

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

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