

PRIMARY SOCIAL STUDIES IN MALAWI:
AN EXPLORATION OF FACTORS
RELATED TO STUDENT ACHIEVEMENT

A Thesis

By



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Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirement
for the Degree of Masters of Education

Department of Curriculum: Humanities and Social Sciences

Faculty of Education
University of Manitoba

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ABSTRACT

Student achievement in the Social Studies is an important concern in Malawi. This study explored some factors which affect student achievement in grade 6 Social Studies. Specifically the study focused on the impact of the following influences on student achievement: teachers' awareness of curriculum objectives, teachers' estimation of the importance of curriculum objectives, timetable allocations, availability of instructional materials, teachers' estimation of the status of the Social Studies, adequacy of in-service training and teachers' knowledge and use of integration as a strategy in primary school Social Studies.

Ten schools in Mangochi District in Malawi were randomly selected to explore factors related to student achievement. The 18 teachers and 502 students in grade 6 in the schools formed the sample for the study. Questionnaires, interviews and observation schedules were used to gather data from the teachers. An achievement test was administered to the students.

The survey indicated that student achievement was poor. There was a moderate positive relationship between teacher awareness of objectives and student achievement. Social Studies instructional materials were not available in all the schools, and allocated time for the Social Studies was misappropriated. Teachers indicated a need for in-service training related to integration strategies and

the teaching of higher level cognitive skills.

The study indicated a pressing need for instructional materials and for in-service training for the teachers to orientate them to the objectives of the curriculum and appropriate strategies for the improvement of student achievement.

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CHAPTER I

PRIMARY SOCIAL STUDIES IN MALAWI:

AN EXPLORATION OF FACTORS RELATED TO STUDENT ACHIEVEMENT

Introduction

This study explores some factors related to student achievement in grade 6 Social Studies in Malawi; notably teacher awareness of Social Studies objectives, timetable allocations, distribution of instructional materials, teacher estimation of the status of the Social Studies in the primary school curriculum, adequacy of in-service training in the Social Studies, and teacher understanding and use of integration as a strategy.

The new Education Plan in Malawi (1985-1995) emphasizes the importance of problem-solving and scientific and reflective thinking as a foundation for effective participation in society. It calls for appreciation of the culture, economic independence, self-sufficiency, loyalty, and interdependence.

The Social Studies has a very important role in putting into practice these goals of education for the development of citizens who are culturally literate, knowledgeable about their environment and ready to participate in the task of building a nation (Scanlon, 1964). Within the Social Studies in particular, life skills, knowledge of civic duties, rights, and responsibilities contributing to citizenship of Malawi are emphasized. Through the Social Studies pupils are encouraged to develop an appreciation of and positive attitudes

towards serving and supporting the precepts and cornerstones of the Republic of Malawi. They are urged to recognize the interdependence of nations, develop research skills, self-confidence and respect for human dignity and the worth of the individual.

Experience has shown that good performance in grade 6 is a positive indicator for achievement in grade 8, which leads to selection for secondary school education. To improve student achievement and in order to attain the national goals of education stated in the new plan, more practical programs are required in the development of citizens who are aware of their roles in building the Malawi nation. The teachers and students are overwhelmed by the number of subjects which has increased markedly over the years. The conflict between the stage of cognitive development of the child, and the problem of a crowded curriculum determines the foci of this study. Such a fragmented curriculum is unmanageable and gives lip service to the goals of education stated in the new ten year plan in Malawi.

Effective implementation of the goals in the Education Plan which can be realized through the Social Studies would be demonstrated in part by student performance in the various grades in the education system as well as their future civic activities. An examination of their initial achievement in grade 6 in the Social Studies curriculum and some factors related to that achievement should enlighten curriculum developers and policy makers in the country.

Problem and Purpose of the Study

This study focuses on student achievement and some factors which may have an impact on such achievement. Specifically the study addresses the following questions:

- a) To what extent are teachers aware of the general objectives in the syllabus?
- b) What is the teachers' estimation of the importance of the objectives?
- c) What are the time allocations in the primary school curriculum, and how do these allocations encourage student achievement?
- d) Are there enough instructional materials for the Social Studies?
- e) What do the teachers perceive the status of the Social Studies to be in light of the prevailing conditions that surround the discipline?
- f) Have the teachers undergone any in-service training for Social Studies since the last revision of the curriculum?
- g) Do the teachers understand and use integration as a strategy in their teaching of certain topics in geography, civics, and history which make up the Social Studies in Malawi?

These questions when investigated should provide information which may provide insights into factors affecting the achievement in the Social Studies with regard to the stated goals of education.

There is considerable evidence that teacher awareness of objectives

is related to student achievement. The curriculum being relatively new it may well be that teachers simply do not know it.

The teachers must also have a sense of the importance of the objectives to be able to treat them equally during implementation. If they have no sense of their importance they may be inclined to ignore the subject. There is reason then to investigate how the teachers fare with the objectives of the Social Studies.

A lot of research has been done in other countries on allocated time or instructional time and much on engaged time or time-on-task. Since engaged time or time-on-task is a product of allocated time, it is worth investigating how much time is allocated for the Social Studies in Malawi before engaged time is considered. How teachers distribute the available time across subjects is also worth investigating.

In the researcher's experience the various syllabi in Malawi place heavy demands upon teachers. As such, it may well be the case that Social Studies is being allocated less time than that which is recommended. If this turned out to be the case, time allocation would be an important factor to investigate in this study.

The teachers and students need teaching and learning materials for mastery of the content and skills in the Social Studies curriculum. They need to practise the various skills of map reading, map making, interpretation of charts, diagrams and graphs and other research skills, and react to civic case studies. In Malawi, according to the researcher's experience certain subjects receive more instructional materials than others. If this turned out to be the case in the area of Social Studies,

availability of instructional materials would be worth investigating in a study of factors related to student achievement because effective implementation of the curriculum requires instructional materials.

It is generally accepted that the way teachers perceive the importance of the subject in the school curriculum dictates the subject's status (Morrissett, 1986). Additionally, where there is authoritative prescription of subjects, teachers and students are encouraged to place emphasis on those subjects where the authority lays emphasis. In Malawi the curriculum is prescribed by the Ministry of Education and Culture and lays emphasis on reading, arithmetic and writing. In this case it is worth investigating how the teachers perceive the status of the Social Studies as a factor that can influence student achievement.

It is widely accepted that in-service education and training for teachers can play an important role in curriculum implementation and student performance. In Malawi most teachers received their preservice training prior to the introduction of the new Social Studies curriculum, thus emphasizing the importance of in-service training.

Given this situation, the prevalence and adequacy of in-service training would seem to be an important factor in improving student achievement. Thus the position of in-service training seemed important in a study of factors related to student achievement, to provide some information that could be useful for curriculum developers and policy makers.

As civics, geography and history are laid out as separate subjects in the curriculum, but examined as one subject in the Primary School

Leaving Certificate Examination, it should be of interest to explore the teachers' strategies in teaching the three subjects for successful performance in the examination. In particular, the teachers' knowledge and use of integration as a strategy and its place in the structure of the Social Studies would seem to relate to student achievement in such a setup.

The exploration of the prevailing conditions through these questions should enlighten curriculum developers in Malawi.

General Background

Malawi is a long, narrow country which was once part of the sixteenth century Malawi Empire in East Central Africa, stretching some 852 km (530 miles) from $9\frac{1}{2}^{\circ}$ to 17° south of the Equator, but only 160 km (100 miles) wide at its broadest part. It has a total area of 118,484 sq. km (45,366 sq. mls). Lake Malawi is 570 km (355 miles) long and 16 to 80 km (10 to 50 mls) wide. The total land area is 94,396 sq. km (36,481 sq. miles), Agnew & Stubbs, 1972). The climate is diverse due to the varying topography. Altitude ranges from 3,013 m. (9,884 ft.) for Mount Mulanje to 70 m. (200 ft.) in the Shire Valley on the Mozambique border (See Figs. 1 and 2).

Malawi has a population of over 7 million people. The 1977 census reported 5,547,460 with a growth rate of 2.9%. The country is a legacy of the British Empire. It was declared a British Protectorate in May, 1891 under the title of British Central Africa, renamed the Nyasaland Protectorate in 1907 headed by a governor (Robertson, 1970).

The country achieved independence on July 6, 1964 and was renamed Malawi (referring to the reflected sunlight of Lake Malawi), and became a republic on July 6, 1966.

The Role of Education in Malawi

Pre-Independence

In Malawi formal schooling was introduced by the Universities Mission to Central Africa with an abortive start in 1860. Success was achieved through the hard work of Bishop Steere in 1881. By 1875 the United Free Church of Scotland Mission opened its station under Dr. Laws in the north of the country. The Church of Scotland Mission led by Dr. Alexander Hetherwick opened another mission station in the south concentrating on Blantyre. Later on, Dr. Andrew Murray of the Dutch Reformed Church opened a mission station in the centre. By 1889 the Roman Catholic White Fathers began their work in the country (Rose, 1970).

Before the Phelps-Stokes Report of 1922 and 1924, the curriculum in the early mission schools emphasized evangelization and was primarily concerned with learning how to read the Bible. It emphasized religious and moral instruction in all schools to produce Christian graduates who would be obedient and loyal to the colonial power's values under the cover of Christian values to perpetuate the status quo. The first Education Ordinance was drafted in 1927 following the recommendations of the Phelps-Stokes Report of 1922 (Scanlon, 1964). The Phelps-Stokes Commission's goal was to find out how relevant the

curriculum of education was to the African environment in West, Central and East Africa. The goals of education which appeared in the Code and Syllabus of Instruction of 1931 were based on the existing mission school syllabuses and recommendations of the Phelps-Stokes Report which advocated the adaptation of education to the individual person and the African environment. The Report emphasized that the African child needed education that would not only encourage Bible reading and Christian moral values but the development of healthy bodies, healthy minds, healthy environments and life skills (African Education Commission, 1922).

Furthermore, the syllabus that appeared in the 1930's was organized around the eight goals of education recommended by the Phelps-Stokes Commission. These were: health of the individual; use of the environment; preparation for home life; use of leisure time; literacy (reading and writing); numeracy (arithmetic); moral development and religious life (Scanlon, 1964). Thus the 1931 syllabus listed nine subjects: Religious and Moral Instruction, English, Vernacular, Arithmetic, Hygiene, Historical-Geography, Nature Study and Agriculture, Practical Handwork and Singing (Government Printer Nyasaland, 1931).

This curriculum was intended to provide an all-round education. It was supposed to encourage individual physical and mental growth as well as life skills in addition to spiritual and moral growth emphasized in the mission education. It deplored the negligence of the mission school authorities in developing individuals who would grow their own food, work with their hands to improve their homes and the environment for the common good.

The Social Studies in the curriculum of the 1930s and the 1940s, as shown by the syllabus of the Scottish Mission school in Blantyre, was fragmented. It was "Other Lands and Civics", and contained topics on the physical features of Nyasaland (Malawi), trade and communications, world physical features, stories from other lands, and moral education for healthy community living (Hetherwick Press, 1946).

In the 1950s only minor revisions were made to these syllabuses; for example, Nature Study became Rural Science, and Moral Instruction was included in Religious Instruction. Historical-Geography and Civics became History, Geography and Civics by 1960. This change required detaching the content of the historical-geography syllabus and created a demand for separate text books which has been economically prohibitive ever since. Teachers too needed in-service training to implement the changes.

Post-Independence

Soon after independence in July 1964, the syllabus was revised under the direction of the Secretary for Education. A UNESCO advisor, Mr. W.A.B. Goodwin, working with a team of inspectors, serving teachers, tutors of teachers' colleges, religious instructors and prominent education personalities of the time undertook the task of revising the Primary School curriculum. These revisions were undertaken because of the need to produce a sense of national consciousness in the new state and the need to provide for economic development and uphold the nation's cultural heritage. The Secretary for Education said that

goals of the revision were:

to equip adequately the majority of pupils who will be leaving school to seek employment in various occupations (a) so that they may use the skills gained in the primary school to improve their knowledge and skills in the occupation in which they are engaged, and (b) so that they may achieve permanent literacy in English and become more useful citizens of independent Malawi ... (and) ... to cultivate a sense of pride in the children's own cultural heritage as exemplified through local customs and manners, traditional institutions, folklore, proverbs and legends (Wareham, 1966).

The revised curriculum introduced new subjects and excluded others. The new subjects were General Science for grades 5 to 8 with Nature Study for grades 1 to 4. Handwork was split into Arts and Craft, Housecraft and Needlework. Physical Education and Health Education were introduced with the idea of developing a healthy nation, and Home Training was introduced in grade 5 for the same purpose. Moral Instruction was incorporated in the new Civics syllabus. The content of the geography, history and civics syllabuses was expanded. The Secretary for Education promised retraining of serving teachers in the methods to be employed in the new curriculum (Ministry of Education, Malawi, 1966).

When Malawi became a Republic in July, 1966, six months after the revision of the curriculum in January, the exclusion of Agriculture in the revised curriculum was of great concern to parents and political leaders. Government leaders demanded that Agriculture, which is the backbone of the Malawi economy, should be reintroduced in the curriculum. Malawi has no marketable mineral deposits, and the economy

depends on agricultural products. Hence, the demand for the children to be introduced to the concepts of self-sufficiency in food production. The oversight by the education officials who had revised the curriculum was regrettable. Thus, the curriculum was revised again in 1982 with an explicit emphasis on Agriculture.

The Social Studies Curriculum in Malawi

In the early 1960s Social Science education became known as "Social Studies". It was in the 1960s that Social Studies became a vehicle for inculcating cultural awareness in the process of nation building. Promoting the cultural heritage to replace foreign colonial values became the main concept in the Social Studies. The Secretary for Education noted in his foreword to the 1966 curriculum revision that Civics, Health Education and Social Studies were to be incorporated with the life of the community in order to bridge the transition between school and life in the community where majority of the school leavers will end up (Wareham, 1966).

The concept of Social Studies attracted the Anglophone nations of Africa, as well as Liberia, Ethiopia and Somalia. These nations founded the African Social Studies Program (ASSP) as the pan-African organization mandated to support and encourage Social Studies education in Africa. Since its inception in 1969, the ASSP has advocated the integration of Social Science disciplines, a focus on the community and the nation, an emphasis on skill and attitude development, and child-centred, inquiry teaching methods (Muyanda-Mutebi, 1984). The

ASSP goals are: the promotion and exchange of ideas between member nations; encouraging the notion that Social Studies has potential for promoting change in nations; encouraging the use of Social Studies as a vehicle for citizenship education and nation building; and ~~to~~ encouraging member nations to adopt a Social Studies curriculum which is responsive to the needs of the country (Barth, (Ed.) ASSP Forum, March, 1986).

The 1966 revision of the primary school syllabus in Malawi made special mention of integration as a strategy, especially concerning history and geography, when it advised that, "it is important to think of the primary course as a single coherent experience in the life of the pupils. The several subjects must appear clearly to be interdependent and inter-related and not seem as they often do, to be a random collection of unrelated activities ---"(p. i). On civics, health, history and geography the report went on to say:

Civics, Health, Social Studies --- by integrating these activities with the life of the community it is hoped to bridge the transition which children have to make when they leave school and become full-time citizens (Wareham, Secretary for Education, 1966, p. ii).

A special note on the integration of subjects in the 1966 revision is given for history and geography:

History and Geography may be linked up or integrated with music. The wise teacher will choose songs from other countries and discuss the country in which the song was written (Wareham, 1966, p. 5).

By 1985, 17 African nations had initiated Social Studies programs. Malawi continues to follow a separate disciplines approach and teacher-

centred methods, while the other ASSP member states have initiated the integrated approach. This is due to a long standing tradition stemming from Mission education and British history/geography background. The education officers who were to change the curriculum had gone through the Historical-Geography and Civics program of the 1930s, 1940s, 1950s and 1960s. They could only encourage what they had understood to be Social Studies in their time. This set up was adopted as policy governing the school curriculum.

The national aims of the Social Studies are categorized by discipline. These aims were revised in the 1982 revision as follows:

Geography

- (1) To awaken the interest of the pupil in the physical setting of the neighbourhood, country, continent and the world in which he lives;
- (2) to give the pupil an understanding of the way people depend upon one another by showing how life in the local district is influenced by cooperation of the people in it, how town and country are interdependent, and how the way we live in Malawi is related to life and work in other lands;
- (3) to help every pupil to know his own area, district, region and his country so that he may understand some of their achievements and shortcomings and be ready to help to make them better places in which to live;
- (4) to enable the pupils to know how man has adapted himself to his environment and changed it to meet his requirements;
- (5) to develop in the pupil the essential techniques of map making, map reading and other basic geographic skills so that he will be able to make the best use of the information in life (Ministry of Education, Lilongwe, 1982, p. 85).

History

- (1) The ability to study information accurately by listening, observing and interpreting historical issues;
- (2) to enable the pupil to use imagination to make accurate reconstruction of the past and link with the present;
- (3) to enable the pupil to make an assessment of information presented and to reach balanced conclusions and have a sense of cultural heritage;
- (4) to give the child a sense of pride of his own tribe, nation and race and what role these have played in building up the history of mankind;
- (5) to teach history as a source of pleasure (Ministry of Education, Lilongwe, 1982, p. 111).

Civics

- (1) to inculcate in the pupil civic responsibilities;
- (2) to help the pupil understand what leadership is in his community;
- (3) to make the pupil aware of his duties, rights and responsibilities in the community (Ministry of Education, Lilongwe, 1982, p. 58).

Current efforts to revise the primary school curriculum in Malawi represent attempts to elevate the quality of education throughout the country. These efforts began with the establishment of the Malawi Institute of Education as stated in Government Notice No. 6 of August 1979, which stated that among the functions of the Institute, was to "... undertake, encourage and coordinate curriculum development, evaluation and research ... provide professional services for all professional personnel in promoting the quality of education" (Malawi Institute of Education, 1986, p. 2). As a matter of priority the Malawi Institute of Education has undertaken primary teacher education curriculum improvement. This was due to the demand for in-service of the teachers and production of instructional materials

which were viewed by the Ministry of Education and Culture as prerequisites for improving the quality of education in the primary school sector. Funds for in-service of headmasters (principals), inspectors, teachers, and production of curriculum materials were provided by government and international aid agencies.

Staff of the Institute serve as secretaries on the various subject syllabus committees under the Ministry of Education and Culture. Since 1984 four workshops have been undertaken to review the primary school curriculum in Malawi. These workshops have been attended by staff of the Institute, international professionals from African Curriculum Organization member states, the United States of America, the University of Malawi, inspectors from the Ministry of Education and Culture and tutors from teacher training colleges.

These efforts at revising the curriculum are in response to the primary objective of the 1985 - '95 Education Plan. In the plan the Malawi Institute of Education was charged with the specific responsibility of undertaking a "coordinated review, revision, development and implementation of primary curriculum and teaching materials" among other things (Ministry of Education and Culture, Lilongwe, 1985, p. 2).

In particular the 1985-95 Education Plan for Malawi addresses the following social and political goals:

to support and serve the precepts and cornerstones of the Republic of Malawi in a spirit of unswerving loyalty and dedication; to uphold the ethical integrities and socio-cultural traditions accepted in the nation; to support with utmost vigour the maintenance of national self-sufficiency in food production and the

increase of agricultural productivity for export purposes; to provide a broadly based well-rounded education program for personal advancement as well as the development of the nation's human resources; and to provide the opportunity for the present generation of children to achieve permanent literacy, numeracy, ethical and social-economic knowledge as well as skills.

Since primary education in Malawi is terminal for about 93% of the primary school population the current Education Plan further intends:

to re-orient the primary school curriculum in the latter years of the program towards the community life which most pupils will enter, given the fact that secondary education will be available for only a limited number of pupils (Ministry of Education and Culture, Lilongwe, 1985, p. 4).

The implications of the new Education Plan in Malawi cited above call for some revision of the primary school curriculum. The Plan recognizes that for the vast majority of school age children primary school is terminal. This being the case, the plan addresses two overall aims for primary education: permanent literacy and life skills. This new policy bears directly upon the present primary school education in Malawi. The need for curriculum revision is of paramount importance if the Education Plan is to be effectively implemented.

This Plan calls for a core curriculum that "upholds the ethical integrities and socio-cultural traditions accepted in the nation" in which everyone has an opportunity to reach a certain minimum level of competence in the skills of literacy and numeracy, to develop

attitudes and habits on which the economic system depends and to acquire basic knowledge.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This study involves an examination of the levels of achievement of grade six students in Social Studies and some factors that may be related to such achievement. The factors include: teacher awareness of Social Studies objectives, allocation of instructional time, teacher estimation of the status of the Social Studies and availability of instructional materials, the position of in-service training in the Social Studies and teachers' knowledge of integration in the Social Studies. To gain some insight into these factors it became necessary to review the relevant literature. The first review relates to the nature of the Social Studies in general, and in some African countries in particular. Secondly, literature related to teacher awareness and estimation of the importance of Social Studies objectives in relation to student achievement is reviewed. The third review of the literature concerns the allocation of instructional time in relation to student achievement. The fourth review is on teacher estimation of the status of Social Studies. The fifth review is on availability of instructional materials. The sixth review relates to the position of in-service training in relation to curriculum implementation and student achievement. The seventh and final review is on teachers' use of integration as a strategy in relation to student achievement in the Social Studies.

Nature of the Social Studies

An investigation of achievement in the Social Studies and its status in the school curriculum requires some review of the nature of the discipline and the desired role it may play in the education of the children. How curriculum developers and policy makers present the subject to teachers and how teachers view the Social Studies in the curriculum may have some influence on the achievement of students.

Social Studies has been defined by Barr, Barth and Shermis (1977) as "an integration of experience and knowledge concerning human relations for the purpose of citizenship education" (P. 69). Over the years Social Studies has had several competing conceptions such as emphasis on decision-making, emphasis on Social Science and emphasis on values and moral development. Generally Social Studies has been viewed as a vehicle for transmitting societal beliefs, values, customs and traditions (Barr, et al., 1977).

Armento (1985) points out that most of the research in Social Studies in the 1970s focused on curriculum innovations and pedagogy. However, Haas (1977) points out that Social Studies reforms in the 1970s produced varied patterns of Social Studies curricula. These new directions marked the era of the New Social Studies which altered the history-geography-civics tradition in most countries. Haas lists eight areas in which change occurred after the reforms of the 1970s in the United States:

- 1) ... a return to more history;
- 2) ... greater emphasis on academic skills, especially reading;
- 3) ... a reduction of funds for the purchase of Social Studies materials;
- 4) ... a more vocational emphasis in Social Studies, especially in career education;
- 5) ... a proliferation of new courses and units, especially those having student appeal and teacher interest, such as values/moral education, global issues, and future studies;
- 6) ... more out-of-school, community-based activities;
- 7) ... the use of classroom materials and activities with greater student appeal and involvement; and
- 8) ... less time for Social Studies and Science in the elementary school, with a corresponding increase in time for reading and mathematics (pp. 83-84).

Brubaker, Simon and Williams (1977) picked up the debate and identified five ideological traditions that had emerged since the debate in the era of the new Social Studies. These camps focus on the mode of analysis and instruction:

- 1) Social Studies as knowledge of the past and as a guide to good citizenship;
- 2) Social Studies in the student centred tradition;
- 3) Social Studies as reflective inquiry;
- 4) Social Studies as structure of the disciplines; and
- 5) Social Studies as socio-political involvement (p. 201).

The critiques of each tradition by Brubaker et al. (1977) suggest that teachers in the Social Studies classroom use strategies from two or more traditions. None of the traditions is without flaws. The important thing about the departure from the 1970s is, as Brubaker et al. concluded, that progress has been made in bridging the gaps between past ideologies and challenges of the present changing societies.

However, Haas (1979) and (1981) argues that little progress has been made to redefine the Social Studies. He contends that Social Studies is still an uneasy mixture of courses and topics within a mainstream of "Conservative Cultural Continuity" or "Citizenship Transmission" tradition. In this connection, Shaver and Larkins (1973) and Van Manen (1975) have called for empirical analytic, interpretive, and critical studies on teaching Social Studies. According to Armento (1985) studies cited in theoretical and empirical work on the goals of the Social Studies show the primary concern of Social Studies as citizenship education and its major objectives as the development of knowledge, skills, values and social participation.

Egan (1980), argues that the Social Studies curriculum does not work conceptually and practically because it conceptually lacks the logical and psychological principles necessary to give it a coherent structure. Egan focuses his argument on the weakness of what he calls "Dewey's expanding horizons" form of Social Studies. He observes flaws in Dewey's proposition that children learn about the world through their local environments and immediate experiences. He argues that before children can walk or talk or do anything, they already know love and hate, good and bad more than how to walk or ride a bicycle. This, Egan considers to be a psychological error on which the "expanding horizons curriculum" was based.

Kaltsounis (1979) argues that the Social Studies should provide knowledge and skills needed to cope with given physical and social environments. According to him the main goal of the Social Studies

is to develop the individual's ability to make decisions. The dynamic Social Studies curriculum for decision-making which Kaltsounis proposed is one example of further reform in the New Social Studies. It is based on theory and research findings by various authorities such as Senesh (1968); Jarolimek (1976); Rogers (1963); and Spodek (1963) that children can generalize, conceptualize and develop cognitive skills from an early age.

While these debates on the definitions of the Social Studies have been going on in the United States and elsewhere in the West, independence from colonial powers on the African continent and the ensuing national consciousness introduced a demand for the Social Studies to focus on national development and cultural awareness in active citizenship.

Social Studies in the African Context

Social Studies took time to reach the African continent, probably due to the conservative attitudes of the colonial masters and missionaries who had established formal schooling in the colonies. In the early mission schools and public schools of colonial Africa, history, geography and civics followed the citizenship transmission tradition. In independent Africa this tradition still prevails because Social Studies education is equated with nation building.

Social Studies reform in Africa began with the international conference held at Mombasa in Kenya in 1968 out of which the African Social Studies Programme (ASSP) was formed. Barth (1981) points

out that the objectives of the Mombasa conference emphasized relevant knowledge, improvement of the human condition, an appreciation of diversity and independence. This agrees with Fafunwa (1967) that curriculum reform in Africa after independence has been a corollary to political emancipation and cultural emancipation. The emphasis on Social Studies as a tool for national unity and citizenship education appears in most African Social Studies, especially in member countries of ASSP as in the geography-history-civics tradition.

In Nigeria, Adeyemi (1986), writing on Nigerian Social Studies, states that the 1969 National Curriculum Conference emphasized the need for Social Studies as a tool for national unity and citizenship education. And Habtegabber (1986) in a paper presented at the African Social Studies Forum stressed that the Social Studies as a component of the school curriculum can make a unique contribution to the promotion of African unity on a long-term basis.

Yet when one reflects on the many military coups that have occurred in Africa one wonders if what Merryfield (1986) posed was not overlooked in the Social Studies curriculum reform in Nigeria and at the Mombasa conference: that significant ethnic and religious differences exist and will continue to exist in Africa. The Social Studies may have to address the conflicts between ethnic loyalty and national loyalty as well as loyalties to family, community and the nation which require more than the concept of interdependence to create national harmony.

The Social Studies curriculum in Swaziland is one example of Social Studies being viewed as a vehicle for creating national harmony by developing in children values and attitudes necessary for preventing

conflicts between national loyalty and ethnic loyalty. The goals of the Social Studies there respond to the national goals of education as stated by Ginindza and Fadiman (1981),

"Social Studies first goal is to extend pupils' knowledge of their physical and social environment, secondly, to develop study skills, and thirdly, to form those values and attitudes necessary for harmonious co-existence within one's family, community and nation; and to extend those values and attitudes to include neighbouring countries as well as other countries in the world" (p. 9).

These goals are an example of the emphasis on national unity and citizenship education in ASSP member states.

Teacher Awareness of Social Studies Objectives and Student Levels of Achievement

The lack of clarity and understanding of program rationales, goals and objectives on the part of teachers, according to Davies, (1976), is likely to have a negative impact on student achievement. Studies have shown that children taught by teachers using objectives, appear to benefit significantly more (Davies, 1976) than children taught by teachers not given them.

Rationales, according to Haas (1981), reflect the philosophy or main aims of schooling in a particular society or nation. While there is no firm agreement among educators, according to Haas, as to which statements should be considered "goals" and which "objectives", in this study goals are the broader levels of generality formulated for the entire process of education, whereas the intended outcomes

of Social Studies education are the objectives. According to the 1979 National Council for the Social Studies revision of Social Studies concepts, the basic goal of Social Studies education is to prepare young people to be humane, rational, participating citizens in a world of increasing interdependence.

The implications in Haas' (1981) observations are that teachers ought to know why Social Studies is included in the general education curriculum of the public school. They must know why student-citizens are supposed to learn the content or processes in Social Studies in order to be effective in their teaching. To do this Haas suggests that teachers must have a good understanding of the goals or objectives otherwise they may not know where they are going. They need goals or objectives to help them evaluate student achievement as well as their own accountability.

Silvernail (1979) cites several studies which have demonstrated that behavioral objectives are effective in improving student academic achievement. Dalis (1970) explored the effects of specific objectives, value objectives and paragraphs of information on the achievement of tenth grade health and safety students. Those who were provided with specific objectives scored significantly better than those provided with paragraphs or vague objectives. This research suggests that teachers must specify the objectives so that students can understand the intended outcomes or the expectations of their teachers. In order to do this, they must themselves, have a clear understanding of these objectives.

Belgard, Rosenshine and Gage (1971), in a study where twelfth grade Social Studies students were asked to rate teacher effectiveness on several variables, found that classes of students who gave their teachers high marks for clarity of aims and of presentation achieved more than classes who gave their teachers low marks on those variables.

Lawrenz (1975) found that classes where students understood the objectives of instruction achieved better than classes where students were unable to perceive such objectives. All these studies hinge on the need for the teacher to understand the objectives first and foremost.

The teachers of Social Studies in Malawi are the only sources for content and objectives for the grade six students. Given the research cited above, the extent to which these teachers have a clear understanding of the curriculum objectives may be an important variable affecting student achievement.

Effects of Instructional Time on Achievement

Primary education in Malawi faces a problem of shortage of time. That is, the amount of instructional time spent on basic skills is limited by the number of subjects to be learned, currently thirteen in the Junior Primary and fourteen in Senior Primary. Research and current education policy indicate that more time is spent on literacy and numeracy skills than on life skills (Malawi Institute of Education, Domasi, 1986). Time is also unevenly distributed among the subjects.

Research suggests that active time-on-task is a critical factor in successful learning (Schmidt, Roehler and Buchmann, 1979). That is, the more time pupils spend on a task, the more they will learn.

Schmidt et al. (1979), assert that successful integration of reading and language arts skills with other subject content areas could result in more efficient use of school time. They contend that the amount of time spent on a task could be maximized while achieving the desired end of the task by using efficient and effective strategies such as integration of the content of the Social Studies with language arts. In this case the subject matter of the Social Studies becomes the medium for the language arts content. These suggestions for maximizing the available time by using the content of the Social Studies as a medium for the basic skills could help the Malawian teacher who is forced to ignore the Social Studies in order to teach language skills (Merryfield, 1985) and could affect achievement.

Time-on-task or student-engaged time is defined as the time during which students are actively engaged in or attending to academic instruction or tasks. According to Good and Brophy (1984), it is the product of allocated time multiplied by engagement (observational measures of whether students appear to be on task). Allocated time is the amount of time assigned to a particular subject for instruction. In Malawi allocated time is prescribed in the syllabus and the headmaster (principal) of the school organizes the timetable accordingly.

In an international study by Passow, Noah, Eckstein and Mallea (1976), it was hypothesized that hours of instruction are positively related to mean country achievement levels. They calculated for each country the total number of hours of instruction given to students up to ages 10 and 14 years in science, reading and literature. The hours of instruction were correlated with the test scores. They found

that although the total hours of instruction varied between countries, the country rank order correlation coefficients between hours of instruction and the test scores of the relevant population showed a low positive relationship. In short, the National Case Study reported by Passow et al. (1976) shows some evidence that the hours of instruction in a subject can affect student achievement in that subject. The researchers point out that policy makers should be aware that hours of instruction and learning in particular areas of knowledge may influence school achievement as measured by student performance. Instructional time according to Passow et al (1976) is the number of classroom clock-hours per five-day week assigned for a particular subject. It is the time allocated to a subject for purposes of instruction by the teacher.

Stallings (1980), in her study of 87 secondary remedial classrooms, found that teachers who used more time for noninteractive instruction obtained relatively poor achievement from students. The teachers used allocated class time to grade papers or make lesson plans while students worked on written assignments or read. In these classrooms students were on task by doing what the teachers wanted them to do, but the teachers were not teaching. Stallings found that achievement was also poor in classrooms that had off-task activities. Behaviours like social interactions, behaviour problems, uninvolvement of students, and excessive transition time were related to poor student achievement. This study shows that although time measures per se cannot provide a complete analysis of classroom learning, variations in the amount of academic learning time that take place in a class appear to be reasonably good predictors of student achievement.

Academic learning time according to Fisher, Filby, Marliave, Cahen, Dishaw, Moore, and Berliner (1978) is the amount of time a student spends attending to relevant academic tasks and doing the work with a high level of success.

Research by Stallings (1975), Caldwell, Huitt, and Graeber (1982) cited by Good and Brophy (1984) and Stallings (1980), indicates that increased time allocation in a subject does not always correlate positively with achievement. Findings from these studies show that the mere length of the school day or the length of a class period in schools was not related to student academic achievement. Rather, student achievement depends on how the available time is used, not just the amount of time available (Stallings, 1980).

In the Beginning Teacher Evaluation Study (BTES) by Far West Laboratory (Fisher, Filby, Marliave, Cahen, Dishaw, Moore, and Berliner, 1978) data indicated that student-engaged time, or time on task, and academic learning time were positively associated with student achievement. In that study interaction between teachers and students consisted of presentation of information, monitoring of work, and feedback about performance. Most of the student-teacher interaction took place in a group setting with only a small part of such interaction during seatwork as a one-to-one tutorial encounter. When group time was characterized by high levels of substantive interaction engagement rates were higher. Engagement rates were also higher when students received more contact with the teacher during seatwork. Engagement rates were especially low when students spent two thirds or more of their time in seatwork and had little interaction with the teacher.

The BTES work has shown that one important aspect of teaching is resource management, particularly managing time. The study suggests that policymakers should reconsider the purposes of schooling and the social needs that schools can accommodate. The demands on schools to include greater content cannot be met unless other content is eliminated. The BTES findings generally showed that simply allocating more time in academics did not lead to student achievement.

Further, the study by Stallings (1980) demonstrated that teachers can be trained not just to allocate additional time to academic activities but to use time more effectively in a variety of activities, to vary time with different achievement groups, and to support students to keep them on task.

Evertson (1982) in a study of high and low achieving junior high students reported that low-achieving junior high students were engaged 40 percent of the time in academic activities compared with 85 percent engaged time for high-achieving students. Low-achieving students experienced less variation in the activities that occurred during the class period. Evertson urges that sufficient time and effort should be allocated to low-achieving students.

Schmidt and Buchmann (1983) studied six elementary teachers' judgments on content emphasis, attitudes toward five content areas of reading, language arts, math, science and Social Studies, and sense of competence in teaching those areas, and teacher allocations of time to content. Schmidt and Buchmann found that teachers who enjoyed mathematics more than science allocated more time to mathematics and that teachers who enjoyed teaching reading more than writing stressed reading over

language arts instruction. Teachers' judgements on content emphasis, and their enjoyment in teaching subjects, accounted for some of the variation in curricular time allocations in the classrooms. However, they point out that part of the curricular time allocations were the responsibility of teacher educators who design preservice and in-service programs, as well as curriculum supervisors, school administrators and policymakers at the district and national levels. This was so because the school curriculum was embodied in texts and curriculum materials which implied policy decisions.

Above all, Schmidt and Buchmann found that merely feeling good about a subject cannot overcome inadequate knowledge of subject matter. Their research suggests that there is need to develop teachers' knowledge of, and attitudes toward subject matter to the point they can feel successful in teaching all subjects in addition to training them how to spend time.

While the research reviewed emphasizes the distinction between engaged and allocated time, this study focuses on allocated time. While the issue of engaged time is important, in the Malawian context the primary problem is at present one of simply finding time to teach Social Studies. And in light of Passow et al.'s (1976) correlations this seems worth investigating in itself.

Teacher Estimation of the Status of the Social Studies

Ehman and Hahn (1981) suggests that teachers in the United States are indirectly encouraged to underestimate the role of the Social Studies in education by the national emphasis on "basic skills" which is interpreted to mean more reading, writing and arithmetic in the curriculum and teaching. They make a case that this emphasis on knowledge and

skills should not have allowed the other subjects to elbow the Social Studies from its place in a curriculum which emphasizes citizenship skills. Neither, they argue, should a basic skills emphasis be used to put the Social Studies at a low level.

In a survey by Morrisett (1986) on the status of the Social Studies in the United States, sixteen states reported that Social Studies was neglected due to de-emphasis, or competition with other subjects, mainly science and mathematics. Most of the states reporting in the survey commented on the lack of funding, low salaries and lack of professional leadership at the local level to raise teachers' morale and energy.

Atwood and Finkelstein (1987), in another survey of the status of Social Studies in kindergartens in Kentucky and Iowa, found that teachers cited the perceived community priorities on certain curriculum areas as the greatest barrier preventing them from spending more time on Social Studies in their classes.

The Social Studies teacher in Malawi might have similar perceptions about the Social Studies which are worth investigating.

Availability of Instructional Materials

Research has shown that lack of appropriate teaching materials and clear curriculum guidelines can have a negative effect on the teachers' perception of the status of the Social Studies. Passow and others (1976) in an empirical comparative study of educational systems in 19 countries found that the lack of resource materials lowers achievement in most subjects more than other variables examined.

Experience and practice in Malawi have shown that for a long time

only English, Arithmetic and Chichewa have the privilege of pupils' and teachers' textbooks for every class throughout the country. No readers or resource materials have been provided as yet for Social Studies. Recent research in Malawi by Merryfield (1985) confirms the low status of the Social Studies. She found that there were no teaching materials for Social Studies while English, Arithmetic and Chichewa (vernacular) boasted of one text for each pupil in the schools surveyed. Above all, she also found that time was unevenly distributed among the subjects taught in the primary school. She concluded that as a result of these irregularities teachers had a low esteem for the Social Studies.

These surveys and studies are indicative of those factors which may affect the status of the Social Studies in the school curriculum in the teachers' eyes and may be students' eyes as well. Such a negative status may in turn have a negative influence on student achievement.

In-Service Training

One of the questions in this study concerns the position of in-service education for Social Studies teachers as it relates to student achievement.

Bolam (1980) defines in-service education and training of teachers as:

those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively (p. 3).

Suydam and Osborne (1977) cited a study reported by Willson and Garibaldi (1976) of 112 senior high and 99 junior high school teachers in school districts in Mississippi, South Dakota and Wyoming. Teachers' backgrounds, participation in in-service courses and scores on the National Teachers' Examination in Mathematics were related to their students' achievement on a mathematics achievement test. It was also found that teachers' abilities in Mathematics were not related to their students' achievement, but their participation in in-service courses were related.

Burrello and Orbaugh (1982), report that in-service education programs help to improve staff morale and generate positive changes in teacher behaviour toward students. And as McDonald (1976) suggests, an in-service program can lead to changes in the teachers' classroom activities and actions, and consequently such changes can significantly affect pupil behaviour and learning.

Inadequate in-service programs cannot fully answer the important needs addressed in the Organization for Economic Cooperation and Development (1982) report for INSET projects:

... the teachers need to continue to grow with their personal and professional education; they need to cope with the rapid extensive fundamental changes in technology, economy, culture and politics and stability in the school system in order

to respond to demographic issues of the pupil/teacher ratios (p. 12).

Joyce and Showers (1980) stress that only when the teachers apply what they learn in the INSET program would an impact on pupil learning be realized:

... If the theory of a new approach is well presented, the approach is demonstrated, practice is provided under simulated conditions with careful and consistent feedback, and that practice is followed by application in the classroom with coaching and further feedback, it is likely that the vast majority of teachers will be able to expand their repertoire to the point where they can utilize a wide variety of approaches to teaching and achievement... (p. 348).

Where the curriculum has been revised, mastery of the new curriculum according to Joyce and Showers requires an in-service program that combines theory, modeling, practice, feedback, and coaching for application for effective curriculum implementation.

And as Fullan and Pomfret (1977) suggest, "the main problem with curriculum implementation is that curriculum change requires certain organizational changes in the roles and role relationships of the members putting the innovation into practice" (p. 337). This may require changes in teacher implementation behaviours. These changes can be achieved through in-service training of the teachers.

Fullan and Pomfret, citing studies by Crowther (1972) and Downey and Associates (1975) on implementation of the Alberta Social Studies curriculum, note that not all teachers have the same enthusiasm to implement a new curriculum, and that basic teacher preparation and development through in-service training also counts.

Schubert (1986) asserts that a good in-service program keeps teachers informed about the latest developments. The search in such in-service programs is for teaching characteristics that are associated with higher student achievement. Thus where dissemination of the curriculum involves both qualified and unqualified teachers, the problem of assuming a certain level of background knowledge is acute, and can be provided through in-service program.

Husen and Postlethwaite (1985) reported that successful implementation of programs requires continued in-service education training for teachers over a period of years. Where such programs have been introduced without INSET it is worth finding out how the teachers are faring with their students.

Integration in the Social Studies

Integration in this study is the purposeful combination of different curricula subject matter into one whole. This special kind of combination is obtained by entwining concepts in the Social Sciences. Such an integration subsumes meaningfulness (Schmidt et al., 1979).

Lucan (1981) favours an integrated approach to Social Studies because it is psychologically and philosophically sound and it responds to the changing nature of scientific study. Psychologically, Lucan (1981) argues that:

... children, especially of elementary school age, do not naturally observe the world through the perspectives of the academic disciplines ... on the other hand, a child sees the world as one unit and naturally asks questions which cut across artificial subject divisions. An integrated approach to learning in the Social Studies attempts to follow the child's natural ways of learning, viewing the world as a whole, the teacher's role being to provide experience and to assist the inquiry process by suggesting further lines which might be followed.

Thus an integrated approach to Social Studies is designed to meet children's stages of mental growth and overcome the difficulty encountered by children in grasping the abstract symbols in the academic disciplines (Lucan, 1981).

Philosophically, an integrated approach to Social Studies, Lucan suggests, is more likely to maintain a focus on the instrumental purpose of instruction both to enhance the individual and social goals than is Social Studies instruction that depends on the validity of separate academic subjects. The ultimate goal of education in the Social Studies is the development of desirable socio-civic and personal behaviours.

The progressive nature of scientific knowledge, Lucan (1981) suggests, should not be overlooked by focusing on traditional academic disciplines, because their boundaries are being bridged by new disciplines such as social anthropology, political behaviour, economic history, and cultural geography while important new fields such as population studies and global studies which draw content from various traditional disciplines are also developing. Social Studies is no

exception to such developments because the research of scholars from both the Natural Sciences and the Social Sciences lies near the core of the Social Studies. That is, "the economist, the political scientist, the anthropologist, the sociologist and the social psychologist, even the historian and the human geographer are all really studying the same thing which is the socio-sphere — the billions of human beings on the earth, their inputs, interactions, organizations, communications and transactions" (Lucan, 1981, p. 68).

In the study by Merryfield (1985) it was found that teachers taught Social Studies as the opportunity arose. Perhaps the question should have been "why don't you teach Social Studies through writing?" (Dolgin, 1981); and "why not Social Studies for reading instruction?" (McAllister, 1981). The point is that studies have shown that there is some efficiency in teaching reading and writing through the Social Studies and integration in general in cases similar to the dilemma of the Malawian teacher. Such a unified approach appeals to many Social Studies educators, among them: Barr et al. (1977); Zais (1976); Warwick (1973); Jarolimek (1986); Taba (1962) and many others.

With the development of block-timetabling and efficient use of instructional time, many kinds of integration in the Social Studies have been tried and refined over the years. Lucan (1981) recommends integration while preserving discipline identification. For example in a study of "Sierra Leone" one would discuss its geography, history, economics, population and culture.

This is close to integration through Social Science concepts and generalizations which avoids the structure of the academic disciplines

as in the design used by the Taba School Studies Project (Taba, 1971 and Senesh 1971). This model draws together the concepts, generalizations and data that owe their origins to the academic disciplines, such as cultural change, cooperation, interdependence, differences and causality and uses the "Spiral Curriculum" for ordering the teaching and learning process.

Similarly, theme teaching hinges on concepts (Warwick, 1973) such as "the world about us", "myself", "family", "community", "neighborhood", "our town", "air", "water", "weather", "measuring" and other themes. Interdisciplinary enquiry, team teaching and faculty teaching also operate on themes encouraged by block timetabling (Warwick, 1973) and (Horner, 1973). Teachers using these strategies discuss their individual roles or contributions to a theme like "Man in his/her environment" or "Man and Society" (Kaltsounis, 1979).

Additionally, the "Dynamic Social Studies Curriculum" or a "Social Studies curriculum for decision-making" developed by Kaltsounis (1979), is also based on concepts and generalizations with emphasis on the learners' activities in their environments. The generalizations outlined by Kaltsounis are: "Me and Others", "My Family and Other Families", "My Community and Other Communities", "Movement Toward and Around the Cities", "People Need the Earth", "The Development of Our Society", and "The Interaction of World Cultures".

Most of the examples of integration cited above are applicable to this study with regard to the following advice by Kaltsounis (1979),

Concepts, generalizations, and issues, then, are backbone of the Social Studies program; organized around carefully selected topics, they form a framework that reflects the social realities as well as the social and behavioural sciences. However, this framework should be viewed not as a body of knowledge to be presented to students but instead as a source of specific social studies instructional objectives - both content and process (p. 77).

Summary

Teachers' estimation of the status of the Social Studies as indicated in the literature may stem from the inadequacy of their training. The failure to see the potential for teaching writing and reading skills (Dolgin, 1981 and McAllister, 1981) through the Social Studies has allowed other subjects to elbow the subject out of the other subjects in the school curriculum. The teachers should be able to see and appreciate the role of the Social Studies in the goals of education in the country. They need to be aware of the objectives in order to enhance student achievement.

While the research reviewed in allocation of time was emphasized the distinction between engaged time and allocated time, there is evidence to indicate that, within limits, the more hours allocated to instruction time in a subject, the higher the achievement. The primary problem in Malawi, which this study focuses on, is whether there is enough time allocated for the Social Studies, because allocated time guarantees engaged time or time-on-task.

Finally, the research on teacher awareness of the objectives (Silvernail, 1979 and Davies, 1976), efficient use of time through

integration (Lucan, 1981), the role of in-service education for curriculum improvement, points to the importance of these factors in student achievement.

CHAPTER III

RESEARCH METHODOLOGY

This was a survey research using questionnaires, interviews, observations and an achievement test to collect data from subjects on some factors related to student achievement.

Subjects

Ten primary schools along the M3 and M15 roads in Mangochi District in Southern Malawi (See Fig. 2) were randomly selected out of 18 schools with a student population of 782 in grade 6 taught by 13 T2 and 16 T3 teachers. T2 teachers have an "O" level certificate plus two years training, and T3 teachers have a Junior Certificate plus two years training. Mangochi District is one of the 24 districts in Malawi which are all basically rural. The district has a student population of 1992 students in grade 6 and a student/teacher ratio of 85:1 because the teachers have more than one class.

The 18 schools were listed in alphabetical order and each school was assigned a number 01 to 18. Every odd number and the last number constituted the working sample of 10 schools. The ten schools had a total of 502 pupils in grade 6 with an age range of 11 to 14 years. In total 303 boys and 199 girls wrote the Social Studies achievement test. All the 29 teachers currently teaching Social Studies in the 18 schools were interviewed and asked to complete questionnaires.

Although the sample was drawn from one district, it is quite representative of rural Malawi because the majority of the districts

are rural with no significant socioeconomic differences. All the schools are government-owned. The teachers are trained in government-owned teacher training colleges. Curriculum materials are distributed by the Ministry of Education and Culture when available.

Instruments and Procedures

Several phenomena were investigated in collecting information for this study:

- a) teacher awareness of Social Studies curriculum objectives;
- b) teacher estimation of the importance of Social Studies objectives;
- c) student level of achievement;
- d) timetable allocations;
- e) distribution of instructional materials;
- f) teacher estimation of the status of the Social Studies in the primary school curriculum;
- g) adequacy of in-service training for the Social Studies;
- h) teachers' knowledge and use of integration as a strategy.

Data were collected by means of a Social Studies curriculum questionnaire (See Appendix A), Social Studies achievement test (See Appendix B), an interview schedule (See Appendix C) and an observation schedule (See Appendix D).

The survey questions and the adaptation of the Stanford Social Studies Achievement Test were developed with the approval of my faculty advisors, Dr. John Seymour and Professor Ken Osborne, at the Faculty

of Education of the University of Manitoba, and Dr. Jack Deines, a member of my advisory committee at the Faculty of Education of Brandon University. Dr. Jack Deines particularly helped in the adaptation of the test questions through his experience as a senior visiting lecturer in the Malawi Institute of Education and Brandon University In-Service Teacher Education Project. My experience as a teacher and a member of the Social Studies syllabus committee in Malawi was an added advantage in the process.

Mr. D.P. Chipeta, the current Secretary of the Social Studies Syllabus Committee in Malawi, stationed at the Malawi Institute of Education, helped to check the face value of the items on the Achievement Test in relation to the objectives.

Approval to carry out the survey was granted by the Ethics Committee of the University of Manitoba.

A formal letter of request to carry out the survey in Malawi was written by Dr. John Seymour as chairman of my advisory committee which I presented to the Secretary for Education and Culture before conducting the survey (See Appendix E). A copy of the letter from the Secretary for Education and Culture served as an introduction during the survey.

Curriculum Questionnaire

To document teacher awareness of Social Studies curriculum objectives and their estimation of the importance of the objectives, the teachers were asked to complete a questionnaire (See Appendix A). In particular, the teachers were asked to indicate whether they were implementing the objectives or not. They were also asked to indicate whether they agreed or disagreed with the importance of the objectives.

All the 29 teachers were asked to respond to the items using

a Likert Scale. Responses to the questionnaire were collected in person by the investigator. This ensured a hundred percent return. The responses were tallied in the categories "Agree", "Strongly Agree", "Not Sure", "Disagree", "Strongly Disagree" and "Do Not Understand" on the Likert Scale. They were further computed into percentages. The categories "Agree" and "Strongly Agree", and "Disagree" and "Strongly Disagree" were combined into "Agree" and "Disagree" respectively in the final analysis.

Pearson product moment correlation coefficients (Tuckman, 1972; Brown, 1983) were used to determine the relations between student test scores and teacher awareness of objectives and their estimation of their importance. The correlations were on responses of 18 teachers in the 10 schools against the 502 student scores.

Student Achievement Test

An adapted Stanford Achievement Test (Intermediate II) in Social Studies was administered to the students to determine their level of achievement. This test was selected because its content compared well with the objectives and content of the equivalent grade in Malawi. Only Test 9, parts A and B of SAT, were adapted (See Appendix B). The content of the test was adapted to meet the objectives of civics, geography and history in grade 6 of the Malawi Social Studies curriculum (See Appendix D for a summary of the syllabus). The length of the test was not changed. Part A contained items on the content objectives and Part B had items on skills in line with what Brown (1983)

calls an assumption of content validity. By administering the test at the end of the school year it was assumed (Brown, 1983) that students would have had an opportunity to learn the material covered by the test.

Headmasters of the 10 schools randomly selected for the administration of the student achievement test provided access to class registers for enrolment figures. The timetable (See Appendix E) for administration of the test was mailed to the schools two weeks in advance. All the 502 grade 6 students in the sample wrote the test on schedule. The test was personally supervised and administered by the investigator with the class teachers assisting only in distribution and collection of the test booklets. This was to help standardize conditions of administration and to control possible coaching by the class teachers. Participants were informed that the results would not be used to differentiate between students or schools, nor would they be used to select students into the next grade.

The investigator marked the test personally. The scores were tallied, analysed into standard scores and plotted on tables and charts. The test scores were matched against the relevant objectives on the curriculum questionnaire to determine the level of mastery relative to teacher estimation of awareness and importance of the objectives. Comparison of the boys' and girls' scores was done for interest only.

Interviews

Personal interviews were carried out with all the 29 teachers teaching Social Studies in grade 6 in the schools surveyed. The questions solicited information on conditions concerning Social Studies curriculum implementation (See Appendix C for the interview schedule). The researcher made notes during and after the interview. The responses were studied for obvious categories. They were categorized, tallied and analysed into percentages.

Teachers received the interviewer as a ministry official, and this necessitated probing on responses which appeared to have been unrealistic when they tried to appear polite.

Timetable Allocations

The first two questions in the interview dealt with constraints on the use and management of time. In order to extend the question of adequacy or inadequacy of allocated time and to identify the conditions that may affect teachers' estimation of the status of the Social Studies in Malawi, past and present syllabuses from the Ministry of Education were examined (See Tables 8 and 9).

The teachers were asked if they found the allocated time for the Social Studies adequate. Their responses were tallied and analysed into percentages for the positive and negative responses.

Teachers' use of the allocated time on the timetable was observed by sitting in 15 Social Studies classes which were randomly selected. These observations were used to supplement the question of the perceived status of the Social Studies in the school curriculum (See Appendix G).

Topics covered were noted during discussions with the teacher at the end of lessons. Changes in the use of allocated time were noted and teachers were asked to give reasons for the changes.

Actual engaged time for the student activities in the class was not calculated. Reactions of the students where changes in the scheduled time occurred were observed and recorded on paper by the researcher.

Primary school syllabi were examined and the number of periods allocated per subject was analyzed into percentages. The subjects were then ranked according to the amount of time allocated. A search for old syllabi in the National Archives Library in Zomba, Malawi was conducted to compare trends in the revisions of the content and allocation of time.

Distribution of Instructional Materials

Information on the state of instructional materials for the Social Studies was gathered during the interviews and observations. Specifically the teachers were asked whether they had a published scope and sequence for the Social Studies curriculum. **They** were also asked to indicate what instructional materials were available for the curriculum they were implementing. Responses were confirmed during the observations. The teachers were further asked to comment on the distribution of the instructional materials and how they were coping with the situation.

Adequacy of In-Service Training for the Social Studies

The third question in the interview was meant to find out the position of in-service training for Social Studies in view of the revisions that had gone on in the curriculum. This was to supplement the questions on teacher understanding of the objectives and implementation for improvement of student achievement.

All the 29 teachers were asked whether they had had any in-service training for Social Studies for the past two years. Supplementary questions asked them to indicate if they needed any in-service training in Social Studies and why they needed such training. Their responses were checked off a "Yes" or "No" checklist on the interview schedule (See Appendix C) by the investigator. The responses were tallied and analyzed into percentages.

Teachers' Knowledge and Use of Integration As a Strategy

Four questions in the interview were designed to determine the teachers' knowledge of integration as a strategy in Social Studies which could be used to cover topics that appear in both civics and history or history and geography. Specifically they were asked to indicate if they had taught "Elections" in civics and "the General Election of 1961" in history grade 6 in one lesson or two. They were also asked whether they had taught the "Traditional Authority" in grade 6 civics in relation to the "Environment of the Traditional Authority" in geography grade 4 or not. Two of the questions were particularly meant to find out if teachers were familiar with the integrative

definition of Social Studies (See Appendix C).

The responses were tallied and analyzed into percentages. These questions were asked to find out whether the teachers knew the need for efficiency in learning.

Circumstances of the Research

The letter of permission from the Ministry of Education and Culture which served as an introduction for the researcher to the principals and teachers in the schools gave the study an official status. They received the researcher as a ministry person rather than a neutral researcher or colleague.

These impressions may have created some halo effect (Isaac and Michael, 1985) in the study as teachers may have responded favourably to please or to curry favour for promotion in their jobs. Throughout the research principals and teachers were very pleased and eager to share their concerns in the teaching of Social Studies.

Throughout the completion of questionnaires and the interviews teachers only complained about the lack of teaching materials and the demand for basic skills of reading, writing and arithmetic. They refrained from criticizing the curriculum or suggesting areas which needed improvement, because in Malawi the prescribed syllabus directs what is to be taught in the schools. The teachers are public servants and are not expected to appear critical of government education policy. Their responses regarding their awareness of objectives of the Social Studies were plausible and all objectives were therefore very important under the

circumstances. As a result of this, the researcher had to check pupils' note books during the observations if the objectives had actually been taught in the 10 schools.

Both principals and teachers were very cooperative throughout the interviews, classroom observations and administration of the test. In some cases they had to adjust their timetable to fit the researchers' itinerary mailed two weeks in advance.

In order to control for possible collusion between neighbouring schools the researcher had to administer the test to schools within reach of each other in one day. Students and their teachers were very cooperative during the test. No absentees or dropouts from the population were recorded during the exercise.

Summary

The researcher employed a descriptive survey design to explore factors which may have an impact on student achievement in grade 6 in Malawi. This study sought to determine the position of Social Studies with regard to the stated objectives of the Social Studies curriculum.

Grade 6 students and their teachers were the subjects of this study. A simple random sample of 10 schools was chosen from a population of 18 schools in the Mangochi District of Malawi. A sample of 502 students was selected from the 10 schools. All 29 teachers in the 18 schools were included in the survey. Correlations of teacher awareness of objectives and student scores on the achievement test involved only the 18 teachers teaching in the 10 schools.

The questionnaire, interview schedule, and observation schedule were developed by the investigator to collect the information. A tally sheet was developed to record the responses. An observational sheet was developed to record the teachers' appropriation of allocated time and relevant phenomena.

The Social Studies Achievement Test was adapted from the Stanford Achievement Test (Intermediate II) Social Studies. These instruments were appraised by the three members of the advisory committee, two from the Faculty of Education, University of Manitoba and one from the Faculty of Education, Brandon University, for face validity.

Completed questionnaires and test booklets were administered and collected on site by the researcher. Information on timetable allocations was sought from Ministry of Education and Culture syllabuses.

The investigator analyzed the data applying descriptive statistics. The student scores and teacher responses were analysed manually. The Pearson product moment correlation coefficient was applied to determine the relationship between student achievement and teacher awareness of objectives. No chi-square tests were applied and no causal-comparison of the phenomena was required. A differential analysis of the boys' and girls' scores was carried for purposes of interest.

CHAPTER IV

FINDINGS OF THE STUDY

This study involved an investigation of several phenomena that have potential to affect implementation of the Social Studies curriculum in Malawi:

- a) student level of achievement;
- b) teacher awareness of Social Studies curriculum objectives;
- c) teacher estimation of the importance of Social Studies objectives;
- d) timetable allocations;
- e) distribution of instructional materials;
- f) teacher estimation of the status of the Social Studies in the primary school curriculum;
- g) adequacy of in-service training for the Social Studies;
- h) teachers' knowledge and use of integration as a strategy.

Student Level of Achievement

Table 1 gives a picture of the distribution of scores for the 502 grade 6 students to whom the Social Studies achievement test was administered. Descriptive statistics on the scores communicate clearly their level of mastery as shown in Table 2.

Table 1
Achievement Test Raw Scores

M = Male			F = Female						n = 502								
M %	M %	M %	M %	M %	M %	M %	F %	F %	F %	F %	F %	F %					
54	46	50	44	38	46	22	32	40	28	44	38	42	38	30	42	42	14
56	42	38	44	42	34	28	30	40	36	16	50	30	42	40	32	32	24
56	36	44	36	25	30	26	46	46	44	34	50	36	32	26	34	38	38
36	58	44	38	48	34	28	42	44	42	40	46	22	20	32	58	38	38
36	38	24	44	44	50	48	42	32	30	38	46	52	22	20	42	28	28
28	42	36	42	44	34	28	46	38	34	36	44	32	26	02	30	40	40
34	24	44	20	34	24	24	40	36	36	36	36	32	24	40	30	24	24
32	30	60	34	36	30	38	40	42	64	32	32	32	16	30	36		
50	50	50	34	38	32	46	18	46	44	30	44	36	28	32	32		
28	48	20	40	38	50	42	38	44	26	50	36	36	26	40	20		
42	50	22	38	30	26	36	20	48	42	36	36	44	20	30	22		
40	52	34	48	40	32	40	40	44	56	32	38	34	30	24	40		
34	46	38	12	44	20	32	24	62	24	50	38	28	14	38	38		
30	42	36	46	32	20	38	30	28	48	52	00	26	14	14	38		
40	54	36	22	30	30	42	52	44	40	36	20	42	48	46	50		
28	52	38	40	42	22	36	48	16		48	38	38	24	38	36		
42	46	34	04	38	50	40	48	38		46	30	28	28	26	40		
58	42	34	32	52	34	42	36	40		36	28	32	28	44	42		
20	46	34	24	70	30	40	16	40		32	26	28	18	46	34		
58	30	30	08	50	24	30	36	46		56	20	36	26	28	22		
54	40	36	34	34	42	24	32	50		28	24	24	32	26	18		
54	56	44	42	36	22	38	44	34		36	42	32	28	24	56		
60	42	40	38	50	44	32	36	40		38	44	26	52	36	24		
50	46	36	40	34	32	44	24	46		34	32	00	28	28	42		
60	34	22	46	24	12	28	26	54		50	30	34	38	14	42		
42	26	32	36	24	32	20	44	30		30	30	36	28	46	28		
54	34	68	48	36	36	24	20	44		48	20	34	44	38	28		
52	40	62	50	38	48	22	32	52		36	20	40	38	36	44		
26	38	60	50	42	50	36	26	40		36	58	42	42	30	46		
28	54	58	48	34	30	42	42	56		38	38	14	34	14	44		
36	44	40	32	24	32	46	34	38		48	30	46	36	34	34		
32	30	32	48	48	28	44	22	52		32	28	30	30	38	24		

Table 2

Mean Performance Scores of Students on the Achievement Test

M	36.45	Median	38.2
<u>SD</u>	10.73	Range	70

n = 502

The Mean of 36.45 is quite low as is the Median. The raw scores ranged from 70 percent for the highest to 0 percent for the lowest. A standard deviation of 10.73 shows how widely scattered the scores were around the Mean. Forty-eight percent of the students scored above the Mean and 52 percent scored below the Mean.

Figure 3 is a histogram of the scores and shows the sharp variation of the scores. In Table 3 the Z scores range from 0 to +3 above the Mean and from 0 to -3 below the Mean. The T scores range from 16 to 81 which is a wide range of 65. Only one student had a Z score of +3; two percent were above +2; ten percent scored above +1, and thirty-six percent scored above 0. Of the 52 percent 37 percent scored below 0; 13 percent scored below -1, one percent scored below -2, and 0.7 percent scored below -3.

There was a wide difference between the achievement of the boys and that of the girls. Forty-nine percent of the boys and 27 percent of the girls scored above the sample Mean. However, the ogives in Figure 4 show that more than 50 percent of the scores for both boys

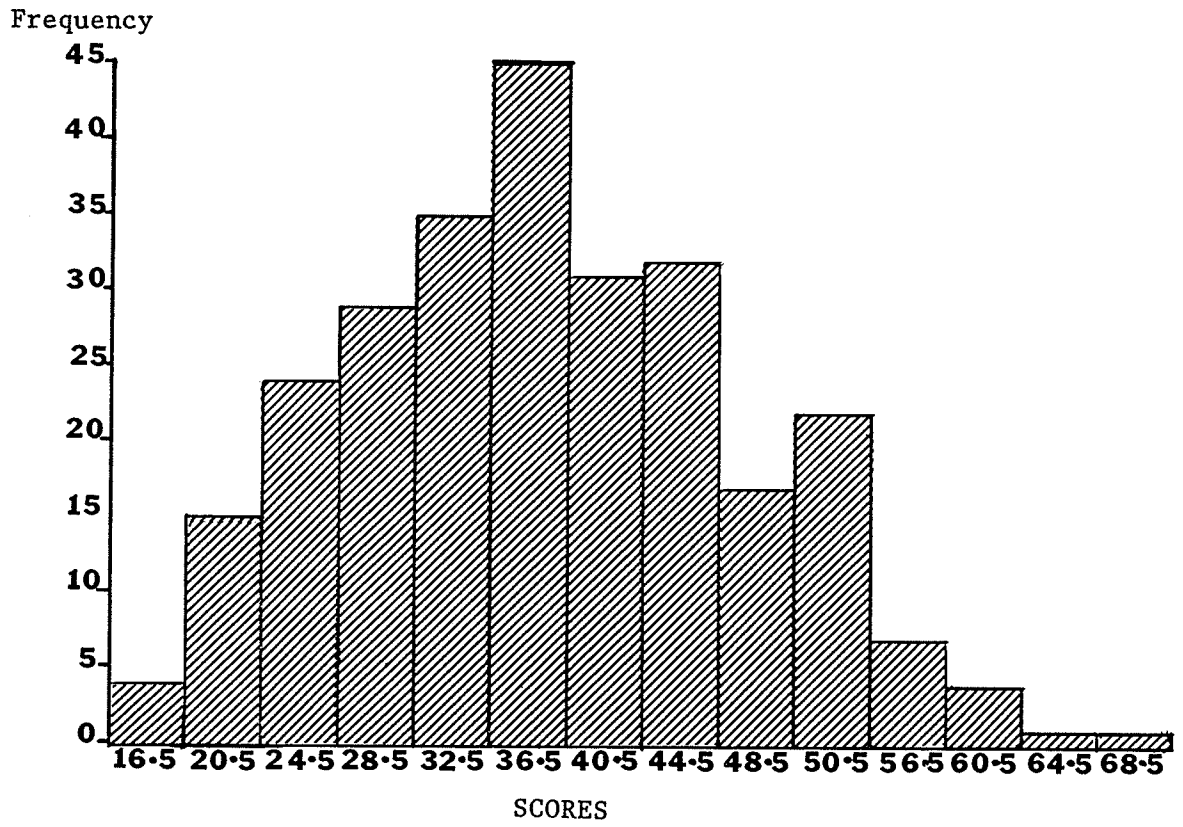


Figure 3. A Histogram of the Scores on the Social Studies Test for 502 Students.

Table 3
Standard Scores and Percentiles

Raw Score Ranks	F	CF	Z	T	Raw Score Ranks	F	CF	Raw Score Ranks	F	CF	Cf mp	CF	PR
69 - 70	1	502	3.12	81	69 - 70	1	501	69 - 70	1	501	502	1.00	100
67 - 68	1	501	2.94	79	67 - 68	1	500	67 - 68	1	500	501	.998	99
65 - 66	0	500	2.75	77	65 - 66	0	499	65 - 66	0	499	500	.997	99
63 - 64	1	500	2.56	76	63 - 64	1	499	63 - 64	1	499	500	.996	99
61 - 62	2	499	2.38	74	61 - 62	2	497	61 - 62	2	497	499	.994	99
59 - 60	4	497	2.19	72	59 - 60	4	493	59 - 60	4	493	497	.990	99
57 - 58	6	493	2.00	70	57 - 58	6	487	57 - 58	6	487	493	.982	98
55 - 56	7	487	1.82	68	55 - 56	7	480	55 - 56	7	480	487	.970	97
53 - 54	7	480	1.63	66	53 - 54	7	473	53 - 54	7	473	480	.956	95
51 - 52	10	473	1.44	64	51 - 52	10	463	51 - 52	10	463	473	.942	94
49 - 50	22	463	1.26	63	49 - 50	22	441	49 - 50	22	441	463	.922	92
47 - 48	17	441	1.07	60	47 - 48	17	424	47 - 48	17	424	441	.878	88
45 - 46	24	424	0.89	59	45 - 46	24	400	45 - 46	24	400	424	.844	84
43 - 44	32	400	0.70	57	43 - 44	32	368	43 - 44	32	368	400	.796	80
41 - 42	35	368	0.51	55	41 - 42	35	333	41 - 42	35	333	368	.733	73
39 - 40	31	333	0.33	53	39 - 40	31	302	39 - 40	31	302	333	.663	66
37 - 38	40	302	0.14	51	37 - 38	40	262	37 - 38	40	262	302	.601	60
35 - 36	45	262	0.04	50	35 - 36	45	217	35 - 36	45	217	262	.521	52
33 - 34	32	217	-0.22	48	33 - 34	32	185	33 - 34	32	185	217	.432	43
31 - 32	35	185	-0.41	46	31 - 32	35	150	31 - 32	35	150	185	.368	37
29 - 30	33	150	-0.60	44	29 - 30	33	117	29 - 30	33	117	150	.298	30
27 - 28	28	117	-0.78	42	27 - 28	28	89	27 - 28	28	89	117	.233	23
25 - 26	17	89	-0.97	40	25 - 26	17	72	25 - 26	17	72	89	.177	18
23 - 24	24	72	-1.16	38	23 - 24	24	48	23 - 24	24	48	72	.145	15
21 - 22	12	48	-1.34	37	21 - 22	12	36	21 - 22	12	36	48	.143	14
19 - 20	15	36	-1.53	35	19 - 20	15	21	19 - 20	15	21	36	.095	9
17 - 18	3	21	-1.71	33	17 - 18	3	18	17 - 18	3	18	21	.041	4
15 - 16	4	18	-1.90	31	15 - 16	4	14	15 - 16	4	14	18	.035	3
13 - 14	7	14	-2.09	29	13 - 14	7	7	13 - 14	7	7	14	.027	2
11 - 12	2	7	-2.27	27	11 - 12	2	5	11 - 12	2	5	7	.013	1
09 - 10	0	5	-2.46	25	09 - 10	0	4	09 - 10	0	4	5	.009	9
07 - 08	1	5	-2.65	24	07 - 08	1	3	07 - 08	1	3	4	.008	9
05 - 06	0	4	-2.83	21	05 - 06	0	3	05 - 06	0	3	4	.007	9
03 - 04	1	4	-3.02	20	03 - 04	1	3	03 - 04	1	3	4	.005	9
00 - 02	3	3	-3.21	18	00 - 02	3	0	00 - 02	3	0	3	.005	9

Mean = 36.45
SD = 10.73
Median 38.2

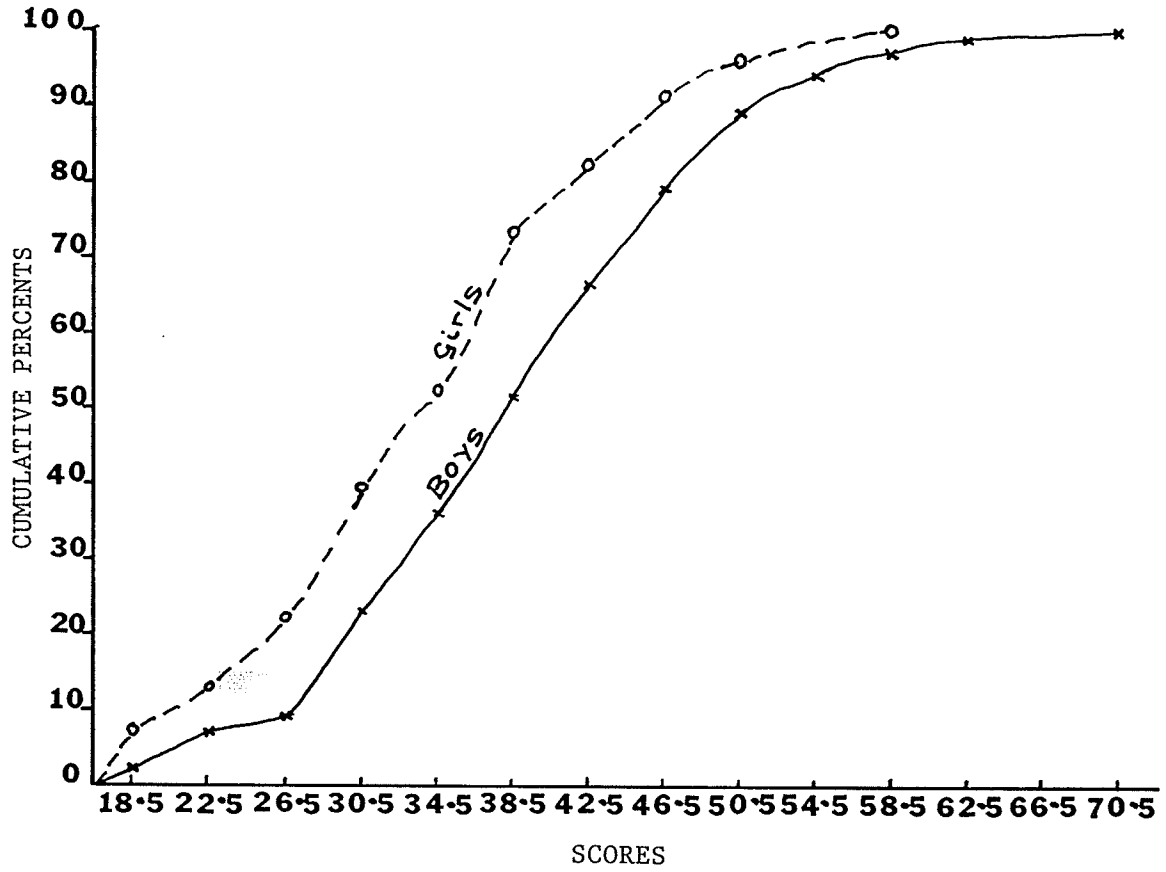


Figure 4. Ogives of Scores Obtained by the 303 Boys and 199 Girls on the Social Studies Test.

and girls fell below the Median. Seventy-three percent of the girls' and 51 percent of the boys' raw scores were below the score of 38.5 percent. Such a level of performance was quite low.

Student Achievement By Objectives

The curriculum objectives used in the development of the achievement test as provided in the civics, geography and history syllabuses are very general. No operational or instructional objectives are provided in the syllabuses for the teacher. The objectives fall into two categories of content and skills.

The assignment of test questions to the objectives was based on content of facts, concepts, social values and/or skills of comprehension, application, analysis, synthesis and evaluation, value-clarification skills and social skills. In the absence of instructional objectives some questions fall into more than one objective, and some may have only partial leaning to the objective. The assignment was based on the face value of the questions. Mr. D.P. Chipeta, Secretary of the Social Studies syllabus committee mentioned earlier, approved the assignment of the questions to the objectives.

In general students performed more poorly in questions on skill objectives than on content objectives. In the first objective there were five questions on content and social skills. The objective was on the development of knowledge, skills and understanding of duties, rights and responsibilities contributing to citizenship of Malawi and the world.

Questions 2, 4 and 6 under this objective dealt with knowledge about man-made and natural resources for national development in form of taxes, water and social services. Questions 3 and 10 were on knowledge of other countries and world resources which may indirectly affect the Malawian citizen. Forty-nine percent of the students got the items correct under this objective. Only 33 percent got question 4 correct on water as a natural resource that attracted early settlers in Malawi, and 11 percent got question 10 correct on the cheapest way to transport oil from a desert oil well to the sea coast. It is possible that teachers would not have emphasized these areas in their teaching. The 79 percent who got question 6 on the bus conductor may have used their experience.

The second objective had questions 5, 7 and 8 covering content and intellectual skills that should help pupils to participate constructively in the community. Sixty-one percent of the students got the questions correct under this objective.

The third objective was on content and intellectual skills dealing with abilities to function effectively in the maintenance of self-sufficiency in food production and increase in agricultural productivity. Thirty-four percent of the students got the eight questions under this objective correct. Seventy-three percent of the students got question 9 correct. The question was a description of a farmer. Question 19 asked students to identify a country that would most likely export tea, 56 percent of the students got the question correct. Performance in questions 11, 12, 13, 24, 31 and 32 was very poor. Only 12 percent of the students got question 12

correct. This was on checking one factor that may lead to an increase in crop production. Only 6 percent of the students got question 13 correct. This question asked students to check the month when floods in the Lower Shire would most often occur. The low score on this question indicates that teachers may not have taught "the Seasons" in Malawi or Southern Africa. Question 24 was on the Vipya Plateau, where there is a large forest plantation for lumber and wood pulp. Only 31 percent of the students got the question correct. Only 15 percent of the students got question 32 correct. This question required them to read the graph (See Appendix B) for Dedza.

In the fourth objective which was on content and social skills in the development of positive skills in serving and supporting the cornerstones of the nation, 49 percent of the students got the two questions correct. These were questions 14 and 25.

The fifth objective had content and social skills dealing with the development of an understanding of social relationships and interdependence of people and nations. Only 29 percent of the students got the items under this objective correct. There were five questions assigned to this objective. Question 21 asked students to identify David Livingstone's dependence on the people who lived in the lands he was exploring. Only 25 percent of the students got the question correct. Question 22 was also on David Livingstone's association with the Yao tribe of Malawi in his explorations which were a prelude to the interdependence that grew up between Britain as a colonial power and Malawi. Only 37 percent of the students got

the question correct. Question 23 was on Tanzania, a neighbouring country, north of Malawi. The question was introductory to the theme of interdependence in this objective. That is, students are introduced to the features of the neighbouring countries before discussing the interdependence realized through trade and communications. Thirty-four percent of the students got the question correct. Question 46 was about the railway line from Liwonde in Malawi to Nacala in Mozambique. This question and question 47 checked the students' knowledge about the dependence of land-locked Malawi on her neighbours for trade routes. Question 47 was on the route to Zimbabwe. Only 10 percent of the students got question 47 correct and 39 percent got question 46 correct.

The sixth objective had value clarification skills for the development of a feeling of acceptance and a recognition of the dignity and worth of the individual. Fifty-six percent of the students got questions 14 and 15 correct under this objective.

The seventh objective dealt with critical-thinking skills and research skills of locating, organizing, acquiring and evaluating information. Only 31 percent of the students scored the questions correctly in this objective. Out of the 13 questions which were assigned to this objective, question 48 proved to be the most difficult. Only 9 percent of the students scored it correctly.

The eighth objective dealt with intellectual skills for interpreting pictures, charts, graphs, tables, maps, globes, time and chronology of events. Only 34 percent of the items were scored correctly by

the students. Out of the ten questions assigned to this objective, 66 percent of the students got question 15 correct. It dealt with a very important personality on Malawi's opposition to colonial rule. By contrast, only 6 percent of the students were able to read and interpret the population graph for question 29. Similarly questions 26, 27 and 28 were not well done. Only 19 percent for question 26, 32 percent for question 27 and 25 percent for question 28.

In question 33 only 12 percent of the students were able to identify the Shire Valley as the least suitable for maize growing. In question 42 at least 77 percent of the students were able to associate the airport symbol with the towns.

The ninth objective was on social skills dealing with ability to develop an appreciation for procedural values such as respect for truth, freedom, tolerance, fairness and rational thought. Fifty-six percent of the students scored questions 14 and 15 correctly under this objective.

The tenth objective had content and value-clarification skills for knowing how the human race has adapted to the environment. Only 16 percent of the students scored the questions correctly on this objective. Out of the six questions under this objective, 4 percent of the students got question 18 correct. It dealt with the fishing season in the summer. Question 29 which was on population of the districts indicated on the graph was assigned to this objective because population studies are connected with conservative measures. Finding the right tools to work with as in question 20 is one way of adapting

to the environment. Only 10 percent of the students got the question correct. Question 24 too related to conservation measures because the Vipya Plateau Forest being grown there is to provide timber as well as prevent wanton cutting of trees. Thirty-one percent of the students answered the question correctly. Question 1 on the San people of the Kalahari desert and how they adapt to their environment was answered correctly by 13 percent of the students.

These results show that the level of achievement was generally poor especially on questions which required some skill.

Teacher Awareness of Objectives

Table 4 is a summary of the teachers' responses on the Social Studies curriculum questionnaire dealing with their awareness of curriculum objectives. First, the teachers were asked to confirm whether the objectives were being taught or not. This was taken as an indication of their awareness of the objective. Secondly, they were asked to indicate the importance of the objectives by agreeing or disagreeing about them. Table 5 is a breakdown of student percent correct scores by each of the 10 schools on each objective as well as the teachers' responses on the objectives.

The objectives were extracted from the Social Studies curriculum in Malawi and fall into two categories of content and skills. These curriculum objectives are very general. No operational or instructional objectives are provided in the syllabus for the teacher. The content

Table 4
Summary of Teachers' Responses on the
Social Studies Curriculum Questionnaire

Objectives	Agree	Not Sure	Disagree
1. Knowledge and skills for citizenship:			
Now taught	27 (93%)	1 (3%)	1 (3%)
Should be taught	29 (100%)	-	-
2. Develop understanding for constructive participation in society:			
Now taught	22 (76%)	5 (17%)	1 (3%)
Should be taught	27 (93%)	-	1 (3%)
3. Function effectively in maintenance of self-sufficiency in food production:			
Now taught	17 (58%)	6 (21%)	6 (21%)
Should be taught	23 (79%)	2 (7%)	4 (14%)
4. Develop appreciation and positive attitudes in serving cornerstones of the Republic of Malawi:			
Now taught	29 (100%)	-	-
Should be taught	29 (100%)	-	-
5. Develop an understanding of social relationships:			
Now taught	20 (68%)	5 (17%)	2 (6%)
Should be taught	23 (79%)	5 (17%)	1 (3%)

Table 4 (Continued)
Summary of Teachers' Responses on the
Social Studies Curriculum Questionnaire

Objectives	Agree		Not Sure		Disagree	
6. Develop a feeling of acceptance and recognition of the dignity and worth of the individual:						
Now taught	22	(76%)	5	(17%)	1	(3%)
Should be taught	27	(93%)	1	(3%)	1	(3%)
7. Develop critical thinking and research skills:						
Now taught	22	(76%)	6	(21%)	2	(6%)
Should be taught	25	(86%)	4	(4%)	-	-
8. Develop ability to interpret data:						
Now taught	25	(86%)	1	(3%)	2	(6%)
Should be taught	27	(93%)	1	(3%)	-	-
9. Develop appreciation for values of truth, freedom, tolerance, fairness and rational thought:						
Now taught	26	(89%)	3	(10%)	1	(3%)
Should be taught	27	(93%)	1	(3%)	1	(3%)
10. Knowledge of human adaptation to environment and conservation measures:						
Now taught	18	(62%)	9	(31%)	2	(6%)
Should be taught	25	(85%)	3	(10%)	1	(3%)

n = 29 teachers

objectives involve the learning of important facts, concepts and social values. The skills objectives include intellectual skills of comprehension, application, analysis, synthesis and evaluation, value-clarification skills and social skills.

Analysis of the number of agreements, and disagreements on the teachers' implementation of the objectives and their importance indicated that more than 50% of the teachers were aware of the objectives. The teachers' estimation of the degree of implementation of each objective was calculated from the number of agreements and converted into percentages. The teachers' awareness was deduced from the sense that they agreed that these objectives were being taught (See Table 4).

Research suggests that student achievement of instructional objectives depended upon teacher awareness and implementation of the program objectives (Muessig, 1965; Silvernail, 1979).

Objective 1: Pupils will be able to develop knowledge, skills and understanding of their duties, rights and responsibilities contributing to citizenship of Malawi and the world.

Ninety three percent of the 29 teachers agreed that they were aware of the objective being taught in their schools (See Table 4). In the ten schools 95 percent of the teachers indicated that they were aware of the objective (See Table 5).

Objective 2: Pupils will be able to develop understanding that should help them to participate constructively in the economic, soico-cultural traditions and values in the community.

Table 5

Breakdown of Percent Correct Scores and Teachers Indicating Awareness of Objectives

Objectives	Student Percent Correct Scores													Total
	School Codes													
	01	03	05	07	09	11	13	15	17	18	n = 502			
1	15 (3%)	24 (5%)	21 (4%)	56 (11%)	31 (6%)	7 (1%)	6 (1%)	21 (5%)	44 (9%)	19 (4%)	244	(49%)		
2	7 (2%)	20 (7%)	17 (6%)	39 (13%)	18 (6%)	6 (2%)	6 (2%)	15 (5%)	40 (13%)	15 (5%)	183	(61%)		
3	13 (2%)	25 (3%)	25 (3%)	57 (7%)	32 (4%)	11 (1%)	13 (2%)	20 (3%)	50 (6%)	25 (3%)	271	(34%)		
4	6 (3%)	12 (6%)	6 (3%)	30 (15%)	7 (4%)	2 (1%)	3 (1%)	7 (4%)	36 (18%)	5 (2%)	114	(57%)		
5	8 (2%)	10 (2%)	8 (2%)	27 (5%)	8 (2%)	10 (2%)	14 (3%)	12 (2%)	32 (6%)	16 (3%)	145	(29%)		
6	5 (3%)	9 (4%)	12 (6%)	28 (4%)	5 (2%)	2 (1%)	5 (3%)	11 (5%)	28 (14%)	8 (4%)	113	(56%)		
7	18 (1%)	39 (3%)	31 (2%)	102 (8%)	21 (2%)	14 (1%)	19 (2%)	27 (2%)	96 (7%)	41 (3%)	408	(31%)		
8	17 (1%)	40 (4%)	26 (2%)	95 (9%)	24 (2%)	12 (1%)	11 (1%)	25 (2%)	94 (9%)	30 (3%)	374	(34%)		
9	6 (3%)	12 (6%)	9 (5%)	31 (15%)	7 (4%)	2 (1%)	3 (1%)	9 (5%)	29 (14%)	5 (2%)	113	(56%)		
10	5 (1%)	10 (2%)	7 (1%)	25 (4%)	7 (1%)	1 (0%)	4 (1%)	6 (1%)	28 (4%)	5 (1%)	98	(16%)		

Teachers Indicating Awareness

Objectives	Teachers Indicating Awareness												
	n = 18												
1	1 (5%)	3 (17%)	0 (0%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17	(95%)	
2	0 (0%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	16	(90%)	
3	0 (0%)	2 (12%)	1 (5%)	2 (12%)	2 (12%)	1 (5%)	0 (0%)	1 (5%)	2 (12%)	1 (5%)	12	(68%)	
4	1 (5%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	1 (5%)	3 (17%)	0 (0%)	15	(83%)	
5	1 (5%)	2 (12%)	0 (0%)	2 (12%)	0 (0%)	1 (5%)	0 (0%)	1 (5%)	3 (17%)	1 (5%)	11	(61%)	
6	1 (5%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17	(95%)	
7	0 (0%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	0 (0%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	16	(90%)	
8	1 (5%)	3 (17%)	1 (5%)	2 (12%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17	(95%)	
9	1 (5%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	2 (12%)	1 (5%)	16	(90%)	
10	0 (0%)	2 (12%)	1 (5%)	2 (12%)	2 (12%)	1 (5%)	0 (0%)	1 (5%)	2 (12%)	1 (5%)	12	(68%)	

Seventy six percent of the 29 teachers in the schools said they were aware of the objective being taught in their schools (See Table 4). In the 10 schools, 90 percent of the 18 teachers indicated that they were aware of the objective (See Table 5).

Objective 3: Pupils will be able to function effectively in the maintenance of self-sufficiency in food production and increase of agricultural productivity for export.

Fifty eight percent of the 29 teachers said that they were aware of the objective (See Table 4), and in the 10 schools 68 percent of the teachers' awareness of this objective. The low percentage (See Table 5) for this objective indicates the teachers' doubts in the role of the Social Studies to develop in children abilities to function effectively in maintaining self-sufficiency in food production.

Objective 4: Pupils will be able to develop an appreciation and positive attitudes in serving and supporting the precepts and cornerstones of the Republic of Malawi.

One hundred percent of the 29 teachers in the 18 schools indicated that they were aware of the objective. In the 10 schools, 83 percent of the teachers indicated that they were aware of the objective (See Tables 4 and 5).

With some probing in the 10 schools, it was found that although some teachers had initially indicated on the questionnaire that they were aware of the objective, their notes and the students' notes did not show implementation.

Objective 5: Pupils will be able to develop an understanding of social relationships by recognizing the interdependence of all peoples and nations.

Sixty eight percent of the 29 teachers indicated that they were

aware of the objective. In the 10 schools, 61 percent of the teachers indicated that they were aware of the objective (See Tables 4 and 5).

Objective 6: Pupils will be able to develop a feeling of acceptance, self-confidence and a recognition of the dignity and worth of the individual.

Seventy six percent of the 29 teachers indicated that they were aware of the objective. In the ten schools in the sample, 95 percent of the teachers indicated awareness of the objective (See Tables 4 and 5).

Objective 7: Pupils will be able to develop critical thinking and research skills such as: locating, organizing, acquiring and evaluating information through reading, listening and observing.

Seventy six percent of the 29 teachers indicated that they were aware of the objective. In the 10 schools, 90 percent of the teachers indicated that they were aware of this objective (See Tables 4 and 5).

Objective 8: Pupils will be able to interpret pictures, charts, graphs, tables, maps, globes, time and chronology of events.

Eighty six percent of the 29 teachers indicated that they were aware of this objective. In the 10 schools in the sample 95 percent of the teachers indicated that they were aware of this objective (See Tables 4 and 5).

Objective 9: Pupils will be able to develop an appreciation for such procedural values as respect for truth, freedom, tolerance, fairness and rational thought.

Eighty nine percent of the 29 teachers surveyed indicated that

they were aware of the objective. In the 10 schools, 90 percent of the 18 teachers indicated that they were aware of the objective (See Tables 4 and 5).

Objective 10: Pupils will be able to know how the human race has adapted to the environment and appreciate measures to conserve the environment in the process of change.

Sixty two percent of the 29 teachers who completed the questionnaire indicated that they were aware of this objective. In the 10 schools in the sample, 68 percent of the teachers indicated that they were aware of this objective (See Tables 4 and 5).

Correlation of Student Achievement and Teacher Awareness of Objectives

In order to determine the strength of the relationship between student scores on the achievement test and teachers' awareness of the objectives of the Social Studies program a correlational analysis using the Pearson product moment correlation coefficient (Tuckman, 1972) was done. The responses of the 18 teachers in the 10 schools in the sample were correlated with the student scores.

There was a moderate positive correlation between student performance on all the ten objectives and teachers' estimation of the degree of implementation of the objectives, $r = .62$, $p < .05$. Tables 4, 5, 6 and 7 present the data and the results of the analyses.

Table 6
Correlation of Student Scores and
Teacher Awareness of Objectives

Objectives	Percent Correct Scores	Teachers Indicating Awareness	Correlation
	%	%	
1. Knowledge and skills for citizenship:	49	95	.76
2. Develop understanding for constructive participation in society:	61	90	.87***
3. Function effectively in maintenance of self-sufficiency in food production:	34	68	.73
4. Develop appreciation and positive attitudes in serving cornerstones of the Republic of Malawi:	49	83	.86***
5. Develop an understanding of social relationships:	29	61	.71**
6. Develop a feeling of acceptance and recognition of the dignity and worth of the individual:	56	95	.52
7. Develop critical thinking and research skills:	31	90	.72*
8. Develop ability to interpret data:	34	95	.66**
9. Develop appreciation for values of truth, freedom, tolerance, fairness and rational thought:	56	90	.79***

Table 6 (Continued)
Correlation of Student Scores and
Teacher Awareness of Objectives

Objectives	Percent Correct Scores	Teachers Indicating Awareness	Correlation
	%	%	
10. Knowledge of human adaptation to environ- ment and conservation measures:	16	68	.64*
n = 10	M = 41.5 SD = 13.9	M = 83.5 SD = 12.29	.62*

Note

* p < .05

**p < .02

***p < .001

Objective 1: Pupils will be able to develop knowledge, skills and understanding of their duties, rights and responsibilities contributing to citizenship of Malawi and the world.

There was a significant correlation, $r = .76$, $p < .01$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

Objective 2: Pupils will be able to develop understanding that should help them to participate constructively in the economic, socio-cultural traditions and values in the community.

There was a significant correlation between student scores on the achievement test and teachers' estimation of the degree to which this objective was taught in their schools, $r = .87$, $p < .001$.

Objective 3: Pupils will be able to function effectively in the maintenance of self-sufficiency in food production and increase of agricultural productivity for export.

There was a significant correlation, $r = .73$, $p < .01$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

Objective 4: Pupils will be able to develop an appreciation and positive attitudes in serving and supporting the precepts and cornerstones of the Republic of Malawi.

There was a significant correlation, $r = .86$, $p < .001$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

Objective 5: Pupils will be able to develop an understanding of social relationships by recognizing the interdependence of all peoples and nations.

There was a moderate correlation between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools, $r = .71$, $p < .02$.

Objective 6: Pupils will be able to develop a feeling of acceptance, self-confidence and a recognition of the dignity and worth of the individual.

There was a very low correlation between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools, $r = .52$, $p < .10$.

Objective 7: Pupils will be able to develop critical thinking and research skills such as: locating, organizing, acquiring and evaluating information through reading, listening and observing.

There was a significant correlation, $r = .72$, $p < .05$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

Objective 8: Pupils will be able to interpret pictures, charts, graphs, tables, maps, globes, time and chronology of events.

There was a significant correlation between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools, $r = .66$, $p < .02$.

Objective 9: Pupils will be able to develop an appreciation for such procedural values as respect for truth, freedom, tolerance fairness and rational thought.

There was a significant correlation, $r = .79$, $p < .001$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

Objective 10: Pupils will be able to know how the human race has adapted to the environment and appreciate measures to conserve the environment in the process of change.

There was a significant correlation, $r = .64$, $p < .05$ between student scores on the achievement test and teachers' indication of the degree to which this objective was taught in their schools.

The correlation analysis for each objective related the school's student percent correct scores on questions under the objective to the teacher's indication of the degree to which the objective was implemented in the school. Tables 5 and 6 present summaries of the analyses. A discussion of the inferences follows after the rest of the findings.

Teacher Estimation of Importance of Objectives

The second part of the questions in the curriculum questionnaire, asked teachers to indicate the importance of the objectives by agreeing or disagreeing with them.

Objective 1: One hundred percent of the 29 teachers agreed that knowledge and skills for citizenship was an important objective, and in the 10 schools in the sample, 100 percent of the teachers indicated that the objective was important (See Tables 4 and 7).

Table 7

Teachers Estimation of Importance of Objectives

Objectives	School Codes										Total
	01	03	05	07	09	11	13	15	17	18	
1	1 (5%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	18 100%
2	1 (5%)	3 (17%)	0 (0%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17 95%
3	1 (5%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	0 (0%)	1 (5%)	1 (5%)	3 (17%)	1 (5%)	15 83%
4	1 (5%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	18 100%
5	1 (5%)	2 (12%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	1 (5%)	3 (17%)	0 (0%)	15 83%
6	1 (5%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	0 (0%)	2 (12%)	3 (17%)	1 (5%)	17 95%
7	0 (0%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	0 (0%)	16 90%
8	1 (5%)	3 (17%)	0 (0%)	3 (17%)	2 (12%)	1 (5%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17 95%
9	1 (5%)	3 (17%)	1 (5%)	3 (17%)	2 (12%)	0 (0%)	1 (5%)	2 (12%)	3 (17%)	1 (5%)	17 95%
10	1 (5%)	3 (17%)	0 (0%)	3 (17%)	2 (12%)	1 (5%)	0 (0%)	2 (12%)	3 (17%)	1 (5%)	16 90%

Objective 2: Ninety three percent of the 29 teachers agreed that this objective was important. It was on the development of understanding in students for constructive participation in society. In the 10 schools in the sample, 95 percent of the teachers agreed that the objective was very important (See Table 7).

Objective 3: Seventy nine percent of the 29 teachers agreed that it was important for students to develop an ability to function effectively in the maintenance of self-sufficiency in food production. In the 10 schools in the sample 83 percent of the 18 teachers agreed that the objective was important (See Table 7).

Objective 4: That students should develop an appreciation and positive attitudes in serving the cornerstones of the Republic of Malawi was viewed as a very important objective by 100 percent of the 29 teachers. One hundred percent of the teachers in the 10 schools in the sample agreed that the objective was important (See Table 7).

Objective 5: Seventy nine percent of the 29 teachers agreed that the development of an understanding of social relationships by recognizing the interdependence of all peoples was an important objective. This objective was viewed as important by 83 percent of the 18 teachers in the 10 schools in the sample (See Table 7).

Objective 6: Ninety three percent of the 29 teachers agreed with the importance of this objective. And 95 percent of the teachers in the 10 schools agreed that the objective was important. The objective was on the development of a feeling of acceptance, self-confidence and

a recognition of the dignity and worth of the individual in students (See Table 7).

Objective 7: Eighty six percent of the 29 teachers agreed that development of critical thinking and research skills was important for students. Ninety percent of the teachers in the 10 schools agreed that the objective was important (See Table 7).

Objective 8: Ninety three percent of the 29 teachers agreed that it was important for students to develop an ability to interpret data, and 95 percent of the teachers in the 10 schools agreed that it was important (See Tables 4 and 7).

Objective 9: Ninety three percent of the 29 teachers agreed that this objective was important. The objective was on the development of an appreciation for values of truth, freedom, tolerance, fairness and rational thought. In the 10 schools in the sample, 95 percent of the teachers agreed with the importance of this objective (See Tables 4 and 7).

Objective 10: The objective was on the ability for students to know how the human race has adapted to the environment and appreciation of measures to conserve it. Eighty five percent of the 29 teachers agreed that the objective was important, and 90 percent of those in the 10 schools in the sample agreed that it was important (See Tables 4 and 7).

Analysis of Timetable Allocations

Primary school education in Malawi faces a problem of program expectations exceeding available time. The timetable allocations and the number of subjects to be learned may restrict student achievement. At the time of observation there were thirteen subjects in Junior Primary and fourteen in Senior Primary.

In 1931 timetable (Table 8) allocation from the National Archives in Zomba (Malawi) was divided into 8 slots of 35 minutes each for a school year of 39 weeks.

After fiver decades or so the teachers and pupils in grades 1-5 face an increase in the number of subjects as shown in Table 9. As shown in Table 9, each class requires 1618.5 periods to cover the curriculum. This adds up to 58.5 periods more than the 1560 periods the year can offer. Geography, history and civics have five periods each week. Which subjects suffer out of this discrepancy depends on how the teacher manages the time, but, as was observed, more emphasis was on the basic skills in Arithmetic, Chichewa and English. The problem is more grievous in the senior primary as can be seen in Table 9.

There is a discrepancy of 117 periods in the senior primary timetable which could affect achievement in any of the subjects viewed as less important. The investigator was informed by fifteen of the teachers who were found teaching English or Arithmetic during time slots assigned for Social Studies on the timetable that they had to

Table 8: 1931 Subjects and Time Allocations

Grades 4-6			
Grades	Subjects	Periods Per Wk/Yr.	Total
4 - 6	1. Religious and Moral Instruction	5 x 39	195
	2. English	9 x 39	351
	3. Vernacular	2 x 39	78
	4. Arithmetic	5 x 39	195
	5. Hygiene	1 x 39	39
	6. Historical Geography	2 x 39	78
	7. Nature Study and Agricultural Lessons	1 x 39	39
	8. Practical Handwork and/or Agriculture	5 x 39	195
	9. Singing	1 x 39	39
		30 per week	1209

Table 9: Subjects and Time Allocations

Grades 1-5			
Grades	Subjects	Periods Per Wk/Yr.	Total
1 - 5	1. Arithmetic	5 x 39	195
	2. Art and Craft	2 x 39	78
	3. Chichewa (Vernacular)	8 x 39	312
	4. English	9 x 39	351
	5. Geography	2 x 39	78
	6. History	2 x 39	78
	7. Civics	1 x 39	39
	8. Health Education	2 x 39	78
	9. Music	1.5 x 39	58.5
	10. Physical Education	2 x 39	78
	11. Religious Education	3 x 39	117
	12. Science	2 x 39	78
	13. Handcraft	2 x 39	78
		41.5 per week	1618.5
Grades 6-8			
Grades	Subjects	Periods Per Wk/Yr.	Total
6 - 8	1. Agriculture	4 x 39	156
	2. Arithmetic	6 x 39	234
	3. Art and Craft	1 x 39	39
	4. Chichewa	4 x 39	156
	5. English	9 x 39	351
	6. Geography	2 x 39	78
	7. History	1.5 x 39	58.5
	8. Civics	1.5 x 39	58.5
	9. Health Education	2 x 39	78
	10. Music	1 x 39	39
	11. Physical Education	2 x 39	78
	12. Religious Education	3 x 39	117
	13. Science	2 x 39	78
	14. Handcraft	4 x 39	156
		43 per week	1677
		Actual periods in the school year	1560
		Periods in excess of time	117

teach those subjects (English and Arithmetic) because they are the ones which seemed to matter to the authorities. Their rationale for such behaviour was that if geography, civics and history mattered they would have been provided with textbooks for teaching them as had been done for English, Arithmetic and Chichewa. And moreover, those three subjects would not be examined as a General Paper in the Primary School Leaving Certificate Examinations in grade 8, they argued. Thus it was common practice to teach Social Studies only when teachers felt they had covered enough English, Arithmetic and Chichewa. The use of allocated Social Studies time was thus observed to be unsatisfactory.

The second question in the interview asked teachers whether the amount of time was adequate to cover the curriculum content. Again, responses varied: 55 percent said the time was adequate and 45 percent said it was inadequate.

The third question asked teachers whether they had defined the general objectives of civics, geography and history into specific or instructional objectives. This was more of a supplementary question on teacher awareness of the objectives to facilitate time management. Of the twenty-nine teachers, 59 percent said they had done so, and 41 percent said they had not.

Distribution of Instructional Materials

The first question in the interview was meant to find out whether the teachers had a published scope and sequence to help them in

organizing their time. Sixty-two percent of the respondents said they had one, and thirty-eight percent had none. However, those who said they had one were not able to show it to the investigator. On further investigation in the schools with the assistance of the headmasters it was found that there was no published scope and sequence. Rather, the teachers mistook scope and sequence for the syllabus outline (See Table 10).

Asked what text books they were using to teach the Social Studies, all the twenty-nine teachers reported that they had neither atlases nor textbooks for teaching the discipline. One teacher said, "I use my teacher training notes".

"When did you graduate from college?", the researcher asked informally. "Although I graduated in 1968, in the absence of textbooks I rely on my college notes", was the reply. Thus their references were their teacher training notes. Some hoped new teachers' guides would be forthcoming from the Ministry of Education and Culture. Asked about teaching materials in the other subjects, the teachers reported that they had both pupils' and teachers' textbooks in English, Arithmetic and Chichewa.

Adequacy of In-service Training

The report by Mwale in Greenland (1983), mentions that workshops in the INSET in Malawi programs were run for Science and Mathematics teaching. No mention was made of the Social Studies in the report. The question on the position of in-service training for the teachers

Table 10

Summary of Interview Schedule

Questions	Yes	No
1. Had Social Studies scope and sequence	18 62%	11 38%
2. Is allocated time adequate?	16 55%	13 45%
3. Defined aims into instructional objectives	17 59%	12 41%
4. Had in-service for Social Studies	1 3%	28 97%
5. Invited community leaders to talk	6 21%	23 79%
6. Learnt civics, geography and history	27 93%	2 7%
7. Taught "Elections" in civics and "General Election" in history as one lesson	15 52%	14 48%
8. Related T.A.'s environment to Traditional Authority	26 52%	3 48%
9. View Social Studies as an integration of experience and knowledge	29 100%	0 0%

teaching the revised Social Studies syllabuses was asked in the interview.

It was question number five in the interview schedule that asked teachers if they had had in-service training in any of the civics, geography or history in the past two years. The responses were:

	Yes	No
Respondents	1	28
Percent	3	97

Thus 97 percent of the teachers said they had not had in-service in Social Studies for the past two years and beyond. Verbal responses indicated that since qualifying from teacher training colleges all the teachers had not received in-service training in Social Studies. It would seem Social Studies was not a priority subject in the INSET programs in Malawi.

Integration and Student Achievement

Questions five, six, seven, eight and nine on the interview schedule were meant to find out whether teachers used integration as a strategy for time management in the three subjects that make up the Social Studies for Malawi (See Appendix C and Table 10).

Question six asked teachers whether they had learned civics, geography and history as Social Studies in their training. Ninety-three percent of the teachers said they had, and 7 percent said they had not. Thus the orientation of Social Studies in the primary school differs from the integrated Social Studies in training colleges in

Malawi. The teachers' attitudes and orientations are quite important in this case. They teach what they believe is important for their students.

Questions seven and eight were specifically asked to find out if teachers used the strategy of integration in teaching certain topics in the curriculum. Question eight asked if they had taught "Elections" in civics and the "General Election of 1961" in history grade 6 as one lesson or in two separate lessons as different topics. This question reflected on the objective of developing in the pupils' knowledge, skills and understanding of their duties, rights and responsibilities contributing to citizenship of Malawi and the world. Fifty-two percent of the teachers said they had taught the two topics in one lesson and 48 percent said they had taught them as separate lessons.

Question 8 asked whether they had taught the "Traditional Authority" in standard six (grade 6) civics in relation to the "Environment of the Traditional Authority" in geography, grade 4, ninety percent of the teachers said they had and ten percent said they had not. This question was in line with the tenth objective which states that pupils should be able to know how the human race has adapted to the environment and appreciate conservation measures in the process of change.

Question nine required the teachers to indicate their view of Social Studies (See Appendix C). They were asked whether they viewed Social Studies as separate subjects of civics, geography and history or as an integration of experience and knowledge concerning human

relations and environment for the purpose of citizenship education. One hundred percent of the teachers said they viewed Social Studies as an integrated discipline (See Table 10).

Teacher Estimation of the Status of the Social Studies

Although geography, civics and history are not optional subjects in Malawi, they do not receive the same attention as the other major subjects that make up the primary school curriculum. The timetable allocations for 1931 show English as the chief subject with 21% of the time followed by Arithmetic with 14% of the time. The first language, Chichewa had 9% of the time. Geography, civics and history had 11% of the time. These subjects were at the same status positions even after 1982 revisions.

Teachers viewed the lack of instructional materials and inadequacy of in-service training in the Social Studies as an indication that the subject was less important. As one teacher put it during the interview:

If geography, civics and history were important subjects we would have been provided with text-books! We would have had in-service training as we have done in Mathematics and English.

Another teacher emphasized that at marking panels for the grade 8 selection examinations they had been made to believe that only English, Mathematics and Chichewa counted for a student to be selected into Secondary Education. Hence the use of Social Studies assigned time to teach those subjects which determines selection into secondary education.

CHAPTER V

DISCUSSION OF RESULTS

Student Achievement

The level of performance of students on the achievement test was quite low. Students performed more poorly in questions on skill objectives than on content objectives.

Questions on the first objective dealt with knowledge about man-made and natural resources for national development in form of taxes, water, oil and social services. The 11 percent who got question 10 correct on the cheapest way to transport oil from a desert oil well was indicative of the need for textbooks. Students would require a textbook, an atlas or a chart that would show the transportation of oil as this is not produced in Malawi. The 79 percent who got question 6 on the bus conductor could have used their experience to answer the question.

Questions 5 and 7 on the second objective were meant to find out if students knew about the resources of cotton and timber in Malawi and the units of measurement in shops for some products of Malawi. Familiarity could have helped the 61 percent who answered the question correctly.

Scores on the eight questions under the third objective varied widely. Familiarity with the agricultural activities in their areas would seem to have helped 73 percent of the students to score question 9 correctly, so too question 19 which was scored correctly by 56

percent of the students. The 6 percent who got question 13 correct would seem to indicate that the "seasons" in Malawi or Southern Africa were not effectively taught. Question 32, which required students to read and interpret the graph (See Appendix C) was answered correctly by 15 percent of the students. This performance implies that majority of the students had no opportunity to practice those skills. The teachers would require resource materials for demonstration.

Questions in the fourth objective tested students' knowledge about the four cornerstones upon which the Malawi Government is founded. The 49 percent correct score for the two questions was relatively low for the fact that the cornerstones are political slogans of the Malawi Congress Party and Government. They are encouraged at political meetings as well as in school. The teachers would be held responsible for not encouraging their students in developing skills for serving and supporting the cornerstones.

Performance on the fifth objective on developing skills for an understanding of social relationships and interdependence of peoples and nations was generally low. The questions were meant to find out how informed the students were about Malawi's neighbouring countries, and the historical background to colonial rule in Malawi. Only 37 percent of students were able to read the map correctly for the direction of the railway route through Mozambique to Nacala on the East coast. This again indicated the need for opportunities to practice map reading and interpretation skills.

The two questions on value clarification skills for the sixth objective were fairly done. Fifty-six percent of the students got

the questions correct.

Performance on the seventh objective was generally poor. With 31 percent of the students answering the 13 questions correctly. The 9 percent who scored question 48 on the distance between Zomba and Blantyre was too low for the question. Had measuring of distances on a map been practiced, one would have expected a better performance. Perhaps teachers had no time to demonstrate and practice with the students in the absence of atlases or maps.

The majority of the students were not able to read and interpret the population graph under the eighth objective (See Appendix C). The 6 percent who scored question 29 correctly proved this failure to interpret the graph. As pointed out earlier, instructional materials which would enhance practice for those skills were not available and the teachers had no reference materials for making demonstration charts.

Performance on the questions under the ninth objective was satisfactory, but could have been better. Only fifty-six percent of the students got the two questions correct.

Performance was particularly poor for the tenth objective. The findings showed 16 percent of the students scored correctly under this objective. If the pressing needs for instructional materials, demonstration exercises and practice recommended in the 1976 UNESCO report for developing countries (Mehlinger, 1981) were met they might reasonably be expected to help to improve the performance of students in the Social Studies.

Teacher Awareness of Social Studies

Objectives and Student Achievement

There was a significant relationship between student scores on the achievement test and teachers' awareness of implementation of the objectives of the grade 6 Social Studies curriculum in Malawi ($r = .62, p < .05$).

The result of the Pearson product moment correlation analysis between student scores on the achievement test and teachers' indication of the degree to which the objectives were taught in the school provided some evidence for the assumption that there was some relationship between student achievement and teacher estimation of implementation of the objectives of the curriculum. Inspection of Tables 4, 5, 6 and 7 indicated that there were high correlations in five of the objectives. That is, the teachers' estimation of implementation for objectives 2, 4 and 9 related more positively with student achievement at the .001 level and objectives 5 and 8 at the .02 level. The teachers seemed more aware of and likely placed greater emphasis on those objectives which dealt with content than those dealing with skills for responsible citizenship of Malawi.

Objectives 1, 3, 6 and 10 which dealt with critical thinking, research and decision-making skills seem to have received less emphasis. Correlations for objectives 7 and 10 were significant at the .05 level, and objective 6 had a correlation of (.52) at the .10 level, whereas objective 8 had a correlation coefficient of (.66) at the .02 level. The poor mastery of these objectives by the students has a

low relationship with teachers' indication of implementation or importance of the objectives since they had reported a high level of implementation. It could be associated with how the objectives were implemented in the absence of instructional materials for acquisition of the skills among the factors investigated.

Apart from the nonavailability of instructional materials it could be that the teachers do not know how to teach the skills. Research suggests (Morrissett, 1986) that teachers avoid higher level skill objectives. The teachers in Malawi are no exception especially when confounded by the emphasis on reading, writing and arithmetic. The skills of map reading, interpretation of data, decision-making and critical thinking require a lot of practice and many other strategies. The teachers in Malawi are pressed for time and probably need retraining for effective implementation of the objectives. These results are in line with the findings of Dalis (1976); Lawrenz (1975) and Davies (1976) that teacher awareness of objectives is the first step towards understanding of the objectives and can influence student achievement.

Teacher Estimation of the Importance of Objectives

The teachers' agreements on the importance of objectives were not parallel with their awareness of the objectives. The results show very high ratings for the importance of the objectives on which there were low levels of implementation reported.

Given the fact that the syllabus is prescribed by the Ministry of Education and Culture, employer of all teachers in the primary

schools in Malawi, one would suspect that the teachers were not eager to rate any of the objectives as unimportant. To do so would appear as being disloyal in the circumstances.

The ratings in the fourth objective showed the teachers' bias towards the objectives. One hundred percent of the teachers rated the objective as important and the same percentage expressed awareness. The objective was on the development of appreciation and positive attitudes in serving cornerstones of the Republic of Malawi. Their responses were meant to demonstrate their patriotism.

Similarly, the first objective on knowledge and skills for citizenship was rated important by 100 percent of the 29 teachers and 90 percent of those in the 10 schools in the sample. But, 93 percent of the teachers indicated awareness of the objective.

For the third objective, 79 percent of the 29 teachers indicated it was important and only 58 percent indicated awareness of the objective. This objective was on developing ability to function effectively in maintenance of self-sufficiency in food production. Malawi being an agricultural country the researcher wonders why the teachers did not rate the objective just as important as the first or fourth.

These discrepancies made the teachers' indication of the importance of the objectives suspect, and rather unreliable. Perhaps the wording of the questionnaire should have been different. No correlation analyses were carried out between teacher estimation of the importance of the objectives and student achievement.

Effects of Instructional Time on Achievement

The students' poor performance on questions which dealt with the development of critical thinking, research skills, ability to interpret pictures, charts, graphs, tables, maps, globes and chronology of events relates to the finding by Schmidt et al. (1979) that the more time pupils spend on a task, the more they will learn. The poor achievement of the students in this study could be attributed to the way the available time for Social Studies is managed and used by the teachers. The research by Merryfield (1985) reported that teachers used the allocated time to teach the subjects they perceived to be more important than the Social Studies. In this study 51 percent of the teachers were observed teaching the reading, writing and arithmetic skills in English, Chichewa and Arithmetic during Social Studies time slots. This trend explains the poor performance on the skills examined in the Social Studies test.

Table 9 shows that there are 117 periods more than the time available on the school calendar. This could mean that some subjects do not have sufficient time. In situations where, due to shortage of teachers, as was observed during supervision exercises undertaken by the Malawi Institute of Education staff, one teacher combines two classes or works in two shifts in order to cover the syllabus content the teacher would have 1,794 periods in excess of the time available in the day and the school year in general. There is no preparation time allowed in the timetable either. This situation is likely to have a negative impact on teachers and achievement not

Adequacy of In-Service Training

In the study by Wilson and Garibaldi (1976), student achievement was related to teachers' participation in in-service courses. That is, participation in in-service courses improved staff morale and teacher behaviour toward students (Burrell & Orbaugh, 1982).

In this study 97 percent of the teachers reported that they had not had in-service training for Social Studies even after the syllabus revisions of 1966 and 1982. This result agrees with the findings by Merryfield (1985). According to Schubert (1986) dissemination of the curriculum assumes a certain level of background knowledge and this can be provided through in-service training especially where both qualified and unqualified teachers are involved.

Inadequacy of in-service training could have inhibited implementation of the objectives and content of the Social Studies program in Malawi. The poor performance of the students on the achievement test could be improved by a change in teacher practice, other things considered. As pointed out by Fullan and Pomfret (1977), curriculum implementation requires certain organizational changes among the teachers. Such changes can be achieved through in-service training. Malawi grade 6 Social Studies teachers require in-service training to change their practice of using the time allocated for Social Studies to teach subjects they perceive to be most important. They have to be convinced of the value of the Social Studies curriculum in developing responsible citizens in Malawi.

Teacher Estimation of the Status of the Social Studies

The findings by Ehman and Hahn (1981) are replicated in this study where Malawian teachers viewed the non-provision of textbooks and other resource materials for the Social Studies as an under-estimation of the role of Social Studies in education. The provision of materials for English, Maths and Chichewa encourages them to ignore the Social Studies.

Their responses in the interview indicated that they found teaching Social Studies difficult because there were no teaching resources compared to English, Maths and Chichewa. The 15 teachers who were found using time slots meant for Social Studies to teach English, Arithmetic or Chichewa feared the final examinations, because they are made to believe that selection into secondary school education depended on how well their students performed in those subjects, rather than in the general paper which caters for geography, civics and history. This view of the Social Studies could have been planted in the minds of the pupils as well and is reflected in their performance in the achievement test administered in this study.

One could then argue, as do Ehman and Hahn (1981), that basic skills should not be emphasized at the expense of the Social Studies. In the studies by Atwood and Finkelstein (1987), Passow et al. (1976) and Merryfield (1985) it was found that a lack of resource materials lowers achievement in most subjects. Thus pupils' ability to interpret pictures, charts, graphs, tables, maps, globes, and chronology of

events, depends heavily on text materials which provide examples of such skills. There was no published scope and sequence for the Social Studies syllabus to guide the teachers. And although 55 percent of the teachers reported that the time allocated to Social Studies was adequate, it was evident that the way that time was used was to the disadvantage of the discipline.

Integration and Student Achievement

The teaching activities of the grade 6 teachers interviewed in this study showed that they do not see efficiency in learning as a critical factor for improving academic achievement in the disciplines viewed as less important. The teachers' responses to questions on strategies they use in order to improve achievement did not reflect the poor performance of the students. The teachers do not use integration even though they indicated knowledge about it. Probably they do not see integration as efficient.

Although more than 50 percent of the teachers responded positively to questions dealing with integration in the Social Studies and said that they viewed the discipline as "an integration of experience and knowledge concerning human relations and environment for the purpose of citizenship education", they failed to see the potential of Social Studies in teaching basic skills. According to Lucan (1981) the teachers failed the children because they view the world through the perspective of the academic disciplines of English, Mathematics

and Chichewa in Malawi contrary to the child's perception. The child sees the world as a whole, and the teachers' role is to provide experiences and to assist in the inquiry process. They do not see the possibility of teaching the skills of reading, writing and numeracy through the Social Studies. The problem is probably confounded by the lack of appropriate textbooks as found in this study and by Merryfield (1985).

Summary

The results seem to indicate that the teachers have a vague understanding of the Social Studies, that they hold the separate disciplines mode of Social Studies in Malawi, for the improvement of student achievement. This is especially so when teachers are required to teach other subjects which are viewed as more important.

Student achievement was below expectations. Only 48 percent of the students mastered the objectives of the course. The teachers were aware of only half of the objectives they were asked to identify. The moderate positive correlations between the student scores and teacher awareness of the objectives indicate that the student performance was related to teacher awareness of the objectives. How completely aware teachers are of objectives appear to be a significant factor worthy of further investigation.

The high percentage of teachers' estimation of the importance

of the objectives would seem to indicate, within limits, the importance of the Social Studies in the primary school curriculum. How much of the importance of the objectives the teachers apply during instruction appears to be a promising factor, worthy of further investigation.

The findings show that allocated time for the Social Studies is misused. The discrepancy of 117 periods in the allocated time in the curriculum would appear to affect the Social Studies in that those periods are not practically available in the school year. Although research findings give more attention to engaged time, this study suggests that there is no time for teachers to engage students in the Social Studies.

The findings also show that instructional materials are not available for effective instruction which would enhance student performance. The teachers cannot afford to purchase an atlas out of their pockets under prevailing economic conditions.

The position of in-service training for the Social Studies was found to be inadequate. Research findings on in-service training show that implementation of curriculum changes requires INSET programs over a period of years. The findings of this study show that the teachers would improve in their implementation of the curriculum if they were given in-service training in the Social Studies.

The teachers' knowledge and use of integration in the Social Studies would appear to be an efficient strategy for implementation of the curriculum. The findings of this study show that teachers

do not see efficiency in integration, however, it would appear they do not have examples of effective application of integration in the Social Studies.

The findings on the estimation of the status of the Social Studies in the Malawi primary school curriculum for grade 6 show that teachers are encouraged to underestimate the importance of the subject in the curriculum. Whether the teachers view Social Studies as an important subject in the curriculum would require further investigation.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

Courses in the primary school in Malawi are intended through the Education Plan to equip students with life skills, since secondary school education is available for only a limited number of students. Although most life and citizenship skills are realized after one's schooling, it is still necessary to investigate the mastery levels of the students with respect to the goals of becoming citizens who are culturally literate, healthy, knowledgeable about their environment, and ready to participate in the tasks of building a nation (Scanlon, 1964). The Social Studies are especially relevant here. According to Barr et al. (1977), they have the potential for the acquisition of literacy and numeracy skills, and for cultivating an appreciation of the rights and worth of the individual in the pursuit of truth and justice.

This study explored the extent to which teachers were aware of the objectives of grade 6 Social Studies and what impact their awareness has on the children's attainment of the objectives. The teachers' task of implementing the curriculum in the classroom requires the support of the authorities who design it, in this case syllabus committees appointed by the Ministry of Education and Culture. According to Schubert (1986), in-service programs are needed to inform teachers about the latest developments in the curriculum field. In-service

training is associated with student achievement, and, since the curriculum was revised in 1982, in-service training in the Social Studies would presumably be very helpful.

The teachers' misuse of the allocated time for the Social Studies would appear to have affected student performance.

According to Lee and McLendon (1965), the teachers' use of integration, not just knowledge of its application in a diversity of subjects, relates to student achievement. The questions posed by Dolgin (1981) and McAllister (1981), are of interest for the situation which encouraged this study in Malawi: "Why not teach Social Studies through writing?" or "Why not Social Studies for reading instruction?" Dolgin and McAllister, ask in their studies.

Teachers' awareness of the objectives; their knowledge and use of integration; the adequacy of in-service training; efficient management of time, and provision of instructional materials affect student achievement in the Social Studies in grade 6 in the schools surveyed.

The findings showed that more than 50% of the teachers were conversant with the objectives, 97% had not had in-service in the Social Studies, and 51% were observed teaching other subjects during time allocated for Social Studies. The teachers' misuse of time assigned for the Social Studies observed in this study meant that students had no time to learn and practice social skills, critical thinking skills, research skills of locating, organizing, acquiring and evaluating information, map reading skills, and value-clarification skills. The low correlations (.71, .52, .64 and .66) between student scores on the achievement test and teachers' indication of implementation of objectives 5,

6, 7, 10 and 8 which dealt with those skills could have meant that the teachers had no time to instruct their students to master such skills. Even though teachers indicated implementation of the objectives, performance of the students on the achievement test was below expectations. The lack of atlases, textbooks, curriculum guides, charts and maps meant that students had no opportunity to practice the various skills in the Social Studies curriculum. Their only resource was the teacher, who perceived the Social Studies as a less important subject than English, Mathematics and Chichewa in the curriculum.

Recommendations

In order to improve achievement in the Social Studies in grade 6 in Malawi and realize the newly stated goals of education, this study suggests that teachers need in-service training for integration; for attaining higher level skills; for removing their perception that Social Studies is not an important subject; for the improvement of student achievement and efficient management of allocated time. The authorities need to show some fairness in the distribution of instructional materials and instructional time. The role of the Social Studies in the national goals of education must be spelled out in relation to other disciplines in the primary school curriculum.

The teachers must be conversant with the objectives and content of the Social Studies program. Through the teachers' awareness of the role of the Social Studies in the achievement of the national goals of education, the practice of misusing Social Studies allocated

time could be altered. To achieve this, and to improve performance of the students, teachers particularly need in-service training in Social Studies.

Within the in-service program, this study suggests that there should be some opportunity for teachers to learn how to manage and how to achieve meaningful and purposeful integration of concepts or themes in the three subjects of geography, civics and history. Appendix H is a sample of integration through concepts in the grade 6 Social Studies. In such in-service programs teachers should be acquainted with strategies which enhance the acquisition of basic skills without neglecting the Social Studies skills as suggested by Lucan (1981), Dolgin (1981), McAllister (1981), Kaltsounis (1979), Warwick (1973), Senesh (1971) and Taba (1971). The teachers should be given the opportunity to practice new strategies for the Social Studies and develop simple useful instructional materials during the in-service courses.

This study further suggests that there is need to redress the circumstances which force teachers to disregard Social Studies because of the perceived special emphasis put by those in authority on English, Arithmetic and Chichewa. The general objectives of the Social Studies should be reviewed. Instructional objectives should be provided in the syllabus manual. A demonstrated, clear rationale for the allocation of time and distribution of teaching materials for the various subjects in the whole primary school curriculum should be provided. Teachers need to be informed about the important roles of subjects in the curriculum.

Specifically, the following recommendations are derived from the results of this study.

1. In order to improve student achievement teachers must be aware of the objectives of the Social Studies.
2. Teachers need in-service training for efficient management of time.
3. The primary school curriculum should be revised for redistribution of time in order to get rid of the discrepancy in the timetable allocations.
4. The teachers need in-service training for attaining higher level skills of critical thinking, research skills and value-clarification skills.
5. The teachers need in-service training for meaningful integration as a strategy for the Social Studies to improve achievement.
6. Useful classroom instructional materials should be made available to enhance student achievement.
7. The Social Studies curriculum should be reviewed to provide instructional objectives and reorganization of the content. An integrated Social Studies would significantly reduce repetitions of themes or topics in civics, history and geography.
8. Rationales for allocation of time to subjects and roles of subjects in the curriculum should be made known in preservice or in-service training.

As this study was exploratory, further research into teacher behaviours, attitudes, pupil backgrounds and ability levels, curriculum

rationales and/or experiments in teaching writing, reading and numeracy through the Social Studies would provide some idea of how best student achievement can be improved for the Malawian child in the sixth grade.

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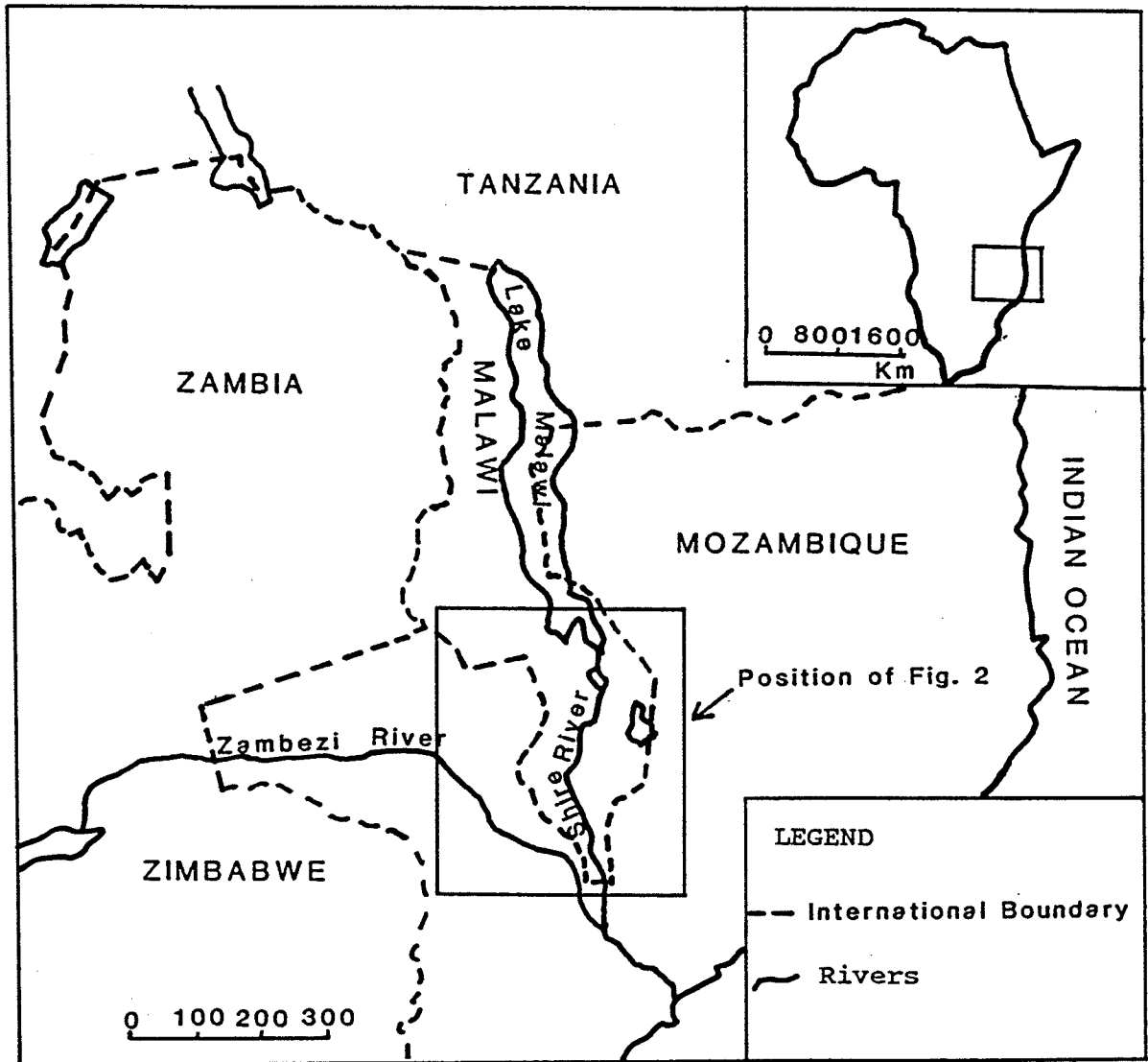
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Fig. 1 Malawi in East Central Africa

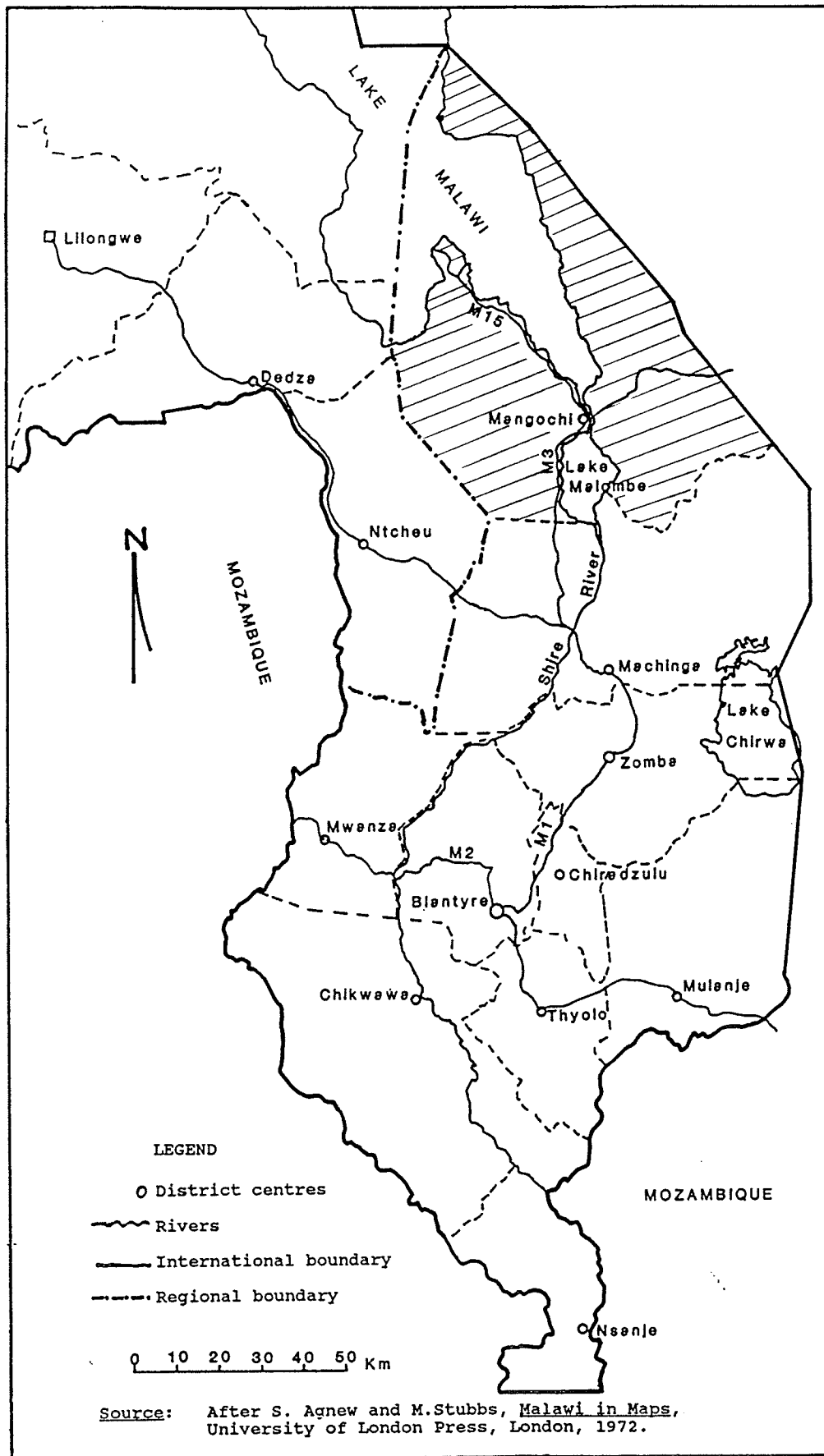


Fig. 2: Southern Malawi district boundaries showing the position of Magochi district (Shaded).

APPENDIX A

GRADE 6 TEACHERS' SOCIAL STUDIES

CURRICULUM QUESTIONNAIRE

NAME _____ SCHOOL _____
SEX _____ DATE _____

This questionnaire deals with instructional objectives related to the content of the civics, geography and history curricula in grade 6 (Standard 6).

Please rate the extent to which these objectives are currently taught in your school. Also rate the extent to which these objectives should be taught in your school.

DIRECTIONS: Please circle the appropriate number on the scale from 1 to 6 as follows:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Not Sure
- 4 = Disagree
- 5 = Strongly Disagree
- 6 = Do Not Understand

OBJECTIVE 1: Pupils will be able to develop knowledge, skills and understanding of their duties, rights and responsibilities contributing to citizenship of Malawi and the world.

Is now taught in civics, history or geography in my school.

1 2 3 4 5 6
Comments

Should be taught in civics, history or geography in my school.

1 2 3 4 5 6
Comments

CURRICULUM QUESTIONNAIRE

OBJECTIVE 2: Pupils will be able to develop understanding that should help them to participate constructively in the economic, socio-cultural traditions and values in the community.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 3: Pupils will be able to function effectively in the maintenance of self-sufficiency in food production and increase of agricultural productivity for export.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 4: Pupils will be able to develop an appreciation and positive attitudes in serving and supporting the precepts and cornerstones of the Republic of Malawi.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

CURRICULUM QUESTIONNAIRE

OBJECTIVE 5. Pupils will be able to develop an understanding of social relationships by recognizing the interdependence of all peoples and nations.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 6: Pupils will be able to develop a feeling of acceptance, self-confidence and a recognition of the dignity and worth of the individual.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 7: Pupils will be able to develop critical thinking and research skills such as : locating, organizing, acquiring and evaluating information through reading, listening and observing.

Is now taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

CURRICULUM QUESTIONNAIRE

OBJECTIVE 8: Pupils will be able to interpret pictures, charts, graphs, tables, maps, globes, time and chronology of events.

Is taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 9: Pupils will be able to develop an appreciation for such procedural values as respect for truth, freedom, tolerance, fairness and rational thought.

Is taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

OBJECTIVE 10: Pupils will be able to know how the human race has adapted to the environment and appreciate measures to conserve the environment in the process of change.

Is taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

Should be taught in civics, history or geography in my school.

Comments 1 2 3 4 5 6

APPENDIX B

SOCIAL STUDIES TEST

Name _____ School _____
Sex _____ Date _____

DIRECTIONS: Read each question carefully. Decide which of the answers given below is best. Circle the letter which has the answer you have chosen.

SAMPLE

1. The Malawi flag is red, black, and
- a) white
 - c) green
 - b) blue
 - d) yellow

PART A

- | | |
|---|---|
| 1. The San people who live in the Kalahari desert earn their living by: | 5. Children living in Malawi today are most likely to wear clothes made of: |
| a) fishing | a) cotton |
| b) hunting | b) fur |
| c) mining | c) linen |
| d) farming | d) flax |
| 2. Money to pay the cost of a new school comes from: | 6. A man who issues tickets on the bus is called the: |
| a) dues | a) driver |
| b) stamps | b) owner |
| c) taxes | c) conductor |
| d) mints | d) inspector |
| 3. The people of Mozambique live in a land that is most like: | 7. An area that has much pine timber would be of most interest to manufacturers of: |
| a) Malawi | a) clothes |
| b) Ethiopia | b) cars |
| c) Uganda | c) utensils |
| d) Zaire | d) paper |
| 4. When the original settlers of our country first came from the North, they built their villages near: | 8. Which of these do grocers most often sell by the kilo? |
| a) railroads | a) milk |
| b) water | b) sugar |
| c) factories | c) can goods |
| d) mountains | d) fruits |

SOCIAL STUDIES TEST

9. A person who grows better plants on a large garden is called a:
- a) policeman b) businessman
c) fireman d) farmer
10. The cheapest way to take oil 500 kilometers from desert oil wells to the seacoast is by:
- a) road b) pipeline
c) train d) airplane
11. Weather most directly affects the income of:
- a) engineers b) lawyers
c) farmers d) mailmen
12. Our nation has a surplus of farm crops because of an increase in:
- a) the number of farmers
b) the number of cattle
c) the amount of rainfall
d) the use of fertilizer
13. A flood will most often follow a heavy rain in the Lower Shire in the month of:
- a) March b) February
c) January d) November
14. During a test Mavuto sees many pupils looking at other pupils papers. Mavuto should:
- a) tell the teacher who is doing it
b) refuse to look at others' papers
c) look too, if others do
d) keep his paper and take it home
15. A man who first opposed the European rulers in Malawi was:
- a) Chief Lundu
b) John Chilembwe
c) Alfred Sharpe
d) Chief Kabunduli
16. The Shire River is related to Mangochi town as the Linthipe is related to:
- a) Lilongwe City
b) Blantyre City
c) Mzuzu town
d) Salima town
17. People today can get the most news from:
- a) radios b) letters
c) drums d) newspapers
18. Many people go to the lake in summer for the:
- a) skiing b) fishing
c) climate d) hunting
19. Which one of these countries would most likely export tea?
- a) Malawi b) Zambia
c) Tanzania d) South Africa
20. The simplest tools are needed to make houses of:
- a) wood b) mud
c) steel d) plastic
21. David Livingstone probably took on his trip to Malawi a man who knew much about:
- a) motors b) wild animals
c) Ngonis d) radio waves

SOCIAL STUDIES TEST

22. The Yao who saw David Livingstone would have known most about:

- a) beads
- b) sheep
- c) sailing
- d) fishing

24. Which of the following mills would you expect to find on the Vipya Plateau?

- a) sugar
- b) flour
- c) steel
- d) lumber

23. Which of these is least true of Tanzania?

- a) It is smaller than Malawi
- b) It has vast deserts
- c) It has vast forests
- d) It follows Swahili customs

25. The four cornerstones of the Malawi Congress Party and government are Unity, Loyalty, Obedience, and:

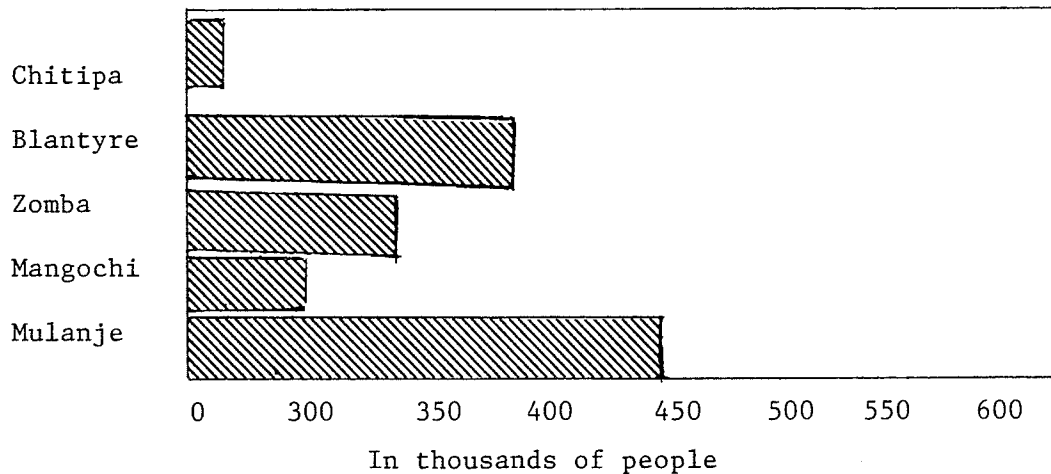
- a) Courage
- b) Peace
- c) Discipline
- d) Trustworthy

PART B

DIRECTIONS: Look at each graph or map and read the questions that go with it. Find the best answer to each question. Then circle the letter which has the answer you have chosen.

Use the graph below in answering questions 26 to 30.

Population of some districts in Malawi



26. If there were the same number of people per square kilometre in each district, which district would have the greatest number of children in school?

- a) Blantyre
- b) Mulanje
- c) Zomba
- d) Mangochi

SOCIAL STUDIES TEST

27. Which district has the lowest population?

- a) Mulanje
- b) Mangochi
- c) Chitipa
- d) Zomba

29. How many districts have a population of over 400, 000 people?

- a) one
- b) two
- c) four
- d) five

28. The population of Blantyre is closest to that of:

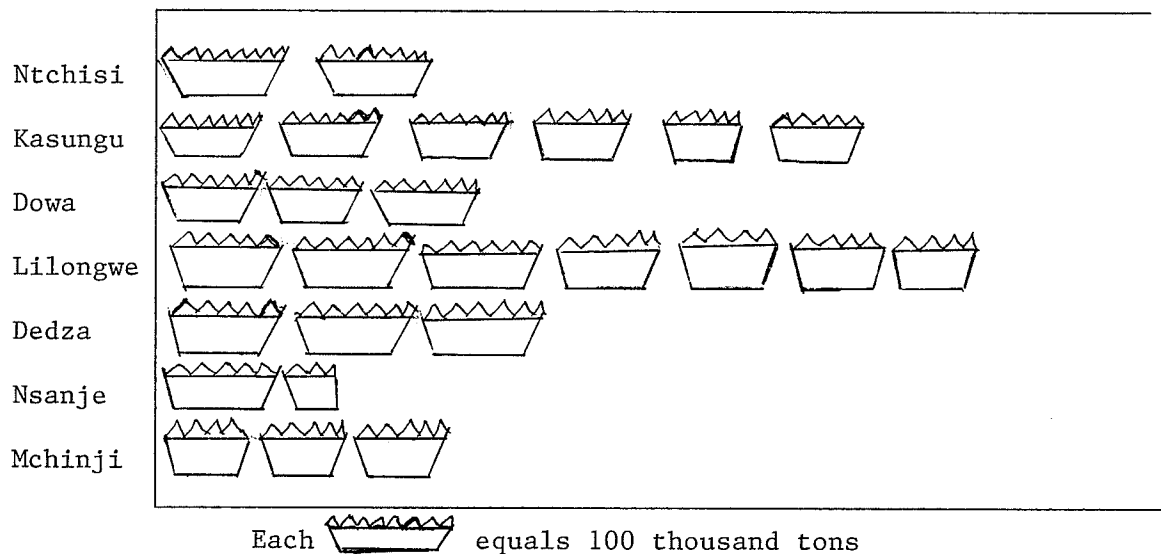
- a) Chitipa
- b) Mulanje
- c) Mangochi
- d) Zomba

30. What is the approximate population of Blantyre?

- a) 300,000
- b) 402,000
- c) 350,000
- d) 400,000

Use the graph below to answer questions 31 to 35.

Maize Grown Each Year in Seven Districts



31. How many tons of maize does Dedza grow?

- a) 300,000
- b) 275,000
- c) 250,000
- d) 30,000

33. None of the five leading maize growing districts are in the:

- a) Dedza Plateau
- b) Lilongwe Plain
- c) Kasungu Plain
- d) Shire Valley

32. How many more thousand tons of maize are grown in Dedza than in Ntchisi?

- a) 200
- b) 100
- c) 150
- d) 50

SOCIAL STUDIES TEST

34. Kasungu grows as much more maize as which one of the following pairs of districts together?

- a) Lilongwe and Nsanje
- b) Dowa and Mchinji
- c) Ntchisi and Nsanje
- d) Dowa and Nsanje

35. Which district is next in rank above Mchinji in the amount of maize grown?

- a) Lilongwe
- b) Dedza
- c) Kasungu
- d) Dowa



Use the map opposite to answer questions 36 to 40.

36. Which letter on the map locates the Atlantic Ocean?

- a) X
- b) Z
- c) W
- d) Y

37. Which of the following continents is completely shown on the map?

- a) Asia
- b) Africa
- c) Europe
- d) North America

38. The letter X is used to mark which body of water?

- a) a sea
- b) tributary
- c) an ocean
- d) a gulf

39. Which of the following is not shown on the map?

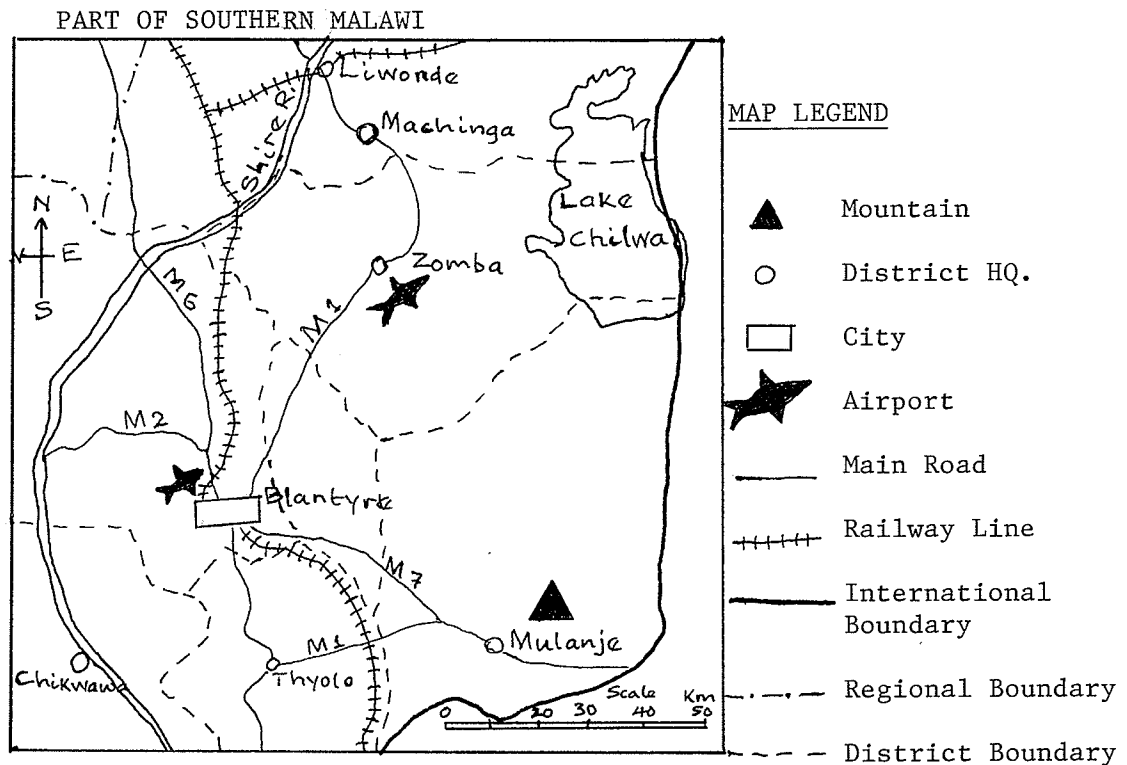
- a) the North Pole
- b) a line of longitude
- c) a line of latitude
- d) the equator

40. In relation to most of Africa, Europe is:

- a) directly south
- b) at the same latitude
- c) farther west
- d) directly north

SOCIAL STUDIES TEST

Use the map of Southern Malawi shown below to answer questions 41 to 50.



41. The city on the map is:
- a) Blantyre b) Mulanje
c) Zomba d) Thyolo
42. The towns with airports are:
- a) Chikwawa and Thyolo
b) Mulanje and Liwonde
c) Machinga and Thyolo
d) Blantyre and Zomba
43. The district farthest east is:
- a) Chikwawa b) Thyolo
c) Mulanje d) Blantyre
44. Which road would you take to go to Liwonde from Blantyre?
- a) M2 b) M7
c) M6 d) M1
45. If you drove on the main road going southeast from Blantyre, you would see:
- a) Lake Chilwa b) Mt. Mulanje
c) Chikwawa d) Shire River
46. The railway line going east from Liwonde goes to:
- a) Nacala b) Lilongwe
c) Salima d) Mchinji

SOCIAL STUDIES TEST

47. The M2 main road goes to:
- a) Zambia b) Tanzania
c) Zimbabwe c) Chileka
48. The distance from Zomba to Blantyre is about how many kilometres?
- a) 25 b) 60
c) 50 d) 80
49. How many main roads are shown?
- a) two b) seven
c) six d) four
50. How many districts can you see on this map?
- a) seven b) three
c) four d) six

APPENDIX C

INTERVIEW SCHEDULE FOR TEACHERS' KNOWLEDGE
OF STRATEGIES IN SOCIAL STUDIES

1. Is there a published scope and sequence that teachers are expected to follow?	YES _____	NO _____
2. Does the curriculum content fit the periods in the school year?	YES _____	NO _____
3. Have you defined the general aims of civics, geography and history into specific performance objectives?	YES _____	NO _____
4. Have you had an in-service on any of civics, geography or history in the past two years?	YES _____	NO _____
5. Have you invited any of the following this year to talk to your class on a relevant topic: the village headman, traditional authority, ward councillor, District Commissioner or District Education officer?	YES _____	NO _____
6. In your training, did you learn civics, geography and history as Social Studies?	YES _____	NO _____
7. Have you taught Standard 6 "Elections" in civics and "the General Election (1961) in history as one topic in one lesson or two?	YES _____	NO _____
8. Have you taught the "Traditional Authority" in Standard 6 civics in relation to the environment of the traditional authority in geography, Standard 4?	YES _____	NO _____
9. Do you view civics, geography and history as an integration of experience and knowledge concerning human relations and environment for the purpose of citizenship education?	YES _____	NO _____

APPENDIX D

OBSERVATION SCHEDULE TO MONITOR DISTRIBUTION OF TIME AND TEXT BOOKS

1. School _____ 2. Class _____ 3. Date _____
4. Name of class teacher _____ 5. Subject on Timetable _____
6. Start _____ 7. Stop _____
8. Activity _____

9. Class reactions to changes in schedule _____

10. Textbooks used in teaching: _____

11. Locally made teaching/learning aids _____

12. Explanations for irregularities observed _____

13. Observer _____
14. Class Teacher _____ Sign

Telegrams: MINED LILONGWE
 Telephone: Lilongwe 733 922
 Communications should be addressed to:
 The Secretary for Education and Culture



In reply please quote No. 1695/107

MINISTRY OF EDUCATION AND CULTURE
 PRIVATE BAG 328
 CAPITAL CITY
 LILONGWE 3
 MALAWI

15th May, 1987

Mr M. Chilambo,
 Malawi Institute of Education,
 P.O. Box 50,
 Domasi.

Dear Sir,

RESEARCH - IN SOCIAL STUDIES - RE- MATHEW

CHILAMBO

This is to inform you that approval has been given to you to carry out research in social studies in the Selected Primary Schools between Mpale and Monkeybay in the Mangochi district.

By copies of this letter the R.E.O (S) and the D.E.O Mangochi are being informed of the exercises.

Yours faithfully,

R.W. Kapitao

for : SECRETARY FOR EDUCATION AND CULTURE

- cc : The Regional Education Officer, P.O. Box 30366,
 Chichiri, Blantyre 3.
 : The District Education Office, P.O. Box 16,
 Mangochi.

Appendix F: Timetable For Administration of
Social Studies Achievement Test

<u>I.D. No.</u>	<u>School</u>	<u>Date</u>	<u>Time (Approx.)</u>
07	Monkey Bay	July 13, 1987	8.00 - 8.40 a.m.
06	Mbwadzulu	July 13, 1987	8.00 - 8.40 a.m.
13	Nkhudzi Bay	July 13, 1987	9.30 - 10.10 a.m.
14	Nkope Hill	July 13, 1987	11.00 - 11.40 a.m.
18	Ulande	July 13, 1987	12.30 - 1.10 p.m.
11	Mtonda	July 14, 1987	8.00 - 8.40 a.m.
05	Makawa	July 14, 1987	9.30 - 10.10 a.m.
03	Kooche	July 14, 1987	11.00 - 11.40 a.m.
04	Lwanga	July 14, 1987	1.00 - 1.40 p.m.
15	Samama	July 15, 1987	8.00 - 8.40 a.m.
10	Mpondasi	July 15, 1987	9.30 - 10.10 a.m.
17	St. Augustine III	July 15, 1987	10.30 - 11.10 a.m.
16	St. Augustine II	July 15, 1987	11.30 - 12.10 p.m.
09	Mpinganjira	July 16, 1987	8.00 - 8.40 a.m.
12	Nasite	July 16, 1987	9.30 - 10.10 a.m.
02	Chimwala	July 16, 1987	11.00 - 11.40 a.m.
01	Changali	July 17, 1987	8.30 - 9.10 a.m.
08	Mpale	July 17, 1987	10.00 - 10.40 a.m.

APPENDIX G

GRADE 6 SOCIAL STUDIES SYLLABUS

SUMMARY

Civics

1. Good Citizenship:
 - a) Rights of a Citizen
 - b) Duties of a Citizen
 - c) Citizen and Road Safety
 - d) Communities of Citizens
 - i) Home
 - ii) village
 - iii) school
 - iv) working environment
 - v) our country of Malawi
 - e) Qualities of Good Citizenship
2. Local Government:
 - a) Village Headman
 - b) Traditional Authority
 - c) District Council
 - d) Town and City Council
3. Elections:
 - a) Local Elections
 - b) National Elections

Geography

1. Africa:
 - a) Location and Size
 - b) Relief and Drainage

- c) Climatic Zones
- 2. The Peoples of Africa:
 - a) Bushmen and Hottentots
 - b) Negroes of West and Central Africa
 - c) Semites
 - d) Hamites
 - e) European and Asiatic Races in Africa
- 3. Sea Ports of Africa
 - a) Hinterlands of the Sea Ports
 - b) Exports
- 4. Geography of the Following Neighbouring Countries:
 - a) Tanzania
 - b) Mozambique
 - c) Zambia
 - d) Zimbabwe
 - e) Kenya
 - f) South Africa

For each country topics covered include:

- i) Location
- ii) Landforms and Drainage
- iii) Climate
- iv) Communications
- v) Economy (How they earn their living)

History

Development of Malawi, 1900 - 1964

- 1) Chilembwe Rising 1914 - 1915
- 2) Government and Christian Missions
 - a) Governors since 1907
 - b) Attitudes of Missionaries
 - c) Development of Education, 1875 - 1964

- 3) Nyasaland African Congress
- 4) Influence of the Second World War 1939 - 1945
- 5) The Period of Federation
 - a) Opposition to Federation
 - b) State of Emergency (1959)
- 6) Independence of Malawi
 - a) Background to Independence
 - b) Conferences, 1960 - 1964
 - c) General Elections 1961
 - d) Self Government 1963
 - e) Dissolution of Federation (1963)
 - f) The four cornerstones and the struggle for independence
 - g) Declaration of Independence (1964)
 - h) The cost of independence
 - i) Malawi becomes a Republic
 - j) Meaning of Republican status: What the Ngwazi (Life President) is doing for Malawi

APPENDIX H

A SAMPLE OF INTEGRATED GRADE 6 SOCIAL STUDIES

A meaningful integrated Social Studies curriculum for Malawi requires a review of the curriculum in its totality throughout all grades. Such an integration would be closely linked to both the amount and quality of time that the teacher would be able to engage children in the learning tasks. The task would be meaningful to the children if they consider it to be important or worthwhile.

Some concepts and generalizations cut across the topics in the curriculum. These concepts would be used to bring order to the physical and social environment and the events that occur in it (Jarolimek, 1986). Grade 6 Social Studies covers both the immediate and extended environment of the child in a continuum. The curriculum focuses on interdependence in people-to-people relationships within the environment as in the Taba model partially (Taba, 1971). In other words, an expanding communities model could provide some framework for integration.

The present Social Studies curriculum lays emphasis on knowledge of facts than the skills advocated in the Educational Development Plan (1985 - 1995). The outline for the grade 6 curriculum in Appendix D shows areas of commonality in Civics and History. These are: the Family, the School Neighbourhood, village community, the District Community, Malawi during the struggle for independence. In Geography, on the other hand, the wider African environment is to be studied at length and Malawi's neighbours in detail.

Thus, with the concept of interdependence as the link, the grade

6 curriculum could be integrated as follows:

- INTERDEPENDENCE ↑
7. Africa, peoples, trade and communication.
 6. Malawi and Her Neighbours.
 5. Malawi and the Struggle for independence.
 4. The District Community.
 3. Traditional Authority Community.
 2. Local Community.
 1. The Family Community.

General and specific objectives would be developed along with the content for the acquisition of knowledge and skills for life in the community.