

**FOSTERING NATIONAL COHESION AND INTEGRATION IN KENYA
THROUGH THE IMPLEMENTATION OF PRIMARY SCHOOL SOCIAL
STUDIES**

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**A Thesis Submitted to the School of Education in Partial Fulfilment of the
Requirements for the Award of the Degree of Doctor of Philosophy in Curriculum
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DECLARATION

Declaration by the Candidate

This Thesis is my original work prepared with no other than the indicated sources, support, and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

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DEDICATION

To my family: father Joseph Ruto, mother Esther Ruto, husband John Sitienei, and children Japhther Kipchirchir, Miriam Jeruto, Jared Kikurui, GloriamCherono and Joash Kipyego.

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ABSTRACT

With regard to knowledge, intellectual prowess, and democratic disposition—all of which are expected of students to actively engage in the society—the Social Studies (SS) supports national cohesiveness and integration. The SS is built on society demands, difficulties, and aspirations that help students develop appropriate and respectable values. The study's objectives were to find out teachers' perception on the role of primary school social studies in fostering national cohesion and integration, to establish the effectiveness of learning experiences teachers engage their learners in when implementing the primary social studies, to ascertain the primary social studies structure in equipping learners and to find out the challenges encountered by teachers during the implementation. The study was to answer the major question on how social studies foster national cohesion and integration. The study was guided by two theories; the theory of implementation of Curriculum Innovation by Gross,(1971), and the social constructivist theory of Vygotsky,(2005). The study used descriptive survey design. Stratified and random sampling methods were used to draw a sample of 1,195 respondents comprising of 940 students, 188 social studies teachers, 47 head teachers from primary schools and 12 Curriculum Support Officers from 6 sub counties in Uasin Gishu County. Data was collected using; a questionnaire for teachers and for CSOs, observation guide for social studies teachers, interview schedules for head teachers and for CSOs and focus group discussions guide for pupils. Data was analysed descriptively and was presented in form of tables, percentages, mean and figures. Ethical guidelines were followed during the entire study process. The study findings revealed that teachers are knowledgeable in the content of SS and acknowledged that the Social Studies is vital in fostering National Cohesion and Integration in Kenya. Therefore, the learning experiences are to be effectively engaged in implementing the Social Studies in promoting national cohesion and integration. SS is in line with the national goals of education that foster National Cohesion and Integration in primary schools. Challenges faced during the implementation of SS include; progressive subjugation of teachers, demoralization, inadequate teaching techniques and the contradiction of what learners are taught with what they see in the community. In view of all the challenges faced by teachers, the study concludes that teachers were not achieving integration and cohesion through SS. The study recommends that primary teachers to implement the social studies by following the suggested activities in the curriculum, as a result pupils could achieve values of cohesion and integration in the society. The potential opportunities in fostering cohesion and integration include programmes such as workshops, trainings and seminars that play a strong emphasis on acquiring new information about citizenship and modern pedagogical techniques that are useful to implement primary Social Studies Curriculum.

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ABBREVIATIONS AND ACRONYMS

ASSP:	African Social Studies Programme
CBC:	Competence Based Curriculum
CSO:	Curriculum Support Officers
EFA:	Educational For All
FGD:	Focus Group Discussion
KESSP:	Kenya Education Sector Support Programme
KICD:	Kenya Institute of Curriculum Development
KND:	Kenya National Dialogue
MoJNCCA:	Ministry of Justice, National Cohesion and Constitutional Affairs
NACOSTI:	National Commission for Science, Technology, and Innovation
NCIC:	National Cohesion and Integration Commission
PSB:	Public Service Broadcasting
SSC:	Social Studies Curriculum
SSE:	Social Studies Education
UNESCO:	United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents background information, problem statement, study purpose, research objectives and questions. It also has the study's scope, limitations, basic assumptions, conceptual framework, significance, justification, theoretical framework, and operational definition of Terms.

1.2 Background to the Study

Education is key to attaining a range of ends, including developing knowledgeable individuals with the ability to reason, forming a sustainable community, and realising economic goals for the benefit of individuals and the community at large (Rizvi & Lingard, 2010). The implications of education are thus to intentionally transmit something worthwhile, including the achievement of values (Rizvi & Lingard, 2010). It has been determined that education serves moral, social, political, and economic goals. In the 21st century's competitive knowledge-based economy, education is a key tool for socio-economic progress (Aikman & Unterhalter, 2005). Sharma (2012) contends that education empowers people to reach their full potential by preparing them for obstacles in life. Education is essential for creating, using, and disseminating knowledge, which supports growth of dynamic and globally competitive economies (World Bank 2011).

The policy framework of the government of Kenya for education reform, research and training (Sessional Paper No. 1 of 2005) is in line with the Education for All (EFA) and Millennium Development Goals. The Government plans to create sector policies and

implementation that would guarantee Kenyans access to relevant and high-quality education and training. The Kenya Education Sector Support Programme (KESSP), activities are geared toward improving the teaching and learning environment and ensure greater accountability at individual, school, and community as well as Ministry level. This programme aims to improve the outputs from the educational system. Baker and Le Tendre (2005) state that schools are essential formation of social environment. Therefore, governments employ education to promote civic virtues and develop national identity. The social studies curriculum in schools helps to achieve this goal.

National cohesion and integration is one of the main goals of education in Kenya. Four crucial learning pillars were identified in the UNESCO report according to the International Commission on Education for the Twenty-first Century. Delors, Marques & Auston, (1996) highlighted them as follows: - learning to understand, act, be, and coexist. Equity and national cohesiveness are important for long-term development prospects and maintaining nationhood, according to the Kenya Vision 2030, which declares Kenya's aim to be a middle-income country. Despite reputation for national development, national cohesion and integration, becomes a challenge for the country as demonstrated among the outcomes of 2007–2008 post–election violence. The Kenya National Dialogue and Reconciliation Agreement of (2008) solved the main issue of post-election violence. Using cohesion and integration policies order in the country was restored. The constitutional, institutional and legal issues, a lack of national unity consolidation, and the improper management of differences have weakened the public's confidence in political and governing institutions.

Scholars, who have studied the origin and evolution of social studies, claim that the discipline began in Great Britain in the 1820s and quickly spread to the United States. The USA National Education Association appointed a commission led by Edgar B. Wesley to prepare a social studies curriculum. The subject was popularised and agreed to refer to social science at the primary level. It was later changed to social studies as a subject in the curriculum. They claim that Social Studies emerged as an attempt to use education to promote social welfare of Americans (Jones, 1906, Wesley, 1937, and Hofstadter, 1955) who influenced its development significantly.

Colonial authorities introduced formal schooling in their colonies in Africa. Separate subject disciplines were taught in the primary schools for the Africans. African countries retained the respective subject in the primary school curriculum upon the attainment of their independence. A conference was held at Oxford's Queens College in an attempt to review the curriculum to include independent states' aspirations and cultural values. It was agreed that primary schools be given priority in the existing states by gathering themes to formulate a curricula that fits them. The curriculum reforms that started in 1966, social studies subject ultimately took shape since geographical topics were needed to be included. The social studies curriculum, according to Jones (1906), was innovative in its integration of sociology, political science, and economics with the goal of empowering pupils with appropriate behaviour leading to the education of a decent citizen.

In response to the Gachathi (1976) report, KIE developed a Social Studies programme for primary schools and primary teacher Education in 1978. That was introduced on a pilot basis, but at the implementation stage, it was integrated with Geography, History and

Civics (GHC) as a combined course. This was a development from the concept of integration of Social Studies programmers during Mombasa conference of August 1968. The 8.4.4. Curriculum organised by the Ministry of Education recommended the adoption of Social Studies that was to be offered at both primary schools and primary teacher colleges.

According to, Aitken and Sinnema (2008) social studies education has a favourable impact on the participation, affective, and cognitive outcomes that educators hope their students would achieve. Social studies education is crucial for shaping students' sense of self and determining how they engage with and contribute to their local, national, and international communities.

According to Aitken and Sinnema (2012), (who conducted research on effectiveness of pedagogy in teaching social sciences subject), there are principles of effective pedagogy in the social sciences that fall under the categories of alignment, connection, community and interest. These provide a broad explanation for how teaching can support students in achieving desired outcomes. They highlighted teaching inquiry as a method that can assist instructors in implementing research-based techniques in a way that is accommodating to various student populations. Therefore, learning to know includes the necessity to offer the cognitive tools necessary to better understand the complexity of the world and to lay a suitable and acceptable foundation for future learning.

Awareness and understanding of the changing social and physical environment, including its natural, artificial, cultural, and spiritual resources, as well as the wise use and preservation of these resources for national growth, are fostered through social studies Olorunda (2018). He adds that students develop the capacity to learn and pick up

fundamental abilities like speaking, listening, reading, and writing. For the purpose of making accurate social, economic, and political judgments, more hand and head abilities as well as computation, analysis, and conclusions are necessary (Olorunda, 2018). Ajiboye (2010) characterised social studies as a topic that aims to guide and provide students with the freedom and chance to make inquiries, investigate, discover, discuss, experiment, and gather experiences to help them decide on social issues and problems and find answers. According to Watts (2017), the purpose of social studies education is to support the development of young people's capacity for knowledge, rational thought, and decision-making for the common good as members of a multicultural, democratic society in a globally interdependent environment. According to Jorgensen (2017), since social studies is the study of people, it should aid students in learning, learning processes, and becoming engaged citizens.

Learning to do, be, and live together are thus the crucial components defined as the social studies curriculum's basic aims, as pointed out by Jacques (2023) in the report to UNESCO (Delors 1996). Learning implies the need to provide self-analytical and social skills to allow individuals to develop their fullest potential psycho-socially, affectively, as well as physically, for a complete all-around person. Learning to do involves the need to provide the skills that would enable individuals to effectively participate in the global economy and society. In order to enable people and organisations to live in peace and harmony, learning to live together implies that individuals must be exposed to the values implicit in human rights, democratic principles, intercultural understanding and respect, and peace at all levels of society and human relationships (Delors 1996). In light of this, the current study looked at how the Social Studies curriculum is being implemented,

emphasising the importance of learning to coexist in order to promote national integration and cohesiveness in Kenya.

By ensuring political, social, and economic stability, the Kenyan government works to promote national cohesion and integration through the National Cohesion and Integration Commission of Kenya 2019. The government must establish a secure and predictable environment so that people can pursue their lifelong goals and endeavours. Social Studies is used in the curriculum to illustrate this. To encourage national integration and togetherness, the Kenyan government has employed a variety of tactics. Education and training are some of the tactics used by the Ministry of Justice, National Cohesion, and Constitutional Affairs, creating a strong foundation for social reform. The use of education to promote national integration and cohesion is highly valued by the Kenyan government. The national philosophy of education is, in fact, "Education and training for social cohesion as well as human and economic development," according to Sessional Paper No. 1 of 2005 (on "A Policy Framework for Education, Training, and Research") (GoK, 2005). As a result, "cohesion" is a key goal of education and training in Kenya.

The national goals for education in Kenya of 2002 give curriculum designers insight into the overall objectives of education. These include the necessity of fostering patriotism and nationalism as well as encouraging national unity in Kenya among many communities, races, and religions through coexistence. Therefore, education should help students grow a sense of patriotism and nationalism. Additionally, it ought to encourage harmony and peace in society. As the learner is prepared for an effective and productive role in the nation through education, it also develops social, economic, technological, and industrial skills for national development. Education is intended to equip students with

social and adaptive skills so they can effectively contribute to their families, communities, nations, regions, and international development. There is a focus on education to provide students with the necessary abilities to support a modern, autonomous, developing economy that translates into good standards of life for every person in order to meet economic needs. Education has been recognised as a means of fostering in learners the required skills for the nation's technological and industrial development in line with global trends in order to meet its needs in these areas KICD, (2013). Using Competency Based Curriculum (CBC) (2023), system describes early education to learners in pre-primary and lower primary education. Education must foster students' personal development and self-fulfilment by giving them the chance to reach their full potential and develop their interests, skills, and character in order to positively affect society.

The importance of education in fostering good moral and religious values is emphasised, along with learning about the Kenyan Constitution's enshrined national ideals. This is done with the goal of creating a self-disciplined, moral, and religiously upright citizen. To guarantee inclusive and equitable access to high-quality, differentiated education that includes students with special needs, it is essential to promote social responsibility and equity. As a result, education should also give students the chance to exercise and build shared accountability and responsibility through community service learning. In order to promote respect for and the development of Kenya's rich and diverse cultures, education should instil in students an understanding of the country's cultural legacy. Therefore, the students should be able to appreciate their own culture, respect that of others, and adopt constructive cultural behaviours in a changing society.

Education is required to build a sense of global awareness and favourable views toward other nations. The emphasis is on empowering the student to accept, appreciate, and take part in the opportunities within the global community in order to accomplish this. The student should be able to function within the global community while fully understanding the rights, obligations, and rewards of membership. Equally crucially, education should instil in students the value of physical and psychosocial wellness for self and others. This will help to create favourable attitudes toward environmental conservation and good health. For sustainable development, education should encourage environmental protection and conservation.

Five of the eight national goals of Education in primary school curriculum offer chances for promoting national unity and cohesiveness, GoK, (2013). The five goals are as follows: 1. To promote social, economic, technological, and industrial requirements needed for national development. 2. It is to promote morally upright and religious principles. 3. It is to promote social equality and accountability. 4. To promote respect and growth of Kenya's rich and diverse cultures. 5. It is to foster nationalism and patriotism to promote national unity.

Identification and organisation of the educational purposes into goals, objectives, aims, and learning outcomes to be attained at various levels of education and training are the responsibilities of the curriculum. In Kenya, formal education is the main tool for fostering nationalism. Because it traverses both the cultural-symbolic and civic-instrumental components of nation-building, education is a crucial and potent tool in the developmental stage (Hill & Lian, 1995). Education not only improves individuals' attitudes and motives, but also high-level technical skills and knowledge for economic

development, ensuring on going collective commitment to actively pursue the objectives of national development (Green, 1997). Education has the power to change a generation and give them a sense of shared destiny. It is important to comprehend how social studies, citizenship, and education are related in Kenya.

Every society value social studies education as one of the major subject that include the relationship with one another in a country. Young people prepare to be aware, responsible, and active citizens through social studies education (Atang, 2013). Schools under the leadership of various governments have been expressly charged with the responsibility of introducing the next generation to the ways of the nation-state. Social studies encourage citizenship education, which is necessary because young people do not automatically become good citizens (Parker, 1991; Patrick, 2002). Citizenship education is involved in preparing young people with the fundamental knowledge with moral principles necessary for responsible citizens.

The social studies curriculum is a scheduled study that the community uses to instil in kids knowledge, values, and behaviour. It is about how people interact with their environment (Edinyang, Tandu & Gimba 2015). In the social studies subject area of the curriculum, students are taught about the nature of man and how his issues might be resolved in their immediate surroundings. It stresses the need of assisting students in developing the skills and attitudes required for democratic living in addition to utilising timely and necessary curriculum content that students see as relevant. According to Mezieobi and Edinyang (2013), social studies liberate a person to adjust, adapt, and accommodate various ethnic groups, which has contributed to the nation's socio-economic, socio-political, and socio-technological growth. Mezieobi and Edinyang

(2013) claim that one of the specific purposes of establishing social studies is to recognise and value the cultural similarities and contrasts of the people. Furthermore, they contend that intercultural exchange fostered by national festivals of art and culture encourages respect for and understanding of cultural variety among citizens, as well as enjoyment of one another's art and crafts.

The social studies subject need to be developed in a way that would help integrate and stimulate the socio-economic relationships that are present in the various regions of a country, (Sears 1994, Print 1997, Patrick 1999, Naval, Print, & Velhuis, (2002). Social studies instruction in the classroom needs to be taught well to improve the nation's overall economic prosperity and social cohesiveness. National Council for Social Studies defines social studies as the integrated study of the social sciences and humanities to foster civic competency. Marlow (1996) links integration to connections between seemingly unrelated units, including law, psychology, religion, geography, history, civics, music, dance, and theatre. As part of a person's fundamental education, social studies primarily serve the young people by assisting in making informed decisions for the public benefit as members of a democratic society that values diversity of culture (KICD, 2017).

Social studies give students the chance to comprehend their surroundings and come to terms with their place in society as well as their obligations and rights as citizens. The learner is exposed to a range of viewpoints and lifestyles because of the knowledge acquired. The study of social studies also aims to give students lifelong skills and the capacity to overcome obstacles. Social studies are crucial to comprehending how complex the world is (KICD, 2017). It is important to note that the social studies offers

students chance to build their skills in teamwork, critical thinking, problem solving, creativity, citizenship, learning how to learn, and self-efficacy.

For a nation to advance socially, the acquisition of social studies curriculum objectives is crucial. Additionally, it is necessary to forge a commitment to accept diversity in cultures and values to social and developmental problems or concerns and to interact effectively with varied people (KICD, 2017). The current study set to find out how citizenship education in social studies benefited students in order to achieve the set goals. Citizenship education has grown significantly within the educational system in supporting democracy among all nations worldwide, (Torney- Purta & Vermeer, 2004). This is because citizenship topic in social studies subject promotes more interactions hence good relationship in the society. The current study attempted to examine the teacher's perception of the role of primary social studies in fostering national cohesion and integration based on this premise.

Citizenship education in Social studies curriculum has become an important topic in several nations (Sears, 1994; Shaver, 1997; Stanley, 1985). Therefore, an urgent consideration to get young people ready for the difficulties and uncertainties of life in a world that is changing quickly are required (Ichilov, 1998). Social studies is related to other subjects in the curriculum, such as language, science, geography, economics, history, politics, environmental studies and religious studies in education. There is consensus among academics that the primary goal of the social studies is the development of good citizenship, and that this is determined at a person's lower level of learning Kuzmic, (2001). As a result, it is necessary to investigate the subject's relevance at the primary school level.

Kerr (2003) revealed that citizenship education often includes training children for their societal roles and obligations. They must develop moral principles during this process if they are to develop the desire to be morally upright citizens. Therefore, it is not surprising that social studies education is a prominent primary source of citizenship education for pupils in many countries (Torney-Purta, 1999, 2001, Gonzales, Riedel, Avery & Sullivan, 2001). In Kenya, Social Studies in primary school is divided into three levels: Early school education, Lower School education, and upper School education (KICD. 2017). The foundational phases of education are covered by basic education, which has benefited significant financial support from both the state and the public. Baker and Le Tendre (2005), curricular materials, pedagogy and resources promote national integration and cohesion. Collaborating learners and using other participatory and interactive teaching strategies encourage cohesiveness and integration.

By placing a focus on thinking abilities like making judgments, evaluating evidence, recognising values, and spotting bias, as well as coming to conclusions after giving arguments and supporting evidence a reasoned look, Engle and Ochoa (1988) acknowledge the objectives of social studies in creating the thoughtful, independent, and rational citizen. Therefore, social studies in Kenya is changing historically. Citizenship education emphasises the formation of thinking in students and function as a socializing agency. Reasoning and autonomous thought are distinguishing characteristics of counter-socialization, according to Engle and Ochoa (1988). Therefore, the phrase "social studies" may be an attempt to balance socialisation in the Kenyan setting. It also plays a role in fostering national cohesiveness and integration.

According to Engle and Ochoa (1988), the democratic ideal is the cornerstone of social coexistence, and desirable consequences include social critique and citizen engagement in public decision-making. Social studies do not allow for the critique of political economy and society, even if they aid students in learning and developing critical thinking abilities (Koh, 2013). The social solidarity of the nation's residents is ensured by this rejection of criticism.

According to the Social Studies curriculum, having a foundation of democratic knowledge, skills, and values will make one a more effective and engaged citizen (Engle & Ochoa, 1988, Patrick, 1999). To attain the general knowledge can only be accomplished through thorough syllabus coverage. The integration of social studies must be complemented by suitable educational strategies and pedagogy that promote participative abilities and values in order to educate students for active citizenship (Print & Smith, 2000). Social studies is a subject that covers aspects of politics, economics, history, and human geography.

The education sectors in Kenya have a number of difficulties in promoting national integration and cohesion through the curriculum. The gradual demotion of social capital in favour of human capital, the discrepancy between the intended, implemented, and attained curriculum, and the environment in which the curriculum is implemented (Lisa, 2010). According to Rizvi and Lingard (2010), privatisation policies and policies that rely on market mechanisms to resolve the myriad issues and crises that governments face are the most blatant manifestations of a global movement toward neoliberal values orientation. The attempt to reorient away from emphasising the virtues of democracy and

equality and toward the significance of efficiency and accountability has had an impact on curriculum design.

According to the World Bank's report of (2005) (on the economic development) developing human capital is now more important because it is purportedly necessary for countries to engage and compete successfully in the new knowledge economy. As a result, the social principles of democracy and equality increasingly lose importance in favour of the prevailing economic interests. According to human capital theory, investing in education and training is only necessary to satisfy the demands of the global economy (World Bank, 2005). Like in other nations, there have been instances in Kenya where teachers and the learning of science and mathematics were encouraged at the expense of arts subjects, which were thought to be the primary means of fostering tolerance and trust among individuals (World Bank, 2005). Social sciences have been a catalyst in education for social cohesiveness and an increase in social capitalism. Therefore, there is need to put more emphasis on disciplines like social studies that required knowledge in the society and promote good relations among nations.

Social studies can achieve most of the cohesion and integration goals (Oyibe, 2015) that promote subject teachers' output and sense of fulfilment at work. National cohesion and integration in the society have negated by political utterances. To find out the teacher's perception on the role of the primary social studies curriculum in fostering national cohesion and integration for good citizenship, the current study is necessary.

According to Rizvi and Lingard (2010), in Kenya there is a lot of pressure on educational systems to adopt corporatization and marketization strategies. Foreign curricula have become increasingly common as a result no support to integration and national

cohesiveness. Instead of learning about the history of their own nation, students study the histories of other nations. Such students are not likely to have a strong sense of national pride. Additionally, it has been emphasised that educational resources used in schools might not expose the student's experiences that promote national ideals. Majority of the learners in schools eventually feel alienated in their own nation (Oyo, 2008). The current study aimed to investigate teachers' perceptions on the role of primary school social studies curriculum regarding the usefulness in promoting national integration and cohesiveness.

1.3 Statement of the Problem

In today's world, cohesion and integrating in the society are very essential. In the past, mostly focused on combating prejudice based on race, ethnicity or religion and by supporting harmony among different communities in the nation. By encouraging participation of ethnic communities in social, economic, cultural, and political life of other communities foster tolerance, understanding, and acceptance of variety in all facets of national life.

Recently, political ideological differences among communities in Kenya have become rampant. There is little room to accommodate individual divergent views in society unlike in the past. More worrying is the state in which political rivalries in the society is rampant because of different political stands. This has gone based on the region one comes from and the community one belongs to region hence becomes a main source of conflict. This was clearly witnessed in the 2007/08 post-election violence in Kenya where Uasin Gishu County was greatly affected. People were internally displaced, property

destroyed while innocent lives lost just because of the fact that they supported a different political divide. How is sanity restored in such a society?

Social studies curriculum plays a role in promoting national cohesion and integration in Kenya. Thus, a teacher inculcates unity in a class of students from diverse communities across the country. Education is the main purpose to make the individual acquire social efficiency. However, there is little research done to determine the way to promote cohesion through social studies curriculum in primary school. This study investigated, with reference to Uasin Gishu County, whether primary school social studies curriculum could promote national cohesion and integration.

1.4 Purpose of the Study

The purpose of the study was to determine whether Kenya's primary school social studies curriculum foster integration and national cohesion.

1.5 Research Objectives

The specific objectives of the study were as follows:

- i. To find out CSOs and teachers' perception on the role of primary Social Studies in fostering national cohesion and integration.
- ii. To establish the effectiveness of learning experiences teachers engage their learners in when implementing the primary Social Studies in promoting national cohesion and integration.
- iii. To ascertain the primary Social Studies structure in equipping learners with the knowledge, skills and values that foster national cohesion and integration.

- iv. To find out the challenges encountered by teachers during the implementation of Social Studies in order to foster national cohesion and integration

1.6 Research Questions

- i. What is the CSOs and teachers' perception on the role of the primary Social Studies curriculum in fostering national cohesion and integration?
- ii. How effective are learning experiences during the implementation of primary Social Studies curriculum that can promote national cohesion and integration?
- iii. How the primary social studies content structured to equip learners with the knowledge, skills, and values that foster national cohesion and integration?
- vi. What challenges do teachers encounter during the implementation of primary social studies that can hinder national cohesion and integration?

1.7 The Scope of the Study

This study was carried out in Uasin Gishu County to act as a representation of the other affected counties in Kenya. The study confined itself to primary schools that teach social studies. The uniqueness of post- election violence, which has been recurring in the County in every 5 years elections, prompted this research NCIC (2008). The respondents were Curriculum Support Officers, head teachers, social studies teachers and pupils of classes 5, 6,7and 8. The research focused on teachers' perception of the role of primary Social Studies in fostering national cohesion and integration. The study was concerned with the learning activities used during the implementation of Social Studies subject. The study also focused on challenges experienced during the implementation of social studies.

1.8 Limitations of the Study

Limitations of the study are practical shortcomings of a study that are often outside of the researcher's control. The information obtained from respondents in the study depended on their willingness and honest in responding to the questionnaires. This study was done in primary schools from Uasin Gishu County. Some of the Social Studies subject teachers were not comfortable being observed in class. Assurance was given that the findings would be used only for this study. Arrangements were made to meet the CSOs in their offices to collect data from them. Other schools were far apart with the terrain obstacles making transportation difficult because of poor roads in the area. Alternative transports to access those schools were sort.

The study was undertaken in sampled primary schools only located in Uasin Gishu County. The ultimate findings might have been delimited by geographic location and the sample might have been comprised of the participants who might have changed their attitudes towards inclusion during the period of study. A wide variety and scope of participants that were representative of the population. Thus the findings of this study are a representation of the population, which can be generalized to apply to all counties in Kenya.

1.9 Basic Assumptions of the Study

- (i) Most social studies teachers in primary schools were aware of the role of the social studies curriculum in promoting national cohesion and integration.
- (ii) The social studies curriculum is developed to promote national goals of Education and it is relevant in fostering national cohesion and integration in Kenya.

(iii) That the data obtained from CSOs were accurate and reliable in line with the objectives of the primary school social studies curriculum in promoting national cohesion and integration.

(iv) Teachers were mature and willing to give the information needed for the study.

1.10. Justification of the Study

Even though a number of studies have been carried out on national cohesion and integration in Kenya after the 2007/18 PEV, they did not determine the role of Kenya's primary school social studies curriculum in promoting national cohesion and integration in Kenya.

This makes the current study urgent to give proposals that can save this country from disintegrating socially. The objectives stated in social studies curriculum are mending to achieve the goals of national cohesion and integration. The highlights are as follows :-

(i) It enables the student to understand other people's way of life and appreciate them. (ii)

It enables the student to understand both their physical and social environments. (iii) It

helps students learn to tolerate one another, settle their differences and ensure cooperation for the development of the country. As much as teachers implement the

social studies curriculum in primary schools, the society is waved by diverse political ideologies. The country's development is affected by the political powers in every five

years of national elections. Therefore, the current research is to determine whether social studies implementation can foster cohesion and integration.

1.11. Significance of the Study

This study brought about significant contributions to several educational sectors and stakeholders in Kenya. In general, the policy makers are required to improve the implementation of the social studies curriculum by embracing the findings. The study could offer an alternative approach to assisting teachers in integrating the research findings with the current curriculum. It will help the learners to encounter what is taught in school with what they come across in the community. The study offers the alternative approach to the social studies curriculum, which is limited to classroom and helps to solve the conflicting experiences within the school environment. It is hoped that this study would identify the problems that are in the curriculum and find solutions that can inform the curriculum planners in restructuring the social studies in fostering national cohesion and integration.

The study will help teachers develop practical linkages between the CSOs and other related educational bodies. Social studies curriculum should be embraced and be implemented effectively to promote national cohesion and integration in schools and the community in Kenya. The present study will contribute to the body of knowledge especially on factors contributing to citizenship. The findings will inform the stakeholders to take necessary measures in giving a guideline for reviewing social studies curriculum structure. Hence, support the implementation of social studies and promote national cohesion and integration in Kenya.

1.12 Theoretical Framework

This research study adopted two theories; the theory of Implementation of Curriculum Innovation advanced by Gross (1971) and the Social Constructivist theory Vygotsky, (2005)

1.12.1 The Theory of Implementation of Curriculum Innovations

The theory of Implementation of Curriculum Innovation advanced by Gross (1971) highlights the circumstances that are present throughout the procedure and provides cues for curriculum implementation. This study identifies conditions that are present during the process of implementation and provided possible solutions which were proposed in 1971 by Gross (1971). The amount to which five conditions are met during the implementation process determines how well a curriculum is implemented. These factors include the mind-set of the implementers, recipients, and other stakeholders of the new curriculum; the management staff's support; the availability of facilities and equipment; the degree to which members of the school organisation are aware of the curriculum's scope and content; the extent to which members of the school organisation possess the capabilities and competencies necessary to carry out the process of curriculum implementation. Thus addresses the national cohesion and integration during the implementation hence unity in the society.

Some characteristics that are crucial factors in determining how well a curriculum is implemented include; i) the design of mechanisms for monitoring and evaluating the curriculum, ii) the organisation of staff development activities, iii) the clarity of the school policy regarding the objectives of the curriculum, and iv) the provision of technical support to the instructors who require it. Oluoch (1982) asserted that the proper

conditions for implementation included changing the attitudes of those involved in the process, providing adequate facilities and equipment, providing sufficient and on-going administrative support to teachers, and persuading a variety of people about the necessity of the innovation and their acceptance, which is crucial knowledge for this study. This theory is relevant in the implementation of social studies curriculum in primary school in fostering national cohesion and integration Fullan (1991).

1.12.2 The Social Constructivist Theory

The Social Constructivist theory of Vygotsky (2005) is highly relevant to addressing learning experiences that teachers can use in social studies to foster national cohesion and integration in Kenya (Hahn, 1996). On this basis, the study adopted social constructivist theory, with a concept of new information and skills with the help of more knowledgeable individuals. In the Kenyan context, teachers can act as facilitators, guiding students in understanding complex social and cultural issues. Teachers can design activities that encourage students to collaborate, discuss and debate social studies topics deeper as propounded by Vygotsky (2005). It was able to address issues based on how learners and teachers interact in schools, how teachers interact amongst themselves and how both the school fraternity associate with the community. The social constructivist viewpoint appreciates the learner's cultural background and places a strong emphasis on social interaction as a means of fostering learning and cohesion. Effective learning requires teacher-structured and -designed learner interaction, according to Vygotsky (2005). To do this, teachers should set up the learning environment to support and encourage reflective engagements that aid students create efficient interactions that aid in problem solving and respect for one another in order to survive.

Social constructivist theory, according to Vygotsky (2005) encourages educators to consider the cultural context of their students. In Kenya, teachers can create lessons and activities that are relevant to the diverse cultural backgrounds of their students (Mertens, 2007). This helps learners connect their studies to their own experiences and fosters a sense of belonging within the classroom which Fischel (2007) endorsed, emphasises the modern ideals through active student participation. The social constructivist approach offers a better opportunity to connect learner information, skills, and values taught in class to personal and practical life experiences through active learner participation. According to Vygotsky's (2005) theory that knowledge is acquired through interactive communication, the study therefore took into account pre-schoolers as a crucial value in the learning process.

Using these beliefs as a guide, educators must design learning activities that help students acquire abilities that improve good interaction aimed toward social receptivity. Similar to this, Vygotsky (2005) and Kukk (2010) agreed that value education is more effective when teaching and learning take place in social contexts. In actuality, the social environment has begun to value the social constructivists' approach to information exchange. According to Bracken and Fischel (2007), this study's design was based on social constructivist principles, which hold that a student's ability to demonstrate effective citizenship for social cohesion and integration depends on their social environment and their teachers' ability to give them the skills they need. In this sense, the teacher's view of the function of social studies instruction and the pedagogical techniques used in implementing the social studies curriculum are key factors in promoting national cohesion and integration.

When the two theories are intertwined it gives a connection on the factors that lead to fostering national cohesion and integration. However, this study could not be complete without the use of the theories because the variables could be inadequately addressed. It is on this background that the theories were employed in order to give a wider scope of the research study and make it richer.

1.13 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate the information at hand. In Figure 1 below, identifies various variables that must interrelate in order to make implementation of social studies successful.

The independent variables include teacher's perception on the implementation of Social Studies contributes towards national cohesion and integration. Teachers use various teaching and learning resources and methods as pedagogical techniques in the implementation of Social Studies content. Teacher's knowledge and skills are used to promote national cohesion and integration. Although attaining these goals presumed to be enshrined in the Social Studies curriculum may be further boosted by the inherent opportunities within the Social Studies curriculum. The environment determines teachers skills, attitude, values that can bring togetherness that foster cohesion in class.

The dependent variables for this study is the national cohesion and integration. It is premised that the implementation of social studies can foster national cohesion and integration in terms of peace and tolerance hence patriotism. However, the intervening variables are the government policies and community aspirations.

Existing challenges may present hindrances towards fostering national cohesion and integration. It is essential in encouraging unity among the nation's citizenry. Since students will be prepared with information, skills, and values that facilitate national cohesion and integration,

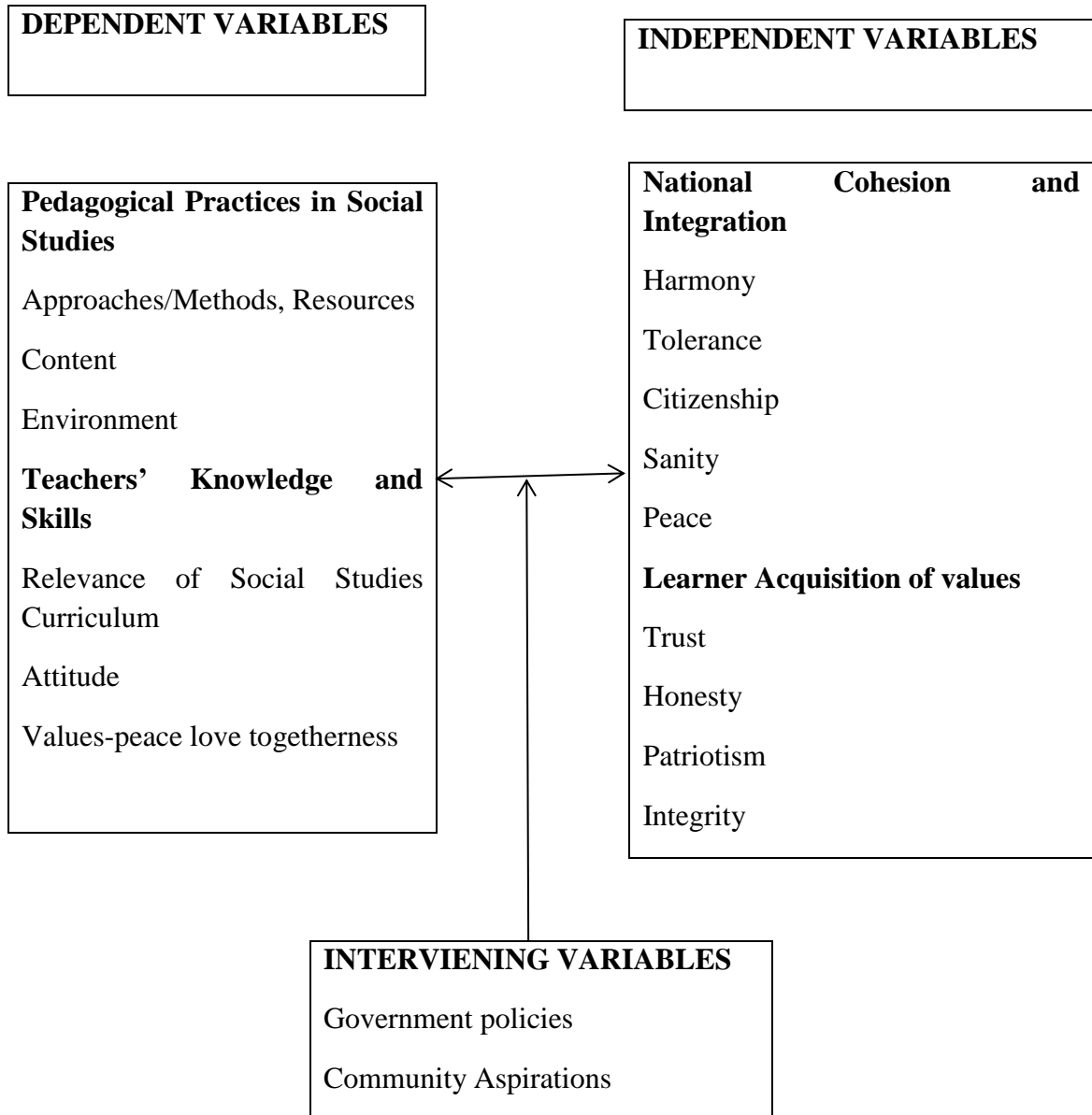


Figure 1.1: Conceptual Framework

1.14. Operational Definitions

Education: refers to a process intended by teachers to increase the participation of learners to acquire and develop the desired knowledge.

Fostering: to promote and develop cohesion and integration.

Implementation: are the techniques put into practice by teachers using the formal teaching and learning resources to meet the diversity of learners in school.

Instruction: It the way a curriculum plan is being implemented though teaching and learning.

National Cohesion: It is the act of aligning with each other in the community as patriotic citizens.

National Integration: This is a skill of living together harmoniously for peaceful coexistence in the society.

Pedagogical Practices: These are teaching methods, preparation, and utilisation of instructional resources and the evaluation procedures.

Pedagogy: Is the instructional methods and techniques used in effective teaching.

Primary School Social Studies Curriculum: Refers to the content, sequencing of learning experiences and materials from methods, instructional resources, assessment and evaluation.

Social Cohesion: denotes the continuing process of creating a community built on sense reciprocity and composed of shared ideals, difficulties and opportunities.

Social Studies: This is a subject typically consists of courses which are integrated.

1.15. Summary

The chapter has effectively given the study's background information. It gave information on the importance of education and the role that plays in a society. The goal of schooling was also taken into consideration. It traced the origin and development of social studies as an integrated subject. However, teachers' pedagogical practices in the implementation of social studies curriculum are essential in promoting national cohesion and integration

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature on the topic is covered in great length in this chapter. The chapter was broken down into the following subsections: the function of social studies curricula, teachers' pedagogical approaches to teaching social studies, the social studies curriculum in primary schools, national cohesion and integration, policies and context of social studies curricula, and the opportunities and challenges that the social studies curriculum at the primary education level is currently facing.

2.2 Teacher perception of the Role of Social Studies Curriculum in Fostering

National Cohesion and Integration

The name "Social Studies" was formally recognised, according to Osakwue & Itedjere (1973) by the Commission on the Reorganisation of Secondary School Education's Report of the Committee on Social Studies Ajimoko (1976). It was described as the subject matter that directly connects to the formation and organisation of human society, as well as being a social group member (National Education Commission, 1916). Following the 1968 Mombasa conference, where the African Social Studies Programme (ASSP) was proposed as a continental strategy for citizenship training, the emerging ambition for nation building, and national development, social studies were incorporated into school curricula in Kenya (Ogunyemi, 2003 and Ahmad, 2013).

Social Studies Education has been cited as a crucial component of education since it imparts to pupils the knowledge and abilities, deemed necessary for how people interact

with one another and with the world as a whole (OgunBameru, 2006 and Ahmad Abubakar, 2013). This field of study on the effect of social studies education on national development significantly aids in achieving the country's goals. According to Ahmad Abubakar (2013), social studies help both adults and children learn how to deal with and regulate the socioeconomic and physical pressures that are present in their environment. He claimed that rather than studying men, he is interested in studying men in relation to their environments—their social, physical, political, economic, cultural, and technical environments. (Ahmad 2013 & Ezegebe 1994). The objectives of the social studies curriculum have been identified as the need to foster awareness of and sensitivity to man's environment. The positive influence of man's attitudes toward social, cultural, political values, and the overall environment enables them to acquire skills for solving societal and environmental problems. Men are given a fundamental understanding of the knowledge of natural environment. By participating on the voluntary societal activities, it promotes the engagement in social and civic duties.

To determine the place of social studies as a subject of study in education, researches have been carried out. According to a study by Ahmad Abubakar (2013), social studies instruction aids in the achievement of national objectives through civic education. The term "citizenship education" here refers to a person's exposure to the norms, perspectives, and values of the society in which they live. However, a citizen follows established customs, has loyal beliefs about certain issues, participates in particular activities, and abides by regional norms. It aids in educating the public about the diversity of Nigeria's population.

Additionally, it helps the populace understand and respect Nigeria's rich cultural diversity and the necessity for collaboration, togetherness, and peace in the nation by demonstrating to them how important it is for them to work together and later depend on one another (Sheshi, 2002). The development of national commitment and consciousness, which are essential components of nation building, is one of social studies' additional functions. The development of social ideals and social-life skills. The outcome of intellectual prowess and capacities for a deeper comprehension of the environment foster student's capacity for analytical thought for social interaction. Using problem-solving methods to recognise problems and find solutions. Raising awareness of values and using some of them to address socially relevant emotional problems

According to Mezieoble (1994), the government should organise public awareness campaigns through national organisations, seminars, and workshops to support national development. Enhancing social interaction among people requires teaching the fundamental social studies concepts, such as citizenship education and national integration, fostering value awareness, and addressing pressing social issues by recognising them and employing problem-solving strategies to find solutions (Ahmad and Abubakar, 2013).

It is widely acknowledged that teaching social studies in schools promotes national cohesiveness, development, and enlightenment. The teaching of social studies aims to highlight the important and salient aspects of historical events that can be used to create a flourishing national future as a collective memory of a nation's past (Lisa, 2010). To enhance national cohesion and integration is by learning to live with one another in the community. Because the past predicts how things will probably work in the future, every

human society—regardless of its level of development—has given top emphasis to passing down a "useable past" from generation to generation (Oyo, 2008). Hoffman (2007) notes that in ancient cultures, each kingdom had a history laureate, whose job was to remember the past. He also stated that human society's evolution at all levels is a complex process. It means greater freedom, creativity, self-control, responsibility, and material well-being in addition to increased skill and capacity (Oyo, 2008).

The accomplishment of any component of personal development must be understood to be closely related to the state of society. At the national level, progress will inevitably entail combining the aforementioned human qualities for the advantage and welfare of the populace of such a nation. According to Rodney (2009) and Ajai (2010), the collective spirit of the people must be adequately nourished and spread through the teaching of social studies curriculum for any nation to thrive and achieve internal cohesiveness.

Therefore, the teaching of social studies is essential for promoting both national growth and preparing students' minds for national cohesiveness. Similar to this, any country that wants to develop in all of its forms must constantly examine both its own past successes and those of other nations. This will enable the country to learn from its mistakes in the past, be motivated by admirable past achievements, and plan ahead for new advances (Sandburg, 2009).

What social studies contribute towards education is by promoting national development hence improve social life. According to Ahmad (2013), social studies help people form kind attitudes toward other people. The teachers' contribution to national integration and

cohesion through teaching social studies in primary schools will enhance their capacity for peaceful communal living.

Omirin and Funke (2015) found that peace education is the fundamental tenet for enhancing interpersonal relationships in educational and familial contexts. Their study examined teachers' perceptions of the influence of peace education. Social studies, government, history, civics education, and religion studies are the finest subjects to teach. The research of Omirin and Funke(2015) also showed that educating pupils about peace in the classroom can influence their views and behaviour. The findings show that peace education is consistent with the idea that social studies have an impact on students' understanding of all norms, values, and attitudes that create a living environment. In light of this, the current study investigated the teachers' understanding of the significance of social studies for maintaining national unity.

Social Studies teach students how to work in harmony in a community where many various groups coexist, (Omirin and Funke, 2015). Conflict and conflict resolution, cooperation, and human rights are just a few of the subjects that students study that serve to instil discipline in students. According to Kancam (2014), instructors' perspectives matter while teaching citizenship education to primary school children. The author also urges teachers to make conscious efforts at all levels to communicate their expertise to the students they instruct. The purpose of the social studies unit on citizenship is to create informed, reflective, involved, and active citizens who will support the growth of their communities and their nation in the spirit of democracy and patriotism. In his research, Kancam (2009) found that social studies help young people prepare for the challenges and uncertainties of life in a time when schools and curriculum are continuously

changing. Therefore, schools act as settings where students can deepen their understanding of society, demonstrate their dedication to participating in politics, and engage in civic engagement. As a result, teachers are familiar with social studies and the curriculum's requirements. They must therefore teach students in schools the same information.

In their article on how social studies contribute to national development, Walado and Obro (2010) discovered that social studies as a discipline works to achieve national goals that promote national development. As a result, study of social studies is a subject in the educational system that places a strong emphasis on the process of recognising and resolving issues that affect man's ability to survive, including the ability to live in peace, order, decency, and progress. Muhammad (2012) discovered that all social studies themes are intended to increase self-reliance on teachers and students' perception of the role of social studies. In order to improve national cohesion and integration, teachers must be encouraged to regularly attend workshops and seminars to update their knowledge (Muhammad, 2012). On the other hand, the educational curriculum needs to be continuously evaluated to include all new developments in social integration and national cohesion.

As a result, social studies foster in students a desire for society to transform on all fronts—technological, economic, social, physical, and cultural. Social studies, on the other hand, focus on the society that the nation in question uses to accomplish particular goals at the national level. They continued to affirm that the role of social studies is to have good citizenship, development of national consciousness, creation of awareness, fostering of national unity and moral development, saying that the goal of social studies

is to help people develop the capacity to make decisions so that they can shape public policy by engaging in intelligent social actions (Walado and Obro, 2010). These are thought to aid students in acquiring pertinent and desirable attitudes, skills, and information in order for them to become useful and positively contribute to the growth of the country, which is why social studies disciplines should be made mandatory in the curriculum.

The socio-economic and political growth of a country is said to be influenced by the Social Studies curriculum in the educational system. It promotes national growth and progress in the country. They link this to the influence social studies education and learning have on society. Jimoh (2010) found one such effect on the family and thinks that social studies content will be necessary to comprehend important family-related concerns. The contribution of Social Studies to achieving this goal was articulated in the work of Adetoro (2000), who also argued that the vast array of subject knowledge applied in problem-solving in any setting where people are living, including the family setting among communities, demonstrates the discipline's influence on Nigerian society. Orisi (2015) stated that social studies education has a goal-oriented and innovative education in her study on the integrated character of social studies and its implications in Nigerian society (Obebe, 2004). This suggests that the subject can give students a sociopolitical and economic orientation, improving their ability for creativity. She adds that developing fresh perspectives on how to handle one's circumstances and adjust to shifting circumstances is essential for success in life. Through the teaching of social studies, this awareness is generated (Arisi, 2015).

According to the literature, emphasising the theoretical underpinnings and ideologies of the school curriculum demonstrates the importance of social studies and citizenship instruction in attaining the objectives of enabling students to gain information and skills (Arisi, 2015). Consequently, Jarolimek and Walsh (1977) noted that Social Studies are concerned with man about his people, how and where they live, and how they construct institutions and societies. This is because Social Studies is concerned with studying human beings. This has ramifications for educating society's members to be responsible citizens who can deliberately take part in decisions that have an impact on their futures, she said (Arisi, 2015). The same view was expressed by Oganwu (2000), who noted that Social Studies prepares the individual in the state to receive the positive development of ideas, beliefs, habits, and attitudes cherished by society in order to enable them to live as valuable and influential members of the same community. Inculcate national consciousness and aspiration toward national cohesiveness, solidarity, and growth, according to Akinlaye in Arisi (2015). Make students into responsible citizens who are eager to support the advancement of society. Instil in the students the appropriate forms of attitude and skill values. Making learners acquire fundamental understanding, emotions, and abilities is a necessary condition for personal growth and a helpful contribution to improving the standard of living for people in society. Enhance the learner's intellectual prowess, self-assurance, self-expression, self-realisation, initiative, reflective thinking, and resourcefulness for the social-political system (Arisi, 2015)

Odundo Amollo Paul *et al.* (2018) claim that social studies curriculum content fosters respect for others in society and improves classroom interactions and responsible citizenship in students. They contend that meaningful encounters will foster learners'

sensitivity, awareness, agreements, and behaviour expectations so they can respect societal coherence and survival. Morris (2017) asserts that respectful learners communicate properly to one another, refrain from making hurtful comments, and uphold standards of dignity for societal existence, as mentioned by Odundo Amollo Paul *et al.* (2018). When students learn to control their emotions, appreciate others, and communicate politely, they will be able to respect others' feelings and perspectives. Zimmerman (2009) agreed and viewed social studies as a potent tool for teaching the right ideals of society by empowering kids to become responsible adults. Based on this realisation, social studies curriculum content should be more relevant to students' interactions, emphasising respect as a crucial life skill for surviving at home, at school, and in society. Risinger (2012) found that social studies curriculum had not been used effectively to give students the necessary abilities for fostering respect as a positive value. Ghazi (2018) acknowledged that problems with teaching respect as a value in social studies stem from the curriculum's content and implementation, teacher expertise, the number of students in the class, the amount of time spent on each task, and school regulation. In light of this claim, educators must foster an environment where students can respectfully exchange ideas, listen to one another's viewpoints, and value variety.

For teaching students to appreciate respect as a core value, social studies curricula must be relevant to current societal knowledge, skills, attitudes, and values. Akumanyi (2007) emphasised that what is acquired in the early years of life determines how one develops a sense of being polite and mindful of others. Respect for friends, family, neighbours, seniors in the area, and other people's rights, beliefs, and well-being are all examples of being courteous and considerate. Furthermore, according to Nickerson (2011), the social

studies curriculum focuses on teaching students the transferable values they need to behave respectfully in a democratic society. When social studies curriculum content is administered properly, students are more likely to exhibit empathy, tolerance, senior recognition, courtesies, and independent decision-making as responsible citizens.

Additionally, Seefeldt, Castle, and Falconer (2010) emphasised how teaching kids morals might help them stay away from insults, hurtful remarks, and foul language. In order to do this, Shuttleworth and Marri (2014) suggested that social studies curriculum content be redirected into a potent weapon for instilling respect as a positive value among students. According to Ganira, Odundo, and Mwanda (2015), the information and skills included in the early childhood education curriculum allow students to develop the values necessary for thriving in the contemporary environment. Based on this realisation, the study looked at the value of Kenya's social studies curriculum in promoting integration and national cohesion.

The content of the social studies curriculum helps students gain knowledge and abilities for making reasoned decisions, for interacting in ways that help them appreciate diversity, and for showing consideration for others. According to Nickerson (2011), the social studies programme should assist students in cultivating respect as a transferable value. Students should feel concerned after they are informed about the people, events, and maintenance of school property. According to Risinnger (2012), social studies curriculum content encourages students to think critically, appreciate one another, and be socially conscious members of society. Respect for others would enable them to become useful and responsible citizens. However, Oluwagbohunmi (2013) noticed the mismatch between the stated academic objectives for the social studies curriculum and the social

behaviour of the students. In an article on the role teachers play in promoting value-based education, Odundo and Ganira (2017) highlighted that although instructors help children develop values both consciously and unconsciously, the formal education system is poorly organised. The objective of the social studies curriculum, to create knowledgeable and responsible citizens from an early age, cannot be achieved if value education is not well planned for. Based on this realisation, the curriculum should be used effectively in the classroom to promote respect as a valuable quality. This can be accomplished by giving students the necessary abilities to use respectful engagement techniques and by inspiring them to work toward the shared objective of the social studies curriculum (Odundo and Ganira 2017).

Knowing, doing, being, and collaborating with others are the four learning pillars defined in the UNESCO report of the International Commission on Education for the Twenty-first Century, which was led by Jacques Delors (Delors *et al.* 1996). It is the pillar of communal learning that emphasises themes of cohesion and integration. Therefore, according to Rizvi and Lingard (2010), education is seen as a deliberate, purposeful activity aimed at a variety of ends, some of which may include the formation of a sustainable community, the realisation of economic goals benefiting both individuals and their communities, and the development of knowledgeable, reasoned individuals.

A study on the function of social studies in fostering interethnic harmony among Nigerians was conducted by Edinyang *et al.* (2015). They discovered that the social science curriculum encourages interethnic understanding among Nigerians by fostering values awareness, excellent citizenship education, tolerance, and peaceful cohabitation. They contend that social studies instruction is essential for establishing democratic ideas

and principles, political literacy, and the development of rational thinking skills for practical social activity. Additionally, they emphasised how the topic fosters interethnic understanding through fostering peaceful coexistence and a favourable attitude toward others in society (Armad, 2013). In Edinyang, Unimke, and Ubi (2015), Coe argues that social studies is a subject that prepares students to be responsible members of a multicultural, democratic society living in a globally interconnected world. Consequently, social studies aspire to help young people develop the capacity to make knowledgeable judgments for the greater good in a culturally varied, democratic society and an interdependent planet (Armad, 2013).

In a similar vein, Ganira *et al.* (2018) highlighted how social studies curriculum content helps students develop respect as a societal virtue important for in-class interactions and productive citizenship. Relevant encounters would foster empathy, awareness, agreements, and behaviour expectations for students to learn the necessary skills for surviving in the real world and contributing to societal cohesiveness. Morris (2017) in Ganira *et al.* (2018) claim that respectful students communicate to one another politely, avoid making hurtful comments, and uphold standards of decency for societal existence. According to Zimmerman (2009), respect is attained when students become aware of the thoughts and feelings of others, have the capacity to control their emotions, value other people, and speak politely. Ghazi (2018) further confirmed that problems with teaching respect as a value in social studies stem from curriculum alignment, teacher expertise, classroom crowding, time on task, and school policy. As a result, educators must foster an environment where students may respectfully share ideas, listen to each other's viewpoints, and value variety (Ganira *et al.*, 2018).

Ganira (2018) claim that the social studies curriculum content creates opportunity for students to interact and address a variety of viewpoints to enhance their personal and respectful lives for a democratic society. They emphasise that in order to help students learn to regard respect as a core value, the social studies curriculum must be relevant to the information, abilities, attitudes, and values of the current society. Akumanyi (2007) in Ganira, (2018) emphasised that what is learned in the early stages of life determines how one develops a sense of being polite and thoughtful of others. Respect for friends, family, neighbours, seniors in the area, and other people's rights, beliefs, and well-being are all examples of being courteous and considerate. Furthermore, according to Nickerson (2011), the social studies curriculum focuses on teaching students the transferable values they need to behave respectfully in a democratic society. When social studies curriculum content is administered properly, students are more likely to exhibit empathy, tolerance, senior recognition, courtesies, and independent decision-making as responsible citizens.

Additionally, Seefeldt, Castle, and Falconer (2010) emphasised how teaching kids morals might help them stay away from insults, hurtful remarks, and foul language. To do this, Shuttleworth and Marri (2014) suggested that the social studies curriculum's material be redirected into a potent weapon for instilling respect as a virtue in students. According to Ganira, Odundo, and Mwanda (2015), the information and skills included in the early childhood education curriculum allow students to develop the values necessary for thriving in the contemporary environment.

According to Mosomtai (2017), the education sector offers a means of disseminating values, principles, and life skills for the advancement of one's own, society's, and economy. The sector provides training and knowledge that empowers people to

contribute to the development, security, and economic growth of their nation (Kangethe, 2010). Other leadership and political issues, ethnicity, regionalism, and tribalism, problems with crime and insecurity, poverty and unemployment, unfavourable values and attitudes, political instability, corruption, and a dependent economy with excessive borrowing from other nations are the issues preventing national development in Kenya (Sectional paper no. 9, 2013). The most current and troubling obstacle to national growth in Kenya today, is the need for national unification and cohesiveness, as well as the issues with corruption and ethnicity. Although numerous efforts have been made, as noted in some studies, there is still a need for more research on how the social studies curriculum in elementary schools can promote national cohesion and integration because these things serve as the foundation for national development, which is why this study is necessary.

2.3 Pedagogical approaches to teaching Social Studies

Research by (Clements & Sarama 2012; Montague and Jitendra 2012; National Mathematics Advisory Panel 2008; National Research Council 2009; Rohrer and Pashler 2010; Rosenshine 2012; National Association for the Education of Young Children 2013) and observations of effective teachers have served as the foundation for the proposed instructional practises (Lemov 2010). A set of instructional practices are also embodied in curriculum by their very nature, in addition to studies outlining what practises teachers should utilise.

The act of teaching or providing instruction is what makes up the teaching cycle. Teachers have made an effort to define successful instruction and establish a link between certain acts of instruction and student learning. But there's no denying that

teaching is a difficult task that involves working with children, teachers, and other people in a classroom. In the past, training frequently made reference to teachers' outward behaviours and pupils' capacity to mimic those behaviours (Oser and Baeriswyl, 2001). With time, educators started to recognise that instruction was more than just teachers acting on students. Teaching evolved to include not only the outward interactions between the teacher and the student but also the internal mental processes that result from those interactions. This reciprocal relationship was emphasised by Cohen, Raudenbush, and Ball (2003), who claimed that "Instruction consists of exchanges between teachers and students around content" (Cohen, Raudenbush and Ball, 2003, p. 22). Hiebert and Grouws (2007) expanded on this definition by defining instruction as "classroom interactions among teachers and students around content focused toward aiding students' accomplishment of learning goals" (Hiebert and Grouws, 2007, p. 372). Although there is a tonne of research on instruction, the nature of this study required that the focus of the literature evaluation be on instruction that helps students acquire the virtues and honesty necessary for national cohesion and integration.

Models of delivery systems or teaching and learning strategies that are used in the educational process to aid the achievement of the specified goals or objectives are referred to as instructional methods (Mbutia, 1996). In their daily work, teachers employ a range of methods and strategies for instruction. It is necessary to employ student-centred teaching strategies that encourage greater student involvement. For everybody involved in education, research on pedagogical knowledge and teaching techniques is crucial. For instance, Smith (2001) contends that pedagogically competent teaching practices are essential for imparting knowledge to others and have a substantial impact on

the teaching and learning process as a whole. Here, the term "pedagogy" refers to a pattern of behaviour (that may be repeated) used by teachers with pupils, objects, or events in order to attain a certain learning objective (Smith, 2009).

According to Mbuthia (1996), effective teaching and learning require effective instructional approaches. The terms "teaching methods" and "instructional methods" are interchangeable. The way that pupils are taught has a significant impact on their learning. Knowles, (1980). (1980). Since teachers serve as the "vital human connection between the content and the environment and the learners," according to Heimlich and Norland (1994), and because it derives from an educational philosophy that gives direction and purpose to a teacher's teaching, it is essential to determining the extent of students' learning. A substantial body of research, particularly in mainstream education, which connects it to student achievement outcomes supports this argument about the efficacy of instructional methods and approaches. This collection of research on instructional strategies is predicated on the idea that different teachers teach differently and that different classroom teaching methods are not all equally successful (Bailey *et al.*, 2001).

Learning is a process, deliberate and with a goal (Adey and Shayer, 1994). A crucial component of education involves a complicated interacting system with components from the environment, society, motivation, emotions, and the brain (Baron and Byrne, 2003; Huffman, 2004; Joyce, Weil and Calhoun, 2004). In order to speed up students' learning, different teaching-learning methodologies have been created, as mentioned by Ahmad Bilal Cheema and Munawar S. Mirza (2013). Learning theories specify the roles of the instructor, students, and content, and learning practices develop from those theories. It is impossible to overstate the significance of effective teaching, but it is also important to

remember that high-quality student learning is encouraged by effective education (Ramsden, 1995).

The nature and goal of social studies in schools, according to Arisi (2015), place a strong emphasis on students' understanding of their physical and social surroundings, enhanced social relationships and interaction, skills, and capacity for thoughtful, critical, creative, and autonomous thought. She says that in order to solve problems in daily life, all of these goals are necessary. It is crucial to emphasise students' active involvement in the learning process since society is a sum of all of man's experiences, and problem-solving is a discipline that emphasises active engagement. Accordingly, Social Studies is viewed as a course of study at our school that aims to instil in students the knowledge, abilities, attitudes, and behaviours deemed desirable in interpersonal interactions with others (Arisi, 2015).

Oyibe (2015) investigated the secondary school teacher's opinion of some factors influencing social studies student performance and discovered a connection between teacher expertise and student achievement. However, the educational strategies used by the teacher give students chances to practise integration and cohesion in the classroom. Furthermore, it is important to note that in order to effectively teach social studies curriculum content in the classroom, teachers must have a basic understanding of everything that students are expected to know, be able to relate to students, and pace their work according to the instructional materials in order to improve effective communication. Oyibe (2015) went on to point out that the effectiveness of the teacher's instructional strategies and supplies in the classroom can have an impact on how

important a subject is for a country's development. Since social studies is important for nation-building, it should be prioritised in teaching and learning.

Tina (2013) asserts that the use of technology in instruction is influenced by the secondary social studies teachers' perceptions of good technology practice and notes that social studies educators have been hesitant to use computers in their curricula and instruction. As a result, it is not included as a necessary curricular component and is instead considered a supplementary resource. It is the way in which teachers' pedagogy gives students the opportunity to practise integration and cohesiveness. By doing this, educators should choose a pedagogical strategy that will encourage students to think critically. The technology currently being used to teach social studies is thought to improve instructors' preparation and save time when creating materials, thus increasing teachers' effectiveness. Regular use of technology is another approach to inspire children to learn and provide them a more complete, relevant classroom experience. According to Tina (2013), the students will be ready to participate as citizens in a democratic society in terms of knowledge, skills, and involvement. In addition to teaching in the classroom, teachers must also incorporate material from other subjects into their lessons.

Numerous studies have demonstrated that students' success is significantly impacted by how closely activities they participate in match what they are meant to be learning (Buford and Stegeline, 2003; Connelly and Hosken, 2006; Kellett ., 2004; Rubin, 2003; Wall and Higgins, 2006). They contend that a variety of social science outcomes, such as the growth of conceptual knowledge, alteration of attitudes and behaviours, and the development of social skills, depend on the coordination of activities and resources. They show how the language, discourse, and teaching style of the instructor affect what the

pupils learn. They emphasise the necessity for language that is tolerant of different viewpoints since, in their opinion, language that prioritises the dominant group is less likely to encourage appreciation of diversity. They emphasise the importance of using teaching strategies that highlight the benefits of collaboration, as doing so is likely to change students' perspectives on it outside of the classroom (Aitken and Sinnema, 2012). Aitken and Sinnema (2012) highlighted that in order to support students in obtaining the required results, a good teacher should carefully and purposefully align educational activities and materials (Buford and Stegelin, 2003; Connelly and Hosken, 2006; Kellett *et al.*, 2004; Rubin, 2003; Wall and Higgins, 2006).

During instruction, there is a focus on alignment to determine the prior knowledge of the students. Building off of what pupils already know and understand is essential if learning time is to be as valuable as possible for the students (Aitken and Sinnema, 2012). By connecting new information to ideas and concepts in their long-term memory and by carefully choosing, organising, and integrating it with past knowledge, learners make sense of the information they are learning. They contend that teachers must recognise and comprehend the prior knowledge that individual students and groups of students have in order to help this sense-making process. They emphasise the importance of teachers using data from studies regarding how children develop their conceptual understandings and skills in the real world. The use of visual stimuli as discussion starters (Barton and Levstik, 1996) or the funnel interview technique (Brophy and Alleman, 2002), which involves asking a series of general, in-depth, and specific questions, are two other techniques that other teachers have used to learn what their students know. Conversations, interviews, pre-tests, questionnaires, surveys, and image-based exercises

have all been recognised as diverse methods for accessing learners' prior knowledge and each one reveals different information and understandings. Therefore, educators must take into account whether the approaches being utilised emphasise recognition or recall. This is significant because, compared to recollection approaches, recognition procedures reveal more knowledge about what students know. In order to avoid accidentally subjecting students to humiliation, emphasis is also placed on the necessity of comprehending what pupils already know while developing activities (Hamman and Stevens, 2003; Harnett, 1993; Kaomea, 2005; Nuthall and Alton-Lee, 1993).

According to Aitken and Sinnema, effective teachers must carefully and purposefully link educational activities and resources to results in order to support students in reaching the intended outcomes (2012). They advise teachers to carefully consider the activities and materials they use to demonstrate desired behaviours through language, focus, thought, questions, and comments. Additionally, as students begin to understand its significance, they should make use of activities plain to students and assist them in concentrating on the crucial learning and assessment that are in line with teaching and learning. The teachers can alter the materials to correspond to the desired knowledge (Buford and Stegelin, 2003; Connelly and Hosken, 2006; Kellett *et al.*, 2004; Rubin, 2003; Wall and Higgins, 2006).

Students require enough, relevant opportunities to evaluate what they have learned through diverse activities that help them retain it in their memories (Aitken and Sinnema, 2012). They make the point that the quantity and timing of learning experiences are crucial because when students come across new ideas and concepts numerous times in quick succession, they are more likely to learn and remember them. The inference is that

in order for pupils to successfully learn and retain important new ideas and concepts, they must engage with them regularly and intensely. Additionally, when students are given several opportunities to practise, they are helped to acquire additional outcomes, including skills and competences like generalisation, social interaction, and productive group participation. They emphasise the necessity for teachers to prioritise learning and, maybe, restrict coverage in order to provide many opportunities; the emphasis must be on the core concepts and procedures (Aitken and Sinnema, 2012). Teachers should therefore make sure that students have repeated opportunities to explore and practise the same ideas or concepts in order to build crucial understandings. Aitken and Sinnema (2012) note that in order to do this, teachers should offer a range of activities and make sure that there are few gaps between learning experiences so that students may connect the experiences in ways that solidify their learning (Gersten *et al.*, 2006; Hodkinson, 2004; Kohlmeier, 2006; Nuthall, 1999).

Effective teachers should enable students to utilise their own experiences as a point of comparison while learning about other people's experiences in various eras, places, and cultures, according to Aitken and Sinnema (2012). They emphasise the need for the teacher to explicitly and purposefully include varied cultural viewpoints on subjects that represent the diversity of the students in the class and other people in order for it to be put into reality. The teacher must make sure that every student has the opportunity to learn about topics that are important to them. Therefore, the teacher should look for materials that students can relate to and that question established ideas. In a similar spirit, they emphasised the necessity for teachers to tightly tie classroom instruction to students' real-world experiences. Thus, the educator should effectively employ "similarities and

differences" tactics to foster connections, conscious that they risk unwittingly reinforcing "them and us" mindsets and broad generalisations (Bishop and Berryman, 2006; Brophy and Alleman, 2006).

Aitken and Sinnema (2012) emphasise in their book the necessity of effective teachers using language that is inclusive of all learners and their experiences. These carefully chosen resources minimise biased and stereotypical representations while highlighting diversity. They emphasise the necessity for instructors to assess lesson plans and resources in order to make sure that diversity is evident and that stereotypes are not reinforced or biased representations are provided. A student or group of students should not be alienated or excluded from the classroom by using language that does not incorporate or encourage diversity (Levstik and Growth, 2002; Nairn, 1997).

Another important point made by Aitken and Sinnema (2012) is the requirement for good teachers to improve the community by fostering fruitful learning interactions. Respectful and productive interactions between teachers, students, and students themselves help students learn. In actuality, they emphasise the necessity of concentrating on relationships and learning at the same time, exhibiting effective learning behaviours, and establishing and upholding fruitful teacher-student and student-student learning relationships, which form the cornerstone of a supportive learning environment. The teachers should create a community of learners where people may learn from and with one another. They should also make sure that the necessary adult support does not unintentionally prevent beneficial student-student interactions (Alton-Lee, Nuthall and Patrick, 1995; Anderson, Hamilton and Hattie, 2004; Byer, 2000; Causton-Theoharis and Malmgren, 2005; Nuthall, 2007).

Aitken and Sinnema (2012) have also highlighted the necessity for effective teachers to cultivate in students the capacity for dialogue with one another so that they can access the variety of knowledge, experiences, and perspectives of the group members. This will help to promote dialogue in the community. They advocate for teachers to involve students in creating norms for group work. To guarantee that jobs require the skills of every group member, they should explicitly educate group work and communication skills, provide complicated rather than routine tasks for groups, and publicly emphasise the worth of each individual's participation. The purpose of teaching should be to improve the quality of a discussion and the teachers should consciously use discussion to do so. Less teacher questions and more engaging, informative teacher remarks should be used by the teachers to encourage student discussion and improve knowledge (Boykin, Lilja and Tyler, 2004; Gillies and Boyle, 2005; Hess and Posselt, 2002; Rojas-Drummond *et al.*, 2003).

Teachers should use strategies that give students control over their learning, promoting involvement in and ownership of learning (Aitken & Sinnema, 2012). Giving children the power to choose their own learning strategies and subject matter is implied. When decisions that reflect their learning are made with them in mind, students feel that their interests are honoured. Educating strategies that purposefully give students control over their education promote involvement in and ownership of learning. In reality, a good teacher should assess how adult involvement or supervision would affect peer-peer interactions and involve students in the learning process and content decisions. The teacher should also design group-learning contexts that call for student interaction as they rely on one another's strengths to complete the group task and are given chances to learn from one another through group discussion, peer questioning, summarising for one

another, or working together to solve problems. Teach concepts and methods simultaneously so that students can learn on their own, and routinely involve students in structured reflecting activities (Aulls, 2002; Cohen, Lotan and Holthuis, 1995; Ladson-Billing, 1995; Swan and White, 1994).

Effective teachers should be able to create activities that pique students' interests, boost their involvement, and, as a result, produce memorable learning, according to Aitken & Sinnema (2012). They advise teachers to employ real-world experiences in the classroom and outside of it, and to offer learning opportunities that are connected to real-world problems and circumstances. Additionally, teachers must choose materials and activities that students find interesting, take into account how resource design will affect interest and engagement, and make sure that actions not only spark interest but also result in meaningful outcomes. Additionally, after actual experiences, debrief students to extract important learning (Alton-Lee *et al.*, 1997; Ballantyne and Packer, 2002; Beaumont *et al.*, 2006; Jackson and Rees Leahy, 2005; Laney, 1993; Laney, 2001; Lynott and Merola, 2007; Nairn, 1999; Nuthall, 2000; Otten *et al.*, 2004; Schultz, 2007; Tyson, 2002).

Since individual motivation comes from different sources, teachers must meet a variety of motivational demands to foster interest, necessitating the use of a variety of motivating tactics (Aitken and Sinnema, 2012). They pointed out that because learning activities are so important in encouraging kids to learn, the knowledge, understanding, abilities, values, and engagement opportunities that students have in the social sciences are crucial. In actuality, a good teacher should learn what inspires their students, respond to what they say about their interests, and pay attention to their inquiries. Students' opinions on their interest in the material being studied at the moment and how the chosen approach is

perceived by them should be sought out by the teacher. Additionally, they recommended that teachers provide children the chance to participate in choices that affect their education (Levstik, 2000; Hootstein, 1995; Milson, 2002).

According to Aitken and Sinnema, a range of activities are encouraged to increase interest (2012). They claim that having pupils engage in a variety of activities aids in their retention of the information present in those encounters. Teachers must therefore practise advancing important learner outcomes by utilising a variety of task kinds, resources, and engagement opportunities. The teacher should use a variety of activities to help students recall pertinent information that is integrated into their learning experiences and make sure that the activities and materials used together make learning memorable. They have praised the application of inquiry to raise students' interest and involvement in educational opportunities (Catterall, 2007; Nuthall, 2000; Mercer, Wegerif and Dawes, 1999; Nuthall, 1999; Nuthall and Alton-Lee, 1993).

According to Aitken and Sinnema (2012), a successful pedagogy that compels teachers to consider their priorities for learning, interventions that could improve student outcomes, and the effects of their actions on their students is necessary for teaching as an investigation. They emphasise the likelihood of student achievement and teachers having a significant impact are increased by such an inquiry. Therefore, in order to be effective in the classroom, teachers must read about and use research, especially research that is outcomes-linked. It is also necessary to employ research findings, information from personal experience, and evidence from colleagues to determine what is most crucial for students and, therefore, worthy of time and attention. They should also concentrate on the

approach that may be most effective, what they can do, what happens to students as a result of their instruction, and why it occurs (Aitken and Sinnema, 2012).

They emphasise how important it is for educators to look for high-quality professional development options that offer chances to become familiar with research evidence. They should be willing to investigate techniques that contradict their preconceived notions about the best way to teach, open-minded, and ready to consider unusual teaching approaches. Recognizing that what works with one student or group may have a different impact when tried with another learner or group, teachers should approach research findings as conjectural and informants of judgments about teaching and learning. The teachers should be motivated to keep trying since tactics may not work right away and because while inquiry might lead to solutions, it may also bring up other problems (Aitken and Sinnema, 2008; Cochran-Smith and Lytle, 2009; Timperley, 2008).

(12 elements of effective education in the social sciences, including social studies, history, geography, economics, classical studies, and other social sciences) have been identified by (Aitken and Sinnema, 2012). These include the terms "alignment," "connection," "community," and "interest," which provide comprehensive justifications for how education might help students accomplish desired results. Finding existing knowledge, matching instruction to desired outcomes, and giving opportunity for review of previously learned material are all aspects of alignment. Connection refers to the requirement to utilise and guarantee pertinent and inclusive content. Establishing beneficial ties for mutual learning, encouraging conversation, and delegating authority to students are all part of the community. Interest focuses on the requirement to heighten student interest, satisfy various motivational demands, and employ a variety of activities.

Last but not least, teaching as inquiry incorporates a model of investigation that can assist instructors in adapting research-based techniques to their different student groups.

Critical social science concepts or ideas should be ingrained in students through the social studies curriculum, according to Aitken and Sinnema (2008), Brophy (2001), and others. a conscious understanding of one's own identity, including all of its facets. the skilful application of tools and strategies required for creating and expressing a social science account. The capacity to take part, communicate, interact, and contribute. The capacity for learning and the emotional reaction to learning. The capacity to investigate and evaluate one's own and others' values, dedication to issues like social justice and equity.

The social sciences are envisioned as a curricular area that aids in young people's understanding of societies, their identities, and what it means to be a valuable contributor to a community, according to Aitken and Sinnema (2012). Additionally, it helps students build the skills they need to be active, educated citizens. They make the point that all social science teachers use the valued goals as a benchmark and that they can enhance learning across the curriculum. In order to teach social science effectively, they proposed four mechanisms: connection, alignment, community, and interest. These mechanisms offer a framework that might influence teachers' thinking. They make the argument that the foundation of successful instruction in the social sciences is an inquiry-oriented approach and mentality. According to them, this draws on practitioner and research evidence to support judgments about learning priorities, identify techniques that are probably to be successful, and contribute to ongoing advancements in the social sciences and civic instruction. They made the argument that the difficulty of teaching social

sciences should not be understated. As it produces the cognitive, social, cultural, and participative knowledge and abilities that define our communities, it is crucial and ought to be enhanced (Aitken and Sinnema, 2008). In light of this, the current study aimed to identify the pedagogical strategies used by primary school teachers to carry out the Social Studies curriculum.

The instructional competencies of social studies teachers are essential for successfully executing the social studies curriculum, claim Okoro, and Okoro, (2016). As a result, the effectiveness of social studies instruction and learning depends on the teacher's aptitude and capacity to implement successful instructional strategies. Given its significance, social studies include not only the study of people and society but also the study of people in relation to their political, economic, cultural, and technical environments (Okoro,2016). An interdisciplinary method to understanding how people interact in groups is social studies (Okobia 1985). It strives to provide citizens with the knowledge, abilities, moral principles, and discernment necessary to live, interact, and positively influence the social, political, economic, and cultural advancement of society (Okoro, 2005). They suggested that all parties involved pay special attention to teachers' education, hire competent personnel, and fund programmes that will allow instructors to choose and utilise teaching strategies that will provide students the chance to put what they have learned into practice. They also praised the necessity of organising frequent symposiums for teachers to keep up with the latest developments in education. A recent study looked at the pedagogical strategies used by primary school teachers to carry out the Social Studies curriculum.

2.4 Role of Social Studies

Rizvi and Lingard (2010) noted that the school sector was under intense pressure to adopt corporatization and mercerization strategies. This has caused a proliferation of foreign curricula in Kenya. Such courses do not support racial integration and national cohesiveness. Instead of learning about the history of their own nation, students study the history of other nations. They are unlikely to be patriotic students.

The intended curriculum is a set of formal documents that outline the knowledge, understanding, skills, values, attitudes, and competencies that the society and relevant national education authorities expect students to learn at school. It also describes how the outcomes of the teaching and learning process will be evaluated as a result of the process of implementing the intended curriculum (UNESCO IBE, 2013).

The social studies curriculum serves as a unifying force for Kenyan residents and shapes their behaviour from a young age in order to generate active citizens who have empathy for others (Ahmad, 2013). Accordingly, the current social studies curriculum has a variety of issues and problems related to human development within the context of our primary schools. This is largely due to the idea that the curriculum is designed to make various components meaningful to the young learners and can be used to promote national cohesion and integration in our country Kenya.

Njegere (2014) emphasised that learning has four pillars, which are: learning to know, learning to do, learning to be, and learning to live together, and endorsed the significance of curriculum in creating national cohesion and integration. Similar to other governments, the Kenyan government places a strong focus on using education to accomplish the national unification and cohesion for which the current curriculum is intended.

Njegere (2014) claims that the Kenya Institute of Curricular Development (KICD) provides curriculum objectives, instructional strategies, and student assessments for all educational levels, with the exception of universities. Teachers are then given manuals for each subject to assist them in putting the curriculum into practice by creating lesson plans and schemes of work. Kenya's national education objectives give curriculum designers a rough idea of what to teach. The social studies curriculum taught in our schools needs to be geared toward nationalising the students and inspiring patriotism.

Njeng'ere (2014) claims that the study shows that schools lack the necessary abilities and that the curriculum does not offer sufficient opportunity for developing those talents. The knowledge, skills, and attitudes that are not to be assessed are not taught in schools, as they are instead "taught to test." The current study's gap occurs when festival-related courses like music, acting, and games are reduced to competition rather than instilling values of cohesiveness and integration.

The study of social studies teachers' perceptions of national identity and the finding that the language being spoken is determined by where one was born are both cited by Wyse (2008) as reasons why day schools will lack national cohesion and integration because staff and students are drawn from the same community. Regardless of the tribe they come from, a country's residents take an active part in its operations by doing things like adhering to the laws, showing respect to one another, and going to meetings.

Similar to this, how social studies curriculum's context and policies educate students with attitudes that support cohesion. There are numerous cultures from various tribes in Kenya. We still still have common ground in a few areas, such as intermarriage, national anthems in schools, national dances, and national languages. According to Wyse (2008),

the socio-cultural components of the school curriculum allow students to take part in traditional dances and activities while they collaborate in teams.

Respect plays a big part in how students regard one another as equals; we are like one big happy family. The school curriculum's lesson on "know your community" demonstrates how much our people value their leaders. It entails loyalty and a shared responsibility for society's well-being, making it patriotic. Therefore, in order to emphasise national cohesiveness and integration, the same cooperation is required in our schools.

2.5 National Cohesion and Integration

National cohesion and integration are described as a process and an outcome of establishing and enabling all citizens to have a sense as well as a feeling that they are members of the same community engaged in a joint enterprise, facing shared challenges and opportunities, by the Ministry of Justice, National Cohesion, and Constitutional Affairs (MJNCCA) (MJNCCA, 2012, MICNG, 2013). A governmental organisation called the National Cohesion and Integration Commission (NCIC) has the responsibility of fostering national unity and promoting peaceful coexistence among Kenyan citizens. The National Cohesion and Integration Act No. 12 of 2008 created the National Cohesion and Integration Commission (NCIC). The National Peace Accord established Agenda Four (4) Commissions, and this one of them is it. The commission's overarching goal is to enable and promote equality of opportunity, goodwill, harmony, and peaceful coexistence between people from diverse racial and ethnic backgrounds in Kenya. It also provides advice to the government on potential initiatives.

Five major concerns are addressed by national cohesion and integration strategy, according to Seasonal Paper No. 9 of 2013.

Increasing the consistency and effectiveness with which the government and other stakeholders design and implement appropriate interventions aimed at promoting national cohesion and integration, guiding stakeholders' efforts toward a cohesive and integrated society for nation-building, improving stakeholders' compliance with legal and regulatory requirements regarding national cohesion and integration, and (M I CNG's 9th session paper from 2013)

Thus, national cohesiveness can be defined as simply the degree to which the society or citizens of a certain nation or state can come together to achieve its national growth. According to research, building a cohesive society is difficult for practically every country, whether it is in the first or third world. This is a result of individuals' and groups' competing and incompatible social interests. For instance, ethnicity was a major factor in the hostilities that led to the disintegration of Yugoslavia in Eastern Europe because political elites leveraged ethnicity's symbolic significance to further their own territorial, political, and economic goals (Sotiropoulou, 2004).

Sotiropoulou asserts that the communist dictatorship attempted to forge a supra-ethnic Yugoslavia by suppressing the varied ethnic identities of the communities, as stated in Guyo's (2013) research. Nationalism and ethnicity have always been important factors in the formation of states and the dissolution of states; this is not the case in the modern world. Being ethnic or being a member of a particular ethnic group is the state of being ethnic (Kellas, 1998). The rise of ethno nationalism, which can endanger the existence of the state and result in ethnic war and collapse, as in the case of Yugoslavia, occurs when ethnicity turns nationalist.

Even after the country was united in the wake of the fall of the Berlin Wall in 1989, the topic of ethnicity is still prevalent in Germany. Germany was the last nation in Europe to be united, and according to Mrs. Margit Hellwig-Boette, the German ambassador to Kenya, it was a very tribal nation. However, it has managed to overcome its challenges (NCIC, 2011). To promote social cohesion and integration of all communities, the Council of Europe created policy guidelines for the Public Service Media (PSM). In accordance with reports from the Directorate General Human Rights and Legal Affairs (DGHRLA, 2009), PSM should keep playing a proactive role in fostering a culture of tolerance and encouraging behaviours that can promote social cohesion. The material provided clear guidance for what the PSMs of the member nations should focus on in order to accomplish this admirable aim.

Nationally, Kenyan communities are not as integrated and cohesive as they should be, according to Guyo (2013). Political elites that want to use ethnicity as a means of furthering their own interests have made it increasingly prominent in the nation, particularly during election seasons. Although there are persistent interethnic confrontations in the country occasionally, many of these conflicts are reported around election times because voters prefer to cast their ballots along ethnic lines, and anyone thought to have voted against the majority tribes would be persecuted (Guyo 2013).

Guyo (2013) claims that the nation's lack of unity and cohesion can be largely attributed to historical wrongdoings and neglect on the part of previous administrations. For instance, successive governments following independence generally attributed the underdevelopment and neglect of various regions of the country to policies in sessional paper No. 10 of 1965, which placed a priority on developing high potential locations at

the expense of other places (NCIC, 2011). He stated that this policy paper resulted in discrimination in development problems since resources were distributed unequally between high potential places, often known as "productive and low potential or "weak spots." In order for Kenya to have sustainable development and growth, its people must prioritise identifying as Kenyans, encourage peaceful, harmonious coexistence among one another, and accept and value the country's ethnic and racial variety.

There are a number of issues that have been identified as contributing to Kenya's lack of integration and cohesiveness. These included issues with the constitution, institutions, and the law; a lack of national unity; and the improper management of differences (Sessional paper no. 9 of 2013, MICNG). The Kenya National Dialogue and Reconciliation looked at these as major issues that have undermined a feeling of nationhood, belonging, and public trust in political and governance institutions as it worked to restore order following the post-election crisis. Therefore, spreading tolerant and peaceful communities required an awareness of and commitment to common values. You can learn about democracy, citizenship, and government. But when kids have the chance to practise civic responsibility, hone social skills, and acquire an awareness of different beliefs and perspectives, ideas of social cohesion are established. When educators model inclusiveness and democracy and foster civic engagement via initiatives like peer mediation, student leadership programmes, and service learning, these experiences are strengthened (DEST, 2006). As a result, the Department of National Cohesion was given the responsibility of leading the effort to create a society that reflects peace and equity via national healing, cohesion, and integration. It has become necessary to offer opportunities through the mainstreaming of gender responsiveness, child and

human rights, social responsibility, integrity, moral values, and rights and duties of citizens in the social studies curriculum in order to educate the Kenyan populace on issues pertaining to national cohesion and integration (David Njeng'ere, 2010).

The goal of education is to realise a variety of ends, such as the development of knowledgeable, reasoned individuals, the creation of sustainable communities, and the achievement of economic objectives that benefit both individuals and their communities (Rizvi & Lingard 2010). National cohesion and integration have been noted as important goals for education on a global scale. The International Commission on Education for the Twenty-first Century, led by Jacques Delors, established four learning pillars that are crucial in the 21st century: knowing, doing, being, and living together (Delors *et al.* 1996). It is the pillar of communal learning that emphasises themes of cohesion and integration. The Kenyan government places a lot of emphasis on using education as a tool to promote national integration and cohesiveness. In fact, the Seasonal Paper No. 1 of 2005 on "A Policy Framework for Education, Training, and Research" designates education and training for social cohesion and human and economic development as the national philosophy of education (Republic of Kenya 2005).

The importance of education in helping society fulfil its needs and ambitions is stressed in curriculum planning. National cohesion and integration are one such demand in Kenya that has mostly been unmet. According to research, education increases people's predisposition to trust and be tolerant, which helps to generate social capital. The importance placed on tolerance and understanding within a community is significantly influenced by learning as a social activity. Four key problems that must be addressed in curriculum planning were articulated by Ralph Tyler in 1949. Which are:

- i. What goals in terms of education should the institution pursue?
- ii. What educational opportunities are available that is likely to achieve these goals?
- iii. How can these educational opportunities be set up efficiently?
- iv. How can we tell if these goals are being fulfilled?

In a study on the role of social studies in fostering interethnic understanding among Nigerians, Edinyang *et al.* (2015) discovered that the subject encourages value awareness, good citizenship education, tolerance, and peaceful coexistence for a proper understanding of interethnic relations among Nigerians. Therefore, social studies education is a subject that teaches students how to deal with a variety of life's challenges. Political literacy, encouraging democratic norms and principles for cultivating active citizenship, and developing logical thinking skills for practical social life are all important outcomes of social studies education. Additionally, it helps people have a positive outlook on life, fostering peaceful coexistence and interethnic understanding (Edinyang, 2015). The goal of social studies is to empower young people to make ethical judgments for the common good in a democratic society with a diverse population and in an interdependent global environment (Armad, 2013)

Determining the educational purposes and organising them into goals, objectives, aims, and learning outcomes that must be attained at various stages of education and training is, thus, the responsibility of the curriculum. In Edinyang, Unimke, and Ubi (2015), Coe argues that social studies is a subject that prepares students to be responsible members of a multicultural, democratic society living in a globally interconnected world. The goal of this study was to explore how the social studies curriculum in Kenyan primary schools

contributes to the unity and cohesion of the country. According to Shiundu and Omulando (1992), who have provided in-depth information on the history of social studies education in Kenya, the concept of integrated social studies has been around since 1969. This study was designed to investigate how Kenyan primary school social studies instruction promotes integration and national cohesiveness.

At Kenya's independence in 1963, the government identified illiteracy, ignorance and poverty as major socio-economic challenges facing the nation (Republic of Kenya, 1965). The Kenya's development model focused primarily on growth and poverty reduction, which was in tandem with the generally accepted development models. The focus on growth and poverty reduction is presently viewed as necessary for development, but not sufficient to ensure equity and national cohesion and integration which are necessary for long term development prospects and sustained nationhood. Indeed, national cohesion and integration, which encompasses unity, social inclusion, freedom, democracy and the rule of law have been a challenge for Kenya. Part of the evidence for this is that the country has had progressively more challenging forms of conflict, the most recent example being the 2007/2008 post-election violence, Parliament enacted the National Cohesion and Integration Act (2008). The Constitution of Kenya promulgated in 2010 equally has a number of provisions that touch specifically on national cohesion and integration.

The challenges to enhancing national cohesion and integration date back to the colonial era. During colonialism, race was a major determinant of status and thus there was neither desire nor concern for achieving a nationally cohesive and integrated society. The

Kenyan state was a mere appendage of the British state and the policy of ‘divide and rule’ within the colonial state sustained the colonial endeavour (Guyo 2013).

2.6 Policy Context of Social Studies

The study of social studies education in the context of governmental objectives in the educational system demonstrates how they might foster interethnic understanding and value consciousness among the populace. The goal of teaching fundamental social studies is to foster good citizenship, tolerance, and peaceful coexistence in order to foster interethnic understanding. According to Edinyang (2015), social studies instruction should equip students with a mindset that promotes cohesiveness. In fostering social action for change in the movement towards national consciousness and integration, it aspires to support other social institutions like family, polity, marriage, and religion.

The interconnectedness of citizens, nationalism, and unity in variety are all concepts that the social studies curriculum aims to convey. According to Edinyang (2015), the purpose of social studies is to assist students develop the skills and attitudes necessary for democratic living by instilling in them the knowledge, attitudes, and behaviours it deems to be critically important. The social studies curriculum's backdrop fosters in students a favourable attitude toward citizenship and a desire to positively contribute to building a united country by appreciating honesty, perseverance, fairness, justice, and unity.

The purpose of social studies is to promote moral development, responsible citizenship, and the growth of a sense of national identity. According to Walado and Obra (2014), these will aid students in developing a sense of national identity, and notional research has demonstrated that acquiring pertinent and desirable attitudes, skills, and knowledge

will enable them to instil fundamental societal values in children so that they grow up to be useful members of society who can make a positive contribution to the advancement of a country.

Ganira *et al.* (2018) claim that the social studies curriculum content helps students develop respect as a social value important for in-class interactions and productive citizenship. Relevant interactions would foster awareness, values, and behaviour expectations for learners to develop the care they need for survival in the real world and social cohesiveness. Morris (2017) and Ganira (2018) claim that respectful students are kind to one another, avoid making hurtful comments, and uphold standards of decency for societal existence. When students learn to control their emotions, appreciate others, and communicate politely, they will be able to respect others' feelings and perspectives. Zimmerman (2009) agreed and viewed social studies as a potent tool for fostering the right ideals of society by empowering kids to become responsible adults. Based on this realisation, social studies curriculum content should be more relevant to students' interactions, emphasising respect as a crucial life skill for surviving at home, at school, and in society. Risinger (2012) found that social studies curriculum had not been used effectively to give students the necessary abilities for fostering respect as a positive value. Ghazi (2018) acknowledged that problems with teaching respect as a value in social studies stem from the curriculum's content and implementation, teacher expertise, the number of students in the class, the amount of time spent on each task, and school regulation. In light of this claim, educators must foster an environment where students may respectfully exchange ideas, listen to each other's viewpoints, and value variety (Ganira, K.L. *et al.* 2018).

2.7 Importance of teaching Social Studies.

Social studies education is crucial because it helps students become responsible citizens and prepares them for independent living. According to Scruggs, Mastropieri, and Okolo (2008), social studies education primarily equips students to make choices that will advance the society in which they live. They clarified that studying the facts is only one aspect of social studies. Students can also research new problems and put their problem-solving abilities to use in real-world scenarios. According to Scruggs, Mastropieri, Berkeley, and Graetz (2010), students could absorb the knowledge, use it to pursue their educational goals, and develop into more knowledgeable and effective learners.

The difficulties impede the growth of national integration and include insecurity, racial inequality, and regionalization of national resources. According to Edinyang (2015) and Jasmine and Adler (2004), the social studies curriculum's nature and aim are the main tool for meeting the demands of civic education in formal schooling. Youth are taught about the ideals and objectives of the country in schools.

While citizenship is covered in history and other elective government courses in high school, it is integrated into social studies in primary school. Examining how students are taught the skills necessary to become active citizens who can participate in their country's discussions might help schools better nurture national integration and cohesiveness (Jasmine and Adler, 2004).

The younger generation needs to be involved in the political process of the country. Learners must therefore acquire the knowledge and skills necessary to be informed citizens. In the end, the teacher has a significant impact on whether a curriculum

effectively prepares students to be important citizens in the future. According to Taghreed and Fakhri (2014), some teachers either pick specific situations with little public sensitivity or do not incorporate contentious themes in their courses. All educators must be aware of the fact that some subjects, such as conflict and disagreement, are either neglected entirely or only skimmed over in order to prevent students from developing a thorough understanding of them.

Learn about the chances and difficulties in promoting national integration and cohesiveness within the social studies curriculum. In accordance with Taghreed and Fakhri (2014), teachers can help students learn how to settle disputes amicably. They contend that the affective and psychomotor domains are underemphasized in social studies classes as a result of the emphasis placed on achieving and acquiring cognitive domain-related goals. On the other hand, children should learn to make critical and well-informed decisions, be tolerant of opposing viewpoints and empathic with others, communicate well, and gain global awareness.

Teachers' perceptions are the ideas or mental pictures they have about using the curriculum to promote a united country. It is shaped by their previous knowledge and life experience. Teachers have several limitations when teaching contentious subjects, spend a lot of time doing so, and lack the necessary training materials to produce informed and enlightened citizens (Taghreed and Fakhri, 2014). They proposed that teachers should be encouraged to become more aware of the delicate problems that are primarily pertinent to the social studies curriculum in order to facilitate classroom discussions.

According to Evebus (2014) a study on the nature and scope of present inter-school cooperation, schools were to be visited frequently for collaborative activities like debate,

sporting events, and face-to-face cultural exchanges. These will reduce racial and cultural divides and foster community collaboration. According to Robert *et al.* (2006), inter-institution activities like debates, group discussions, and cultural exchange will dispel students' false perceptions of their community and forge friendships that will last beyond the school setting because learners will test and better understand their own cultural identities, which will promote national integration and cohesion. The Social Studies programme emphasises these qualities.

According to David Njeng'ere (2014), curriculum development is essential in order to ensure that education serves society's needs and ambitions. National cohesion and integration are one such demand in Kenya that has mostly been unmet. Oluoch (1982) sees chances for social studies to foster national integration and cohesion in the formal, non-formal, and informal dimensions, as mentioned by David Njeng'ere (2014).

The formal curriculum, according to Oluoch (1982), is the part of the curriculum program that includes the formal learning activities that students do in class as well as the curriculum objectives and procedures for student assessment that are related to them. This dimension is put into practice through a topic syllabus made available by the Kenya Institute of Curriculum Development (KICD), which also publishes teacher's handbooks for every syllabus to aid teachers in understanding and putting the syllabuses into practice. All instructional resources, both electronic and non-electronic, are evaluated and approved by KICD to ensure that they are appropriate in terms of conformance to curriculum standards and responsiveness to national values. To execute the curriculum, teachers are expected to create lesson plans and schemes of work. Through the inclusion of transversal problems like gender responsiveness, child and human rights, social

responsibility, integrity, moral values, and citizen rights and obligations, the curricula offer chances for developing national cohesion and integration. This suggests that all educational disciplines should teach about issues that promote cohesion and integration across the curriculum. In contrast, KICD conducted a situational analysis of the young people's knowledge, attitudes, and practises of psychosocial competences such intrapersonal, interpersonal, and chosen values in 2007. The study found that many school-aged children lack these abilities and that the curricula do not offer enough opportunities for these abilities to be gradually developed. According to David Njeng'ere (2014), Baker and Le Tendre (2005) contend that pedagogy plays a part in national cohesion and integration in addition to the curricular texts. They go on to say that collaborative learning, collaboration, and other participatory and interactive teaching strategies encourage cohesiveness and integration.

Oluoch (1982) states that learning activities in the curriculum's non-formal dimension—which include debating, drama, music, and dance, writing/poetry clubs, human/child rights clubs, and other associated activities—are organised less tightly than those in the formal extent. The co-curricular activities are planned to further the aims and objectives of the curriculum. For instance, during school music and theatre festivals, the National Cohesion and Integration Commission funds musical, poetic, and dramatic performances. Through the transfer of knowledge and skills, students are intended to learn about cohesion and integration through the articles offered (David Njeng'ere, 2014). The Ministry of Education (MOE) in Kenya gives co-curricular activities a high priority through budgetary and scheduling considerations.

The in-formal curriculum, which Oluoch (1982) defines as the educational program that involves interaction between learners and the environment where they are growing up, whether in school or other settings, is one of the most effective curriculum dimensions. One of the most effective curriculum components is this. The years when students are in primary and secondary schools are when their value systems begin to develop. As a result, a system of education is required that identifies all the chances available to assist the students in developing desirable values. According to Njeng'ere David (2014), education is still essential for promoting national unification and cohesiveness. He added that through laws and regulations, the MOE had made a sizable investment in training school administrators and instructors in child-friendly schools. In addition to fostering national integration and cohesiveness, the establishment of national schools that accept children from every County is intended to help people understand, respect, and benefit from one another's cultures. Additionally, the use of school uniforms fosters unity among students. More consideration of the approaches used in curriculum design, implementation, and context is necessary, though. Some aspects of the curriculum, such as the informal ones, need to be prepared holistically, and taking into account both staffing policies for schools and the role models that society is producing for young people (Njeng'ere, 2014).

2.7.1 Challenges in teaching social studies

The education system has numerous difficulties in promoting national integration and cohesion through the curriculum. The gradual demotion of social capital in favour of human capital, the discrepancy between the intended, implemented, and attained

curriculum, and the environment in which the curriculum is put into practise are a few examples (Njeng'ere, 2014).

One of the difficulties facing education in promoting national cohesion and integration, according to Njeng'ere (2014), is the subordination of social capital to human capital. According to Rizvi and Lingard (2010), policies that privatise government assets and that rely on market forces to resolve the myriad issues and crises that governments face are the most blatant manifestations of a global trend toward neoliberal values orientation. The attempt to reorient away from emphasising the virtues of democracy and equality and toward the significance of efficiency and accountability has had an impact on curriculum design. Even more emphasis is placed on developing human capital, which is reportedly necessary for nations to engage and successfully compete in the new knowledge economy (Njeng'ere, 2014).

According to Rizvi and Lingard (2010), prevailing economic interests have steadily taken precedence over social values like equality and democracy. According to human capital theory, investing in education and training is only necessary to satisfy the demands of the global economy. There have been instances in Kenya where the teaching and learning of science and mathematics have been prioritised and motivated at the expense of the arts. These are the key avenues for fostering social capital through individual tendencies toward tolerance and trust (World Bank 2005). In the 1990s, maths and science teachers had higher pay than art teachers. Additionally, there is a national centre for improving maths and scientific instruction, but no equivalent initiatives exist for teaching the arts. Due to such policies, there are fewer history, government, and religious education

teachers than there used to be, which makes it harder for students to meet the majority of the cohesion and integration goals (Njeng'ere, 2014).

The proliferation of foreign curricula that do not support national cohesion and integration has been caused by the intense pressure education institutions are under to adopt corporatization and marketization strategies, as noted by Rizvi and Lingard (2010). In Kenya, students study foreign history at the expense of indigenous history, making it unlikely that they will be patriotic. If students are not exposed to experiences that promote national values through their educational materials, they may grow to feel alienated from their own country.

The difference between Kenya's intended and actual curricula has also been noted as a barrier to curriculum implementation and promoting national unification and cohesiveness (KIE 2011). The intended curriculum is described as a collection of formal documents that outline what the relevant national education authorities and society anticipate students will learn in school in terms of knowledge, understanding, skills, values, attitudes, and competencies to be acquired and developed, as well as how the results of the teaching and learning process are assessed, according to the UNESCO IBE 2013 definition. Typically, it can be found in curricular frameworks and guides, syllabi, teacher's manuals, test and exam content, rules, policies, and other official publications (Njeng'ere, 2014). The implemented curriculum, on the other hand, refers to the actual teaching and learning activities that take place in classrooms, such as how the intended curriculum is implemented and taught. It can alternatively be described as the "taught curriculum" or the "curriculum in action." According to the UNESCO IBE (2013) and Njeng'ere (2014), the achieved curriculum describes the information, understanding,

abilities, and attitudes that students gain as a result of instruction and learning or the application of the planned curriculum.

The curriculum in Kenya falls well short of what was intended, implemented, and realised (KIE 2011). The competition in education has increased due to rising student enrollment, a shortage of spots in "quality" secondary schools, and a small number of spaces in universities that offer high-stakes courses like medicine, engineering, etc. Schools and families have reacted by developing strategies of "teaching to the test" (Njeng'ere, 2014). As a result, it is unlikely that elementary and secondary schools will test or teach the information, abilities, and attitudes that would promote national cohesion and integration (KIE 2011). That has also been identified as a contributing component to this condition. The KICD, in contrast, is tasked with providing orientation to instructors on how to teach new or revised curricula; however, this is either done insufficiently or occasionally not at all (Njeng'ere, 2014).

The context in which curriculum implementation takes place presents another difficulty in Kenya. According to a summative evaluation of the primary and secondary school curricula conducted by KICD, the harmful behaviours that students are exposed to outside of school prevent them from internalising the nationalistic, patriotic, and unifying values that are outlined in the country's educational objectives. According to Njeng'ere (2014), the chance to promote cohesiveness and integration has been hindered by careless remarks made by social opinion leaders who disparage some ethnic groups, disobey court orders, and get away with it. He claims that this causes kids to begin internalising the idea that making racial and ethnic stereotypes and defying authority figures is acceptable (Njeng'ere, 2014).

Additionally, noting this in the non-formal dimension was Njeng'ere (2014). However, a lot of schools take part in music and theatre festivals, which are more about competing than they are about instilling the intended qualities of cohesiveness and integration. It is evident from the data that schools hardly ever perform plays or practise songs outside of festival seasons. The unintentional consequence is that many schools lack an active theatrical or music presence at schools and have little chance of winning in the festivities (Njeng'ere, 2014).

More specifically, as the literature suggests, the government employs national schools as a tactic for promoting national integration and togetherness. The majority of schools face a serious staffing difficulty, as children is the sole group drawn from other ethnic communities, while the principal, teachers, and support staff are frequently selected from the neighbourhood where the school is located (Njeng'ere, 2014). He goes on to say that because bullying and discrimination have been documented, some kids feel alienated. In order to accomplish the desired result of developing national cohesion and integration, he advised that the government make sure that national schools hire teaching and nonteaching staff from all around the nation. Thus, in order to achieve the objectives of the social studies subject in fostering national cohesion and integration, the obstacles within the educational setup in general and the social studies curriculum must be addressed, necessitating the necessity for this study.

2.8. Synthesis and Knowledge Gap

This study was informed by the literature in a number of important ways. First, preliminary research on how social studies education affects a country's social, political, and economic growth (KICD, 2017; Ghazi, 2018). Research can help in identifying the

precise methods social studies education implementation plays a crucial part in fostering political literacy, encouraging democratic ideas and principles for cultivating active citizenship, and improving rational thinking capacity for practical social life. Additionally, it enables the citizen to cultivate positive attitudes toward other people and citizenship and to give of himself fully to the betterment of society and the development of the country. Additionally, it emphasises the notion that social studies curriculum material is thought to be pertinent when students have the information, abilities, morals, and dedication necessary to be educated and responsible citizens. The literature offers important data about teaching strategies in the social studies curriculum, on which the current study was centred.

The studies under consideration show the value of social studies curricula in emphasising instruction on students' acquisition of knowledge, skills, attitudes, and behaviours that are thought to be important in human relationships and interactions with others on the one hand, and the environment as a whole, on the other (OgunBameru, 2006 and Risinger, 2012). Thus, social science education is crucial for fostering students' sense of identity and affecting how they perceive, engage with, and contribute to local, national, and international societies.

The studies highlight the need for the adoption of effective pedagogical practices in the social studies curriculum with a focus on alignment, connection, community, and interest that offer comprehensive explanations for how teaching can support the achievement of valued outcomes for students and teach as inquiry, which refers to a model of investigation that can help teachers apply research-based strategies in ways that are

responsive to their diverse groups of learners (Aitken and Sinnema, 2008; Brophy, 2001; Cochran-Smith and Lytle, 2009; Timperley, 2008).

The analysis was urgently required because these investigations were conducted on diverse groups with diverse geographic and socioeconomic backgrounds. The new study expands on the body of knowledge already available about how to adopt social studies curriculum methods that encourage learning and national integration and cohesiveness.

The need for research that can address the opportunities and difficulties of implementing the social studies curriculum is further reinforced by this body of material. The literature review also supports the justification for the research questions and provides background knowledge for many of the current concerns regarding the adoption of the social sciences curriculum in Kenya, including social studies, history, geography, economics, classical studies, and other social sciences. By examining teachers' perceptions of the value of the primary school Social Studies curriculum in promoting national cohesion and integration in Uasin Gishu County, Kenya, the current study aimed to close these gaps.

2.9 Summary

This study's review of this chapter was thorough. This study looked at the role of social studies curriculum that plays in promoting national integration and cohesion in Kenya. Here, it is determined whether there is a need to transform social studies curricular material into a potent weapon for instilling respect as a virtue in students. Additionally, it was revealed that the information and abilities included in the early childhood education allow students to form the values necessary for thriving in contemporary society. The implementation of the social studies curriculum by primary school Teachers making lesson plans and schemes of work offer a chance to execute the social studies curriculum.

In addition, this chapter also attempted to instil the notions of nationalism, unity in diversity, and interdependence among citizens. By addressing the synthesis and knowledge gap present in this study, the literature reviewed addressed different scholars and the gaps that the study aimed to close.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The exact steps or methods used to locate, process, and analyse data regarding a topic are known as research methodology (Borg & Gall, 2007). This is an important stage in research by providing an overview of research methodology and data collection procedures. The following sections are research design, study area, target population, sampling technique, sample size, data collection tools, Quality control mechanism, data collection procedure, data analysis, and ethical considerations.

3.2 Research Design

The descriptive survey research design was used in this study. The purpose of a research study design, according to Ader, Van Marwijk, Deltaan and Beekman (2008), is to gather data in order to test a hypothesis or provide answers regarding the study's topic. The descriptive survey method was also employed to collect data and identify potential solutions in this study (Kombo & Tromp, 2006). Descriptive survey entails characterising an observed event without altering or changing the context under inquiry, Cohen, Manion and Morrison (2011). This design was chosen because it produces a lot of reliable information and is suitable for fact-finding in education. It also allows collection of information at a specific period and utilise it to define the nature of the conditions that are in place (Borg & Gall, 2007). The purpose of this study was to acquire factual data that could be in the teachers' perceptions of how the primary social studies promoted integration and cohesion across the country.

3.3 Location of the Study

This research was conducted in Uasin Gishu County, one of Kenya's 47 counties. The county's major urban centre, Eldoret town also serves as an economic, administrative, and educational hub. Uasin Gishu is situated on a plateau and is bordered to the south by Kericho, the southwest by Nandi, the west by Kakamega, the north by Trans Nzoia, the east by Elgeiyo Marakwet, and the southeast by Baringo.

There are two rainy seasons in Uasin Gishu County, and the region receives 900 to 1200 mm of precipitation annually. The county, which is located on a plateau, has a moderate climate, with yearly temperatures ranging from 8.4 °C to 27 °C. In Uasin Gishu County, the rainy season lasts from April to May, and the driest season is from January to February. The climate of Uasin Gishu County is moderate temperature.

Large-scale wheat and maize cultivation, dairy farming, horticulture, trading, and sports are the County's main economic activities. The county has moderate transportation network with other schools in areas with terrain obstacles making transportation difficult because of poor roads especially during rainy seasons. Air, railway and tarmac roads connecting Malaba to Nairobi are crossing the County. The communication is good because network boosters are set in the entire county.

Uasin Gishu is cosmopolitan county in Kenyan. Politically, it is organised with leadership from all tribes and races residing in the county. During election seasons, campaigns are so vigorous that it affects the routine in the entire county.

The enrolment of pupils in primary school is more than the number who enrol in secondary school. 98,600 pupils in 467 primary schools show this. There are 158 secondary schools and 15 public tertiary institutions in Uasin Gishu County.

The selection of this area was occasioned by the need to improve the teaching and learning of Social Studies education as an avenue for developing good citizens among learners in the County, notably because the County experienced the infamous post-election violence of 2007/08 with disastrous consequences. The cosmopolitan nature of this County informed the decision for selection in this study. It was majorly affected due to civic distortion as realised in the previous years; hence, citizenship needs to be addressed. Similarly, very little is known about the use of Social Studies education as an avenue for good citizens, particularly in achieving national cohesion and integration. The study examined the connection between Social Studies education and national cohesion and integration goals.

3.4 Study Population

The study focused on primary schools to target the head teachers, all social studies teachers and pupils from classes five, six, seven, and eight, and Curriculum Support Officers from Uasin Gishu County, Kenya.

Table 3. 1: Study Population.

SUB COUNTIES	CSOs	SCHOOLS	H/TEACHEARS	TEACHERS	PUPILS
SOY	6	68	68	656	18,000
TURBO	8	81	81	732	20,500
MOIBEN	5	61	61	645	19,450
KAPSERET	6	76	76	820	22,000
KESSES	7	88	88	1,022	18,600
AINABKOI	8	93	93	957	25,300
TOTAL	40	467	467	4,832	98,600

Source: Director of Education, UG County 2019

Information in Table 3.1 gives the distribution of CSOs, schools, head teachers, teachers, and pupils in the study region. The county has six sub-counties, namely Soy, Turbo, Moiben, Kapseret, Kesses, and Ainabkoi, with 467 schools. The breakdown is as follows: Soy 68, Turbo 81, Moiben 61, Kapseret 76, Kesses 88 and Ainabkoi 93.

The target of 40 Curriculum Support Officers (CSOs), 467 schools/ head teachers (HTs) from those schools, 4,832 teachers and 98,550 pupils were included.

3.5 Sampling

3.5.1 Sampling Procedures

Sampling is the process of choosing a set of research participants in such a way that they accurately reflect the wider group from which they were drawn (Kothari, 2008). Sampling is also a technique in research where a small sample represents a whole population under study (Kasomo, 2007). The sample size of 30% is deemed appropriate as it ensures the right size is dealt with. Sampling is a research technique used to sample a specific number of objects from a respective group and reduces the larger population to a manageable size (Ogula, 2005). Based on the overall population, 47 schools were chosen from the six sub-counties of Uasin Gishu County using a proportionate stratified random sampling technique (Kasomo, 2007). A purposive technique was used to pick four teachers of classes five, six, seven, and eight from each of the selected schools. Purposive sampling was employed to select the head teachers. The students from classes 5, 6, 7, and 8 were selected, five per class using a random sampling procedure. The pupils were taken aside in a focus group of 20 per school. Other pupils continued with their normal time table for the affected lesson. Their respective teachers were to arrange for a remedial lesson for them. The procedures helped to achieve the desired representation as they ensured the inclusion of sub-groups in the sample. This ensured that all primary schools in Uasin Gishu County had an equal chance of being selected for the study (Orodho, 2005).

3.5.2 Sample size

Every school had four social studies teachers participating in the research making a total of 188 teachers from the county. Pupils who took part in the research were 20 from each school making a total of 940 students. 12 curriculum support officers from the 6 sub counties took part in the research and 47 schools from the six sub-counties of Uasin Gishu County provide the sample sizes. The six sub counties were; Soy, Turbo, Moiben, Kapseret, Kesses, and Ainabkoi are the sub counties from Uasin Gishu.

Table 3. 2: Sample size for Curriculum Support Officers:

CSOs FROM SUB COUNTIES	POPULATION	SAMPLE	PERCENTAGES %
SOY	6	2	33
TURBO	8	2	25
MOIBEN	5	2	35
KAPSERET	6	2	33
KESESS	7	2	28
AINABKOI	8	2	25
TOTAL	40	12	30

The curriculum support officers were included in the study because they participate in school support and inspection. Thus, they know how the curriculum is being implemented in various schools. 2 curriculum support officers were selected from each of the six Sub-Counties making a total of 12.

Table 3. 3: *Sample size for Head teachers:*

HTR/SCH.FROM	POPULATION	SAMPLE	PERCENTAGES
SUB-COUNTIES			%
SOY	68	7	10
TURBO	81	8	10
MOIBEN	61	6	10
KAPSERET	76	8	11
KESESS	88	9	10
AINABKOI	93	9	10
TOTAL	467	47	10

Head teachers and Schools were selected by stratified random sampling to select 47 schools from the six sub-counties. The study involved seven schools from Soy, Turbo 8, Moiben 6, Kapseret 8, Kesses 9, and Ainabkoi 9, chosen purposively from the total numbers of each Sub County.

Head teachers from the 47 sampled schools participated in the study because they are the custodians of all documents in the school. They are also the managers of the schools and in charge of the teachers' and learners' activities in school. They are directly involved in monitoring curriculum implementation and how learners embrace social studies to foster national cohesion and integration. They are to give the necessary information on the school policies and the implementation of the social studies.

Table 3. 4: Sample size for Teachers

TRS FROM SUB COUNTY	POPULATION	SAMPLE	PERCENTAGES
SOY	656	28	4%
TURBO	732	32	4%
MOIBEN	645	24	4%
KAPSERET	820	32	4%
KESESS	1,022	36	4%
AINABKOI	957	36	4%
TOTAL	4,832	188	4%

Teachers are the school's critical implementers of social studies curriculum. The social studies teachers who handle classes five, six, seven, and eight were selected purposively, making a sample of 188 teachers. The teachers at this level could provide information on the role of the social studies curriculum in fostering national cohesion and integration. Furthermore, they can give facts on the content and the coverage of the social studies syllabus that was useful for the study.

Table 3. 5: Sample size for Pupils

PUPILS FROM	POPULATION	SAMPLE	PERCENTAGES
			%
SOY	18,000	140	5
TURBO	20,500	160	5
MOIBEN	19,450	120	4
KAPSERET	22,000	160	5
KESESS	18,600	180	6
AINABKOI	25,300	180	4
TOTAL	98,550	940	5

Pupils were included because they experience the implementation of the curriculum as the active recipients of national cohesion and integration. The study involved five pupils per class chosen randomly from classes five, six, seven, and eight, making 20 pupils per school, totalling 940 pupils from the County that participated in the study.

3.6 Instruments for Data Collection

Researchers favour techniques that offer strong generalisation, precision, low cost, quick turnaround, and administrative simplicity (Warwick and Lininger 1975). The researcher used triangulation method of data collection which involved more than one instrument to collect data. Edwards, (2010) argues that no single method of collecting data is perfect, therefore, using more than one method is recommended. Five data collection instruments were used to collect data to meet the objectives of the study. These were; questionnaire

for CSOs, questionnaire for teachers, interview guides for head teachers, observation schedules for social science teachers, focus group discussion guide (FGD) with learners and document analysis schedules.

The study used interview guides and questionnaires in tandem to collect enough information to draw accurate and trustworthy information. According to Robson (1993), triangulation approach is an essential tool for real-world research. It is priceless in quantitative data analysis, where the veracity of the data is a constant source of concern. It offers a way to compare information from different sources. If a complaint exists, looking into it might help explain the occurrence of interest. The by-products are useful for information validation, which is their main use. It raises the standard of the data, which in turn increases the reliability of the conclusions.

The researcher portrayed the phenomenon under inquiry in a way that was more comprehensive, holistic, and contextual thanks to the use of triangulation, which also highlighted the phenomenon's many facets. Bias was reduced and validity increased by using triangulation. The type of data to be collected, the amount of time available for the study, and the goals had all been taken into consideration when choosing these tools. The tools were employed to give the pertinent data for analysis.

3.6.1 Teacher Questionnaire

Teachers and CSOs gave information by filling a questionnaire (appendix I). This was used because of the many benefits found in them. Questionnaires make it simple and quick to gather information (Borg & Gall, 1983). The following are the main sections for the questionnaires: 1. Demographics, 2. Perception on the role of social studies in

fostering cohesion and integration, 3. learning activities 4. Social studies curriculum structure in equipping learners 5. Challenges encountered by teachers. The questionnaire had 30 closed ended questions on a 5 point-Likert-type scale as follows; strongly agree=5, Agree=4, Undecided=3, Disagree=2, and Strongly Disagree=1. It that the the maximum possible score for the questionnaire was $(5 \times 30) = 100$ which was converted into percentage thus 100%. The minimum possible score was $1 \times 30 = 30$ which was equivalent to 30%. The data obtained from the teachers' questionnaire were quantitative in nature.

Section A, solicited information about teacher' bio data (gender, age, classes taught and teaching experiences) which answers were given in the interviewee's own words and are free of the interviewer's bias. Respondents have enough time to compose thoughtful responses. Even those respondents who are difficult to contact can be easily reached. Since large samples can be employed, the outcomes may be more trustworthy.

With the use of the questionnaire, a wide range of replies could be gathered, allowing more trustworthy inferences to be drawn from the responses of the curriculum support officers and teachers. Questionnaires made it simple and quick to gather information (Borg & Gall, 1983). To gauge the subjects' perspective and emotions, the questionnaire included both open-ended and closed-ended items (Serem, Boit & Wanyama, 2013). These questions are clear, simple to answer, quickly to complete, fairly objective, and simple to tabulate and analyse. A free response in the respondent's own words is required for the open-ended questions. These gave them more room to express themselves freely and be specific with their responses.

3.6.2 Lesson Observation guide

According to Roller & Lavraka (2015), using an observation guide in research allows the researcher to see what was occurring and then check it with the participants through interviews. The observation checklist (appendix II) was used to test the presence or absence of particular behaviour or attributes. Observation of lessons in a class was done by selecting Social Studies classes randomly in the sampled schools to ascertain the allocation of every instructional method. One lesson was observed per school making a total of 47 lessons. Lodico,*et al*,(2010) indicated that observation provided an additional source of data for verifying the information gained by other methods.

To take full advantage of observation, the researcher observed the whole class period with close attention to how teachers encouraged learners' interaction in the classes and how often teachers use teaching resources and methods effectively. Observation allowed the researcher to see if those methods are able to include and encourage all learners into achieving cohesion and integration. Social interaction of learners was also observed by the researcher on how they are grouped and share resources. To show the level of teacher preparedness and the actual teaching using the instructional methods and materials, frequencies and percentages were tabulated.

3.6.3 Interview guide for Head Teachers

An interview guide involves presentation of oral verbal stimuli and reply in terms of oral-verbal responses (Mertens, 2015). It is a set of questions that the interviewer asks when interviewing respondents. It makes it possible to obtain data required to meet specific objectives of the study. Interview guide allows the researcher (appendix IV) collect information that cannot be directly observed or are difficult to put down in writing such

as historical information. In the current study the head teachers were to give their responses by answering questions that the researcher asked in relation to the study objectives in this section.

Structured interview questions were designed to the objectives which gives the replies received validity and ensures that they are consistent. Face-to-face interviews were actually required for the current research because they were intended to further explain or corroborate the information that had been gleaned from the questionnaire.

The interview guide was designed to gather qualitative data on the respondents' perceptions of the instructional practices of teachers as well as their knowledge and understanding of the contribution that social studies education makes to fostering integration and cohesion on a national level. The interview guide gave a greater opportunity to the survey's objectives (Stone & Harris, 1984). The researchers' primary interested in perspectives, beliefs, and how social studies instruction is carried out. This tool was used to collect information from the primary school teachers who took part in the study.

The main focus was on the responses' views, opinions, perceptions, and feelings. The interview was selected based on the stated objectives of the study which were enumerated by Tuckman in 1972 (Kerlinger, 1973). One of them is that interviews gives access to a person's thoughts. It made it possible to gauge one's knowledge, values, and thoughts. Knowledge and information as well as one's likes and dislikes (attitudes and beliefs). According to Kerlinger (2016), interviews can be used to explore respondents' motivations or reasons for responding in a certain way, validate other approaches, or follow up on unexpected results. In addition to the aforementioned benefits, interviews

are adaptive to specific circumstances and do not have the high non-return rate associated with survey questions. Triangulation can be used to supplement data collected through questionnaires and interviews, adding new data for the study. The researcher conducted face-to-face interviews with the students and school head teachers of the sampled primary schools. In order to remove any potential for researchers' bias in evaluating the data from the conversations. This was done to boost the investigator's faith in the validity and reliability of the findings.

3.6.4 Interview Guide for Curriculum Support Officers

In the current study the CSOs were to give their responses (appendix III). Saunders (2012) pointed out the significant areas which are not anticipated in the original plan of the investigation, are exploited through the interview technique. This study, the interview schedules for CSOs sought data on the efficiency and suitability of the social studies curriculum in enhancing togetherness, respect, and cooperation among primary school learners.

The interview guide included academic qualifications, work experiences and the number of zones served by the respondents. It comprises of 8 open ended questions that solicited information on the implementation of social studies curriculum in primary schools.

On the data collection day, before commencing with the interviews, it was important to remind the respondent about ethical guidelines, confidentiality and anonymity. All interviews started with an informal session to establish a rapport through greetings and asking general questions. Interviews were conducted to 12 CSOs during different times depending on their availability. The researcher personally read the items on the interview

guide to the respondents and asks them to give their views. The answers from the respondents were written by the researcher and read back to the respondent after the interview for the CSOs to confirm a true record of the interaction. After confirmation of interaction, the researcher appreciated the respondent for participating.

3.6.5 Focus group discussion Guide for pupils

The FGD was used to collect information from learners from the primary schools. This instrument consisted of closed and open ended items (Refer to appendix V). Each FGD had a varied number of pupils from each class in each group who were involved in the discussion in each sampled 47 schools. The numbers of pupils per FGD were 5 from each class making a total of 20 pupils to form 4 groups per school. This gave rise to a total of 940 pupils and 188 groups from the 47 schools in the County. The discussion were guided by the researcher, who acted as a facilitator using FGD guide. The guide consist of questions that questions that sought to answer the study objectives such as; do your teachers teach you how to relate well with others in society? Give reasons for your answer. The researcher also collected on learners' views regarding the use of teaching and learning methods that encourage good behaviours. The researcher personally read the items on the FGD and then asked pupils to give their views, clarifying the instructions or questions where necessary. The researcher noted down learners' responses as the discussions went on. The researcher read back every point noted for the learners confirm a true record of the discussion. Later the data was analysed qualitatively.

3.6.6 Content Analysis Guide

In order to identify the existence of specific words, topics, or concepts within a given set of qualitative data, content analysis is employed. According to Bowen (2009), this gives meaning and clarification to various issues under study by confirming convergence and authentication of diverse sources of information. Additionally, the researcher conducted content analysis to establish how well the syllabus rhymed with the students' textbooks. Additionally, the research had to relate to the lesson plans and organisational methods that the teachers utilised to instruct their students. The study had to determine whether all these components of instruction can foster national integration and cohesiveness with the aid of the content analysis approach.

3.7 Quality control mechanism

This was an exploratory phase for researcher to familiarize with what happens in the classroom and to obtain deep insight about classroom situation.

3.7.1 Pilot Study

According to Tuckman (1988), it is highly recommended to do a pilot test on a questionnaire before making changes depending on the findings of the test. A pilot study was carried out to determine whether the instruments could be used to gather pertinent data, to spot any issues that might arise during the actual data collecting procedure, and to see if the respondents could grasp the instructions on the questionnaires. This was done to ensure that the level of language used was appropriate, the adequate space for providing answers to questions, and the time allocated was commensurate with the task. The pilot study was carried out in five primary schools in Nandi County that did not take part in the

actual collection of data. It involved three teachers and five pupils from classes five, six, seven, and eight per school, giving 115 respondents.

3.7.2 Validity

According to Polit and Beck (2010), a questionnaire's validity is determined by how well it achieves its stated goals. The most important criterion shows how well a tool measures what it is meant to measure (Kothari, 2009). The questionnaire needs to effectively cover all facets of the topics under investigation. To make sure that the research techniques were reliable, an item analysis was performed. This made sure that each question addressed a specific study goal. The experts reviewed the instruments for validation. Face validity (LoBiondo-Wood and Haber, 2010) examines whether the questionnaire seems to measure the idea being evaluated, and this was determined by having experts' test-run the instrument to see if the questions are pertinent, straightforward, and unambiguous (2010).

A content validity test verifies that no unnecessary questions are asked and that enough pertinent questions are asked to cover all topics being studied (Parahoo, 2006). An expert panel (Polit and Beck, 2010) assessed the content validity of the survey questionnaires. The questionnaire was presented to such a panel to ensure that the scope of the questions are appropriate and that they adequately in line with the themes being examined, as suggested by (LoBiondo-Wood and Haber, 2010). With the assistance of supervisors and lecturers from the Department of Curriculum and Instructional Technology, the research instruments were created and tested before being used.

3.7.3 Reliability

The consistency of test scores in this study was determined through split half method of determining reliability. After piloting, the items on teachers and CSOs questionnaires were divided into two halves and correlated using the Spearman product moment formula to calculate the correlation coefficients. Spearman's Rank was used because it measures the strength and direction of two ranked variables. A correlation coefficient (r) of individual items on the CSOs and teachers questionnaire was calculated separately. The two categories were giving two sets of scores (odd numbers and even numbers). Each item on the questionnaire was then scored. Thereafter, correlation coefficient of the sets of scores was calculated using spearman's rank order (ρ) given as Parahoo (2006).

Where $\rho = \frac{r}{\sqrt{1 - \frac{d^2}{N^2}}}$ = Pearson correlation coefficient, d = difference between the ranked pair of scores obtained from split tests, N = number of pairs of scores from a split exercise.

The tools were administered on two occasions within two weeks with subjects from schools that were not used in the actual study. Reliability was determined by correlating two administration using Pearson's product-moment correlation coefficient (r). The results were used to test the reliability of the research tools. The r -values of 0.85 and 0.80 were obtained from the questionnaires for the curriculum support officers and social studies teachers, respectively. According to Fraenkel and Wallen (2000), these were deemed reliable as a reliability coefficient of 0.7 or higher are recommended.

3.8 Data Collection Procedure

After ascertaining that the instruments for data collection were reliable and valid, the researcher obtained the necessary permission from the relevant authorities. The

researcher conducted preliminary visits to the relevant education offices and sampled primary schools for introduction, familiarization and planning for suitable time for the study and established a rapport with the respondents. An introduction letter (appendix I) together with questionnaires was given to the respondents. Questionnaires were distributed to the respondents to be filled then collected after two week. The researcher did the lesson observation by filling in the guiding form during the lesson presentation in class. Interviews were done with Curriculum Support Officers from the sub counties. Head teachers from sampled primary schools were interviewed from Uasin Gishu County. The researcher scheduled a meeting with the social studies teachers who set up focus group discussions from classes 5,6,7,8 in their classrooms.

3.9 Data Analysis

Data analysis refers to scrutinizing what has been collected during data collection session and making deductions and inferences (Kombo & Tromp, 2006). It involves uncovering underlying structures and extracting important variables and testing any underlying assumptions.

Both qualitative and quantitative data analyses were done. Data collected from the focus group discussions, interviews and observation schedules were analysed qualitatively. Some open ended questions from the questionnaires were also qualitatively analysed. The data from the questionnaire was mainly analysed quantitatively.

3.9.1 Qualitative Data Analysis

Quantitative analysis involves obtaining detailed information about phenomenon being studied and establishing patterns and trends from the information gathered (Frankfort &

Nachmias, 2006). This also involves giving meaning to the mass information collected by organizing the data and creating categories and themes. Data was analysed using statistical tools for analysis. The analysis was done using the statistical package for social sciences (SPSS). Qualitative data from interviews, observation and FGD objectives were arranged in themes. Further open ended questions in the questionnaire were organized into themes pertinent to the study. In analyzing the data, the researcher evaluated the usefulness of the information given by the respondents to make logical generalization (Denscombe, 2014). Data were coded into categories, tabulated for each category of respondents and presented as emergent themes. The qualitative data in the current study required to be added to the empirical data. One goal guided the qualitative research in accordance with the requirements of the qualitative research design (Denzin, 1989; Lincoln & Guba, 1985). For analysis, the data from the student focus groups, teacher interviews, and observational studies were classified thematically.

3.9.2 Quantitative Data Analysis

The quantitative analysis tends to be based on numerical measurements of specific aspects of phenomena Bryman and Bell (2011). Thus numbers and statistical methods were used. Descriptive and inferential statistics were used to analyse the data. Data was sort out, coded, classified and tabulated and analysed using Statistical Package for social Sciences (SPSS) version 21. Initial data analyses included frequencies, percentages, mean and standard deviations to summarize the overall results. Data were cleaned and screened to identify missing data, outliers and erroneous entries. Data were then analysed both descriptively (mean and standard deviation) and inferentially (correlation and regression).

The researcher summarised the data in accordance with the research questions at the conclusion of each field session. To further ensure that the data acquired were thorough and accurate.

Table 3.6: Analysis Procedures

	Objective	Independent . variables	Dependent. variables	Tools
1	Find out teachers' and CSOs' perception on the role of primary school Social Studies Curriculum in fostering national cohesion and integration.	Teachers knowledge and skills curriculum	Attitude patriotism Integrity Patriotism	Interpretation Percentages Description mean
2	Establish the kind of learning activities teachers engage in when implementing the primary SSC to promote national cohesion and integration.	Pedagogical practices environment	Honest Trust	Percentages Description mean
3	To ascertain the extent to which the primary Social Studies Curriculum is structured in equipping learners with the knowledge, skills and values that foster national cohesion and integration	Curriculum, content Environment	Peace Sanity Citizenship	Percentages Description mean
4	To find out the challenges encountered by teachers during the implementation of Social Studies Curriculum that foster national cohesion and integration.	Approaches Methods Resources	Tolerance Harmony	Percentages Description mean

3.10 Ethical Considerations

Ethical Consideration in research entailed the moral standards put into consideration while gathering data. The study observed all the rules and regulations in carrying out research in Kenya. Ethical issues that were identified when research was being carried out, included access and acceptance, informed consent, anonymity and confidentiality in this study.

The due process of seeking research approval to carry out the research as a legal fulfilment was sought. An additional permission was sought from the Directorate of Postgraduate studies of Masinde Muliro University of Science and Technology (MMUST), National Council of Science, Technology, and Innovation (NACOSTI), Uasin Gishu County Commissioner and the County Director of Education before embarking on data collection. CSOs that were sampled to participate in the study were consulted and permission sought.

The head teachers permitted the researcher to collect data from teachers and the pupils in their primary schools. The researcher furnished the participants with sufficient information that enabled them to make informed consent by self-introduction. A prior consent to conduct and record observation during class lesson was also obtained. Interviews were conducted to the head teachers in their offices where suspicions and interferences from non-participants were kept at bay. Respect for the dignity of the study respondents was prioritized. The participants were assured of the privacy and confidentiality of their responses. The researcher took time to explain the study's significance to the respondents and requested them to be open and be honest when dealing with the questions (Silverman, 2010). The respondents were requested not to

disclose any form of identification in order to maintain anonymity. As the responses of participants were guaranteed of, the anonymity was kept private only for the academic purpose of this study.

There was adherence to non-plagiarism policy. All cited sources were appropriately acknowledged and plagiarism checks have revealed 16% see (Appendix XII) was given before going to collect data.

The respondents were assured of the reciprocity of the research findings only to be presented as required and a soft copy of the thesis to be transmitted to NACOSTI and make a copy available in the university library.

3.11 Summary

This chapter concentrated on the prerequisites for a research approach. It addressed the research design of the study, validity and reliability were examined which adopted a descriptive survey. Different tools were utilised to collect data. Data was analysed after coding, sifting, and synthesising. Finally, the researcher described how ethical standards were upheld throughout the research process.

CHAPTER FOUR

RESULTS AND DISCUSSION OF DATA

4.1 Overview

This chapter explains the results of the data analysis, interpretation, and presentation. The collected data were analysed in accordance with the study's research goals. The curriculum support officers, head teachers, instructors, and students' responses were solicited through questionnaires, interview schedules, and focus groups. The data were analysed using descriptive statistics, such as frequencies and percentages, after being validated for consistency, and are then shown in tables.

4.2 Response Rate

To ensure the accuracy and quality of the data that were collected, a number of steps were taken. Missing values were evaluated using the Missing Value Analysis tool in SPSS version 20. Running descriptive statistics and checking the range of transactions on all variables were additional methods used to screen the data. The data sets' values were examined for consistency, and suspect values were assessed before use. Before analysis, all conflicting data resulting from omission and incorrect data entry were eventually found and fixed. The return rates of all the research instruments were calculated to see if there was any wastage of resources.

Prior to doing actual data analysis, completion rates for all administered and returned research instruments were verified. This is a key research milestone that was attained because precautions were taken to prevent any loss of large volumes of data (Fan and Yan, 2010). The creation of coloured copies of these instruments, the allocation of

enough time for the majority of the sampled teachers, curriculum support staff, and students to respond to all items, the clear articulation of the study's purpose beforehand, the provision of simple and clear instructions on how each instrument was to be filled out, and the use of standardised instruments. Table 4.1 displays the percentage of subjects who responded to the study.

Table 4. 1: Response Rate

The respondent	Expected number	Actual number	Percentage of actual respondent
Head teachers	47	40	85.11 %
Teachers	188	152	80.85 %
Curriculum support officers	12	10	83.33 %
Pupils	940	800	66.67 %

It is clear from Table 4.1 that the respondents for the study included 800 (66.67%) students, 152 (80.85%) teachers, 40 (85.11%) head teachers, and 10 (83.33%) CSOs. This demonstrated enthusiastic involvement that is representative of the entire populace.

4.3 Demographic Information

Curriculum support officers, head teachers, teachers, and students from the chosen primary schools in Uasin Gishu County, Kenya participated in the study. The characteristics of the study's participants are described in this section.

4.3.1 Demographic Information of the Curriculum Support Officers

The study sought to determine the gender, age, length of service of the respondents, and zones supervised. The findings are presented in Table 4.2

Table 4. 2: Demographic Information of the Curriculum Support Officers

Demographic Information	Frequency	Per cent (%)
Gender		
Male	6	60
Female	4	40
Age		
20-30	1	10
31-40	2	20
41-50	3	30
51 and above	4	40
Length of Service		
Less than 5 years	2	20
5 – 10 years	5	50
Over 10 years	3	30
Number of Sub counties supervised		
1	4	40
2	3	30
3	0	0
4	2	20
5	1	10

(Source: Field Data 2019)

The findings indicate that, of the 10 curriculum support officers, six (60%) were men and four (40%), women. In the area, there were more male than female officers. Four (40%)

of the CSOs were over the age of 51, three (30%) were between the ages of 41 and 50, two (20%) were between the ages of 31 and 40, and one (10%) was between the ages of 20 and 30. This demonstrates that the majority of curriculum support staff members are over 40 years old and are considered capable of understanding new policies and assisting in the Zones of the sub Counties.

According to the findings, 5 (50%) of the curriculum support officers had between 5 and 10 years of experience, 3 (30%) had more than 10 years, and 2 (20%) had less than 5 years. The findings show that the majority of the curriculum support officers had worked for between five and ten years, which gave the impression of having enough expertise to recognise and redefine the curriculum implementation.

When asked about their experience in supervision, 4 (40%) of the curriculum support officers claimed they had worked in one zone, 3 (30%) in two, 2 (20%) in four, and 1 (10%) in five distinct zones. The findings show that the majority of curriculum support officers worked in one or two zones. The findings demonstrate that the curriculum support officers typically had professional expertise and were able to support in the supervised zones.

4.4 Demographic Information of the Social Studies Teachers

The study wanted to know the respondents' gender, age, employment history, and which particular classes they are teaching social studies. The results are shown in table 4.3

Table 4. 3: Demographic Information of the Social studies Teachers

Demographic information		
Gender	Frequency	Percentage %
Male	61	40
Female	91	60
Teaching Experiences		
Less than 5 Years	47	31
5-10 Years	50	33
Over 10 Years	55	36
Age		
20 -30 years	28	18
31 -40 years	55	36
41 -50 years	57	38
51 -60 years	12	8
Class taught		
5	22	15
6	67	44
7	25	16
8	18	12

Source: Field Data (2019)

The study involved 152 teachers from the primary schools in Uasin Gishu County. The teacher's demographic information was organised under gender, age, experience in teaching social studies subjects and the classes they have taught. The study's results revealed that 91 (60%) of the teachers are females and 61 (40%) are males. The results indicate a high ratio of female to male teachers who teach social studies. On the experience of the teachers in teaching social studies topic, the results show that 55

(36.18%) of the teachers had taught for over 10 years, 50 (33%) had prepared for between 5 and 10 years, 47 (31%) indicated to have led the subject for less than 5 years. The results suggest that most of the teachers who participated in the study had more than 5 years of experience in teaching social studies subject hence were better placed to provide the necessary information on the subject's role in promoting national cohesion and integration. On age of the teachers who participated in the study, results show that 57 (38%) teachers were aged between 41 and 50 years, 55 (36%) were aged 31 and 40 years, 28 (18%) were of ages between 20 and 30 years, and only 12 (8%) were aged between 50 and 60 years. The results show that most teachers were aged between 31 and 50 years and were perceived to know the role of the social studies in promoting national cohesion and integration. Asked about the classes they teach, the results reveal that 67 (44%) of the teachers teach class 6, 25 (16%) teach class 7, 22 (15%) teach class 5, 20 (13%) teach class 4 while 18 (12 %) indicated they teach class 8. The results suggest that most teachers who teach class 6, which was found appropriate for this study as it is the citizenship topic anchored on the advocacy for national cohesion and integration is taught.

4.4.1 Demographic Information of the Head Teachers

The information on the working experience and academic qualifications of the head teachers from sampled schools was sought, and the results indicated in Table 4.4

Table 4. 4 Demographic Information of the Head Teachers

Demographic information	Frequency	Percentage
Level of qualification		
Certificate of Teacher Education	6	15
Diploma in Teacher Education	12	30
Bachelor's Degree in Education	17	43
Master's Degree in Education	5	12
Experience as a head teacher		
1 – 5 Years	7	18
5-10 Years	12	30
Over 10 Years	21	52

Source: Field Data (2019)

The study involved 40 head teachers and their characteristics are presented in this section. The qualifications of the head teachers, 17 (43%) head teachers had a bachelor's degree, 12 (30%) had a diploma, and 6 (15%) had a certificate and 5(12%) had acquired a master's degree. As indicated in the findings, most of the head teachers study was university graduates. They are perceived to have acquired advanced knowledge on citizenship and the current trends of national cohesion and integration. On work experience 21 (53%) head teachers had an experience of over 10 years, 12 (30%) had an experience of 5-10 years, and 7 (18%) indicated to have had an experience of less than 5 years. The head teachers were experienced in the leadership of schools. They were

perceived to be up to date with the information on the role of the Social Studies Curriculum in the promotion of national cohesion and integration.

4.4.1.1 Data Analysis

This sub-section will endeavour to analyse data from CSO's perception on the role of social studies curriculum in fostering national cohesion and integration, teachers perception on the role of elementary SSC in fostering national cohesion and integration and finally analyse instructional methods engaged by teachers and their perception on the learning resources that should be used in Social Studies Curriculum.

4.4.1.2 Curriculum Support Officers' Perception of the Role of Social Studies Curriculum in fostering National Cohesion and Integration

When asked Curriculum Support Officers on perception of the social studies curriculum in promoting national cohesion and integration, the findings are shown in Table 4.5.

Table 4. 5: CSO’s Perception of the Role of primary Social Studies in promoting National Cohesion and Integration

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SSE equips citizens to understand the social and physical environment.	0	0	0	6(60%)	4(40%)
SSE enhances good relationships among students of various ethnic groups.	0	0	0	6(60%)	4(40%)
SSE enhances the spirit of togetherness	0	0	0	4(40%)	6(60%)
SSE helps to fight bad social behaviour like cheating.	0	3(30%)	0	7(70%)	0
SSE promotes unity of the various ethnic groups in our society	0	0	0	3(30%)	7(70%)
SSE can increase interdependence and tolerance among student	0	2(20%)	0	5 (50%)	3(30%)
SSE advocates for amicable approaches to the settlement of disputes	0	0	0	8 (80%)	2(20%)
SSE patriotic, loyal, and committed citizens of our country	0	2(20%)	2(20%)	2(20%)	4(40%)
Understanding the various cultural groups can be achieved through SSE.	0	2(20%)	1(10%)	4(40%)	3(30%)

To establish Curriculum Support Officers’ perception of the role of the primary Social Studies in promoting national cohesion and integration. Answers were sought on how the

Social Studies curriculum equips citizens in understanding the social and physical environment. The relationship among students from various ethnic groups and the spirit of togetherness helps to fight bad social behaviour, by promoting the unity of the different ethnic groups in our society. The increase of interdependence and tolerance among students, the advocate of amicable approaches to the settlement of disputes yields patriotic, loyal and committed citizens of our country hence promotes understanding of the various cultural groups.

On whether the SSE equips citizens with the knowledge to understand the social and physical environment, results show that all the curriculum support officers agreed as 6 (60%) indicated that they agree and 4 (40%) strongly agree. On whether SSE enhances the good relationships among students of various ethnic groups, all the curriculum support officers agreed, as indicated by 6 (60%) and 4 (40%) who said they approve and strongly agree, respectively. The Social Studies curriculum was noted to enhance the spirit of togetherness among pupils as indicated by all the curriculum support officers as 6 (60%) stated strongly agree, and 4 (40%) of the CSOs noted agree. On whether the Social Studies curriculum helps to fight bad social behaviour like cheating among pupils, 7 (70%) of the curriculum support officers noted that they agree as compared to only 3 (30%) of the curriculum support officers who indicated that they disagree.

The Social Studies promotes unity of the various racial, religious and ethnic groups in our society as indicated by all the curriculum support officers as 7 (70%) said they strongly agree, 3 (30%) said they agree. On whether SSE can increase interdependence and tolerance among students, 5 (50%) and 3 (30%) of the curriculum support officers agreed and strongly agreed, while 2 (20%) of the curriculum support officers disagreed. Asked

whether SSE advocates for amicable approaches to the settlement of disputes among members of the society, all the curriculum support officers agreed, as indicated by 8 (80%) and 2 (20%) of the curriculum support officers who agreed and strongly agreed on this. On whether SSE yields patriotic, loyal, and committed citizens of our country, 4 (40%) of the curriculum support officers strongly agree, two (20%) agree, two (20%) disagree, two (20%) were undecided. The results show understanding the various cultural groups can be achieved through SSE, an agreement was by 4(40%) and 3(30%) that they strongly agreed, 1(10%) was undecided, and 2(20%) disagreed.

All of the curriculum support officers who took part in the study agreed, as shown by the study's findings, that the Social Studies subject plays a function in giving citizens social and physical environments. It also enhances good relationships among students of various ethnic groups and the spirit of togetherness and helps fight against bad social behaviour like cheating.

After analysing the content of CSO's from the preceding information, it is noted that, most of the curriculum support officers acknowledged that the Social Studies curriculum promotes unity the various ethnic groups in our society and increases student interdependence and tolerance. They also conceded that the Social Studies subject curriculum advocates for amicable approaches to settling disputes, yields patriotic, loyal, and committed citizens of our country, and enhances understanding of the various cultural groups.

From the Focus group discussion, the curriculum support officers reported that there is a link between pedagogical approaches employed by teachers with the principles of national cohesion and integration.

4.4.2 Teachers' Perception of the Role of primary Social Studies in Fostering National Cohesion and Integration

The goal of the study was to find out how primary school teachers the Social Studies contribution to promoting integration and cohesion on a national level. The findings are reported in the following sections after opinions from the curriculum support officers, head teachers, and teachers were solicited.

Teachers implement the Social Studies subject, and there was a need to establish their perception on the role of the subject in fostering national cohesion and integration. Answers were sought on whether the implementation of the Social Studies curriculum equips citizens to understand the social and physical environment. To enhances the good relationships among students of various ethnic groups and the spirit of togetherness. To helps fight bad social behaviour like cheating; promotes the unity of the different ethnic groups in our society; increases interdependence and tolerance among student. To advocates for amicable approaches to the settlement of disputes; yields patriotic, loyal and committed citizens of our country and enhances understanding of the various cultural groups. The findings are as presented in table 4.6

Table 4. 6: Teachers’ Perception of the Role of Social Studies on National Cohesion and Integration

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SSC equips citizens to understand the social and physical environment.	0	0	4 (3%)	60 (39%)	88(58%)
SSC enhances the good relationships among students of various ethnic groups.	0	0	3 (2%)	58(38%)	91(60%)
SSC enhances the spirit of togetherness	0	1(1%)	7(5%)	60(39%)	84(55%)
SSC helps to fight bad social behaviour like cheating.	0	4(2%)		97(64%)	51(34%)
SSC promotes the unity of the various ethnic groups in our society	1(1%)	1(1%)	1(1%)	98(64%)	51(33%)
SSC can increase interdependence and tolerance among student	0	2(1%)	10(7%)	104(68)	36(24%)
SSC advocates for amicable approaches to the settlement of disputes	0	0	3 (2%)	86 (57%)	63(41%)
SSC yields patriotic, loyal, and committed citizens of our country	0	0	4 (2%)	74(49%)	74(49%)
Understanding the various cultural groups can be achieved through SSC.	0	1(1%)	5(3%)	52(34%)	94(62%)

The implementation of the Social Studies curriculum equips citizens with the knowledge to understand the social and physical environment, 88 (58%) and 60 (39%) teachers agreed, while 4 (3%) were undecided. This finding shows that most teachers

acknowledge the relevance of the Social Studies subject in equipping the citizens with the knowledge to enable them to relate the social and physical environment. When asked about the role of the Social Studies curriculum in enhancing good relationships among students of various ethnic groups, 60(39%) and 58 (38%) of the teachers agreed, while 3 (2%) were undecided. The Social Studies curriculum is perceived to enhance the spirit of togetherness, as indicated by 84 (55%) and 60 (39%) of the teachers who agreed with this statement, 7 (5%) were undecided. Only 1 (1%) disagreed. On implementing the Social studies curriculum helps fight against bad social behaviour like cheating, 97 (64%) and 48 (32%) teachers agreed. In comparison, 4 (3%) disagreed, indicating that in most cases, the subject inculcates in the learners the need to be orderly and avoid destructive behaviour in society. Implementing the Social studies curriculum is also perceived to promote the unity of the various ethnic groups in our community, as indicated by 98 (64%) and 51 (33%) teachers who agreed. However, 1 (1%) was undecided, while 2 (2%) teachers disagreed.

Role of the Social Studies curriculum in nurturing interdependence and tolerance attributes amongst students, 104 (68%) and 36 (24%) of the teachers agreed, 10 (7%) were undecided, while 2 (1%) disagreed. The results show that the Social Studies curriculum increases interdependence and tolerance among students. Results show that 86 (57%) and 63 (41%) teachers who participated in the study agreed that the Social Studies curriculum advocates for amicable approaches to the settlement of disputes among people in society, 2 (2%) of the teachers were undecided on this. As indicated in the findings, the implementation of the Social studies curriculum is perceived to yield patriotic, loyal, and committed citizens of our country, as noted by 74 (49%) teachers

who agreed with this statement, 4 (3%) of the teachers were undecided. On whether the implementation of the Social Studies curriculum enhances the understanding of the various cultural groups in the society, 94 and 52 teachers agreed, 5 (3%) teachers were undecided as 1 (1%) teacher disagreed on this statement. The findings show that most teachers acknowledge that the Social Studies curriculum implementation enhances understanding of the various cultural groups.

The findings show that most teachers admit that SSE equips citizens to understand the social and physical environment, enhances the good relationships among students of various ethnic groups, enhances the spirit of togetherness, and helps to fight bad social behaviour like cheating. The teachers also admitted that implementing the Social Studies curriculum promotes the unity of the various ethnic groups in our society, increases interdependence and tolerance among students and advocates for amicable approaches to settle disputes among community members. The teachers also agree that the implementation of the Social Studies curriculum yields patriotic, loyal, and committed citizens of our country and that the understanding of the various cultural groups can be achieved through the subject.

There was a need to establish the head teacher's perception of the role of the Social Studies in promoting national cohesion and integration. From the interviews, most head teachers accepted that implementing the Social Studies curriculum enhances pupils' acquisition of morals and moulds an all-around and upright child who can be dependable in society and towards building national cohesion and integration. The 47 head teachers conceded that the implementation of the Social Studies curriculum promotes the spirit of togetherness, which enhances interaction among the learners. Four of the head teachers

thought that to attain the goals of education, the teaching of the subject in the schools needs to be as per the guidelines from the curriculum.

The implementation of the Social Studies promotes national cohesion and integration, the findings show that the 152 (100%) teachers, 40 (100%) head teachers, and the 10 (100%) curriculum support officers all confirmed the role of the subject in building national cohesion and integration. From the results of the focus group interview, all 192 pupils accepted that the role of the Social Studies curriculum and confirmed that the teachers of Social Studies teach them about good relations, moral values, and how to live together in love, peace, and unity in society. The results show that the curriculum support officers, head teachers, and teachers appreciated that the Social Studies promotes peace, love, and harmony in our society and therefore it is essential in fostering national cohesion and integration.

The results indicate that most teachers who participated in the study owned the need to teach morals and mould an all-around and upright child who can be dependable in society. Through the Social Studies curriculum, the spirit of togetherness among different ethnic groups is nurtured to enhance unity and peaceful coexistence in the community, as conceded by the pupils who participated in the study. During the discussions, the pupils realised that their teachers teach them how to relate well to society and that they should share what they have and learn to live in peace. This is perceived to promote responsibility, togetherness, unity, and cohesiveness in the society and therefore promote national cohesion and integration.

The results of this study are consistent with those of Taghreed and Fakhri (2014), that teachers are seen as a means of educating pupils to avoid engaging in conflict and seek

out peaceful resolutions. According to children learn to make critical and informed decisions, be tolerant and respectful of others' viewpoints, develop empathy for others, communicate clearly, and to broaden their awareness of the world. The teachers' opinions of how to use the curriculum to promote national unity are influenced by their educational experiences and personal histories. In accordance with the study, Walado and Obro (2010) reported that social studies should be used to promote moral development, good citizenship, and the growth of national consciousness.

Walado and Obro, (2010) stated that, the Social studies curriculum aims to develop people's ability to make decisions for policy formulation, and it plays a crucial role in the development of good citizenship, national consciousness, creation of awareness, fostering of national unity and moral development. Similarly, the findings agree with those of Njeng'ere (2014), who noted that the four pillars of learning to know, do, be, and live together. Social Studies foster national cohesion and integration. According to Ahmad Abubakar (2013), Social studies education has been pointed out as a subject that contributes to attaining national goals through citizenship education.

The study findings agree with Ogun Bameru (2006) and Ahmad Abubakar (2013) on the selection of Social Studies as a subject that uplifts pupils with the knowledge, abilities, attitudes, and behaviours. The Social Studies Education is deemed essential in the interaction and relationship between people and their environment on one hand, and between people and other people. Additionally, assists in achieving national objectives by promoting civic education (Ahmad Abubakar, 2013). According to Ahmad (2013), social studies help people with kind attitudes toward other people. Social studies do help residents recognise the diversity of people, according to Sheshi (2002).

The recognition of interconnectedness and cooperation are important components of nation-building. More importantly, integrating plays a part in educating the pupils about value of cultural diversity and the necessity of national cohesion, harmony, and peace. This will enable the country to learn from its mistakes in the past, be motivated by admirable past achievements, and plan ahead for new advances (Sandburg, 2009).

These findings backed Edinyang, Tandu, and Gimba's findings (2015). They found that society uses the social studies curriculum to teach kids the skills, values, and behaviours deemed essential in promoting interactions among others in their environment. Similar, according to Omirin and Funke (2015), social studies teachers teach students on how to live peacefully in society. Students are taught discipline through lessons on collaboration, human rights, conflict and conflict resolution. Additionally, they contend that peace education is best taught through subjects like social studies, government, history, civics education, and religious studies and that it is the foundational element for fostering better interpersonal relationships in homes and schools, which in turn promotes peaceful coexistence in society (Omirin & Funke, 2015).

According to teachers, the social studies curriculum plays a crucial role in promoting integration and national cohesiveness. It became abundantly obvious after analysing the content that the social studies curriculum promotes moral development, good citizenship, and national consciousness. The social studies curriculum's material is necessary to interpret important family concerns, giving students a socio-political and economic orientation and fostering their ability for innovation. Achieving the objectives of enabling students to acquire information and skills, enhancing self-reliance, and preparing them for upcoming challenges and uncertainties in life is more important than ever. Citizenship

education topic to be included in social studies curriculum. As a result, they can live as productive and influential members of the same community. The social studies curriculum also equips students with the skills necessary to benefit from the advancement of socially valued ideas, beliefs, practices, and attitudes. In order to foster respectful and private lives for a democratic society, social studies curriculum content gives pupils the chance to interact and discuss a range of opinions.

The development of the requisite knowledge, abilities, attitudes, and values that foster national cohesion and integration was reported to be related with the teaching of social studies. Head teachers claimed that there is a connection between the instructional strategies used by teachers and the concepts of national cohesion and integration.

The results of this study and those of Nickerson (2011), the social studies curriculum aids students in cultivating respect as a transferable value. According to Odundo (2018), the social studies content aids students in developing respect in class. When students learn to control their emotions, appreciate others, and communicate politely, they will be able to respect others' feelings and perspectives. Respectful students are kind to one another, avoid making rude comments, and uphold the standards of decency required for society existence (Morris 2017). Being courteous and thoughtful means having respect for your family, the neighbours, the elderly, the friends, and your own rights, convictions, and well-being (Akumanyi, 2007). The social studies curriculum focuses on teaching students the translatable principles they need to act with respect in a democratic society (Nickerson, 2011). When social studies curriculum content is implemented by teaching it properly, students are more likely to exhibit empathy, tolerance, senior recognition,

courtesies, and independent decision-making as responsible citizen. They emphasised the need of teaching children morals that help them refrain from using insulting, hurtful, or vulgar words when they engage with others.

4.4.3 Instructional Methods Used by Teachers

The objective was to determine whether the school teachers' instructional methods/ activities and resources in implementing primary Social Studies promote national cohesion and integration. Opinions were sought from the curriculum support officers, head teachers, and teachers and the findings are presented in the following subsections.

Instructional methods are the specific activities done in class by the teacher and the learners to achieve the Instructional objectives. Teacher and learner activities are the building blocks of learning that make the methods more effective. Methods are used to enrich the lesson through variations of the stimulus of the lesson.

To determine the instructional methods teachers employ during the implementation of social studies in primary schools, curriculum support officers and the teachers gave their opinion. Those methods include dramatization, role-play, explanation, question and answer, discussion, simulation, group work, narration, field trip, imaginary visit, project, storytelling, resource person, drawing and note taking.

The responses of the Curriculum Support Officers are presented in Table 4.7

Table 4. 7: CSOs Perception of what learning activities should be engaged in the Social Studies classroom

	Never	Rarely	Sometimes	Often	Very Often
Drama	0	2 (20%)	5 (50%)	3 (30%)	0
Role-play	0	1 (10%)	6 (60%)	3 (30%)	0
Explanation	3 (30%)	4 (40%)	1 (10%)	2 (20%)	0
Question and Answer	0	0	0	5 (50%)	5 (50%)
Discussion	0	0	1 (10%)	5 (50%)	4 (40%)
Simulation	5(50%)	5 (50%)	0	0	0
Group work	5(50%)	2(20%)	2(20%)	3(30%)	0
Imaginary visit	0	0	1(10%)	2(20%)	0
Storytelling	0	0	1(10%)	4(40%)	5 (50%)
Resource person	0	2(20%)	5 (50%)	1(10%)	1(10%)
Field trips	1(10%)	3(30%)	3(30%)	3(30%)	0
Note-taking	0	0	2(20%)	3(30%)	5(50%)
Text reading	0	0	1(10%)	5(50%)	4(40%)
Projects	0	0	3(30%)	3(30%)	3(30%)
Assignment	0	2(20%)	2(20%)	4(40%)	2(20%)
Songs	0	2(20%)	0	2(20%)	3(30%)
Dance	0	1(10%)	3(30%)	1(10%)	4(40%)
Games	0	1(10%)	2(20%)	2(20%)	5(50%)

The methods used during the teaching and learning process contribute to the learner's acquisition of knowledge, skills, and values. The study needed to determine the utilisation of the instructional methods by the teachers of Social studies subjects and how it enhances the acquisition of ideals for national cohesion and integration. Table 4.7 shows that 5 (50%) curriculum support officers reported that teachers sometimes used dramatisation, and 3 (30%) said it is used often. In comparison, two (20%) reported that dramatisation as a teaching approach was rarely used in Social Studies teaching. The use of the role-play method in instruction in Social Studies sometimes was reported by six (60%) curriculum support officers; 3 (30%) reported that it is used often, while one (10%) reported that role play was rarely used as a teaching approach in Social Studies. On whether the teachers used lecture as a teaching approach in Social studies subject to enhance learner acquisition of the necessary knowledge, skills, and values for national cohesion and integration, 4 (40%) curriculum support officers reported that it is rarely used, 3 (30%) said that it is never used as 2 (20%) reported that it is used often.

In comparison, 1 (10%) reported that teachers sometimes use explanation method in teaching Social studies. On the use of assignments in the teaching and learning of Social Studies subject, 5 (50%) of the curriculum support officers reported that it is used often and very often. The results show that assignments are a teaching approach that influences learners' acquisition of knowledge, skills, and values for national cohesion and social integration.

The discussion approach in the teaching and learning of Social Studies subject was reported to be used often and very often by 5 (50%) and 4 (40%) curriculum support officers respectively, while 1 (10%) reported that discussion as a teaching approach is

sometimes used to enhance learner acquisition of knowledge and skills, and values for national cohesion and integration in the society. Results show that the simulation method was used on a rare occasion by 5 of the respondents, and 5 of the teachers never used simulation method during class presentation. On the use of group work as a teaching approach in Social studies subject, 5 (50%) curriculum support officers reported that it was never used, occasional use of the method was reported by 2 (20%) respondents, as 2 (20%) and 1 (10%) curriculum support officers reported that the method is sometimes and often used by teachers in their areas of jurisdiction.

The CSO's had different views on the use of songs, dances and games on their engagement in the social studies classroom. On the use of songs, 2(20%) posited that it is rarely used. On the same, 3(30%) acknowledged that songs are sometimes used. 2(20%) again reiterated that songs were often used and only 3(30%) CSOs agreed that songs are often used songs and dance in the social studies lesson. On the dances, 1(10%) responded that dances are rarely used, 3(30%) said that indeed they are sometimes used. Also, 1(10%) replied that dances are often used and majority of CSO's 4(40%) responded that dances are used very often. On the perception of games, CSO'S responded that 1(10%) agreed that they are rarely used, 2(20%) collectively said it is sometimes used, also 2(20%) recorded that games are often used and majority of CSO's 5(50%) responded that games are used very often.

These results show that the instructional methods of dramatization and role play were rarely used and often used respectively. The simulation method was never used as group work and presentation was rarely used by most of the respondents as some said that it is sometimes used in the teaching and learning of Social Studies subjects in the primary

schools. The results show that the most appropriate instructional methods used in teaching Social Studies to enhance learner acquisition of knowledge, skills and values for promoting national cohesion and integration are rarely or never used. The responses of teachers are as presented in table 4.8

Table 4. 8: Teachers’ Perception of learning activities engaged in Social Studies Lessons

	Never	Rarely	Sometimes	Often	Very Often
Drama	13 (6%)	29 (19%)	61 (40%)	37 (24%)	12 (8%)
Role-play	9 (6%)	21 (14%)	60 (39%)	40 (26%)	22 (14%)
Explanation	13 (6%)	12 (9%)	21 (14%)	48 (32%)	58 (38%)
Question and Answer	0	7 (5%)	35 (23%)	49 (32%)	61 (40%)
Discussion	0	3 (2%)	21 (14%)	66 (43%)	62 (41%)
Simulation	42 (28%)	42 (28%)	33 (22%)	16 (11%)	19 (13%)
Group work	2(1%)	18(12%)	32(21%)	50(33%)	50(50%)
Imaginary visit	0	0	40(26%)	52(34%)	60(39%)
Storytelling	0	0	40(26%)	52(34%)	60(39%)
Resource person	79(51%)	66(43%)	7(5%)	0	0
Field trips	79(51%)	66(43%)	7(5%)	0	0
Note-taking	0	0	9(6%)	65(43%)	78(51%)
Text reading	0	0	12(8%)	54(35%)	84(55%)
Projects	0	5(3%)	15(10%)	72(47%)	60(39%)
Assignment	0	8(5%)	36(24%)	68(45%)	40(26%)
Songs	0	10(7%)	50(33%)	46(30%)	46(30%)
Dance	50(33%)	15(10%)	60(39%)	20(13%)	7(5%)
Games	30(20%)	40(26%)	25(16%)	20(13%)	37(24%)

The methods used during the teaching and learning process contribute to the learner's acquisition of knowledge, skills and values. This study, sought to find out the Social studies subject teachers' utilisation of the instructional methods that are perceived to enhance the acquisition of ideas for national cohesion and integration. The results, presented in table 4.8, show that 12 and 37 teachers reported that they use dramatisation as an instructional method very often and often, respectively, 61 teachers reported the use technique sometimes. In comparison, 29 (19%) and 13 (6%) reported that they rarely and never used dramatisation as a teaching method. The results show that most schools embraced dramatisation as a teaching method. On the use of the role-play method in instruction in Social Studies, 60 (39%) teachers reported that sometimes they use the technique, 40 (26%) and 22 (14%) teachers said that they use the method often and very often. In comparison, 21 (14%) and 9 (6%) teachers reported that they rarely or never used role play as a teaching approach in Social Studies. This shows that role play is acknowledged in most schools, but its use is not widely spread.

Results show that 58 (38%) of the teachers use the lecture method very often, 48 (32%) often, 21 (14%) of the teachers reported that they use the lecture method sometimes as 12(9%) and 13 (6%) of the teachers reported that they rarely and never used the technique in instruction. Therefore, most of the teachers who participated in the study said the use of the lecture method in Social studies as an instruction to enhance learner acquisition of the necessary knowledge, skills, attitudes and values for national cohesion and integration. The results show that the use of lectures as a teaching method in the Social Studies curriculum is upheld.

The results show that 61 (40%) and 49 (32%) use the assignment method in teaching and learning Social Studies subjects very often and often. 35 (23%) of the teachers reported using the technique sometimes. In comparison, 7 (5%) teachers said that they rarely used this method. The use of the discussion method in teaching and learning Social Studies subjects were reported as often and very often by 66 (43%) and 62 (41%) of the teachers, respectively, 21 (14%) of the teachers reported that they use the method sometimes. In comparison, 3 (2%) of the teachers said they rarely used the way of teaching.

Results show that on the use of the simulation method 33 respondents were sometimes using the method to teach social studies, Teachers who participated in the study; 16 (11%) and 19 (13%) teachers were often and very often used respectively, reported that they often and very often use the method, as 42 (28%) and 42 (28%) teachers respectively reported that they rarely and never used the simulation method in teaching Social Studies subject. The results show that the simulation method ideal for promoting learning and acquiring the necessary knowledge, skills, and values for national cohesion and integration is not commonly used in teaching the Social Studies subject.

The use of group work and presentations as a method of teaching social studies were reported very often and often used method respectively by 50 (33%), 32 (21%). Teachers reported that they sometimes use the process, as 18 (12%) and 2 (1%) teachers reported that they rarely and never used the method respectively in the teaching and learning of the Social Studies subject. Thus, the results reveal that group work and presentations are frequently used in Social Studies instruction to enhance learner acquisition of knowledge, skills, attitudes, and values for national cohesion and social integration.

The use of songs as a teaching and learning activity, 10(7%) teachers reported that they are rarely used to teach, 50(33%) agreed in unison that songs are sometimes used to teach, 46(30%) accepted that pieces are often used, and 46(30%) loudly reported that the songs are very often used. On dances, 50(33%) of teachers said that they are never used, 15(10%) agreed that dances are rarely used, 60(39%) informed the study that dances are sometimes used, and 20(13%) said that dances are often utilised, and 7(5%) reported that they are very often used. In games, 30(20%) of teachers said that they are never used, 40(26%) reported that games are rarely used, 25(16%) accepted that games are sometimes used, 20(13%) are often used, and 37(24%) acknowledged that games are very often used in teaching and learning activities in social studies lessons.

These results show that in most cases, the teachers of Social Studies subject in primary schools reported that they sometimes 60, often 40 and very often 22 use the methods such as dramatisation, role play, assignment, group work, and presentation in the teaching and learning. Social Studies subject teachers in the primary schools that participated in the study reported rarely 42 or 42 never using methods such as simulation and lectures in teaching the subject.

It can be concluded that the content of the instructional strategies used in Social Studies to enhance learner acquisition of knowledge, skills, and values promote national cohesion and integration. Instructional methods were frequently used by the primary schools teachers that participated in the study. In some cases, some practical methods such as simulation are not used frequently by the teachers. In this case, the fostering of national cohesion and integration is very low. This is accelerated by the fact that the instructional strategies that could easily bear fruits are not put into practice to initiate stage of these

values at all cost. These values are achieved when fostering national cohesion and integration through instructional strategies.

From the Focus Group Discussion and interviewing the head teachers on whether teachers of social studies foster national cohesion. One of the head teachers posited that there is a link between the pedagogical approaches used in teaching social studies and fostering national cohesion and integration. In other words, it is to associate the social studies teachers with promoting national cohesion and integration. The study sought pupils' views on methods used by teachers to promote National cohesion and integration. Some said that teachers use role-play, dramatisation and discussion methods. 'We are also encouraged by our teachers to share learning materials'. Another pupil responded that: The teachers always encourage them to avoid destructive behaviours such as discrimination, corruption, segregation, nepotism, and ethnicity. According to teachers, these behaviours are not good for national cohesion and integration.

4.4.3.1 Teacher's Perception of the learning Resources that should be used in Social Studies classroom

The teacher and the learners in class use instructional resources in the teaching and learning process. There was a need to establish the teacher's use of instructional resources in implementing the social studies curriculum in primary schools. The instructional resources include syllabus, teachers guide, resource persons, environment, textbook/ maps/ atlas, improvised materials, and models. The responses of the subject teachers are presented in Table 4.9

Table 4. 9: Teacher’s Perception of which learning Resources should be used in Social Studies classroom

	Never	Rarely	Sometimes	Often	Very Often
syllabus, teacher guide	0	11 (7%)	14 (9%)	47 (31%)	80 (53%)
Resource person, environment	4 (2%)	30 (20%)	44 (29%)	57 (38%)	17 (11%)
Textbooks / maps/ atlas	0	0	1 (1%)	46 (30%)	105 (69%)
Regalia	0	20(13%)	30(20%)	22(14%)	80(53%)
Pictures/Photograph	0	50(33%)	60(39%)	20(13%)	22(14%)
Improvised materials	6(4%)	9 (6%)	47 (31%)	62 (41%)	28 (18%)
Models	0	14(9%)	80(53%)	47(31%)	11(7%)

The results show that 80 (53%) and 47 (31%) teachers reported very often and often respectively use the syllabus, teachers guide as a teaching resource in Social Studies subject. Sometimes it is used by 14 (9%) teachers, as 11 (7%) teachers reported occasional use of this instructional resource. The teachers said the use of resource persons and the environment at 57 (38%) and 17 (11%), respectively. Teachers reported that 44

(29%) of them sometimes use the resource person while 30 (20%) responded that they rarely incorporate them as 4 (2%) of the teachers indicated that they never used the resource persons and the environment in teaching social studies.

The question about the use of textbooks and maps/ atlas, the results show that 105 (69%) of the teachers use the text books very often while 46 (30%) teachers reported that they often use these resources. The response of 1 (1%) of the teachers indicated the use these resources sometimes. This shows that all the schools use textbooks to teach Social Studies subjects. In addition, on the use of Regalia, the results show that teachers perception was that 20(13%) responded that they are rarely used, 30(20%) responded that sometimes they use the regalia, the 22(14%) said it is often used while majority of them 80(53%) reported that it is used very often. On the use of pictures/photographs, 50(33%) said it is rarely used, the majority 60(39%) acknowledged that they are sometimes used, while 20(13%) said it is used often and 22(14%) maintained that it is used very often in class during the lesson presentation. On the use of models, the teachers reported that 14(9%) rarely use the resource, but majority 80(53%) said it is sometimes used, 47(31%) reported that they are often used and finally, 11(7%) reported that they are used very often as a learning resource in social studies classroom.

On the use of improvised materials as a resource in the learning of Social Studies subject, 62 (41%) teachers reported that they often use improvised materials while 28 (18%) teachers gave the response of very often. The few teachers remaining 9 (6%) and 6(4%) indicated that they rarely or never use these materials respectively as a resource.

In support of the data above, this study found out that the use of these learning resources are very imperative in a Social Studies classroom when teachers teach the learners.

Therefore, this study found out that, the content that exists in the syllabus, the teachers guide and the learner's textbooks, is paramount and is widely and very often used. Furthermore, when the resources are supported by visual information that is directly observed by the learner, the information is retained for a longer period on the students' mind. In this case, maps and atlases can assist in the storage of information in their minds. On this basis, the content of these items definitely creates a room for fostering national cohesion and integration gradually when used in the classroom, especially when teaching Social Studies.

From the focus group discussion, the teachers interviewed informed this study that teachers' qualifications and competence in relation to the use of learning resources have a distinct relationship to student performance. Thereafter, it leads to national cohesion and integration. In addition, they posited that the teacher's competence and effective use of instructional methods and materials are essential in enhancing learner performance. Moreover, the Focus Group Discussion reiterated that teacher's pedagogical practices provide the learners an opportunity to practise cohesion and integration. Therefore, the study ascertained that, for the teacher to deliver the content effectively in class demand for the use of appropriate instructional materials. Teachers should have knowledge of all instructional materials needed to be used in every topic of social studies eventually become a licence of fostering national cohesion and integration.

Table 4. 10: CSOs Perception of which learning Resources can be used in a Social Studies Lessons

	Never	Rarely	Sometimes	Often	Very Often
Syllabus, teachers' guide	0	0	1 (10%)	7 (70%)	2 (20%)
Resource person, environment	0	2 (20%)	4 (40%)	2 (20%)	2 (20%)
Textbooks / maps/ atlas	0	0	0	5 (50%)	5 (50%)
Maps/Atlas	0	0	2(20%)	3(30%)	5(50%)
Regalia	0	0	1(10%)	2(20%)	7(70%)
Pictures/Photographs	0	0	3(30%)	3(30%)	4(40%)
Improvised materials	0	4 (40%)	4 (40%)	2 (20%)	0
Models	2(20%)	1(10%)	3(30%)	2(20%)	2(20%)

Results show that Curriculum/ syllabus, teachers guide as a teaching and learning Resource by teachers of Social Studies subject was reported to be used often and very Often respectively, 7(70%) and 2(20%) of the CSOs as 1(10%) reported that these

Instructional resources are sometimes used in the teaching of the subject. The use of Resource person and the environment declared by teachers sometimes was reported by 4(40%), often and very often by 2 (20%) CSOs. However, 2 (20%) CSOs report that the teachers are rarely used in the teaching and learning of Social Studies Subjects. The results show that 5(50%) CSOs reported that teachers very often and often used textbooks/ maps/atlas.

In all the schools the use of textbooks in the teaching of social Studies subjects was reported. On the use of improvised materials as a resource material in the teaching of Social Studies subject, 4(40%) reported the use of it sometimes. A rare occasion on the use was reported by 2(20%) as 4(40%) CSOs reported that these materials are never used.

Regarding teaching aids such as maps/atlas, 2(20%) CSOs reported that sometimes they are used in teaching, and 3(30%) agreed that the usage is often observed. The positive side is that 5(50%) of the CSOs acknowledged that using atlas and maps as instructional resources in teaching social studies in schools is very often. Regarding regalia as an instructional resource, 1(10%) CSOs informed this study that it is sometimes used. On top of this, 2(20%) said that it is often used, and 7(70%) reported that regalia is often used in implementing the social studies curriculum as instructional resources in schools.

On the use of pictures/photographs as instructional resources, it came out from the findings of the study that 3(30%) CSOs outlined that pictures/photographs are sometimes used; again, 3(30%) agreed they are often used, and 4(40%) fully reported that the pictures/photographs are very often manipulated. On models, 2(20%) CSOs confirmed that they are rarely used, 3(30%) highlighted that they are sometimes used, 2(20%) of

CSO reported that; models are often used, and 2(20%) CSO informed the study that models are very often used.

The findings show that there were variety in the frequency of the use of the curriculum/ syllabus, teachers' guide, textbooks/ maps/ atlas, and improvised materials and models. As reported in the results, the curriculum/ syllabus, teachers' guide, and published textbooks/ maps/ atlas are often used. However, rare or no use was reported for the involvement of resource persons, environment, and improvised materials in the teaching of Social Studies.

In most cases the use of methods such as role-play to teach the topic of conflict resolution enhances togetherness and citizenship amongst our learners. The curriculum support officers and head teachers reported that the teachers' use various methods and instructional media enhances individualized learning, and the learners treated equally without discrimination. Most teachers said that ideal values of love and unity are inculcated in the learners as seen in various communities through instructional methods such as role-play, dramatization, and group work. As reported by the pupils, the use of techniques such as role play, dramatization and dialogue helps encourage good behaviours like sharing materials willingly and help fight against social behaviour like social discrimination, corruption, segregation, nepotism, and ethnicity.

The results on the use of instructional resources concur with those of Buford and Stegelin (2003), Connelly and Hosken (2006), Kellett *et al.* (2004), Rubin (2003), and Wall and Higgins (2006), who contend that the alignment of activities and resources is crucial for a variety of social science outcomes, including the development of conceptual knowledge, altering attitudes and behaviours, and developing social skills. According to Aitken and

Sinnema (2012) effective teachers must carefully and purposefully link educational activities and resources with outcomes in order to support students in reaching the intended results. However, it was highlighted that, similar to another study, the usage of technology in social studies is lacking (Tina 2013). She discovered that social studies teachers have been hesitant to include computers into their curricula and instruction, and that the use of technology is influenced by the teachers' views.

The results of this study show that the objectives of the Social Studies in the curriculum require problem-solving skills to be applied in the environment according to Arisi (2015). Social Studies in schools' nature and objective on students' knowledge of their physical and social environment lead to improved social relationships and interaction. The learning process is enforced by including skills with the ability to think reflectively, critically, creatively, and independently. The teacher's language, discourse, and approach must demonstrate and influence what the students learn. Thus, it is required to emphasise the use of resource in teaching social studies by following the diverse perspectives of each to support the national cohesion and integration.

Aitken and Sinnema's (2012) emphasise the importance of using teaching strategies that highlight the benefits of cooperation and are likely to have an impact on students' perceptions of collaboration outside of the classroom. In order to support students in reaching the intended goal a teacher is consequently expected to carefully and purposefully align educational activities and the materials used. (Buford and Stegelin, 2003; Connelly and Hosken, 2006; Kellett *et al.*, 2004; Rubin, 2003; Wall and Higgins, 2006). The emphasis on teachers' need to give a variety of activities to make sure that the gaps between learning experiences are small so that the students may connect the

experiences in ways that solidify their learning is also supported by the findings of (Aitken and Sinnema, 2012; Gersten *et al.*, 2006; Hodkinson, 2004; Kohlmeier, 2006; Nuthall, 1999). When teaching about other people's experiences in other eras, locations, and cultures, teachers should urge their pupils to utilise their own experiences as a point of comparison.

Aitken and Sinnema (2012) agree that there is a need for effective teachers to enhance the development of the community by establishing and promoting productive learning relationships among students, teachers, and parents. They contend that effective teachers must avoid bias and stereotyped portrayals, choose resources that make diversity apparent, and use language that is inclusive of all learners and their experiences. In order to avoid reinforcing stereotypes or providing subjective representations, teachers should reevaluate the class materials and content. Teachers must also make sure that the language they employ incorporates and celebrates diversity and resists words that exclude or alienate a particular student or group of students (Levstik and Growth, 2002; Nairn, 1997).

There is need for a dialogue in the community that should be promoted by teachers involving students in developing group work norms. Aitken and Sinnema (2012) place a strong focus on the requirement for the teacher to make sure that students interact with one another, are able to access, and understand the varied backgrounds, experiences, and viewpoints of the group members. Additionally, teachers must encourage student to participate in discussion by attending/ engaging in the informative teacher comments rather than teacher questions in order to improve knowledge (Boykin, Lilja and Tyler, 2004; Cohen, 1994; Cohen and Lotan, 1995; Dillon, 1985; Gillies and Boyle, 2005; Hess

and Posselt, 2002; Rojas-Drummond *et al.*, 2003). Using exciting and informative techniques by teacher help promote good behaviour among learners. It enhances the spirit of togetherness, tolerance, and hence the acquisition of values for national cohesion and integration.

Teachers should employ strategies that empower students to decide what they want to learn, and that promote involvement in and ownership of learning (Aitken and Sinnema, 2012). The teacher should also design group-learning contexts that call for student interaction as they rely on one another's strengths to complete the group task and are given chances to learn from one another through group discussion, peer questioning, summarising for one another, or working together to solve problems. Teachers must simultaneously provide knowledge and techniques that will enable students to learn on their own, as well as regularly include them in structured reflecting exercises (Aulls, 2002; Cohen, Lotan and Holthuis, 1995; Ladson-Billing, 1995; Swan and White, 1994). It was a useful tactic for improving students' knowledge and skill acquisition.

When the researcher analysed data and the results were postulated that there is a need for an effective teacher to design activities that arouse students' interest, increase their engagement and, as a result, generate memorable learning. This is because, in order to promote interest, teachers must satisfy diverse motivational needs as the sources of individual motivation differ, which calls for various motivational strategies. Furthermore, the learners should absorb what is being taught using pedagogical activities in the social sciences. This is because they offer a broad explanation for how teaching can support the achievement of valued student outcomes. The valued student's outcomes thereafter, are what foster national cohesion and integration.

The focus group discussion informed this study that the social studies helps young people to understand societies, their identities and what it means to be a contributing member of a community. The FGD findings concur with Aitken and Sinnema (2012), who suggested the four mechanisms for effective teaching that provide a framework that contributes to teachers' thinking, including connection, alignment, communication, and interest. Therefore, it should be noted that the Social Studies curriculum must support learners in developing competencies for participation as informed and responsible citizens. This then becomes a roadmap to fostering national cohesion and integration since competent learners produce the products of individuals who are equipped to promote cohesion and integration.

Okoro, (2016) claimed that the instructional skills of social studies teachers are crucial to the successful implementation of the social studies curriculum and help students acquire the necessary knowledge, skills, and values. The competence of the instructor to employ realistic instructional strategies determines the standard of teaching and learning social studies. The goal of social studies, an interdisciplinary approach to the study of people in social interaction, is to equip citizens with the knowledge, abilities, moral principles, and rational judgments they need to successfully live, interact, and positively influence the social, political, economic, and cultural advancement of their society (Okoro, 2005). Therefore, the findings show that how the subject taught instrumental in promoting the learner's acquisition of the necessary knowledge, skills, and values for tolerance and coexistence in society.

4.4.4 Social Studies content structure in promoting National Cohesion and Integration

The objective was to ascertain how primary social studies content is structured to equip learners with the knowledge, skills, and values that foster national cohesion and integration. The CSOs and teachers shared their perception on the social studies elements, such as gender responsiveness, child and human rights, social responsibility, integrity, moral values, rights, and obligations, and how these elements contribute to promoting national cohesion and integration. The following sub sections contain a presentation of the findings.

4.4.4.1 CSOs' Perception on the social studies content

The study sought to determine CSOs' perception of the relevance to national cohesion and integration of the following components: gender responsiveness, child and human rights, social responsibility, integrity, moral values, fairness, and duties as embedded in the Social Studies curriculum. The relevance was rated from the content, relationship with the community to a considerable time given for every lesson. Opinions were sought from the curriculum support officers on the extent to which the components of the Social Studies curriculum are instrumental in fostering national cohesion and integration. The responses are presented in table 4.11

Table 4. 11: CSOs’ Perceptions of the content of Social Studies Curriculum

Components	Very Little Extent	Little Extent	undecided	Large Extent	Very Large Extent
Gender responsiveness	0	2 (20 %),		7 (70%)	1 (10 %),
Human rights and privileges	0	0		4 (40%)	6 (60%)
Social responsibility	0	0		8 (80%)	2 (20 %)
Integrity	0	0		4 (40%)	6 (60%)
Moral values	0	0		8 (80%)	2 (20 %)
Rights and responsibilities of citizens	0	0		6 (60%)	4 (40%)

Responses were sought from the curriculum support officers on the components of the Social Studies education curriculum are instrumental in fostering national cohesion and integration. On gender responsiveness, the findings show that 7 (70%) and 1 (10 %) curriculum support officers reported that it impacts to a considerable length, as another 1 (10 %) said that CSOs don’t know. This shows that the CSOs believe that the component of gender responsiveness included in the Social studies curriculum is instrumental in fostering national cohesion and integration. On the element of human rights and privileges, 6 (60%) CSOs reported that with a very large extent and 4 (40%) CSOs reported that it is relevant to a vast extent in fostering national cohesion and integration. All the curriculum support officers acknowledge that this component plays a significant role in promoting a sense of belonging to a nation and hence national cohesion and integration.

Social responsibility as a component of social studies is perceived relevant to a vast extent by 8 (80%) and 2 (20%) respectively of the curriculum support officers who participated in the study. These results show that all the curriculum support officers acknowledge that gender responsiveness, child and human rights, social responsibility, integrity, moral values, rights and responsibilities components of the Social Studies curriculum are relevant and promote good behaviour for peaceful coexistence and hence national cohesion and integration. The element of integrity was reported to apply to a large extent and extent by 6 (60%) and 4 (40%) respectively of the curriculum support officers and which shows that all the curriculum support officers acknowledge it as very instrumental in promoting national cohesion and integration in the society. The other component of Social studies is moral values, whose relevance and influence on national cohesion and integration in society were rated mainly by 2 (20%) and 8 (80%) respectively of the curriculum support officers. This shows that all the curriculum support officers acknowledge that knowledge of moral values in the Social Studies curriculum is instrumental in promoting national cohesion and social integration. The relevance of the component of human rights and responsibilities of citizens in the Social Studies curriculum was rated to a very extent by 4 (40%) and 6 (60%) of the curriculum support officers, which shows that all the CSOs acknowledge the relevance of this component in the promotion of national cohesion and integration in the society.

The results show that all Curriculum Support Officers rated gender responsiveness, child and human rights, social responsibility, integrity, moral values, human rights, and duties of the Social Studies curriculum relevant. This shows that teachers must emphasise these

components of social studies so that learners can develop these ideas, promoting national cohesion and integration in their societies.

The components above are the measurements which indicate the issues that foster national cohesion and integration. For instance, those that are majorly paramount when in use are; social responsibility, integrity, moral values and, rights and responsibilities of citizens. When all these parameters are inter-connected, the results will be a robust national cohesion and integration. The study found out that working together in a school set-up promotes unity. Teaching of moral values promotes learners' acquisition and absorption of the required values in the society that definitely promotes cohesion and integration.

From the Focus Group Discussion, one of the information sought by this study is how social responsibility fosters national cohesion and integration. The FGD members posited that, when teachers and students in a school work together by observing the stipulated school rules and regulations, unity of purposes is developed. Furthermore, the system of operations between the school and the community on the success of the learners definitely is a sign of a socially working community hence social responsibility. Indeed this promotes national cohesion and integration.

4.4.4.2 Teacher Perception on the social studies content

The study sought to determine teachers' perception of the relevance to national cohesion and integration of the following components: gender responsiveness, child and human rights, social responsibility, integrity, moral values, fairness, and duties as embedded in

the Social Studies curriculum. The extent of the relevance was rated from a small degree to a considerable amount, and the results are as presented in Table 4.12

Table 4. 12: Teacher Perception of the content of Social Studies in promoting National Cohesion and Integration.

Social Components	Very Small Extent	Small Extent	Undecided	Large Extent	Very Large Extent
Gender responsiveness	1 (1%)	8 (5%)	20 (13%)	65(43%)	58 (38%)
Human rights and privileges	0	6 (4%)	20 (13%)	68(45%)	58 (38%)
Social responsibility amongst citizens	6 (4%)	15 (10%)	6 (4%)	61(40%)	64 (42%)
Integrity	8 (5%)	8 (5%)	19 (13%)	42(28%)	75 (49%)
Moral values	4 (2%)	6 (4%)	12 (8%)	56(37%)	74 (49%)
Rights and responsibilities of citizens	10 (7%)	15 (10%)	17 (11%)	51(33%)	59 (39%)

Responses were sought from the teachers on the extent to which the components of the Social Studies education curriculum are instrumental in fostering national cohesion and integration. The results show that gender responsiveness has a large extent of 65 (43%) and very large extent of 58 (38%), small extent of 8 (5%), and very small extent of 1 (1%) opinion of how Social Studies topics can foster national cohesion and integration. But a minimal as 20 (13%) teachers was undecided. This shows that most Social Studies

teachers perceive that the component of gender responsiveness included in the Social studies curriculum has a role in fostering national cohesion and integration.

The element of human rights and privileges of citizens is instrumental in promoting national cohesion and integration, as reported by 68 (45%) respondents that it promotes to a large extent while 58 (38%) are reporting that it promotes to a very large extent. A small group of 6 (4%) Social Studies teachers reported that it affect it in a small extent while 20 (13%) teachers were undecided. This shows that most teachers acknowledge the relevance of this component in teaching the learners a sense of awareness of their human rights and privileges. This promotes learners a sense of care, tolerance, and respect for others, fostering a sense of belonging to one nation and cohesion and integration.

Teacher's perception on the use of the topic of social responsibility content among the citizens promotes national cohesion and integration. Results show that 64 (42%) teachers reported that it influence to a very large extent, 61 (40 %) teachers gave a response of that it is to a larger extent while 15 (10%) said that it affect it in a small extent and 6 (4%) teachers reported that the component of social responsibility amongst citizens is relevant to the attainment of objectives of the subject. The results show that most teachers acknowledge that social responsibility is an essential component of the Social Studies curriculum that promotes national cohesion and integration.

The topic of integrity in social science content on fostering cohesion and integration had a very strong response. The results show that 42 (28%) teachers reported that it promotes to a large extent while 75 (49%) reported that it promotes to a very large extent. A small number of teachers 8 (5%) gave the same decision on a very small and small extent respectively. The 19 (13%) teachers were undecided as they gave no response on how it

promotes the cohesion and integration. However, the component of integrity is instrumental in promoting national cohesion and integration in the society. However, these results show that the relevance of integrity as a Social Studies component is acknowledged by most of the teachers who participated in this study as instrumental in promoting national cohesion and social integration.

The other feature of Social studies is moral values, whose relevance to national cohesion and integration in society was rated large extent and very large extent by 56 (37%), and 74 (49%) teachers respectively. The small number of 12 (8%) were undecided but a minimal group had a small extents and very small extent were reported respectively by 6 (4%) and 4 (2%) teachers of Social Studies. Most teachers acknowledge that the social studies curriculum's moral values component is instrumental in promoting national cohesion and integration.

Given the social responsiveness on rights responsibilities of citizens on how it can foster national cohesion and integration. The findings show that 59 (39%) teachers gave a response of to a very large extent and 51 (33%) says that they strongly accept. Some of the teachers 15 (10%) and 10 (7%) reported that the component of rights and responsibilities of citizens in the Social Studies curriculum is relevant to a small and very small extent respectively. In general 17 (11%) teachers were undecided. The results show that most teachers acknowledge that the rights and responsibilities of citizens' components of the Social Studies curriculum are relevant to promoting national cohesion and integration.

The results show that all the social components of social science can foster national cohesion and integration as perceived by teachers Kerr's study (1999). The study affirms

that Citizenship education is generally said to embrace the preparation of young people for their roles and responsibilities as citizens and the role of education in the preparatory process. In the process, they acquire moral values to build up the urge to be responsible citizens in the future.

On the role of the Social Studies Curriculum on promoting national cohesion and integration, 40 (85%) teachers reported that it enhances peace and, unity, and togetherness among the various ethnic groups. Few teachers 5 (10%) noted that it brings a sense of respect and spirit of cooperation. In contrast 2 (5%) reported that it has no impact.

The study sought to find out from the curriculum support officers, head teachers, teachers, and pupils what they felt were omissions in the Social Studies education curriculum that would have otherwise contributed more to fostering national cohesion and integration. The curriculum supports officers, head teachers, and teachers as an area of study that would promote national cohesion and integration reported the teaching of Citizenship. They also said that civic education on elections and census provides awareness to the citizens hence the need to participate in these activities. Furthermore, 'living together' enhances social, economic, and political developments.

The content of social studies with this study's findings agrees with those of Omirin and Funke (2015). They pointed out that social studies teach learners how to live harmoniously in a society where many different groups coexist. From this study, it is evident that students learn topics like conflict and conflict resolution, cooperation, and human rights that help to instil the act of discipline in learners. This topic if included will indeed promotes national cohesion and integration. It is clear that the teachers' perception

is significant in teaching citizenship education to primary school students. Further, there is need to sensitise the Kenyan citizenry on matters of national cohesion and integration by providing opportunities through the social studies curriculum. For the content to fully benefit the learner as an ingredient of fostering national cohesion and integration there is a need to include the socio-cultural aspects of the social studies curriculum. This includes clubs, singing, traditional dances, and games, promoting national cohesion and integration as learners work together in school.

From the Focus Group Discussion conducted, agreed that the role of social studies is to have good citizen, develop national consciousness, and create awareness of the need for fostering national unity and moral development, which in turn leads to cohesion and integration. Furthermore, informed this study that this helps in inculcating in students' national consciousness and harmony as reflected in the acquisition of relevant and desirable skills and knowledge and develops core societal values in children to become functional citizens in future in order to contribute positively to the development of a nation.

In support of these findings is the Report to UNESCO that identified the four pillars of learning to know, do, be, and live together that are very important in the 21st century (Delors *et al.* 1996). They found out that the Social Science subject promotes value awareness, good citizenship tolerance, peaceful coexistence, and interethnic understanding Edinyang (2015).

4.4.4.3 Social Studies verses National Cohesion and Integration

The objective was to find out the opportunities and challenges in implementing the Social Studies curriculum towards fostering national cohesion and integration as perceived by the teachers. Opinion was sought from the curriculum support officers, head teachers, and teachers and the findings are presented in the following sections.

4.4.4.4 Opportunities in Social Studies that promote National Cohesion and Integration

The study sought to identify the existing opportunities within the Social Studies that foster national cohesion and integration as perceived by the curriculum support officers, head teachers, and subject teachers. The potential opportunities within the Social Studies Curriculum to foster national cohesion and integration include training, workshops, and seminars. More emphasis is given to topics that include Citizenship, Human rights, moral values, responsibilities, games, and sports for better grasping of the national goal and the use of modern technology.

Figure 4.1

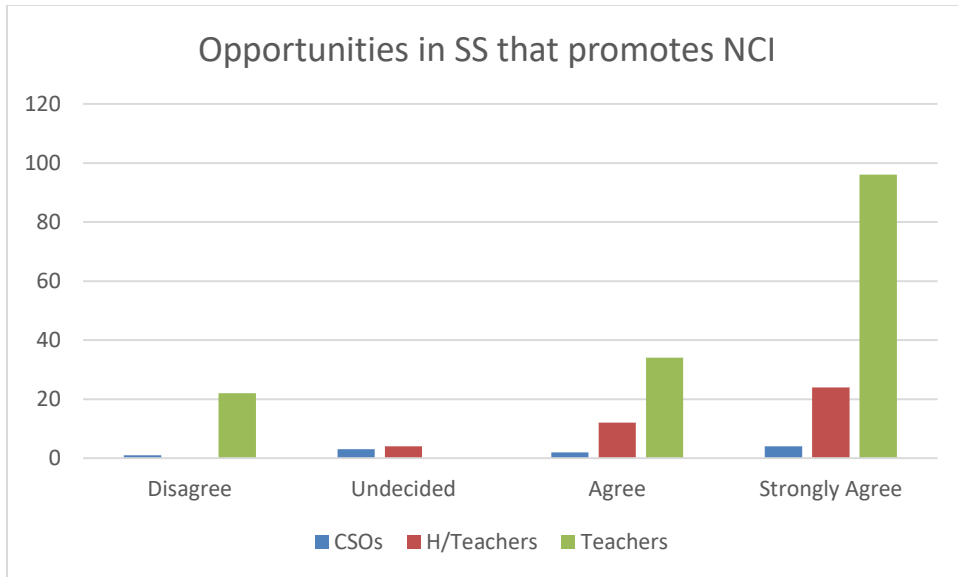


Figure 4. 1: Opportunities in SS that promotes National Cohesion and Integration

The results that were reported by 4 (40%) CSOs, 24 (60%) head teachers, and 96 (63%) teachers show that there is need for more opportunities for training, workshops, and seminars for the teachers to be able to understand and use the instruction materials. Citizenship, Human rights, moral values, responsibilities, games, and sports were opportunities within the Social Studies Curriculum that can foster national cohesion and integration, as reported by 2 (20%) CSOs, agreed by 12(30%) head teachers and 34(22%) teachers. However, 3 (30%) CSOs and 4(10%) of the head teachers never gave any opinion. Finally, (10%) CSOs and (14%) teachers disagreed.

Studies on the constitutional reviews, with emphasis on corruption, are other potential opportunities within the social studies curriculum that can be used to instil values and goals amongst people that can enhance awareness of the need to foster national cohesion and integration.

In the Focus Group Discussion, the head teachers and CSOs were interviewed using the interview guide on the role of the Social Studies curriculum in fostering national cohesion and integration. One of the statements sought their perception of what they thought were opportunities within the Social Studies curriculum that could promote national cohesion and integration. This informed the study that:

The emphasis on human rights, moral values, responsibilities, games and sports within the Social Studies Curriculum is an excellent opportunity for fostering national cohesion and integration. In most cases, teachers use various methods that inculcate in learners an understanding of the need for reconciliation, mediation and togetherness learned from lessons in the national anthem, especially the need for national peace and love and unity. In the social studies curriculum, through topics such as governance, democracy, tourism, trade, and industrialization, learners realise the need for national cohesion and integration is enhanced, and hence this is a potential opportunity. In the implementation of the social studies curriculum, the topics of constitutional review, training, workshops, emphasis against corruption, and appreciation of diverse cultural practices of communities are seen as potential opportunities that can be used to foster national cohesion and integration.

From the Focus Group Discussion, the content when analysed shows that the head teachers' emphasis on human rights, moral values, responsibilities, games, and sports within the Social Studies Curriculum is a potential opportunity to foster national cohesion and integration. It is also observed that the content of reconciliation, mediation, national anthem, and national unity and the topics of governance, democracy, tourism, trade, and industrialization offer national cohesion and integration opportunities. Emphasis on appreciation of diverse cultural practices, participation in constitutional review, training, workshops, and stressing against social corruption within the social studies curriculum is a potential opportunity to foster national cohesion and integration.

The results of this study are consistent with those of Scruggs, Mastropieri, and Okolo (2008), who reported that the major purpose of social studies instruction is to provide

students with the knowledge and skills necessary to make decisions that would benefit the society in which they live. They also concur with Scruggs, Mastropieri, Berkeley, and Graetz (2010) who informed that students can absorb the information, use it to further their educational goals, and develop into more knowledgeable and effective learners. The results of this study on how social studies classes might foster citizenship support Jasmine and Adler's findings (2004). They said that the key tool for citizenship education in formal schooling is the character and purpose of the social studies curricula, and that schools serve as a platform for instilling national ideals and goals in young people (Edinyang, 2015). The results of this study concurred those of David Njeng'ere (2014), who claimed that social studies have chances to promote national cohesion and integration on the formal, non-formal, and informal levels.

4.4.4.5 Challenges encountered by teachers in the implementation of the Social Studies

Implementing the social studies curriculum to promote racial integration and cohesiveness presents a number of difficulties. The goal of the study was to pinpoint the challenges that head teachers, curriculum support officers, and study participants felt were present. Time constraints, content, subordination, and omission are some of the difficulties.

Figure 4.2

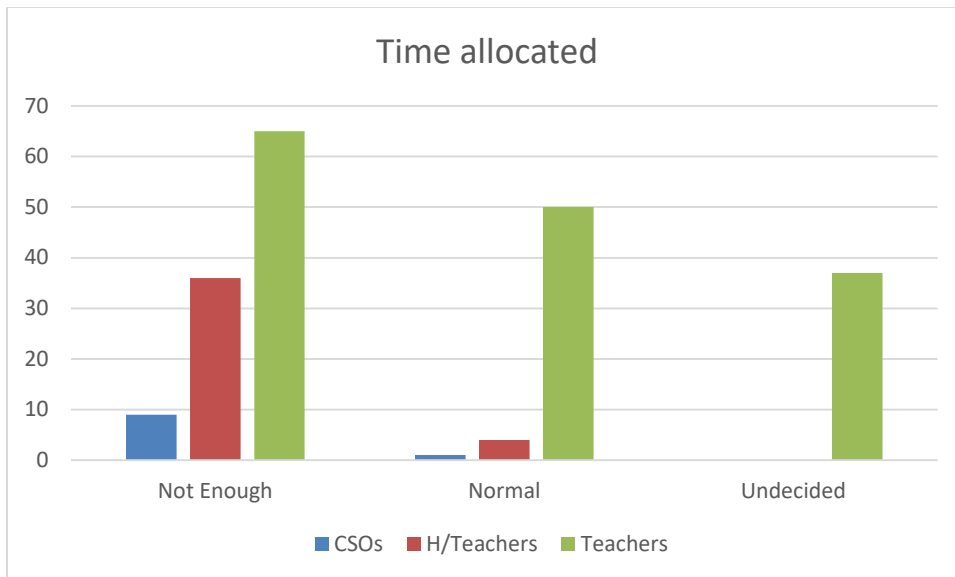


Figure 4. 2: Time allocated to the teaching timetable in the SSC

Results show that 9 (90%) curriculum support officers reported that insufficient time is needed to be allocated to cover the content of implementation between the intended, implemented, and achieved curriculum. However, 1 (10%) were undecided. Majority of the head teachers, 36 (90%), reported that the more topics which are detailed in the curriculum makes teachers skip other concepts during implementation process with no regard to learner understanding, while 4 (10%) never gave any reason. It takes a long time to achieve the objectives due to the limited time allocated compared to the intended time to cover the content. Results show that 65 (43%) of the teachers reported that the gap between the conscious, implemented, and achieved is narrow; hence, the objectives are not fully achieved. The effect of time on curriculum implementation was reported by 50 (33%) teachers, while 37 (24%) never commented on it. The data is stipulated in

Figure 4.3

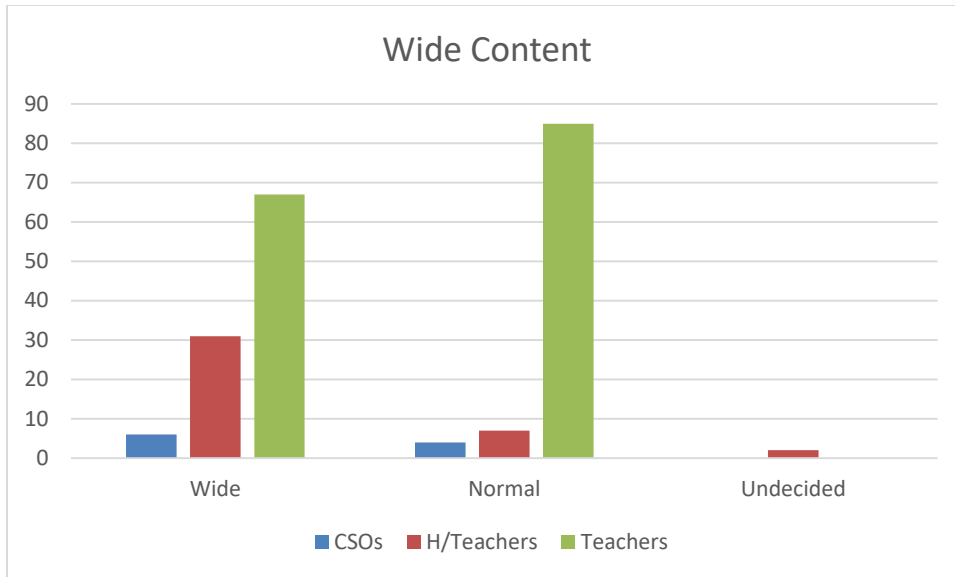


Figure 4. 3:Wide Content hindering the implementation of SS

As shown in the above results 6 (60%) Curriculum Support Officers reported that the curriculum content is exhaustive, with few topics that can promote National Cohesion in the social studies curriculum. Majority, 31 (78%) head teachers, reported that the context in which the curriculum is arranged provides many expansive theoretical contents with less field work. The majority of 67 (44%) teachers said that they were given too much work, making it difficult to emphasise the ideals of cohesion and integration. However, 4(40%) CSOs, 7(18%) Head teachers, and 85(56%) teachers reported that the content was equal with the level of the learners, while 2(5%) head teachers were undecided.

Figure 4.4

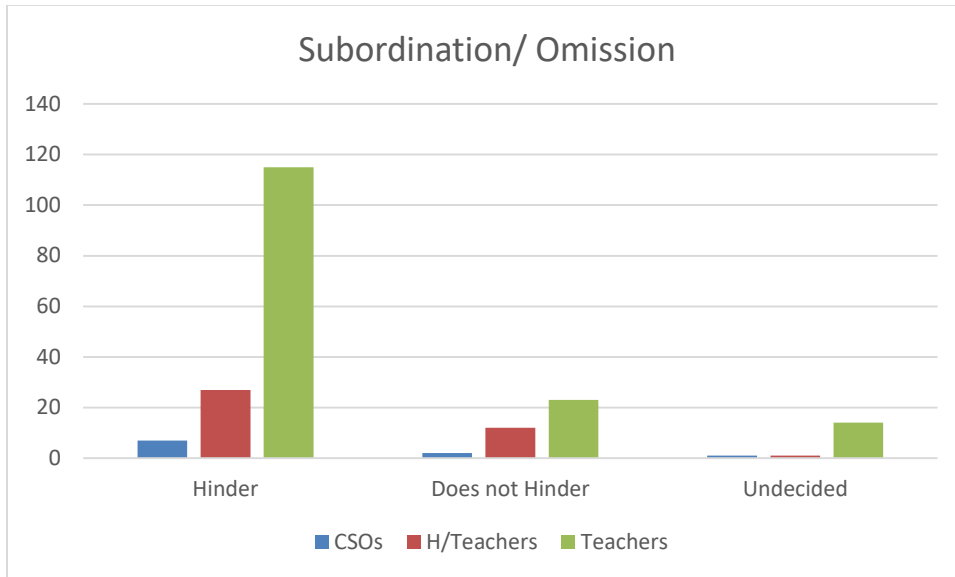


Figure 4. 4: Subordination/ Omission that hinders the implementation of SS

Results show that 7 (70%) curriculum support officers reported that the gradual subordination of social studies teachers can result in poor curriculum implementation. More than half 27 (68%) head teachers said that some teachers skip or use less time in teaching social studies that foster national cohesion and integration. In the same vein, 115 (76%) teachers reported that the gradual subordination of social studies teachers is a factor that contributes to low morale and thereby poor implementation of the social studies curriculum. Lack of skills to use in the preferred areas of teaching and learning the subject was identified as a contributing factor that hinders the implementation of the social studies curriculum.

However, 2 (20%) curriculum support officers perceive the low morale of the teacher as a factor that could not lead to poor teaching/ learning of the subject, 12(30%) head teachers and 23 (15%) teachers reported that omission could not impact on curriculum

implementation. 1 (10%) CSOs, 1(2%) head teachers, and 14(9%) teachers were undecided,

Figure 4.5

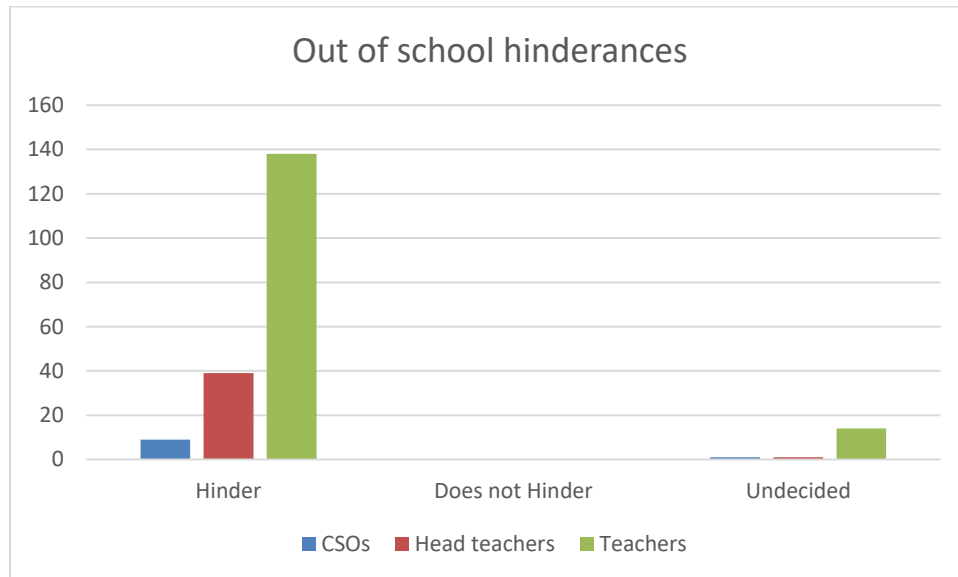


Figure 4. 5: Negative Practices outside the school that hinder the implementation of SS

Challenges that hinder the implementation of social studies from outside the school environment are identified in this study. As reported by 9 (90%) curriculum support officers are the harmful practices that learners encounter outside of school that lead to myths and misconceptions hinder the attainment of educational goals. The political utterances and cultural practices erode what learners gain in school and they affect the learner's concentration in class leading to bad behaviour. On the other hand, 39 (97%) head teachers reported that what learners are taught in school contradicts what they see in the community, especially political differences, ethnicity, cultural practices, and immoral behaviours. A small percentage of 1 (3%) of head teacher did not give any reason.

Results show that 138 (90%) teachers reported that the negative practices learners' encounters outside school are detrimental to their learning. Other teacher 14 (9%) never responded.

Focus Group Discussion involving pupils were conducted using the focus group interview schedule to ascertain the challenges in implementing the social studies curriculum. A statement in the FGD guide, probed the sampled pupils to describe the challenges they face when learning social studies. They posited that: indeed, they did not face any challenge since the teachers teach them how to relate well with others in society and encourage them to share materials willingly during the lesson development. They further asserted that teachers encourage the pupils shun wrong behaviours. Some of the destructive behaviours outlined included discrimination, corruption, segregation, nepotism, tribalism, and ethnicity. When finding out how the teachers use role-play, dramatization, and discussion methods to enhance learners working in groups, the pupils maintained that indeed teachers use role-play, dramatization and discussion when teaching. These instructional methods have indeed encouraged them as pupils to live together in harmony.

The teachers were asked about the challenges of implementing the Social Studies curriculum in schools; they reported that there is gradual subordination of demoralised social studies teachers. This affect teaching hinders the attainment of objectives and hence poor implementation of the curriculum. Furthermore, the content presented a broad theoretical concept, which needs explanations without providing much practical work. It was also reported that what learners are taught in school is different from what the politicians portray in their rallies.

The head teachers were interviewed to ascertain their responses from the teachers' questionnaire. The role of social studies in fostering national cohesion and integration; they reported that: The subject promotes national cohesion and integration as learners are taught topics such as citizenship, which aim to instil good behaviours in the learners. The support teachers are giving to the learners was reported that: In most cases, teachers use various methods that involve learners working together, but in most classes, overcrowding strains the available resources.

The harmful practices learners encounter outside the school environment, they further reported that: what children encounter outside school affects the attainment of the goals of teaching the subject. In most cases, the learners are influenced by the negative practices of ethnicity, nepotism, tribalism that they encounter in society. This affects the implementation of the Social Studies curriculum.

The findings agree with other research work that, the social studies curriculum, insecurity, ethnic distribution, and regionalization of national wealth, which hinder the development of national integration. According to Taghreed and Fakhri (2014), teachers are a vehicle for preparing students to resolve conflict and look for peaceful solutions. However, as found out in this study, just like in the study of Taghreed and Fakhri (2014), teachers face a lot of constraints when teaching controversial topics, use a lot of time, and lack appropriate materials in teaching to be able to develop informed and enlightened citizens. Some teachers do not include controversial issues in their classrooms or prefer specific cases with low public sensitivity (Taghreed and Fakhri, 2014).

The gradual devaluation of social capital in favour of human capital, the discrepancy between the intended, implemented, and achieved curriculum, and the environment in

which the curriculum is put into practise have all been named as obstacles to social studies education's promotion of national cohesion and integration (Njeng'ere, 2014). The results are in line with those of Rizvi and Lingard (2010), who concluded that social principles like equality and democracy have steadily given way to more important economic considerations. In light of this, there is a global shift toward neoliberal values orientation, which is most visibly exhibited in privatisation policies, and policies that rely on market mechanisms to address the myriad issues and crises that governments face.

Another obstacle to implementing the social studies curriculum and promoting national cohesion and integration in Kenya is the discrepancy between the intended, implemented, and accomplished curricula (KIE, 2011). The results demonstrate that neither primary nor secondary levels of education support national cohesion and integration (KIE, 2011). Njeng'ere, (2014) noted that the approach taken by KICD to provide instructors with orientation on how to teach, was either done insufficiently or occasionally not at all. There have been instances in Kenya when teaching and learning of science and mathematics have been prioritised and motivated at the expense of the arts. These are the key avenues for fostering social capital through individual tendencies toward tolerance and trust (World Bank 2005). Njeng'ere (2014) asserts that these policies have led to a dearth of history and religious education teachers, all of them are crucial for helping students meet the majority of the cohesion and integration goals.

As found in this study, reckless statements from opinion leaders in society have hampered the opportunity to foster cohesion and integration. As Njeng'ere (2014) noted, leaders who talk ill of some ethnic groups defy court orders and get away with them. This has taught children that it is not wrong to stereotype ethnic groups and disobey authority.

He further noted that despite the many school's participation in music and drama festivals, these had been reduced to competition rather than a dimension to inculcate the intended cohesion and integration values (Njegere, 2014).

From the findings, the curriculum support officers, head teachers, and teachers reported that training, workshops, and seminars should be emphasised, and awareness of human rights, moral values, responsibilities, games, and sports are potential opportunities within the Social Studies Curriculum that can foster national cohesion and integration. This agrees with the findings of the study reported by Evebus International (2014) on the nature and extent of current inter-school cooperation that found out that the schools needed to be visited regularly for joint activities such as debate, sporting, a cultural exchange that are conducted face to face. These were envisaged to break down barriers and build cooperation among the citizens.

4.5 Content Analysis guide

With the aid of a content analysis guide, this study established that, Social studies curriculum content is a sequential layout of learning experiences at a particular level through a set of units in a school setup. From the curriculum, a syllabus is obtained with defined topics that form a subject. In this case, the subject formed is Social Studies. Therefore, it is evident that social studies is a subject that deals with people and the environment in which they live. Its issues provide an opportunity for learners in a school set-up and also outside the school to take part in the environment adaptation effectively. Moreover, the study unravelled that social studies teach learners with the knowledge, skills, and values necessary for living together in harmony in a community, nation, and the entire world.

Furthermore, this study noted that Kenyan Education structure includes national goals, objectives, and aims that make learning outcomes achievable in Social studies. In these, six out of eight national goals promote National Cohesion and Integration. These six national goals which are included in social studies include: fostering nationalism and patriotism and promoting national unity, Promoting national development's social, economic, technological, and industrial needs, Promoting social equality and responsibility, Promoting respect for and development of Kenya's rich and varied cultures, Promoting international consciousness and fosters positive attitudes towards other nations and promoting positive attitudes towards good health and environmental protection. The other two goals that are included but do not support or promote national cohesion and integration include promoting individual development and self-fulfilment and promoting sound morals and religious values.

In the preceding argument in this study, it emerged that the objectives that should provide learners with opportunities to develop national cohesion and integration include recognizing and appreciating the family and our communities, managing the immediate environment, and understanding the structure and functions of the government of Kenya. It leads citizens to respect one's own and other people's culture, love for and loyalty to the nation, be willing to resolve disputes in and out of school and promote awareness of democracy in the society.

The content of the curriculum of Social Studies highlights the importance of living together as human beings, for we share the exact origin, communication skills, and environment. Hence, the curriculum content has values that promote national cohesion and integration.

The Social Studies textbooks approved by (KICD) are well structured in sequence that one topic leads to the next by building on each other. It begins with the family living together in our homes, school, and neighbourhoods. The following topics deal with the religious people, social relations and cultural activities. Sharing available resources, trade, transport and communication, urbanisation, and citizenship promote national cohesion and integration. Democracy and human rights, law, peace, and conflict resolution in a country are topics that need to be handled with a lot of consciousness not to cause political miss understanding with the systems that are used.

Social Studies textbooks contain topics that are well stipulated and specific that can foster National Cohesion and Integration in primary school. The textbooks used in schools to teach social studies from class four to eight contain topics, which are repeated, but the geographical area is the only factor that changes. Class four has eight essential issues, while class five has nine cases. Class six, seven, and eight have nine issues, each with the same theme 'living together' in Africa and the world.

4.6 Syllabus

All the topics of Social Studies from classes one to eight have the same theme, of 'living together,' which is built from the family (home) to the rest of the world. This is according to the primary education syllabus volume two (2002). The primary 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 a culturally diverse, democratic society in an independent world (NCSS, 2019). The topics indeed are found by this study to be forefront in promoting national cohesion and integration. This study has highlighted them as they appear in each class from class 1-8 in order.

Social studies is important for primary school pupils because it is a way of interacting with each other in their environment: physical, cultural, political and social economic past and relate into the future.

Real life situations are utilised actively in the learning process where teachers are facilitators and guiders. CBC goes beyond the closed classroom to the ability to act and perform the standard of expertise. CBC focuses on the development of an individual competence different from knowledge based curriculum of 8-4-4.

CBC emphasises what learners are expected to do rather than mainly focusing on what they are expected of. By using learner-centred approach that includes learners in the activity eventually change the behaviour of students, teachers and the society in how they perform their duties.

4.7 Summary

The research concerns about the implementation of the social studies curriculum in primary schools and its applicability in fostering national cohesion and integration in Kenya as addressed in this chapter using the study's findings as a starting point.

The findings demonstrate that the teachers acknowledged that social studies curriculum plays a positive role in fostering national cohesion and integration in Kenya. The results show that teachers use appropriate instructional materials, methods, and resources that enhance learner acquisition of the necessary knowledge, skills, and values. The social studies content is arranged chronologically following the national goals of education hence can foster national cohesion and integration.

The challenges that were found out when implementing the Social Studies curriculum include tribal, political and cultural practices that erode what learners gain in school, affecting the learner's concentration in class and performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Research

This chapter presents a summary of the research findings, conclusions and recommendations of the research study. The introduction of the study in chapter one established an intrinsic potentials of the social studies curriculum in fostering national cohesion and integration in primary schools. A review of related literature in chapter two established contextual, theoretical and methodological implementation of the study. Its synthesis identified knowledge gaps in social studies curriculum. Chapter three presents the descriptive research paradigms and methodological design in the study. Chapter four explains the results of data analysis, interpretations and presentation. Lastly, conclusions, recommendations and suggestions for further research are given at the end of the chapter.

5.2 Summary of the Findings

The study looked into how Kenya's primary school social studies promoted integration and national cohesion in the teacher's eyes. Every civilization, including Kenya today, has some sort of public education with the overarching purpose of promoting national unification and cohesion through social studies education. The inclusion of Social Studies as an examinable and graded subject in Kenya's primary schools shows the on-going pursuit of citizenship education to achieve what is thought to be lacking in Uasin Gishu County—perceived national cohesiveness and integration.

Conclusions were drawn and recommendations were made based on the study's findings. The results would enhance the teachers' realisation of the importance of teaching pupils through the implementation of Social Studies at the primary school education level to foster national cohesion and integration in Kenya.

5.2:1 CSOs and Teachers' Perception on the Role of Primary School Curriculum

The first objective of the study aimed at finding out the teachers' perception on the role of primary school Social Studies Curriculum in fostering national cohesion and integration. It was to seek answers to the question on; what is the teachers' and CSOs perception on the role of primary Social Studies curriculum in fostering national cohesion and integration?

The findings show that teachers and CSOs acknowledged that the primary Social Studies Curriculum is vital and has a role in fostering national cohesion and integration. The teaching of social studies curriculum promotes togetherness, peace, love and unity thus integrates diverse groups of Kenyan communities in the society hence build the spirit of cooperation. Teachers teach pupils how to relate with each other during social studies lessons. Learners learn in school; good moral values need to live together, love one another and unite with others in the community.

The results indicated that the implementation of primary Social Studies promotes unity of various ethnic groups in the society hence increase interdependence and tolerance among students. It advocates for amicable approaches to settlement of disputes among the members of the society.

Teachers and CSOs suggested that by implementing primary school Social Studies, it yields patriotism, loyalty and commitment in schools hence the in cooperating of varied cultural groups in Kenya.

5.2:2 Learning Activities Used During the Implementation

The second objective of the study was to establish the kind of learning activities teachers engage in when implementing the primary Social Studies in promoting national cohesion and integration. This objective aimed at answering the question on what learning activities teacher engage their learners in class of social studies.

The curriculum support officers, head teachers, subject teachers, and pupils acknowledge that the engagement of instructional resources, methods, and involvement of learning activities could enhance learners' acquisition of the knowledge, skills, and values that promote national cohesion and integration. The learning experiences in school and the implementation of Social Studies impact the fostering of national cohesion and integration.

The use of learning resources such as the syllabus, teachers' guide, resource persons, textbook, regalia, pictures, improvised materials and models facilitate learning in schools. Social skills are adequate inputs on the importance of the subject to the development of conceptual knowledge, changing attitudes and behaviours. The appropriate instructional methods and resources used enhance learners' acquisition of knowledge, skills, attitudes and values for national cohesion and integration. Therefore, teachers engage varied learner-centred methods and resources in teaching Social Studies significantly influence national cohesion and integration.

The pedagogical practices employed by teachers in implementing the Social Studies curriculum affect the promotion of national cohesion and integration. The study found out that the methods commonly used to inculcate in learners the ideal values of love and unity are dramatization, role-play, assignments, simulation, group work and presentations. Finally, Social Studies Curriculum equips learners with knowledge, skills, and attitudes that facilitate national cohesion and integration.

5.2:3 The Primary Social Studies Content Structure

The third objective was to ascertain whether the primary Social Studies subject content is structured in the syllabus could be pertinent in providing learners with knowledge, skills, and values that foster national cohesion and integration. To ascertain how primary social studies is structured in equipping learners with the knowledge, skills, and values that foster national cohesion and integration.

The CSOs, head teachers, and teachers acknowledged that the curriculum content stated in the syllabus contains the element of working together that enable learners to realise the necessary ideas for good citizenship, togetherness, and oneness that promote national cohesion and integration.

Furthermore, the primary school social studies curriculum structure contains the breakdown of small units in a syllabus that foster cohesion. The results show that the school syllabus has eight national goals of education, six of which align with people's relationships with one another. The topics are arranged from living together in a family to living together in a nation specifying the activities of people working together.

Social Studies Curriculum, as used in primary school, promotes National Cohesion and Integration by enhancing unity and togetherness and bringing a sense of respect, building the spirit of cooperation among various ethnic groups. Gender responsiveness, human rights and privileges, social responsibility, integrity, moral values, rights and responsibilities of citizens are essential components of the Social Studies curriculum that promote national cohesion and integration. The social studies curriculum promotes an understanding of the need to live harmoniously, conflict resolution, cooperation, respect for human rights and privileges, love, peace, and unity, amongst other issues that foster national cohesion and integration.

However, the teachers reported omitted areas in the Social Studies curriculum, such as citizenship, that would otherwise educate on how people can live together in peace and harmony thus foster national cohesion and integration.

5.2:4 Challenges Encountered in the Implementation of Social Studies Curriculum

The fourth objective was to find out the challenges encountered by teachers when implementing social studies curriculum in fostering national cohesion and integration. To identify the challenges teachers encounter during the implementation of primary social studies curriculum that can hinder national cohesion and integration.

There are several challenges in implementing the social studies curriculum to foster national cohesion and integration. These results reveal the gap between the intended, implemented, and achieved; social studies teachers subordinate by skipping topics that are no favourable to them; the context in implementing the curriculum; and the contradictions between what learners are taught and what they see in the community. The comprehensive Social Studies curriculum with limited time allows teachers to rush

through syllabus coverage using teacher-centred methods at the expense of learner mastery of concepts.

The few topics on cohesion in the Social Studies curriculum, are not well taught because most of the teachers are not able to handle the topics hence skip it. The syllabus of the social studies subject is broad, and teachers face challenges in teaching various topics without knowledge of the context.

As found out, what learners are taught in school contradicts what they see in a community, especially political differences and ethnicity. These negative practices learners encounter outside school hinder goals achievement since myths and misconceptions dominate there. The tribal and cultural practices, which erode what learners gain in school, also affect their performance, especially when it comes to concentration in class. These are manifest in the immoral behaviour displayed by community members and the negative practices learners encounter outside school that contradict their learning.

The challenges encountered in implementing the primary social studies curriculum included contradictions between what learners are taught and what they see in the community. This is the major hindrance in building national cohesion and integration in Kenya.

5.3 Conclusion

Teachers perceive Social Studies Curriculum as having a role in fostering national cohesion and integration. Instructional methods that teachers engage in during the implementation process of the Social Studies curriculum influence pupils' learning and

serve to inculcate in them ideal values of harmony, honesty, and unity, which enhances national cohesion and integration.

The context in which the curriculum is implemented is biased, and the comprehensive theoretical content does not provide much practical-oriented work. What learners are taught in school contradicts what they perceive in the community, especially political differences and ethnicity. The potential opportunities within the Social Studies Curriculum to foster national cohesion and integration include training, workshops and seminars, human rights, moral values, responsibilities, games and sports, and constitutional review.

The challenges in implementing the social studies include skipping of some topics by teachers, demoralisation of teachers and poor teaching practices. Teachers are diversely challenged in their efforts of implementation of primary social studies.

Therefore, teacher training, workshops, and seminars emphasising human rights, moral values and responsibilities, games and sports, and citizenship during the Social Studies Curriculum's implementation can be a good opportunity to foster national cohesion and integration hence lead to the achievement of national goals. Finally, teachers should attend regular symposiums to keep up with the latest developments in education.

5.4 Recommendation

Based on the findings of this study, the following recommendations are made:

First, the government and the entire globe ought to support teacher's perception by using social studies as the leading source of information on conflict resolution mechanism.

With the use of cooperation, respect for human rights and privileges are leading indicators to the achievement of national cohesion and integration.

Secondly, learning activities that include instructional resources and learning methods should be modernised to include the use of computers, internet, and eLearning to embrace the new technology. Instructional resources that provide varied opportunities to exercise their professional skills, were obtained by learned from in-service course should be activated.

Thirdly, curriculum planners should include topics that were omitted such as awareness of human rights, moral values, responsibilities, games, and sports, citizenship that would educate learners on how people can live together in peace and harmony in the Social Studies thus, promote national cohesion and integration. The Government should regularly inspect teachers' implementation of social studies curriculum in schools and act as a catalyst for national cohesion and integration.

Fourthly, exposing teachers and pupils to opportunities regularly where they can interact, appreciate one another, and embrace citizenship as an ideal concept for promoting national cohesion and integration.

5.5 Contribution to the Body of Knowledge

Social studies topics cover such a broad range of topics, learners can get better grasp of past and current world affairs. Learners have a chance to learn about political affiliations,

conflicts and alliances between countries. This can give a clearer understanding of how countries work together to create a functional world.

According to Dynnerson and Gross (1999), the core of social studies has been primarily concerned with socialisation and citizenship education. The curriculum also strives to promote democratic ideas and ideals, which are essential for national prosperity, peace and national cohesion and integration.

5.6 Suggestions for Further Research

The following areas are suggested for further research:

The completion of Social Studies curriculum verse the impact of political campaign on the school programme.

Influence of teaching and learning strategies on achieving the Social Studies objectives.

The use of modern technologies enhances primary school learning and promotes awareness in communities that foster national cohesion and integration.

Learners' attitude towards learning using active teaching and learning strategies versus traditional teaching methods.

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APPENDICES

Appendix I: CSOs Questionnaire

Dear respondent,

'Fostering National Cohesion and Integration in Kenya through the Implementation of primary school Social Studies Curriculum,' is the title of the research project I am working on as a Doctoral student at Masinde Muliro University of Science and Technology. One of the respondents to this study has been identified as you. Please be as honest as you can when answering the following questions. Your responses will be kept in the strictest confidence and used only for the objective of this study. Please contact Zipporah Jerotich Ruto at 0722 903 924 if you have any queries about this study.

Thank you.

Please tick (√) appropriately

Section A: Demographic Characteristics

Gender

Male ()

Female ()

Age bracket

20-30 years ()

31-40 years ()

41-50 years ()

Over 50 years ()

Working experiences

Less than 5 years ()

5-10 years ()

Over 10 years ()

Section B: CSOs perception on the Role of primary school Social Studies Curriculum in fostering national cohesion and integration

Please indicate the extent to which you agree or disagree with the following statements using the scale provided: 1-Strongly Disagree; 2-Disagree; 3-Undecided; 4-Agree; 5-Strongly Agree

S/N	Statement	1	2	3	4	5
1	Social Studies Curriculum equip citizens with an understanding of the social and physical environment.					
2	Social Studies Curriculum enhances the good relationships among students of various ethnic groups.					
3	Social Studies Curriculum enhances the spirit of togetherness					
4	Social Studies Curriculum helps to fight bad social behaviour like cheating.					
5	Social Studies Curriculum promotes unity of the various racial, religious and ethnic groups in our society					
6	Social Studies Curriculum can increase					

	interdependence and tolerance among student					
7	Social Studies Curriculum advocates for amicable approaches to the settlement of disputes					
8	Social Studies Curriculum yields patriotic, loyal, and committed citizens of our country					
9	Understanding the various cultural groups can be achieved through Social Studies Curriculum.					

How can Social Studies Curriculum foster national cohesion and integration in your school? Please explain.

Yes.....
.....

No.....
.....

Section C: Learning activities teachers engage their learners in when implementing of primary Social Studies Curriculum that can promote national cohesion and integration

Please indicate the extent to which you utilise the following teaching methods and resources in Social Studies lessons using the provided scale. 1-Never; 2-Rarely; 3-Sometimes; 4-Often; 5- Very often

S/N	Teaching methods/teaching resources	1	2	3	4	5
Learning methods						
	Drama					
	Role-play					
	Explanation					
	Inquiry					
	Question and Answers					
	Assignments					
	Discussion					
	Simulation					
	Group work and presentations					
Learning resource						
1	Curriculum, teacher guides, syllabus					
2	Maps and Atlas					
3	textbooks					
4	Improvised materials					
5	Models and Regalia					
6	Pictures / photographs					
7	Resource persons, environment					

In your opinion, does the way Social Studies Curriculum is structured equipping learners with the knowledge that can influence national cohesion and integration? Please explain.

Yes.....
No.....

Section D: How is the primary Social Studies Curriculum structure equip learners with knowledge that fosters National Cohesion and Integration

Please indicate by ticking the extent to which you think the following components of the Social Studies curriculum are instrumental in fostering national cohesion and integration.

Use the scale provided:

1-very low extent; 2-low extent; 3-Undecided; 4-high extent; 5-very high extent

	Statement	1	2	3	4	5
1	Gender responsiveness					
2	Child and human rights					
3	Social responsibility					
4	Integrity					
5	Moral values					
6	Rights and responsibilities of citizens					

In your opinion, what are the omissions in the Social Studies education curriculum that would have otherwise contributed more to fostering national cohesion and integration?

Please explain.

Yes.....
.....
.....No.....
.....
.....
.....

Please, explain how the following challenges within the Social Studies Curriculum hinder the implementation of national cohesion and integration.

a) The subordination

.....
.....
.....

b) The gap between what is planned, the implementation, and what is achieved within the content in the curriculum

.....
.....

c) The context in which the curriculum is implemented

.....
.....

d) Practices learners encounter outside of school

.....
.....

Thank you for your cooperation

,

Appendix II: Teacher Questionnaire

Dear respondent

'Fostering National Cohesion and Integration in Kenya through the Implementation of primary school Social Studies Curriculum,' is the title of the research project I am working on as a Doctoral student at Masinde Muliro University of Science and Technology. One of the respondents to this study has been identified as you. Please be as honest as you can when answering the following questions. Your responses will be kept in the strictest confidence and used only for the objective of this study. Please contact Zipporah Jerotich Ruto at 0722 903 924 if you have any queries about this study.

Thank you.

Please tick (✓) appropriately

Section A: Demographic Characteristics

Gender

Male () Female ()

Age bracket

20-30 years () 31-40 years () 41-50 years () Over 50 years ()

How long have you been teaching Social Studies?

Less than 5 years () 5-10 years () Over 10 years ()

Which class (es) do you currently teach Social Studies?

Section B: Teachers' perception on the Role of primary school Social Studies Curriculum in fostering national cohesion and integration

Please indicate the extent to which you agree or disagree with the following statements using the scale provided: 1-Strongly Disagree; 2-Disagree; 3-Undecided; 4-Agree; 5-Strongly Agree

S/N	Statement	1	2	3	4	5
1	Social Studies Curriculum equip citizens with an understanding of the social and physical environment.					
2	Social Studies Curriculum enhances the good relationships among students of various ethnic groups.					
3	Social Studies Curriculum enhances the spirit of togetherness					
4	Social Studies Curriculum helps to fight bad social behaviour like cheating.					
5	Social Studies Curriculum promotes unity of the various racial, religious and ethnic groups in our society					
6	Social Studies Curriculum can increase					

	interdependence and tolerance among student					
7	Social Studies Curriculum advocates for amicable approaches to the settlement of disputes					
8	Social Studies Curriculum yields patriotic, loyal, and committed citizens of our country					
9	Understanding the various cultural groups can be achieved through Social Studies Curriculum.					

How can Social Studies Curriculum foster national cohesion and integration in your school? Please explain.

Yes.....
.....

No.....
.....

Section C: Learning activities teachers engage their learners in when implementing of primary Social Studies Curriculum that can promote national cohesion and integration

Please indicates the extent to which you utilise the following teaching methods and resources in Social Studies lessons using the provided scale. 1-Never; 2-Rarely; 3-Sometimes; 4-Often; 5- Very often

S/N	Teaching methods/teaching resources	1	2	3	4	5
Learning methods						
	Drama					
	Role-play					
	Explanation					
	Inquiry					
	Question and Answers					
	Assignments					
	Discussion					
	Simulation					
	Group work and presentations					
Learning resource						
1	Curriculum, teacher guides, syllabus					
2	Maps and Atlas					
3	textbooks					
4	Improvised materials					
5	Models and Regalia					
6	Pictures / photographs					
7	Resource persons, environment					

In your opinion, does the way Social Studies Curriculum is structured equipping learners with the knowledge that can influence national cohesion and integration? Please explain.

Yes.....
No.....

Section D: How is the primary Social Studies Curriculums structured in equipping learners with knowledge that fosters National Cohesion and Integration

Please indicate by ticking the extent to which you think the following components of the Social Studies curriculum are instrumental in fostering national cohesion and integration.

Use the scale provided:

1-very low extent; 2-low extent; 3-Undecided; 4-high extent; 5-very high extent

	Statement	1	2	3	4	5
1	Gender responsiveness					
2	Child and human rights					
3	Social responsibility					
4	Integrity					
5	Moral values					
6	Rights and responsibilities of citizens					

In your opinion, what are the omissions in the Social Studies education curriculum that would have otherwise contributed more to fostering national cohesion and integration?

Please explain.

Yes.....
.....
.....No.....
.....
.....
.....

Section E: Opportunities and Challenges encountered by teachers during the implementation of Social Studies Curriculum that foster National Cohesion and Integration

What are the potential opportunities within the Social Studies Curriculum that can foster national cohesion and integration?

.....
.....
.....

Please, explain how the following challenges within the Social Studies Curriculum hinder the implementation of national cohesion and integration.

- a) The social studies teachers subordination.

.....
.....
.....

b) The gap between what is planned, the implementation, and what is achieved within the content in the curriculum

.....
.....

c) The context in which the curriculum is implemented

.....
.....

d) Practices learners encounter outside of school

.....
.....

Thank you for your cooperation

Appendix III: Lesson Observation schedule

Lesson observation in class

Preparation

Scheme of work:

- Is there a scheme of work? Yes (), No ()
- If not, what does the teacher use in planning the teaching activities?

.....

- Are the objectives achievable? Yes (), No ()
- Is the time allocated to different skills/topics shown? Yes (), No ()
- Is the time in (vi) enough? Yes (), No ()
- Do the skills relate to the objectives given? Yes (), No ()
- Are the suggested resources suitable for the topics chosen? Yes (), No ()
- Are there enough references given? Yes (), No ()

Lesson preparation: -

- i. Is a lesson plan available? Yes (), No ()
- ii. If not, what does the teacher use during the lesson presentation?
- iii. Are the instructional resources suitable for the content given? Yes (), No ()
- iv. Is the teacher relating the current lesson topic to the previous? Yes (), No ()
- v. Does the lesson cover the stated objectives? Yes (), No ()
- vi. Does the teacher use various instructional methods/ techniques in their teaching?
Yes(), No ()

vii. List the instructional resources that are in use in the classroom

.....

Estimate the length of time spent by the teacher on each of the following:

S/ N	Learning experiences	1	2	3	4	5
Learning activities						
1	Drama					
2	Role-play					
3	Explanation					
4	Inquiry					
5	Question and Answers					
6	Assignments					
7	Discussion					
8	Simulation					
9	Group work					
10	Imaginary visit					
11	Field trip					
12	Note taking					
13	Text reading					
14	Projects					
15	Assignment					
16	Songs					
17	Dance					

Appendix IV: Curriculum Support Officer's interview schedule

- What is your highest level of academic qualification?
- For how long have you served as a curriculum support officer?
- How many zones have you ever supervised?
- Do teachers in the zone have the curriculum and use it to prepare a scheme of work to guide them in their teaching?
- Does social studies play a role in fostering national cohesion and integration?
- Do the way primary social studies subjects taught in our schools impact national cohesion and integration?
- Do you think the teaching techniques/ resources/ methods for teaching social studies foster national cohesion and integration?
- Are there any omissions in the social studies education curriculum that would have contributed more to fostering national cohesion and integration?
- Are there potential opportunities within the social studies curriculum that can further foster national cohesion and integration?
- Can you identify present challenges within the social studies curriculum that hinder fostering national cohesion and integration?
- What changes would you suggest to be made to improve the social studies curriculum in our schools

Appendix V: Head teachers' interview schedule

- What is your highest level of academic qualification?
- For how long have you served as a head teacher?
- Do you use the current syllabus to prepare a scheme of work in social studies ?
- Are the teachers knowledgeable about Social Studies' role in national cohesion and integration?
- In which way do you think teachers of social studies in this school foster national cohesion among the students?
- Do you think there is a link between the pedagogical approaches teachers of Social Studies employ in teaching and the principles of national cohesion and integration? (Probe for explanations).
- What is the role of the Social Studies Curriculum in fostering National Cohesion and Integration?
- What are the potential opportunities within the Social Studies Curriculum that can further foster national cohesion and integration, name four!
- What challenges are there during implementation of social studies subjects in school and outside?
- Please explain the role of the following in fostering national cohesion and integration.
 - a. The content in the social studies curriculum
 - b. The social studies teachers support pupils in learning.
 - c. Challenges learners encounter outside the school.

Appendix VI: Pupils Focus Group Discussion Guide

a) Do your teacher teach you how to relate well with others in society?

Yes [] No []

b) Give reasons for your answer above _____

c). Do your teachers teach you the topic of law, peace, and reconciliation in relation to national cohesion and integration? Yes (), No ()

d) Does the topic of citizenship assist you in any way? Yes [] No []

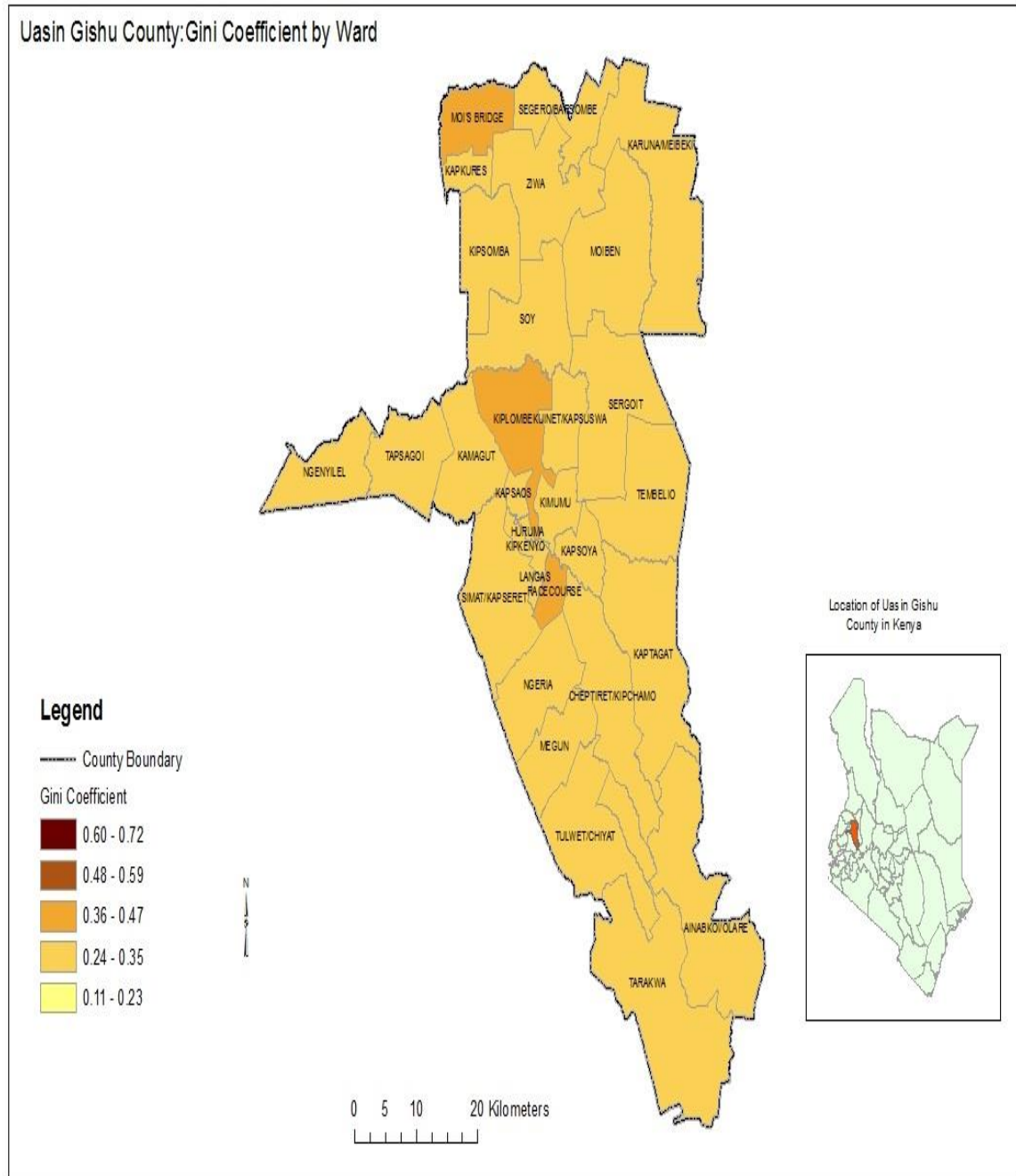
e) Do you share the learning materials with others willingly? Yes [] No []

If no, why?

f) Do you have any challenges while you learn social studies? Yes [] No []

If yes, name them.

Appendix VII: Map of Study Area



Appendix VIII: Approval Letter



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

Date: 19th September, 2018

Ziporah Jerotich Ruto,
ECI/LH/004/2015,
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Ruto,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Ph.D proposal entitled: *"The Relevance of Social Studies Curriculum in Fostering National Cohesion and Integration in Uasin Gishu County, Kenya"* and appointed the following as supervisors:

1. Prof. John O. Shiundu -SEDU
2. Prof. Aggrey Mukasa Simiyu - SEDU

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Graduate Studies Committee and Chairman, Curriculum and Instructional Technology Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,


Prof. John Obiri
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix IX: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No **NACOSTI/P/18/65578/26182**

Date: **30th October, 2018**

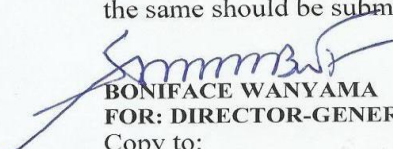
Zipporah Jerotich Ruto
Masinde Muliro University of Science and Technology
P.O. Box 190-50100
KAKAMEGA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The relevance of social studies curriculum in fostering national cohesion and integration in Uasin-Gishu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for the period ending **29th October, 2019**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO
Copy to:

The County Commissioner
Uasin-Gishu County

The County Director of Education
Uasin-Gishu County

Appendix X: Research Permit


THIS IS TO CERTIFY THAT:

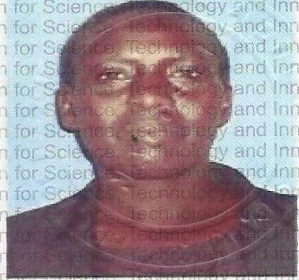

MS. ZIPPORAH JEROTICH RUTO
of MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY, 2-30102
BURNT FOREST, has been permitted to
conduct research in Uasin-Gishu
County

on the topic: THE RELEVANCE OF
SOCIAL STUDIES CURRICULUM IN
FOSTERING NATIONAL COHESION AND
INTEGRATION IN UASIN GISHU COUNTY,
KENYA

for the period ending:
29th October, 2019

Permit No : NACOSTI/P/18/65578/26182
Date Of Issue : 30th October, 2018
Fee Received :Ksh 2000


.....
Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

Appendix XI: County Research Authorization



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning & Basic Education

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

When replying please quote:

Ref. No. MOEST/UGC/TRN/9/VOL. IV/16

22ND JANUARY, 2019

Zipporah Jerotich Ruto
Masinde Muliro University of Science and Technology
P.O BOX 190 -50100
KAKAMEGA

RE: RESEARCH AUTHORIZATION

This office has received a request authorizing you to carry out research on "*The relevance of social studies curriculum in fostering national cohesion and integration*" in Uasin Gishu County.

We wish to inform you that the request has been granted until **29th October, 2019**. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.

FOR COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P. O. Box 9843, ELDORET
Tel: 0719-127 2121/053-2063342

Psinen Michael
For: **COUNTY DIRECTOR OF EDUCATION**
UASIN GISHU.

