

Challenges of Teaching Civic Education as part of the Integrated Social Studies Curriculum in Zambia: A Case of Selected Secondary Schools in Chongwe District

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Abstract: This study is an exploration of the challenges of teaching Civic Education as part of the integrated Social Studies Curriculum in some secondary schools of Chongwe District in Zambia. A Case study design was used since the study employed a qualitative approach. The total study sample was 24 participants. A purposive sampling technique was used to identify Deputy Headteachers, Heads of Departments (HoDs), teachers, and pupils. Data was collected using an interview guide and a focus group guide. Thematic analysis was applied to analyze the data. The key findings included difficulties in assessing and consolidating learner results, lack of trained teachers in Social Studies, and inadequate Civic Education contact time. Lastly, it was established that some participants had a negative attitude towards the revised Social Studies because they lacked information on its implementation. Based on the findings, the study recommends that the Ministry of Education (MoE) should spearhead Continuing Professional Development activities for teachers, train Social Studies graduates and through the Curriculum Development Center (CDC), carefully revise the substandard teaching and learning materials in schools.

Key words: Civic Education; Junior Secondary School Education; Curriculum Integration; Social Studies

I. BACKGROUNDS

An integrated curriculum is one which children broadly explore knowledge in various subjects related to certain aspects of their environment (Drake, Reid and Kolohon, 2014). The concept emanated in the early 20th Century when John Dewey questioned the purpose of education and criticized what he saw as the prevailing education environment (Drake and Burns, 2004). Further, Stack (1961) traced the philosophical and psychological antecedents of the integrated curriculum as far back as the writings of Herbert Spencer in the 1800s. He together with other philosophers debated the benefits of teaching an integrated curriculum versus a discipline based approach. It emerged that an integrated curriculum was an innovative method of teaching.

In Zambia, the issue of an integrated curriculum emanates from the execution of the curriculum reforms recommended in the National Education Policy Document (MoE, 1996). In 2013, a separate implementation plan called the Revised

Zambia Education Curriculum Review was put in place. The document recommended a new curriculum in which some subjects to be taught and learned in secondary schools were to be integrated and reduced from fragmented learning areas. The Directorate of Curriculum and Standards through the Curriculum Development Centre (CDC) in response to this policy direction, embarked on the revision of the entire school curriculum. Among other issues, this revision saw the integration of Civic Education, History and Geography into Social Studies because they were related and have similar competences and contents. This was meant to equip learners with skills, values attitudes and competences that would enable them to respond to the changing needs of the society (CDC, 2013). However, Civic Education was introduced as a standalone subject at senior secondary school level in 2004 with the aim of producing learners who would be versed in the ideals and practices of a democratic community and reduce the gap created by the teaching of Civics at junior secondary school level (Muleya, 2019); Magasu, Muleya and Mweemba, 2020).

Besides, some scholars such as Samwambila (2017) and Isiteketo and Siame (2019) revealed some hitches which have impacted classroom practice and proper implementation of curriculum changes among teachers and learners. The Examination Council of Zambia (2017) and Ministry of General Education (2019) also noted poor performance of learners in Social Studies since its introduction in 2013. An important consideration that made this study feasible for undertaking was that a scholarly exploration of the challenges of teaching Civic Education as a component of the integrated Social Studies curriculum seemed not to have received the attention it deserved. Much of the studies focused on the challenges of teaching Social Studies as a subject. So, research evidence in this case remained insufficient. This implied that there is need for a complete research to be undertaken to address issues surrounding challenges of teaching Civic Education as a component of Social Studies. It was from this background that a study was undertaken to establish challenges of teaching Civic Education as part of the

Social Studies curriculum in selected secondary schools of Chongwe District in Zambia.

II. THEORETICAL FRAMEWORK

The study was guided by the Curriculum Implementation theory developed by Rogan and Greyson (2003). The theory states that there are three major theoretical constructs namely, support from outside agencies, capacity to support innovation and profile of implementation. The support from outside agencies describes various actions carried out by outside organizations such as the Ministry of Education, community well-wishers among others to influence school practices mainly through supporting school activities. The next theoretical construct is the capacity to support innovation. This one is concerned with factors that were likely to support or hinder curriculum implementation of new ideas and practices in the new or revised curriculum. The last theoretical construct is the profile of implementation, this assists in understanding, analyzing and expressing the extent to which the objectives of the reform program are put into practice. Contextualizing the above theory to challenges of teaching Civic Education as part of the revised Social Studies curriculum, we argue that a number of factors should be considered both within and outside the school environment such as necessary conditions which include time allocated to the subject, teachers' knowledge of the subject, in-service trainings, attitudes and competence of teachers among others for effective teaching of Civic Education as part of the revised curriculum.

III. METHODOLOGY

The study adopted a qualitative approach as a way of exploring attitudes, behavior, and experiences through interviews and Focus Group Discussions in order to get in-depth opinions from participants. In order to have in-depth information, the study used a case study research design. The study population was; the teachers of Social Studies, Deputy Headteachers, Social Science Heads of Departments (HoDs) and pupils from three selected secondary schools in Chongwe District. A purposive sampling technique was used to identify Deputy Headteachers, HoDs, teachers and pupils. The sample size was 24 participants. These included 3 Deputy Headteachers (1 drawn from each of the selected schools), 3 Social Science Heads of Department (HoD) (1 drawn from each of the selected schools) 9 Social Studies teachers (3 drawn from each of the selected schools) and 9 learners (3 drawn from each of the three selected schools). Data was collected using an interview guide and a Focus Group Guide. Thematic analysis was applied to analyze the data.

Presentation of the Findings

All teachers, Deputy Head teachers and Heads of Departments (HoDs) interviewed acknowledged that there were four (4) levels of teaching Civic Education. From the responses, it was clear that the levels were Primary, Junior secondary, Senior Secondary and Tertiary. Furthermore, the findings established

that at primary and junior secondary levels, Civic Education was taught in an integrated form as Social Studies while at senior secondary, it was taught as a standalone subject. At tertiary level it was taught both as a standalone subject and integrated form. As Participant TR 2 from school A explained:

I am only aware of four (4) levels of teaching Civic Education and these are: at primary school level, junior secondary school level, senior secondary school level and tertiary level.

Deputy Head teachers, HoDs and teachers also revealed that Civic Education at primary level was integrated with Religious Education, Geography and History as Social Studies. At junior Secondary level which is the main focus of this study, it was integrated with History and Geography as Social Studies. At senior secondary and tertiary levels, it was taught as a standalone subject. Though Teacher Colleges of Education have introduced it in the integrated form to train junior secondary school Social Studies teachers. Participant DHC from school C remarked:

Civic Education in primary schools is combined with subjects namely Religious Education, History and Geography and taught as one subject in an integrated manner. It is integrated at junior secondary level into what is referred to as Social Studies. It combines with Geography and History. At senior secondary school and tertiary levels it is taught as a standalone subject, though some teacher colleges have started training teachers in Social Studies. Unfortunately the newly trained Social Studies teachers have not been deployed.

The study also sought to find out the views from the participants on the integration levels or coverage of Civic Education content in Social Studies at junior secondary school level. First and foremost, all the participants indicated that they were aware of the integration of Civic Education, History and Geography into Social Studies at junior secondary school level in 2013. When asked about the integration levels of Civic Education in the revised curriculum, some participants observed that it was fine as: Participant H3 from School C explained:

As for me, the integration levels of Civic Education in Social Studies is okay because all the important topics that would help a learner gain civic knowledge and skills are there. So for me the civic content is adequate. Though when you compare the number of Civic Education topics currently in Social Studies and the time when it was taught as a standalone, there is a very big difference. Otherwise, it is fine.

On the contrary, other participants felt that the integration levels of Civic Education were not adequate as almost half of the topics were not included in the revised curriculum from the previous Civic Education syllabus. Hence, according to the participants, this has impacted negatively on the

performance of learners at senior secondary school, where Civic Education is taught as a standalone subject. Participant TR 2 from School A lamented:

As teacher who teaches Civic Education at senior secondary school level, I have observed that learners we are receiving from junior secondary school level since the integration of Civic Education with History and Geography are not well baked to handle Civic Education as standalone subject at senior secondary school level. This has contributed to poor performance of our learners.

In order to understand teacher's attitudes towards teaching Civic Education as part of the Social Studies curriculum in some secondary schools of Chongwe District. To a question: *What attitudes do teachers have towards teaching of Civic Education as part of Social Studies in the revised curriculum?*

The participants gave varied responses. Nine participants exhibited a positive attitude towards teaching Civic Education as part of Social Studies. While twelve participants exhibited a negative attitude towards teaching Civic Education as part of Social Studies. Fundamentally, the following themes were recurrent for participants who had a positive attitudes of teachers towards the curriculum: Better Coverage of Civic Education content in Social Studies and gaining of Civic knowledge and skills. On the other hand, research revealed that there was high negativity among the participants and the recurrent themes for participants with a negative attitude were: inadequate information on implementation, inadequate contact time, and ineffective of subject delivery.

In responding to a question: *What attitudes do teachers have towards teaching Civic Education as part of the revised Social Studies curriculum?* Nine participants, indicated that teaching of Civic Education as part of Social Studies was welcome because the Civic Education content in Social Studies was responsive to the needs of the learners and adequate to equip learners with civic knowledge and skills in order to make them better citizens. They however, complained of lack of training to teach Civic Education as part of the revised Social Studies curriculum. Participant TR 8 from School C postulated:

For me to be honest, the Civic Education content in Social Studies is adequate because all the most important topics at this level have been covered. For example, all the major topics like political development, governance, economic Development and regional and international organization have been included in the syllabus. These major topics have several sub topics within them. For me, I still insist that Civic Education is well represented in the Social Studies curriculum

Another Participant P3 from school A noted:

Social Studies is important to me especially the part of Civic Education because through it am able to learn about my human rights, duties of a citizen, democracy

,dictatorship, corruption, local government and organizations like the UN.

These findings were a clear indication that the Civic Education content in the Social Studies curriculum was adequate and relevant to the learning needs of the learners. The only challenge was inadequate training to teach it as part of the Social Studies revised curriculum.

Twelve (20) participants interviewed did not know exactly why the government integrated Civic Education, Geography and History into Social Studies at junior secondary school level because they were not sensitized about the change of the curriculum. Those who had an idea were mainly Deputy Head teachers, HoDs and few teachers. Most of the Teachers and pupils had no idea on why Social Studies was introduced. They complained that as key stakeholders in the education sector, they were not consulted when coming up with the curriculum and this was proof enough to them that this revised curriculum was a dictated policy on the system by politicians. They observed that even the presence of Continuous Profession Development has not helped due to inadequate information on how to implement the curriculum. To justify this, Participant TR4 from school B observed:

The government made this decision on its own. They didn't even bother to orient us on the changes and how to go about teaching the curriculum. It would have been better if they had involved us. I feel the curriculum was just imposed on us by politicians in government. No form of training was given to any of us here.

The ten who seemed to have an idea on why the government merged Civic Education, Geography and History into Social Studies claimed that, it was a cost measure because few teachers would be required to teach Social Studies. Hence, this would reduce on government wage bill. As participant DHA from school A observed:

Sir, my opinion on this issue is that, the government's wage bill is huge. Therefore, I feel the merging of Geography, History and Civic Education was done to reduce the wage bill. Of course the government has its reasons of merging the subjects. But for me, I feel it has to do with reducing the wage bill.

Some participants reiterated that even with the presence of Continuing Professional Developments (CPD) activities and subject Associations in schools, little has been achieved. Participant TR 8 from school C remarked:

Most of us teachers who teach Social Studies, are not trained to teacher all its components. Even the knowledge we are getting from CPDs and Subject Associations is not adequate to change the status quo. Let standard officers come see how this subject is handled.

They also said that they did not see sense in integrating the subjects especially that they were taught as standalone subjects at senior and tertiary levels. Civic Education had

even been made compulsory to all learners at senior secondary school. Participant TR 6 from school B noted:

There is no need to combine the three subjects because at senior Secondary level, they are taught as standalone subjects. Hence, it does not make sense to teach them in an integrated form at junior Secondary level. You know this can have an impact on the performance of learners in these three components which are taught separately at senior secondary school level.

In order to understand teacher's attitudes towards teaching Civic Education as part of the Social Studies curriculum in some secondary schools of Chongwe District. To a question: *What competences do teachers have towards teaching of Civic Education as part of Social Studies in the revised curriculum?*

When asked about competence of teachers in teaching Civic Education as part of the revised Social Studies, the following were the recurring themes: inadequate teacher training towards curriculum implementation and inadequate teacher professional Development.

When the participants were asked about how competent and experienced they were to teach Civic Education as part of the revised Social Studies curriculum. They indicated that they never received any training to teach it. All the teachers interviewed revealed that they were not trained to teach Social Studies in the integrated form. They revealed that they were trained to teach the three components separately namely; Civic Education, History, Geography and Religious Education as standalone subjects. Therefore, they were not competent to teach Social Studies as a standalone subject but instead taught its components they were trained to teach. They complained that the information on how to handle the curriculum from CPDs and subject associations was not enough to enable them teach the curriculum effectively. Participant TR 4 from school B stated:

From the look of things, this new curriculum was introduced without considering such factors as knowledge of implementation about it. As for me, I was trained to teach English and Civic Education and when it comes to teaching Social Studies I only teach the Civic Education component. The other components are taught by my Colleagues trained in those components.

In other words, Social Studies was taught by teachers who were trained specifically either in either in Geography, History or Civic Education. One of the teachers TR7 from school C remarked:

For me sir, I devote my efforts on my area of specialization like in my case it's Civic Education. What happens is that I would complete the Civic Education part but the rest of the components remain behind because I lack competences to handle the pupils in these components.

The views brought out by the teachers were also shared by Deputy Head teachers and HoDs in separate interviews: When asked H 1 from school A observed:

Due to lack of trained Social Studies teachers in our school, the subject is taught by a number of teachers which is not supposed to be the case according to the curriculum guidelines. In short, the teachers we have currently, are not competent enough to teach Social Studies as a standalone subject. They simply teach the component where they are competent enough. For instance, if a teacher is trained and competent in Civic Education, that's the component he will be teaching.

Additionally, due to the absence of trained Social Studies teachers, schools sampled indicated that Social Studies was shown on the time table with Civic Education, History and Geography in brackets. This was done to help teachers know the actual subjects to teach. Instead of following government decision where a class of Social Studies was to be taught by one teacher, the sampled schools implemented it differently. They allowed two or three teachers to teach Social Studies in a class. Two teachers were given to teach a class of Social Studies of which one of them was trained in any two of the components and then the other taught the third component. If there was no one trained in any two of the components of Social Studies, three teachers were given to teach, each a component of his or her specialization. When asked to explain why two or three teachers were given to teach the same subject in one class, they stated that they had no trained teachers of Social Studies. Participant DHB from school B revealed:

Despite the subject being integrated, it was timetabled as Civic Education, History and Geography and as such this allowed for teachers to teach their respective subjects where they had received training. This of course is contrary to government policy on the subject.

With regards to whether there had been any sort of in service training that was undertaken by teachers in line with this integration to improve competence in handling the curriculum, 15 participants asserted that they had not been given any form of training with regards to teaching the revised Social Studies curriculum due to lack of experts in the subject to facilitate training of others. The other issue that was prominent from the responses was financial constraints to send all the Social Studies teachers for National SOSTAZ meetings. Participant H1 from school A indicated:

We have not been given adequate in - service training on the delivery of the Integrated Social Studies curriculum due to lack of experts in the subject. However, chances to study its implementation, though not enough has been given through the Social Science Teachers Association of Zambia (SOSTAZ) and this has given a platform for teachers to learn. Unfortunately, due to financial constraints, we failed to attend the SOSTAZ meeting last

year. The sad part again no district SOSTAZ meeting to orient teachers was conducted.

Regarding the combination of these subjects and teacher qualifications (competence), Participant TR 5 from school B asserted:

Geography is a far wider subject than it is being depicted in this integrated approach. Furthermore, in tertiary Education Geography, for instance at the University of Zambia Geography is studied under the school of Natural Sciences while Civic Education is a Social Sciences and as such this integration by its very nature is cumbersome and as such has a huge bearing on teacher competences.

Apart from ascertaining the kinds of attitudes and competences teachers have towards teaching of Civic Education as part of Social Studies in the revised curriculum, the third question was: *What challenges are faced by teachers and learners in handling an integrated Social Studies revised curriculum?* Views from participants in this study were important in answering the research question. From interviews and FGDs conducted in this study, five themes emerged which included: Difficult to assess and consolidate the results, inadequate teaching and learning materials, too bulky and weakness in some components.

All participants in this study felt that assessment in the integrated curriculum was a challenge. This was as a result of lack of trained teachers of Social Studies in all sampled schools. Participants revealed that teachers who are specialized in different subject areas teach according to their specialization. This implies that the revised curriculum being an integration of three learning areas (Geography, History and Civic Education) was being taught by teachers who are specialized in the respective subjects. Therefore, responses from interviews and focus group discussions revealed that Social Studies was handled by more than one teacher and within the area of specialization as it was done before its integration in 2013. Participant DHC indicated that,

Presently, we don't have trained Social Studies teachers. It is taught by three teachers who are specialized in each of the three components of the subject.

One teacher echoed the same view shared by Participant DHC when responding how he assess his learners. He stated that:

For me since am trained to teach Civic Education, I assess the Civic Education component and the other components are assessed by my colleagues who handle them.

The foregoing scenario has made assessment a big challenge as the participants revealed that when it came to assessing learners each teacher prepared his or her questions and then the three parts were merged to make one paper. When it is time to mark, each teacher marked his or her component and then recorded the marks. The last teacher to mark the paper added up the marks to come up with the final mark. However, most participants complained that it was difficult to come up

with one consolidated Social Studies examination paper due to the laziness, constant absenteeism and lack of commitment to duty by some teachers. It was further noted by the participants that when it came to analyzing the results it was difficult to know who among the three teachers had made the learners fail as Participant H3 from school A indicated:

As an HOD I am not in support of Civic Education being taught as part of the Integrated Social Studies Curriculum. It is difficult to assess which subject is not performing well because assessment is done as an integrated unit. It is thus difficult to know which teachers are performing and which ones are not. You will find that when learners have done well after examinations, even teachers who didn't do a good job are praised when the truth is that they rode on the backs of those who taught well.

Contributing on the same, Participant TR 7 from school C had the following to share:

Sir, in as far as assessment is concerned, the greatest challenge is compilation of test results. What I have observed is that some teachers are not committed to duty and they are slow in marking their work. Therefore, it takes time for the results to be put on the report form. The same when it comes to submission of the exam paper to the examination committee for scrutiny. The Social Studies paper is usually the last to be submitted due to the delay by some teachers to set their components.

Findings also suggested that literature in this respect was of poor quality. The participants argued that the new text books for integrated Social Studies were shallow and tended to dilute information because of the attempt to fuse the three subjects into one. They also argued that in the three, there was no vast array of books to pick from and as such there are inadequate books. Furthermore, some participants also asserted that there were inadequate teaching and learning materials for the new integrated curriculum in schools. Participants TR5 from school B remarked:

The text books we have are not to the standard. Most of them have lots of errors both grammatical and content. The quality of the text books further is poor and the content shallow. From the look of things, the books were hastily published to meet the syllabus. I feel bad for the young pupils who think everything they read is correct. For me, I usually have to go on the internet to get factual information. I don't really understand the criteria used to recommend some books in schools.

The participants further revealed that materials in terms of text books were inadequate and this has contributed to poor performance of learners during national examinations. Participant TR 1 from school A said:

Currently, the major problem is lack of materials because the government has not supplied enough books in schools. You know schools need a wide range of materials for effective learning and teaching. Most of our classrooms

are not enhanced enough with materials to study and use in the Social Studies lessons. As a school, we struggle to obtain the books and other learning materials we need to deliver quality lessons especially that the school fees were reduced and schools are struggling financially. This has made some of us to go back to the old materials.

In Focus Group Discussions, learners of Social Studies also acknowledged the availability of text books but the recurrent response was the inadequate numbers of the books in their schools and not the poor quality. As Participant P 8 from school B lamented:

We have a problem with the number of text books in our school. we only have one text book usually found with the teacher. We therefore, depend on the notes given by our teacher for our studies.

Findings pointed out that Social Studies being an integrated study area was bulky. Learners found it difficult to understand everything in the syllabus. Almost all the participants indicated that they fail to strike a balance between Social Studies components as an integrated subject. Several of the participants observed that some learners only like the Civic Education and Geography components and fail to understand History concepts. Hence poor results during assessments. This was evidenced from pupils in their Focus Group Discussion where Participant P 4 from school A stated:

Am not strong in all components or subjects in the integrated curriculum especially History. Last term for example, I did not do well in Social Studies because I failed History which I am not good at and because of that do not think the combination of these subjects is good.

Commenting on the same, Participant P3 from school A said:

I don't like the integrated system because it combines subjects that I like with the ones that I don't like and so, when I fail the subject that I do not like, even the subject that I like is affected and as a result I fail the whole subject.

Most participants in the study observed that the contact time allocated to Civic Education and the other components was not adequate to achieve the objectives of the curriculum. Some participants asserted that learners do not acquire the necessary civic skills because of limited time allocated. They also indicated that they only met learners to teach the respective components once in a week. Commenting on this issue Participant TR 8 from school C said:

Time is not enough because if you look at Social Studies, it has Subjects namely Civic Education, Geography and History. Before the introduction of this curriculum, these subjects had five periods week. However, from the time Social Studies was introduced, the number of periods has reduced to six for all the three subjects. This implies that work to be covered is too much for the given period. Therefore, there is always failure to complete the syllabus

Pupils also during their Focus Group Discussion shared the same view with regards to the aspect of time and voiced out that contact time with learners was not enough. When asked whether time allocated to teaching Civic Education as a component of Social Studies was adequate, almost all the learners indicated that time was not enough for effective teaching and learning.

As Participant P6 from school B explained:

The number of periods for Social Studies on the time table is not enough for effective delivery of lessons especially that the curriculum has three subjects combined. I feel there is need to increase the periods to at least twelve.

IV. DISCUSSION OF THE FINDINGS

From the findings presented in this study, it was clear that the integration levels of Civic Education as a component of Social Studies had challenges. All participants interviewed stated that Civic Education topics and concepts in the revised Social Studies Curriculum were not adequate. They indicated that some important values and knowledge that should influence students to be good and active citizens in Civic Education had been excluded. It was further established that previously, Civic Education as a standalone subject had sixteen (16) topics and thirty-two (32) sub-topics according to CDC (1997) while in the revised curriculum there are five (5) topics and nineteen (19) sub-topics (CDC, 2013). The implication was that the integration of Civic Education into Social Studies was received with mixed feelings because of its exclusive nature. This view was contrary to Isiteketo and Siame (2019) in their findings on the opportunities of teaching Geography in the integrated Social Studies curriculum who noted that, there was better coverage of Geography content and effectiveness in teaching.

However, the findings of this study were in line with Fito'o (2009) in his exploratory case study of Citizenship Education in Social Studies curriculum in the Solomon Islands whose finding indicated that the important values and knowledge that should influence students to be good and active citizens in Citizenship Education had not been included in Social Studies curriculum. Essentially, the researchers were of the view that the content of Civic Education in the revised integrated Social Studies curriculum was enough to teach civic values, knowledge and skills due to the high number of Civic Education sub-topics in the Social Studies syllabus. The syllabus has nineteen sub topics (CDC, 2013). The challenge was on pedagogical gaps and lack of appropriate professions in Social Studies. This observation resonates well with the finding of Silongwe (2019) who observed that, despite the revised Social Studies curriculum having some advantages, in many ways, it was found that there were some challenges like lack of qualified teachers and teaching materials for the subject.

In addition to the preceding finding, the study also revealed that Civic Education was offered at all levels of the Zambian

education system. Civic Education in Zambia had been included in the core curriculum of the 1977 education reform report but later removed. The curriculum reformers of 1977 emphatically argued that Civic Education should be one of the core subjects pupils from elementary level (primary) and junior secondary level should learn. Later there was a strong feeling that Civic Education should be offered at all levels of the education system in Zambia (senior secondary and tertiary inclusive). Civic Education is currently taught as part of the integrated Social Studies curriculum at primary and junior secondary school levels of education. CDC (2013) asserts that Social Studies was adopted in both primary and secondary curriculums to be taught as a single subject in order to be responsive to the needs of individual learners and equip them to contribute effectively to national development and help shape learners to respond to the changing education and economic environment and be self-reliant. At senior secondary school it is taught as a standalone subject. According to the MoGE (2015) Civic Education at this level also equips the learners with knowledge and skills either to continue with the academic education or pursue pre-vocational and life skills. At tertiary levels, it is offered both as a standalone subject and in the integrated form as Social Studies.

From the findings presented in this study, it is clear that participants had mixed feelings on the attitude towards the revised Social Studies curriculum and teaching Civic Education as its component. Participants who had a negative attitude disclosed that they were not involved as major stakeholders when coming up with the curriculum. For them, the curriculum was imposed on them by government. Consequently, they claimed that they did not have full understanding of the implementation process. This argument was in line with Samwambila (2017), who revealed that teachers' attitude towards implementation of the Social Studies revised curriculum was somehow negative due to the misconception and how the teachers felt to be sidelined in the development and implementation of the revised curriculum. This lack of teacher involvement could be responsible for poor teacher articulation of the revised curriculum even when the intention may be good. The researchers were of the view that the government needed to understand from the onset that curriculum understanding is of importance in the implementation process as this position may shape teaching either positively or negatively.

Participants who had a positive attitude towards teaching Civic Education as a component of the revised Social Studies curriculum indicated that the general concepts of Civic Education were incorporated in Social Studies. This finding was in line with Moobola and Mulenga (2020) who revealed that the 2013 revised Social Studies content was responsive and relevant to the learning needs of the learners. However, the foregoing finding was in contrast to the findings of Hangoma (2020) whose findings revealed that Social Studies being an integrated study area was too wide hence making it

bulky. Hangoma observed that learners find it difficult to comprehend everything in the syllabus. The researchers were of the view that with proper training of teachers on the implementation of the curriculum, the syllabus would be completed in good time. Through trainings, teachers would develop the necessary competences, skills, appropriate attitudes and knowledge which would help them teach Civic Education effectively as a component of the revised Social Studies curriculum.

The study revealed that participants were not involved in coming up with the revised Social Studies curriculum. This was in line with Mata (2012) who argued that teachers can manage the implementation of a new revised curriculum if they are considered as integral parts of the change process. Therefore, the lack of teacher involvement could be responsible for poor teacher articulation of the revised curriculum even when the intent may be good. It should be noted that the curriculum conception was of high importance in the implementation process and government needs to understand that this aspect may shape teaching either positively or negatively. Hence the call for the involvement of teachers in devising changes so as to have a smooth transition in the course of implementation at school level.

In the same line, it was revealed that some teachers had a huge resistance and negative attitude towards implementation of the curriculum because they were not involved during the initial stages of the implementation of the Social Studies curriculum. They however, acknowledged that curriculum changes were important in this fast changing world but still reiterated that consultation of all stakeholders still remained cardinal.

The current study revealed that, all the three sampled schools had no trained teachers to teach the integrated Social Studies curriculum. Those who were tasked to teach the subject were compelled to teach it because they were thought to have knowledge simply because they were knowledgeable in their respective areas being Civic Education, History and Geography. This disclosure left the researchers to wonder how the subject would be taught effectively if in the first place teachers who were teaching the subject were not trained in Social Studies. This result is in line with the findings of Kantoma (2015) who disclosed that one of the problems that was faced in the implementation of Social Studies in Kaduna state, Nigeria was inadequate qualified teachers that were used to teach the subject. Hence there was a resort to use teachers who were specialized in History, Geography, Economics and Government to teach the subject, although knowing fully well that they lacked Social Studies orientation. In the same vein, Nyambe (2015) argues that the absence of trained teachers in a particular course hinders the delivery of quality subject matter to the learners. It is for this view that it is highly felt that the government needed to do enough consultation with the key players who in this case are the teachers so that some concerns are fully addressed without difficulties. The researchers were of the view that the Ministry of Education

should employ trained Social Studies teachers to improve subject delivery.

The findings further established that there was inadequate information from teacher on Continuing Professional Development (CPD) activities. Some participants revealed that they had not done any in-service training based on the new revised Social Studies curriculum because there were no experts in the subject and the information provided by the government was inadequate. Deputy Head teachers and HODs stated that lack of appropriate information on the implementation of the curriculum during CPD activities was frustrating in implementation the revised Social Studies curriculum. Participants noted that there was lack of trained Social Studies teachers to orient other teachers through CPD activities, cluster meetings and Professional Subject Associations. The finding was consistent with the recommendation made by Isiteketo and Siame (2019) in their study that, the Ministry of Education through the schools and resource centers should spearhead CPD activities in the new integrated curriculum approach to train teachers who were trained in the old methodologies. This will enable teachers get acquainted with the new approaches to teach an integrated curriculum and overcome challenges related to delivering the curriculum.

The findings also revealed that teaching and learning materials were available in the form of text books and teaching materials but not enough in all the sampled schools. The government did not distribute enough Social Studies books after the introduction of the curriculum in 2013. Participants indicated that as schools, they were struggling to get the right materials. This made teaching and learning activities hard. Furthermore, the participants observed that the published Social Studies text books had a lot of mistakes and of poor quality. This had negatively affected the teaching of Civic Education and the other components. This was in line with Jamieson (2013) who observed in his essay which explored the value and state of Civic Education in the USA that one of challenges in teaching Civic Education was that Social Studies text books did not facilitate the development of needed civic skills. The finding was also consistent with the findings of Musilekwa and Mulenga (2019) who remarked that Social Studies textbooks for the new curriculum were of poor quality and did not match up with the content of the syllabus. In this vein, the researchers were of the view that constant production and revision of teaching and learning materials consistent with the ever changing demands of society should be promoted.

In addition to the foregoing finding, the study also revealed the revised Social Studies being an integrated subject was bulky for learners to grasp everything. Learners were failing to strike a balance between the components of the curriculum. They noted that they were not strong in all the components of the revised curriculum. Some only enjoyed the Civic Education and Geography components and failed to grasp the History aspect.

The study lastly established that time spent on teaching and learning Civic Education as a component of Social Studies was inadequate. Almost all the participants indicated that time was not enough for teaching the subject as the number of periods per week was not enough making it hard for the teachers to cover all the topics within the stipulated time frame of the academic calendar. In the past when the Civic Education was taught as standalone subject had five periods per week but currently all the three components have six periods per week. This translated into two periods per week. The finding was in resonance with Moobola and Mulenga (2020) who found out that time allocated to implementation of Social Studies was inadequate to meet the requirements of the curriculum. The researchers were of the view that there is need to get back to the drawing board and balance the time with the content to be covered.

The curriculum implementation theory developed by Rogan and Grayson (2003) can greatly offer insights on how to implement a new curriculum like the revised Social Studies curriculum. As we may note, any new curriculum to be effectively implemented there is need for financial and material support from government and non-governmental organizations. Schools should be provided with the right learning and teaching materials. Government should employ trained teachers to undertake the implementation process. Government should also put in place monitoring mechanism to ensure smooth implementation of a curriculum and to gauge whether the goal and objectives of the curriculum are being achieved. Furthermore, Government and stakeholders should see to it that important factors in the implementation of a curriculum such as time allocated to a subject, teacher's knowledge among others were put in place.

V. CONCLUSION

The study concludes that implementation of the Social Studies curriculum and teaching Civic Education as a part of the Social Studies curriculum in particular face a variety of challenges that impede on the successful implementation during the teaching and learning process. In the light of these challenges, the teaching of Civic Education was likely to fail to deliver the desired outcome. Since teachers are the major implementers of the curriculum, the findings have shown that there is a need to provide opportunities for their participation during the formulation of the curriculum. Doing so may allow teachers to play their roles effectively in curriculum development, eventually implementation. The Ministry of Education should devise ways of providing quality and relevant teaching and learning materials that were consistent with the Social Studies revised curriculum. The government should make sure that all the relevant Social Studies curriculum materials such as Syllabuses, teacher's guides and text books were developed as well as disseminated to all secondary schools at the right time.

VI. RECOMMENDATIONS

Based on the results of the study and conclusions drawn, the following recommendations are made:

1. The Ministry of Education (MoE) should employ trained Social Studies teachers ensure that the revised Social Studies curriculum is revisited to iron out all contested issues such as number of periods per week, substandard learning materials, assessment of learners, provision of in-service training to teachers and pupil's weakness in some components of Social Studies.
2. The MoE through the Curriculum Development Center (CDC) should carefully revise the substandard text books in schools.
3. Colleges of Education and Universities should continue training teachers of Social Studies in detailed methodology of Civic Education skills acquisition.

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