding inviting guests, the large majority of the respondents admitted that they did not invite guest to the class whenever it is necessary, 161(93.1%) of them reported that they did not invite guest at all, only 12(6.9%) of them reported that they invite guests to the class sometimes.

As indicated in Table 8, among the different teaching methods listed above, the lecture method is the most widely used method followed by question and answer and note giving. This implies that most of the teachers of selected school were still using the old and traditional method of teaching that goes with linear- discipline based curriculum design and discourage active learning, problem – solving and the development of higher order thinking skills.

In general, it is possible to conclude from the given data that among the given instructional methods, the ones that go with the integrated curriculum model and accepted by 50% of the respondents was group work. Project Work, field trip, role-play and others which would promote active learning and creativity of the students was not given due attention by the teachers of selected schools.

#### **4.3.4. Evaluation Techniques**

Inclusion of different types of evaluation questions, activities and projects into the instructional materials would promote learning processes particularly the existence of practical activities, projects and open- ended question in the textbooks enable students to be active and creative citizens of the community.

Table 9 presents the response of the teachers regarding the characteristic of evaluation questions, performance activities and project works related to social studies.

**Table: 9. Teachers Response about the Nature of Evaluation and Activity Questions**

5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

No	Evaluation question and activities	Teacher respondents rating						
			5	4	3	2	1	mean
1	Are placed at the end of the units	N	93	57	11	10	2	4.3
		%	53.8	32.8	6.4	5.8	1.2	
2	Reinforce students to interpret, analyze and synthesize what they have learnt	N	6	11	2	98	56	1.9
		%	3.5	6.4	1.2	56.5	32.4	
3	Encourage students to recall factual knowledge	N	61	72	25	10	5	4.2
		%	35.3	41.6	14.4	5.8	2.9	
4	Have no relation with the objectives mentioned in the syllabus	N	41	24	-	43	65	2.6
		%	23.7	13.8	-	24.9	37.6	
5	Are open ended and based on learners prior knowledge and experience	N	15	30	16	46	66	2.3
		N	8.7	17.3	9.2	26.6	38.2	
6	Are clearly described and geared to the appropriate level of difficult	%	10	18	-	74	71	2.0
		N	5.8	10.4	-	42.8	41.0	
7	Contains different types of assessment techniques and activates	%	16	20	11	88	38	2.4
		N	9.2	11.6	6.4	50.8	22	
Aggregate mean							2.8	

As indicated in item 1 of table 9, 150 (86.6%) of the respondents strongly agreed and agreed that exercise questions and activities are placed at the end of the units in the textbooks, 12(7%) of them reacted negatively to the assertion and the remaining 11(6.4%) of the respondents yet “ not decided” their position. Again, teachers were asked to give judgment on the quality of exercise questions, and activities that if questions and practical activities assist learners in analyzing interpreting or synthesizing what they have learned in the class or not (item 2 of table 9). Accordingly, 154(88.9%) of the teachers replied that exercise questions and practical activities found in the textbooks did not have the required quality that help students to analyze, interpret and synthesize what they have learned.

Only insignificant number of teachers that is 19 (9.9%) strongly agreed and agreed with the statement. The mean value was 1.9 which was between disagreeing and strongly disagrees. This implies that the majority of the teachers understood that the evaluation techniques incorporated into the textbooks were not the types that promote higher order thinking skills and did not promote integrative learning.

Furthermore, in item 3, respondents were asked to give their judgment regarding the relevance of evaluation techniques to the new curriculum model that is on its relevance to integrated curriculum approach and active learning.

Accordingly, 133 (76.9%) of the respondents strongly agreed and agreed with the statement "evaluation questions and activities encourage students to recall factual knowledge 15(8.7%) of the respondents strongly disagreed and disagreed with the idea whereas 25 (14.4%) of them not" yet decide" but true learning occurs when students learn how to think and how to use information and facts instead of how to memorize information and facts.

According to (Leu, 1998:7), simple memorization of facts and information has damaging effect intellectually to the learners as it restrict student to a very simple and elementary thinking skills.

For Item 4 which reads, "evaluation questions and activities are placed at the beginning of the units" 135 (78%) of the respondents were strongly disagreed and disagreed with the statement only 38(22%) of respondents were in agreement with the idea. With regard to item 5 of the same table, 108(62.5%) of the teachers believed that questions and activities incorporated into the textbooks have close relations with the objectives stated in the syllabus. The remaining 65 (37.5%) of the respondents were strongly agreed and agreed with the statement that activity questions and practical activities have no relation with the objectives mentioned in the syllabus.

Similarly, for item 5 of table 9, the targeted population samples were asked to give judgment whether the activities questions are open- ended and are based on previous knowledge of the learners or not. Accordingly, 112(64.8%) of the respondents were strongly disagreed and disagreed with the statement and 45 (26%) of the teachers agreed and strongly agreed that exercise questions and activities were open – ended and are based on learners prior knowledge. This implies that some teachers have problem of awareness regarding the nature and characteristics of evaluation techniques included in the textbooks of environmental science.

The statement "evaluation questions and activities are clearly described and geared to the appropriate level of difficulty" (item6) was disagreed and strongly disagreed by the large majority of the respondents 145 (83.8%) and accepted by only 28 (16.2%) of the respondents. From this one can infer that the exercise question and performance tasks were not described in

a simple and plain language and the questions were not appropriate to the maturity level of the learners.

With respect to item7 of table 9, 126(72.8%) of the respondents expressed their disagreement towards the inclusion of different variety of question and activities into the environmental science curricular materials. 36 (20.8%) of them strongly agreed and agreed that the assessment questions and activities consist of various types of items, whereas, 11 (6.4%) of the respondents not “yet decide” their position.

#### **4.4. Teachers Perception towards Integrated Social Studies Topics**

Teachers' perception towards the subject they teach can have significant effect on the teaching – learning processes. Those teachers who have good knowledge on integration approach and its application will have positive perception towards it than others with no knowledge and awareness about the model. Hence, teachers who graduated from colleges and teacher training institutions and joining teaching in schools without having the slightest idea of what integration means and how it should be applied may have negative perception towards the integrated curriculum approach (Wilkening, 1994)

For the analysis and interpretation of teachers' perception on integrated social studies topics likert scale was employed. Score was done by assigning values 5,4,3,2 and 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively for the given statements. Agreement implies favorable perception and disagreement implies unfavorable or negative perception. Hence, score of '5' means the most favorable perception towards integrated social studies topics and a score of '1' implies the least favorable perception.

**Table: 10. Teachers' Perception on Integrated Social Studies Topics**

5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

No	Item	Teacher respondents rating						Mean
			5	4	3	2	1	
1	I prefer teaching of single subject to integrated social study topics	N	71	66	-	19	17	3.9
		%	41	38.2	-	11.0	9.8	
2	The integrated social studies is based on what the learners know and see in the world around, thus learners show great interest to social studies topics familiar to them	N	47	90	-	21	15	3.8
		%	27.1	52.0	-	12.2	8.7	
3	The social study topics in the environmental science syllabus help students to develop team spirits and improve their behavior and work habits	N	89	61	9	13	1	4.3
		%	51.4	35.3	5.2	7.5	0.6	
4	My academic background was natural science and I don't have adequate knowledge and skills to teach social studies content	N	66	61	10	16	20	3.8
		%	38.1	35.3	5.8	9	11.6	
5	The main purpose of integrating social studies topics into environmental science is to teach history and geography	%	57	52	14	29	21	
		N	32.9	30.1	8.1	16.8	12.1	
Aggregate mean							3.86	

In item 1 of table 10, respondents were asked to tell whether they prefer teaching of discipline based separate subjects to integrated subjects such as environmental science to which social studies is a part. Accordingly, 137(79.2%) of teachers agreed and strongly agreed that they prefer single subject teaching to integrated ones, whereas 36 (20.8%) of the respondents like to teach integrated subjects. This data revealed that the overwhelming majority of the respondents showed preference of teaching the traditional separate subject to modern integrated subjects. From this, one can infer that, though the traditional subject based curriculum approach was already replaced by the integrated approach policy wise, its practical implementation seem ineffective at the classroom level. That is to say enormous gap continued to exist between the intended change (policy intention) and the actual classroom practices. In the similar manner, Item 2 which reads“ integrated curriculum is based on what the learners know and see in the world around and thus learners show great interest to social studies topics familiar to them” was negatively perceived by 20.9% of the respondents whereas it was accepted by 79% of the respondents. This indicates that the majority of the respondents positively perceived the basic concept of integration.

Regarding this issue, (Leu, 1998:3) stated that in an integrated curriculum, the world and knowledge are seen as interrelated, holistic --- which reflects most closely the real world as young children see it.

Item 3, which reads, "integrated social studies topics assist learners in developing team spirits and improve their behavior and work habits" was strongly agreed and agreed by 86.7% of the respondents and only 8.1% of the respondents disagreed with the assumption. This implies that the large majority of the respondents have better understanding about integrative learning and its role in promoting teamwork.

In this connection, Farrant (1991:145), states that by working in groups, children learn how to deal with disagreements, to accept others who hold different views, to co- operate in order to achieve a bigger output, again by working as a team; they learn the sense of belonging that membership of groups gives.

Item 4, of table 10, presents information on teachers self – perception particularly their academic background and present knowledge and skills of social studies. According to the data obtained from item 4, about 73.4% of respondents have a feeling that they are incapable to teach social studies contents integrated in environmental science. Only 20.8% of the teachers disagreed with statement.

Similarly, teachers were asked to give judgment on the objective of integration of social studies contents into environmental science (item5). Accordingly, significant proportion of the respondents (63. %) were strongly agreed and disagreed with the issue. This implies that the majority of the teachers negatively perceived the objective of integrating social studies content into other related subjects.

However, research indicated that the purpose of social studies is different from that of social science subjects (geography, history civic etc). According to (Jackson, 1992:833) the purpose of social studies encompasses three areas: socialization of learners into society's norms, transmission of facts, concepts, and generalization from academic disciplines, and promotion of critical thinking.

#### 4.5. Integrated Social Studies and the Nature of the Syllabus

Syllabus is an important document, which forms the basis for the development of textbooks, teachers guide and other instructional materials. The syllabus contains general and specific objectives, contents, period allotment, teaching methods, teaching aids and evaluation techniques

It is apparent that the quality of the syllabus is measured in terms of the appropriateness of its objectives, and organization of contents.

To assess the nature of environmental science syllabus and specifically to explore the characteristics of social studies topics, questionnaires were prepared for social science curriculum experts of Oromia region

**Table: 11. Data Obtained from Social science Curriculum Experts on the Nature of the Syllabus.**

No	Item	Alternatives	No
1	Are the educational goals properly identified in the syllabus?	Yes	4
		No	-
2	If your response for questions No 1 is "yes" to what extent are they reflected?	Adequately	3
		Poorly	1
		Not at all	-
3	Is there relationship between the general and the specific objectives in the syllabus?	Yes	3
		No	1
4	Are the grade level objectives appropriate to the students' age level?	Yes	1
		No	3
5	Does the syllabus facilitate the integration of knowledge and skills across the subjects?	Yes	1
		No	3
6	If your response for questions No 5 is "yes" to what extent are the social studies contents integrated into the syllabus?	Adequately	1
		Poorly	3
		Not at all	-
7	To what extent are the learning experiences and contents of social studies sequenced in the syllabus in meaningful manner?	Adequately	1
		Poorly	3
		Not at all	-
8	Does the syllabus emphasize deep knowledge and skill acquisition and development of attitudes instead of mere coverage of the text books?	Yes	1
		No	3

As indicated in item 1 table11 all respondents reported that the educational goals were adequately reflected in the environmental science syllabus of lower primary school of Oromia region.

Regarding the relationship between the general and specific objectives, three out of the four respondents replied that the specific instructional objectives are related to the general objectives stated in the syllabus (items 3).

As indicated by item 4, large proportion (three fourth) of the respondent believed that the grade level objectives are not appropriate for the age level of the learners. As can be seen from the same table items 5 the majority of the experts hold the belief that the syllabus does not have the capacity to facilitate the integration of knowledge, attitudes, values and skills across the subjects. Accordingly, three out of the four respondents believed that social studies contents were poorly integrated in the given syllabus (item 3)

Regarding sequence and co- ordination of social studies contents and learning experiences, the majority of the experts (three fourth of them) replied that the syllabus does not provide the learning experiences and contents in a way appropriate and meaningful to the learners physical and mental level without unnecessary repetition (item 7) .

Lastly, in item 8 of table 11 experts were asked to give judgment on the quality of the syllabus in terms of the three domains that is whether the syllabus give due attention to skills and knowledge of acquisition and development of attitude or not. Accordingly, three out four of the respondents replied that the existing syllabus does not emphasize deep knowledge acquisition, skills, and attitude development.

In general, from the experts' response we can conclude that the educational goals were properly identified in the syllabus. There was a relationship between the general objectives and specific instructional objectives within the syllabuses. Contrary to this, the syllabus did not have adequate quality in integrating knowledge, skills and attitude across the subjects that is among social studies, natural science, agriculture etc. Moreover, contents and learning experiences of social studies were not sequenced in the syllabus materials according to the learners need, experience and level of maturity.

#### **4.6. The Process of Integrated Curriculum Development**

Recent curriculum innovations recommend subjects to be integrated at lower primary school levels. Compared to subject based curriculum approach, an integrated curriculum model is based on learners experiences and interests, whereas traditional curriculum is fragmented, topics do not cross disciplines and the time allotment is discrete, it usually contains long lists of facts, which are isolated from each other, which have little, or connection to the students need and their environment (Leu, 1998).

Regarding the developmental process of integrated environmental science syllabus (to which social studies is a part) an interview was conducted with the Oromia Region Education Bureau Social Science curriculum experts and curriculum department head. Some of the questions asked and response given are presented as follows.

1. What criteria do you apply when selecting social studies contents to be integrated into environmental science?

According to head of curriculum department, curriculum development process has two phases.

A. Preparation of flow chart (selection of topics or themes) and writing of syllabuses (that contain objective, contents, period allotment, teaching methods, teaching aids and means of assessment)

B. Writing of textbooks and teachers' guides

The preparation of flow charts and writing of syllabuses is the responsibility of the Institute of Curriculum Development and Research (ICDR) and are done centrally, where as, writing of textbooks and teachers' guide is the responsibility of Education Bureau and are done at regional level. All informants replied that selection of contents and learning experiences was completed during the first phase of curriculum development process, so they need not have to apply these criteria.

They further added the task of the curriculum experts is limited to writing of textbooks and teachers guides based on the centrally prepared flow charts and syllabuses.

2. Do you have curriculum integration model, which are more appropriate for integrating social studies contents in environmental science?

The response to this question shows that the type of integration model to be applied to a given education system is determined by the existing education and training policy and based on the this policy syllabus and flow charts are developed at national level

All experts replied that they use the nationally agreed upon model in integrating social studies topics or contents of any other subjects into environmental sciences.

The informants further added that the responsibility of selecting and using suitable model in a given subject was not given to the Regional Education Bureau rather it is the duty of the ICDR. They said, as regional curriculum experts they simply prepared textbooks and teachers' guides based on the orientation given by ICDR curriculum experts, training guides and syllabuses.

Therefore, there is no integration model that can be used by the regional curriculum experts and textbooks writers in integrating social studies contents into the environmental sciences syllabus.

3. Do you have training on integrated curriculum designing?

All informants replied that they have no sufficient training and orientation on areas of curriculum integration. Most of the training was short term that lasted for few days. The experts said that they have participated on workshops and seminars focusing on issues related to primary education curriculum, the development and improvement of instructional materials for primary schools and the new education and training policy issues.

Detail training dealing directly with the integrated curriculum design and mechanism of its implementation was not offered for the experts, textbook writers and other concerned individuals working on the area of curriculum. They further added that they prepared textbooks, teacher's guides and other instructional materials by their own personal effort and long years work experience in area of curriculum planning and development.

4. What do you think are the practical difficulties in structuring social studies topics to be integrated into the environmental science?

According to the Regional Education Bureau curriculum department head several problems have encountered textbook developers while integrating social studies contents into environmental science. One of the difficult problems was that individuals engaged in integrating social studies contents have little or no idea of what social studies is all about. That is those persons who are supposed to select and integrate social studies contents and methods were themselves not qualified in social studies. These (textbook) writers were specialized in geography, history or in other social science disciplines and did not attend training on how to integrated social studies contents into environmental science. Each of the textbook writers contributes their share (content of social) according to their field of specialization that they add more contents from geography than history or more from history than civic etc. and present it as separate topics instead of integrated themes. This condition resulted in two problems. Firstly, it caused fragmented topics instead of integrated themes that increased imbalance in integration. Secondly, it resulted in imbalance in contents in the environmental textbooks a situation where there was too much content from one discipline and very little content from the others.

#### **4.7 Content Analysis**

In addition to the questionnaire and interview, content analysis was used to assess the extent of social studies topics integration into environmental science textbooks in the lower primary schools in East Showa Zone.

The content analysis was done based on eight categories. The unit of analysis used for analysis of the content was paragraph and the textbooks used for analysis were grade 1, 2, 3 and 4 environmental science.

According to Amare, (1998) in order to perform content analysis the primary step is defining the relevant categories. Therefore, for this study in order to measure the adequate inclusion of the contents of social studies in the environmental science curriculum in primary school (first phase), eight categories were used.

In 1994, the National Council for Social Studies (NCSS) has recommended some themes or topics to be taught in the primary school grades. The researcher has adopted eight of these topics and used them as categories to analyse the social studies contents integrated in the environmental science curriculum these categories are presented in the following manner.

No	Category	Parts
1	People places and environment	Location and position of places; woreda region and country
		Physical and human characteristics of places
		Communication and transportation systems
		Natural Resources Water, soil, vegetation plants animals
2	Time continuity and change	Man's history in the past and present history of nations and nationalities in regional state and the country as a whole
		Historical and cultural heritages
3	Culture	Way of People living Peoples' culture; culture of the community regional state and the country as a whole how cultures are similar to and different from each other and their variation over space and time
4	Power, authority and governance	Laws and government of Regional State and the Federal State
		Issues related to personal and group freedom and right of citizens
5	Production, distribution and consumption	Patterns of production, distribution and consumption in local community, regional state and the country
		What products do people need
6	Current issues and problems	Gender issues
		Current problems of the society :(HIV/AIDS) environmental degradation pollution, poverty, unemployment, etc.)
7	Desirable Values and traits	Desirable values that children are expected to develop such as tolerance, cooperation, loyalty, integrity and the like.
8.	Science Technology and society	Importance of science and technology for the over all development of the society
		Effects of Society's values in our use of modern technology

Adapted from National Council for Social Studies (1994) cited in parker 2001:3-5

**Table: 12. Data Obtained from Content Analysis Regarding Extent of Including the Categories of Social Studies Topics**

Grade level	r a t e	Categories								Total no of paragraphs related to social studies	Total no of paragraphs in the text book
		1	2	3	4	5	6	7	8		
1	N	9	-	4	-	-	-	-	-	13	75
	%	12	-	5.3	-	-	-	-	-	17.3	100
2	N	48	7	7	8	23	-	-	-	93	201
	%	23.9	3.5	3.5	4.0	11.4	-	-	-	46.3	100
3	N	114	25	10	14	-	-	6	-	169	360
	%	31.7	6.9	2.8	3.9	-	-	1.7	-	46.9	100
4	N	92	10	13	25	30	-	20	33	223	485
	%	19.0	2.1	2.7	5.2	6.2	-	4.1	6.8	46.0	100
Total	N	263	42	34	47	53	-	26	33	498	1121
	%	23.5	3.7	3.0	4.2	4.7	-	2.3	2.9	44.4	100

N= number of paragraph

Table 12 shows the result of social studies contents in the environmental science textbooks of grades 1-4. The result indicates that 12% of the paragraphs from grade 1, 24% from grade 2, 31.7% from grade 3 and 19% of the paragraphs from grade 4, were respectively dealing with the topics "people, places and environment" (category 1). On the other hand, there were no paragraphs that deal with the topics "time, continuity and change in grade 1, but 3.5% of the paragraphs from grade 2, 6.9% from grade 3 and 2.1% of the paragraphs from grade 4 deal with "time continuity and change (category 2). Regarding the third category-culture of the people, very small proportions of the paragraphs were incorporated into the textbooks in the four grade levels, that is only 5.3% of the paragraphs from grade 1, 3.5% from grade 2, 2.8% from grade 3 and 2.7% paragraphs from grade 4 deal with the concept of culture.

Further analysis of the data in table 12 shows that the fourth category (social studies contents about "power authority and government" is not totally included in the first grade environmental science curriculum. Even in the remaining three grades, the proportion of the paragraphs dealing with the topics "power authority and government" was very small, 4% in grade 2, 3.9% in grade 3 and 4.2% in grade 4.

Further examination of table 12 also shows that social studies topic dealing with the patterns of distribution production and consumption was not totally included in grade 1 and grade 3 environmental science curriculums. In grades 2 and 4, these topics account for 11.4% and 6.26% of total the paragraphs found in both textbooks respectively.

Analysis of table 12 also reveals that topics that deal with current and pressing problems and issues (category 6) of society were not integrated in the first cycle primary environmental science curriculum.

According to data obtained from table 12, topics dealing with values and attitude development of learners (category 7) were totally not included in grades 1 and 2 and the proportion of the paragraphs in grade 3 and 4 was also very small when compared with the total paragraphs of environmental science education. It is 1.7% in grade 3 and 4.1% in grade 4.

Similarly, social studies topics focusing on science, technology and society relationships (category 8) were totally not incorporated in the environmental science text books of grade 1 and 2 whereas, only small percentage of these topics incorporated into grade 4 environmental science 6.8% of the total paragraphs found in the text book.

In general, the result of the data reveals that social studies topics (categories) were not integrated in the environmental science curriculum in uniform manner in all grade levels.

Accordingly, only two categories were incorporated in grade 1, five categories in grade 2 and 3 and 7 categories in grade 4. In addition to uneven distribution of categories through out the grades, total numbers of paragraphs focusing on social studies contents also vary from grade to grade. It accounted for 17.3% of the total paragraphs in the textbook of grade 1, 46.3% in grade 2, 46.9% in grade 3 and 44.4% in grade 4.

The result of the content analysis also indicates that in grades, one and two contents were more organized under central theme and it is not easy to identify the origin of the contents. Secondly, to some extent themes were based on the local condition. As the result of this, in these two grade levels contents show a tendency of full integration.

However, in the rest two grades that is grade 3 and 4, contents of social studies were presented as separate and fragmented pieces with out having connections and coherence with the contents of other disciplines, and most of them were placed in the last units of the instructional materials. Thus, contents of environmental science in the two grades show a tendency of combination instead of integration that it comprises contents of different disciplines that exist as discrete pieces instead of crossing subject boundary and make relevant connections.

#### 4.7.1 Analysis of Exercise Questions

Incorporation of diversified types of evaluation techniques into the instructional material would help us in maintaining quality of education to a certain degree. Exercises and activity questions should be selected on the bases of their appropriateness, adequacy variety and their capacity of promoting problem solving skills. The existence of performance tasks and open-ended questions provide the learners with the necessary opportunities for active learning instead of emphasizing on rote memorization.

In this connection, Solomon In ICDR (2002:15) Stressed that exercises and activity questions included into the instructional material have to be the types that allow students to inquire but not force them to confirm what is already known, and engage students in problem solving not problem doing. In line with this view, the nature of projects, activities and exercises questions included in the environmental science as a whole and that of social studies share in it

**Table:13a. Analysis of Exercise Questions in the Environmental Science Textbook (Data Obtained from Content Analysis)**

Grade level	rates	Objective types				Subjective type	Objective types related to social studies	Total Objective type	Subjective type related to social studies	Total subjective types
		True/False	Matching	Multiple choice	Completion/short answer	Open-ended questions				
1	N	--	--	--	11	3	--	11	1	3
	%	--	--	--	78.6	21.4	--	78.6	7	21.4
2	N	7	1	7	16	5	4	31	2	5
	%	19.4	2.8	19.4	44.4	13.9	11.1	86.1	5.6	13.9
3	N	2	2	2	4	3	2	10	1	3
	%	15.4	15.4	15.4	30.8	23.1	15.4	76.9	7.7	23.1
4	N	5	2	1	7	6	3	15	1	6
	%	23.8	9.5	4.8	33.3	28.6	14.3	71.4	4.8	28.6

**Table: 13b. Characteristics of Projects and Practical Activities (Data Obtained from Content Analysis)**

Grade level	rate	Practical activities		Project Works	
		Activities related to social studies	Total activities in the text book	Projects related to social studies	Total no of projects in the text book
1	N	--	1	--	1
	%	--	100	--	100
2	N	--	10	--	3
	%	--	100	--	100
3	N	2	40	3	10
	%	5	100%	30	100
4	N	5	25	4	11
	%	20	100	36.3	100

Table 13a and 13b presents the result of content analysis regarding evaluation techniques (exercises, practical activities and project) found in the textbooks.

As indicated in table 13a out of the 14 exercises appeared in grade 1 environmental science textbook only 3(21.4%) of them are open - ended question types, the rest 11 (74.6%) belong to objective types comprising true/false, matching multiple choice, completion and short answer questions.

In grade 2, out of 31 objective questions only 4(11.1%) have relations with social studies and of the total 15 subjective questions 5 (13.2%) have certain relation with social studies, in the same way in grade 3, 10(76.9%) were treated in the textbook, out of this only 2(15.4%) deal with social studies and of the total 3 subjective type questions only 1(7.7%) have direct relation with social studies. In grade 4, 15 objective and 6 subjective exercise questions were included in the textbook out of this, 3 (14.3%) objective and 1(4.8%) subjective exercise questions have direct relation with social studies contents.

With regard to practical activities and projects as indicated in table 13b, in all four grades the number of practical activities and projects dealing with social studies were very small and even non-existent in some grades. There are 1, 10, 40 and 25 practical activities in grades 1,2, 3 and 4 respectively. Of this only 2 (5%) in grade 3 and 5 (20%) in grade 4 are dealing with social studies contents, similarly, 1,3,10 and 11 project works were included in the textbooks of grades 1,2,3 and 4 respectively. No project works related to grades 1 and 2 social studies contents,

Whereas, in grade 3 and 4, 3 (30%) and 4(36.3%) of the projects have direct relation with social studies contents respectively.

In general, the result of the analysis shows that most of the exercise questions were objective types that require explanations and recalling of facts from textbooks even among objective types of questions true or false and multiple types were the dominant ones. Subjective types of evaluation questions that reinforce learners to use information in more advanced and creative ways were very few and were totally absent in some units. Moreover, practical activities and projects that assist learners by presenting a real task were not included in the contents of social studies in sufficient quantity.

#### **4.8 Discussion of the Results**

In this part, the data that had been gathered and analyzed were discussed briefly in response to the basic research questions. The incorporation of important social studies contents into the environmental science curriculum helps a lot in maintaining the quality of integrated curriculum material (Parker, 1991).

The result obtained from table 4 indicated that all essential contents of social studies were not included or integrated into the environmental science curriculum. To this end, on the average 68% of the teacher respondents asserted that out of the total social studies topics expected to be integrated into the curriculum only 5(38.5%) of the topics were incorporated into the curriculum. This implies that most of the social studies contents recommended by the National Council for Social Studies (1994) were not included into environmental science syllabus. Thus the curriculum developers have to give equal emphasis to all topics of social studies while selecting the contents and learning experiences for environmental science education.

The result obtained from teachers' questionnaire in table 5 also revealed that most of the social studies components incorporated into the environmental science curriculum material did not match with the characteristics of integrated curriculum. In general, the finding revealed that the social studies contents incorporated into the curriculum under study do not go with the basic characteristics of integrated curriculum as the grand mean value (2.8) is found between undecided and disagreement. The incompatibility of social studies contents with integration features was partly attributed to the textbook developers. As revealed by the interview results, textbook writer lacked clear understanding and knowledge of the integrated curriculum model as the result; they gave more emphasis to detail presentation of social studies contents as they appear in the syllabus instead of using appropriate themes. In this

regard, offering necessary training and orientation for the textbook writer can raise their awareness and help them to produce quality curricular materials that correspond with characteristics of integrated curriculum. Furthermore, the result obtained from table 6 indicated the irrelevance of social studies contents to the learners' capability and the local conditions. For example, 66.5% of the respondents reported that social studies contents did not contain knowledge and skills related to students experience and the local conditions of the community.

This implies that most of the social studies contents in the environmental science syllabus were not related to the experience and the condition of local environment and the real life situation of the learners and consequently cannot facilitate integrative learning on the parts of the students. Regarding this issue, Leu (1998:7) noted that an integrated curriculum uses knowledge of the world that the young learner brings with them to school, only gradually introducing (in secondary school level) the idea of knowledge broken down into subjects. In this case, the curriculum is based on themes that are taken from the world known to the child.

The finding also revealed that the social studies contents did not contain essential skills such as democratic participation skills and inquiry skills. About 83% of the teacher respondents witnessed this reality. In general, based on the position of the respondents and the result of content analysis it is possible to infer that essential skills pertinent to social studies were inadequately incorporated in the environmental science syllabus 1 to 4 grades, implying low level of skills acquisition on the part of the learners.

The result obtained from teachers' open-ended questions also indicated the existence of some difficult social studies contents in the environmental science textbooks. Accordingly, 63.3% of the teachers from grade 2, 61.1% from grade 3 and 80% from grade 4 agree that they have found some social studies content which are beyond the ability of the learners, (table 7). Furthermore, the data obtained from table 8 revealed that question and answer, lecture method, note giving and group work were the most widely used methods of teaching in selected primary schools in East Showa Zone, whereas, project method role-play, invited guests and field trip are found to be neglected by the majority of the teachers. Thus, the data obtained from respondents in this regard depicts that the teaching methods recommended by the constructivists for the teaching of integrated subjects were not used by the majority of the teachers in the primary schools under study. Therefore, the result of this study reflected the existence of a gap between the planned instruction method [ by the syllabus] which are supposed to be used by teacher and that actually used, implying less commitment made on the

part of the teachers and less effort made by concerned bodies in introducing teachers to the new innovations.

The result obtained from table 9 indicated that activities for evaluation (exercises performance tasks project) found in the instructional materials lacked characteristic of good evaluation techniques. To this end, they were not found everywhere throughout the textbooks as agreed by 86.6% of the respondents (item1). On the average, 83% of the respondents confirmed that these questions and performance tasks were not the types that encourage learners to interpret, analyze and synthesize what they have learned but the types that require learners to recall facts and information and hence lead learners to rote memorization.

The finding also indicates that the evaluation questions lacked variety. To this end, 72.8% of the total respondents have expressed their disagreement towards the inclusion of different variety of the exercise questions in the environmental textbooks. This implies that activity and exercise questions included in the textbooks could not facilitate the effective implementation of integrated social studies contents in the selected school of East Showa Zone.

This finding seems against suggestions forwarded by Ambaye Tsehaye in IER (1999:3) that is teaching is more than imparting knowledge, it includes helping learners to learn by themselves to acquire skills and develop attitudes in the changing social context and FGE (1994) in similar way emphasized problem solving approach which allows learners by discovery method.

Table 10 portrays the perception of teachers towards integrated social studies contents. The results obtained from the respondents in this regard show that the majority of the teachers hold negative perception towards teaching of integrated social studies with the aggregate mean of 3.9 on the scale running from one to five. Teachers' unfavorable perception on integrated social studies contents can have undoubtedly negative effect on the learning – teaching practices. Offering training and orientation on the nature and characteristics of integrated curriculum, approach can help teachers to minimize and gradually to avoid negative attitudes and unfavorable perception on teaching of integrated Social study contents. In this regard, Hailom, (1998) said that teachers require adequate knowledge in the subject area they teach and the necessary training in methodology. Besides, Derebssa in IER (2002:184) in his article addressing the quality of primary education in Ethiopia came up with a result denoting lack of awareness of primary school teachers about some new elements in curriculum like integrated approach, teaching in self- contained classes etc. with the

introduction of new curriculum the situation of teaching become worse because teachers had not grasped the new concepts well enough to apply it in their teaching.

Regarding the nature of the syllabus (Table 11) data obtained from experts and triangulated with the content analysis indicates the syllabus deserves good quality only in few aspects. The educational goals were properly identified and there was a good connection between the specific and general objectives in the syllabus.

On the other hand, the result obtained from the same table has revealed several shortcomings of the syllabus. Accordingly, the result obtained from experts' questionnaire reveals that

- Social studies contents were poorly integrated in the syllabus. The majority of the expert respondents agreed this.
- As indicated by the majority of the expert respondents the grade level objectives are not appropriate for the age level of the learners.
- Again as reported by the majority of the respondents the syllabus does not have the capacity to facilitate the integration of knowledge, attitude and skills across the components subjects of environmental science that is social studies natural science, agriculture, and the like.

The interview results show that the responsibility of content selection and choosing appropriate integration model was not given to the region Education Bureau rather it was the responsibility of ICDR. Moreover, the interview results clearly reveal the unfamiliarity of experts with the curriculum integration model. To this end, all the experts and curriculum department head reported that they had no orientation and training on integrated curriculum approach.

Regarding practical problems that faced the textbook writers and curriculum experts while structuring the social studies contents, the result of the interview indicates the absence of social studies specialists. This implies that non-specialists from other related fields prepared the integrated textbooks. Thus, those who used to teach geography, history and civic separately in the previous years were simply told to prepare social studies contents to be integrated into environmental science.

The result obtained from the content analysis (table: 12) reveals that all basic components of social studies were not appropriately integrated into the curriculum materials in a uniform manner in all grade levels. For example out of eight topics only two of them were integrated

in grade 1, five topics in grade 2 and 3 and seven out of eight topics in grade 4. The result of the analysis also shows variation in the degree of social studies integration throughout the grade levels. That is, in the two lower grade levels seem to be organized under central theme. This shows a tendency of full integration. Beside this, the themes / topics appear to be relevant to the local community.

Furthermore, the result obtained from analysis of evaluation techniques reveals that exercises, performance tasks and project works found in the textbooks did not match with the characteristics of integrated curriculum. As reported by the teacher respondents and triangulated with the data obtained through content analysis, most of the evaluation questions were objective types consisting of true or false, multiple choice short answer and completion types which encourage recalling of facts from the textbooks instead of reinforcing learners to analyze, interpret and synthesize what they have learned. Most of them are placed at the end of the units. Moreover, questions are not adequate in number to cover all the contents discussed in the textbooks. Relevant performance tasks, projects and open-ended questions are believed to promote problem-solving capacity of the students and integrative learning. However, the result of this study indicated the inadequacy and in some grades absence of these important evaluation techniques in the environmental science textbooks. The absence of such fundamental methods of evaluation would imply that students are not engaged in true social studies learning.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

This part deals with the summary, conclusion and recommendation. In this section, first brief summary on the study and major findings were presented. Second, conclusions of the fundamental findings were made. Finally, some possible recommendations were given on the basis of major findings of the study.

#### 5.1. Summary

The main purpose of this study was to assess the extent of social studies topics integration into the first cycle primary environmental science curriculum in East Show Zone of Oromia Region. To this end, the descriptive survey approach was used as the method of study.

In order to meet the purpose of this study basic question were formulated for investigation.

These questions were:

1. To what extent are social studies contents integrated into the first cycle primary environmental science curriculum in Oromia region? That is:-
  - a. Are social studies topics integrated in the first primary environmental science according to principles of integration?
  - b. How are social studies topics integrated in the first cycle primary environmental science materials with regard to content, evaluation techniques and the activities?
2. To what extent do teachers use the teaching methods suggested by the syllabus?
3. What is the perception of teachers towards the integrated social studies topics?

The instruments used to secure information were questionnaire, coding sheets and interview.

The data were obtained from 23 sample schools, 173 teachers 4 social science curriculum experts and one curriculum department head from Oromia Education Bureau.

To explore the extent to which social studies contents is truly integrated in the environmental science materials, content analysis methodology was also employed. The data obtained were analyzed using statistical tools such as frequency, percentage and mean. The analysis of the data has revealed the following findings.

1. Regarding biographical data, the findings revealed that there were no teachers with qualifications below the required standard for the given grade level.

The majority of the teachers (89%) had certificate from teachers training institute and 11% of the respondents were diploma holders.

2. The study also indicated that large proportion of the respondent teachers work on 21 and above periods per week.

3. Concerning the extent of social studies contents integration, it was found out that all essential topics/ themes were not included into the curriculum of environmental science. The result of content analysis and its triangulation with teachers response revealed social studies contents dealing with skills development such as map and globe skills and decision-making skills are not adequately integrated in the environmental science textbooks in all four grades (table 4 and 12)

Thematic integration begins with a central theme, without considering subject area lines topics starts with the familiar environmental problems and social issues. However, the result of the finding here seems against this truth. To this end, data obtained from the content analysis indicated the complete absence of social studies topics /themes dealing with such environmental problems and social issues.

4. The findings also indicated the incompatibility of some social studies topics with the characteristic features of integration.

As reported by the majority of the respondents and confirmed by the content analysis, the topics give much emphasis for theoretical knowledge rather than the practical knowledge meaningful to the real life of the students. In most cases, the content of social studies were not the types that encourage independent problem solving, active learning and higher order thinking skills.

5. The study also disclosed that most of the topics did not contain knowledge and skills appropriate and relevant to the learners experience and local conditions.

As reported by significant proportion of the respondents the topics did not contain democratic participation skills decision making and inquiry skills but mostly consisted of irrelevant facts and information taken from the different academic disciplines.

6. The study also revealed the existence of some difficult social studies contents in grade two, three and four.

To this end, 61.2% of the teacher respondents from grade 2, 58% from grade 3 and 57% from grade 4 reported the presence of some difficult topics related to social studies in the textbooks.

7. Regarding teaching methods, the study revealed that the most frequently used teaching methods were lecture, note giving and question and answer.

## 5.2 Conclusions

Based on the findings of the study, the following conclusion was drawn.

The first cycle is a basic education level. At this level, the Education and Training Policy of Ethiopia recommends subjects to be integrated. The objective of integration was to make curriculum relevant to the life of the learners and improve the quality of education.

However, the finding of this study revealed that social studies contents integration in environmental science curriculum have not been properly and effectively realized in selected schools of East Showa zone.

From the finding of this study, regarding teaching strategies, it can be concluded that the teachers did not implement most of the demands of the lower primary environmental science syllabus as they were intended. This was evident from the results of the teachers' questionnaire. As shown in this study, the teachers in the selected schools have not used most of the modern teaching methods suggested in the syllabus. They were found applying the traditional methods of teaching, methods that did not encourage students to discover information, did not convey problem-solving skills and self-directed learning. Thus, the actual teaching - learning of social studies contents are still largely in their traditional form.

Most of the exercise questions, practical activities and projects (related to social studies) which are included in the textbooks do not correspond with the purpose of integrated learning. Most of them are found to be vast, more academic-oriented and requiring memorization of facts from the textbooks than encouraging critical thinking and problem solving.

From the study, it can also be concluded that teachers have poor understanding concerning the scope and purpose of social studies. Moreover, they have unfavorable perception towards teaching of integrated subjects particularly social studies contents in environmental science. This might be due to the lack of awareness, knowledge and training on integration and its purposes.

Textbook writers and curriculum experts had no adequate knowledge and skills on integrated curriculum design. It was found out that this was due to the lack of necessary orientation and training (short term or long term) that enable them to prepare quality instructional materials based on integration principles.

### 5.3. Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were forwarded.

1. It was found out that social studies contents had not been integrated into the environmental science curriculum according to the integration principle and thereby it could not meet the purpose of integration.

To alleviate this problem, the Oromia Education Bureau in collaboration with the Ministry of Education should evaluate the existing environmental science curricular materials and identify its weaknesses and strengths. Based on the evaluation results, the syllabus should be revised within five to ten years. The revised syllabus should take into consideration the basic feature of integration and due attention has to be given to interdisciplinary thematic aspects comprising relevant contents and local knowledge. Appropriate ideas and concepts should be pulled from different but related disciplines by crossing subject boundary. The revision process should involve teachers, parents, governmental agencies working on the area of education, professionals, non-governmental organizations, textbook writers, etc. to discuss on and identify the priority areas of the subject that can be included in the curriculum under study.

2. Inadequate knowledge and skills of the textbook writers was also found to be one of the factors that influenced the quality of environmental science curriculum in Oromia Region. To minimize and gradually avoid this problem, the Oromia Education Bureau should offer training (long term and short term) for the textbook writers and other experts working on the area of curriculum development. The training should focus on curriculum integration principles and skills of developing integrated teaching materials.

3. In the study, significant number of teachers had shown low interest and unfavorable perception towards integrated subjects in general and integrated social studies contents in particular. At the same time greater proportion of the teachers assured that they lacked awareness about the purpose of teaching integrated social studies in primary schools.

To fill the gap, the Oromia Education Bureau and Ministry of Education should produce materials on curriculum integration model and integrative learning and distribute them to the schools so that teachers can understand the essence of integration. Besides, the Oromia Education Bureau should offer trainings that focus on integrated curriculum and methods of integrated curriculum teaching for the primary school teachers.

4. The types and nature of teaching methods vary depending on the curriculum model. Recent research works show that pedagogically, the most effective teaching method is learner-centered method. Nevertheless, the finding of this study revealed that the majority of the teachers were still using traditional teaching methods. This was mainly due to low understanding of the teachers, which resulted from lack of appropriate training.

To solve this problem, the Oromia Education Bureau should offer intensive retraining for the teachers through workshops and seminars. The training should focus on integrated subject teaching strategy and assessment methods.

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## **APPENDICES**

**Addis Ababa University**  
School of Graduate Studies  
College of Education  
Department of Curriculum and Teacher  
Professional Development Studies

### **General Direction to the Respondents**

The objective of this questionnaire is to collect data pertinent to the integrated social studies themes into the first cycle primary environmental science syllabus (1-4).

Data obtained through this questionnaire will be used only for research purposes. Therefore, you are kindly requested to give your response genuinely and frankly to all the questions included in to this questionnaire.

#### **Note**

- ⌚ There is no need of writing your name
- ⌚ Your information is confidential and never be exposed or transferred to any other body by any means.

## Appendix A

### A Questionnaire to be filled by teachers

#### a. Background information of teachers

**Direction:** - please indicate your answer by putting a tick mark (✓) in the box provided except for those questions that need written response.

1. The name of the school \_\_\_\_\_  
Zone \_\_\_\_\_ Woreda \_\_\_\_\_
2. Sex: Male , Female
3. Age: under 19 , 19-33 , 34-49 , 50 and above
4. Service year. 1-7 , 8-14 , 15-20 , 21 and over
5. Qualification: Twelve, complete  T.T I / Certificate , Diploma , others / If any  
Specify \_\_\_\_\_
6. Grade that you are currently teaching environmental science education.  
Grade 1 , Grade 2 , Grade 3 , Grade 4
7. Weekly load (in period). Less than 10 , 10-15 , 16-20 , 21 and above

**b. Extent of social studies Contents integration in to Environmental Science syllabus**

**Direction:** Indicate whether the following social studies contents or topics are adequately integrated into the environmental science syllabus or not using a tick mark.

**Key.**3= Adequate, 2= inadequate. 1= non-existent

		Alternatives					
		Adequate (3)		Inadequate(2)		Non-existent(1)	
1	Topics that deal with making of decisions at family, local, regional and notional levels						
2	Concepts of production, distribution, consumption, saving and work						
3	History of people of Ethiopia and Oromia Regional State as well as their historical and cultural heritage						
4	Map and globe skills and other similar skills relevant to social studies						
5	Transportation and communication						
6	Human-environment interaction-Human activities						
7	Location (position) of local area regional state and the country						
8	Natural Resources of home Regional State and Ethiopia						
9	Culture-concept of Multiplicity of cultures with in the society						
10	Gender related issues						
11	Current problems of the society such as HIV/AIDS, pollution Environmental degradation, desertification etc.						
12	Desirable value traits and attitude						
13	Issues related to laws and constitution						

**c. Compatibility of Social Studies Topics with the Characteristics of Integrated Curriculum**

SA =strongly agree, 4= agree, 3 = undecided, 2 = Disagree, 1= strongly disagree

	Social studies topics		Teacher respondents					Mean
			5	4	3	2	1	
1	Stress the theoretical rather than practical knowledge	F						
		%						
2	Encourage students to work in small groups	F						
		%						
3	Assist students to develop positive attitudes and good work habits.	F						
		%						
4	Assist students in making decisions	F						
		%						
5	Motivate students by making learning relevant to their personal interest and experience	F						
		%						
6	Deal with the social, economical and environmental problems of the contemporary world and help students to be independent problem solver	F						
		%						
7	Encourage active learning and the use of higher order thinking skills	F						
		%						
Aggregate mean								

**d. Relevance of the Social Studies Topics**

**Direction:** - For the following statements, there are five different alternatives. Indicate your level of agreement or disagreement to the statements by putting a tick against the Statement.

	Social studies topics		Teacher respondents					Mean
			5	4	3	2	1	
1	Contain knowledge and skills related to the local conditions of learners experience	F						
		%						
2	Consist of up to date knowledge & skills	F						
		%						
3	Are appropriate to the learners physical and mental level of maturity	F						
		%						
4	Coincide with the stated goals and objectives in the syllabus	F						
		%						
Aggregate mean								



**f. Evaluation Techniques**

**Direction:** - Rate the following by putting a tick mark against each item.

	Evaluation question and activities	Teachers respondents						
			5	4	3	2	1	mean
1	Are placed at the end of the units	N						
		%						
2	Reinforce students to interpreter, analyze and synthesize what they have learned	N						
		%						
3	Encourage students to recall factual knowledge	N						
		%						
4	Have no relation with the objectives mentioned in the syllabus	N						
		%						
5	Are open ended and based on learners prior knowledge and experience	N						
		N						
6	Are clearly described and are geared to the appropriate level of difficult	%						
		N						
7	Contains different types of assessment techniques and activates	%						
		N						
Aggregate mean								

**g. Teachers' perception about the Integrated Social Studies Topics / Contents**

**Direction:** - For the following statements, there are five alternatives. Indicate your level of agreement or disagreement by putting a tick against the statements.

S · N ·	Item	Teachers respondents						
			5	4	3	2	1	mean
1	I prefer teaching of single subject to integrated subject	N						
		%						
2	The integrated curriculum is based on what the learners know and see in the world around, thus learners show great interest to social studies topics familiar to them	N						
		%						
3	The social studies topics help students to develop team spirits and improve their behavior and work habits	N						
		%						
4	My academic background was natural science and I do not have adequate knowledge and skills to teach social studies topics integrated into the environmental science curriculum	N						
		%						
5	I prefer to use lecture method to participatory method in teaching integrated social studies because the subject is vast and I could not finish it on time if I use participatory method	N						
		%						
6	Small group work and project work consumes much time that could better be spent on learning other things that are really important	N						
		%						
7	The main purpose of integrating social studies topics into environmental sciences is to teach history and geography	%						
		N						
8	Teaching Social studies is not as important as teaching language and mathematics	%						
		N						
Aggregate mean								

**Appendix B**  
**Questionnaire For Teachers**  
**(Oromo Version)**

**YUUNIVARSIITI FINFINNETTI**  
**Dame Barnoota Digrii Lammaffaa**  
**Dippaartimantii Barnoota Barsiisota fi Qu'annoo Sirna Barnootaa**

Gaafannoo barsiisota kutaa 1-4 barnoota  
Saayinsii Naannoo barsiisaniin guutamu.

**Kaayyoo**

Kaayyon gaafannoo kanaa qabiyyoota barnoota hawaasaa ta'anii haala qindoominaatin sirna barnoota saayinsi naannoo kutaa 1 - 4 keessatti dabalaman ilaalchisee odeeffannoo (data) barbaachisa ta'ee walitti qabuudha. Ragaan isiniirraa argamu kaayyoo qorannoo malee dhimma biroottiif kan hin oolle fi iccitiin kan qabamu.

kanaafuu, gaafilee armaan gaditti kennaman dubbisuun odeeffannoo barbaachisaa ta'e haala of-eegganno qabuun akka guuttan amaanaa isiniin jedha.

- Maqaa barreessun hin barbaachisu.

Gargaarsa naa gootaniif dursee isin galateefadha.

**a. Ragaa Dhuunfaa**

**Qajeelfama:** gaafilee armaan gaditti kennamaniif mallattoo (  $\mathbb{R}$  ) iddoo qophaa'e keessa kaahudhaan deebii keebii kenni. Gaafilee deebii barreeffamaa barbaadaniif ammo barreeffamaan deebii kenni.

1. Maqaa mana barnootaa \_\_\_\_\_
2. Saala: Dhiira  Dubara
3. Umirii : 18tii gadi  , 19 – 33  , 34 – 49  , 50 fi sanii ol
4. Bara Tajaajilaa: 1 – 7  , 8 – 14  , 15 – 21  , 22 fi sanii ol
5. Sadarkaa barnootaa: Kuta 12 kan xumure  , Dh.L.B  , Diploomaa  , kan biraa yoo jirate \_\_\_\_\_
6. Kutaa yeroo ammaa barsiisaa jirtuu:  
1<sup>ffaa</sup>  , 2<sup>ffaa</sup>  , 3<sup>ffaa</sup>  , 4<sup>ffaa</sup>
7. Baay'ina wayittii:  
10 gadi  , 10 – 15  , 16 – 20  , 21 fi sanii ol.

**b. qabiyyoole Barnoota Hawaasaa Kan Sirna Barnoota Saayinsii Naannoo Keessatti Qindaa'an**

**Qajeelfama:** Qabiyyooleen barnoota hawaasaa hammam, saayinsii Naannoo keessatti akka qindooman Mallattoo (ጥ) fayyadaman agarsiisi.

Furtuu: 3 = gahaa , 2 = gahaa 1 = hin jiru

		Hanga qindoominaa		
		Gahaa dha (3)	Gahaa miti (2)	Hin jiru (1)
1	Maatii, olla, naannoo fi biyyoolessa irratti xiyyeeffatan			
2	Oomishaa, faca'insa wantoota , barbaachisummaa hojii fi qusannoo kaasan			
3	Seenaa ummata naannoo oromiyaa fi ummata Itoophiyaa akkasumas hambaa seenaa fi aadaa irratti xiyyeeffatan			
4	Kaartaa fi gloobii irratti xiyyeeffan			
5	Geejjibaa (Transportation) fi mala wal-qunnamitti ( communication) kaasan			
6	Hariiroo ilma nama fi umama jiddu jiru irratti xiyyeeffatan			
7	Argamaa ( location) kaasan			
8	Qabeenya uumamaa naannoo fi biyyoolessaa kaasan			
9	Aadaa ummata naannoo oromiyaa irratti xiyyeeffatan			
10	Koorniyaa ( gender- related issues) irratti xiyyeeffatan			
11	Rakkoolee yeroo ammaa: (current problems) kan akka HIV/AIDS, dhiqama biyyee, badiinsa bosonaa kkf. Kaasan			
12	Duudha (values) barbaachisaa ta'an irratti xiyyeeffannoo kennan			
13	Heera fi seera biyya keenyaa kaasan			

c. Qabiyyee Barnoota Hawaasaa fi Amala Sirna Barnoota Qindoominan Qophaa'ee

**Qajeelfama:-** Hemoonni asii gaditti tarreeffamani hangam amaloota sirna barnoota qindoominaan qophaa'anii akka guutan Mallattoo ( ፳ ) kaayudhaan sadarkaa walii- gatee keetii agarsiisi.

Iskeelii: haalan fudhadha 5, Ni fudhadha 4, Hin murteesine 3,  
Hin fudhadhu 2, Gokumaa hin fudhadhu 1

L a k k	Qabiyyee barnoota hawaasaa	Gatii Iskeelii				
		Haalan fudhadha (5)	Ni fudhadha (4)	Hin murteesine (3)	Hin fudhadhu (2)	Gokumaa Hin fudhadhu (1)
1	Beekkumsa hojirra oolu ( practical knowledge) caalaa beekkumsa tiyooriitiif ( theoretical knowledge) xiyyeeffannoo kenna					
2	Barattootni gareen akka socho'an, gamtaan (cooperative learning) akka baratan kan gargaaranidha.					
3	Barattoonii naamusa gaarii fi ilaalcha gaarii ta'e akka horatan kan taasisani					
4	Dandeetti murtee kennuu barattootaa kan guddisani					
5	Fedhii fi muuxannoo barattootaa irratti kan xiyyeefatani					
6	Rakkoolee hawaasummaa isaa yeroo ammaa ( current problem) kan kaasani fi barattooni rakko hiiktota akka ta'an kan taasisani					
7	Mala baru – barsiisuu barataa jiddu – galeessa godhate irratti kan hundaa'e					

**d. Haala Barahootaa, Yeroo fi Haala Ummata Naannawicha Waliin Deemuu Qabiyyee Barnoota Hawaasaa (Relevance of Social Studies Themes)**

**Qajeelfama:** Himoonni asii gaditti tarreeffamani hangam haala qabatamoo jiran waliin deemuu akka danda'an mallattoo (✓) kaayudhaan sadarkaa walii – galtee keetii agarsiisi.

**Iskeelii:-** Haalan fudhadha = 5, Hin murteesine = 3,  
 Ni fudhadha = 4, Hin fudhadhu = 2,  
 Gonkuma hin fudhadhu = 1

L k		Gatii Iskeelii				
		Haalan fudhadha (5)	Ni fudhadha (4)	Hin murteesine (3)	Hin fudhadhu (2)	Gonkumaa Hin fudhadhu (1)
1	Beekkumsa fi dandeetti (skills) ummata naannawichati argaman waliin deemuu danda'an of keessaa qaban					
2	Beekumsaa fi dandeetti yeroo wajjiin deemuu danda'an of keessatti hammatan ( up to date knowledge skills )					
3	Beekkumsa fi dandeetti ( skills) bilchina qaama fi sammu barattoota tiif mijaawan of keessatti kan hammatani					
4	Kaayyowwan silabasii keessatti eeraman waliin kan deemanidha					

**Gaafilee Dabalataa**

5. Mata – dureewwan barnoota hawaasaa kan sadarkaa dandeetti barattootati ol tan jiruu?

Eeyyee , hin jiran

6. Deebii gaafii Lakk 5 ‘eeyyee’ yoo ta’e , sadarkaa kutaa fi mata – duricha barreessi.

**Kutaa**

**Mata – duree**

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e. **Tooftaalee Qabiyyee Barnoota Hawaasaa Ittiin Barsiisuuf Oolan (teaching methods)**

**Qaajeelcha.** Tooftaalee ittiin barsiisuuf nama gargaaran kan armaan gaditti tarreeffaman hangam akka itti fayyadamtu Mallatto (፫) iddoo qophaa'e keessa kaayudhaan sadarkaa walii – galtee keetii agarsiisi

**Furtuu:**

Yeroo hunda = 3,

Dabree dabree =2, Itti hin fayyadamu =1

L k	Tofta	Hanga itti fayyadamiinsaa ( frequency of using)		
		Yeroo hunda (3)	Dabree dabree (2)	Itti hin fayyada mu (1)
1	Ibsa kennu ( lecture method)			
2	Yaadannoo kennu ( note giving)			
3	Gaafi fi deebii ( question and answer)			
4	Mala projeekitin fayyadamu ( Project method)			
5	Hojii garee ( group work)			
6	Gahee Taphachuu ( role play)			
7	Keessumaa afeeruu ( Inviting guests)			
8	Dirree bahuu ( field trip)			

f. Gilgaalata ( activities )

**Qajeelfama:** Gilgaaloni Qabiyyee barnoota hawaasaatiin wal – qabatan fi kitaaba barataa saayinsii nannoo keessa jiran, qabixilee armaan gaditti eeraman cinaa yoo ilaaltu, sadarkaan walii -galtee keetii hammam akka ta'e mallatto (✓) iddoo qophaa'e keessa kaayudhaan agarsiisi.

Iskeelii: haalan fudhadha = 5

Hin fudhadhu = 2

Gonkumaa hin fudhadu = 1

Ni fudhadha = 4

hin murteesine = 3

L K	Gilgaaloota	Gatii Iskeelii				
		Haalan Fudhadha (5)	Ni fudhattha (4)	Hin murteesine (3)	Hin fudhadhu (2)	Gonkumaa Hin fudhadu (5)
1	Dhuma boqannoota irratti argaman					
2	Daai'mman waan barataan gadi fageenyaan akka hubatan akkasumas yaada gara garaa walitti cuunfuun yaada walii – gala tokkorra akka gahaan kan taasiisani					
3	Barattooni odeeffannoo (information) fi dhugaa goggogaa (factual knowledge) akka yaadatan kan kakaasani					
4	Kaayyolee silabasii keessatti eeraman waliin kan hin deemine					
5	Baay'inaan gaafilee abbaa deebii heddu (open – ended question) of keessatti kan hammatani dha.					
6	Sadarkaa bilchina qaama fi sammuu barattoota ti ol kan ta'anii dha					
7	Gaafilee akaakuu adda addaa kan of keessaa qabaniidha					

**g. Ilaalcha (attitude) Barsiisoni Qabiyyee Barnoota Hawaasaa Kanneen Saayinsii Naannoo Keessatti Qindaayaniif Qabani.**

**Qajeelcha:** Himoota armaan gaditti tarreeffamaniif filannoon shan dhiyaatera. Kana keessaa tokko filachuun sadarkaa walii – galtee keetii mallattoo (✓) kaayudhaan agarsiisi.

**IsKeelii:-** Haalan fudhadha =5

Ni fudhadha = 4

Hin murteesine = 3

Hin fudhadhu = 2

Gonkumaa hin fudhaadhu = 1

L k	Ilaalchaa	Gaatii Iskeelii				
		Haalan fudhadha (5)	Ni fudhattha (4)	Hin murteesine	Hin fudhadhu (2)	Gonkumaa Hin fudhaadhu
1	Barumsa walitti qindaa'ee dhiyaate ( integrated subject ) barsiisuu mannaa isaa kophaatti of danda'ee qaphaa'e ( single subject) barsiisuu wayya.					
2	Sirni barnoota qindoominaan ( integrated curriculum) qophaa'ee wantoota daa'imman beekanii fi argan irratti kan hundaa'e waan ta'eef fedhii barattoni barumsaaf qaban ni hiri'sa.					
3	Qabiyyooleen barnoota hawaasa, amalli barattoota akka fooyya'u akkasumas jaalala hojii akka horatan gargaaran					
4	Kan sadarkaa lammaffaatti baradhe saayinsii uumamaa waan ta'eef barumsa hawaasaa barsiisuuf beekkumsa fi dandeetti gahaa ta'ee hin qabu.					
5	Mala ittin barsiisuu barattoota jiddu – galeessa godhate (barattoota hirmaachisu) irra ibsa kennuun barsiisu( lecture) filadha					
6	Hojii garee fi proojeektii hojjachiisuun yeroo baay'ee waan fudhatuuf barbaachisummaan isaa xiqqaa dha.					
7	Kaayyoon guddaan qabiyyee barnoota hawaasaa seenaa fi Joograafi barsiisudha					
8	Barbaachisummaan barnoota hawaasa hanga barnoota Afaani fi heregaa hin ga'u					

## Appendix C

### Questionnaire to be filled by social science curriculum experts

Age                      qualification                      Experience

#### a. Nature of the syllabus

**Direction:-** give your response by choosing from the given alternatives the one that you feel appropriate by putting a tick mark (✓) in the space provided

1. Are the educational goals properly identified in the syllabus?  
a) Yes  , b) No
2. If your response for question No "1" is 'yes', to what extent are they reflected?  
a) adequately  , b) poorly  , c) not at all
3. Is there relationship between the general and the specific objectives in the syllabus? a) yes  , b) No
4. Are the grade level objectives appropriate to the students age level?  
a) yes  b) No
5. Does the syllabus facilitate integration of knowledge and skills across the subjects a) yes  b) No
6. If your response for question No 5 is 'Yes', to what extent are the social studies contents integrated into the syllabus?  
a) adequately  , b) poorly  , c) not at all
7. To what extent are the learning experiences sequenced in the syllabus in meaningful manner ?  
a) adequately  , b) poorly  , c) not at all
8. Does the syllabus emphasize on deep knowledge and skills acquisition and development of attitudes instead of more coverage of the textbooks?  
a) Yes  , b) No

#### b. . Interview to be discussed with social science curriculum experts

##### Interview guide question

Age                      Qualification                      Experience

1. What criteria do you apply when selecting social studies themes or contents which are going to be integrated into the first cycle primary environmental science education?
2. Do you have curriculum integration model which are more appropriate in integrating social studies topics in to the first cycle primary environmental science curriculum?
3. Do you have training on integrated curriculum designing?
4. What do you think are the practical difficulties in structuring curriculum on integrated basis

## Appendix D

**Interview to be discussed with curriculum department head**

**Interview guide questions**

Age \_\_\_\_\_ Qualification \_\_\_\_\_ Experience \_\_\_\_\_

1. What criteria do you apply when selecting social studies themes or contents which are going to be integrated into the first cycle primary environmental science education?
2. Do you have curriculum integration model, which are more appropriate in integrating social studies topics in to the first cycle primary environmental science curriculum?
3. Do curriculum experts and textbook developers have adequate training on area of curriculum integration ?
4. What do you think are the practical difficulties in structuring curriculum on integrated basis?

## Appendix E

### Coding sheet

This coding sheet is designed to indicate the presence or availability of social studies elements in the textbooks

- |                                      |                          |
|--------------------------------------|--------------------------|
| 1. Subject -----                     | 6. Coder                 |
| 2. Grade -----                       | 6.1 Name -----           |
| 3. Total number of paragraphs-----   | 6.2. Qualification ----- |
| 4. Unit of analysis <u>paragraph</u> | 6.3 Occupation -----     |
| 5. Date----- to -----                | 6.4 Experience -----     |

### **Direction for coding:**

Read carefully all the paragraphs of the sampled chapters of the textbooks you are coding and the explanation given for the categories. Then decide whether social studies theme or elements listed in this coding sheets are present or the paragraph reflects about the social studies issues or not.

If the paragraph contains social studies elements put a tally mark (/) under Variable "present" in this coding sheet