

CHALLENGES OF CURRICULUM INTEGRATION AT PRIMARY SCHOOL: THE CASE OF SOCIAL STUDIES IN ZIMBABWE

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Abstract

This quantitative study sought to explore the challenges that primary school teachers experience in teaching Social Studies as an integrated subject. Data for the study was gathered through a questionnaire sent to 178 practising teachers from urban and rural schools and interviews with ten lecturers from four teachers training colleges. Findings suggest that teachers experience several challenges such as inadequate grounding in the subject to enable them to effectively deliver the subject, a limited conception of curriculum integration and lack of resources to facilitate the implementation of the approach. The study recommends that teachers training colleges and universities should evaluate their current Social Studies courses so as to equip trainees with the knowledge and skills to handle the subject. Also, professional development opportunities should be regularly availed so that teachers can keep abreast with the current developments in the subject.

Key words: curriculum integration, Social Studies, approach

Introduction

The rapid technological, economic, social and political changes which characterise today's world have resulted in an explosion of knowledge. This has challenged curriculum developers to consider how best to make the school curriculum relevant and the type of knowledge that children should be exposed to. One school of thought has strongly argued for a general education that would give a broad grounding in science and technology and in social sciences, the aim being to produce a standard product. Such a product, according to Jenkins and Shipman (1976:21), would be standard "...not in the sense of there being particular or proportional knowledge or even particular know-how, but in some general notion of the educated, thoughtful person".

The pursuit for standard products has, in turn, led to new approaches to the curriculum, one such approach being integrated studies. In Zimbabwe, the approach was adopted through Social Studies, which was introduced as part of the curriculum reform programme which started after independence in 1981. The main goal of Social Studies is to assist young people develop the ability to make informed and reasoned decisions for the public good as citizens in a world where interdependence is inevitable (National Council for Social Studies, 1994). In introducing the subject, the country was following in the footsteps of other African countries that had attained independence before her. The inclusion of Social Studies in the curricula of independent African states is paramount because, as Kissock (1981:1) argues:

Social Studies has come to be seen as a tool for national development...[it] is being used to improve the image of a people in a society after a colonial heritage...to transform the political culture, and to include concepts of nationalism, unity and interdependence among citizens of new nations with diverse populations.

So, the goals of Social Studies in post-colonial Africa are multiple. The introduction of Social Studies in Zimbabwe was part of a broad curriculum reform programme that was intended to correct the ills of the colonial education system which had been segregator and had resulted in Africans receiving an inferior education which would prepare them for menial work while the best education was reserved for the whites. In addition, this curriculum reform programme sought to redefine knowledge since the colonial curriculum had conceptualised knowledge from a classical point of view in which learning meant a systematic assimilation of prescribed knowledge. Goodson (1990) criticises such a curriculum for being insensitive, (for example, to gender, race, class, or colour), and for reflecting the attitudes of the whites who were the dominant group. Swartz (1996) shares the same view and argues that there is no difference between prescriptive or standard knowledge and class domination. That kind of knowledge, according to Swartz (1996), can only be eradicated by introducing a curriculum based on what he calls the emancipatory pedagogy, a curriculum that would expose the teacher

and pupils to problem posing and solving, rather than the production and transmission of selected knowledge. Through such a curriculum, pupils would be taught how to think rather than what to think, and as argued by Freire (1970), they would be socialised into active namers of the world and not allow others to name the world for them. So, the introduction of Social Studies as an integrated programme at primary school was of paramount importance in independent Zimbabwe as it ensured that pupils would be empowered with relevant knowledge, skills and attitudes.

Today, Social Studies is one of the ten subjects on the primary school curriculum. It is allocated three lessons per week whose duration is thirty minutes each while other subjects like English and Mathematics are allocated eight lessons per week on the timetable. In recent years, in addition to its traditional content, the subject has become a carrier subject for such issues as Human Rights, Population Studies and Gender Issues, thus making it central to addressing contemporary concerns.

The concept of curriculum integration

The debate about curriculum integration has been on-going since the 1960s when new social sciences such as sociology, psychology and economics began to appear on the school curriculum. Because these new subjects and History occupy the same broad area of social education, it was envisaged that they could not feature on the same timetable, hence the need to consider integration to come up with a new subject called Social Studies which cuts across methodological and content boundaries. It was realised that many of the subjects that fall under Humanities could be pursued jointly as they are all concerned with man (Kelly, 1977).

The definition of curriculum integration is elusive. Hirst (1994) argues that it is clearer what an integrated curriculum is than what it is not. Despite this view, other scholars have come up with a definition which attempt to describe the concept. Oliva (1992:517), for example, defines curriculum integration as “the blending, fusion or unification of disciplines”. The Social Science Education Consortium (1996:313) on the other hand, views curriculum integration as “a conceptual convergence of natural sciences, mathematics and technology with social and behavioural sciences and humanities into a coherent whole”. Along these same lines, Tyler (in Oliva, 1992:517) defines curriculum integration as:

the horizontal relationships of curriculum experiences... the organisation of these experiences should be such that they help the student to get a unified view and be able to unify his behaviour in relation to the elements dealt with.

What seems to emerge from the foregoing definitions is that curriculum integration implies the breaking down of disciplinary boundaries or subject identities, fusion of knowledge from these disciplines and using the new product to view human problems holistically and from different perspectives. Curriculum integration would therefore facilitate unity of knowledge and making that knowledge functional. The aspects to be integrated would include subjects, topics, related ideas, general principles, attitudes, skills, and the application of knowledge, relationships and the education process.

The proponents of integration view the concept as a way of making the curriculum relevant and meaningful. Curriculum integration was justified on several grounds:

that knowledge has no subject structure; it is a unity that may be organised in any way to suit the purpose at hand. The organisation of the curriculum according to disciplines creates artificial barriers and misrepresents the unity of knowledge which results in fragmentation and disengagement. Hence the need for a holistic curriculum which focuses on real life concerns and non-disciplinary courses. However, Pring (1971) argues that subject distinctions are a result of many factors and to blur them would lead to the debasement and dilution of knowledge. The different disciplines represent peculiar modes of understanding with clear organising concepts, principles of verification and logical connections to which pupils have to be introduced;

that young children do not observe the world through the perspective of academic disciplines but perceive the world as a unit and ask questions that cut across subject boundaries (Kelly, 1977). An integrated approach, therefore, takes into account the child's natural way of learning, that is, seeing things holistically;

Boyer (1996:31) suggests that integration has been necessitated by the observation that "what students are asked to relate to in schools is increasingly cut off from human experience". He further argues that traditional subjects are a reflection of knowledge that was of value and importance when they were introduced, yet the changes that are occurring in society demand the creation of new bases for the organisation of knowledge; and according to Kelly (1977), many of the issues that appear important to growing up children in present day fall under neither disciplines nor subject of the traditional school curriculum. Rather, they often straddle the discipline boundaries and also demand regular reorganisation of knowledge as well as interdisciplinary development. The need for the curriculum to accommodate such courses has resulted in the emergence of different Humanities courses, for example, Social Studies. It has been realised that many of the subjects that fall under Humanities can be pursued together as they are all concerned about man.

The above justifications suggest that there are strong grounds for curriculum integration. However, the emphasis that programmes such as Social Studies place on contemporary issues has been viewed by some as being short-sighted and resulting in amateurism and mediocrity (Scriven in Chinoda, 1981). Also, if integration is to be justified on the grounds of its meeting the changing social needs or ensuring that learning is meaningful and relevant, then a lot of thought should be given to integrated programmes so that they represent the changes in organisation of knowledge that are meaningful to both society and the individual.

Purpose of the study

Curriculum integration at first glance seems to be a prescription for fixing the shortcomings of schooling. While various scholars in different educational contexts have debated the benefits and practicalities of integration, very little research on teaching of Social Studies in Zimbabwe seems to have been conducted. This study therefore sought to:

- assess the teachers' understanding of the concept of curriculum integration;
- identify the limitations that teachers experience in teaching integrated Social Studies and
- suggest possible solutions to the problems.

Methodology

The descriptive survey design was employed in this study. It was deemed appropriate because it sets out to describe and interpret what is (Cohen and Manion, 1994), which is what this study intended to do in relation to the challenges of curriculum integration. Cluster sampling was employed to select the participating teachers because the population of interest was large and geographically scattered and Best and Kahn (1994) suggest that cluster sampling is most appropriate in such situations. Gweru and Bulawayo were considered to be clusters and in Matebeleland North, out of the eight educational districts, three were randomly selected to represent clusters. So, all in all, there were five clusters. From these clusters, there was a random selection of eight schools per cluster.

Questionnaire method and interviews were used to collect data for the study. The questionnaire was administered to 178 teachers from Bulawayo and Gweru urban, and Matebeleland North rural schools (to cater for different environments). The questionnaires were sent to the heads of the selected schools and they, in turn, chose the participating teachers, thus removing the element of bias on the part of the researcher. The questionnaire explored a wide range of issues which included participants' perceptions of their training in the subject, their understanding of curriculum integration, and the challenges presented by the integrated approach in Social Studies.

Intensive interviews were conducted with ten Social Studies lecturers from four primary teachers' training colleges. The main purpose of the interview was to establish the competences of teacher educators in terms of their content and pedagogic knowledge of Social Studies and their ability, therefore, to equip the student teachers to handle the integrated approach and other related challenges. This was important as it would have a bearing on the quality of Social Studies teachers in schools. The interviews were also used to triangulate data gathered through questionnaires.

Findings

The study sought to establish the challenges experienced by primary schools in implementing the integrated Social Studies curriculum. Data gathered shows that the teachers who participated in the research had studied Social Studies during teacher training as one of the Professional Studies courses that are mandatory for all trainees. In addition, the majority of participants had been in the teaching for periods ranging from five to twenty-eight years, so were experienced teachers. Of these participants, 81% felt that their training in the subject had been adequate as they had been exposed to various methods of teaching Social Studies, had covered all the primary school syllabus topics, thus giving them the requisite foundation, and equipped them with skills to interpret the syllabus and generally handle the subject. But they also suggested that the Social Studies courses offered by teachers' colleges could be improved by being more detailed in topics that are in the primary school syllabus. The remainder of the participants (19%) felt that the Social Studies courses done at college had not adequately equipped them to teach the subject and they cited such reasons as:

lack of detailed coverage of topics studied;

limited time allocated to the subject on the timetable which resulted in Social Studies being very theoretical;

lack of resources; and

inability to apply some of the teaching methods learnt at college to the classroom situation.

The majority of the participants (90%) indicated that they had majored in a subject that is taught at primary school (that is, Art, ChiShona/IsiNdebele), English, Environmental Science, Home Economics, Mathematic, Music, Physical Education, Religious and Moral Education and Social Studies) and others such as Geography and History. Participants who majored in Home Economics, Physical Education, Environmental Science, Languages, History and Geography thought that their area of specialisation influenced how they taught Social Studies. They indicated the main source of influence as being the common concepts, goals and teaching methods that their subjects share with Social Studies. They indicated that they applied their specialist knowledge in teaching Social Studies, thus suggesting that they taught from a specialist perspective and so they did not consider that the latter is an integrated subject which makes limited use of specialist subjects. Furthermore, the participants maintained that there are topics that can only be taught from a specialist perspective and gave the example of the topic 'food' which they said may only be taught from a scientific perspective. However, this is not always the case as it is possible to approach different topics from social, economic and political points of view.

The responses on perceptions of integration reflected that most participants had a general idea about the concept and, in some cases, were conversant with what it entails, though their definitions of integration may have lacked precision. Their definitions of integration included: linking subjects across the curriculum; the relating of similar concepts and skills across the primary school curriculum; bringing together subjects with related concepts; associating subjects; interdependence of all subjects in the primary school curriculum; correlation of concepts in different subjects and a blend of subjects.

Fifty two percent (52%) of the respondents were of the view that the integrated approach places some extra demands on the teacher; forty three percent (43) were of the opinion that there is no need for extra effort on the part of the teacher,

while five percent of the participants were undecided about the issue. A variety of issues were cited to illustrate that the integrated approach is demanding for the teacher and these included:

that, because of the diverse nature of the subject, there is need for the teacher to read widely and to be resourceful in finding relevant literature and providing relevant teaching and learning aids;

the need to approach Social Studies from different perspectives in order to achieve a holistic slant;

the need for the teacher to be able to integrate knowledge, skills and pupils' experiences, as well as being open-ended and flexible; and

the ability to avoid repetition of information as one revisited the same topics at various levels (because of the spiral nature of the Social Studies syllabus in Zimbabwe).

All these would call for thorough preparation on the part of the teacher and would render integration a demanding approach. Even respondents who thought curriculum integration was not demanding cited some of the above factors as problems they associated with teaching of Social Studies. Respondents who did not deem curriculum integration to be demanding argued that the approach reduced the workload for the teacher as the topics covered in Social Studies would be dealt with in other subjects, thus creating time for revision. Such a response may be an indication of a limited perception of the curriculum integration.

Seventy percent (75%) of the participants were able to identify teaching methods that facilitate integration such as discussion, project, fieldwork, role play, storytelling and games. According to the respondents, these methods help pupils to establish relationships between subjects and to make use of knowledge from different subjects. The additional merits of the subjects were that they make learning practical, enhance understanding, allow pupils to work together and to be responsible for their own learning and, in this way, foster acceptable behaviours and attitudes.

Thirty percent (30%) of the respondents displayed rudimentary knowledge of methods that would foster integration and cited such activities as collecting, drawing, participating, rationalising, pupil to pupil, teacher to pupil, child-book-child, situational diagrams and maps.

A significant number of respondents indicated that they did not teach Social Studies according to the timetable because they felt that there was little to cover in the subject because topics are revision from previous topics. They also indicated that they found this element of revision boring and, as a result, would use the time allocated to Social Studies to teach core subjects (for example, Mathematics and English), and for sporting activities and meetings. These responses reflect a limited design of the spiral nature of the syllabus as well as negative attitudes to Social Studies.

Fifty four percent (54%) of the respondents were of the view that there are some subjects that are dominant in the primary school Social Studies syllabus and they cited such subjects as History, Geography, Home Economics, and Religious and moral Education. In qualifying their answers, the respondents gave examples of topics/concepts in Social Studies that are similar to those in the cited academic subjects and which do not reflect the integrated nature of the latter, an example of such topics being 'constituents of a balanced diet'.

Responses on assessment of Social Studies issues in the grade seven examinations revealed that sixty eight per cent of the respondents were of the view that the examinations do not reflect the integrated nature of Social Studies. The respondents felt that the Historical tended to be overemphasised and that the multiple questions used in the examinations do not promote integration. They recommended that the questioning technique of the examination paper should include short structured answers which would allow pupils to express their own views on social issues, practical elements such as

projects, maps and diagrams and other illustrations. The respondents also suggested that the examination should focus on both urban and rural issues as they felt that most of the items did not cater for experiences of pupils who live in rural areas.

On whether Social Studies was an appropriate substitute for History and Geography, seventy four percent of the respondents felt it was, while twenty three did not think so and three percent were undecided. The participants who regarded the introduction of Social Studies as a necessity argued that the subject was relevant to the level of the pupils as it gave them an opportunity to know more about their immediate environment. They also said that it eased pressure on the overcrowded timetable which could not take any extra subjects. The twenty three percent who were of the view that Social Studies was an unsatisfactory substitute for History and Geography justified this on the grounds that it dilutes the content of various subjects.

The above responses were treated in conjunction with problems of the integrated approach. The most commonly cited problems were that it is time consuming and demanding for the teacher and educated the child for nothing in specific. The participants also alluded to problems of limited resources which made lesson preparation arduous especially for rural teachers, challenges in using the syllabus because of its spiral design which resulted in repetition of content taught at various grades, thus making the subject boring and the need to prepare thorough for lessons.

Interviews were conducted with ten teacher educators. The participants were all university graduates who had specialised in either History or Geography, thus, although they had not specialised in Social Studies per se, it may be assumed that they had the necessary foundation to teach the subject. However, only forty six percent of the participants had taught at primary school level before and the rest (54%) were secondary school trained.

The majority of the teacher educators indicated that their areas of specialisation influenced how they taught Social Studies to the teacher trainees and that they experienced problems in trying to relate concepts from their areas of specialisation to Social Studies. According to most of the participants, the problems that student teachers commonly experienced with the integrated curriculum were scheming for certain topics (which would be syllabus interpretation) and time constraints (because the subject is allocated three periods per week). They were generally agreed that for teachers to be able to implement the integrated approach and to teach Social Studies effectively, they needed to be conversant with the spiral curriculum, should be widely read and resourceful.

Curriculum integration at primary school was viewed as a viable approach by most of the participants, provided it was properly implemented and teachers were adequately equipped to handle it. However, if not properly done, some topics would not receive adequate coverage.

In a nutshell, the above data represents the perceptions of respondents on curriculum integration and its challenges as exemplified by Social Studies in Zimbabwe.

Discussion

The main goal of the study was to investigate the challenges of curriculum integration at primary school level, with specific reference to the case of Social Studies in Zimbabwe. The findings revealed that the implementation of integrated Social Studies has been problematic. While most respondents showed an appreciation of the benefits of the integrated approach and what it generally entails, the extent to which they can effectively implement the curriculum is limited by a number of factors as discussed below.

The adequacy of training offered by the teachers colleges, contrary to indications of the respondents, is questionable. The products of these colleges seem to experience problems with the very aspects that are central to training, for example,

syllabus interpretation. It would appear that the inability of colleges to give their students thorough training arises mainly from the lack of time to give necessary theoretical and practical backgrounds. Problems associated with the teaching of the subject also arise from recruitment of lecturers who lack primary school teaching experience and also are specialists in certain academic subjects. Consequently, such lecturers would teach from a specialist rather than an integrated perspective, hence teaching their protégés to become specialists in academic subjects. Yet an essential characteristic of teachers of integrated programmes is the ability to be what Miller, Cassie and Drake (1990:316) call “a connection expert rather than a subject expert”. While it may be argued that teacher learning is a continuum, the failure by colleges to give a firm foundation is a hurdle that many teachers, whether they perceive it or not, has to surmount.

Social Studies is officially considered as a non-core subject on the primary school curriculum. As a result, it is allocated less teaching time on the timetable than core subjects like English, Mathematics and Environmental Science. Yet, integrated programmes need a lot of time to enable pupils to explore different social issues. Again, Social Studies is not examined separately at Grade seven, but as part of the General Paper. It is doubtful if examining it within this context is effective to measure specific outcomes of the course.

The successful implementation of a curriculum is dependent on the commitment of the teacher. In respect of Social Studies, teachers need to be empowered to play their part. While there could be problems related to implementation, one of the main challenges is for the teachers to have a positive attitude to the subject, become its flag bearer and accept the implication of the integrated approach for their traditional role (Schott, 1996). In this way, the various challenges encountered would not be a source of frustration as the teacher would have been empowered to counter them.

The study established that while most teachers are academically and professionally qualified to teach Social Studies, their competence in handling the subject is questionable. Although the majority of the respondents appeared to consider their training to be adequate, many indicated that they experienced problems with the very things that are central to effective teaching of any subject such as syllabus interpretation, an in-depth knowledge of the various syllabus topics and related teaching methods. The subject cannot be effectively taught if the teacher is not proficient in the above aspects.

It may also be inferred that the Social Studies courses offered by different teachers' colleges do not seem to adequately prepare trainees to handle the integrated approach and the spiral curriculum. The courses seem to fall short in equipping trainees to be resourceful and inculcating positive attitudes to the subject. The problems related to the teaching of Social Studies are partly due to the limited time allocated to the subject, hence the superficial treatment of main ideas, concepts and skills, as well as little time for reflection on and reinforcement of what has been taught. This is confirmed by Willis (2007) whose study, although conducted in the context of primary schools, showed that reduced instructional time in Social Studies resulted in reduction in scope of the curriculum, the curtailment of opportunities to promote students' higher order thinking, and an increased emphasis at times on simple reproduction of content knowledge.

In addition, the subject is mainly manned by lecturers who are History and Geography specialists and, in some instances, have no primary school teaching experience. By implication, such lecturers may not be well grounded in the integrated approach and methodologies of the primary school and, therefore, may lack the skills to transfer to the teacher trainees.

The data gathered suggests that while teachers may be for curriculum integration, they seem to have a superficial conception of the phenomenon. This is evidenced by the fact that some respondents did not seem to be aware that the Social Studies syllabus is already integrated and there is no need for them to make constant reference to syllabi of other subjects to decide what should be incorporated into their Social Studies lessons. Some were not clear on the methodology that facilitated integration and many tended to see Social Studies as a repetition of other subjects. While this could be a limited conception, it could also be a reflection that the curriculum planners did not properly undertake the task of producing an integrated Social Studies curriculum. Taba (1961) suggests that where integration is contemplated, there is

need for a new basis for organisation of knowledge. Hence there is need to revisit the issue of the organisation of the Social Studies syllabus content in order to eradicate the problems that teachers experience with the teaching of the subject.

The findings of the study also suggest that many teachers teach Social Studies from a specialist perspective, that is, concentrating on the subjects specialised in. Also, as mentioned earlier on, they show a lack of in depth knowledge of the methods that facilitate integration. By implication, such candidates may not successfully do the integration and their limited understanding of the approach may be the reason for the negative attitude to Social Studies as implied by their description of it as boring and that it is not as important as subjects like Mathematics.

The data, in addition, revealed that although the Social Studies syllabus was considered to be useful by many teachers, two aspects, namely the spiral approach and content coverage, seemed problematic. It was generally felt that the subject did not give comprehensive information about the topics to be covered. Also, many teachers seemed not to understand the spiral approach and found it difficult to extract content for specific grades. This suggests that they had problems with interpretation of the syllabus and this problem could be a lack of theoretical and conceptual foundation of Social Studies courses provided during initial teacher training. Many respondents were of the opinion that the syllabus should be reviewed on a regular basis so as to keep abreast with current developments. This is a very pertinent process in curriculum development without which the legitimacy of curriculum is questionable.

The findings suggest that Social Studies teaching and learning materials available are inadequate as most schools, especially in the rural areas, cannot afford to provide basic books and resource materials for the subject. The shortage of resources has placed the proper teaching of the subject in the balance as there is a limit to the extent to which a teacher can be resourceful, especially where one has no access to a library, newspapers and other such materials.

On the Social Studies grade seven examinations, the study revealed that most teachers thought that it reflected the integrated nature of the subject. However, their overall comments on this aspect suggested otherwise as most of them expressed some misgivings about its format which they found limiting in such aspects as the questioning technique used (multiple choice questions), the focus of the questions and the number of Social Studies items in the paper. Thus, there are problems with how Social Studies is examined and this is typical of integrated programmes. According to Schott (1996), there are problems with assessing integrated programmes that allow students the flexibility to pursue issues and ideas on their own which may not yield data demanded by examinations. It would appear therefore, that there is need for a new examinations format that would take into account the principles of the subject. This is supported by Bolan (in Mathias, 1973) who argues that where curriculum integration is intended, a means of assessing students' achievement in the new situation should be designed.

Conclusion

It should be acknowledged that curriculum is a complex concept and that the teaching of Social Studies presents several challenges for the teacher. These include:

the need to be resourceful and this calls for the teacher to read widely and use even unconventional sources of Social Studies materials; the need for the teacher to prepare more support materials than are required by a single subject; the need to prepare thoroughly for lessons;

experimenting with different teaching methods. It is only through the use of varied, relevant teaching methods that the development of an awareness of the inter-connectedness of concepts, topics or theories amongst pupils may be fostered. Hence the need for the teachers to depart from traditional methods they may be comfortable with and experiment with those not often used but are relevant;

flexibility in approach to teaching. Flexibility is central in the integrated approach as it permits pupils to pursue issues in their own ways and demands of the teacher to accommodate topical issues, be open-ended in teaching and to use participatory methods. This kind of approach, however, requires adequate time. So, one of the challenges faced by teachers is that of making time to enable them to teach Social Studies in accordance with the principles of the integrated approach;

the ability to help pupils to build order and system out of scattered knowledge. It should be noted that knowledge is not organised in such a way that it is easy to draw upon for problem solving. This calls for special skills on the part of the teacher to be able to guide pupils in organising knowledge accordingly;

understanding the spiral curriculum which would make syllabus interpretation an easy task and also ensure that there is no repetition of what is taught; and

being enthusiastic about a subject that is regarded as non-core and not accorded equal weighting with the core subjects in allocation of contact time and the manner it is examined. If pupils are to be enthusiastic about Social Studies, then the teachers have to set the tone and pace.

The study makes a number of recommendations that may help to address some of the challenges experienced with the teaching of Social Studies. Firstly, teachers colleges should evaluate their current Social Studies courses to enable them to equip the trainees to effectively teach the subject.

Secondly, to alleviate the problem of shortage of learning resources, the Curriculum Development Unit should produce a kit for teaching of Social Studies for different grades and also commission the writing of materials for the subject.

Thirdly, regular workshops should be mounted for lecturers and teachers in order to acquaint them with the current techniques in the teaching and learning of Social Studies.

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