

The Perspectives of Social Studies Continuity Issues in Kenyan System of Education: A Case of Nakuru County

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Abstract- Continuity of a subject is looked at in terms of the vertical and horizontal relationship in the curriculum (relationship between and within content and the subject being taught from one level to the next). In Kenyan scenario integrated Social Studies (SST) is only taught in primary schools and in teacher training college. This research study sought to find out how continuity in Social Studies (SST) content can be made appropriate in relation to the changes in the contemporary society. The study also sought to find out the perception of teachers on the trends of continuity in Social Studies content in relation to the number of years one has taught. The findings indicate that the topics in SST becomes complex as learners progress from lower classes to the upper classes, and that SST content offers learners the opportunity to apply what they learnt in school in their daily life. Findings show that there's significant difference between the perceptions of teachers on Trends of continuity of Social Studies in relation to the length of teaching Social Studies between teachers.

Index Terms- continuity, Social Studies, standard, Trends

I. INTRODUCTION

Continuity is involved in the vertical organization of curriculum and it ensures that ideas, themes and skills are dealt with more than once in a school curriculum Goodland and Su (as cited in Sowel, 2005). Since most children do not grasp given concept in one experience, several exposures to given concepts in Social Studies should be made building from simple to complex content from one level of teaching and learning to the next level.

The Status of Social Studies continuity worldwide is that it is taught at all levels of education. In America Social Studies is taught upto graduate programs in Universities like; Indiana university, Boston University, the University of Iowa among many others. In the United Kingdom (<https://www.whatuni.com>) More than 154 universities offer Social studies. In Africa, Nigeria for example Social Studies is taught upto the Doctorate level (Sofadekan 2012), In Ghana it is taught upto the university level, in Malawi Social Studies is taught upto university level and in Uganda from 2017 integrated Social Studies will be introduced in secondary schools although it is taught at the university level upto Doctorate level at Makerere University, Integrated Social Studies in Kenya is only taught in primary schools and in primary schools Teacher Training college (Thungu, Wandera, Gachie & Alumande, 2011). In Kenya, there

is therefore need to think in the line of continuity of teaching and learning Social Studies at all levels of schooling upto university level as the Curriculum is reviewed.

Trends of Continuity in Social Studies

Looking at the continuity in teaching of Social Studies in Ghana, Eshun (2013) gives a short historical account and its continuity from a historical perspective. He shows that the introduction of Social Studies in Ghana was preceded by a follow up of Educational Conference of Mombasa in Winneba, Ghana, in 1969. This conference came after the African Social Studies Program (ASSP) had met in Kenya in 1968 to deliberate on issues to do with Social Studies (Shiundu & Omulando, 1992). During Winneba conference, Social Studies was adopted as part of the school curriculum in Ghana. It was first introduced in the Primary Schools in 1972, where it was called Social/Environmental Studies. Also in 1976, all Teacher-Training Colleges in Ghana were asked to start the preparation of Basic School teachers to handle Social Studies.

The above continued to be the situation until the new Educational Reforms of 1987. On the same footing in Nigeria, Sofadekan (2012) shows that Social Studies is now a distinct part of the curriculum at all levels of the Nigerian educational system. Many of the faculties of education in Nigerian universities now run post-graduate degree programmes leading to the award of the post-graduate Diploma in Education, Master's Degrees and even Doctor of Philosophy degrees in Social Studies. This shows that there is continuity in teaching of Social Studies from primary schools and in Teacher Training Colleges in the Ghanaian and Nigerian society. This is not what happens in Kenyan system of education. Here, Social Studies is taught in primary schools and in Primary School Teacher Training Colleges only.

Eshun (2013) continues to show that in Ghana, Social Studies was introduced and confined to the Junior Secondary Schools (JSS), now Junior High School (JHS) which is an equivalent of ordinary level in the previous education in the Kenyan system of education and the Teacher Training institutions. The subject in the primary schools became known as Environmental Studies, now citizenship education which is taught at the upper primary school level in Ghana.

This means just like in Kenya, Social Studies has experienced different changes not only in terms of the name but also the content taught. In Kenya, it was initially called GHC combined course from 1985 before taking the name Social Studies in 2002. According to Shiundu and Omulando (1992) the sub evaluation of the Kenyan curriculum which include Social Studies included the 1990 formative evaluation reports, in 1995

there was a summative report and the 1999 national capital needs Assessment survey report which concluded that the curriculum among others did not address emerging issues like conflict and conflict resolution, HIV/AIDS and drug abuse. When the 2003 primary school syllabus was introduced in Kenya, emerging issues like conflict and conflict resolutions were included in Social Studies among other subjects.

Eshun (2013) further shows that in 1998 Social Studies was introduced in the Senior Secondary Schools (SSS), now Senior High School (SHS) an equivalent to the advanced level in the previous education in the Kenyan system of education to replace Life Skills.

The foregone observation completely deviates from Kenyan case where although the advanced (A) level was replaced by the current 8-4-4 system of education, Social Studies is only taught in Kenyan primary schools. In Ghana the aforementioned recommendation was done by the 1994 Educational Review Committee, which provided the basis for continuation of learning in the discipline from the JSS to the SSS level.

In 1999 the Kenya government initiated the Davy Koech commission of education (Koech, 1999). One of its recommendations was the introduction of Social Studies to replace GHC a combined course. However, the commission unlike that of Ghana did not recommend Social Studies to be taught in secondary schools and in colleges. If this can be done it can help in the continuity of the content taught in primary schools to be carried over to secondary schools and to the colleges and universities.

If Social Studies is not part of the curriculum from primary school all through to the university, the learners cannot be expected to be prepared to understand or participate effectively in an increasingly complex world. Social Studies is supposed to be geared towards attaining a balance between an individual and community needs. The current study found this as a gap which needs to be filled by recommending for continuity of teaching and learning of Social Studies at all levels of education in Kenya.

Eshun (2013, p. 17) asserts that, "teaching Social Studies is stressed to be done in student-centred techniques and strategies." The authority, further stresses that brainstorming, role-playing, simulation, discussion and debate are the major techniques stressed by both colleges of education curriculum and the Junior High School (JHS) Social Studies syllabus in Ghana. This is a pointer to the fact that even in the process of teaching and learning of Social Studies, there are diverse methods of teaching which can be adapted as the content being taught dictates. In relation to this line of view, this work set out to find out whether Social Studies embraced different strategies of teaching. The recommendation were that there's need to take teachers for in service training in Kenya in order to help them be abreast with the contemporary best practices in teaching and learning of Social Studies.

The above observation concurs with findings of Mwangi (2014) who conducted a research on the current status of Social Studies continuous assessment in Kirinyaga, Kenya. Her findings were that drawing from teachers and pupils perceptions, there were very many continuous assessments (CA) strategies used in Social Studies in Kenya. However, her findings showed that the strategies were not fully utilized due to lack of knowledge on application among Social Studies teachers. Further, she showed

that CA plays an important role towards the pupils learning Social Studies. This is because through CA, Social Studies teachers tend to realize their weaknesses in teaching and those of their pupils' and strive to restructure them. She also concluded that the contribution of CA should not only be looked at as improving pupil's performance but also as determining pupils' current level of knowledge, skills or understanding of Social Studies content. The results further showed that majority of the teachers were aware of the benefits of CA in learning Social Studies in their schools. Further on, Mwangi (2014) findings also show that some usefulness of Social Studies was not realized in Kenyan schools because CA was not established in such a way that it builds on all the foundations that were beneficial towards teaching and learning of Social Studies. This could be attributed to the quick changes in Social Studies content taught in Kenyan schools.

Eshun (2013) observes that teachers' understanding of the subject matter and ability to share information with students comes from the foundations of knowledge they have gained. The knowledge base for teaching defines a set of knowledge necessary for one to be an effective teacher. The teacher should, therefore, have had exposure to Social Studies at various levels. This creates continuity in terms of the teacher preparation. This is not the case in the Kenyan setting. Social Studies is not taught in the secondary schools and at the universities.

In Moi University, those students who are taking Bachelor of Education in Early Childhood Development Education (ECDE) are taught Social Studies which is basic and skeletal in content in their first and second year of study. However, when they get to the third year they are supposed to take either Geography or History. The major problem emanates from the fact that there has been no continuity in Social Studies curriculum in Kenya. The lecturers themselves have not taken Social Studies as an integrated course and, therefore, their approach to Social Studies is in relation to the subject they studied at the university that is either Geography or History (Shiundu and Omulando 1992).

The challenge is still there even in Teachers Training Colleges because much as the student teachers are taught Social Studies, the lecturers here teach it in relation to what they specialized in at the university that is either Geography or History.

Continuity and evaluation

Continuity may also be conceived in relation to the two major types of evaluations namely formative evaluation and summative evaluation.

Formative evaluation; According to Ogula (2002), formative evaluation is conducted to provide data to improve the programme. Therefore, this informs the need to have formative evaluation of the Social Studies objectives, content and the whole process of implementation of the curriculum at all levels of education.

Summative evaluation; The main purpose of summative evaluation is to collect and present data needed for judgments about the value of the programme (Ogula, 2002). After the Social Studies curriculum has gone through its full cycle or when it is near completion, summative evaluation should be conducted

to objectively assess the gains that have accrued as a result of it being taught.

One of the areas this research study was interested in is there is need to have continuity for teaching Social Studies content which is revised to stand the test of time in primary school, secondary school, teachers training colleges and universities with evaluation in mind hence continuity.

II. METHOD

This research study adopted a mixed research methods approach in order to provide an in-depth perspective on the issues touching on Social Studies. Creswell and Clark (2011) justify the use of mixed methods because the combination of qualitative and quantitative data provides a more complete understanding of the research problem than either approach by itself. Two hundred and fifty teachers of Social Studies were sampled using stratified random sampling method.

Questionnaires were used to gather information from the teachers while interview guide was used to gather in-depth information from the Quality and Standards Officers (QASO) and the chairpersons of Kenya Primary Schools Heads Association of Nakuru Sub-County, Kenya.

To ascertain the extent to which there was continuity of Social Studies, the responses were interpreted using the following criteria;

3.50-4.00 = High integration in Social Studies, 2.50-3.49 = Moderate integration in Social Studies, 1.50-2.49 = Low integration in Social Studies and 1.00-1.49 = No integration in Social Studies.

III. RESULTS AND DISCUSSIONS

This research study was guided by these research questions;

1. How should the trends of continuity in Social Studies content be made appropriate in relation to the changes in the contemporary society?

Trends of Continuity in Social Studies

Continuity is most evident in Bruner's (as cited in Ornestein & Hunkins, 2010) notion of "spiral curriculum." His opinion has it that curriculum should be organized according to the interrelationships among the basic ideas and structures of each major discipline. He avers that for students to grasp these ideas and structures, they should be developed and redeveloped in a spiral fashion, in increasing depth and breath as pupils advance through the school program. This study sought to establish the extent of the teachers' agreement and disagreements with issues touching on continuity.

Table 1 Trends of Continuity in Social Studies (n=246)

	Mean	Std. Deviation
In my secondary school days I was taught Geography, History etc which form integrated SST separately	3.66	.500
In the primary school teacher training college I was taught Geography, History etc which form integrated SST separately	3.37	.775
Combined Social Studies curriculum is taught from primary schools, secondary schools, in colleges and universities	1.80	.695
The topics in SST becomes complex as learners progress from lower classes and the upper classes	3.53	.583
There are charts and maps of county, Kenya, Eastern Africa and Africa in my school	3.31	.653
SST content offers learners the opportunity to apply what they learnt in school in their daily life	3.20	.634

Trends of Continuity in Social Studies and Learning Individual Subjects that form Integrated Social Studies in Secondary Schools

The participants were asked to show the extent to which they agreed with the item which asked them if in their secondary school days they were taught Geography, History, etc., which form integrated Social Studies curriculum separately. The rated

average of teachers to this item was found to be ($\mu = 3.66$, $SD = .500$) which is strongly agreement zone.

Indeed it is clear from the above findings that a vast majority of the teachers who participated in this study were taught subjects which form Social Studies separately. This is the practice in Kenya and which should change because with the accelerating pace and scope of changes in the contemporary

society, today's Kenyan students cannot prepare for life by merely learning isolated facts. Taba (as cited in Ornestein and Hunkins, 2010) noted that a curriculum that presents information only in bits and pieces prevents students from seeing knowledge as unified.

The traditional subjects like Geography, History and Civics inherited from colonial education system according to Mbaba and Omabe (2012) were criticized for not being relevant both in purpose and content to the immediate needs of the Nigerian society at large. The Kenyan society is not an exception to this criticism. One of the reasons for the adoption of Social Studies as set forth by the Mombasa Conference in 1968, was that the new subject is supposed to enable every school-going child in Africa to understand peoples' interaction with their cultural, social and physical environment, appreciate home and heritage, develop skills and attitudes expected of citizens and learn to express ideas in many ways Meryfied and Mutebi (as cited in Edinyang & Ipuole, 2014).

This means, Kenyan curriculum is still wanting, especially in Secondary schools and in colleges where the subjects which form Social Studies are taught separately when looked at in relation to the reason outlined above. Therefore there is need for integrated Social Studies to be taught in secondary schools in order to prepare the students to be able to fit well as global citizens.

Trends of Continuity in Social Studies at Teacher Colleges

This research study set out to inquire the extent to which the teachers agree or disagree with the statement that in the Primary School Teacher Training College they were taught Geography, History etc which form integrated Social Studies separately. Findings in Table 1 show that the mean score of the participants to the statement was ($\mu = 3.37$, $SD = .775$).

Initially teachers who went to Primary School Teacher Colleges were taught the individual subjects which form Social Studies separately. However later after the recommendation of the Koech Commission (1999) subjects taught at the Teacher Colleges were divided into two namely, option A and option B. Option B has Social Studies, Music, Art and Craft, Kiswahili and English (Thungu, Wandera, Gachie & Alumande, 2011). This informs the results above that there are those who went to Teacher Colleges and learnt the subjects separately while there are those who went to Teacher Colleges when integrated Social Studies was taught. This is a step towards the right direction.

Okam (2012) has argued that effective teaching of Social studies can only be realized by professionally trained Social Studies teachers, who have adequate instructional orientation to inculcate appropriate values, skills, knowledge and attitudes in the learner for transformative nation building. Effective teaching of Social Studies, therefore, entails qualitative teacher training and recruitment in Social Studies as an integrated subject. In other words effective teaching of Social Studies cannot be realized without sound trained teachers in methods of teaching Social Studies.

Trends of Continuity in Social Studies at all Levels of Education

The trends in many countries of the world from America, Britain, Ghana, Nigeria and more recently Uganda among many

other countries offer integrated Social Studies from primary schools, secondary schools, Teacher Colleges and in the universities (Kissock as cited in Bekoe, 2013, Eshun, 2013 & Sofadekan, 2012). In Table 1 above there's presentation on how the participants responded to item on whether the teaching of combined Social Studies is done from primary schools, secondary schools, Teacher colleges and universities. The rated average response to the item is ($\mu = 1.80$, $SD = .695$) this is a disagreement area.

The practice in Kenya as attested to by the results above show that a vast majority of the respondents show that integrated Social Studies is not taught at all levels of education. This is a deviation from the trends that is taking shape worldwide. Interview results on the same issue above are also captured. One of the tutors from the primary school teacher college said that;

Yes I think integrated Social Studies should be taught in all levels from primary schools up to the university level. I have done integrated Social Studies at Moi University where elements from different disciplines are integrated and in my opinion it is quite helpful if it can be taught at all levels of education.

The above assertion was corroborated by the QASO who observed that;

Social Studies should be taught at all levels of education. Man is a social being and should be conversant with social dynamics at all levels of education.

On the same note of the need to teach integrated Social Studies at all levels of education in Kenya, one of the KEPSHA chairpersons said that;

Yes it should be taught up to form four but when one reaches the university level it should be handled separately to spur more mastery of the individual subjects.

Another KEPSHA chairperson differed and said that;

No integrated Social Studies can be taught up to form four level. At the university level, students should specialize in individual subjects.

The other tutor of the primary school teacher college was of a contrary opinion by asserting that;

In primary schools it is wise to encourage integrated Social Studies. However, in secondary schools, colleges and universities, individual components of Social Studies will be of much help and more effective. I trained in Geography at the university level and, therefore, I feel more comfortable handling content on Geography than integrated Social Studies.

From the discussion above it is important that Kenyan system of education should adapt teaching of integrated Social Studies at all levels of education. The teachers also need to be taught the importance of Social Studies at all levels of education.

Trends of Continuity in Social Studies in Relation to Topics Complexity as Learners Progress from Lower Classes

This study sought to find out whether there's progression of topics from simple to complex topics as learners move to the next classes. The findings show that the mean score of the responses is ($\mu = 3.53$, $SD = .583$) which is strongly agreement zone.

The above results show that the integrated Social Studies has made use of the psychological sieve to moderate the learning process of the pupils. The learners' are supposed to be taught

from simple to complex content and from the known to unknown content (Sofadekan, 2012).

Kenya Institute of Education (2009), shows that the content becomes complex as learners move from lower classes to the next. When one focuses on the theme of living together, in standard one they learn about our home and school, in standard two it is school and neighbourhood, in standard three it is our district, in standard four it is our county/former Rift Valley region, in standard five they learn about Kenya, standard six it is about Eastern Africa, in standard seven it is about Africa and finally in standard eight it is about Kenya and the world. From the above examples of content taught in all classes it is clear that the content becomes complex as the learners progress from one class to the next. This means there is continuity and the complexity of content as learners move from one class to the next.

Trends of Continuity in Social Studies in Relation to Teaching Aids

As shown in the preceding discussion the content increases in complexity as the learners' progress to the next class. This complexity should be accompanied with the teaching aids which vary in complexity. This research interrogated if there are charts in classes which show continuity of teaching and learning integrated Social Studies. Data was collected, analyzed and interpreted. The mean value to this item is ($\mu = 3.31$, $SD = .653$) which is agreement zone.

Further, analysis of the item was done in relation to the type of school. Results were analyzed and presented in Table 2 below.

Findings in the table below show that sixty eight (68) teachers and fifty nine (59) teachers from public and private schools respectively agree with the statement that, there are charts and maps of county, Kenya, Eastern Africa and Africa in my school. Seventy one (71) teachers and twenty eight (28) teachers from public and private schools respectively strongly agree, six (6) teachers and eleven (11) teachers from public and private schools respectively disagree while only three (3) teachers from public schools disagree.

Table 2 There are Charts and Maps of County, Kenya, Eastern Africa and Africa in my School.

		Type of school	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Which type of school do you teach?	Public primary school	Public primary school	3	6	68	71	148
	Private primary school	Private primary school	0	11	59	28	98
Total			3	17	127	99	246

The majority of teachers who agreed shows that there is continuity in relation to teaching and learning by use of charts and maps which progress from the simplest unit of administration of home as taught in standard one to the world as taught in standard eight.

To make the teaching of Social Studies less cumbersome and realistic, Mezieobi, Nzokurum, and Mezieobi (2014) have suggested that instructional materials and community resources like charts and maps ought to be employed to clarify abstract concepts and difficult topics. The resources simplify teaching and learning for teachers and students. On the same breadth Ayuh (2008) argues that proper organization of materials (in Social Studies) classroom stimulates retention and by extension motivates learning. In other words the use of media resources including modelling of physical features and use of graphics adds value to learning, they motivate learning and save the teacher the excruciating pain of extreme explanations and analysis hence enhancing learning.

Trends of Continuity in Social Studies in Relation to Learners' Application of What They Learnt in School in Their Daily Life

There are many areas through which learners need to apply the knowledge they gained in their daily lives at school and at home. Taylor (2008) shows that integrated Social Studies

broaden the students' knowledge of history and diverse culture. This helps the learners to appreciate people from different cultures hence leading to a peaceful co-existence in their lives.

This study sought to establish whether Social Studies content offers learners the opportunity to apply what they learnt in school in their daily life. Findings in the table 1 shows that the mean of the respondents in relation to the item statement that Social Studies content offers learners the opportunity to apply what they learnt in school in their daily life is ($\mu = 3.20$, $SD = .634$).

The vast majority of respondents being in agreement zone that learners' apply what they learnt Social Studies in their daily life, show that it can help the students to be responsible people in the society who promote democracy and human rights.

When the interviewees were probed on the areas where the learners apply the knowledge got from learning Social Studies, one of the KEPSHA chairpersons observed that;

Knowledge gained in Social Studies has helped our student governing council which was known initially as prefects to be willing and able to resolve disputes in and out of schools. This means that only serious cases reach the teachers.

On the same note another KEPSHA chairperson was of the opinion that;

Our learners are trained to be responsible adults who understand and promote awareness of democracy in the society when they become adults. In our schools today we don't hand

pick the leaders for the pupils. We organize for a day when the learners vote for the candidates of their choice. The teachers act as the returning officers, the vying learners have their agents during voting and at the tallying centre in a given class. In my opinion, this practice will help to inculcate in the learners issues touching on transparency and accountability in voting.

Another KEPSHA chairperson observed that;

The learners are taught about map reading and interpretation in Social Studies. These skills help them when they grow up to interpret information and making right judgments on the directions to go especially when new in a place and they have the map of where they are going.

The above observations show that there is continuity of knowledge gained in Social Studies to the real life situation not only in school but even after schooling.

Eshun (2013) in his study observes that Social Studies helps students to understand their society better, helps them to investigate how their society functions and hence it assists them to be critical and at the same time develop the kind of mind that transforms societies. Eshun goes further to conclude that if students understand the Ghanaian better, and are able to examine the society's institutions' ways of life with a critical and

constructive mind, the country will be on the path to better and faster growth and development. The above assertion is true about the Kenyan society.

Amuche and Mu'azu (2013) on the importance of Social Studies shows that some of the complex goals in Social Studies such as development of responsible citizenship may not be evident until after students have left school and engaged in tasks such as informed voting, social action and other forms of civic participation.

2. Is there a significant difference in the perception of teachers on the trends of continuity in Social Studies content according to the number of years one has taught?

In order to find out if there was observed difference in mean perception of teachers on trends of continuity in Social Studies content according to the number of years one has taught, data was analysed and presentation done in Table 3a, 3b, 3c and 3d. The following null hypothesis was tested.

H₀1: There is no significant difference in the number of years one has taught and the perception on the trends of continuity in Social Studies content.

Table 3a Trends of Continuity of Social Studies

	N	Mean	Std. Deviation	Std. Error
5 years and below	104	3.1824	.39957	.03918
6 years-10 years	79	3.1831	.33341	.03751
above 10 years	63	3.0450	.38938	.04906
Total	246	3.1474	.38014	.02424

Table 3a shows that the teachers who have a teaching experience of 6 years – 10 years had a higher mean of ($\mu=3.1831$, $SD=.33341$) those who have a teaching experience of 5 years and below had a mean of ($\mu=3.1824$ $SD=.39957$) while

those who have a teaching experience of above 10 years had a mean of ($\mu=3.0450$ $SD=.38938$). As a result of this observed difference in mean perception of teachers, the researcher tested whether there is homogeneity of variances.

Table 3b Test of Homogeneity of Variances Trends of Continuity of Social Studies

Levene Statistic	df1	df2	Sig.
2.369	2	243	.096

Table 3b shows there is homogeneity of variance because the p value $.096 > 0.05$. Therefore hypothesis 3 was tested at 0.05

level to determine if the observed mean difference was significant.

Table 3c Trends of Continuity of Social Studies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.889	2	.444	3.129	.046
Within Groups	34.516	243	.142		
Total	35.404	245			

The analysis of variance in Table 3c shows that there is significant difference on the teachers perception on the status of scope in relation to the teaching experience because the p value is $.046$ hence $p < 0.05$ and the F value is 3.129. Therefore the null

hypothesis was rejected. From the findings it can be deduced that the teaching experience play a critical role in influencing the teacher's perception on status of continuity in Social Studies content.

The more the years one has taught, transforms into understanding the subject matter, issues touching on the continuity and its interrelatedness with Social Studies curriculum content. It can be explained that the vastness in terms of the years of teaching of the participants in this study brought about the differences in perception. This could also be seen in the light of a study by Rice (2010) who found out that there is positive

influence of the early career experiences in this study, those below five years and those in late career experience are those above fifteen years.

Since the sig value is close to .05, in order to find the specific experiences which are significantly different a post hoc test was run with results as shown in Table 3d below.

Table 3d Dependent Variable: Trends of continuity of Social Studies

(I) Kindly indicate how long you have been teaching Social Studies	(J) Kindly indicate how long you have been teaching Social Studies	Mean Difference	Std. Error	Sig.
5 years and below	6 years-10 years	-.00075	.05625	.989
	above 10 years	.13740*	.06017	.023
6 years-10 years	5 years and below	.00075	.05625	.989
	above 10 years	.13815*	.06366	.031
above 10 years	5 years and below	-.13740*	.06017	.023
	6 years-10 years	-.13815*	.06366	.031

Findings show that there's significant difference between the perceptions of teachers on Trends of continuity of Social Studies in relation to the length of teaching Social Studies between teachers with an experience of 5 years and below and those with an experience above 10 years at p value =.023 hence $p < 0.05$. there is also significant differences between those with an experience of above 10 years and those with 6 years – 10 years at p value = .031 hence $p < 0.05$.

IV. SUMMARY

Looking at the trends of Continuity in Social Studies it is evident that in their secondary school days a vast majority of the participants were taught Geography, History etc which form integrated SST separately, in the primary school teacher colleges some participants depending with the year they were in college were taught Geography, History etc which form integrated SST separately, Combined Social Studies curriculum is not taught from primary schools, secondary schools, in colleges and universities in Kenya, The topics in SST becomes complex as learners progress from lower classes to the upper classes, in most schools of the respondents there are charts and maps of county, Kenya, Eastern Africa and Africa in their school and that SST content offers learners the opportunity to apply what they learnt in school in their daily life.

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